

Coromandel Community of Learning Achievement Challenge Proposal 2018



*Ko te Whare Waananga o Te-Tara-o-
te-Ika-a-Maui*

*The Community learning house of the
Stingray's Barb*

Memorandum of Agreement Redacted 21

Introduction

The Coromandel, renowned for its pristine beaches, misty forests and laid-back vibe, is one of New Zealand's most popular holiday destinations. A binocular's view across the gulf from Auckland, the Coromandel with a mountainous interior cloaked in native rainforest and more than 400 kilometres of dazzling white sand beaches makes our location a sought after area for those looking to make that move out of big city living lifestyle and experience a more organic lifestyle.

Our little communities are dotted along the eastern seaboard of the Coromandel and play host to a diverse population. The area has seen steady growth over the past three years as the national and global economy continues to flourish, providing employment and opportunities for those that venture our way. As a result, the most schools have experienced steady roll growth, particularly over the last two years.

The Coromandel Community of Learning includes students from nine participating schools stretching the length of the Coromandel. Whangamata Area School, Opoutere School, Hikuai School, Tairua School, Whenuakite School, Coroglen School, Coromandel Area School, Te Rerenga School and Colville School have made a commitment to raising student achievement through genuine collaboration across all nine communities, thus formally establishing a Community of Learning.

With over 150 kilometres separating schools, and traveling distances of up to two hours for meetings, the Coromandel Community of Learning will be faced with many challenges though which an adaptive set of skills will be applied to enhance and innovate our core business of education.

The community has the opportunity to work together to share best educational practices designed to raise student engagement and achievement. Through effective collaboration, strategic planning and intentional implementation, the Coromandel Community of Learning will achieve successful outcomes for all learners.



**Cultivating Connectivity to
Empower Coromandel Learners**

The Road to Establishing Our Community of Learning

The Coromandel Principals' Cluster has been meeting in Hahei for the last 18 years and has provided a forum where, largely primary school principals, teaching principals, assistant principals and deputy principals have met three times per year for professional learning and liaison. The meetings had links with the University of Waikato School of Education and the Resource Teacher Literacy. Effective, sustained leadership and teaching guidance that had widespread positive effects on student achievement in all of our schools has been provided via these channels.

The nine schools interact and participate in various sporting events and tournaments throughout the year and, all things considered, have an effective working relationship amongst themselves. On the particular occasions individual schools opened up professional development opportunities to neighbouring schools, and forums for professional learning and dialogue were created. These were always well received and were becoming more frequent in recent years.

All of these learning experiences provide opportunities for the already established networks within and across the Coromandel to substantially improve, expand and deepen over the coming years. With this in mind, the Principals on the Coromandel Peninsula recognised the potential of forming a Community of Learning and, after a number of number of meetings, the decision to formally adopt this initiative was made in December of 2016.

Throughout 2017/18, the Principals and Deputy Principals have met to unpack and identify how this initiative might be employed to raise student achievement and support our teachers within their capacity. It is our belief that as a community working together we will be able to provide successful learning opportunities to ensure we meet the learning needs of all our learners.

Our meetings have successfully developed a collective vision and mission that reflects the intention of our Community of Learning. This strategic plan/achievement challenge that we are now mindfully piecing together will be a blueprint for how we intend to cultivate connectivity across our schools. Our individual charters remain in place allowing for effective autonomy. The planning framework will be used as guide as we design and transform the future of our working relationships.

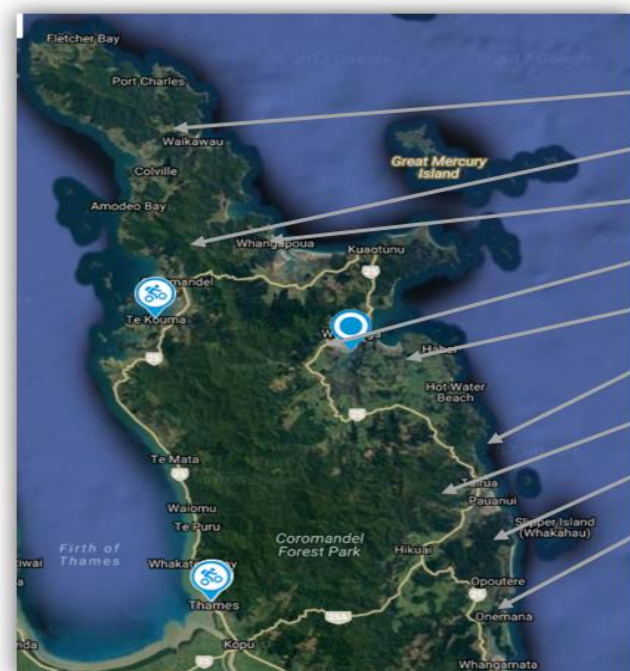
There are nine schools in the Coromandel Community of learning. The group included seven primary school and two area schools. Across this vast region, we acknowledge the 23 Early Childhood Centres (ECE) that work closely with our schools. Five of the schools have experienced consistent leadership and staffing over the past four to five years, whilst others have relatively new principals along with several changes to staffing.

