



Ohinemuri Kāhui Ako

Ohinemuri Community of Learning

Ngā Puke ki Hauraki
Ka tarehua,
E mihi ana ki te whenua
E tangi ana ki te tangata
Ko Moehau kei waho
Ko Te Aroha kei roto
Ko Tikapa te moana
Ko Hauraki te whenua
Tihei Mauri ora

*I cry for the people
Te Aroha mountain inland
Moehau mountain to the coast
Tikapa is the sea
Hauraki is the land
The hills of Hauraki
stand enshrouded in the distance
I greet the land*

This is from a speech said on the Marae by a Kaumatua to identify that they are from Hauraki.

1 Logo designed by Ohinemuri Student Leaders for sports shirts 2015

Mission Statement. For the children of Paeroa, we will work together.
Kei te mahi tahi o nga tamariki o Paeroa

We will do this by addressing our five Achievement Challenges

1. Raising Student Achievement in Tuhituhi /Writing
2. Raising Student Achievement in Mathematics
3. Improving NCEA Achievement.
4. Strengthening Student Hauora / Well Being
5. Improving Transitions / Ara Poutama

Our slogan is

PRIDE IN PAEROA. We want students to have pride in Paeroa and we want the citizens of Paeroa to have pride in their students.



2. The Pride in Paeroa Community Clean Up done by students of all the schools in Paeroa. Every street in the town was cleaned of rubbish. September 2017

Where are we?

Tena koutou katoa

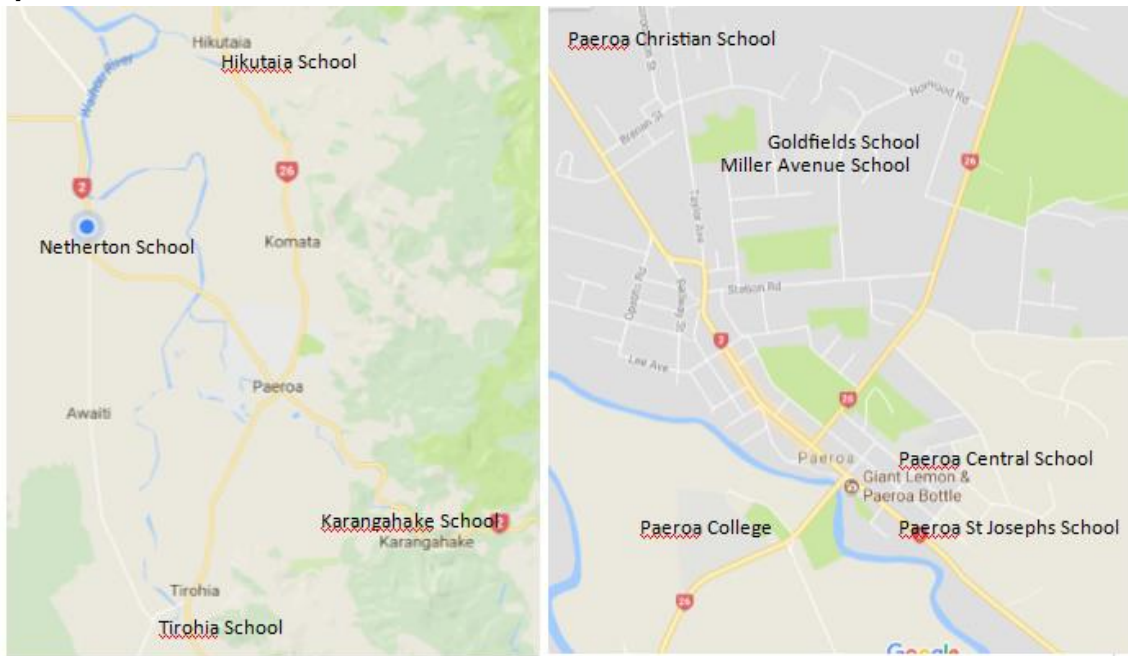
*Ko Karangahake te maunga
Ko Ohinemuri te awa
Ko Tikapa te moana
Ko Tainui te waka
Ko Ngati Tamatera, Ngati Pare, Ngati Tara
Tokunui, Ngati Hako oku iwi
Ko Ngahutoitoi, Ko Te Pai O Hauraki,
Ko Tirohia oku marae
Ko Hauraki te whenua*

*Karangahake is our mountain
Ohinemuri is our river
Hauraki Gulf is our ocean
Tainui is our canoe
Ngati Tamatera, Ngati Pare, Ngati
Tara Tokunui, Ngati Hako are our Iwi
Ngahutoitoi, Te Pai O Hauraki and
Tirohia are our maraes
The tribal boundaries of Hauraki
Are our place of belonging*

No reira,

Tena koutou, tena koutou, tena koutou katoa.

