Kerekere Community of Learning / Kāhui Ako

Ko te pae tawhiti whaia kia tata,
Ko te pae tata, whakamaua kia tina
Pursue the distant pathways of your dreams so they may become your reality
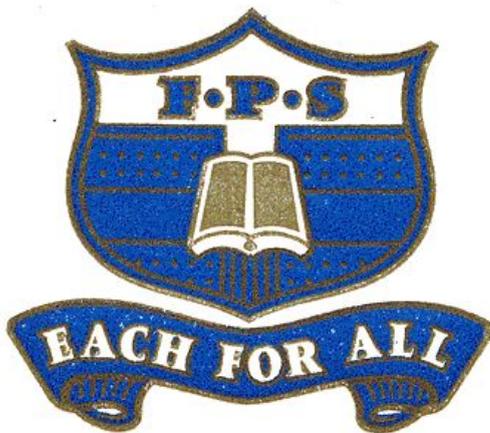
Foxton Primary School

Achievement Challenge: Kerekere

Vision

Our vision is to create a community of learners 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 lifelong learners, rather than a singular focus on National Standards and NCEA results, along with recognition of each school's local curriculum, will be at the centre of all learning as we respond to our challenges. We will continue to celebrate the unique qualities of each school in our Community. We all believe in developing learners, who engage in meaningful learning reflective of their interests, passions and aspirations. We will work closely on these challenges with our Horowhenua colleagues in the Taitoko Community of Learners.

The Kerekere Community of Learners has identified four challenges facing our schools that have huge implications for student achievement. Our challenges are:

● Developing collective responsibility to ensure that all students realise their full potential. This includes improving outcomes for our most at risk students.
● Developing meaningful engagement with whanau and iwi across all schools to ensure mutually beneficial relationships develop around learning and well-being.
● Strengthening the collaboration between schools and places of learning from Early Childhood to Secondary level and beyond.
● Developing our understanding of student well-being across the area and its link to achievement.

Background

The Kerekere Community of Learning is located in the Horowhenua area and comprises six schools. It is a Kāhui Ako of approximately 920 learners from five full primary schools and one secondary school. There is already an ongoing high level of commitment and collaboration within the group.

Schools within the group have been working together on various initiatives over the past six years and have developed a trust-based relationship built on a foundation of honesty, trust, openness and a shared purpose.

For the past two years the Horowhenua Boards of Trustees have also met as a collective to share their knowledge and strengths. We are in an excellent position to make decisions and lead our own developments. All Kerekere Schools have been part of all Horowhenua initiatives and this will continue.

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 predominantly bicultural composition, including a Māori immersion unit at two of the schools. This reflects the importance of working closely with our local iwi and hapu in our Kerekere area within the context of the wider Horowhenua region.

All schools are working on building stronger partnerships with whānau and are developing educationally powerful relationships. We are all inclusive schools with a number of diverse students that require additional needs. We are continually looking at ways to improve practice to better meet the needs of these students. We will be looking at the Community of Learning to increase and improve the sharing of best practice.

An emerging culture of shared professional development and learning is occurring within the Kerekere Kāhui Ako. We place an emphasis on developing innovative and collaborative learning environments for all learners. There is a commitment to continue building a strong integration of digital fluency across all schools through the development of our Te Hinaki 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 what is quality teaching practice and develop a consistency of assessment practice across the schools. We are presently working with facilitators to develop our capability with the PACT tool with all schools presently involved in this initiative.

Building and raising teacher capability is a key driver in our aspirations as we believe that teachers 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 truest 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 Raise Achievement.

We believe that previous approaches to raising student achievement in our schools has had a limited effect. 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.

1. **Developing collective responsibility to ensure that all students realise their full potential with a focus on transitions.**

We are deeply committed to providing coherent and coordinated learning pathways for our ākonga to transition successfully through the sectors: early childhood, primary, secondary, tertiary and/or the work force. As a community who are passionately focused on the educational achievement of all our ākonga, we adhere to and espouse the dispositions, values and key competencies of Te Whariki (1996), The New Zealand Curriculum (2007) and Te Marautanga o Aotearoa (2007). We intend to:

● Develop successful transitions at each transition 'point' across our community which will be underpinned by educationally powerful relationships with our family and whanau.
● Develop collaborative and coherent assessment and pedagogical practices, which are consistent and relevant, to enable seamless transitions through the sectors and across schools e.g. PaCT,
● Ensure that all our teachers know what is expected at each level of the curriculum (early childhood, primary and secondary) and provide them with opportunities to gain that knowledge and lift their expectations.

