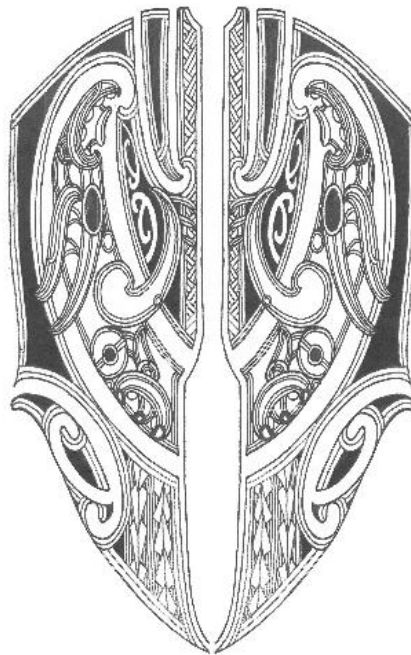




Te Waka o Māramatanga Kāhui Ako - Community of Learning



Whakatauki – Proverb: “He waka eke noa”.

The canoe we are all on without exception.

Kāhui Ako - Our Community of Learning

Te Waka o Marama Kāhui Ako whānau comprises seven schools. These include four primary schools situated within Flaxmere and one school from each of Bridge Pā and Pakipaki. Bridge Pā School, Flaxmere Primary School, Irongate School, Kimi Ora Community School, Peterhead Primary and Te Kura o Pakipaki. Each of these schools are full primary schools. Within Flaxmere Primary School are Māori and Pasifika medium settings. Te Kura o Pakipaki is a Māori medium setting. Many learners/ākonga from these schools continue their learning at Te Kāreti o Pāharakeke, Flaxmere College and other Secondary Schools in Hastings and Napier. Te Tipu Whenua o Pāharakeke - Flaxmere College Teen Parent Unit, are also members of our Kāhui Ako whānau. Future consideration will be given to early learning and tertiary pathways involvement and/or membership.

Te Waka o Māramatanga Kāhui Ako's structure consists of a Governance Group and Management Team. Our Governance Group consists of one representative per school. The representative is either a BOT member or Principal. Within the Governance Team we have Iwi, Pasifika, Early Childhood, BOT and Principal representation. The Management Team representation consists of the Principal from each school. These groups will be further supported once our Across Schools and Within Schools positions appointments are made. The role of Stewardship is carried out by both Management and Governance members.

School ID	School Name	School Type	School Authority	School Decile
2547	Bridge Pā School	Full Primary	State: Not integrated	2
134	Flaxmere College	Secondary (Year 7-15)	State: Not integrated	1
2560	Flaxmere Primary School	Full Primary	State: Not integrated	1
2582	Irongate School	Full Primary	State: Not integrated	1
2746	Kimi Ora Community School	Full Primary	State: Not integrated	1
2644	Peterhead School	Full Primary	State: Not integrated	1
2637	Te Kura o Pakipaki	Full Primary	State: Not integrated	1
705	Te Tipu Whenua o Pāharakeke	Teen Parent Unit	State: Not integrated	1



KEY

Map 1:
Flaxmere Schools and College

Map 2:
Bridge Pa and Pakipaki Schools



School demographic data is shown in the table below. The total cohort is 1846 students. Our Māori student cohort is our largest group at 1326/1846 students with an overall % rate of 71.8%. Pasifika students are our second largest cohort of 439/1846 students 23.8% in total and our remaining students are Pākehā/Other with a total of 81/1846 4.4%.

School ID	School Name	Māori	Pasifika	Other	Pākehā	Total
2547	Bridge Pā School	51	0	0	0	51
134	Flaxmere College	240	43	1	7	291
2560	Flaxmere Primary School	315	135	0	20	470
2582	Irongate School	244	60	1	15	320
2746	Kimi Ora Community School	57	70	0	4	131
2644	Peterhead School	354	128	1	31	514
2637	Te Kura o Pakipaki	49	0	0	0	49
705	Te Tipu Whenua o Pāharakeke	16	3	0	1	20

Ngā Moemoeā – Our Vision

Our shared vision is to collaborate to build equity and excellence across our kura and their wider community to ensure every child has their identity strengthened and is enjoying and achieving educational success.

Ngā Uara – Our Values

Our Kāhui Ako Community of learning is based on the foundation of Mahitahi – Collaboration. Our shared values are: Whānaungatanga – relationships/belonging, Manaakitanga – respect/care, Kairangi/Panekiretanga – excellence, Rangatiratanga – leadership, Ako – teaching and learning, Kotahitanga – unity and Māramatanga – enlightenment/thinking.

Ngā Wero – Our Challenges and Data Analysis Process

Process:

Initially we co-constructed what constitutes evidence after referring to a range of professional readings and research.

We used a collaborative data analysis process to analyse a range of evidence across all our Kāhui Ako Schools.

Analysis:

Data analysed included National Standards, e-AsTTle Reading and Writing, AWS Maths, PAT Maths, the oral language assessments, NCEA participation, roll based and leavers data, PAI information for our Kāhui Ako and the ERO synthesis report for our Kāhui Ako. As we develop our Action Plan we will analyse student, whānau and teacher voice data and a range of other evidence including demographic, engagement, attendance, well-being and retention data. We will use a range of qualitative and quantitative evidence to inform our decision making and evaluate our impact on student achievement.

Key Findings:

Our analysis found that as a Kāhui Ako collectively only half of our learners are achieving at or above National Standards for reading, writing and maths. Oral Language was also identified as an area for improvement and Ngā Whanaketanga Pāngarau. Another area we identified to strengthen was student wellbeing including – attendance, food and nutrition, physical activity and mental health and wellbeing. We found that NCEA achievement was tracking well. Our ERO synthesis report identified areas for improvement such as developing effective culturally responsive pedagogy and relational practices.

Rationale for our collective achievement challenges:

We focused our achievement challenges in our areas of greatest need for improvement and/or acceleration. These are improving our students' achievement in literacy – including establishing a strong foundation in oral language with our youngest learners, and a focus on improving the proportion of students achieving at or above the national standards in reading (for all students, for Pasifika and for boys) and in writing (for all students, for boys, for Pasifika and for students in years 5 – 8). We also need to accelerate student achievement in mathematics and pāngarau (for all students, for Pasifika and for students in Years 5 – 8). As a community, we believe that our students cannot be active, engaged learners if they are not flourishing. As part of our commitment to providing holistic care for all our students, we are including a Health and Physical Education curriculum achievement challenge, and additional challenges around aspects of well-being, including student attendance, nutrition, physical fitness and some well-being indicators. We believe that, when these factors are attended to, our student achievement will rise.

Sense of urgency:

We are committed as a Kāhui Ako to collaborate with each other and with our students, whānau, aiga, kopu tangata and fāmili to accelerate progress to ensure their identity is strengthened and there is equity and excellence for all our young people.

Ngā Whāinga Matua – Our Achievement Challenges

ACHIEVEMENT CHALLENGE 1 LITERACY

We aim to have at least 80% of all learners to be at or above the National Standards in Literacy by 2020.

AC 1.1

At the end of 2016, our current assessments identified students in Te Waka o Māramatanga Kāhui Ako as not having sufficient Oral Language to allow them to access the schools' Literacy Curriculum. Our challenge is that 80% of all Year 2 students showing sufficiency in oral language by 2020.