Paeroa is a small town in New Zealand, in the northern Waikato region of the Thames Valley. Located at the foot of the Coromandel Peninsula, it is close to the junction of the Waihou and Ohinemuri Rivers, 20 kilometres (12.4 miles) from the coast at the Firth of Thames. The **population** is 5930 [3. Wikipedia](#)



School	Further information	Roll Number*
Goldfields	Special School	<u>68</u>
Hikutaia	Full Primary	<u>105</u>
Karangahake	Full Primary	<u>46</u>
Miller Avenue	Full Primary	<u>168</u>
Netherton	Full Primary	<u>145</u>
Te Kura Tuatahi o Paeroa	Dual medium, full primary	<u>104</u>
Paeroa Christian	Full Primary, special character	<u>47</u>
Paeroa College	Secondary, years 9-13	<u>235</u>
Paeroa St Josephs	Full Primary, special character	<u>70</u>
Tirohia	Full Primary	<u>45</u>

*Roll number October 2017

We Believe that...

- continuous educational improvement comes from collaborative efforts
- high expectations for all students values diversity and promotes excellence and equity
- continuous high quality professional development and teacher inquiry is essential
- sharing expertise, knowledge, resources and teacher inquiry throughout the cluster can improve student achievement in every school and in the cluster as a whole
- professional relationships will be underpinned by “Our Code, Our Standards”. This booklet contains the Code of Professional Responsibility and Standards for the Teaching Profession
- adequate and equitable resources should be available for every child’s education
- quality education fosters a strong self-identity and meets a child’s social, emotional, spiritual and academic needs
- in working together we will enhance successful transitions along a student’s journey of learning

We have a history of working together collaboratively (see appendix A)



4. Mural painted by Paeroa Primary students for the Hauraki Cycle Trail with artist Max Frieder July 2017 that visually presents Paeroa's pepeha

Consultation and Visioning

Our Achievement Challenges were determined by the following:

- **Consultation with:**
 - Principals
 - Teachers
 - Students
 - Iwi groups
 - Paeroa Business Association
 - Early Childhood sector
 - Learning Support
 - Hauraki District Council
 - Service groups

- **Data analysis of our current National Standards Results**

Principals group

Throughout 2016 fortnightly breakfast meetings were held to discuss data and hunches, experiences to form the Achievement Challenges. We also decided that we would apply for a shared leadership model as we have a history of shared leadership to run cluster initiatives. Two Principals would equally share the leader's position and be released 1 day a week from their school. This for us, was a cornerstone of our collaborative structure.

Teachers group.

In 2016 the teachers from all schools attended a teacher only day and developed a graduate profile for the Ohinemuri Learner



Who will an Ohinemuri Learner BE?

Iwi Group

- Formal interview with the CEO of the Hauraki Māori Trust Board to discuss their Education Plan. The Trust Board also provide educational scholarships at tertiary level. Some of these scholarships also involve agriculture as the Trust has large farms on the Hauraki Plains.
- Paeroa Central/ Te Kura Tuatahi O Paeroa Rumaki classes' whanau Hui where the sharing of intellectual property (haka and waiata) with all schools through the CoL was discussed. This was taken back to the Hapu and Marae meetings by whanau members.
- Whanau representation at the first public meeting to share the Achievement Challenge draft document. Here an Iwi representative challenged us on how this would change education for Māori Students and how this was different from any of the other plans the town had had.
- The wording of the first draft of the Well Being Achievement Challenge was changed to the words submitted to the CoL by Iwi.
 - To increase the speakers of Te Reo Māori and revitalize the mita/ dialect of Hauraki. Through working together as a Community of Learning, Ohinemuri schools will develop pathways to share the teaching of Te Reo and Kapa Haka.
 - To strengthen our children and school community through cultural identity and relationship to local marae. To practice the culture and teaching of marae through our hitori/ history, purakau / traditional stories, kawa me ngaa tikanga / rules that are set. *All Ohinemuri learners to be assessed at Year 8 and Year 10 using a standardised assessment developed for the purpose.*
 - To understand and explore the importance of being Māori as a person, whanau, hapu, and Iwi. *Student voice from children who identify as Māori will be collected with standardised questions at the end of years 6, 8 and 10.*

Paeroa Business Owners

- Initially, the Community of Learning concept was introduced to a wide range of business people at a BA5 (Business After 5) meeting. Following this a smaller discussion group was formed to discuss the ways in which education could partner with business for mutual benefit.
- The main points from the discussion were:

Attitude is the most important factor from an employer's perspective including:

 - Good manners and respect for others
 - Open to learning
 - Having initiative
 - Understanding a 'Code of Conduct' for differing situations
- Sport is a big driver in our community and that this has opportunity to help develop young people through their interactions with coaches, adult role models and how this can have a flow on effect into employment (through becoming known and building a positive reputation) within the community

- That children need to have an awareness of who the businesses are in the community and that schools can help to build connections
- That businesses enjoy being ‘fed back’ to in relation to student successes
- That children can be supported in their interactions with business and community with a clear ‘Code of Conduct’ in the way young people engage
- That relationships could be built by having business people into schools to talk to children, share what they do, and to share some of the above in order to help children transition effectively into the work force, whether that be part time jobs while still at school, or full time when leaving school

Students

Groups of students from each school were interviewed, all schools provided us with 8-10 students of mixed ages

Writing

- Out of a group of 8 students:
 - all liked creative writing where they had choice
 - most disliked writing about things they didn’t know anything about
 - some students spoke positively about writing about real experiences and expressing their viewpoints
 - usually 2 liked to write on computers only
 - 2 liked to just write in exercise books

Transitions

- Year 8s from all school expressed the idea of being “nervous but excited “ about going to College
 - Students from most schools felt they knew about Paeroa College and could tell us about “B Block” and the junior learning programme in the shared learning spaces.
 - At each school there were several Year 8 students who were not intending to go to Paeroa College.

