

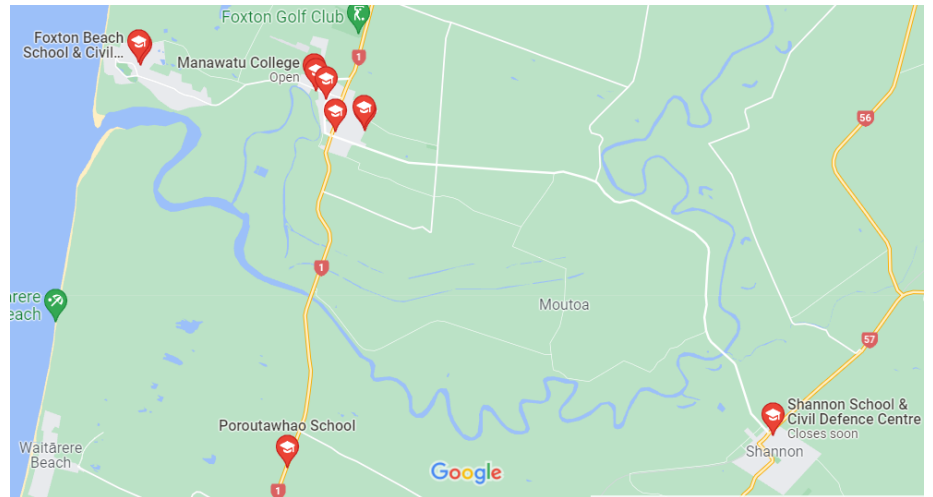


Kerekere Kāhui Ako: Mahere Rautaki 2022- 2025

SCHOOL AND EARLY CHILDHOOD CENTRE INFORMATION

Schools

- [Foxton Beach School](#)
- [Coley Street School](#)
- [Foxton Primary School](#)
- [St Mary's School](#)
- [Shannon School](#)
- [Manawatu College](#)



Early Childhood Centres

- [Foxton Pre school and Nursery](#)
- [Shannon Kindergarten](#)

As at July 2020

Kahui Ako No.		September 2021	Māori	% Māori	Pasifika	% pasifika
ID no.	Kerekere Kahui Ako - 6 schools and early Childhood centres					
2358	Foxton Beach School	170	53	31%	7	4%
2352	Coley Street School	232	132	57%	2	<1%
2359	Foxton Primary School	81	62	77%	2	2%
2455	St Mary's School	27	7	26%	5	18%
2989	Shannon School	81	50	62%	5	6%
205	Manawatu College	280	134	49%	5	2%

OUR SCHOOLS



Foxton Beach School

Ngāti Raukawa

Vision: [Hooked on Learning, Hooked on Success!](#)

Motto: At Foxton Beach School we are motivated, diverse, future focused learners, who through connection to our community and environment achieve success.

Website: [Foxton Beach School](#)



Coley Street School

Ngāti Raukawa

Vision: Coley Kids think, strive, care and are proud.

Motto: We provide all children with the values, attitudes, and skills for powerful life long learning.

Website: [Coley Street School](#)



Foxton Primary School

Ngāti Raukawa

Vision: Providing a high quality bilingual education, modern in every way

Motto: Each for all

Website: [Foxton Primary School](#)



St Mary's School

Ngāti Raukawa

Vision: Promoting Excellence through Learning and Catholic Discipleship

Motto: Treasure in your heart all things.

Website: [St Mary's School](#)

Kaingakautia i nga mea katoa

	<p>Shannon School</p> <p>Ngāti Raukawa Vision: Nurturing the Mana of the learner Motto: Website: Shannon School</p>
	<p>Manawatu College</p> <p>Ngāti Raukawa Vision: Empowering learners to achieve their personal best. Motto: Website: Manawatu College</p>

Vision:

Our vision remains as one where we work in partnership with iwi and all key stakeholders. It is about creating a community of learners (including educators and our wider community) in which learning is engaging, empowering and success-making for our diverse population. The richness of the New Zealand Curriculum and the vision of confident, connected, actively-involved life-long learners, rather than the singular focus on academic achievement along with recognition of each school’s local curriculum, **must** be at the centre of all learning as we respond to our challenges. We believe in developing quality leaders and teachers who facilitate learning opportunities for learners, to engage in meaningful learning, reflective of their interests, passions and aspirations. Learners and their whanau must remain at the centre.

We will work closely on these challenges with our Horowhenua colleagues in the Taitoko Community of Learners.