AC 1.2

At the end of 2016, 59.0% (822) of All Students in Te Waka o Māramatanga Kāhui Ako achieved at or above the national standard for reading. Our challenge is to raise achievement of All students to achieving at or above to 80% by 2020.

AC 1.2.1

Our challenge is to raise achievement of Boys to achieving at or above to 80% by 2020 (from 51%)

AC 1.2.2

Our challenge is to raise achievement of Pasifika students to achieving at or above to 80% by 2020 (from 47%)

AC 1.3

At the end of 2016, 52.0% (729) of All Students in Te Waka o Māramatanga Kāhui Ako achieved at or above the national standard for writing. Our challenge is to raise achievement of All students to achieving at or above to 80% by 2020.

AC 1.3.1

Our challenge is to raise achievement of Boys to achieving at or above to 80% by 2020 (from 42%)

AC 1.3.2

Our challenge is to raise achievement of Pasifika Students to be achieving at or above to 80% by 2020 (from 41%).

AC 1.3.3

Our challenge is to raise achievement of Year 5-8 students to be achieving at or above 80% by 2020 (from 45%).

RATIONALE FOR LITERACY TARGETS

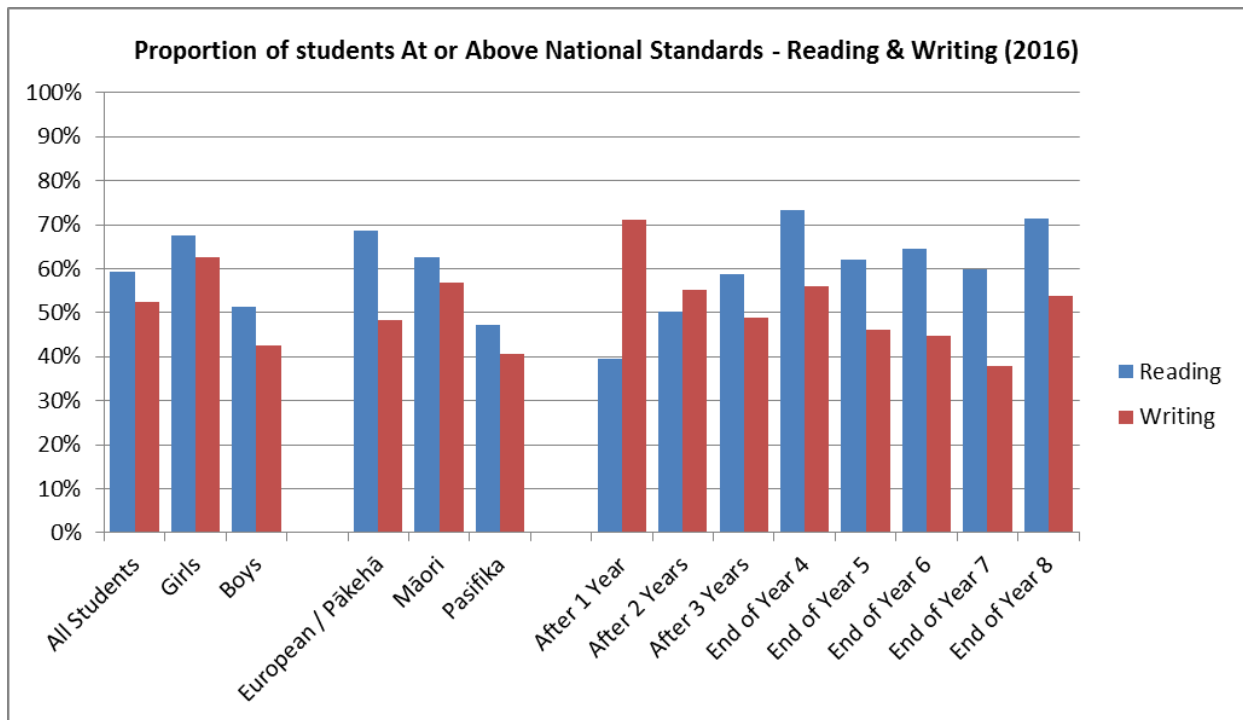
Our achievement challenge around literacy focuses on our students achieving at or above the national standards in reading and writing. We believe that, in order to succeed in reading and writing, we must also provide our students with opportunities to strengthen and develop their oral language skills. We have therefore included an achievement challenge (with the supporting collaborative focus on improvement) in oral language as part of our overall literacy achievement challenge.

Every learner needs opportunities to develop essential communication and language skills in order to access the New Zealand Curriculum as children's success in school and in life is dependent on their language development as demonstrated through their success in oral language, reading and writing. We believe that a strong foundation in oral language supports and strengthens all learning. There is growing concern with the levels of oral language at school entry and we have identified the need to gather consistent and reliable information across all schools in order to plan the next steps.

We will therefore introduce the assessment of all students on school entry using a purpose-built oral language assessment tool, and again at the end of Year 2. Our target is that, by the end of Year 2, all students will have sufficient oral language fluency to support their further learning. The proposed tool is administered in the home language, including Māori and Pasifika languages. Flaxmere Primary has level 1 and 2 Māori immersion classes and Te Kura o Pakipaki is a level 2 Māori immersion context.

Reading is a core skill required to achieve success at all levels of the system and is key to demonstrating thinking, understanding and analysis. Across Te Waka o Māramatanga Kāhui Ako, 59% of our students are achieving at or above the national standard in reading. Our average across Years 5 – 8 is 45%. This achievement is lower for boys and for Pasifika. We have therefore set ourselves the target of 80% of students in Years 4 – 8 achieving at or above the national standards in reading by 2020. This will allow us to demonstrate the impact of improved junior school literacy programmes on our students' achievements in this area. Our shared data analysis highlights particular concerns in literacy achievements for Years 5 – 8, targeting student achievement and monitoring progress from Year 4 onwards will give opportunity for closer scrutiny of impacts on Years 5 and above progress.

Students' writing ability is a critical factor for success in all curriculum areas. We wish to support our learners to achieve success in this area. Across the Flaxmere Kāhui Ako, only 52% of our students are achieving at or above the national standard in writing. This achievement is lower for boys and for Pasifika. We are also concerned for our students in years 5 – 8, as only 45% of these students are achieving at or above the national standard. We have therefore set ourselves the ambitious target of 80% of Year 4 – 8 students achieving at or above the national standards in writing by 2020.



ACHIEVING THESE TARGETS

AC1.1: OUR CHALLENGE IS THAT ALL YEAR 2 STUDENTS WILL HAVE SUFFICIENCY IN ORAL LANGUAGE BY 2020.

Current situation:

The data associated with this varies across the schools:

School	Oral Language on entry at 5 years	2016	2020
Bridge Pā School	No evidence available		80%
Flaxmere Primary	No evidence available		80%
Irongate School	Record of Oral Language	69.5%	80%
Kimi Ora Community School	No evidence available		80%
Te Kura o Pakipaki	JOST	62%	80%
Peterhead School	JOST	62%	80%

Within the Community of Learning there were 217 Year 2 students, while not all schools currently have data available, based on the data we do have we estimate that approximately 65% of these students have sufficiency in Oral Language. To raise this to the target of 80% by 2020 we will need to lift the oral sufficiency of approximately 35 students.