Wellbeing

- Students had a range of suggestions for social actions that students could do to show Pride in Paeroa
 - Mural painting
 - Create signs that welcome visitors to the town that were written in Māori
 - Keep the town clean of rubbish and make some signs or a film clip of children asking visitors to respect our town
 - Shared mufti day to raise funds for the Food Bank
 - Care parcels for homeless people
 - Rumaki students to teach students from other schools Hauraki waiata and haka
 - A newsletter of student writing distributed throughout the town
 - Cards from students to elderly residents

Boards of Trustees

Representatives from all Boards of Trustees met at 3 combined Hui and decided that a selected group would be on the appointments panel and that all Boards would have representation on the Steering Committee.

Learning Support

Goldfields School has 58 students on roll. 56 ORS students (2 are pending verification) and 2 students who have very high learning needs and are on transition placements. There are also 5 other ORS students in the other schools in Paeroa. These 63 students out of 970 represent 6% of our students. Learning Support is the agency involved with the Student Achievement, Hauora/Well Being and Transitions of these students and has had a representative attend Principal Planning Sessions.

Early Childhood Education Sector

Barriers for families engaging in Early Childhood Education were identified as financial, transience, feeling they didn't fit, not valued, tied to own experiences in education.

6. [Erita Kingi Report to MOE following scoping in Paeroa area.](#)

Conversely, there are established relationships between Early Childhood providers and Primary Schools. Reciprocal visits are occurring between Tamariki Station, Pukekos Educare, Paeroa Kindergarten, Kohanga Reo, Montessori, various playgroups and the primary schools. Engaging the families who are not currently involved with Early Childhood Education will be the challenge, we have the relationships partially formed to support one another to make this a success.

The Hauraki District Council

The Hauraki District Council has offered their support to the Pride in Paeroa concept. They have offered the use of their facilities and equipment to support Student Social Actions.

Service groups

Paeroa Lions and the Rotary Club have historically supported the schools in Paeroa financially. They have given substantial grants for computers, building projects and astro turf. They are keen to be involved with any future initiative.

Data used to inform our direction

Our Current state of Student Achievement—

- National Standards Results 2016 showed Writing to be our lowest curriculum area of achievement.
- National Standards Results 2016 show the percentage of Māori students who were AT or ABOVE the Standards in writing is 14.5% lower than the achievement of NZ European students.
- National Standards Results 2016 showed Mathematics to be our second priority area of achievement.
- National Standards Results 2016 show the percentage of Māori students who were AT or ABOVE the Standards in mathematics to be 6.8% lower than the achievement of NZ European students.

In our Kāhui Ako 418 out of 970 students identify as Māori. 499 out of 970 students identify as NZ European.

Writing Trend Table (2014-2016)⁶

Writing	2014		2015		2016	
	Number of students At or Above	Percentage At or Above	Number of Students At or Above	Percentage At or Above	Number of students At or Above	Percentage At or Above
All Students	429	70.3	431	66.1	457	71.5
Girls	227	76.2	238	74.1	230	76.4
Boys	202	64.7	193	58.3	227	67.2
Māori	150	65.2	141	54.9	173	63.8
Pasifika	7	63.6	10	83.3	12	66.7
Asian	7	58.3	13	86.7	x	x
European/Pakeha	234	72.0	263	72.5	263	78.3

Mathematics Trend Table (2014-2016) ⁶

Mathematics	2014		2015		2016	
	Number of students At or Above	Percentage At or Above	Number of Students At or Above	Percentage At or Above	Number of students At or Above	Percentage At or Above
All Students	442	72.5	473	72.5	483	76.1
Girls	228	76.5	236	73.5	244	81.6
Boys	214	68.6	237	71.6	239	71.1
Māori	154	67	164	63.8	185	68.5
Pasifika	8	72.7	8	66.7	13	72.2
Asian	11	91.7	15	100	x	x
European/ Pakeha	240	73.8	282	77.7	273	82

School leavers with at least NZCEA level 2 or equivalent by ethnic group or gender (2014-2016) ⁷

Ethnic Group	Gender	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
Māori	Female	5	3	4	11	7	4	68.8	70	50
Māori	Male	6	4	3	9	13	4	60.0	76.5	57.1
Māori	Total	11	7	7	20	20	8	64.5	74.1	53.3
NZE	Female	1	3	4	19	7	16	95.0	70.0	80.0
NZE	Male	9	11	7	14	17	9	60.9	60.7	56.3
NZE	Total	10	14	11	33	24	25	76.7	63.2	69.4
CoL Total		22	22	15	52	44	36	70.3	66.7	70.6
NZ Total		12,958	12,354	11,947	46,344	48,252	48,793	78.1	79.6	80.3

- This data tells us that in 2016 the percentage of Māori students who achieved NCEA Level 2 or above was 16.1% lower than the NZ European students.
- In 2016, 57.1% of Maori Male students and 56.3% of NZ European Male students achieved NCEA Level 2 or above compared to the NZ Total for Males of 78.0%. This is 20.9% and 21.7% lower.
- In 2016, 5 Māori male and 2 European female students were suspended. We have an Age –standardised suspension rate per 1000 students of 8.4. This is substantially higher than the New Zealand total rate per 1000 students which is 3.6 ⁸

6,7,8 Education Counts Website Ohinemuri COL data

Ohinemuri Community of Learning Achievement Challenges

Background - **Tuhituhi** / Writing

2016 data showed that 71.5% of year 1-8 learners in the Ohinemuri COL schools were 'AT' or 'ABOVE' the National Standard in writing. Of the three learning areas measured against National Standards in 2015 and 2016, writing was the lowest reported, and therefore our highest area of need for acceleration.

