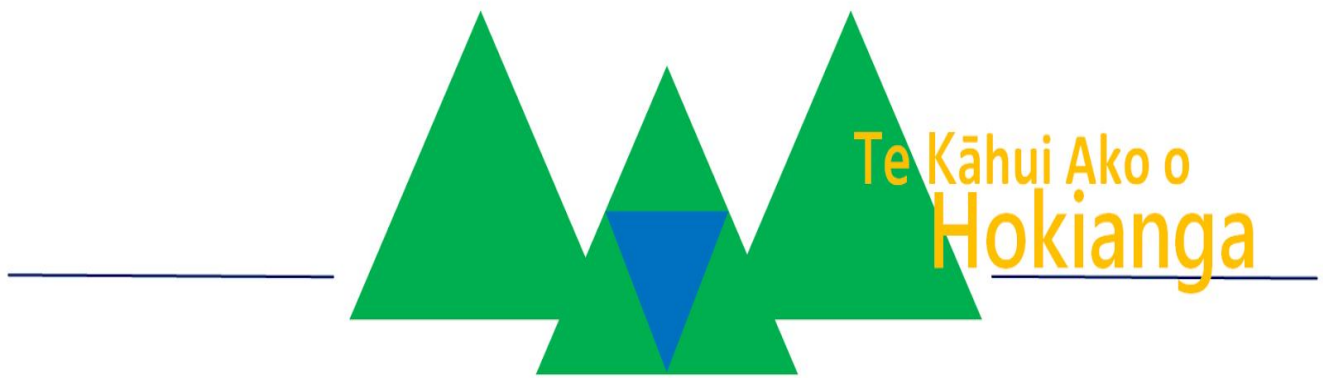


Achievement Challenge Plan



Te Manu Kawariki

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Description

'Te Manu Kawariki'

The name Te Manu Kawariki is derived from sayings attributed to Kaharau and Tuwhenuaroa, ancestors from both sides of the Hokianga Harbour;

'Tatahi atu e tatou ma, he tata niho taniwha, he manu ko te kawariki whakapakari marie ana' (Kaharau)

Let us be spread apart but close like the teeth of a taniwha, like a quiet bird that sustains itself on the kawariki plant.

'Kati tatou e tamara ma, i runga o Maukoro whakapakari ai, kia ruia iho ano he manu ko te kawariki' (Tuwhenuaroa)

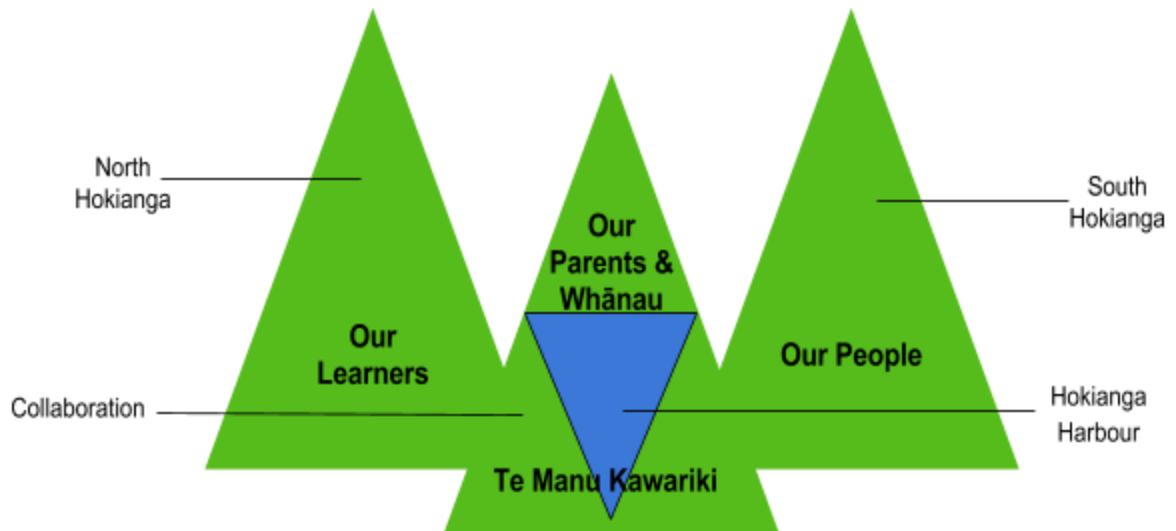
Let us remain and be nourished on Maukoro and be as the scattered birds nourishing themselves on the kawariki plant

Both sayings contain notions of collaboration, perseverance and creative thinking in order to overcome a significant challenge.

Vision

Te Manu Kawariki strengthens teaching and learning to create clear pathways for students. We emphasise real life projects that help our students apply thinking skills and knowledge in practical ways that can be useful in a real, modern world. It is important that the flow of knowledge, skills, and creativity reaches families and the wider community, as we keep the fire burning.

Structure & Explanation of logo



Combined Board of Trustees and Individual Schools' Boards of Trustees

Kahui Ako Lead Principal

Our logo represents the coming together of our schools whose pathways join together around the Hokianga Harbour. The points of the three triangles represent the teeth of the taniwha. The two outer triangles represent the wings of the manu. The green represents the leaves of the kawariki plant that gives strength to the people. The blue represents the majestic waters of the Hokianga Harbour.