As a result of the ‘research’ work done in our community over the first four years of our Horowhenua Kāhui Ako and developments in the wider education landscape, the Kerekere Community of Learners has morphed thinking so that we have four strategic outcomes. These align with the National Education Learning priorities and will be addressed through ‘levers for change.’ We believe these levers align to the knowledge skills and attitudes required to address our strategic outcomes. Our strategic goals are:

- **Barrier Free access to education**
Great education opportunities and outcomes are within reach for every learner.
- **Learners and their whanau at the centre**
The needs of learners and their whanau will be at the centre of education.
- **Quality teaching and leadership**
Quality Teaching and leadership makes the difference for learners and whanau

- **Future of learning**

Learning should be relevant to the lives of young people today and throughout their lives.

All of the above are underpinned by a sustained focus on student well being and culturally sustaining practice.

Each goal is further explained with medium and short term actions that we intend to take to address them in our Strategic plan. (**Appendix One**).

Background

The Kerekere Community of Learning is located in the Horowhenua area and comprises six schools and twelve Early Childhood centres also officially joined the group. We are now a Kāhui Ako of in excess of 1,000 learners from 5 full and primary schools and onesecondary schools and of course the Early Childhood centres as listed (Appendix 2). There is a high level of commitment, cooperation and developing collaboration within the group.

Schools within the group have been working even more closely together over the past three years and have developed an even stronger trust-based relationship built on a foundation of honesty, openness and a shared purpose.

Systems and structure

Stewardship group

Our stewardship group oversees the work of the Horowhenua Kāhui Ako (Taitoko and Kerekere) and comprises our Iwi partners (Muaūpoko and Ngāti Raukawa) and five representatives from our local community who volunteer their time for this mahi. Their role is to bring a community lens to the work and direction of the Kāhui Ako and to oversee all National appointments (Leaders and Across School Leaders)

The group currently comprises:

- Iwi partners from Muaūpoko and Ngāti Raukawa
- Two current presiding board members from the Secondary sector
- One senior teacher from the early childhood sector
- One Board member who brings a primary and Pasifika lens.

This group meets once each term and hosts a combined Board of Trustees hui related to the work of the Kāhui Ako twice a year.

Networks

Our Boards and Principals are committed to advocating for our students and teachers and are ready to move into different ways of educating to bring about undeniably positive outcomes for all our students. The Kerekere Community of Learning has a diverse ethnic composition which mirrors the demographics of the wider Horowhenua community and places a strong emphasis on acknowledging student diversity and creating opportunities for them to be proud of their culture.

All schools are working on building stronger partnerships with whānau and are developing educationally powerful relationships. We are inclusive schools with a number of students having additional needs that are reasonably well met by their schools with the support of agencies.

An emerging culture of shared professional development and learning is occurring within the Taitoko Community of Learning. We have an emphasis on developing innovative and emerging collaborative learning environments for learners. There is commitment to continue building a strong integration of digital fluency across all schools through the development of our Te Hinaki Education Trust. We view technology as a tool for enhancing student engagement and teacher pedagogical practice. The Kerekere Community of Learning is also committed to deepening our understanding of the quality teaching practice and consistency of determining success and progress for learners across the schools.

In the past many of our schools have worked with facilitators to develop their capability in using the curriculum tool and from 2022 most schools (appendix three) will be part of a Manaiakalani Outreach Programme (MOP). The professional learning from 2022- 2024 will address teaching and assessment practices with a digital capability, future focussed lens and will provide us with consistent academic data from participating schools. This is something we have struggled to obtain until this recent development.

Building and raising teacher and leadership capability is a key driver in our aspirations as we believe that teachers and leaders challenging, supporting and working with one another across the community has huge potential to benefit our learners.

We are collectively accountable, which means that we have a vested interest in supporting one another to be innovative, strategic and collaborative in the true sense of the word.

Our Kerekere Community of Learning values the growth and pathways of the whole person 'from before school until beyond school'. It is our intention, over time and with the sharing of emerging collective thinking, to see our students succeed in all areas of their lives.

We have high expectations and aspirations for all of our students.

Addressing the Challenges to Foster Success

We believe that previous approaches to fostering success and monitoring student achievement in our schools has had a limited effect for some groups of learners. The marginal improvements are as a result of a traditional approach to professional development focusing narrowly on skills taught out of context and are generally not sustained across our 'at risk' population of students in particular.

We believe that a more future focused approach is needed in terms of defining success for our students, involving our community much more effectively and situating learning in more authentic contexts. It is recognised that this 'change' is complex and needs to be transformational. Evaluation of this will require a more sophisticated approach than perhaps the processes that have been used to date.

Tracking, Monitoring and Evaluating Progress

Specific actions and timeframes to track, monitor and evaluate progress are further identified and further elaborated in the Strategic Plan for each short and medium term goal.