In 2016, 42% of students assessed against the National Standards were Māori. 63.9% of these learners were achieving AT or ABOVE the Standards. 29.5 % were BELOW and 6.6% WELL BELOW.

3% of students against the Standards were Pasifika. 66.7% of these students were AT or ABOVE the Standards. 33.3% were BELOW.

52% of students assessed against the Standards were boys. 67.2% of boys were AT or ABOVE the Standards compared to 76.4% of girls.

Achievement Challenge 1: **TUHITUHI** / WRITING

Target 1. By the end of 2020, we will show an overall improvement of 10% in Year 1 – 10 learners (including Māori) who are AT or ABOVE *curriculum expectation* in writing.

Our current data, when broken into year levels, tells us that by targeting the achievement of Year 4, 5, and 7 boys we would see the biggest gains.

All Boys Writing 2016	Total Students	Below & Well Below	At & Above
National Standards	Number	Proportion	Proportion
All Boys	266	36.5%	63.5%
Year 1	42	28.6%	71.4%
Year 2	38	28.9%	71.1%
Year 3	37	24.3%	75.7%
Year 4	33	42.4%	57.6%
Year 5	54	44.4%	55.6%
Year 6	24	29.2%	70.8%
Year 7	38	52.6%	47.4%

Literacy achievement of Year 6 and 7 Māori Boys is going to impact on College achievement if not tackled immediately. These boys are Year 7s and 8s in 2018, and will be featuring in College data and CoL data for the next four years. Data tells us this should be a priority group. There are currently 21 boys in this group and 1 is Above, 7 are At, 8 are Below and 5 are Well Below. Raising the achievement of these 13 students who are Below and Well Below will be essential.

Maori Boys Writing 2016	Total Students	Below & Well Below	At & Above
National Standards	Number	Proportion	Proportion
All Boys	126	39.7%	60.3%
Year 1	31	29.0%	71.0%
Year 2	20	45.0%	55.0%
Year 3	18	22.2%	77.8%
Year 4	11	45.5%	54.5%
Year 5	25	40.0%	60.0%
Year 6	8	50.0%	50.0%
Year 7	13	69.2%	30.8%

Targeting the learning of girls in Year 1,4 and 7 would see the biggest gains

All girls Writing 2016	Total Students	Below & Well Below	At & Above
National Standards	Number	Proportion	Proportion
All Girls	250	25.6%	74.4%
Year 1	42	31.0%	69.0%
Year 2	34	8.8%	91.2%
Year 3	31	19.4%	80.6%
Year 4	32	31.3%	68.8%
Year 5	34	20.6%	79.4%
Year 6	33	24.2%	75.8%
Year 7	44	38.6%	61.4%

In Year 4, 25% of NZ European girls (4) and 29% of Year 7 students (7) were Below. These were the two highest groups in Year levels for students in the Below or Well Below category for NZ European girls. For Maori students -girls, Year 4,5,6,7 were the areas where improvement is needed. Year 7 Maori girls with 50% of students Below and Well Below (7 students) reinforced the achievement of these Year 7s as critical for raising COL data.

Maori Girls Writing 2016	Total Students	Below & Well Below	At & Above
National Standards	Number	Proportion	Proportion
All students	116	31.0%	64.7%
Year 1	22	31.8%	68.2%
Year 2	22	9.1%	90.9%
Year 3	16	12.5%	87.5%
Year 4	16	43.8%	56.2%
Year 5	12	41.7%	58.3%
Year 6	14	42.9%	57.1%
Year 7	14	50.0%	50.0%

Year 4 is the other Year Level for all students that if substantial gains in achievement were made, CoL data would improve. This group has 21 students who are Below and 3 Well Below.

Our CoL has a low number of Pasifika students (7) whose achievement was reported in our National Standards data. Only 1 student was Below in writing, the rest were At or Above.

With targeted interventions for the 24 Year 4 students and 37 Year 7 students who are currently achieving below and well below we would aim to raise achievement of these two groups by 5% in the first year, and 3% per subsequent year. Involvement of the RTLB service is seen as critical.



Background - **Pāngarau/Mathematics**

2016 data showed that 76.1% of year 1-8 learners in the Ohinemuri CoL schools were AT or ABOVE the National Standard in Mathematics. As a CoL this is our second lowest area of achievement and therefore an area for acceleration. In 2016 38% of the children assessed were Māori. 68.5% of these learners were achieving AT or ABOVE the National Standard in mathematics. This compares with 82% of NZE achieving AT or ABOVE the National Standard in mathematics.