What's our plan of action?

- We have agreed data tools will be applied across all schools.
- Meet with Kāhui Ako Management team to decide on test and gather baseline data using an agreed assessment tool
- Gather additional information and implement appropriate deliberate acts of literacy instruction and support eg. Talk to Learn.
- Undertake a stock take of current teacher practice –current skills and knowledge level of teachers.
- Apply deliberate strategies for raising oral literacy achievement
- Plan mentoring and coaching and further training opportunities as identified by need and collaboration with MOE Special Education to help build this capability
- Strengthen transition to school through collaboration with ECE

How will we monitor progress?

Carry out regular pre and post testing to ensure what we are doing is making a difference and achieving the target of all children attaining oral language competency within two years of starting school. We also intend to evaluate the effectiveness of the selected interventions.

AC 1.2 - OUR CHALLENGE IS TO RAISE ACHIEVEMENT OF ALL STUDENTS TO ACHIEVING AT OR ABOVE THE NATIONAL STANDARDS IN READING TO 80% BY 2020.

Current situation:

Reading	Total students (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
All students									
Bridge Pa School	53	32	60%	43	80%	3	3	3	2
Flaxmere College	22	13	59%	18	80%	2	2	1	0
Flaxmere Primary School	387	239	62%	310	80%	18	18	18	17
Irongate School	301	176	58%	241	80%	17	17	16	15
Kimi Ora Community School	109	39	36%	88	80%	13	13	12	11
Peterhead School	474	294	62%	380	80%	22	22	21	21
Te Kura o Pakipaki	43	29	67%	35	80%	2	2	1	1
Kāhui Ako Total	1389	822	59%	1115	80%	77	77	72	67

Reading	Years 4-8 (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Year 4-8 students									
Bridge Pa School	31	16	52%	25	80%	3	3	2	1
Flaxmere College	22	13	59%	18	80%	2	2	1	0
Flaxmere Primary School	255	162	64%	204	80%	11	11	10	10
Irongate School	159	125	79%	128	80%	1	1	1	0
Kimi Ora Community School	63	23	37%	51	80%	7	7	7	7
Peterhead School	284	199	70%	228	80%	8	8	7	6
Te Kura o Pakipaki	26	18	69%	21	80%	1	1	1	0
Kāhui Ako Total	840	556	66%	675	80%	33	33	29	24

Reading	Boys (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Male students									
Bridge Pa School	33	21	64%	27	80%	2	2	2	0
Flaxmere College	17	9	53%	14	80%	2	2	1	0
Flaxmere Primary School	197	109	55%	158	80%	13	13	12	11
Irongate School	169	86	51%	136	80%	13	13	12	12
Kimi Ora Community School	51	16	31%	41	80%	7	7	6	5
Peterhead School	223	113	51%	179	80%	17	17	16	16
Te Kura o Pakipaki	18	9	50%	15	80%	2	2	1	1
Kāhui Ako Total	708	363	51%	570	81%	56	56	50	45

Reading	Pasifika (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Pasifika students									
Bridge Pa School	0	0	0%	0	80%	0	0	0	0
Flaxmere College	0	0	0%	0	80%	0	0	0	0
Flaxmere Primary School	113	58	51%	91	80%	9	9	8	7
Irongate School	53	25	47%	43	80%	5	5	4	4
Kimi Ora Community School	58	16	28%	47	80%	8	8	8	7
Peterhead School	115	61	53%	92	80%	8	8	8	7
Te Kura o Pakipaki	0	0	0%	0	80%	0	0	0	0
Kāhui Ako Total	339	160	47%	273	81%	30	30	28	25

What's our plan of action?

We will co-construct our theory of action including:

- Cultural relationships for responsive pedagogy.
- Whānau/Hapu/Iwi home/school connections and collaboration.
- Adaptive expertise - driving deliberate professional acts of instruction.

How will we monitor progress?

- A range of evidence will be collaboratively analysed including quantitative and collaborative data such as student, whānau and teacher voice, student achievement and student engagement evidence.
- Monitoring an evaluation will be systematically carried out at beginning of year, mid-year and end of year.

AC 1.3 OUR CHALLENGE IS TO RAISE ACHIEVEMENT OF ALL STUDENTS TO ACHIEVING AT OR ABOVE THE NATIONAL STANDARD IN WRITING TO 80% BY 2020.

Writing	Total students (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
All students									
Bridge Pa School	53	32	60%	43	80%	3	3	3	2
Flaxmere College	22	16	73%	18	80%	1	1	1	0
Flaxmere Primary School	387	197	51%	310	80%	29	29	28	27
Irongate School	301	139	46%	241	80%	26	26	25	25
Kimi Ora Community School	109	23	21%	88	80%	17	17	16	15
Peterhead School	474	291	61%	380	80%	23	23	22	21
Te Kura o Pakipaki	43	31	72%	35	80%	1	1	1	1
Kāhui Ako Total	1389	729	52%	1115	80%	100	100	96	91

Writing	Years 4-8 (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Year 4-8 students									
Bridge Pa School	31	13	42%	25	80%	3	3	3	3
Flaxmere College	22	16	73%	18	80%	1	1	1	0
Flaxmere Primary School	255	108	42%	204	80%	24	24	24	24
Irongate School	159	70	44%	128	80%	15	15	14	14
Kimi Ora Community School	63	5	8%	51	80%	12	12	11	11
Peterhead School	284	172	61%	228	80%	14	14	14	14
Te Kura o Pakipaki	26	17	65%	21	80%	1	1	1	1
Kāhui Ako Total	840	401	48%	675	80%	70	70	68	67

Writing	Boys (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Male students									
Bridge Pa School	30	19	63%	24	80%	2	2	1	0
Flaxmere College	11	7	64%	9	80%	1	1	1	0
Flaxmere Primary School	197	82	42%	158	80%	19	19	19	19
Irongate School	169	66	39%	136	80%	18	18	17	17
Kimi Ora Community School	51	8	16%	41	80%	9	9	8	7
Peterhead School	223	105	47%	179	80%	19	19	18	18
Te Kura o Pakipaki	18	10	56%	15	80%	2	2	1	0
Kāhui Ako Total	699	297	42%	562	80%	70	70	65	61

Writing	Pasifika (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Pasifika students									
Bridge Pa School	0	0	0%	0	80%	0	0	0	0
Flaxmere College	0	0	0%	0	80%	0	0	0	0
Flaxmere Primary School	113	49	43%	91	80%	11	11	10	10
Irongate School	53	21	40%	43	80%	6	6	5	5
Kimi Ora Community School	58	8	14%	47	80%	10	10	10	9
Peterhead School	115	60	52%	92	80%	8	8	8	8
Te Kura o Pakipaki	0	0	0%	0	80%	0	0	0	0
Kāhui Ako Total	339	138	41%	273	81%	35	35	33	32

ACHIEVEMENT CHALLENGE 2 MATHS

We aim to have at least 80% of all learners to be at or above National Standards in Maths or Ngā Whanaketanga by 2020.

AC 2.1

At the end of 2016, 50.0% (690) of All Students in the Te Waka o Māramatanga Kāhui Ako achieved at or above the national standard for maths. Our challenge is to raise achievement of All students to be achieving at or above 80% by 2020.

