

MAHURANGI

Community of Learning - Kāhui Ako

Shared Achievement Challenge Plan



Kaipara Flats
School



Mahurangi
COLLEGE



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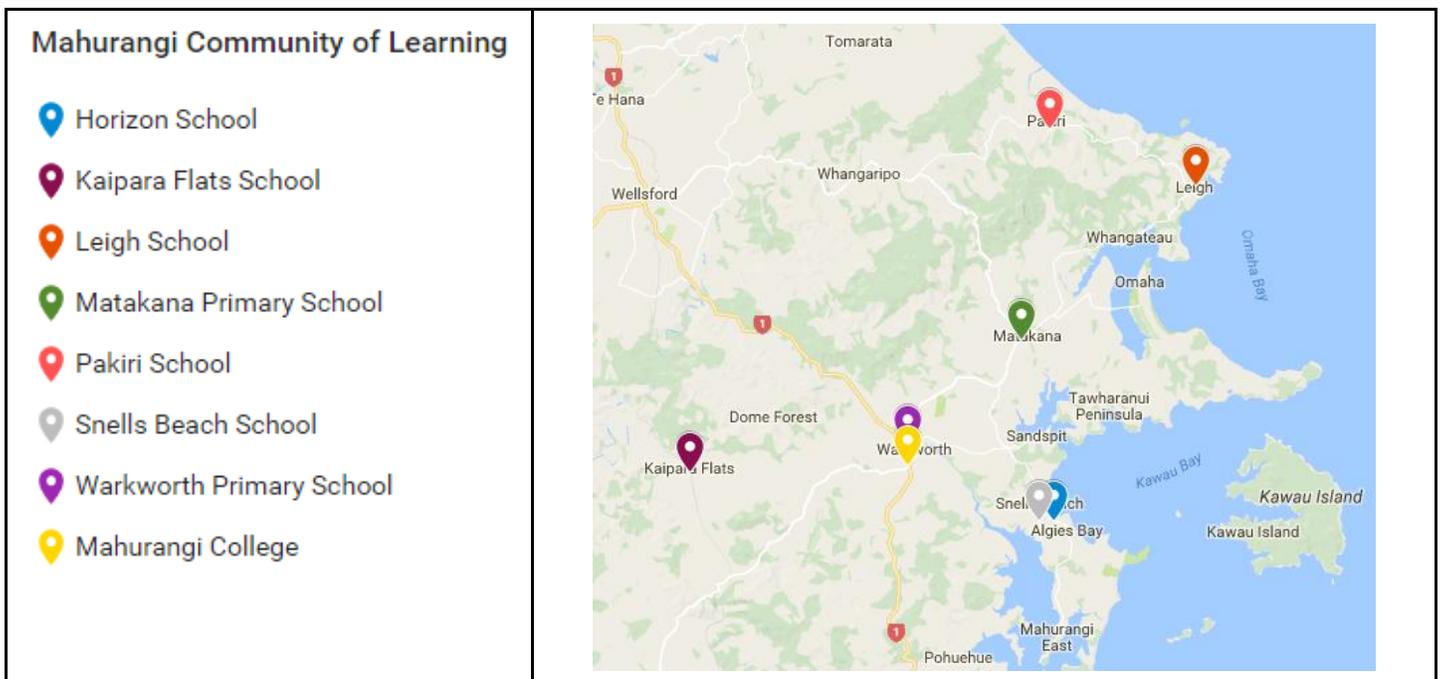
Mahurangi Community of Learning - Kāhui Ako

Introduction

The Mahurangi Kāhui Ako is a network of state and state integrated schools located in the Rodney district. Our Kāhui Ako consists of six contributing primary schools: Kaipara Flats School, Leigh School, Matakana School, Pakiri School, Snells Beach Primary School and Warkworth School. The other schools in our Community are Horizon School a composite Year 1-8 state integrated school and Mahurangi College. For most of our Year 6 students Mahurangi College is the pathway for their Year 7-13 education.

The schools vary in size from Pakiri School which has 11 students to Warkworth School with 581 students. Three of the primary schools have rolls below 90. Mahurangi Kahui College has a total of 1378 Year 7-13 (including 33 international students). This difference in school size represents the diverse nature of schools in the Mahurangi Kāhui Ako.

