

Taitoko Kahui Ako: Achievement Challenge

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 life-long learners, rather than the singular focus on National Standards and NCEA results, along with recognition of each school's local curriculum, **must** be at the centre of all learning as we respond to our challenges. 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 Kerekere Community of Learners.

The Taitoko 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 whānau 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 Taitoko Community of Learning is located in the Horowhenua area and comprises twelve schools. It is a Kahui Ako of approximately 2,200 learners from six full and three contributing primary schools, one intermediate school and two secondary schools. There is a high level of commitment and cooperation 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, 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 strength. We are in an excellent position to make decisions and lead our own developments.

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 Taitoko 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 Taitoko Community of Learning is also committed to deepening our understanding of

the quality teaching practice and consistency of assessment practice across the schools. We are working with facilitators to develop our capability in National Standards assessment with many schools using the PACT tool.

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 true sense of the word.

Our Taitoko 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 for 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 our ākonga, we adhere to and espouse the dispositions, values and key competencies of Te Whāriki (1996) and The New Zealand Curriculum (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 whānau.
- Develop collaborative and coherent assessment and pedagogical practices, which are consistent and relevant, to enable seamless transitions through the sectors and across schools.
- 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 families whānau Māori and fanau Pasifika

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 families, whānau Māori and fanau Pasifika.

We seek genuine, productive relationships that value the importance of attendance at school and learning. We know that powerful partnerships among teachers and their students, whānau, 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 and the New Zealand Curriculum.

- Support the development of learning conversations at home and at school as a means of helping whānau to further develop understanding and become more engaged in learning to support their children.

3. Leading the 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. Productive collaboration grows through 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

Taitoko 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
- Embedding 'Culturally Responsive Practice' as part of teacher capability (based on the work of 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 below, others are not
- there are limited 'common' understandings of the basis for the judgments

Patterns in achievement for boys and Māori and Pasifika students in general, vary between schools and no apparent specific issues can be found across the cluster. However, the overall results for these groups continue to be low. This is despite many years of interventions and professional learning programmes in the schools to address this.

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 CoL and an implementation of effective pedagogies and school practices that align to and supports our 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, 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 information 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 include:

- Engagement and well being
 - Agreed measures of student, teacher and whānau satisfaction (annually)
- Regular Attendance
 - Develop agreed definitions and practices to analyse attendance and lateness data
 - Analyse attendance and lateness data and investigate the underlying causes
- Achievement
 - Gathering accurate baseline data at all school entry points
 - Collate National Standards Data annually
 - Regularly tracking and monitoring students at risk of not achieving
 - Oral language - developing an agreed method of assessment
- Effective professional practice
 - Pedagogy change through sharing teacher inquiries
 - Leadership change through sharing Principal inquiries
- Monitoring the progress of the Community of Learning itself (e.g. ERO booklet Communities of Learning/Kāhui Ako Working towards collaborative practice or MoE tool - development map)
- Educational powerful partnerships
 - Iwi and Pasifika relationships
 - Whānau nau 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.

Our Targets: Taitoko								
Reading	<p>We aim to have at least 80% of all learners across our community to be at expectation in Reading by 2019. (We currently have 70% of all students at or above across all students).This will mean that there will be different expectations for each school.</p> <p>We intend to move at least 133 of the 309 Maori students currently below expected levels to At or Above National Standards in Reading by the end of 2019.</p> <p>We intend to move at least 36 of the 82 Pasifika students currently below expected levels to At or Above National Standards in Reading by the end of 2019.</p> <p>We intend to move at least 169 of the 398 boys currently below expected levels, to At or Above National Standards in Reading.</p> <p>We intend to move at least 47 of the 141 Maori boys currently below expected levels, to At or Above National Standards in Reading.</p>							
Year	Maori At or Above National Standard in Reading		Pasifika At or Above National Standard in Reading		Boys At or Above National Standard in Reading		Maori Boys At or Above National Standard in Reading	
	Number	%	Number	%	Number	%	Number	%
Actual 2016	567	65%	146	64%	747	65%	234	62%
2017	613	70%	158	70%	801	70%	251	67%
2018	657	75%	171	75%	858	75%	270	72%
2019 Target	700	80%	182	80%	916	80%	281	75%