AC 2.1.1

Our challenge is to raise achievement of all Pasifika students to be achieving at or above 80% by 2020.

AC 2.1.2

Our challenge is to raise achievement of all Year 5-8 students to be achieving at or above 80% by 2020.

RATIONALE FOR NUMERACY TARGETS

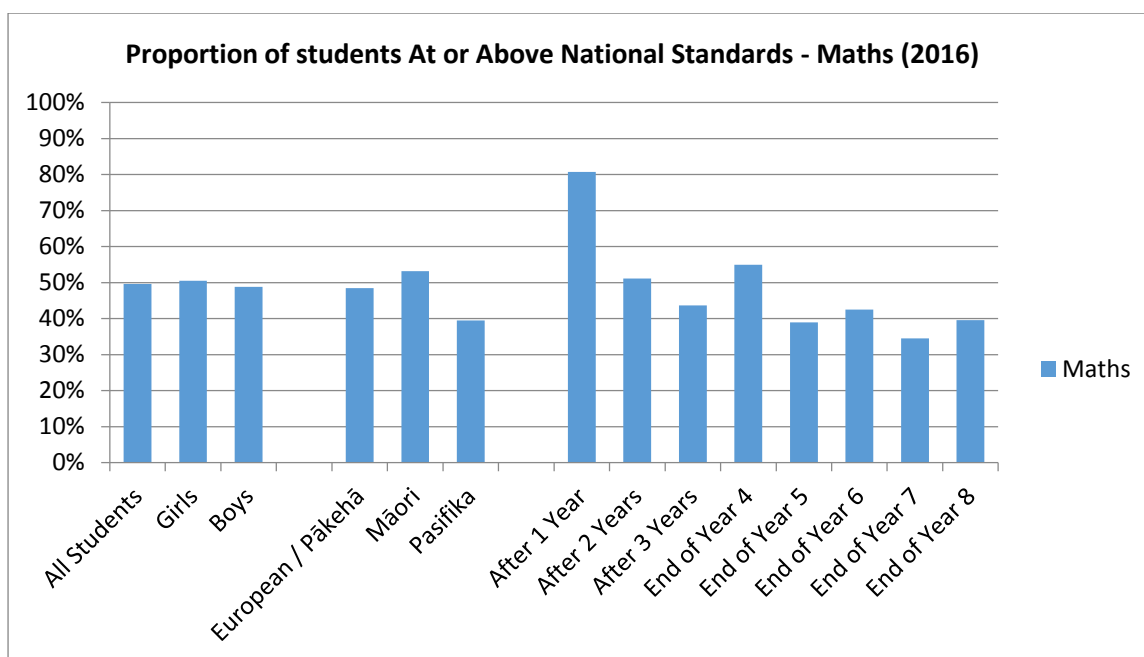
Our achievement challenge around numeracy focuses on our students achieving at or above the national standards in maths and nga whanaketanga in pāngarau. We believe that, in order to succeed in maths, we must also provide our students with opportunities to strengthen and develop their numeracy skills.

Every learner needs opportunities to develop competence in maths. We believe that a strong foundation in maths and statistics across years 1-8 will assist students to develop essential thinking skills. They will learn to problem solve, think logically, strategically and creatively. Learning maths also supports the development of critical thinking. Maths has a broad range of application in a range of everyday life contexts.

Numeracy is a core skill required to achieve success at all levels of the system and is key to demonstrating thinking, understanding and analysis. The New Zealand Curriculum 1993:26 highlights the importance for learning maths. Students: *'...learn to structure and organise and carry out procedures flexibly and accurately...create models and predict outcomes, to conjecture, to justify and verify, and seek patterns and generalisations.'*

Across the Te Waka o Māramatanga Kāhui Ako, 49.1% of our students are achieving at or above the national standard in Maths. This achievement is lower for Years 5-8 and for Pasifika. We have therefore set our shared challenge of 80% of students in Years 4 – 8 achieving at or above the national standards in maths by 2020.

Across the Te Waka o Māramatanga Kāhui Ako, only 67.3% of our students are achieving at or above (manawa ora or manawa toa) the expected level of progress in ngā whanaketanga in pāngarau. We have therefore set our shared challenge of 80% achieving manawa ora or manawa toa for the ngā whanaketanga in pāngarau by 2020.



AC 2.1 - OUR CHALLENGE IS TO RAISE ACHIEVEMENT OF ALL STUDENTS TO ACHIEVING AT OR ABOVE THE NATIONAL STANDARDS IN MATHEMATICS TO 80% BY 2020.

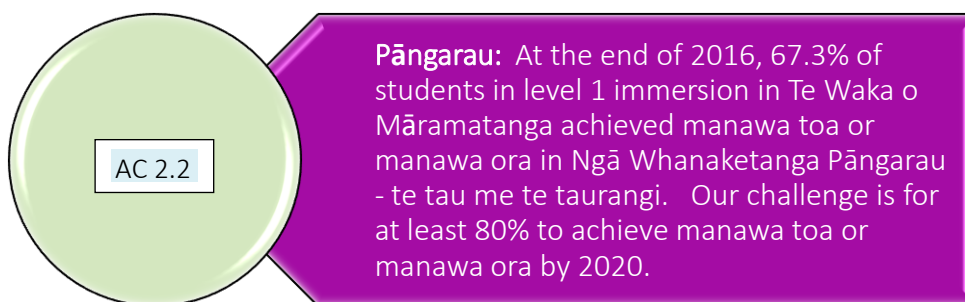
Current situation:

Maths	Total students (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Bridge Pa School	53	31	58%	43	80%	3	3	3	3
Flaxmere College	22	10	45%	18	80%	2	2	2	2
Flaxmere Primary School	387	203	52%	310	80%	27	27	27	26
Irongate School	301	149	50%	241	80%	23	23	23	23
Kimi Ora Community School	109	25	23%	88	80%	16	16	16	15
Peterhead School	474	233	49%	380	80%	37	37	37	36
Te Kura o Pakipaki	43	39	91%	35	80%	0	0	0	0
Kāhui Ako Total	1389	690	50%	1115	80%	108	108	108	105

Maths	Years 4-8 (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Bridge Pa School	31	11	35%	25	80%	4	4	3	3
Flaxmere College	22	10	45%	18	80%	2	2	2	2
Flaxmere Primary School	255	116	45%	204	80%	22	22	22	22
Irongate School	159	70	44%	128	80%	15	15	14	14
Kimi Ora Community School	63	8	13%	51	80%	11	11	11	10
Peterhead School	284	118	42%	228	80%	28	28	27	27
Te Kura o Pakipaki	26	22	85%	21	80%	0	0	0	0
Kāhui Ako Total	840	355	42%	675	80%	82	82	79	78

Maths	Boys (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Bridge Pa School	33	20	61%	27	80%	2	2	2	1
Flaxmere College	17	8	47%	14	80%	2	2	2	0
Flaxmere Primary School	197	97	49%	158	80%	16	16	15	14
Irongate School	169	89	53%	136	80%	12	12	12	11
Kimi Ora Community School	51	13	25%	41	80%	7	7	7	7
Peterhead School	223	103	46%	179	80%	19	19	19	19
Te Kura o Pakipaki	18	16	89%	15	80%	0	0	0	0
Kāhui Ako Total	708	346	49%	570	81%	58	58	57	52