The Mahurangi Community of Learning was approved by the Minister of Education in September 2016. We have met during 2016-17 to work to create a dynamic and collaborative team of principals and boards as a foundation for ongoing Kahui collaborative work across our community. We are committed to using our shared resources to raise achievement and to develop a strong sense of community in which our learners can grow and succeed.



Our Vision: Success for all

As a group of principals of schools beginning to collaborate together, we spent considerable time discussing and determining our vision and values. We all agreed that our vision is to meld as a community that inquires into, facilitates and celebrates success, not only for those learners who are not currently achieving National Standards, but also more broadly for all of our learners, for our teachers, our whānau, and within the wider community. *Success for all* sums up our commitment to striving for and celebrating success across our community.

Our Values: Integrity, Open mindedness , Equity

Our three values summarise a range of values we hold as important for our community.

Integrity speaks of honesty and respect so that we can have trusting relationships as a foundation for success. We have great capacity as a community if we collaborate together.

Open-mindedness speaks of openness to new learning, to change, and to critical feedback so that we can become effective inquirers into the teaching and learning practices and dispositions that facilitate success.

Equity speaks of the desire we have for everyone's voice to be heard and for coherence as a community. It also speaks of our commitment to growing capability and success for all throughout our community.

Community

Students throughout the Kāhui Ako achieve very well academically and in relation to their vocational pursuits and other educational outcomes. All schools in the Kāhui Ako prioritise students' wellbeing and learning needs and plan strategically to improve. Schools throughout the Kāhui Ako have much to contribute to each other in terms of well considered and effective governance, leadership and teaching practice. Distinguishing features of this Kāhui Ako are the small numbers of Māori and Pasifika students, and the relatively high socio-economic rating of most of the school's communities.

While student achievement shows that 78.7% of students are achieving At or Above the National Standard for mathematics and 76.2% of students are achieving At or Above National Standards in writing, we wish to lift achievement for all students to at least 85% or 5% shift over 3 years.

Māori students' achievement overall compares well with that of the national cohort, however, generally across the Kāhui Ako, Māori students' achievement is lower than that of their Mahurangi peers in writing and mathematics (ERO report on Mahurangi Kāhui Ako, 2015). It is also noteworthy that, the percentage of Māori students achieving above the National Standards is lower than that for non-Māori.

Our Kāhui Ako recognise that while the data shows that the percentage of Pasifika students who are achieving at and above the standard is lower than that of all students (63.2% in Reading, 64.8% in Writing and 66.4% in Mathematics), the actual numbers are small (7% or 125/1,742 students) and are concentrated in several of the schools in our Kāhui Ako. These students are included in the broader targets set for all students and by individual schools through their annual plans.

Girls overall are achieving better than boys in National Standards for reading (86.3% females, 78% males) and writing (84.4% females, 68% males). Their achievement is equal in mathematics. We will address this gender disparity by setting targets in writing to lift achievement for males.

National Certificates of Educational Achievement (NCEA) qualifications at the secondary school level are very high when compared to the local and national results and to other high decile schools. Māori students' achievement at this level is comparable to that of all other students in the school. This positive achievement success rate includes NCEA Levels 1, 2 and 3, University Entrance, and merit and excellence endorsed certificates. The secondary school's vocational qualifications picture also continues to improve over time, especially for Māori boys.

Common strengths include:

- well established and respectful relationships between staff, students and parents that support and promote students' wellbeing, learning and achievement
- welcoming, inclusive school environments and practices
- strong community and intergenerational connections and traditions
- well designed, broad curricular based on students' interests, strengths and learning needs
- achievement information being used well to modify and adapt learning programmes and strategies especially for students with special learning needs
- well informed, capable and strategic boards of trustees
- effective school leadership, underpinned by collaborative and sustainable practices.

Our schools' communities

The diversity of the community is also evident in the socio-economic demographic of the schools: from decile 4 to decile 9. The area has generally been one of stable population although Snells Beach Primary School opened in 2009 to meet the expected population growth in the Snells Beach area. More recently the Proposed Auckland Unitary Plan has signalled significant growth in the next decade for the areas with Warkworth being identified as a satellite town growing from the current 6,000 people to over 20,000 by 2030. A key aspect of this development will be the extension of the Northern Motorway to link up with State Highway 1 just north of Warkworth. Our local iwi are Ngati Manuhiri and Ngati Whatua.