2. **Developing educationally powerful relationships with whānau and iwi**

Working in partnership with all stakeholders to ensure that our ākonga are at the heart of all decision making is important to us. We recognise that this cannot happen in isolation and know how important it is, to build a partnership with all iwi, hapu, and whanau. We seek genuine, productive relationships that value the importance of attendance at school and learning. We know that powerful relationships among teachers and their students, whanau, iwi and wider communities are vital foundations for effective teaching and learning. We intend to:

● Grow understanding of the principles, values, competencies and learning in Te Whariki, the New Zealand Curriculum and Te Marautanga o Aotearoa.
● Support the development of learning conversations at home and at school as a means of helping whanau to further develop and understanding and become more engaged in learning to support their children.

3. **Leading collaboration between schools and places of learning from Early Childhood to Secondary level and beyond.**

Leadership will focus on collaboration to achieve equity and excellence in student outcomes in every participating place of learning. We recognise community responsibility for personalised pathways that respond to the potential in every child. Production collaboration grows through the deliberate acts of leadership. We intend to:

- Grow leadership (coaching and mentoring; embed leadership as inquiry) and collaboration at all levels.
- Ensure our administrative/organisational functions support collaboration. This includes accountability and development frameworks to ensure sustainability and ongoing change, regardless of changes in staff.

4. Develop our understanding of student well-being across the area and its link to achievement

Kerekere Schools recognise the strong link between student's wellbeing and capacity to engage and learn. A student's level of wellbeing is indicated by their satisfaction with school life, their engagement with learning and their social-emotional behaviour. To achieve this goal we need to be mindful of each individual student's physical, emotional, academic and spiritual needs. This wellbeing and engagement is enhanced through the adoption of evidence informed practices developed in partnership with whānau, iwi and the community. Optimal student wellbeing and engagement is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self optimism and a high level of satisfaction with learning experiences. We intend to:

- Develop our understanding of the link between student engagement and achievement across the schools in our community.
- Embed 'Culturally Responsive Practice' as part of Teacher capability (based on the work of Russell Bishop and Berryman).

The Data Picture

An analysis of the cluster National Standards data from 2016 is interesting and will form one of the foci for clarification in the first year of our Community of Learning. There is some concern regarding the validity of data as:

- some schools in the cluster have moved to anniversary reporting and others have not
- some schools are identifying students after one year at school as being well behind, others are not
- there are limited 'common' understandings of the basis for the judgments

Our data shows that we have a group of Māori and boys who are below the National Standards in key curriculum areas. This is despite many years of interventions and professional learning programmes in the schools to address this gap.

There is a concern around the transient nature of our students across the Kerekere Community of Learners and within the Horowhenua region. Attendance still continues to be a concerning trend.

We focused our achievement challenges in our areas of greatest need for improvement and/or acceleration. These are improving our students' achievement in literacy – including establishing a strong foundation in oral language with our youngest learners, and a focus on improving the proportion of students achieving at or above the National Standards in reading (for all students, for Māori and boys) and in writing (for all students, for Māori and boys).

Tracking and Monitoring, Evaluating Progress

Our Community of Learning will implement tracking, monitoring and evaluation processes alongside work towards our achievement challenges. We will focus on:
- Implementation of the plan - ensuring there is a clear and universal understanding of the identified achievement challenges of the Community of Learning and an implementation of effective pedagogies and school practices that aligns to and supports these achievement challenges.
- Emerging evidence of any changes in pedagogy, school practice or culture that may affect the proposed desired outcomes of the plan.