Maths	Pasifika (2016)	2016 Baseline - At/Above		2020 Target - At/Above		Required shift to meet target			
		Number	%	Number	%	2017	2018	2019	2020
Pasifika students									
Bridge Pa School	0	0	0%	0	80%	0	0	0	0
Flaxmere College	0	0	0%	0	80%	0	0	0	0
Flaxmere Primary School	113	57	50%	91	80%	9	9	8	8
Irongate School	53	23	43%	43	80%	5	5	5	5
Kimi Ora Community School	58	5	9%	47	80%	11	11	10	10
Peterhead School	115	49	43%	92	80%	11	11	11	10
Te Kura o Pakipaki	0	0	0%	0	80%	0	0	0	0
Kāhui Ako Total	339	134	40%	273	81%	36	36	34	33



AC 2.2

Pāngarau: At the end of 2016, 67.3% of students in level 1 immersion in Te Waka o Māramatanga achieved manawa toa or manawa ora in Ngā Whanaketanga Pāngarau - te tau me te taurangi. Our challenge is for at least 80% to achieve manawa toa or manawa ora by 2020.

Current Situation:

Students in Years 1-8, manawa toa or manawa ora in Ngā Whanaketanga Pāngarau - te tau me te taurangi

Te tau me te taurangi	Total students (2016)	2016 Baseline - At/Above		2020 Target At/Above		Required Shift to meet target			
		Number	%	Number	%	2018	2019	2020	Total
Male	21	15	71%	17	81%	1	1	0	2
Female	31	20	65%	25	81%	2	2	1	5
Total	52	35	67%	42	81%	3	3	1	7

Note: 1. Ethnicity breakdown not provided for privacy reasons – 90% of students in level 1 immersion in Te Waka o Māramatanga achieved identify as Māori, 2 students identify as Pasifika and 3 identify as European/Pākehā.

2. All students in level 1 immersion in Te Waka o Māramatanga are enrolled with Flaxmere Primary School.

What's our plan of action?

We will co-construct our theory of action including:

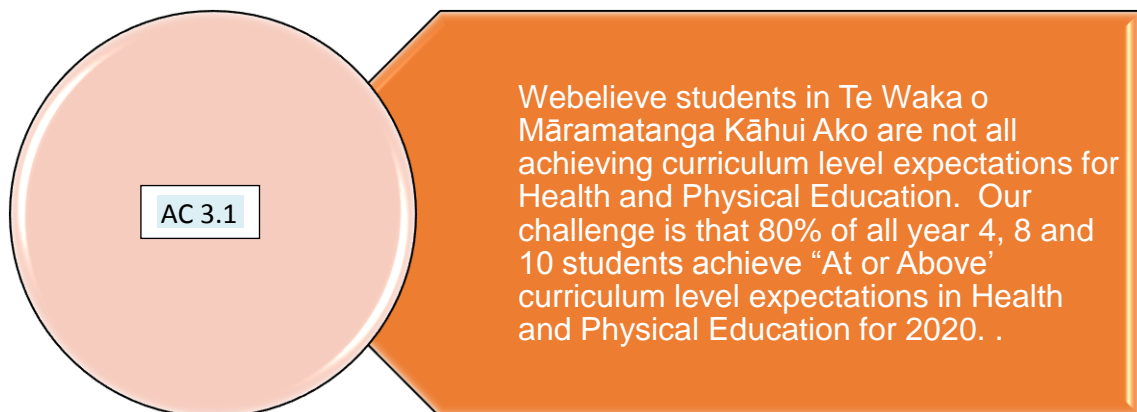
- Cultural relationships for responsive pedagogy.
- Whānau/Hāpu/Iwi home/school connections and collaboration.
- Adaptive expertise - driving deliberate professional acts of instruction.

How will we monitor progress?

- A range of evidence will be collaboratively analysed including quantitative and collaborative data such as student, whānau and teacher voice, student achievement and student engagement evidence.
- Monitoring and evaluation will be systematically carried out at beginning of year, mid-year and end of year.

ACHIEVEMENT CHALLENGE 3 STUDENT WELLBEING

We aim to have at least 80% of all learners to be 'At or Above' in aspects of curriculum level expectations for Health and Physical Education.



We believe that students in Te Waka O Māramatanga Kāhui Ako are not all achieving curriculum level expectations for Health and Physical Education and that this has a serious and significant impact on their ongoing wellbeing. Our challenge is that 80% of all year 4, 8 and 10 students achieve "at or Above" curriculum level expectations in aspects of the Health and Physical Education curriculum by 2020.

Rationale:

The WHO (World Health Organisation) 2012:8 found that the school environment effects wellbeing: 'Experiences in school can be crucial to the development of self-esteem, self-perception and health behaviour. HBSC findings show that those who perceive their school as supportive are more likely to engage in positive health behaviours and have better health outcomes, including good self-rated health, high levels of life satisfaction, few health complaints (45–49) and low smoking prevalence (50). These associations suggest that schools have an important role in supporting young people's well-being and in acting as buffers against negative health behaviours and outcomes.'

In 2015 the New Zealand Prime Ministers Mental Health Project Report for Hawkes Bay: Flaxmere/Hastings/Havelock North found that '...some youth face problems including depression, anxiety and substance abuse.' (Malatest International. 2015:3). These young people are represented in our Te Waka o Māramatanga Kāhui Ako.

The 2012 Prime Ministers Youth Mental Health Project aimed to improve outcomes for young people including mental health outcomes, resilience and youth-friendly health care services. This project found: 'Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and

community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.' (<http://www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project>).

ERO Education Review Office also contributed to the Prime Ministers Mental Health Youth Project by producing a report on Wellbeing for Young Peoples Success at Primary School and a separate report for Secondary School 2015. Other ERO Wellbeing publications including: Wellbeing Indicators for Student Wellbeing 2013, Wellbeing for Success: A Resource for Schools 2016 and Wellbeing for Success: Effective Practice 2016 – all raise the importance of wellbeing as central to the success of young people and their learning at school.

While there are multiple factors that contribute to students' overall wellbeing, we have agreed on the following as our initial areas of focus: student attendance, nutrition, physical activity, mental health and wellbeing outcomes. As part of our work towards the targets outlined below, we will be determining other factors that may be particularly pertinent within our community.

According to the New Zealand Curriculum the focus of the Health and Physical Education Curriculum is on: '...the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.'

There are multiple factors that contribute to students' overall wellbeing and, as an initial community focus, we have agreed to focus on aspects of strands of the Health and Physical Education curriculum: Strand A: Personal health and physical development (Years 4, 8 and 10); Strand C: Relationships with other people (Years 4, 8 and 10); and, Strand D: Healthy communities and environments (Years 8 and 10). As part of our work towards the targets outlined below, we will be determining other factors that may be particularly pertinent within our community and these will inform future community initiatives.

We have therefore set the following Health and Physical Education challenges to promote student wellbeing outcomes. We believe that this focus, including a focus on suicide prevention, is particularly relevant to our community.

Health & PE Achievement Challenge:

We aim to have at least 80% of all learners to be 'At or Above' aspects of curriculum level expectations for Health and Physical Education.