Our students are highly engaged, motivated learners that make effective progress and achieve positive education outcomes. Schools within the Coromandel Learning Community are characterised by affirming and reciprocal relationships that teachers have with students and whanau. All schools effectively make use of their local community assets to provide students with authentic, real-life learning opportunities. Continuing to develop and strengthen internal evaluation capabilities is likely to support leadership teams to evaluate the effectiveness of organisational systems and outcomes for their students.

Composition and Location of Schools:

Demographics – Profile Data.

	2018							
Schools within our Community of Learning	Decile	Maori	Pacifica	Asian	Other	Pakeha	International	Total
Colville School	2	3	1	0	7	18	0	29
Coroglen School	5	10	1	1	0	26	0	38
C.A.S	3	86	2	10	0	111	0	209
Hikuai School	8	6	0	0	1	44	0	51
Opoutere School	4	40	2	0	0	57	0	99
Tairua School	7	35	1	5	2	116	0	159
Te Rerenga School	6	12	2	3	0	57	0	74
W.A.S	4	129	7	6	2	243	7	394
Whenuakite School	7	2	0	0	2	118	0	122
Total		323	16	25	14	790	7	1175



Schools and their Locations:

- Colville School
- Coromandel Area School
- Te Rerenga School
- Coroglen School
- Whenuakite School
- Tairua School
- Hikuai School
- Opoutere School
- Whangamata Area School

Early Childhood Centres

Central Kids Kindergartens – Mercury Bay, Central Kindergartens – Tairua, Kauri Learners early Education – Whitianga, Peanuts Childcare Education Centre Whitianga Ltd, Pauanui Pre-School – Pauanui and Whenuakite Country Kids – Whenuakite.

Vision:

**Cultivating Connectivity to Empower
Coromandel Learners**

**Hei whakatō hei whakamana i ngā ākonga o Te-
Tara-o-te-Ika-ā-Maui -**



Mission Statement:

To create opportunities for learners to develop a deep sense of identity through the collective sharing of expert knowledge, relevant and inspired learning experiences, resulting in equitable outcomes for all learners.

Every learner, in every classroom across the Coromandel Community of Learning feels a strong sense of well-being and connectedness as a result of learning and living in a school and community environment that is welcoming, equitable, inclusive and respectful. A place where every learner is encouraged to take risks, be creative, and innovative in a learning culture that is supportive and safe. Through diverse connections, our learners will develop a deep sense of personal and cultural identity and develop robust educational pathways throughout their learning journey.

The Community of Learning will develop CORO learner who are:

- C** – Confident, connected, courageous learners.
- O** – Optimistic, open-minded learners.
- R** – Respectful, responsible learners.
- O** – Organised, organic learners.

We believe that a key focus until the end of 2019 for the Kāhui Ako should be in continuing to build relational trust throughout all levels of the community and in forming systems that will ensure success for all. We believe the role of the Kāhui Ako is to create a coherent pathway focused on empowering lifelong learners for success in their lives. We want to provide opportunities for ākonga to learn within the rich environment that we all share on the Coromandel and in the process develop a deep sense of tūrangawaewae.

The Coromandel Kāhui Ako will cultivate and continuously develop high-quality teaching professional and strong leadership at all levels of schooling. Our Kāhui Ako will be characterised by innovative thinking and programmes that develop and enhance teacher capabilities. It will be responsive, effective, accessible and integrated from early learning and child care to early adulthood.

Robust Connections:

It is our aim to sustain and create exceptionally strong, trusting relationships across our Kāhui Ako. School leaders have deliberately taken time to meet regularly, engage in quality dialogue and understand others school's context within the Kāhui Ako which has led to the development of relational trust. There are many well-formed networks within the Kāhui Ako and this natural collaboration has shown that when collaboration thrives, all learners win.

It is our aim to continue to strengthen connections throughout our community. This includes various stakeholders within school communities, business, local iwi, Tourism Coromandel, our ECEs and wider communities.

We are also excited by the potential of across community connections and overseas organisations that we can learn from and share our ideas with. The education sector provides various opportunities for educators to connect through meaningful programmes and experiences. It is our intention to develop relationships and connections with these organisations ensuring that our ākongā have access to relevant, up to date pedagogy and resources.

Coherence:

We believe that the more we understand each transition point of our pathway the more effective we will be in setting learners up for success. There will be a focus on increasing coherence in programmes, assessment and pedagogy by sharing the excellent practice that is taking place across the Kāhui Ako. When appropriate, the community will look at aligning school-wide systems to assist in transition of assessment data and the rich information regarding learners collated by schools.

It is important to note that this coherence does not mean conformity, nor does it mean loss of autonomy. Each school within this community will remain unique and be autonomous in its decision making capabilities.