Background and Purpose of our Community of Learning

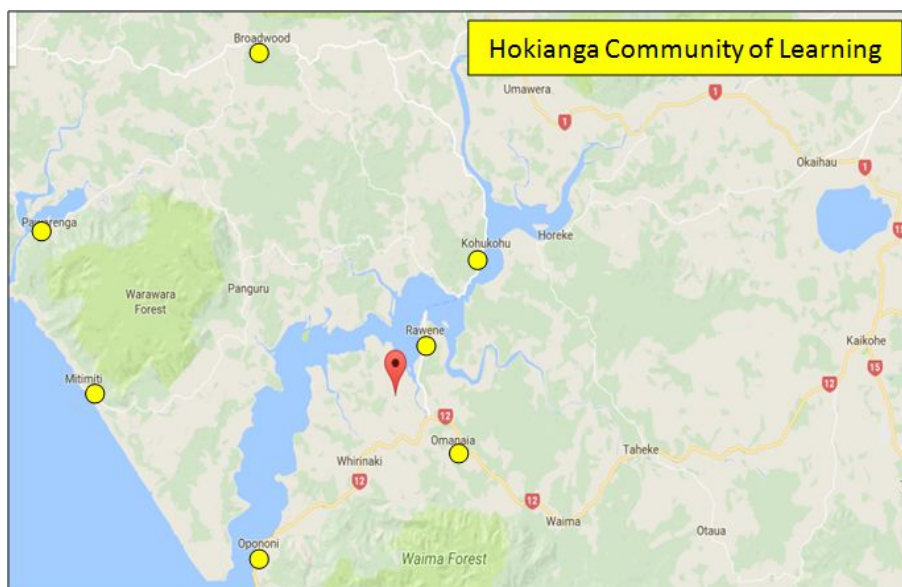
The Hokianga Community of Learning | Kāhui Ako is comprised of the following schools:

- Manganuiowae - Broadwood Area School
- Kohukohu School
- Matihetihe School
- Omanaia School
- Opononi Area School
- Rawene Primary School
- Te Kura o Hata Maria

We are currently working to support our local Early Childhood Education providers in joining our Kāhui Ako and positively welcome their involvement.

The Hokianga Community of Learning | Kāhui Ako includes five full primary and two area schools geographically situated around the Hokianga Harbour in Tai Tokerau.

The total number of students represented by our Kāhui Ako is over 400.



As at July 2016, our schools collectively have 432 students. Of these, there are 374 Māori students (87%), 45 European/Pākehā students (10%), 8 Pasifika students (2%) and 5 Asian students (1%).

Name of School	School Type	July 2016 Roll	% Maori students	% Pasifika students
Manganuiowae-Broadwood Area School	Composite (Y1-15)	85	96%	2%
Kohukohu School	Full Primary	50	74%	0%
Matihetihe School	Full Primary	27	100%	0%
Omanaia School	Full Primary	19	100%	0%
Opononi Area School	Composite (Y1-15)	130	83%	3%
Rawene Primary School	Full Primary	97	79%	2%
Te Kura o Hata Maria	Full Primary	24	100%	0%

Total number of students altogether: 432

The seven schools of the Hokianga Kāhui Ako decided to work together and take collective responsibility for improving the engagement of all our tamariki and rangatahi in learning and raising their achievement. This will be achieved through sharing teaching and learning expertise between schools.

The Hokianga Community of Learning includes a strong network of passionate and motivated leaders and learners who are motivated to providing high quality learning environments. We welcome the potential that the Kāhui Ako offers to support this.

We are also committed to developing our teachers' individual and collective capacity to attend to the needs of every learner and we see increased potential for learner-focused collaboration including educator development and career progression.

