



Te Wairua o Putarīnaamotu



## Vision for Pūtaringamotu Kāhui Ako 2018-2019

Students will experience success today and will be prepared for tomorrow's challenges - ka wheakonga ākonga angitu i tenei ra, me to kia rite hoki apopo.

### Our Community:

- is situated in the western sector of Christchurch
- has a history of collaboration
- has a supportive parent community who show a keen interest in their child's education
- is ethnically diverse which provides the Kāhui Ako with a distinctive and rich culture — (61% non-European)
- has an increasing number of English language learners
- has a strong interest in raising student achievement and professional practice
- consists of approximately 1600 students
- currently includes Wharenui and Riccarton Primary Schools, Riccarton High School and Springs Early Learning Centre. A number of other Early Childhood Centres are also currently engaging with our Kāhui Ako.
- has a strong focus on effective transitional pathways between ECE, Primary and High School

We are a diverse community that is forward thinking in our approach ensuring our ākonga are:

- creative problem solvers
- critical thinkers
- collaborative
- self-managing
- lifelong
- high achieving
- better than before
- confident and resilient
- responsible citizens of the future
- strong in their identity and culture

### Agreed Principles:

Our schools and Early Childhood centres have agreed on the following principles as the basis of their work together:

- Culturally responsive to our bi-cultural heritage and the ethnic diversity of our communities.
- Collaborate positively for the shared benefit of all of our students.
- Maintain strong learner focused relationships.
- Work together with whanau and other key stakeholders is crucial to raising levels of learning support and ultimately raising student achievement particularly with our Priority Learners

The Pūtarīngamotu Kāhui Ako Report September 2017 (compiled by ERO) comments on the following areas of common **strength** across the community:

- strong leadership capability supported by good governance
- useful systems and practices to build professional capacity and foster teacher reflection
- the parents in each school community, including those of diverse cultural backgrounds, successfully engage in the life of their school and in their children's learning
- there is purposeful target setting with a focus on those students needing to make accelerated progress.
- there is provision for a range of targeted programmes and initiatives to meet the needs of priority learners including those with additional learning needs and English language learners.
- there is an explicit focus on promoting educational success for Maori and Pacific students
- a broad curricula exists which responds well to learners' interests, strengths and aspirations
- there is a strong focus on supporting all learners' wellbeing.

The Report also identifies the following areas for **improvement** across the community:

- further development of appraisal systems to make them more robust
- the need for strategic planning to become more cohesive across the community
- the need to strengthen internal evaluation processes to provide better quality information for school planning and improvement (including knowing the impact of efforts to accelerate the progress of students at risk of not achieving well)
- the need to develop shared understandings of expected rates of progress and systems for monitoring this for all students.
- the need to strengthen the quality and consistency of achievement information across the community

## Direction

Our direction will be on 'accelerating student outcomes' for a targeted group of students who have been identified at risk of not achieving across our schools/services with specific attention on our priority learners and boys.

## Our challenges are:

- To raise the level of achievement in **writing** for all students in Years 1-8, with a particular focus on boys.
- To raise the level of achievement in **reading** for all students in Years 1-8, with a particular focus on boys.
- To increase the number of boys achieving Level 2 NCEA.
- To work collaboratively with ECE centres to support the continuity of learning across the educational pathway.

\* This will involve the creation of a Consultation and Communication strategy which is based on open and transparent communication, collaboration and shared understanding of the achievement outcomes taking place in a culturally responsive setting.