Mana Whenua Engagement:

Principals in the Te-Tara-o-te-Ika-a-Maui/Coromandel Kāhui Ako recognise that engagement with the Te-Tara-o-te-Ika-a-Maui/Coromandel Kāhui Ako by Mana Whenua is crucial in growing a deep sense of Tiriti based relationship which will acknowledge that our schools sit within the rohe of mana whenua. Through meaningful engagement this will give effect to strong enduring future relationships and the sharing of Maatauranga-a-Iwi. This relationship will be further supported by the Ministry of Education directly with Mana Whenua.

Stake Holder Engagement

Statement of Intent:

Principals in the Coromandel Kāhui Ako recognise that consultation with the Coromandel Kāhui Ako stakeholders is crucial in growing a deep sense of community. School leaders have spent the majority of time working together building relational trust and understanding individual school's context, learners and individual communities. This approach has created a strong base of shared understandings from which to engage identified stakeholders.

Emerging Stakeholders:

The Coromandel Kāhui Ako is excited by the opportunity to engage with a wide range of stakeholders. Our Kāhui Ako acknowledges that our stakeholders can affect or be affected by our actions, objectives, policies and programmes of work. We also acknowledge that not all stakeholders are equal and therefore certain stakeholders hold priority at particular stages of our journey. The key to ensuring our stakeholders contribute positively to our Kāhui Ako will be a result of effective communication systems.

Initial conversations have identified the following groups:

- Learners / Parents / Whānau of learners in the Coromandel Kāhui Ako
- Staff of the Kāhui Ako
- Boards of Trustees of the Kāhui Ako schools
- Ministry of Education
- Sport Waikato
- Early Childhood Services that contribute to primary schools in our Kāhui Ako
- Hauraki Māori Trust Board
- Ngāti Hei, Ngāti Whanuanga, Ngāti Maru
- The University of Waikato and University of Auckland
- Wintec Trades Academy
- Local Private Training Establishments
- Local Alternative Education Providers
- Local Businesses

It is anticipated that the list of stakeholders will grow as the work of our Kāhui Ako progresses.

We want our stakeholders to:

- Be aware, informed and involved in the Kāhui Ako direction
- Have a sense of assurance and trust in the process and programmes we are developing
- See the evidence of progress and achievement of our learners
- Feel a sense of commitment, respect and responsiveness for all
- Understand the rationale behind programmes and decisions being made.

Key Value Drivers:

Key Value Drivers will make a difference for our teachers and learners. There is evidence and data that supports the implementation of work programmes to enhance student outcomes.

Culturally Responsive Practice

Creating a shared understanding of what culturally responsive practice looks like is crucial to the success of our Kāhui Ako.

How might we do this?

- Unpack some of the academic language that sits around this. Kia Eke Panuku, Rongohia te Hau programme will provide us with effective material.
- Develop an understanding of what culturally responsive practice looks like in action.
- Engage with appropriate agencies to work with our learners.
- Promote Cultural Festivals and other opportunities to celebrate our cultural diversity, language and culture.

Effective Transition points

Developing a better understanding of the range of transitions our learners move through in their learning will enable us to focus on creating coherence.

How might we do this?

- Adopting a common approach at crucial transition points.
- Reviewing our middle /high school transition experience.
- Reviewing our tertiary / employment transition.
- Closer relationships with our E.C.E centres.
- Clarifying expected outcomes at each transition point.

Data Literacy

Raising student achievement levels is a key outcome to the programmes of work we will engage in. We will develop consistency and coherence.

How might we do this?

- Know our priority learners. We put a face to the data.
- Investigate transience - when new learners enter our pathway, our schools.
- Unpack learner's readiness for formal learning.
- Adopt consistency of assessment tools.
- Ensure that there is a shared understanding throughout the Kāhui Ako so that data is collected and utilised from ECE to transition to the workplace / tertiary level.

Connections

We need to reflect on our current processes, and enhance our ability to build effective learning partnerships to empower families and whānau to support and value their children's learning at home.

How might we do this?

- Discuss "What are we doing in our individual schools that is working? Can we work together in some areas? Could we have a common interface across the COL for learning support at home?"

- Seek opportunities to share our own successful narratives, along with national and international research and concepts.
- Engage appropriate agencies to work alongside our educators to develop and enhance their understanding of how powerful educational relationships operate.

Learner Capacity

Growing learner capacity will be our focus. From what we have gathered through conversations, all schools have a holistic view of learning which targets the development of the whole child.

How might we do this?

- Unpacking how learners foster and maintain positive relationships with other learners.
- Explore digital citizenship, how are our students coping in the digital age.
- Have a clear understanding of learner readiness and the developmental levels of our learners.
- Focus on key transition points, and ensuring our learners have the skills to cope with transition points.
- Through coaching and preparing our learners for the demands of NCEA assessment programmes.

Teacher Capacity

We intend to support teachers across our Kāhui Ako by harnessing the power of collective experience, knowledge and expertise of existing staff.

How might we do this?

- By sharing inquiry into appraisal processes, what works what doesn't?
- By growing and developing our middle management and emerging leaders.
- By creating shared Professional Learning Development (PLD) opportunities that connect cohorts of teachers.
- By strengthening self-review processes to ensure meaningful growth and development.