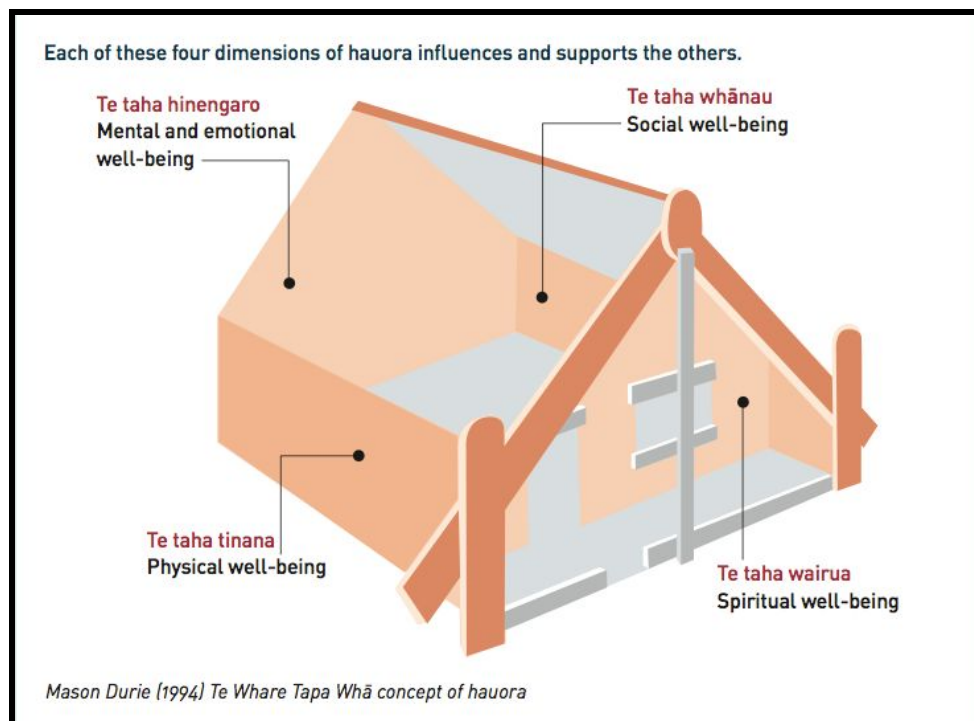
The main focus of the Kahui Ako is to develop a successful pathway for all learners from Year 1 - Year 13. We see that we have an opportunity to enable transformative change in the way successful learning occurs for students in the Hokianga community with a focus on high quality and high equity for every learner.

Our Community of Learning will be underpinned by the principles of the New Zealand Curriculum, Te Marautanga o Aotearoa, Te Aho Arataki Marau mō te Ako i Te Reo Māori and our expectation that every learner will be an active, confident, connected lifelong learner.

Graduate Profile

Our Hokianga graduate student profile is an amalgamation of the graduate profiles of each of our schools.

We have also drawn reference from Te Whare Tapawhā health model developed by Sir Mason Durie.



The model's strong foundations of a whare illustrate the four dimensions of Māori well-being. Should one of the four dimensions be missing or in some way damaged, a person, or a collective may become 'unbalanced' and subsequently unwell.

Te Manu Kawariki Graduate Student Profile

Taha Wairua

- I show integrity in my words and actions
- I am honest with myself and others
- I respect other people's space and learning needs
- I support and praise others in a safe learning environment
- I stand up for others
- I embrace all cultures and nationalities
- I am proud to be who I am
- I know where I come from and where I am going
- I know and understand my Whakapapa and Pepeha

Taha Hinengaro

- I have a positive attitude to learning
- I can stand confident in everything I do
- I know why education is important to me
- I have a vision to be successful in life
- I can achieve anything I put my mind to
- I am not afraid to make mistakes
- I can improve and grow from my mistakes
- I am a problem solver
- I am creative and free to express my thoughts and ideas

Taha Tinana

- I am a leader
- I am a role model for others
- I represent my whānau, hapū and iwi proudly
- I can learn from others
- I can give everything my best effort
- I have the power to make the right choices for myself
- I am confident in myself
- I play hard and fair
- I can govern my own actions and take responsibility for what I say and do

Taha Whānau

- I know who I am and who I represent
- My name carries the mana of my whānau
- I am a reflection of my tūpuna
- I respect others and who they are
- I am always considerate of others
- I praise others instead of putting them down
- I help others with the right choices

Process for Engagement

The school Principals have been meeting regarding developing the Kāhui Ako since late in 2016.

Throughout this time we have engaged in collaborative professional discussions, presented data regarding our individual schools (including student achievement data, strengths, and challenges), engaged with the Ministry of Education, considered a presentation regarding Learning Support and identified other stakeholders to engage with (such as Iwi and Early Childhood Education services).

Schools registered our commitment to student achievement, and further highlighted our wish to explore innovative and rich learning opportunities as the basis to bring about positive outcomes for students.

There is a mutual understanding of the need for longer term and shared intervention strategies that can be measured and developed over time. There is also a common understanding that we need to look beyond specific interventions and address the 'whole picture'.

In our schools we registered our interest in strengthening connections between Early Childhood, Primary and Secondary levels. We recognise that each level of the education sector has an opportunity to learn from each other, and gain new perspectives. Recognition of the importance, and giving effect to the positive transitioning for students (and their whānau) between Early Childhood, Primary and Secondary was considered as an innovative focus for impacting on student achievement outcomes.

Data Analysis

The data used as the basis for our goals and actions, was drawn from a number of sources including:

- Each school's National Standards data for 2012 - 2016.
- Ngā Whanaketanga Reo Māori
- Each of the Area Schools' NCEA data
- Each school's in depth data on student achievement.
- Ministry of Education data on current special education caseloads.
- Education Review Office summative report for our Kāhui Ako.
- Each school's strategic goals in consultation with each of their communities.

This data was gathered and analysed to determine where achievement challenges could most be focussed. Relevant data is included with each achievement challenge.

What do we want achievement within the Hokianga Kāhui Ako to look like?

As we set out on this journey of ongoing inquiry together, we are committed to successful outcomes for all students. We aim to bring together our individual strengths as a collective to establish effective seamless interventions, strategies and innovations from Year 1- Year 13 that are sustainable. The effectiveness of these outcomes will be measurable over time so we can monitor and review progress.