AC 3.1 *By the end of 2020 80% of Year 4 students will be 'At or Above' aspects of curriculum level 2 in for Health & PE.*

AC 3.2 By the end of 2020 80% of Year 8 students will be 'At or Above' aspects of curriculum level 4 in for Health & PE.

AC 3.3 By the end of 2020 80% of Year 10 students will be 'At or Above' aspects of curriculum level 5 in for Health & PE.

Baseline data 2016:

School	2016 Year 4 At or Above Curriculum Level 2	2016 Year 8 At or Above Curriculum Level 4	2016 Year 10 At or Above Curriculum Level 5	2020 Goal for Year 4, Year 8 and Year 10 t or Above expected Curriculum Levels
Bridge Pā	No evidence available	No evidence available	n/a	80%
Flaxmere Primary	No evidence available	No evidence available	n/a	80%
Irongate School	No evidence available	No evidence available	n/a	80%
Kimi Ora Community School	No evidence available	No evidence available	n/a	80%
Te Kura o Pakipaki	No evidence available	No evidence available	n/a	80%
Peterhead School	No evidence available	No evidence available	n/a	80%
Flaxmere College	n/a	66%	62%	80%

What is our plan of action?

- We will develop agreed assessment tools that measure the identified aspects of the Health and Physical Education curriculum to be used across the Community. The assessments will include measures of both students' understandings of these key health and physical education principles and their competency in the aspects identified below (pages 24 – 31).
- Gather baseline data using the agreed assessment tools. In the absence of standardised test, teachers will make professional judgements about where each student is sitting against the curriculum by using the achievement objectives in the [curriculum](#) & [exemplars](#).
- Develop a curriculum plan across to the community of schools to strengthen curriculum gaps through deliberate acts of instruction.
- Undertake a stocktake of current teacher practice in terms of skills and knowledge level of Health and PE curriculum.
- Plan mentoring and coaching and further PLD for teachers according to learning needs. Utilise internal and external expertise as required.

How will we monitor progress?

- Progress will be monitored through pre and post testing to ensure we are all making a difference and achieving the curriculum targets.
- In the absence of standardised measures our teachers will judgements about where the student is sitting against the curriculum by using the achievement objectives in the Health and Physical Education [curriculum](#) & [exemplars](#).

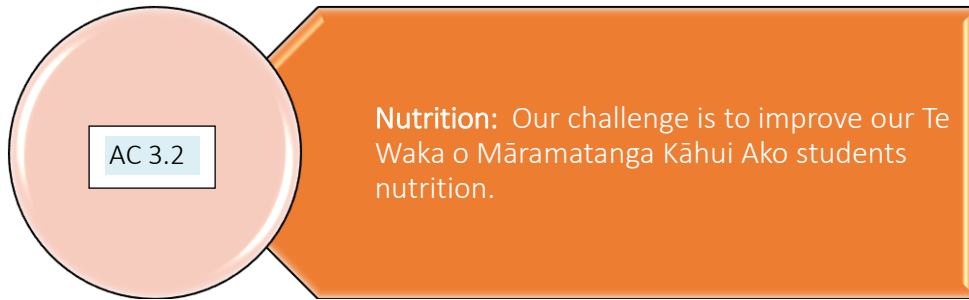
New Zealand Curriculum - Health and Physical Education:			
Curriculum Level:	Curriculum Strand:	Achievement Objectives:	Community Derived Learning Outcomes: (Assessment tasks will be collaboratively constructed to demonstrate students have met the learning outcomes below).
2	<p><u>Strand A</u> Personal health and physical development.</p> <p><u>Strand C</u> Relationships with other people.</p>	<p><u>A2</u> Regular physical activity: <i>Experience creative, regular and enjoyable physical activities and describe the benefits of wellbeing.</i></p> <p><u>A4</u> Personal Identity: <i>Identify personal qualities that contribute to a sense of self-worth.</i></p> <p><u>C1</u> Relationships: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p><u>C2</u> Identify, sensitivity, and respect: Describe how individuals and groups share characteristics and are also unique.</p>	<p><u>2A2</u> Students will demonstrate agreed physical activity outcomes for year 4 learners in running and swimming and describe benefits to wellbeing.</p> <p><u>2A4</u> Students will Identify personal strengths that help them make positive contributions to their class and that contribute to a sense of self-worth.</p> <p><u>2C1</u> Students will demonstrate ways of enhancing and maintaining friendships.</p> <p><u>2C2</u> Students will describe how their similarities and differences contribute to the unique identity of each member of the class.</p>

		<p><u>C3</u> Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p>	<p><u>2C3</u> Students will express their ideas, needs, and feelings confidently as a group and class members and listen sensitively to others in the class. Use I statements confidently.</p>
4	<p><u>Strand A</u> Personal health and physical development.</p> <p><u>Strand C</u> Relationships with other people.</p>	<p><u>A1</u> Describe the characteristics of pubertal change and discuss positive adjustment strategies.</p> <p><u>A2</u> Regular physical activity: Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p> <p><u>A4</u> Personal identity: Describe how social messages and stereotypes, including those in media, can affect feelings of self-worth.</p> <p><u>C1</u> Relationships: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</p> <p><u>C2</u> Identity, sensitivity, and respect: Recognise instances of discrimination and act responsibly to support their own rights and</p>	<p><u>4A1</u> Students will describe their nutritional needs during puberty and make positive changes to meet them.</p> <p><u>4A2</u> Students will demonstrate an increasing sense of responsibility in the agreed physical activity outcomes for year 8 learners in running and swimming and describe benefits to wellbeing.</p> <p><u>4A4</u> Students will describe a range of social messages and stereotypes and outline how these can affect self-worth and well-being.</p> <p><u>4C1</u> Students will identify the losses and gains in relationships that they may experience when they transition from year 8 to secondary school.</p> <p><u>4C2</u> Students will demonstrate an understanding of discrimination and how they can act responsibly to support rights and</p>

	<p><u>Strand D</u> Healthy communities and environments.</p>	<p>feelings and those of other people.</p> <p><u>C3</u> Interpersonal skills: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p> <p><u>D2</u> Community resources: Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</p> <p><u>D3</u> Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p>	<p>responsibilities.</p> <p><u>4C3</u> Students will identify different types of behaviour and how to respond assertively in a range of situations with people of differing cultures.</p> <p><u>4D2</u> Students will investigate ways in which they can help other people to feel good about themselves by accessing a range of community resources that support well-being and take action to promote these ideas in the school community.</p> <p><u>4D3</u> Students will with the co-operation of staff and parents, select an issue related to food practices and food guidelines in the school and take collective action to enhance school health.</p>
5	<p><u>Strand A</u> Personal health and physical development.</p>	<p><u>A2</u> Regular physical activity: Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.</p>	<p><u>5A2</u> Students will participate in a range of physical activities and reflect on how carrying levels of involvement affect well-being.</p> <p><u>5A4</u> Students will investigate and describe how individuals define their identity and self-worth across a range of cultures</p>