CoL Interdependence

The CoL enables a high trust model to develop between schools. A knowledge of "support is there" and a forum for taking risks with innovative concepts is encouraged. Opportunities for schools to work alongside one another when programmes of work are being implemented and explored.

How might we do this?

- Continue to work closely at Principal/ advisor levels.
- Schools invite each other to view of their successes and innovations.
- MoE will continue to work alongside us and support our actions
- A culture of transparency will be developed through robust / honest conversations on topics of self-improvement.
- Allow schools to operate with autonomy, capturing and using professional learning opportunities within their own context.

This is an exciting and inspiring time for the nine schools within our CoL. Our past accomplishments and relationships have built a strong foundation for future success.

2017 – Achievement Assessment Data:

Achievement Data - Where we are at

Analysis of our Kāhui Ako data shows a number of strengths and areas for development. Overall Teacher Judgments (OTJs) collated across the primary schools and middle school provides a wide range of success against national aspirations. The data has been collated from 2015-2017 in order to identify trends and patterns of movement across the nine schools over the three years.

Over this three-year period a number of schools have experienced significant roll growth anywhere from 10% - 20%. This does create a number of problems when attempting to draw relevant and meaningful conclusions when the population is in a state of flux.



Moderation and various validity checks of school wide data have supported our confidence that the data is as accurate as it can be at this stage of the data gathering process. It must be noted that all nine schools operate their own independent annual assessment scheme, and as much as we assess using the similar tools, our interpretation and levelling of student achievement does create inconsistencies in the statistics it produces. This will be an area for inquiry as a result of National Standards (NS) no longer being the primary tool used for measuring student achievement.

The following tables provide the globalised snapshot at our Yr 1-8 NS data. The data shows a small variation in results from 0.5%- 2.5% over the three years. There are some random movements with particular reference to the 2016 NS writing results where there was an increase of 3.4% (36 students) presenting below the standard. Across all schools we have are seeing a significant numbers of students presenting above NS across all three curriculum areas. All things considered, our data clearly identifies cohorts requiring personalised programmes to ensure equitable outcomes.

What is apparent is a disparity in data between our boys and girls. There is a significant gap in writing with girls achieving approximately 17% higher than boys. Our reading data identifies a gap of 11% between girls and boys. Our achievement challenge will provide precise support to enable teachers to deliver programmes tailored to the needs of individual students.

Girls		
Reading	Writing	Mathematics
86.1%	81.1%	76.4%
Boys		
Reading	Writing	Mathematics
74.6%	63.5%	74.8%

Reading National Standards				
	2015	2016	2017	2020 GOAL
At/Above	80.4% (707)	79.8% (702)	78% (688)	85%
Below	19.6% (172)	20.2% (178)	22% (194)	15%

Writing National Standards				
	2015	2016	2017	2020 GOAL
At/Above	72.2% (635)	68.8% (618)	73% (644)	85%
Below	27.8% (244)	31.2% (280)	27% (238)	15%

Mathematics National Standards				
	2015	2016	2017	2020 GOAL
At/Above	75.6% (665)	76.5% (687)	75% (662)	85%
Below	24.4% (214)	23.5% (211)	25% (220)	15%

Māori student achievement

There is a significant range in the achievement of Māori students within the Kāhui Ako. In a number of schools Māori achievement is comparable with other cohorts, however, across the Kāhui Ako there is a disparity with Māori achieving below other cohorts. Particular areas of concern addressed by our achievement challenges are in the first years of schooling and at major transition points from primary to secondary (Yr 7-10). Developing a strategy that creates a seamless transition from ECE education to primary and primary school to college is critical to our Kāhui Ako and will be reflected in our action plan.

The assessment data reflects an increasing number of Māori students presenting at or above the NS for writing. All our standards reflect slight variations over the three years with minor gains and losses across the three subjects. When comparing Māori and non-Māori there is a significant disparity across all standards. The number of Māori that have been identified as Well Below / Below NS is disproportionately represented by the data compared to other ethnicities. This trend is evident in the

data for the Kāhui Ako in both 2015 and 2017. Boys are over represented as Well Below / Below that standard across all subjects.

Maori Reading National Standards				
	2015	2016	2017	2020 GOAL
At/Above	70.9% (161)	70.4% (160)	68% (150)	80%
Below	29.1% (66)	29.6% (67)	32% (70)	20%

Maori Writing National Standards				
	2015	2016	2017	2020 GOAL
At/Above	58.7% (133)	59.3% (135)	64% (141)	75%
Below	41.3% (94)	40.7% (92)	36% (79)	25%

Maori Mathematics National Standards				
	2015	2016	2017	2020 GOAL
At/Above	67.7% (154)	64.6% (147)	65% (143)	80%
Below	32.3% (73)	35.4% (80)	35% (77)	20%

Our globalised data identifies a number of cohorts requiring enhanced learning programmes and diverse support programmes. These cohorts and individual students have been identified through individual school charters and annual plans. These annual work plans evaluate current levels of achievement, targets for 2018, robust strategies to engage and motivate these students and the resources required to achieve school based targets. A number of PLD opportunities have been created through the Kāhui Ako to address and support our teachers and students on this journey.