We understand the evaluation of successful outcomes for students can include the measurement of achievement against:

- National Standards and Curriculum Levels.
- The Learning Progression Frameworks.
- Ngā Whanaketanga Rumaki Māori.
- NCEA achievement results (including NCEA Level 1, Level 2, Level 3, Literacy and Numeracy, University Entrance and NCEA Endorsements).
- Student engagement and wellbeing.

A major focus for the Kāhui Ako will be in aligning assessment methodologies so there is a common, shared understanding of strengths, needs and next steps for all learners from Year 1- Year 13. This will also strengthen and inform progressions required more effectively and seamlessly throughout a student's learning pathway.

The common issue at present is that each school uses its own individual methodologies for assessment and we have identified the need to moderate our understandings about achievement data and information across the Community of Learning to ensure a consistent approach to developing progress and achievement.

We strongly believe that successful outcomes for students should be extended to include:

- Developing personalised pathways for each of our learners
- Identifying current barriers to effective transition and devising innovative approaches to help students move confidently into the next stage of their education.
- Improving and supporting effective teacher practice
- Continuing to develop whānau and community engagement
- Using digital tools to support collaborative teaching and learning in a community of schools in isolated rural areas

Based on the beliefs detailed above, the Hokianga Community of Learning is committed to achieving the targets of:

- Increasing the number of students who achieve at or above in writing/tuhituhi in Years 1 - 8 from 66% to 80% over a three year period.
- Increasing the number of school leavers who achieve NCEA Level 2 from 68% to 85% over a three year period.
- All children identified with moderate to high learning needs (more than two years below curriculum expectations in reading and writing) will be progressing well against the goals in their individual learning plans.

These achievement challenges are discussed in more detail over the following pages.

Summary of Achievement Challenges

<h2>Achievement Challenge 1</h2>	<h3>Writing</h3> <p>The data for our 286 students in Year 1- Year 8 indicate that 66% of these students are achieving at or above expected levels. By the end of 2020, this will increase to 80%</p> <p>Our target groups are:</p> <p>Boys - currently 56% are achieving at or above expected levels. By the end of 2020, this will increase to 70%.</p> <p>Māori Learners - currently 64% of our Māori learners are achieving at or above expected levels. By the end of 2020, this will increase to 80%.</p>
<h2>Achievement Challenge 2</h2>	<h3>NCEA Level 2</h3> <p>Our current data indicates that 68% of our school leavers leave school with NCEA Level 2 or equivalent. By the end of 2020, this will increase to 85%.</p>
<h2>Achievement Challenge 3</h2>	<h3>Learning Support</h3> <p>All priority students will have in place a learning plan, including a transition plan, informed by a range of data, by the end of 2020. 2021 targets will include National Standards or NCEA targets for those students with potential to achieve at this level (ie beyond Curriculum Level 1).</p>

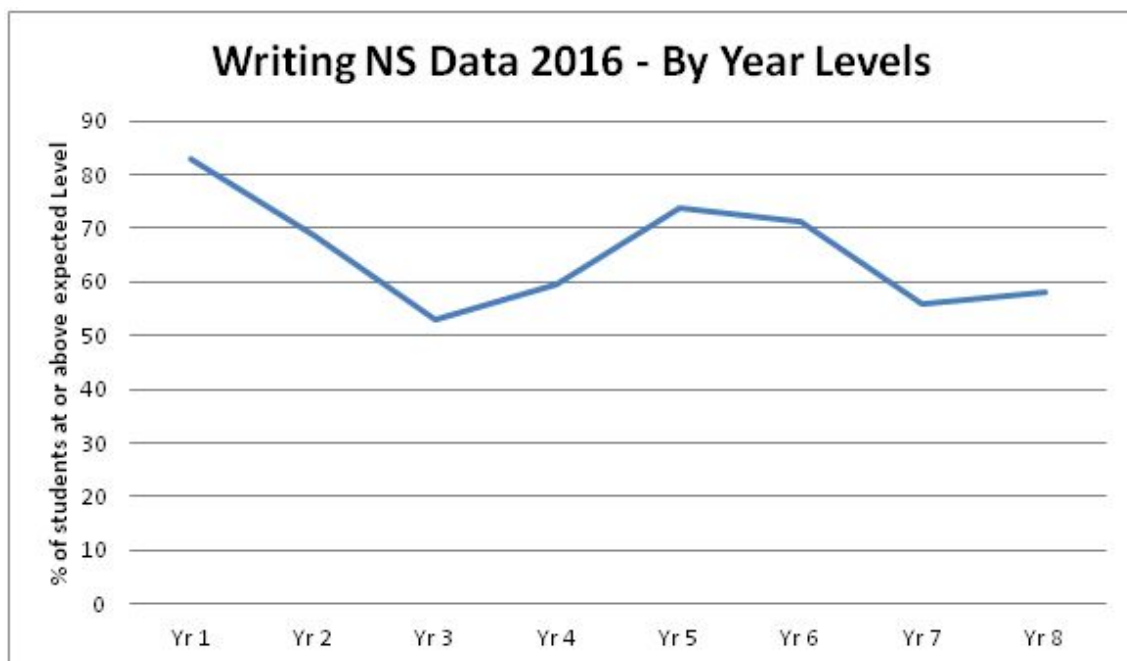
Achievement Challenge 1 - Writing Years 1-8

Why Do We Need To Take On This Challenge?