Table 1. 1 March 2017 Roll (excluding international students)

School	Male	Female	NZ Pākehā	Māori	Pasifika	Asian	Other	Total
Horizon	37	43	56	11	6	2	5	80
Kaipara Flats	46	39	75	8	0	2	0	85
Leigh	18	30	32	11	5	0	0	48
Matakana	172	182	232	60	7	13	42	354
Pakiri	4	5	0	8	0	0	1	9
Snells Beach	100	104	153	24	16	2	9	204
Warkworth	301	280	341	103	56	17	64	581
Mahurangi College	698	647	881	181	81	36	166	1,345
Total	1,376	1,330	1,770	406	171	72	287	2,706

NB Pasifika groups represented in our Kāhui Ako include Tuvalu, Kiribati, Cook Island Māori, Fiji, Tonga, Samoa and Niue

A History of Collaboration

The schools which make up Mahurangi have worked closely in both informal and formal ways for some time now. All of the schools have been part of the wider Rodney-Otamatea Principals Association (ROPA). Previously two separate Learning Change Networks existed involving a number of schools in the Community as well as schools in the surrounding areas. The two LCN had a focus on literacy and raising Pasifika student achievement. As groups of schools we have also collaborated on a number of professional development initiatives.

There has traditionally been a close working relationship between a number of the primary schools and Mahurangi College due to the pathway most students take. Many schools are also part of the Mahurangi school bus transport network group.

The schools met informally on a number of occasions in the first part of 2016 and agreed to form a Community of Learning in June with Pakiri School joining in September. In September the Community was formally approved by the Minister of Education with Pakiri to be formally included from November.

Ahuroa School was represented at the formation meetings and the opportunity remains for the board of Ahuroa School to join our Community. Since the approval of the Community we have continued to develop a Vision, a set of core Values to underpin how we will work together collaboratively, and also on the Achievement Challenges.

Learning Pathways

Our community comprises a number of early childhood services, both not for profit and private. Early childhood participation in 2015 was 97.3% of the total. 224 five year olds started at our schools between April 2015 and March 2016.

The pathway from our primary schools to Mahurangi College is strong with 94% of Mahurangi College Year 7 intake coming from the schools in our Community.

After leaving school, 68% of our school leavers participate in tertiary education before the age of 19. Provision of tertiary education remains a challenge in the area as most students have to travel out of the area to continue their studies.

Learner Engagement

Learner engagement in our cluster of schools is high. Educational achievement is highly valued by parents and whānau and this is reflected positively in the data for our attendance, behaviour and secondary participation.

Data Analysis

Our interpretation of 'data analysis for achievement challenges' is twofold. The first interpretation is to lift students who are performing below expected standards. Our second interpretation is to lift achievement for all students. We aim, therefore, to consider all students for the various spirals of inquiry that we set up. This approach will send a positive message to students that they will all face learning challenges from time to time as they progress through school and into adult life. Some challenges will be cognitive in relation to academic achievement, others will be social or emotional.

To date, the principals have collaborated to analyse OTJs for National Standards and NCEA data across the Mahurangi Kāhui Ako schools. The analysis of this data identified a student population that are, in the main, achieving well in school. There were, however, identified academic achievement challenges in Writing and Mathematics within the two data sets.

Our challenge as leaders and teachers is to support those students to address those academic challenges. Our broader challenge is to accelerate the learning in those two subject areas and across the curriculum for all students. We aim, therefore, to set up a range of spirals of inquiry that will capture the interest of teachers and students and, as groups form, their first task will be to collaboratively analyse relevant data sets to identify the cognitive, social and emotional factors influencing the students' learning.

In our first year, our inquiry groups will identify relevant within-school data sets that can sit alongside the National Standards and NCEA datasets to assist in the design of interest-based spirals of inquiry (PATs, E-Asttle, Spirals of Inquiry, JAM, Gloss, STAR, running records, parent surveys, student voice survey, Schonell, Burt, Wellbeing surveys, learning maps, Probe, IKAN) . Our appointed Kāhui Ako within-school and across-school teachers will work with groups of interested teachers to analyse the data sets to identify hunches, trends and areas of focus to form our spirals of inquiry. The collaborative data analyses will identify nuances in the overarching writing and mathematics achievement challenges, which will enable us to design within and across-school inquiries to develop strategies with a range of ethnicities, levels, gender, schools and ESOL students. Detail that led to the principals' strategy team to identifying Mathematics and Writing as achievement challenges is outlined in this document.