	<p><u>Strand C</u> Relationships with other people.</p>	<p><u>A4</u> Personal identity: Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p> <p><u>C1</u> Relationships: Identify issues with relationships and describe options to achieve positive outcomes.</p> <p><u>C2</u> Identity, sensitivity, and respect: Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of others.</p> <p><u>C3</u> Interpersonal skills: Demonstrate a range of interpersonal skills and processes that help them to make choices for themselves and other people in a variety of settings.</p>	<p>including Maori and Pasifika world views.</p> <p><u>5C1</u> Students will identify a range of relationship issues and possible solutions to enhance relationships.</p> <p><u>5C2</u> Students will demonstrate an understanding of the ways in which certain groups within society influence their personal attitudes and sense of self-worth.</p> <p><u>5C3</u> Students will demonstrate that they can give and receive genuine compliments appropriately.</p> <p><u>5D1</u> Students will investigate a range of societal influences including social media influences on well-being.</p> <p><u>5D2</u> Students will research local community services such as Te Taiwhenua o Heretaunga that promote well-being.</p>
--	---	--	--

	<p><u>Strand D</u> Healthy communities and environments.</p>	<p><u>D1</u> Societal attitudes and values: Investigate societal influences on the well-being of student communities.</p> <p><u>D2</u> Community resources: Investigate community services that support and promote people’s well-being and take action to promote personal and group involvement.</p> <p><u>D4</u> People and the environment: Investigate and evaluate aspects of the school environment that affect people’s well-being and take action to enhance these aspects.</p>	<p><u>5D4</u> Students will collect and collate student feedback to identify aspects of the school environment such as bullying that affect well-being and take action for improvement.</p>
--	--	--	---



NUTRITION TARGETS: TE TAHA TINANA

Through a common assessment task, students will demonstrate their understanding of issues related to healthy eating and food practices. It is our aim that, across Te Waka o Māramatanga Kāhui Ako, 80% of students in Years 4, 8 and 10 will achieve 'at or above' in this assessment task.

Application of understandings of these issues will be further demonstrated in that:

100% of COL pupils have access to healthy lunch every day.

All pupils will only drink water or milk at school.

100% of Year 5-10 pupils will participate in healthy shopping and healthy cooking and eating programmes on a yearly basis.

Current state:

Nutrition Baseline data 2017

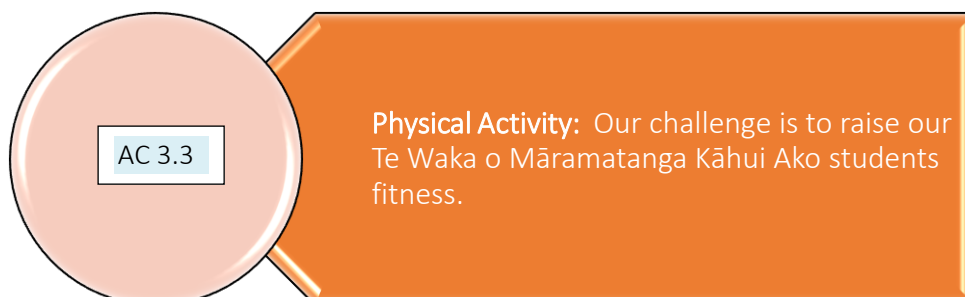
	100% access to healthy lunch daily	Year 5-10 Nutrition programmes	Water and milk only policy
Bridge Pā School	Y	N	Y
Flaxmere Primary	Y	N	N
Irongate School	Y	N	N
Kimi Ora Community School	Y	N	N
Peterhead School	Y	N	N
Te Kura o Pakipaki	Y	N	N
Flaxmere College	Y	Y	N
Total %	100%	14% Target 100%	14% Target 100%

What's our plan of action?

- All schools to investigate options for providing healthy food options for children who require it.
- All pupils will aim to adopt a milk and water only policy, however this will require consultation with and support from the wider community.
- Work with health professionals to develop units of learning from Year 5-10, based around healthy shopping, cooking and eating.
- All schools to include nutrition units into yearly curriculum.

How will we monitor progress?

Schools to report back on termly basis around implementation of new school policies.
Yearly monitoring of number of pupils accessing nutrition units.



FITNESS TARGETS: TE TAHA TINANA

Through a common assessment task, students will demonstrate their understanding of the benefits of physical exercise on wellbeing. It is our aim that, across Te Waka o Māramatanga Kāhui Ako, 80% of students in Years 4, 8 and 10 will achieve 'at or above' in this assessment task.

Application of understandings of these issues will be further demonstrated in that:

- 80% of year 6-10 pupils can swim 200m in 2018.
- 80% of year 5-10 pupils can run 1.5km in 12 minutes or less in 2018.
- 100% of all Year 1-10 pupils and Year 11-13 PE and Service Academy Students will participate in a high quality fitness programme for at least 20 minutes per day or at least 100mins per week in 2018.

Rationale:

Physical fitness is a significant contributor to the overall wellbeing of tamariki. Improved fitness will lead to improved education and social outcomes.

Current state:

Physical activity baseline data 2017

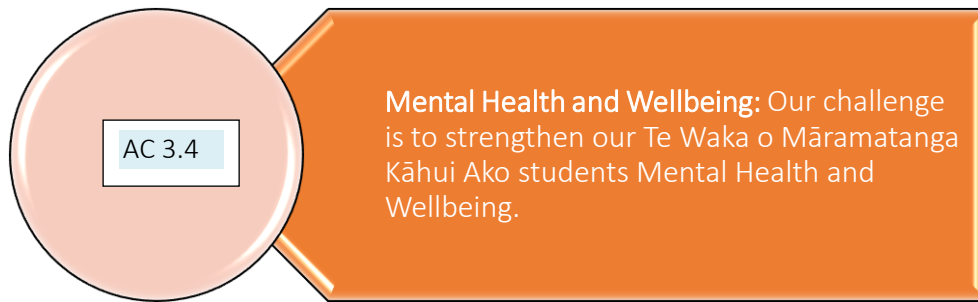
	% of pupils Y5-10 run 1500 in 12 min	% of pupils yr 5-10 can swim 200m non stop	'20 min daily fitness' program
Bridge Pā School	Data not yet available	Data not yet available	Y
Flaxmere Primary	Data not yet available	Data not yet available	N
Irongate Primary	Data not yet available	Data not yet available	N
Kimi Ora Community School	Data not yet available	Data not yet available	N
Peterhead School	Data not yet available	Data not yet available	N
Te Kura o Pakipaki	Data not yet available	Data not yet available	N
Flaxmere College	Data not yet available	Data not yet available	N
Total	Target 80% of Year 5-10 Pupils	Target 80% of Year 5-10 Pupils	Baseline - 14% Target - 100%

What's our plan of action?

- By end of term 4, 2017 – All schools to gather data on target.
- Term 3, 2018 – All schools to gather data on target.
- By Term 4, 2018 – All schools to have initiated 20-30 minutes of fitness daily (schoolwide).
- All schools to engage with whānau taking into consideration cultural differences and beliefs.

How will we monitor progress?

Schools will measure progress annually according to percentages of pupils meeting target.



MENTAL HEALTH AND WELLBEING TARGETS: TE TAHA HINENGARO

Through a mental health common assessment task, students will reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments, and of the wider society.

It is our aim that, across Te Waka o Māramatanga Kāhui Ako, 80% of students in Years 4, 8 and 10 will achieve 'at or above' in this assessment task.

Rationale:

Te Waka o Māramatanga Kāhui Ako's challenge is to strengthen our students identity, mental health and wellbeing because student wellbeing is strongly linked to learning.