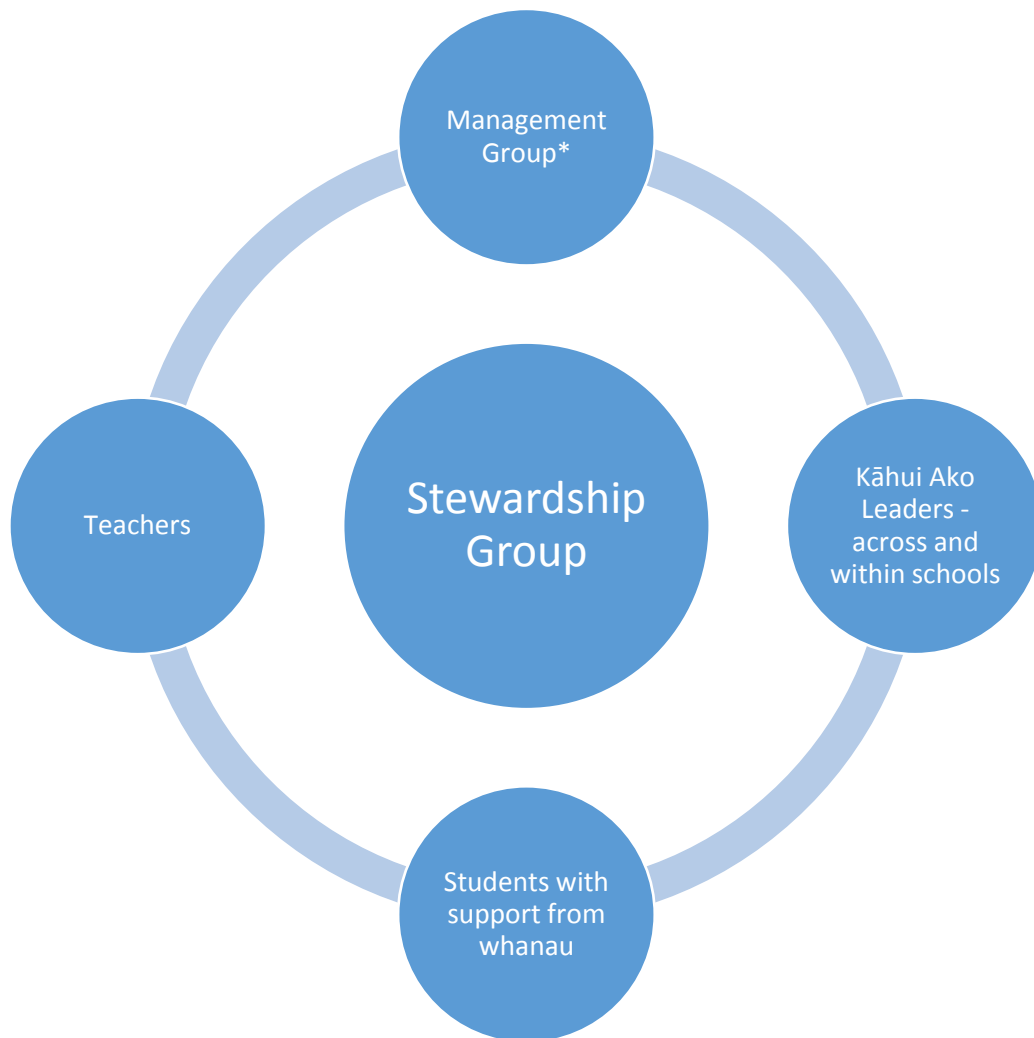
## Our Structure:

Our community currently operates under the following structure:

**Management Group:** This is made up of the Principal of each school and Early Childhood centre representatives. The management group is undertaking the formation of the Community of Learning and the establishment of operating structures and the achievement challenges.

**Stewardship Group:** membership of this group is a Board member from each school. The purpose of the Stewardship Group is to provide oversight. This group has been meeting to monitor progress regarding the development of the achievement plan, and to provide their own boards with information and updates.

## The Key Stakeholders



\*Incorporates the Principal from each school and ECE representatives

## WRITING

### Baseline Data

#### Achievement Data — New Zealand Curriculum expectations in writing (Kāhui Ako Total)

Year	Boys Y1-8 At/Above	Boys Y1-8 Below/Well Below	All students At/Above	All students Below/Well Below	Māori/Pasifika/Asian At/Above		
					M	P	Asian
2016	44% (107/243)	56% (136/243)	48% (221/458)	52% (237/458)	51% (54/106)	46% (50/108)	44% (65/148)
2017	47% (131/281)	53% (150/281)	51% (264/513)	49% (249/513)	43% (54/125)	52% (48/93)	27% (52/196)

#### Narrative

Our 2016 data shows that only 44% of our boys are achieving at/above curriculum expectations compared to girls on 53%. As a Kāhui Ako, we consider these statistics of concern particularly with the significant amount of cultural diversity and English Language Learners enrolled in the Kāhui Ako. Ideally, it would be very beneficial to track the SAME students through until the end of 2019. However, the transient nature of a number of these families prevents this from happening. Nonetheless, the Kāhui Ako believes that we can increase the number of students working at the appropriate level, particularly boys including those of Māori and Pasifika descent. Aligning ourselves with national priorities and acknowledging the increase of English Language Learners within our community, it is our intention to target and report on the Maori/Pasifika/Asian students at an individual school level.

## Achievement Challenge 1

Our challenge is to accelerate levels of achievement in writing for all students in Years 1-8 with a particular focus on boys.