Māori Learner Achievement

291 of our 1742 (16.7%) identify as Māori students in the 2016 National Standard data in Years 1-6. In 2016 at Mahurangi College there were 61 Māori students in Y7/8 and 121 Māori students in Years 9 -13 (13.6% of school roll). A total of 412 Māori students in our Community of Learning. All schools in our community value genuine engagement and collaboration with our iwi, hapu and whānau. A key factor in meeting the shared Achievement Challenges will be to deepen our engagement with our Māori whānau and students.

Based on the 2016 National Standards Data our Māori students are achieving:

- 207 of our 291 (71.1%) of our Year 1-8 Māori students were At or Above the National Standard for **Mathematics**. This is compared to 78.7 % for all students. This is a 7.6% percentage point difference.
- 191 of our 291 (65.6%) of our Year 1-8 Māori students were At or Above the National Standard for **Writing**. This is compared to 76.2 % for all students. This is a 10.6% percentage point difference.
- 217 of our 291 (74.5%) of our Year 1-8 Māori students were At or Above the National Standard for **Reading**. This is compared to 82.1% for all students. This is a 7.6% percentage point difference.

Based on the 2016 NCEA and UE Data our Māori students are achieving compared to other Decile 4 - 7 schools. NCEA Level 1 at 81.8 % compared to 67.4 %, NCEA Level 2 at 83.3% compared to 76.3%, NCEA Level 3 at 70.6% compared to 54.8%, University Entrance at 47.1% compared to 30.1%. Overall higher than the National Average.

Pasifika Learner Achievement

125 of our 1742 (7.2%) identify as Pasifika students in the 2016 National Standard data from Years 1-6. In 2016 at Mahurangi College, there were 29 Pasifika students in Y7/8 and 52 Pasifika students in Years 9-13 (6.2% of school roll). This gives us a total of 177 Pasifika students in our Community of Learning. Three of the schools (Mahurangi College, Snells Beach and Warkworth) have larger number of Pasifika students and do have Achievement Challenge aspirational targets. Whereas the other primary schools have smaller number of Pasifika students that are also performing well so will not have individualised targets and are instead covered in the All Student targets.

Based on the 2016 National Standards Data our Pasifika students are achieving:

- 83 of our 125 (66.4%) of our Year 1-8 Pasifika students were At or Above the National Standard for **Mathematics**. This is compared to 78.7 % for all students. This is a 12.3% percentage point difference.
- 81 of our 125 (64.8%) of our Year 1-8 Pasifika students were At or Above the National Standard for **Writing**. This is compared to 76.2 % for all students. This is a 11.4% percentage point difference.
- 79 of our 125 (63.2 %) of our Year 1-8 Pasifika students were At or Above the National Standard for **Reading**. This is compared to 82.1 % for all students. This is a 18.9% percentage point difference.

Based on the 2016 NCEA and UE Data our Pasifika students are achieving compared to other Decile 4 - 7 schools. NCEA Level 1 at 58.3 % compared to 71.8%, NCEA Level 2 at 60.0% compared to 76.5%, NCEA Level 3 at 66.7% compared to 54.8%, University Entrance at 16.7% compared to 27.8%. Overall lower than the National Average, except for Level 3.

Achievement Challenges

In deciding on the Achievement Challenges for the Mahurangi Community of Learning we have undertaken a rigorous examination of our achievement data. As noted previously we have developed a strong collaborative approach in this analysis. This level of collaboration at this formative stage of our Community augers well for the next 3-5 years. Our Boards of Trustees have also been involved at a governance level as our Community has evolved.

The focus of our Achievement Challenge in our first three years in Years 1-8 is Writing and Mathematics. We are using the Better Public Service targets for both curriculum areas and we also want to accelerate the number of students achieving at the standard and increase the number above the standard.

In Years 9-13 we will initially focus on NCEA L2 and University Entrance. At the secondary school level we also want to develop some trialling of data against the curriculum learning progressions for Years 9-10. This may see our Achievement Challenges revised after the initial period for Years 7-10 and Years 11-13.