Evaluation

In collaboration with the community, Principals, CoL Leadership and Across School Leadership, we will develop an

effective evaluative model. A wide range of methods and tools will be utilised or developed to measure the progress of the COL in working towards or successfully attaining set targets and engaging all learners in our community. This model will include:

- Analysis of student achievement data from the beginning and at the end of the year, with supporting commentary that evaluates results in relation to the set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- A strengthening of the roles of parent, whānau, student and teacher voice being an integral facet in the delivery of the plan.

Some aspects and measures the COL will evaluate:

- *Engagement and well-being*
  - *Agreed measures of student, teacher and whanau satisfaction (annually)*

- *Regular Attendance*
  - *Attendance data*
  - *Lateness data*
  - *Investigation of the underlying causes*

- *Achievement*
  - *Gather (agreed) accurate baseline data at all school entry points*
  - *PACT twice a year, years 1 to 8*
  - *School's Curriculum Levels for Years 9 and 10*
  - *Regularly tracking and monitoring students at risk of not achieving*
  - *Oral language - explore and develop an agreed method of assessment*

- *Effective professional practice*
  - *Pedagogy change through sharing teacher inquiries*
  - *Leadership change through sharing Principal inquires*

- *Monitoring the Community of Learning itself (e.g. The ERO booklet Communities of Learning/Kāhui Ako Working towards collaborative practice or MoE tool - Development Map)*

- *Educationally powerful partnerships*
  - *Iwi and Pasifika relationships*
  - *Whānau engagement*

Plan of Action

We expect this document 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, in the initial stages, is to undertake robust evidence gathering that will inform our next steps. In addition to the student achievement information, we intend to gather data from a range of quantitative and qualitative sources.

The analysis of this information from schools will be considered alongside other evidence to determine priority next steps and will form the basis of the professional development inquiries across the Community of Learners.

It should also be noted that while we have identified 'target' groups of students we are focussing on raising the achievement of ALL students.

Kerekere schools have been involved in various learning initiatives with pockets of success and we intend to build on our previous learning. We recognise that involvement in these projects has not necessarily met the needs of all of our learners. 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. Our plan in the initial stages is to appoint Within School Teachers who will undertake robust evidence gathering that will inform our next steps. In addition to the student achievement we will gather data from a range of quantitative and qualitative sources. The analysis from schools will be considered alongside other evidence to determine priority next steps and will form the basis of the professional development inquiry across the Community of Learners.

Our Achievement Challenges

The Kerekere Kāhui Ako has identified 3 key achievement challenges. The evidence used to inform achievement challenges and action planning included National Standards data from the end of 2016 for years 1-8, NCEA data, and year 9 and 10 writing and reading data. Our data analysis indicated that literacy achievement is paramount and therefore our achievement challenges focus on this.

NCEA results show that achievement over the past four years has been above the national average at all levels, with a drop in Level 3 in 2016 only. Continuous improvement and achievement in NCEA is a focus for the community, ensuring that students leave secondary school well-prepared for their next step.

As community leaders, we identified the need to engage students and teachers in learning that would bring the community members together and extend pedagogy beyond current practice.

Our goals are:

Achievement Challenge 1: Reading (Years 1-10)

By the end of 2019:

At least 73% of students will be achieving at or above the National Standard for reading in years 1-8

At least 80% of students will be achieving at or above curriculum level 4 by the end of year 9

At least 76% of students will be achieving at or above curriculum level 5 by the end of year 10

Achievement Challenge 2: Writing (Years 1-10)

By the end of 2019:

At least 68% of students will be achieving at or above the National Standard for writing in years 1-8

At least 67% of students will be achieving at or above curriculum level 4 by the end of year 9

At least 67% of students will be achieving at or above curriculum level 5 by the end of year 10

Achievement Challenge 3: NCEA (Level 1 and 2)

By the end of 2019:

Roll based achievement at NCEA Level 1 will increase to 66%

Roll based achievement at NCEA level 2 will continue at 85% or above

At least 85% of students will be achieving at or above NCEA Level 2 at Year 12

2016 Kerekere Targets

Achievement Challenge 1: Reading

In 2016, overall achievement in reading was 64% at or above National Standards. Boys were achieving at 58% compared to 69% for girls. Māori achievement in writing was 58%.

The overall achievement rates in 2016 for both boys and our Māori students is the same. Boys and Māori children below the National Standard children will form the basis for our target students in each school.