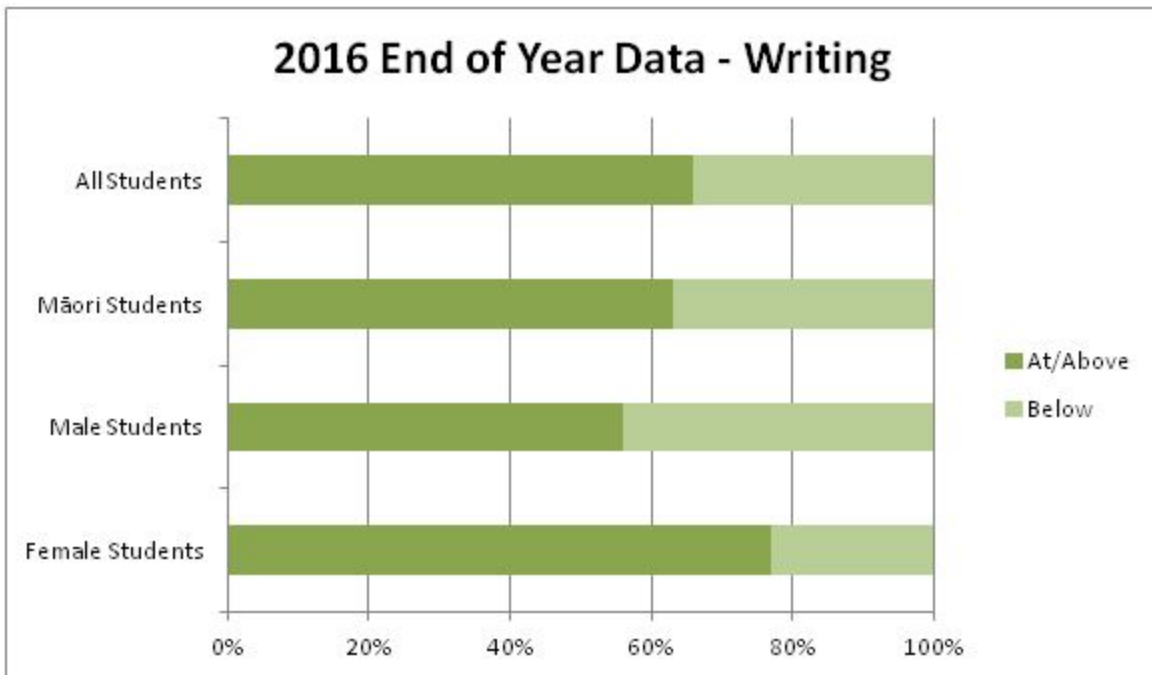
Analysis of data across our schools shows that improving outcomes in Writing is a key priority, in particular for male students.

Taking into account, both National Standards data and Ngā Whanaketanga Rumaki Māori data, in Writing/Tuhituhi across the Hokianga Kāhui Ako we are achieving 61% (190/311) at or above expected levels. However this drops to 49% (20/41) at the end of Year 3, 52% (15/29) at the end of Year 7 and 49% (19/39) at the end of Year 8.

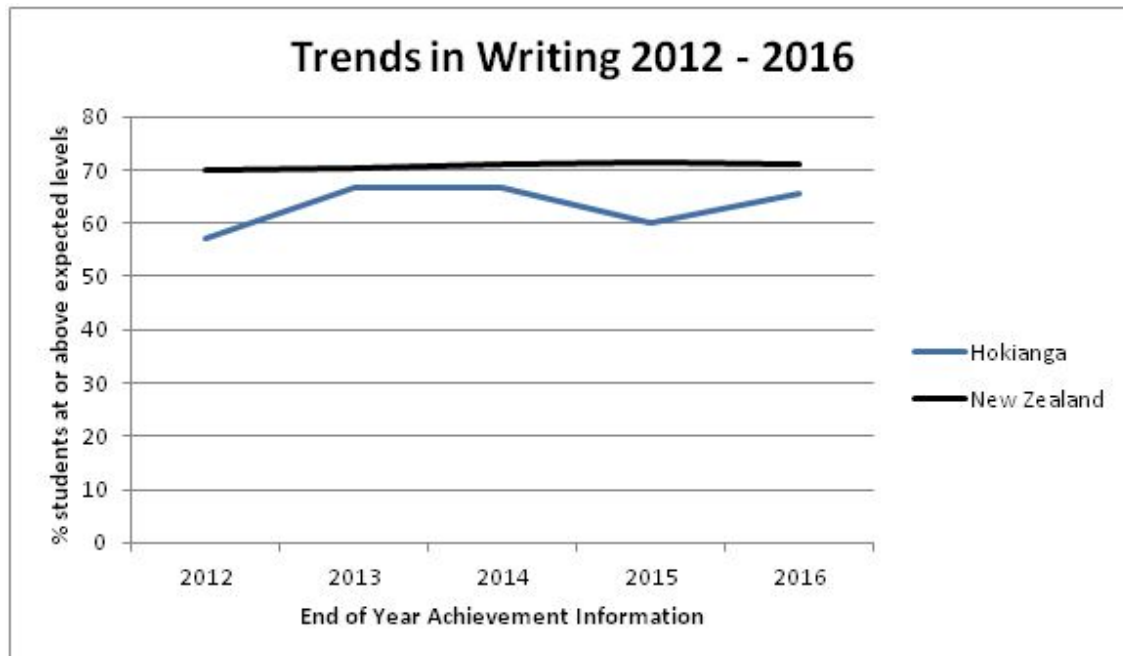
Writing/Tuhituhi Year 1 - Year 8	Students At or Above	% Students At or Above	Total in cohort
All Students	190	61%	311
Boys	87	52%	168
Girls	103	72%	130
Māori Students	142	64%	248
Pasifika Students	5	50%	10
European/Pākehā students	39	81%	48