Setting Targets

The following tables provide baseline data about student achievement in Mathematics and Writing. We intend to use this baseline data with our Kāhui Ako lead team (lead, within-school teachers and across school teachers) and teachers across our schools to design a range of within and across-school spirals of inquiry for implementation in 2018. Co-constructing targets with the teachers and the students will be an important part of that design process. We do believe by pre-determining targets for the teachers and students, we position them as passive participants from the outset. We want our teachers and students to be active in shaping the inquiries that are designed for them. Target setting below is therefore aspirational to show the shift we are considering and more relevant targets to the actual cohort of learners teachers are working with will be done with, rather than for, teachers and students.

Achievement Challenge 1: Mathematics

Aggregated Year 1-8 Data for Mathematics

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	84	4.8%	287	16.5%	905	52.0%	466	26.8%	1,742
Māori	22	7.6%	62	21.3%	139	47.8%	68	23.4%	291
Pasifika	13	10.4%	29	23.2%	65	52.0%	18	14.4%	125
Asian	0	0.0%	4	9.3%	21	48.8%	18	41.9%	43
European	47	3.8%	182	14.8%	651	53.1%	346	28.2%	1,226
Male	50	5.7%	135	15.5%	409	46.9%	278	31.9%	872
Female	34	3.9%	152	17.5%	496	57.0%	188	21.6%	870

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	6	2.6%	24	10.5%	174	76.3%	24	10.5%	228
After 2 years at school	5	2.4%	34	16.6%	133	64.9%	33	16.1%	205
After 3 years at school	9	4.9%	25	13.5%	109	58.9%	42	22.7%	185
End of Year 4	13	5.2%	50	19.9%	110	43.8%	78	31.1%	251
End of Year 5	10	4.3%	52	22.1%	102	43.4%	71	30.2%	235
End of Year 6	11	5.4%	27	13.2%	95	46.6%	71	34.8%	204
End of Year 7	14	6.3%	40	18.0%	72	32.4%	96	43.2%	222
End of Year 8	16	7.5%	35	16.5%	110	51.9%	51	24.1%	212

2016 Baseline Data by Cohort: Achieving At or Above National Standards for Mathematics

- 1371 of our 1742 (78.7%) of All learners.
- 207 of our 291 (71.1%) Māori learners.
- 83 of our 125 (66.4%) Pasifika learners.
- 39 of our 43 (90.7%) Asian learners.
- 997 of our 1226 (81.3%) European learners.
- 687 of our 872 (78.8%) Male learners.
- 684 of our 870 (78.6%) Female learners.

2016 Baseline Data by Year Level: Achieving At or Above National Standards for Mathematics

- 198 of our 288 (86.8%) of after 1 Year learners.
- 166 of our 205 (81.0%) of after 2 Years learners.
- 151 of our 185 (81.6%) of after 3 Years learners.
- 188 of our 251 (74.9%) at the end of Year 4 learners.
- 173 of our 235 (73.6%) at the end of Year 5 learners.
- 166 of our 204 (81.4%) at the end of Year 6 learners.
- 168 of our 222 (75.7%) at the end of Year 7 learners.
- 161 of our 212 (75.9%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Mathematics

A aspirational target of at least 85% 'At or Above' or a minimum of 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1742	1391	80%	1428	82%	1465	84%	1502	86%	111	6%
Male	872	709	81%	724	83%	739	85%	754	86%	45	5%
Female	870	682	78%	312	36%	334	38%	748	86%	66	8%
Māori	291	207	71%	220	76%	233	80%	249	86%	42	14%
Pasifika	125	83	66%	92	74%	101	81%	110	88%	27	22%
YEAR LEVEL	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
End of Year 5	235	173	74%	184	78%	195	83%	204	87%	31	13%

All Student Achievement

All learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on their confidence and skill level.

In Years 1-8 there will be a sustained increase from 1391 of our 1742 (80%) learners At or Above the standard to 1502 of our 1742 (86%), across all schools an increase of 111 learners (6%).

Māori Achievement:

Māori learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 207 of our 291 (71%) learners At or Above the standard to 249 of our 291 (86%), across all schools an increase of 42 learners (14%).

Pasifika Achievement:

Pasifika learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 83 of our 125 (66%) learners At or Above the standard to 110 of our 125 (88%), across schools with Pasifika learners and an increase of 27 learners (22%).

End of Year 5 Students

All learners at the end of year 5 will make accelerated progress in Mathematics by the end of 2020 in ways that build on their confidence and skill level.

In Year 5 there will be a sustained increase from 173 of our 235 (74%) learners At or Above the standard to 204 of our 235 (86%), across all schools an increase of 31 learners (13%).