Achievement Challenge 2: **Pāngarau/Mathematics**

Target 2a: By the end of 2019, we will show an overall improvement of 10% in Year 1 – 8 learners (including Māori) who are AT or ABOVE *curriculum expectation* in mathematics

Target 2b: By the end of 2019, 85% of Year 9 will be working at L4 or above, and Year 10 students will be working at L5 or above *curriculum expectation* in mathematics.

Maths All students	At/Above 2015		At/Above 2016	
	Number of students	%	Number of students	%
Year 1	64	81.0	83	88.3
Year 2	69	69.7	62	78.5
Year 3	46	75.4	52	69.3
Year 4	66	70.2	63	78.8
Year 5	48	72.7	70	73.7
Year 6	68	78.2	48	81.4
Year 7	37	56.1	58	67.4
Year 8	75	75.0	47	70.1

The data highlights that targeting learning at years 3 and 7 will have the largest effect. This is typically at the transition points of level 1 into level 2 (NZC) at year 3, and in year 7 from level 3 into level 4 (NZC).

By targeting teaching and learning at these levels through the Teacher Action Inquiry Cycle, and ensuring the implementation of culturally responsive pedagogy, the aim will be to lift achievement in these years by 5% per year in order to reach the goal of an overall increase of 10% by the end of 2019.

All Boys Mathematics 2016 Yrs 1-8	Total Students	Well Below	Below	At	Above
National Standards	Number	Proportion	Proportion	Proportion	Proportion
All Boys	336	5.4%	23.5%	55.7%	15.5%
Māori	270	6.3%	25.2%	61.1%	7.4%
Pasifika	18	5.6%	22.2%	61.1%	11.1%
NZE	333	3%	15%	63.1%	18.9%

This table illustrates the need for an increased number of our Māori and Pasifika Boys to be achieving above curriculum expectations as there is a disparity when compared to the overall cohort and especially with the NZE cohort.

Mathematics	Total Students	Well below	Below	At	Above
	Number	Proportion	Proportion	Proportion	Proportion
Maori Boys	126	7.9%	17.5%	60.3%	10.3%
Yr 1	31	6.5%	9.7%	71.0%	12.9%
Yr 2	18	16.7%	16.7%	50.0%	16.7%
Yr 3	20	5.0%	10.0%	80.0%	5.0%
Yr 4	11	9.1%	45.5%	45.5%	0.0%
Yr 5	25	4.0%	12.0%	48.0%	16.0%
Yr 6	8	0.0%	25.0%	62.5%	12.5%
Yr 7	13	15.4%	30.8%	53.8%	0.0%

Mathematics	Total Students	Well below	Below	At	Above
	Number	Proportion	Proportion	Proportion	Proportion
Maori Girls	116	2.6%	19.0%	66.4%	10.3%
Yr 1	22	0.0%	13.6%	86.4%	0.0%
Yr 2	22	4.5%	9.1%	68.2%	18.2%
Yr 3	16	0.0%	31.3%	56.3%	12.5%
Yr 4	16	0.0%	18.8%	50.0%	18.8%
Yr 5	12	0.0%	41.7%	50.0%	8.3%
Yr 6	14	0.0%	14.3%	85.7%	0.0%
Yr 7	14	14.3%	14.3%	57.1%	14.3%

Note:

The data for both Mathematics and Writing included 32 ORS students who attend a local special school and all are WELL BELOW the NS. There are also 5 ORS funded children in mainstream schools who attend mainstream schools included in this data who were reported as WELL BELOW too.

Also included in this data were 26 students who had transitioned over 18 months from English Medium to Māori Medium education using Te Reo Māori as their language of learning. The majority of these students were reported below the National Standard.

The reason for the 'curriculum expectation' wording in the target, is that we acknowledge our different learning needs and therefore differentiated assessments within the cluster and are wanting to have useful *inclusive* data we can use for children who have special needs, Māori Medium children, and also our year 9 and 10 learners.

While 85% of Students achieving AT or ABOVE curriculum expectations is our longer term goal, this does not fit all students in the Kāhui Ako.

Goldfields Students

The different learning pathways associated with many students who are ORS funded may be linear as opposed to vertical or sequential progressions. For others they may regress due to the degenerative nature of their medical conditions. However, all students are learners and achieve a great deal through their studies at school. The Goldfields Curriculum Document, along with the KC Pathway, allow students to access the NZC and enjoy receiving a highly differentiated learning pathway (to most mainstream students).

Maori Medium

Identified students learning through Maori Medium will be writing At curriculum expectation in relation to Literacy Learning Progressions - He Ara Ako - I Te Reo Matatini. This will be reported based on national expectations of Nga Whanaketanga Rumaki Maori for Pāngarau and be based on the Time in Immersion guidelines. In 2016 32% of Rumaki students were At or Above the National Standards. In 2017 achievement will be reported against national expectations for Nga Whanaketunga Rumaki Maori. This will be our baseline data and our target will be a 5% rise in the first year, and 3% for each subsequent year.

College Students

Year 9 and 10 students' curriculum expectation is that they are working toward level 5 at the end of Year 9 and at level 5 at the end of Year 10. Our target is to improve these levels by 20% in the first year and 10 % per subsequent year, of students who will be achieving At or Above these curriculum levels. The long term goal will be to get to 85% of learners at curriculum level expectation.