Targets:

Improve the degree of alignment of curricula and pedagogy with factors that have been identified as contributing to strengthened identity, positive mental health and self-concept:

Application of understandings of these factors will be further demonstrated in student perception evidence including:

- predominantly positive feelings and attitude,
- positive relationships at school,
- resilience,
- self-optimism
- a high level of satisfaction with learning experiences.

Strengthen student mental health and well-being through:

- The identification and evaluation (in collaboration with health and social agencies), of which of these factors/combination of factors contribute to positive student mental health across Te Waka o Māramatanga Kāhui Ako schools.

- Deliberate and planned use of factors which contribute to positive student mental health

Current state:

In 2015 the New Zealand Prime Ministers Mental Health Project Report for Hawkes Bay: Flaxmere/Hastings/Havelock North found that ‘...some youth face problems including depression, anxiety and substance abuse.’ (Malatest International. 2015:3). These young people are represented in Te Waka o Māramatanga Kāhui Ako.

We believe this focus alongside suicide prevention, is particularly relevant to our community.

What’s our plan of action?

Collect and collaboratively baseline data using NZCER student wellbeing audit and other agreed tools such as the Auckland University wellbeing audit and the Waikato University connectedness survey.

Include student, whānau and staff voice as part of the co-construction process across the schools.

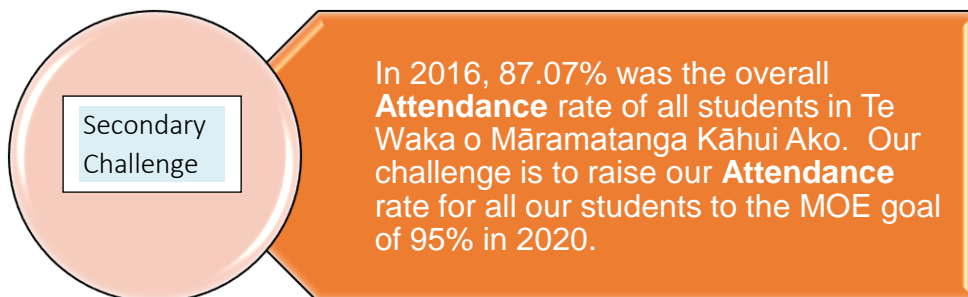
Co-construct curriculum and pedagogy to align with factors that have been identified as contributing to positive strengthened identity, mental health and self-concept and to address areas for development identified in the baseline data. Collaboratively design a common assessment task which aligns to the appropriate level achievement objectives within the Health and Physical Education Curriculum.

Collaborate with key health agencies to facilitate a co-ordinated approach to strengthening student wellbeing such as response, referral and interventions within the school context. Agreed interventions may include distress tolerance and emotional regulation strategies such as mindfulness.

How will we monitor progress?

Measures to determine baseline data and progress indicators will include (but not limited to) NCZER Wellbeing at school ‘*Me and My school survey*’.

Schools will measure progress annually according to students in year 4, 8 and 10 achieving at or above the common assessment tasks.



ATTENDANCE TARGETS: TE TAHA WHĀNAU

Rationale:

Absence from school has a significant impact on student achievement. We all have a part to play in ensuring students are able to attend school, want to come to school and, when there, wish to engage with learning.

We have included this target within our Health and Physical Education Achievement Challenge as we believe that as students' learning and application of the underlying concepts of the Health and Physical Education curriculum occurs, school attendance will also improve. These four underlying and interdependent concepts of the Health and Physical Education learning area are:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Current situation:

Attendance Data 2016 Baseline Data and Projected Targets for 2017-2019:					
School ID	School Name	2016 Attendance Rate	2018 Target 85.0%	2019 Target 90.0%	2020 Target 95.0%
2547	Bridge Pā School	82.4%	2.6%	7.6%	+12.6%
2560	Flaxmere Primary School	89.0%	YES	1.0%	6.0%
2582	Irongate School	90.9%	YES	YES	4.1%
2746	Kimi Ora Community School	87.3%	2.7%	7.7%	12.7%
2644	Peterhead School	88.0%	YES	2.0%	7.0%
2637	Te Kura o Pakipaki	90.9%	YES	YES	4.1%
134/ 705	Flaxmere College/ Te Tipu Whenua o Pāharakeke TPU	81.0%	4.0%	9.0%	14.0%

What's our plan of action?

We will co-construct our theory of action including:

- Collaborate with external health agencies to develop a coordinated approach for student attendance.
- Cultural relationships for responsive pedagogy.
- Whānau/Hāpu/Iwi home/school connections and collaboration.
- Adaptive expertise - driving deliberate professional acts of instruction.

How will we monitor progress?

- A range of evidence will be collaboratively analysed including quantitative data such as attendance data and qualitative data such as student, whānau and teacher voice, student engagement evidence such as Rongohia te hau and NZCER student wellbeing audit information.
- Monitoring and evaluation will be systematically carried out at beginning of year, mid-year and end of year.

Te Whakakaurapa Take – Plan of Action

Process:

Once our Achievement Challenges have been approved by the Rt. Hon. Minister of Education, we will:

1. Co-construct our evidence informed Theory of Action.
2. Make our Across School and Within School appointments.
3. Develop together a comprehensive action plan with clear alignment to Ka Hikitia Māori Education Strategy and the Pasifika Education Strategy.
4. Progress will be measured at three points – beginning of year, mid-year and end of year.
5. Develop a collaborative inquiry process using smart tools such as the Spiral of Inquiry, ERO Effective Internal Evaluation Indicators and/or Kia Eke Panuku framework levers for accelerated school reform to support robust evaluation.

Rautaki Matua – Strategies

To achieve success for our collective Achievement Challenges we will use a range of actions to accelerate progress including the strategies below.

Key Strategies:

1. Mahitahi – Collaboration: We will develop collaborative practices to ensure the best outcomes for all our learners.
2. Ako – Teaching and Learning (CRPR): We will develop a culturally responsive and relational pedagogy responsive to our Māori Learners. This is also effective pedagogy for our Pasifika and All students.
3. Whānaungatanga – We will develop cultural relationships for responsive pedagogy.
4. Collaborative Inquiry: Collaborative Inquiry processes will be developed across the schools.
5. Nga Huarahi - Transitions: Our action plan will develop strategies and actions to support success transitions for students at years 0/1, 7 and 9. Other important transitions include beginning early childhood learning, transferring from one school to another, moving to vocational/tertiary training and employment.

6. Across School Appointments: Across school and within school teachers will share effective teaching and learning practices across our community. Effective Teaching and Learning practices in our context includes: literacy, numeracy and health and physical education curriculum expertise, teacher inquiry and culturally responsive and relational pedagogy. The across school and within school teachers may have expertise in one or more of the aspects above.
7. Across schools teachers will demonstrate highly effective teaching practices. The role will focus on improving teacher practice in order to meet our shared achievement challenges. The Across and Within schools roles will work with teachers to identify and address professional practice issues. They will work closely with the COL Lead Principal to meet the shared achievement challenges.
8. Student Voice: Work with our young people as partners in learning and be responsive to their student voice.
9. Creating Educationally Powerful Connections with Parents and Whānau: To work together to accelerate progress for our young people.