In Writing/Tuhituhi 57% (142/248) of our Māori learners are achieving at or above expected levels. 87% of all our learners are Māori and so our target of 80% of students at or above mirrors our goal for our Māori learners - to have 80% of that cohort achieving at or above expected levels also. In Writing, 72% (103/143) our girls achieve at or above expected levels but this drops for boys to 52% (87/168) at or above expected levels.



There has been a trend of concern with Writing data over the last 5 years from 2012 - 2016 with achievement at or above ranging from 57% - 67%.



Targets

80% of all learners in Years 1 - Year 8 will be achieving at or above expected levels in Writing/Tuhituhi by the end of 2020; improving achievement levels by 19%.

80% of Māori learners in Years 1 - Year 8 will be achieving at or above expected levels in Writing/Tuhituhi by the end of 2020; improving achievement levels by 23%.

70% of male students in Years 1 - Year 8 will be achieving at or above expected levels in Writing/Tuhituhi by the end of 2020; improving achievement levels by 18%.

What's Our Plan of Action?

- Through engaging in collaborative inquiry, teachers and leaders will build shared understandings about pedagogy and about each school's community, centred around the best ways to meet the learning needs of all students.
- We also plan to use closer tracking and evaluation of the impact of teaching on student achievement and progress, including reviewing the success of initiatives and programmes designed to accelerate progress for target students. We aim to develop our teachers' collective ability to analyse achievement information for individual students as well as groups of students
- Increased use of RTLB resources focused on student acceleration.
- Utilising the expertise and advice of a Student Achievement Function facilitator (SAF) to develop practice and understanding of achievement across the community.
- Inquiring into and building on effective teacher practices already evident in our Community of Learning.
- Use the Spiral of Inquiry to seek new pedagogy or conditions for learning that allow our students to exceed what they perceive their potential to be and reach their own personal best.
- Developing robust moderation of achievement judgements across the curriculum - investigating the development of using the Progress and Consistency Tool (PaCT) for teachers in Years 1-8 as a digital tool for assessment moderation.
- Shaping the job description of the across school teacher to reflect more specific support for teachers in working with focus students.
- Developing a Community of Learning Professional Learning and Development application with a literacy focus team on behalf of the Kāhui Ako.

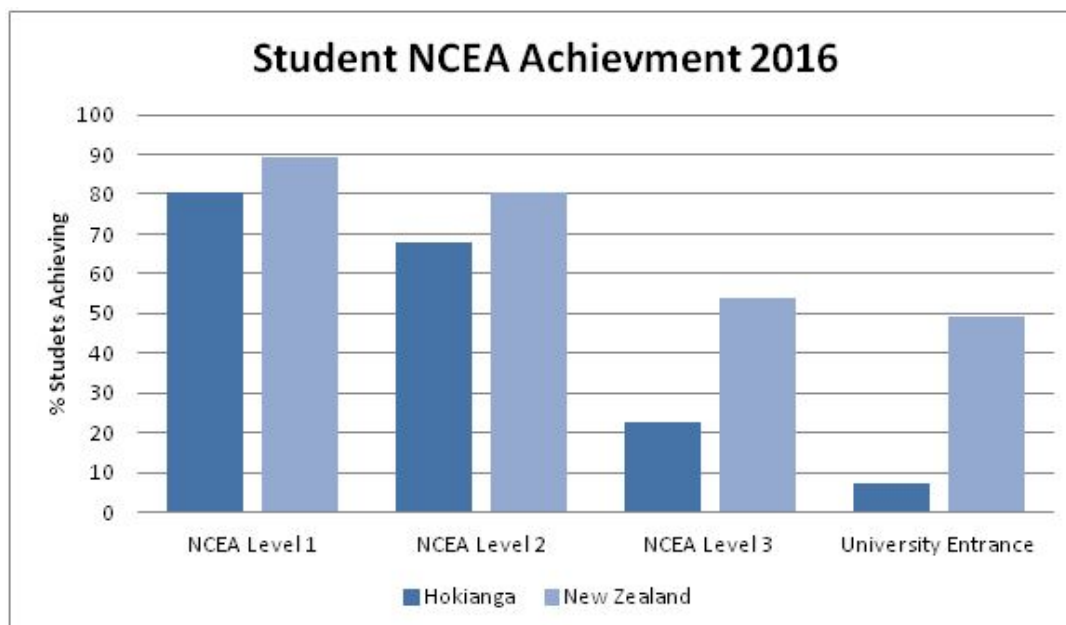
Achievement Challenge 2 - NCEA Level 2

Why Do We Need To Take On This Challenge?