NCEA Achievement Data

Achievement in NCEA and UE				
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 UE
2015	80.4% / 85.6%	97.3% / 88.5%	88.2% / 82.8%	58.8% / 63.4%
2016	85.6% / 86.5%	67.7% / 89.9%	91.6% / 83.4%	50.7% / 62.9%
2017	98.8% / 86%	88.2% / 90%	71.4% / 84.2%	71.4% / 62.9%

Achievement in NCEA and UE – NZ Maori				
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 UE
2015	88.9% / 76%	83.3% / 83%	100% / 74.8%	75% / 43.8%
2016	85% / 76%	85.7% / 85.3%	75% / 75.3%	75% / 42.5%
2017	100% / 77.9%	91.2% / 85.7%	75% / 76.4%	75% / 42.7%

Achievement in NCEA and UE - Male				
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 UE
2015	90.6% / 82.6%	100% / 85.7%	81.2% / 78.1%	81.2% / 57.1%
2016	82.2% / 83.9%	55.7% / 87.4%	87.5% / 79.4%	62.5% / 56.4%
2017	96.4% / 83.2%	84% / 88.1%	40% / 80.2%	40% / 55.9%

Achievement in NCEA and UE – Female				
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 UE
2015	71.2% / 88.5%	94.4% / 91.3%	94.4% / 86.8%	77.8% / 68.8%
2016	94.7% / 89%	83.3% / 92.2%	87.5% / 86.7%	50% / 68.5%
2017	100% / 88.8%	96.6% / 91.9%	88.9% / 87.5%	88.9% / 68.4%

Coromandel Kāhui Ako / National Average

Our NCEA data communicates achievement data from Coromandel Area School and Whangamata Area School from 2015 to 2017. In most cases our results sit above the national statistics. Disparities exist in the achievement of males, particularly at NCEA Level Three and in University Entrance. This is in line with national trends and is particularly pronounced at NCEA Level Three in 2017.

Achievement levels for New Zealand Māori students has trended steadily upwards over the last three years at NCEA levels one and two. At level three numbers are so small as to be considered statistically insignificant. This does, however, suggest that retention rates for Māori students into year 13 require further improvement.

With only two schools in the Kāhui Ako featuring upper senior students, it is likely that much of the activity of the Kāhui Ako will focus on outcomes and processes for younger students, where we have a greater level of collective interest. We do expect that our collective efforts around the formative years, will have an impact on achievement, engagement, and retention levels in the Qualification Framework years across the two schools.

Trends over time

We are acutely aware that whilst school leaders are aware of student achievement trends within their own schools, we are basing decisions primarily on collective 2015-2017 student achievement. Data will be carefully analysed via further school-wide analysis (charter targets) and internal teacher inquiries once we have across and within school teacher roles in place, to determine additional trends and to incorporate new information not considered in this document. In the first instance achievement challenge targets have been established until the end of 2020 to provide increased opportunity to utilise these new roles in resetting additional targets beyond 2018. We believe that this approach best provides the ability to gain the maximum benefit of these new roles and identifies collaborative approach.

To support our work in shifting ākonga achievement we will utilise the Education Review Office's model, as described in *Effective Internal Evaluation for Improvement (2016)*, to collect evidence of the impact of our planned actions to improve teacher practice and ākonga learning.

Monitoring will focus on these aspects:

- Clear expectations around our Implementation plan
- Regularity of review of targets and dialogue
- Systems and processes to gather evidence of shifts in pedagogy, school practices, student voice, whānau engagement and data
- Reflecting Kāhui Ako planned actions within each school's charter – strategic plan, annual plan and targets to raise achievement

Evaluation

The Lead Principal will work closely with the Across School Leaders to develop an effective model for evaluation.

This will focus on:

- Beginning and end of year data about student achievement, with commentary on its significance in relation to targets
- Evidence of changes in pedagogy and school practices

- Student, parent, whānau and teacher voice
- Analysis of the outcomes in relation to the targets
- Next steps for each school and the community
- Identifying areas that need a stronger focus.

Reporting

The Lead Principal will coordinate the preparation of reports for Boards of Trustees (BOT) to be supplied throughout the year.

These will cover:

- Achievement Challenge
- Across school and in school role job descriptions that reflect the four focus areas
- Progress towards our goals
- Emerging evidence of changes in pedagogy and school practice
- Resourcing required.

The Kāhui Ako leadership team will facilitate a combined BOT meeting once a year to celebrate progress and inform BOT members on strategic plans, modifications to plans and resourcing. All schools in the community will have referenced PLD opportunities and focus areas in their own school charters and strategic plans. We will continue to collect a range of robust quantitative and qualitative data once a year.