Y1-8 Students					
Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018*	Target 2019*	Total Target Shift between 2017 – 2019*
<b>Kāhui Ako Total</b>	48% (221/458)	51% (264/513) 3% increase	63% (323/513) 12% increase (approximately 59 students)	68% (349/513) 5% increase (approximately 26 students)	17% increase (approximately 85 students)
Y1-8 Boys					
Percentage and number of boys operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018*	Target 2019*	Total Target Shift between 2017 – 2019*
<b>Kāhui Ako Total</b>	44% (107/243)	47% (131/281) 3% increase	56% (157/281) 9% increase (approximately 26 students)	63% (177/281) 7% increase of (approximately 20 students)	16% increase (approximately 46 students)

\*number of students estimated based on 2017 rolls.

## READING

### Baseline Data

#### Achievement Data —New Zealand Curriculum expectations in reading (Kāhui Ako Total)

Year	Boys Y1-8 At/Above	Boys Y1-8 Below/Well Below	All students At/Above	All students Below/Well Below	Māori/Pasifika/Asian At/Above		
					M	P	Asian
2016	56% (137/243)	44% (106/243)	61% (279/458)	39% (179/458)	69% (73/10)	52% (56/108)	52% (77/148)
2017	57% (161/281)	43% (120/281)	61% (311/513)	39% (202/513)	62% (77/125)	52% (48/93)	59% (116/196)

### Narrative

Our 2016 data shows that 56% of our boys are achieving at/above curriculum expectations. As with 'writing' our concerns are around the significant amount of cultural diversity and English language learners enrolled in the Kāhui Ako, The transient nature of these families makes it difficult to track some individuals through until 2019. Despite this challenge the Kāhui Ako believes that it can raise the level of achievement particularly with boys when measured against curriculum expectations. Aligning ourselves with national priorities and acknowledging the increase of English Language Learners within our community, it is our intention to target and report on the Maori/Pasifika/Asian students at an individual school level.

## Achievement Challenge 2:

Our challenge is to accelerate levels of achievement in reading for all students in Years 1-8 with a particular focus on boys.

<b>Y1-8 Students</b> Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018*	Target 2019*	Total Target Shift between 2017 – 2019*
<b>Kāhui Ako Total</b>	61% (279/458)	61% (311/513) 0% increase	69% (354/513) 8% increase (approximately 43 students)	73% (374/513) 4% increase (approximately 20 students)	12% increase (approximately 63 students)
<b>Boys Y1-8</b> Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018*	Target 2019*	Total Target Shift between 2017 – 2019*
<b>Kāhui Ako Total</b>	56% (136/243)	57% (161/281) 1% increase	64% (180/281) 7% increase (approximately 19 students)	69% (194/281) 5% increase (approximately 14 students)	12% increase (approximately 33 students)

\*number of students estimated based on 2017 rolls.

## NCEA Baseline Data

### Participation Based Results — Level 2

Year	RHS All Students Level 2 (%)	RHS Boys Level 2 (%)	National Boys Level 2 (%)	Decile 4-7 Boys Level 2 (%)
2016	89% (181/204)	84% (76/91)	87% (79/91)	86% (78/91)
2017	86% (175/204)	84% (76/91)	86% (78/91)	86% (78/91)
Merit Endorsement (2016)	30% (61/204)	25% (23/91)	267% (24/91)	24% (22/91)
Excellence Endorsement (2016)	14% (28/204)	11% (10/91)	15% (14/91)	13% (12/91)

### Narrative

As 2017 data remains provisional our baseline data relates to 2016. This suggests that although the total number of ALL students achieving level 2 remains relatively high (89%) it is the boys who are tracking slightly below the National mean. We believe that we can increase the number of boys from Not Achieved to Achieved particularly those boys of Māori and Pasifika descent. For the particular boys concerned this will be a significant move. In addition we believe that a focus on quality and not quantity will allow our boys to focus more on the endorsement aspect of NCEA. Aligning ourselves with national priorities and acknowledging the increase of English Language Learners within our community, it is our intention to target and report on the Maori/Pasifika/Asian at an individual school level.



### Achievement Challenge 3

Our challenge is to increase the number of boys achieving Level 2 NCEA and the number gaining Merit and Excellence endorsements.