Our 2016 data has indicated that 25 out of 31 or 80.6% of school leavers from the Hokianga Community of Learning leave with NCEA Level 1 or above. However this drops to 21 out of 31 or 67.7% when we consider school leavers with NCEA Level 2 or above. There is a further drop to 7 out of 31 school leavers with NCEA Level 3 or above (22.6%).

While the data for all cohorts of students (see table below) has shown improvement over the last three years, we are still achieving below the national average for school leavers with NCEA Level 2 or above by 12.6%. In addition to this, 26% of our school leavers in the last three years (5/19) have enrolled in Tertiary Education after leaving school.

School Leavers with NCEA L2 or above	Percentage of students: Trends over the last 3 years		
	2014	2015	2016
All Students	58.1%	57.7%	67.7%
Boys	60.7%	52.6%	66.7%
Girls	53.3%	71.4%	68.8%
Māori Students	56.1%	57.7%	72.4%
European/Pākehā students	60%	–	80%



In their 2017 Hokianga Community of Learning report, the Education Review Office noted that *“Developing a long-term achievement plan to increase the number of students leaving school with at least Level 2 NCEA would be a useful goal for the Hokianga Community of Learning.”*

It is certainly positive to note that in 2016, 35.5% of all school leavers in the Hokianga Kāhui Ako attained NCEA Level 2 with one or more Vocational Pathway Awards. This is an increase of 20.1% since 2015. Female school leavers were more successful in achieving this than their male counterparts. When looking at ethnicity, European/Pākeha students had the highest proportion of school leavers with one or more Vocational Pathway Awards. That said, our Māori students still achieved 5% better than the National Average

By award type, the majority of school leavers with a Vocational Pathway Award had achieved a Creative Industries award (46% of school leavers who achieved a Vocational Pathway Award), this compares to 23% for each of Primary Industries and Service Industries and 8% Manufacturing and Technology.

We are keen to build on this progress and focus on supporting our students to develop the skills needed to reach their full potential and contribute to the economies and communities of Hokianga, Tai Tokerau and New Zealand.

Targets

85% of school leavers will have achieved NCEA Level 2 or above by the end of 2020.

What is our Plan of Action?

- We will utilise throughout the Kāhui Ako the Student Focused Methodologies set out in the Ministry of Education’s support material for NCEA Level 2 priority students, in particular the rubrics of progress in relation to NCEA student support.
- We will develop higher engagement evidence. Student, teacher and whānau voice and efficacy will be used as an indicator of engagement, motivation and confidence.
- Address the learning needs of identified groups of priority learners.
- We will support students as they develop their understanding and expectations of their own learning and support them to establish strategies to achieve these.
- As a Community of Learning, we will strengthen our community’s knowledge of learner pathways and review how the local curriculum across the Kāhui Ako supports this.
- We aim to use student voice to review pedagogical approaches to the teaching and learning of young adults in transition to further learning and employment.

- We will developing community-wide approaches to career education.
- We will conference with all students about their aspirations, course of study and needs for future pathways.

Achievement Challenge 3 - Learning Support

Why Do We Need To Take On This Challenge?

Priority learners are groups of students who have been identified as not experiencing success in the New Zealand schooling system. These are students who are achieving below and well below National Standards. The Hokianga Kāhui Ako will undertake a collective responsibility for improving student achievement and outcomes for priority learners.

The earlier that priority learners' educational needs are addressed, the less likely it is that students will be permanently affected by poor motivation and a sense of diminished self-efficacy.

Timely and focused teaching and monitoring can contribute to priority learners making accelerated gains.

What is the challenge?

The challenge for our Community of Learning will be to explore ways that better meet the learning needs of these students ensuring high levels of engagement and accelerating achievement while managing behaviour challenges which can sometimes accompany these learners.

What is our target?

We currently have 43 students identified as priority learners with the Kāhui Ako, receiving support from the Ministry of Education or Resource Teacher: Learning and Support for issues including but not limited to Behaviour, Language and Learning Support, ORS support, Early Intervention and Communication. Within each of our schools, we have more students who need varying levels of support for their learning.

By the end of 2020, each priority student will have in place a learning plan, including a transition plan, informed by a range of data.

2021 targets will include National Standards or NCEA targets for those students with potential to achieve at this level (ie beyond Curriculum Level 1).

Students identified with moderate to high learning needs (more than two years below curriculum expectations will be progressing well against the goals in their Individual Learning Plans.

What's Our Plan of Action?