Year 1 - 8 Achievement Challenge Targets for Mathematics by School

An aspirational target of at least 85% 'At or Above' or a minimum of 5% shift for each school over three years

Māori	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	36	22	61%	25	69%	28	78%	31	85%	9	24%
Matakana School	53	40	75%	42	79%	44	83%	45	85%	5	10%
Warkworth School	103	75	73%	79	77%	83	81%	88	85%	13	12%
Pakiri School	7	5	71%	5	71%	5	71%	6	85%	1	14%
Mahurangi College	61	42	69%	45	74%	48	79%	52	85%	10	16%
Horizon School	13	9	69%	10	77%	11	85%	11	85%	2	16%
Leigh School	11	8	73%	8	73%	8	73%	9	85%	1	12%
Kaipara Flats School	7	6	86%	6	86%	6	86%	7	100%	1	14%
Total Shift of Learners				220	76%	233	80%	249	86%	42	14%
PASIFIKA	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	23	18	78%	19	83%	20	87%	20	85%	2	7%
Warkworth School	56	30	54%	36	64%	42	75%	48	85%	18	31%
Mahurangi College	29	18	62%	20	69%	22	76%	25	85%	7	23%
Total Shift of Learners				75	69%	84	78%	93	86%	27	25%
BY THE END OF YEAR 5	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	30	21	70%	23	77%	25	83%	26	85%	5	15%
Matakana School	62	53	85%	54	87%	55	89%	56	90%	3	5%
Warkworth School	97	65	67%	71	73%	77	79%	82	85%	17	18%
Pakiri School	1	X	X	X	X	X	X	X	X	X	X
Horizon School	13	X	X	X	X	X	X	X	X	X	X
Leigh School	15	11	73%	12	80%	13	87%	13	85%	2	12%
Kaipara Flats School	17	14	82%	14	82%	14	82%	15	87%	1	5%
Total Shift of Learners				184	78%	195	83%	204	87%	31	13%

Achievement Challenge 2: Writing

Aggregated Year 1-8 Data for Writing

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	94	5.4%	321	18.4%	1,001	57.5%	326	18.7%	1,742
Māori	29	10.0%	71	24.4%	153	52.6%	38	13.1%	291
Pasifika	15	12.0%	29	23.2%	64	51.2%	17	13.6%	125
Asian	1	2.3%	9	20.9%	26	60.5%	7	16.3%	43
European	45	3.7%	204	16.6%	721	58.8%	256	20.9%	1,226
Male	70	8.0%	209	24.0%	482	55.3%	110	12.6%	871
Female	24	2.8%	112	12.9%	519	59.6%	216	24.8%	871

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	10	4.4%	48	21.3%	151	67.1%	16	7.1%	225
After 2 years at school	6	2.9%	37	18.0%	139	67.5%	24	11.7%	206
After 3 years at school	10	5.4%	22	11.8%	124	66.7%	30	16.1%	186
End of Year 4	11	4.4%	46	18.5%	152	61.3%	39	15.7%	248
End of Year 5	12	5.1%	55	23.2%	125	52.7%	45	19.0%	237
End of Year 6	14	6.9%	27	13.2%	106	52.0%	57	27.9%	204
End of Year 7	13	5.8%	46	20.5%	97	43.3%	68	30.4%	224
End of Year 8	18	8.5%	40	18.9%	107	50.5%	47	22.2%	212

2016 Baseline Data by Cohort: Achieving At or Above National Standards for Writing

- 1327 of our 1742 (76.2%) of All learners.
- 191 of our 291 (65.6%) Māori learners.
- 81 of our 125 (64.8%) Pasifika learners.
- 33 of our 43 (76.7%) Asian learners.
- 977 of our 1226 (79.7%) European learners.
- 592 of our 871 (68.0%) Male learners.
- 735 of our 871 (84.4%) Female learners.