All Girls Mathematics 2017 Year 9	Total students	Well Below	Below	At	Above
Curriculum Expectations	Number	Proportion	Proportion	Proportion	Proportion
All Girls	15	40%	46%	13%	0%
Māori	5	60%	40%	0%	0%
NZE	9	33%	44%	22%	0%
Pasifika	1	x	x	x	x

All Boys Mathematics 2017 Year 9	Total students	Well Below	Below	At	Above
Curriculum Expectations	Number	Proportion	Proportion	Proportion	Proportion
All Boys	29	41%	45%	14%	0%
Māori	14	64%	36%	0%	0%
NZE	13	23%	54%	23%	0%
Pasifika	0	x	x	x	x

All Girls Mathematics 2017 Year 10	Total students	Well Below	Below	At	Above
Curriculum Expectations	Number	Proportion	Proportion	Proportion	Proportion
All Girls	25	24%	52%	24%	0%
Māori	12	17%	75%	8%	0%
NZE	13	31%	31%	38%	0%
Pasifika	0	x	x	x	x
All Boys Mathematics 2017 Year 10	Total students	Well Below	Below	At	Above
Curriculum Expectations	Number	Proportion	Proportion	Proportion	Proportion
All Boys	30	50%	40%	10%	0%
Māori	11	54.5%	54.5%	0%	0%
NZE	16	56.2%	37.5%	6.3%	0%
Pasifika	1	x	x	x	x

The above tables illustrate that a significant number our Year 9 and 10 students are not meeting expectation for level 4 of the NZC in Mathematics. Targeting learning at year 7 when learners are moving from Level 3 toward Level 4 and then working through effective transitions from Primary School into College will improve these results. Continued work between the Primary School and the College to better understand data and get consistency with assessment will also help to raise student outcomes.

To help achieve our long term goal of 85%, a target register of selected at risk students from all schools will be created. Teachers will report progress each term using curriculum levels. This will be tied to teacher inquiry. These teachers will be members of a Professional Learning Group (PLG) and may have a number of different inquiries during the year.

Achievement Challenge 3: NCEA

Background -

The secondary school within this Community of Learning already has an excellent pass rate at Level 1 but wishes to now focus on lifting the number of students achieving Merit and Excellence credits. We believe this will equip our students for an even more successful transition into further learning pathways beyond the secondary level.

Target 3:

To sustain NCEA Level 1 and 2 achievement of 95% or more, and to increase the number of students achieving at Merit and Excellence level by 2 students per year (2 excellence and 2 merit) for the next 3 years.

In 2016, 100% of Year 11 students passed NCEA Level 1, one with Excellence and 11 with Merit. This was from a total number of 42 students.

In 2016, 70.5% of Year 12 students achieved NCEA Level 2, 1 with Excellence and 4 with Merit. This was from a total of 36 students.

Background - Ara Poutama/ Transitions

Data from the most recent census (2013) shows:

40% of people aged 15 and over who reside in Paeroa have no formal qualification. While it is acknowledged that not all people who reside in Paeroa were educated in Paeroa, we aim to change these statistics through our school leaver data and the level of young people achieving NCEA level 2 and moving successfully into further education or employment.

The unemployment rate in Paeroa is 12.8% for people aged 15 and over, this compares with 8.5% for the Hauraki District, and 6.4% nationally (June 2013 - NZ Quick Stats)

We know that early childhood education participation statistics are low which is contrary to the data we can access from the MOE which asks for a 'yes' or 'no' about pre-school education with a recent report(ref Erita Kingi) highlighting transience, transport and ability to financially access as significant barriers.

Achievement Challenge 4: ARA POUTAMA/TRANSITIONS

To improve pre-school education attendance - by removing barriers (cost, transport, previous negative experiences of the schooling system, transience) and making preschool education accessible to all. We will support families and children to regularly attend quality preschool providers. We will liaise with Early Childhood Education (ECE) providers.

Anecdotal information from Principals shows that a number of children beginning school have not had pre-school learning that is preparing them for success in primary school education. This puts children on the 'back foot' when starting school. An aim of the COL would be to improve the number of families engaging in education, beginning at preschool level, by raising the value of education in our community through the implementation of a variety of strategies eg sourcing SELO funding for parent education courses.

To provide a supported pathway of Transition from English Medium to Maori Medium at Primary level. The first Rumaki class opened in July 2015 at Paeroa Central School. Since then 47 Maori students have transitioned from English Medium ECE or English Medium Primary Schools. 5 students have come from Kohanga Reo. Developing a supported pathway of transition involving further development of Maori immersion or bilingual ECE, and supporting Year 0-8 students and their whanau with language acquisition skills will improve this difficult transition.

To develop a secondary option for Maori Medium students in Paeroa. Currently Maori Medium Education (MME) is only available in Paeroa up to Year 8 level. In 2017 the first five Year 8 students have had to find a suitable secondary option. Currently they have to travel to another area by bus, attend boarding school if they want MME, or return to English Medium Education at Paeroa College. To develop a local secondary option for these students in MME, community consultation with whanau, Iwi and COL school will needed to be held. It is intended that whanau aspirations for a Wharekura to be canvassed.

To improve retention rates 50 children entering year 9, to 70 children entering year 9 when transitioning from primary school to Paeroa College.