Academic Achievement (Appendix Two)

Using Norm referenced assessments

Determining any clear picture of achievement across our primary and intermediate schools has been a challenge over the past four years, primarily because each school has gathered this information in a different way. Many were

fundamentally opposed to National Standards as a measurement 'tool' and others had significant concerns about the validity of information and whether or not academic results were the only valid measure of success. Academic 'targets' were outlined in our previous Achievement Challenge documentation.

Since the 'wiping' of National Standards by the current government, we have yet to have a discussion about what success would look like across our rohe, hence no statement that represents the views of all schools could be made at this time. A number of schools are keen to be part of the Manaiaikalani Outreach programme and there is a requirement to monitor academic progress through the use of norm referenced assessments as part of this professional learning approach. Tracking academic progress in a consistent way for those schools who chose not to be part of MOP will be determined as part of our processes; this could be one 'measure'.

For our secondary schools we currently have NCEA results for year groups, which is a 'measure' of academic achievement however we also need to look at including statistics for those who go into work or further training. (which are of course not norm referenced).

Using other information to set and evaluate goals (detailed in Strategic Plan)

Academic Goals

Goal 1

- Once data is gathered from the Norm referenced assessments from Manaiaikalani the Kerekere Kāhui Ako will set a three year target based on the baseline academic results. From this data, we will identify the areas of particular focus and development. Each year progress in the data will be reviewed in late November and targets will be modified based on the evidence gained.

Well being measures

- Teaching and School Practices
- Pause Breathe Smile
- Me and my school
- Wellbeing at school

Goal 2.

- Data will be gathered from the Wellbeing@school tool and the Kerekere Kāhui Ako will set a three year target based on the answers to the survey questions. From this baseline data, we will identify the areas of particular concern for the Kāhui Ako and identify the areas of ongoing focus. Each year progress on the survey areas will be reviewed in November and targets will be modified based on the evidence gained.

Stand Down and suspension rate goals (baseline appendix three)

At the moment we have one of the highest stand down, suspension and exclusion rates in the country and secondary school students who attend an alternative education environment. We need to understand why this is happening and then set goals for the number of students being stood down, suspended and excluded to reduce and fewer students attending Alternate Education.

Stand downs and suspension rates:

Goals 3 and 4

- Current stand down rates for **Male students** (as per 2019 data) shows that in our area our rate is 40% higher than the rest of Aotearoa NZ. Our goal is to reduce this to a rate commensurate with other similar areas.
- Current stand down rates for **Maori students** (as per 2019 data) shows that in our area our rate is 42% higher than the rest of Aotearoa NZ e.g 56.3 cf 134 in our area. Our goal is to reduce this.

Attendance Goals: Baseline appendix 4:

We also intend to monitor and analyse attendance data from Every day matters for Kerekere Kāhui Ako to determine trends and patterns. Our focus will be on setting goals to raise attendance rates.

Goal 5

- Increase the number of students attending school regularly in Kerekere from **48 % in 2020 to 75% in 2025.**
- Decrease the students who are moderately absent from **35 % in 2020 to 20% in 2025**
- Decrease the number of students who are chronically absent from **17 % in 2020 to 5% in 2025.**

All evaluation will be in collaboration with the community, Principals, CoL Leadership and Across School Leadership.

Plan of Action

Our plan of action is determined by the Strategic Plan with our short term outcomes essentially becoming our Annual plan.

We expect this plan will continue to change and adapt as our understanding of the challenges for our community, and the challenges and needs of individual schools within the community evolves. Our thinking is grounded in the belief that we approach our challenges with a growth mindset.

We believe we need to look at system-wide improvements to better meet the needs and engagement of our students, and engagement of priority groups as identified in our achievement challenges across our area.

Our plan is to continue to implement robust evidence gathering that will continue to inform our development.

Operating Structure:

<p style="text-align: center;">Stewardship Group (1x a term meetings) Who: 6-9 people: Iwi Partners (2 or 3) , Pasifika, BOT (Sec and Primary), ECE, Two CoL leaders Function: Governance</p>
<p style="text-align: center;">Management Group (1x a term meeting) Who: All principals and ECE representatives Function: Decision making, reviewing annual plans, critiquing proposed actions, input into planning and determining course of action</p>
<p style="text-align: center;">Lead Team (1 x per week) Who: Lead principals, Supporting principals, Across School leaders Function: Lead the work with the WSTs, decision making, developing and reviewing annual plans, developing and critiquing proposed actions, determining, planning implementing and reviewing actions</p>