	<b>Actual 2016</b>	<b>Actual 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Total Shift</b>
<b>Boys Level 2 NCEA</b>	84% (76/91)	87% (79/91) A 3% increase of 3 students	90% (82/91) A 3% increase of 3 students	95% (86/91) A 5% increase of 4 students	An 11% increase of 10 students
<b>Boys Merit Endorsement</b>	25% (23/91)	30% (27/91) A 5% increase of 4 students	35% (32/91) A 5% increase of 5 students	40% (36/91) A 5% increase of 4 students	A 15% increase of 13 students
<b>Boys Excellence Endorsement</b>	11% (10/91)	15% (14/91) A 5% increase of 4 students	21% (19/91) A 5% increase of 5 students	25% (23/91) A 4% increase of 4 students	A 14% increase of 13 students

## Achievement Challenge 4

Our challenge is to work collaboratively with ECE centres to support the continuity of learning across the educational pathway. This will achieve better targeting of learning needs and the identification of next steps for our learners. The data collection and Achievement Challenge will be refined during the subsequent inquiry.

At the time of writing this document, Springs Early Learning Centre was in the process of formally joining the Kāhui Ako with a number of other ECEs informally expressing an interest in being included.

### Comment:

A significant benefit of belonging to a Kāhui Ako comes with the opportunities it provides to develop strategies that support the continuity of learning across the educational pathway.

Through a collaborative approach teachers will share best practice/understanding of effective pedagogy that also incorporates the teaching as inquiry model. It is important that a positive working relationship is also maintained with parents and whanau throughout this process.

Actions to support the continuity of learning could include, but are not limited to:

- The sharing of knowledge about individuals between members of the Kāhui Ako to allow for a smoother transition.
- Working with parents/whanau so that they become familiar with the school context before their child moves to that level.
- A coherent and consistent approach to teaching and learning across all levels of the Kāhui Ako.
- A consistent approach to reporting progress and next steps to learning across all levels of the Kāhui Ako.

## Curriculum Expectations

Curriculum expectation assessments are made from OTJs using a combination of information from a variety of sources and a range of approaches against the New Zealand Curriculum.

## Pūtaringamotu Action Plan

When the achievement challenge has been endorsed a comprehensive action plan will be co-constructed by the Kāhui Ako leaders in full consultation with learners, teachers and whanau.

The Principles from Ka Hikitia - Accelerating Success 2013-2017, the Pasifika Education Plan 2013-2017 and the New Zealand Curriculum will be utilised when co constructing our action plan. Included in our action plan will be an emphasis on:

- **Mana whakapapa, mana reo, mana tikanga - identity, language and culture count.** There is a strong link between hauora (wellbeing) and achievement. Learners' wellbeing is strongly influenced by having a strong and positive sense of identity, and access and exposure to their own language and culture.
- **Te Ara Pūmanawa ākonga - learners - potential, approach.** Every learner has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi, community and to Aotearoa as a whole. We strive to support all ākonga to become successful lifelong participators and contributors in society.
- **Te hua moe - productive partnerships.** A productive partnership in education is built on a reciprocal two-way partnership leading to, and generating, shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations.

- **Culturally responsive effective teaching and learning practices.** We will work together with our Kāhui Ako and with outside facilitators to improve pedagogy through a strong teacher as inquiry process.
- **Student engagement, agency and voice.** Learners learn best when they have a strong interest and engagement.

The initial phase will include the appointment of a Kāhui Ako leader. This will be followed by Across School Teachers and then within school teachers appointments. The management group will work closely to develop a professional development plan and will be looking to enter into a formal Ministry of Education PLD contract. It would be envisaged that this would include community events, as well as opportunities tailored to the needs of individual schools and Early Childhood Centres.

We would ensure that the action plan strengthen connections between staff, students and whānau from schools and ECEs both formally and informally, building on the strong relationships that already exist within the Kāhui Ako to strengthen educational pathways. It would allow for opportunities for collaboration to evolve based on the on the strengths and needs of our staff and kura.

## **Review and Evaluation**

The Pūtaringamotu Kāhui Ako will conduct regular reviews using a range of tools and report these regularly to the Stewardship Group and to the community. This will include student data analysis but also other metrics that will collect student voice to measure engagement and well being

## **Communication and Engagement**

This remains one of the key determining factors in the success of the Kāhui Ako. It is important that whānau take an active interest in their children's learning and that they become engaged in ways to support this learning at home. In addition other key stakeholders including the wider community no matter how diverse must always feel that they are being consulted (if relevant) and have a part to play in the learning process of all ākonga. The desired result will be a strong sense of local identity and pride in the network of schools that can be enjoyed by all.