Student Voice

- We will continue to gather a range of data including qualitative attitudinal data in relation to ākonga learning, wellbeing and teacher practice.
- We will share great examples of student voice collected within individual schools to develop a culture of ākonga agency.
- We will investigate the development of a student forum group that is across our community and is reflective of all ages, gender and ethnicities based on international research for example OPC Ontario, Canada.
- We will survey our learners to gain a deeper understanding of their perspective of the learning process.

Parents Family and Whānau

- We will investigate the possibility of an across community communication system that will act as a medium for information sharing and celebration.
- Schedule community workshops, seminars and/or conferences to celebrate our learning, our progress, our achievements, our work and our development and to engage in dialogue to help determine next steps.
- Continue to engage the community in qualitative surveys around their experience of children's learning and ways to improve.
- Conduct ongoing consultation with the Kāhui Ako stakeholders on their aspirations for our learners.

The professional learning cycle will be used to help guide our programme development and implementation.



Our Focus Areas:

We have identified four key areas for development. These overarching goals will significantly improve student achievement across all areas of the curriculum. This holistic approach to raising student achievement is an exciting prospect for our Kāhui Ako. We are investing in our teachers' capabilities, upskilling, developing and empowering them to deliver personalised, precise education programmes that ensure equity for all students.



Goal 1

Raising student achievement through enhanced transition points. Developing shared pedagogy across the community that sharpens our understanding of developmental stages of learning in ECE, primary, secondary, and tertiary/workforce.

Goal 2

Strengthening cultural understanding and partnerships with parents and community. We must foster and cultivate powerful learning relationships with our ākonga and whānau. Building our teachers' cultural understanding will be a critical component to our success.

Goal 3

Ensuring equitable outcomes for all learners. Our work will focus on ensuring that no child or youth will have anything in the way to stop them from reaching their potential. All ākonga will be inspired to reach their full potential, with access to rich learning experiences, personalised programmes and resources delivered by inspired teachers.

Goal 4

Enhancing student agency through localised curriculum design. Developing curriculum models that utilise and promote our local environment and resources to create a deepened sense of student agency. Self-directed learning opportunities that foster a love of learning, environment and captures the talents and expertise in our community is paramount.

We know change is never easy, and realising the goals set out in our achievement challenge will require the continued support and commitment of all schools. However, the evidence from the past year demonstrates that our school leaders are capable of making real, positive change within a range of contexts. We know that in order to transform the way our schools operate together we need to value the work of our educators.

Goal 1 – Raising student achievement through enhanced transition points

Developing shared pedagogy across the community that sharpens our understanding of developmental stage of learning in ECE, primary, secondary, and tertiary/workforce.

Current Performance Details:

- We understand the importance of building effective relationships with students and whānau before entering school
- We implement a diverse range of transition programmes across our schools
- We have developing relationships with our ECE providers
- ECE visits and individual visits to schools prior to enrolment.

Why We Need this Goal:

- Our transition programmes must reflect and cater to the needs of every individual student
- Schools must work closely with ECE centres to build a deeper understanding around shared pedagogy and curriculum design/delivery
- Our classroom curriculum must overlap key concepts that our ECE centres promote
- We want children to make positive transitions to ensure coherent and continuous learning is maintained and fostered
- Collaborative relationships between schools and ECE centres will enhance communication and trust
- We want our whānau to feel confident that schools and ECE centres work collaboratively to ensure a smooth social and educational transition occurs
- Attendance data in junior schools is a concern.

Plan of Action:

- All schools will participate in the Longworth Play Based learning PLD
- Opportunities to share progress and curriculum modifications
- Create opportunities for ECE lead teachers to join junior syndicate and/or full staff meetings
- ECE lead teachers will be invited to attend all Kāhui Ako junior PLD sessions
- Develop a consistency platform for the sharing of student achievement information
- Junior school teachers working together sharing success and challenges
- Co-constructing curriculum design and programmes
- Survey – ASTs to conduct survey.

Intended Outcomes:

- Improved teacher efficacy through one-to-one interviews.
- The PLD making a difference
- Improved whānau engagement through surveys and feedback.
- Visibly stronger connections and relationships between ECE and primary schools. ECE lead teachers and our NE Yr. 1 teachers working collaboratively
- Increased attendance levels due to the nature of this programme, with its close alignment with ECE centres
- Stronger oral language achievement data at Yrs 0-3
- Our students' perception of themselves as learners will improve. We want them to perceive themselves as successful, effective learners from a young age.

Goal 2 – Strengthening cultural understanding and partnerships with parents and community

We must foster and cultivate powerful learning relationships with our ākonga and whānau. Building our teachers cultural understanding will be a critical component to our success.

Current Performance Details:

- All schools have diverse interpretations about what cultural responsive practice looks and feels like.
- We have limited success with current programmes and practices to establish robust partnerships.
- We currently participate in varied levels of successful Te Reo Māori / tikanga Māori education.
- Our Coromandel Cultural Festival will be in its second year.