<p>Evidence used to set targets</p>	<p style="text-align: center;">All Students</p> <p>Currently 30% or 678 of 2272 of our primary/intermediate students are not progressing in their reading at the levels expected with the National Standards framework.</p> <p style="text-align: center;">Maori make up 46% of the 2016 cohort (678) 309 of the 876 Maori students are Below National Standards in Reading (35%)</p> <p style="text-align: center;">Pasifika make up 12% of the 2016 cohort (678) 82 of the 226 Pasifika students are Below National Standards in Reading (36%)</p> <p style="text-align: center;">Boys make up 59% of the 2016 cohort (678) 398 of the 1,145 boy students are Below National Standards in Reading (35%)</p> <p style="text-align: center;">Maori Boys make up 21% of the 2016 cohort (678) 141 of the 375 Maori boys are Below National Standards in Reading (38%)</p> <p style="text-align: center;"><i>Note:</i> <i>678 = the number of students well below or below the NS.</i></p>							
<p>Writing</p>	<p>We aim to have at least 77 % of all learners across our community to be at expectation in Writing by 2019. (We currently have 64% at or above across all students.) This will mean that there will be different expectations for each school (see separate tables).</p> <p>We intend to move at least 174 of the 342 Maori students currently below expected levels to At or Above National Standards in Writing by the end of 2019.</p> <p>We intend to move at least 35 of the 104 Pasifika students currently below expected levels to At or Above National Standards in Writing by the end of 2019.</p> <p>We intend to move at least 136 of the 526 boys currently below expected levels, to At or Above National Standards in Writing.</p> <p>We intend to move at 38 of the 187 Maori boys currently below expected levels, to At or Above National Standards in Writing.</p>							
<p>Year</p>	<p>Maori At or Above National Standard in Writing</p>		<p>Pasifika At or Above National Standard in Writing</p>		<p>Boys At or Above National Standard in Writing</p>		<p>Maori Boys At or Above National Standard in Writing</p>	
	<p>Number</p>	<p>%</p>	<p>Number</p>	<p>%</p>	<p>Number</p>	<p>%</p>	<p>Number</p>	<p>%</p>
<p>Actual 2016</p>	<p>534</p>	<p>60%</p>	<p>124</p>	<p>54%</p>	<p>619</p>	<p>54 %</p>	<p>190</p>	<p>51%</p>
<p>2017</p>	<p>569</p>	<p>65%</p>	<p>137</p>	<p>60%</p>	<p>664</p>	<p>58%</p>	<p>202</p>	<p>54%</p>
<p>2018</p>	<p>657</p>	<p>75%</p>	<p>148</p>	<p>65%</p>	<p>709</p>	<p>62%</p>	<p>217</p>	<p>58%</p>

2019 Target	708	80%	159	70%	755	66%	228	61%
Evidence used to set targets	<p style="text-align: center;">Students</p> <p>Currently 36% or 814 of 2272 of our primary/intermediate students are not progressing in their Writing at the levels expected with the National Standards framework.</p> <p>Maori make up 42% of the 2016 cohort (814) 342 of the 876 Maori students are Below National Standards in Writing (39%)</p> <p>Pasifika make up 13% of the 2016 cohort (814) 104 of the 228 Pasifika students are Below National Standards in Writing (46%)</p> <p>Boys make up 65% of the 2016 cohort (814) 526 of the 1145 boy students are Below National Standards in Writing (46%)</p> <p>Maori Boys make up 23% of the 2016 cohort (814) 187 of the 377 Maori students are Below National Standards in Writing (49%)</p> <p style="text-align: center;"><i>Notes:</i> <i>814 students are below or well below</i></p>							

Year 9-10 English and Mathematics	<p>By the end of 2019, we aim to have 80% of all Year 9 students - including students who identify as Māori - achieving at or above Curriculum Level 4B in Year 9 in English. We also aim to have 70% of all Year 9 students – including students who identify as Māori - achieving at or above Curriculum Level 4B in Year 9 in mathematics.</p> <p>To achieve this, we will make a positive difference for 46 Year 9 students currently below Curriculum Level 4B, to at or above Curriculum Level 4B in English, and for 39 students in mathematics by the end of 2019. We intend to move 22 Māori students in Year 9 who are below curriculum Level 4B in English, and 26 Year 9 Māori students in mathematics.</p> <p>By the end of 2019, we aim to have 70 % of all Year 10 students achieving at or above Curriculum level 5B in Year 10 in English and 60% of all students in mathematics, including students who identify as Māori.</p> <p>To achieve this, by the end of 2019, we intend to move 50 students currently below, to at or above Curriculum Level 5B in English and 37 students in mathematics. We intend to move 18 students identifying as Māori currently below, to at or above Curriculum Level 5B in English and 8 students in mathematics by the end of 2019.</p>
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	Year 9 English				Year 9 Mathematics			
	All students at or above Curriculum Level 4B		Māori at or above Curriculum Level 4B		All students at or above Curriculum Level 4B		Māori at or above Curriculum Level 4B	
	Number	%	Number	%	Number	%	Number	%
Actual 2016	146	61%	78	62%	132	54%	49	46%
2017	163	68%	85	68%	147	60%	58	54%
2018	180	75%	94	75%	159	65%	66	62%
2019 target	192	80%	100	80%	171	70%	75	70%

N=240

n=125

n=245

n=107

	Year 10 English				Year 10 Mathematics			
	All students at or above Curriculum Level 5B		Māori at or above Curriculum Level 5B		All students at or above Curriculum Level 5B		Māori at or above Curriculum Level 5B	
	Number	%	Number	%	Number	%	Number	%
Actual 2016	103	47%	33	45%	94	43%	25	43
2017	118	54%	39	54%	105	48%	36	48%
2018	136	62%	45	62%	116	53%	39	53%
2019 target	153	70%	51	70%	131	60%	43	60%

N=219

n=73

n=219

n=74

Evidence used to set targets	Both secondary schools have 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 English and mathematics will be reported.			
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 boys achieving NCEA Level 2 or higher in Year 12 to 80%. (We will measure this using the roll-based data provided by NZQA)			
Year	All NCEA L2 – Year 12 Roll-based data (2016 Participation)		Boys NCEA L2 – Year 12 Roll-based data (2016 Participation)	
	Number	%	Number	%

Actual 2016	176 (139)	69.5% (78.9%)	84 (60)	62% (73.8%)
2017	190	75%	91	70%
2018	202	80%	98	75%
2019 Target	215	85%	104	80%

Roll: n=253 (Wai = 112, Horo = 141) n =130 (Wai = 50, Horo = 80)
Part: n= 176 Wai = 74, Horo = 102) n =83 (Wai = 31, Horo = 52)