A variability in baseline data between schools is mainly due to small cohort numbers of children and a high percentage of transient children in several of our schools. This also means that there is variability in the percentage shift in National Standards between individual schools. We expect an increase in reading progress and achievement to be particularly influenced by school-wide emphasis on oral language and writing professional development for teachers. The proposed introduction of PaCT for Reading will support the collective assessment moderation of reading in our primary schools.

Reading

Increase % of All students in years 1-8 achieving at or above national standard in reading to 73%

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort progress
64% (375/590)	70% (413/590)	73% (431/590)	11% (56)

Increase % of Māori students in years 1-8 achieving at or above national standard in reading to 76%

All Māori Y1-8 At or Above national standards in reading

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort
58% (168/292)	70% (203/292)	76% (222/292)	15% (45)

Increase % of boys in years 1-8 achieving at or above national standard in reading to 73%

All boys Y1-8 At or Above national standards in reading

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort
58%	70%	73%	15%

(173/298)	(209/298)	(218/298)	(45)

Achievement Challenge 2: Writing

In 2016, overall achievement in writing was 54% at or above National Standards. Boys were achieving at 44% compared to 64% for girls. Māori achievement in writing was 47%.

2016 overall achievement in writing is below that of reading and also for boys and Māori. Our Kāhui Ako recognises the need for further professional development in both oral and written language. As a Community of Learners we have already embarked on a learning journey using PaCT to moderate writing across all primary schools. We have also involved Year 9 and 10 teachers in this process. We look to continue this over the next few years. As with reading we will be particularly targeting our boys and Māori.

Writing

Increase % of All students in years 1-8 achieving at or above national standard in writing to 68%.

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort
54% (318/590)	64% (378/590)	68% (401/590)	14% (83)

Increase % of Māori students in years 1-8 achieving at or above national standard in writing to 62%

All Māori Y1-8 At or Above national standards in writing

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort
47% (138/291)	57% (166/291)	62% (184/298)	15% (46)

Increase % of boys in years 1-8 achieving at or above national standard in writing to 62%

All Boys Y1-8 At or Above national standards in writing

Baseline data 2016	Projected progress 2018	Target 2019	All Cohort
44% (131/298)	54% (161/298)	62% (184/298)	18% (53)

Kerekere Achievement Challenges - Secondary

Year	Maori School Leavers NCEA L2	Boy School Leavers NCEA L2	Maori boys Leavers NCEA L2

2016	Number	%	Number	%	Number	%
Manawatu	12	70.6	18	62.1	6	54.5

Year 9-10 Reading and Writing	By the end of 2019, we aim to have 80% of all Year 9 students achieving at or above Curriculum level 4B in Reading and 67% achieving at or above Curriculum level 4B in Writing; the same proportions for boys and for students identifying as Māori. To achieve this, we will make a positive difference for 6 Year 9 students below Curriculum Level 4B, to at or above Curriculum Level 4B in Reading, this will include 3 boys and 3 students identifying as Māori in Year 9. For Writing, we will make a positive difference for 27 Year 9 students below Curriculum Level 4B including 10 boys and 14 students identifying as Māori in Year 9. We recognise the challenge and the urgent need to address progress in writing. This work will also include inquiring into assessment and pedagogical practices used in these year levels. By the end of 2019, we aim to have 76 % of all **Year 10** students achieving at or above Curriculum level 5B in Reading and 67% in Writing; including the same proportions of boys and students identifying as Māori. To achieve this, we will make a positive difference for 27 Year 10 students below Curriculum Level 5B, to at or above Curriculum Level 5B in Reading, this will include 10 boys and 14 students identifying as Māori in Year 10. For Writing, we will make a positive difference for 30 Year 10 students below Curriculum Level 5B including 14 boys and 12 students identifying as Māori in Year 10.