Why We Need this Goal:

- Tamariki need to know that they are accepted for who they are and that their learning centre is inclusive of their whānau.
- It would be advantageous for us to develop a strategic plan to ensure Māori students are enjoying and achieving success as Māori
- We must look at raising student achievement through improved culturally responsive and relational pedagogy, not through similar programmes that delivered the same results for decades
- This goal goes hand in hand with our ‘Raising student achievement through enhanced transition points’ goal.

Plan of Action:

- Engage experts to work alongside us as we capture an accurate snapshot of current practice against the six dimensions of culturally responsive and relational pedagogies
- We will foster a collaborative environment where evidence can be shared and collective knowledge can be utilised
- Identify strengths within our leadership team and provide opportunities for leaders to share and empower others
- Through Rongohia te Hau we will measure current levels of implementation of culturally responsive and relational pedagogy within individual schools and as a Kāhui Ako
- Student, teacher, whānau surveys along with walk through observations.

Intended Outcomes:

- Improve educational outcomes for all students
- Improved teacher efficacy and confidence
- Increased opportunities for whānau and the wider community to be involved in the educational journey of our tamariki
- Clear evidence to establish effective, specific goals for 2019-2020 and resources required to achieve them
- Stronger relational trust within our Kāhui Ako.

Goal 3 – Ensuring equitable outcomes for all learners

Our work will focus on ensuring that no child or youth will have anything in the way to stop them from reaching their potential in our schools. All ākonga will be inspired to reach their full potential, with access to rich learning experience, personalised programmes and resources delivered by inspired teachers.

Current Performance Details:

- We provide specialised programmes for some students requiring additional support
- Teachers work tirelessly to differentiate their programmes to cater for individual needs
- Schools have working relationships with various support agencies
- Schools are challenged to support students presenting with academic, behavioural and social needs.

Why We Need this Goal:

- We want to better serve those students with additional learning needs
- We want to provide prompt and accurate support programmes that pin point areas for development
- Our teachers require collegial support and reassurance that they are providing the correct programmes and instruction for those requiring specialised programmes
- Schools often are not aware of the support agencies and programmes available to students and teachers
- Ākonga are too often placed on waiting lists for extended periods of time, or, higher priorities take precedence over others resulting in no or limited action being taken to assist our learners.

Plan of Action:

- Schools need the resources to intervene in a timely and effective way to help students who are struggling
- To establish a comprehensive database of what resources are available to our schools.
- Increase the integration of education services available to schools for students with additional learning needs
- Establish stronger connections across our schools through a Learning Support teacher for those presenting with additional learning needs across the Kāhui Ako
- Provide greater support for teachers who are at the chalk face implementing and dealing with those students requiring specialised support
- Organise learning support triage meetings where all agencies are represented and contribute to improved outcomes for our learners
- Access change management support to assist with the development of a Kāhui Ako Learning Support register.

Intended Outcomes:

- Improved outcomes for all students requiring specialised programmes
- Prompt identification of those requiring specialised programmes
- Closer relationships with support services
- Effective programmes, resourcing and support provided by the diverse agencies available to schools
- Improved synergy between school and support agencies.