<p>Within School Teachers Who: All schools have WSTs appointed Function: Work on priority areas within schools relevant to the work of the Kāhui Ako, communicate with individual schools, Across School leaders and CoL leaders, lead developments in schools</p>
<p>All educators Function: to support and contribute to the wider community education initiatives</p>

Appendix One

 MoE Kerekere Mahere Rautaki

Appendix Two

Group	Percentage with NCEA level 1 or equivalent		
	2018	2019	2020
Female	100%	72.1%	73.1%
Male	100%	70.3%	79.1%
Maori	100%	73%	75%
Pacific	x	x	na
European/Pakeha	100%	72.6%	80%

Group	Percentage with NCEA level 2		
	2018	2019	2020
Female	82.6%	69.8%	76.7%
Male	88.0%	64.9%	76.7%
Maori	85.2%	64.9%	59.4%
Pacific	x	x	na
European/Pakeha	85.2%	64.9%	59.4%

Group	Percentage with NCEA level 3		
	2018	2019	2020
Female	82.6%	69.8%	53.8%

Male	88.0%	64.9%	76.7%
Maori	85.2%	64.9%	59.4%
Pacific	x	x	na
European/Pakeha	85.4%	67.5%	68.1%

Appendix Three: Stand down, suspension and exclusion goals

Stand-downs

Age-standardised stand-down rate by gender and ethnic group (2019)

Group	Observed stand-downs	Baseline stand-downs ?	Age-standardised stand-down rate per 1,000 students
Female	59	68.6	25.0
Male	166	69.1	69.7
Māori	134	56.3	69.0
Pacific	7	11.9	17.1
Asian	1	5.7	5.1
Other	3	1.7	52.1
European/Pākehā	80	62.1	37.4
Territorial Total	225	137.7	47.4
New Zealand Total	22285	22,285.0	29.0

Suspensions

Age-standardised suspension rate by gender and ethnic group (2019)

Group	Observed suspensions	Baseline suspensions ?	Age-standardised suspension rate per 1,000 students
Female	8	9.9	3.5
Male	26	9.9	11.2
Māori	21	8.2	11.0
Pacific	2	1.8	4.9
Asian	0	0.8	0.0
Other	0	0.2	0.0
European/Pākehā	11	8.8	5.3
Territorial Total	34	19.8	7.3
New Zealand Total	3283	3,283.0	4.3

Exclusions

Age-standardised exclusion rate by gender and ethnic group (2019)

Group	Observed exclusions	Baseline exclusions ?	Age-standardised exclusion rate per 1,000 students
Female	4	3.2	2.0
Male	6	3.3	2.9
Māori	8	2.7	4.7
Pacific	1	0.6	2.8
Asian	0	0.3	0.0
Other	0	0.1	0.0
European/Pākehā	1	2.9	0.6
Territorial Total	10	6.5	2.4
New Zealand Total	1069	1,069.0	1.6

Appendix Four: Attendance

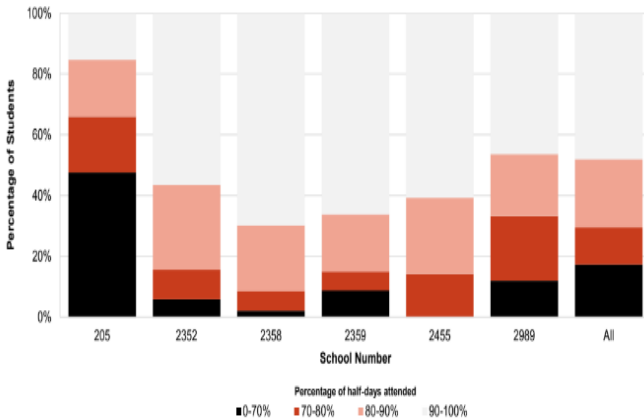


School Comparison

Student Attendance by School (2020)

This graph shows how student attendance changes by school within your CoL, broken down by level of attendance.

- Data table shows counts of students. Use this data with caution when the total number of students is small.
- If there is a gap in the graph, then we have not received a file from that school.
- Attending regularly is attending over 90% of half-days.



School Number	School Name	Students by Attendance (n)			
		90-100%	80-90%	70-80%	0-70%
205	Manawatu College	36	44	43	112
2352	Coley Street School	135	67	23	14
2358	Foxton Beach School	130	40	12	4
2359	Foxton School	53	15	5	7
2455	St Mary's School (Foxton)	17	7	4	
2989	Shannon School	39	17	18	10
All	All	410	190	105	147

The percentage of students attending regularly was highest in (2358) Foxton Beach School (91.4%) and lowest in (205) Manawatu College (34.0%).