- We aim to develop systems to measure student progress within Individual Learning Plans that help priority learners to work independently, integrate and engage with other members of the Kāhui Ako.
- We will collaborate with the Ministry of Education, our whānau, iwi, community and related social agencies to update our Learning Support Model in order to develop comprehensive individual learning plans for students with additional learning needs. The aim of this is to enable these students to raise their achievement in accordance with the targets set within their individual learning plans.
- Our schools will explore the Inclusive Practice Tool (<https://www.wellbeingatschool.org.nz/inclusive-toolkit>) to engage in dialogue with students, whānau and the community in order to support this diverse range of learners.
- We will develop an IEP for each identified student which will clearly identify agreed learning goals and provide relevant support for the critical transition stages across the learning pathway.
- The Kāhui Ako will also use the findings of the Education Review Office report, 'Accelerating the Progress of Priority Learners in Primary Schools' (May 2013) support our ongoing self-review of current practice.

Approaches

The success of our Kāhui Ako is predicated on a shared vision developed through consultation, open sharing of data and common goals.

Structures

In developing our Achievement Challenge Plan, we have identified the following structures to support our approaches:

- New Zealand Schools' Trustees Association (NZSTA) and boards of trustees are in the process of developing a stewardship group with ongoing support for this group from NZSTA
- Regular meetings of school principals
- Boards of Trustees' commitment to the Community of Learning within a Memorandum of Agreement and receiving regular progress report
- ERO progress reports
- An inter-agency approach in the development of the Learning Support model for Hokianga



There are five key aspects to our approach to meeting our achievement challenges:

1. *Personalised Pathways*

- Improving student engagement and raise achievement.
- Supporting students to take more ownership of their learning.
- Monitoring, evaluating and reporting the achievement outcomes of students whose learning has been targeted for improvement.
- Identifying effective student support practices that are specifically designed to help each focus student to progress and achieve their goals.
- Developing an effective self-review process to monitor and review our student-focused action plans.
- Identifying a range of support available for leadership, teachers, parents/whanau and students. The aim of the support is to do what it takes to help each focus student to achieve at their level.
- Identify resourcing required to implement supportive actions that will help focus students to achieve.

2. *Transition Plans*

- Focus on improving our understandings of the quality of the critical transitions tamariki and rangatahi experience as they move through their schooling.
- Clarifying expectations for student success at each transition point by developing a cohesive, well-designed local curriculum.
- More effective transition could include, but is not limited to the sharing of knowledge about individual students between schools and agencies as they move from one school to another and a more coherent and consistent approach to teaching, learning and assessment.
- Data is trusted and consistent, meaning we can focus on the transition, engagement, and teaching of the students, supporting their needs, rather than just starting again with the data finding process.
- Our challenge is to work collaboratively with ECE centres to identify and explore the literacy learning pathways of learners transitioning into schools in the Kāhui Ako. This is to provide schools with appropriate and useful information, based on learning stories, in relation to literacy capability and progress. The objective is to enable schools to better target the learning needs and develop next steps for individual learners.
- The Kāhui Ako will remain open to future links with early childhood education and will take pro-active steps to include them in our planning and implementation.
- Ensure the Year 9 – Year 13 curricula motivate more students to stay at school to achieve at least NCEA L2.

- Focus on improving non-attendance rates and develop systems for recovery from high rates of transient enrolments for learners.

3. *Developing and Supporting Teacher Practice*

- Utilising complete analysis of achievement information data to identify effective practices that accelerate student learning within each school and across schools.
- Developing and documenting pedagogies and school-wide approaches to building knowledge of, relationships with and responding to learners' strengths, needs, prior knowledge and interests.
- Supporting our teachers across the Kāhui Ako to be evidence based, reflective, responsive practitioners is key to raising student achievement.
- Developing more reliable and consistent moderation systems including regular opportunities for teachers to moderate achievement outcomes internally and with other schools.

4. *Whānau and Community Engagement*

- Actively engaging family/whānau members in partnership with our schools in developing individual pathways and transition plans for their children.
- Ensuring the curriculum of each school in the Kāhui Ako responds to and builds on students' language, culture and identity.
- Whānau are informed, understand and are able to discuss their child's progress with the school and/or their child whenever they wish to.
- Kāhui Ako planning aligns with the Iwi Education Plans and articulates how the Community of Learning aims to contribute to mutually described outcomes.

5. *Digital Tools*

- Promoting a global perspective and life-long learning through inquiry and e-learning
- Forming a digital network across schools to share knowledge, practices, resources and teaching strengths.
- Promoting use of digital technologies for learning.
- Working in collaboration with the Ministry of Education Connected Learning Advisory / Te Ara Whīitiki for digital support.

References

Rangatahi tu Rangatira website <https://www.r2r.org.nz/maori-health/whare-tapa-waha.html>:

(Whare Tapawhā research - Prof.Mason Durie)

Cambridge Community of Learning

Ōtūmoetai Community of Learning

Auckland Central Community of Schools

Maungakiekie Community of Learning

Rotorua Central Community of Learning

Tauranga Peninsula Community of Learning

Education Review office - Accelerating the Progress of Priority Learners in Primary Schools'

(May 2013)

Education Review Office - Hokianga Community of Learning | Kāhui Ako Report 2017