Goal 4 – Enhancing student agency through localised curriculum design

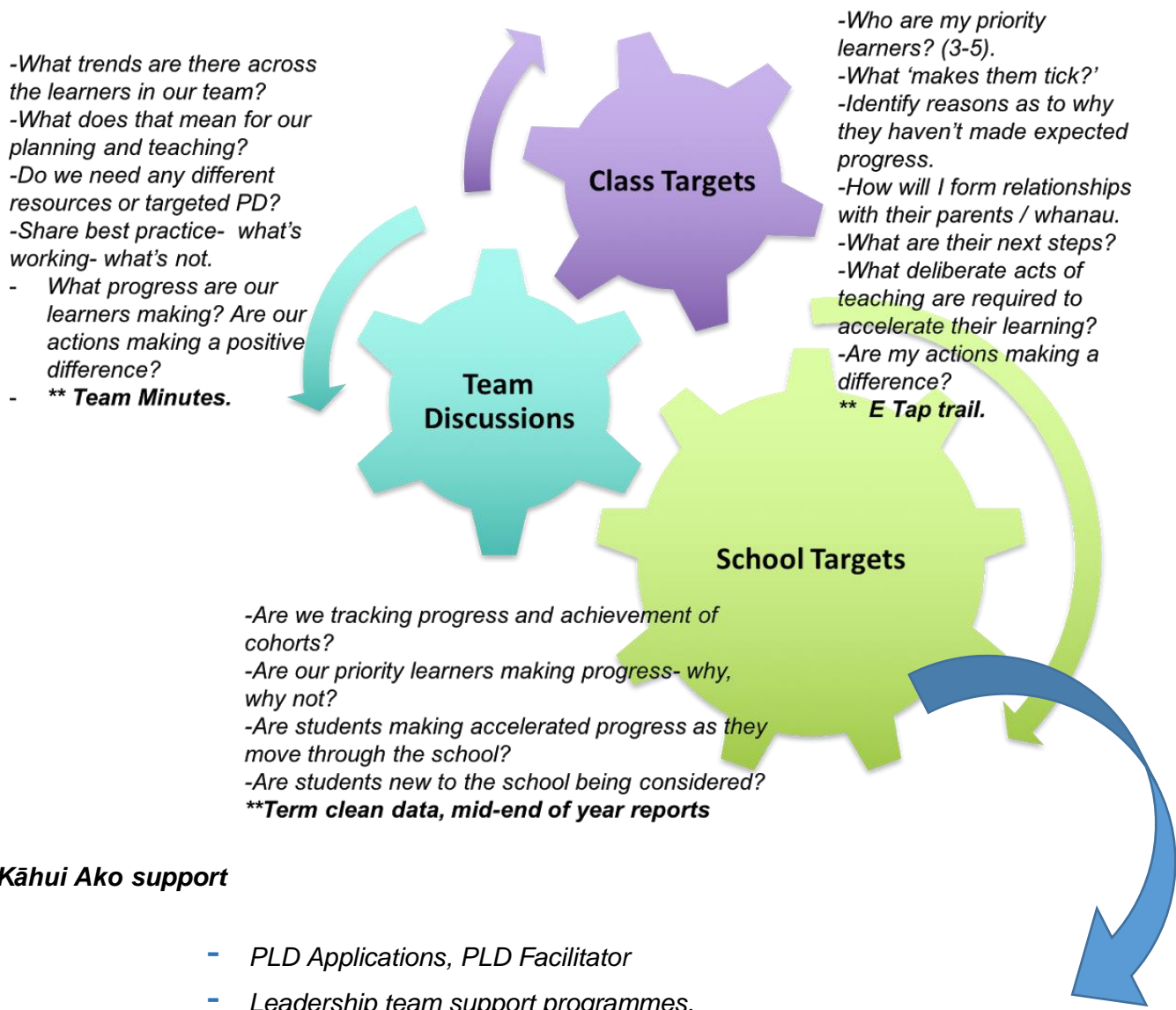
Developing curriculum models that utilise and promote our local environment and resources creates a deepened sense of student agency. Self-directed learning opportunities that foster a love of learning, a respect of our environment and captures the talents and expertise in our community is paramount.

Current Performance Details
<ul style="list-style-type: none">• We all have emerging curriculums and pedagogy that support increased levels of community involvement and self- directed learning.• There is a common understanding that schools across the Kāhui Ako leverage their school and community environments to enhance learning opportunities• Limited opportunities for across school programmes other than sport.
Why We Need this Goal:
<ul style="list-style-type: none">• Student engagement flourishes when teachers have high expectations for each student, co-constructed learning goals and authentic and relevant learning tasks that connect learning with the real world• Capturing students’ interests and engagement in topics is critical to student success. Therefore teachers need skills and knowledge to create these moments through innovative curriculum design• We want our ākonga to produce work that reflects richness of ideas, original thinking and helps advance their ability to problem solve• Our location provides diverse opportunities for learners to explore education outside the classroom. We must fully embrace these opportunities.
Plan of Action:
<ul style="list-style-type: none">• Schools will share their curriculum designs, and build on each other’s strengths.• Complete a review of our vision and mission statements to ensure our learner outcomes reflect the needs and aspirations of our Kāhui Ako• Identify how schools create opportunities for students to share their own interests and passions• Analyse how we provide learning opportunities that are relevant to everyday lives of ākonga• Teacher, student and whānau voice surveys.
Intended Outcomes:
<ul style="list-style-type: none">• Improved teacher and student efficacy.• Improved attendance rates.• Higher levels of engagement for teachers and students.• Increased opportunities for learners to work alongside community experts in diverse environments.

Everyone has a Part to Play

We believe that collaborative inquiries within schools and across schools will enable our Kāhui Ako to share quality practice that will have a positive impact on teacher and learner capacity. This impact will have the potential to have a positive effect on all learners. A significant focus will be the consideration of what relational pedagogies and improved cultural responsive practices will have on

all learners. Through centrally funded PLD, all schools across the Kāhui Ako will have access to multi-faceted programmes of work. Play-based learning pedagogy, PaCT assessment tool, Kia Eke Panuku and Rongohia te Hau cultural pedagogies are key focus areas for our Kāhui Ako. When implementing new programmes it is important that we understand the complexities around the process of implementing change. It is critical that throughout the gathering of data phase we build and cultivate synergetic relationships between classrooms, syndicates and leadership teams through to the Kāhui Ako leadership team.



Kāhui Ako support

- PLD Applications, PLD Facilitator
- Leadership team support programmes.
- Create opportunities for teachers to connect with each other and experts.
- Share effective practice ideas.
- Create opportunities for emerging leaders to step into roles of responsibility.
- Review targets, and adjust programmes of work accordingly.
- Develop robust evaluation plans to synthesise achievement data and teacher inquiry information to recalibrate support programmes and targets.