Currently, 80 children on average attend Year 8 technology at Paeroa College. From this cohort around 50 students enrol at Year 9 at Paeroa College. Some of the children not enrolling are closer to neighbouring secondary schools, however, up to 20 children are electing to attend other schools. Part of the transition goal will be to address this loss from our local community by improving transition rates from local primary schools into the local college. Given this formation of a Community of Learning, more consistent transition will enable students to benefit from a continuum of learning that is catering for their needs and benefits from our collective knowledge. In 2016, 90% of this same Y12 cohort were retained into Y13. In 2016 every student in either Y12 or Y13 retained to the end of the year achieved Level 2 but a handful left the school during the year without their Level 2. To improve retention rates for Y12 to 100% of all Y11 and for all school leavers to have achieved at least Level 2.

Transitions into Tertiary Education, apprenticeships or meaningful employment. We will aim for a higher proportion of students leaving College entering into tertiary education, apprenticeships or meaningful employment. We have set a target of 95% of students leaving Paeroa College and transitioning into another place of education/ employment or apprenticeship. To further strengthen links to Tertiary Providers, the provision of Tertiary courses while still at College is seen as critical. This will involves The University of Waikato, WINTEC, The Wānanga O Aotearoa, Taratahi and VETEL who are our area Tertiary Providers. Building on primary schools students' passion and

involvement for Enviroschools, to Horticulture and Agriculture, could be achieved by the strengthening of these courses at Secondary level by Taratahi and Wintec. Current anecdotal evidence tells us that while most students leaving College enter training, education or employment, the retention rates in these options could be improved. The support of students by the Hauraki District Council (tree planting and use of reserves), the Hauraki Maori Trust board and local businesses for transition pathways will support this work.

To improve pathways for students from Goldfields to transition into purposeful post school opportunities including supported living, day care and supported employment. We have an aspirational target to work together as a community so that more students have access to local jobs in a supportive environment. In 2012 one student from Goldfields obtained a job at McDonalds and this year one student has a part time paid position as a cleaner in a local organisation. We will work together to empower student and whānau/family voice so that their needs are heard and the student is supported to have better post school access pathways to live the life they choose.

Community focus:

The Kāhui Ako will develop positive collaborative relationships between all agencies/stakeholders within education and community groups, from birth through to employment, inclusive of Whanau/Iwi, Plunket, Early Childhood, Primary Schools, Special Schools, College, adult education, business, parent and community groups such as Te Korowai Hauora o Hauraki - Whanau Ora team, Te Whariki Manawahine o Hauraki, Hauraki Maori Trust Board, Matatahi Mataora/Youth Services and Hauraki Maori Women's Welfare League, Church groups, Paeroa Community Support Trust and Service groups (Rotary and Lions).

Specific Goals

- within a term of the achievement challenge being accepted, establish a working group with representatives from various sectors (as above)
- within two terms of the achievement challenge being accepted establish a shared vision, goals and initiatives to ensure plans for effective transitions are in place ready to action by July 2018

Why?

Transitions are a pivotal point of success for the Paeroa Community. Our census statistics show that we are currently a community who have lower education levels and lower employment levels than other towns in our region. To improve community outcomes through education, will in the long term improve living standards and pride in our community. Intervening and actively planning for change at transition points will lift our community profile as a whole for future generations. Currently there are various community groups who have goals/visions and actions that are being worked on, some in isolation, some in small working groups. To achieve a holistic approach where resources are pooled, will see a more targeted and focused use of expertise and is likely to have more positive outcomes for the community as a whole.

Background - Hauora / Well being

Our 'hunch' is that contributing factors to low achievement are centred around transience, attendance and engagement of family/whanau with education. In order to better meet the needs of our community, we need to focus on 'well-being' and raise levels of identity within the Paeroa community to be one of belonging, pride and positivity. Primarily strategies will centre around 'Participating and Contributing', one tool for measuring success will be the NZCER 'well-being' survey.

The recent ERO 'Wellbeing for success' states that **Wellbeing is vital for student success.**

'Student wellbeing is strongly linked to learning. At 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 feeling and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

In the recent report from The Auditor General **Summary of our Education for Maori** reports it is found that effective partnerships were formed if strong relationships between schools and whanau exist, and collaborative working between schools exists.

Also in order to raise achievement of students schools need to share best practice, involve whanau/iwi in meaningful ways and seek to build relationships with people who have expertise in identity, language and culture

From a kaupapa Maori perspective, professional development for teachers on the topic of "cultural responsiveness and relational pedagogy" is about mauri ora.

When the mauri (inner spirit or life force) of the child is aight, the child is flourishing at school- with an alert and inquiring mind, a healthy body and mutually beneficial relationships. [11 Mason Durie Healing Our Spirit Worldwide 2015](#)

Therefore for the Ohinemuri CoL, in order to increase student and community well-being, a number of actions will need to be put in place that address the above points.

Achievement Challenge 3: **HAUORA / WELL BEING**

To foster **Pride in Paeroa**, students will have an understanding of local history, values, and resources within our area, and will grow their sense of cultural identity and self actualisation through the active teaching of the Key Competencies. We want students to have **Pride in Paeroa** and the citizens of Paeroa to have pride in the students. **Pride in Paeroa** is our slogan. We also recognise the Treaty of Waitangi as our nation's foundational constitution and are committed to upholding the principles of partnership, protection and participation so that all treaty partners feel a sense of inclusion, belonging and well-being.