Reading	Baseline 2016	Projected progress 2018	Target 2019	All cohort progress
All Year 9 students	68% 34/50	74% 37/50	80% 40/50	12% (6)
Year 9 Māori students	65% 11/17	76% 13/17	80% 14/17	15% (3)
Year 9 Boys	70% 19/27	77% 21/27	80% 22/27	10% (3)
All Year 10 students	27% 15/55	55% 30/55	76% 42/55	49% (27)

Year 10 Māori students	25% 7/28	55% 15/28	76% 21/28	51% (14)
Year 10 Boys	30% 7/23	55% 13/23	76% 17/23	40% (10)

Writing	Baseline 2016	Projected progress 2018	Target 2019	All cohort progress
All Year 9 students	42% 22/52	54% 28/52	67% 35/52	25% (13)
Year 9 Māori students	47% 8/17	59% 10/17	67% 11/17	20% (3)
Year 9 Boys	42% 13/31	55% 17/31	67% 21/31	25% (8)
All Year 10 students	16% 9/58	43% 25/58	67% 39/58	51% (30)
Year 10 Māori students	18% 5/25	44% 11/25	67% 17/25	49% (12)
Year 10 Boys	17% 5/29	31% 12/39	67% 19/29	67% (14)

Evidence used to set targets	Manawatu College has well-established assessment and reporting of Year 9 and 10 student achievement and progress against curriculum levels. To measure progress against this achievement challenge, student achievement (as measured at the end of year) in Reading and Writing will be reported.
	
	All students
	Year 9 Reading: 34/50 are at or above Level 4B
	      Writing: 22/52 are at or above Level 4B
	Year 10 Reading: 15/55 are at or above Level 5B
	      Writing: 9/58 are at or above Level 5B
	
	Māori students
	Year 9 Reading: 11/17 are at or above Level 4B
	      Writing: 8/17 are at or above Level 4B
	Year 10 Reading: 7/28 are at or above Level 5B
	      Writing: 5/25 are at or above Level 5B
	
	Boys
	Year 9 Reading: 19/27 are at or above Level 4B
	      Writing: 13/31 are at or above Level 4B
	Year 10 Reading: 7/23 are at or above Level 5B
	      Writing: 5/29 are at or above Level 5B

NCEA Level 2 achievement in Year 12	By the end of 2019, we aim to have at least 85% of our secondary students achieving NCEA Level 2 or higher in Year 12. (We will measure this using the roll-based data provided by NZQA) By the end of 2019, we intend to increase the proportion of girls achieving NCEA Level 2 or higher in Year 12 to 85%. (We will measure this using the roll-based data provided by NZQA)

Year	All NCEA L2 – Year 12 Roll-based data (2016 Participation)		Girls NCEA L2 – Year 12 Roll-based data (2016 Participation)	
	Number	%	Number	%
Actual 2016	35	74.1% (78.4%)	13	73% (76%)
2017	36	77%	14	78%
2018	38	81%	14	78%
2019 Target	40	85%	15	85%
Evidence used to set targets	Manawatu: 2016 n=47; Girls: n = 18			

Draft Operating Structure

Stewardship Group (1x a term meetings) **Who**: 6-9 people: Iwi Reps (2 or 3) , Pasifika, BOT (Sec and Primary),ECE ,Two leaders **Function:** Governance
Reference group (previously the Working Party) 1x a month meetings **Who:** approx 10 people: Leaders, Across School Teachers, MoE, Expert Partner, Principal reps primary and secondary, interested BOT, ECE **Function:** annual plans, critique proposed actions, planning and determining course of action **N.B.** people (from community) may come in and out depending on focus
Principals of Participating CoLs (1x month meetings) **Function**: to be in the 'loop', provide ongoing feedback
In School Teachers **Function:** work on priority areas within schools, feed back to across school leaders and CoL leaders
Teachers, Learners, family , whanau

Timeline from appointment of leaders (September 2017)

Term Three 2017	Term Four 2017	Term one 2018	Term Two 2018
August Leaders appointed Complete AC with primary and secondary AC in to MoE at the beginning of Term 4 (this will have included finishing it, getting preliminary feedback from MoE and then resending to BOTs for confirmation)	In school / across school teachers - philosophical difference -appointments Leaders to meet with all schools in the CoL - morning... Stewardship group established by the end of term	Professional development of ISTs - coaching Annual plan and theory for improvement developed for ACs with expert partners Gathering of baseline information as per AC	In school teacher appointments Baseline continued 'Work' starting