Through this goal we aim to address:

- Social issues through tuakana teina, intentional leadership, role modelling
- Cultural Identity involving
 - o Leadership by local iwi to share knowledge
 - o Raising of awareness of students in where they come from
 - o Increasing the sense of belonging to the Paeroa community for all students and their families.
 - o To increase the speakers of Te Reo Maori and revitalize the mita/ dialect of Hauraki. Through working together as a Community of Learning, Ohinemuri schools will develop pathways to share the teaching of Te Reo and Kapa Haka.
 - o To strengthen our children and school community through valuing and promoting cultural identity and relationship to local marae by practicing the culture and teaching of marae through our hitori/ history, purakau / traditional stories, kawa me ngaa tikanga / rules that are set.
 - o To understand and explore the importance of being Maori as a person, whanau, hapu, and iwi.
 - o Increasing the participation and acceptance of the increasingly diverse ethnicities in Paeroa i.e. those who identify as from Pacifica, Indian and Asian ethnicities.
- Whanaungatanga--Increased shared responsibility of the community for our children. Increased community involvement with education of students
- Kaitiaki of Hauraki. Involvement of service groups and key local individuals in environmental actions will instill a sense of belonging and contribution to their local environment. Social Justice and serving the community are priorities for our Catholic and Christian Schools.
- Tuakana Teina. Role modelling for our community - mentoring and coaching by utilising people from Paeroa who are successful with a range of examples
- Matua Whangai, recognising the potential from people within our community to be role model/coach/mentor
- Growing Ako - reciprocal nature of relationships
- Mahi Tahī. As a community, we will work together to strengthen partnerships. These partnerships will be based on respect and moving forward.

Measureable outcomes will be:

- An increased daily attendance from below 90% across the cluster to 94% primary, 91% for secondary
- A decrease in transience rates of students attending one school for less than one year by 10%, over three years.
- A decrease in stand downs and suspensions over three years. In 2016, 5 Maori male and 2 European female students were suspended. We have an Age –standardised suspension rate per 1000 students of 8.4. We will reduce it to the N Z rate of 3.6

- NZCER Well-being survey - to show improvement from our baseline data to be collected at the beginning of 2018, re-administer the testing each March for 3 years aiming for a 10% level of improvement.
- Students confident and able to set their direction - Learner agency - self actualisation (as measured by student voice and the NZCER Wellbeing Survey)
- Teachers will be supported to understand cultural responsiveness and relational pedagogy from a Kaupapa Maori theoretical basis. They will create contexts of change where equity, excellence and belonging can be realised for all students and in particular our priority learners. Baseline data will be collected by using a range of tools including Rongohia te Hau (Poutama Pounamu PLD)
- Students will undertake a visioning process for social actions that they can undertake for the town of Paeroa. Student leaders' workshops will be held each term and they will lead the implementation of social actions support by the COL leadership team.

How does Transitions and Well Being relate to academic achievement in writing and other curriculum areas?

Recent ERO reports (2012, 2015) and a literature review undertaken for the Ministry of Education (Peters, 2010) highlight the importance that leaders play in ensuring that students successfully transition from ECE centres to primary schools and then from primary schools to secondary school. Peters identifies a connection between transitions and wellbeing and proposes overlapping themes that should be considered through the transition process. These include:

- belonging, wellbeing and feeling 'suitable' at school;
- recognition and acknowledgement of culture;
- respectful, reciprocal relationships;
- engagement in learning;
- learning dispositions and identity as a learner;
- positive teacher expectations; and
- building on funds of knowledge from early childhood education and home.

In their evaluation of transitions between ECE centres and primary schools ERO also identify a clear link between transitions and wellbeing:

Students' wellbeing and learning must be maintained as they transition from primary to secondary schools. A student's transition can be complicated by the social, emotional and physiological changes that can negatively impact on their learning. Teachers that understand how these changes impact on their students are better placed to help students make positive adjustments to their new school.

We have carefully considered the findings of ERO and the Ministry alongside research that was undertaken in secondary schools through Te Kotahitanga. This research showed that when foundational principles of Ako, whanau, wananga and kaupapa were the basis of teaching and learning, Maori students felt a greater sense of belonging and wellbeing and were thus better positioned to engage with learning and achieve. Consequently in these project schools achievement lifted for all students, disparities started to reduce and greater levels of equity emerged. This pedagogical framework also enabled greater numbers of students to successfully transition from secondary schools to pursue academic and vocational pathways.

There are consistent themes across the literature that has been referenced and many other sources of research about the correlation between transitions, and wellbeing and an increase in student and whanau engagement and achievement. This evidence has informed our decision to work within a theory of improvement that will enable us to work in culturally responsive and relational ways to achieve equity, excellence and belonging for all across the Ohinemuri Kahui Ako.

He ika kai ake i raro , he rātaki taki ake i raro
As the fish nibbles from the bottom and rises to the top,
So too does the ascent of a mountain start from below¹²

¹²Whakatataukii- Kiiwaha Words and phrases of Hauraki Naa Jim Nicholls