2016 Baseline Data by Year Level: Achieving At or Above National Standards for Writing

- 167 of our 225 (74.2%) of after 1 Year learners.
- 163 of our 206 (79.1%) of after 2 Years learners.
- 154 of our 186 (82.8%) of after 3 Years learners.
- 191 of our 248 (77.0%) at the end of Year 4 learners.
- 170 of our 237 (71.7%) at the end of Year 5 learners.
- 163 of our 204 (79.9%) at the end of Year 6 learners.
- 165 of our 224 (73.7%) at the end of Year 7 learners.
- 154 of our 212 (72.6%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Writing

A aspirational target of at least 85% 'At or Above' or a minimum of 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
		All Students	1742	1426	82%	1471	84%	1516	87%	1558	89%
Male	871	691	79%	724	83%	757	87%	786	90%	95	11%
Female	871	735	84%	747	86%	759	87%	772	89%	37	4%
Māori	291	191	66%	209	72%	227	78%	248	85%	57	20%
Pasifika	125	81	65%	91	73%	101	81%	112	90%	31	25%
YEAR LEVEL	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
		End of Year 5	236	170	72%	185	78%	200	85%	215	91%

All Student Achievement

All learners will make accelerated progress in Writing by the end of 2020 in ways that build on their confidence and skill level.

In Years 1-8 there will be a sustained increase from 1426 of our 1742 (82%) learners At or Above the standard to 1558 of our 1742 (89%), across all schools increase of 132 learners (8%).

Māori Achievement:

Māori learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 191 of our 291 (66%) learners At or Above the standard to 248 of our 291 (85%), across all schools increase of 57 learners (20%).

Pasifika Achievement:

Pasifika learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 81 of our 125 (65%) learners At or Above the standard to 112 of our 125 (90%), across the relevant schools and an increase of 31 learners (25%).

Males Achievement:

Males will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the gender deficit that currently exists:

In Years 1-8 there will be a sustained increase from 691 of our 871 (79%) learners At or Above the standard to 786 of our 871 (90%), across all schools an increase of 95 learners (11%).

Year 1 - 8 Achievement Challenge Targets for Writing by School

A aspirational target of at least 85% 'At or Above' or a minimum of 5% shift for each school over three years

Māori	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	36	23	64%	26	72%	29	81%	31	85%	8	21%
Matakana School	53	35	66%	38	72%	41	77%	45	85%	10	19%
Warkworth School	103	66	64%	73	71%	80	78%	88	85%	22	21%
Pakiri School	7	6	86%	6	86%	6	86%	6	90%	0	4%
Mahurangi College	61	42	69%	45	74%	48	79%	52	85%	10	16%
Horizon School	13	7	54%	8	62%	9	69%	11	85%	4	31%
Leigh School	11	7	64%	8	73%	9	82%	9	85%	2	21%
Kaipara Flats School	7	5	71%	5	71%	5	71%	6	85%	1	14%
Total Shift of Learners				209	72%	227	78%	248	85%	57	20%
PASIFIKA	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	23	21	91%	21	91%	21	91%	22	95%	1	4%
Warkworth School	56	27	48%	34	61%	41	73%	48	85%	21	37%
Mahurangi College	29	17	59%	20	69%	23	79%	25	85%	8	26%
Total Shift of Learners											
MALES	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	101	69	68%	75	74%	81	80%	86	85%	17	17%
Matakana School	162	119	73%	125	77%	131	81%	138	85%	19	12%
Warkworth School	289	186	64%	206	71%	226	78%	246	85%	60	21%
Pakiri School	4	X	X	X	X	X	X	X	X	X	X
Mahurangi College	211	138	65%	152	72%	166	79%	179	85%	41	20%
Horizon School	40	26	65%	29	73%	32	80%	34	85%	8	20%
Leigh School	21	X	X	X	X	X	X	X	X	X	X
Kaipara Flats School	43	37	86%	38	88%	39	91%	39	90%	2	4%
Total Shift of Learners				644	74%	696	80%	743	85%	151	17%
BY THE END OF YEAR 5	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Snells Beach	30	21	70%	23	77%	25	83%	26	85%	5	15%
Matakana School	62	53	85%	54	87%	55	89%	56	90%	3	5%
Warkworth School	97	59	61%	70	72%	81	84%	92	95%	33	34%
Pakiri School	1	X	X	X	X	X	X	X	X	X	X
Horizon School	14	X	X	X	X	X	X	X	X	X	X
Leigh School	15	11	73%	12	80%	13	87%	13	85%	2	12%
Kaipara Flats School	17	14	82%	14	82%	14	82%	14	85%	0	3%
Total Shift of Learners				185	78%	200	85%	214	91%	44	19%

Achievement Challenge 2: NCEA qualifications

Mahurangi College Roll Based NCEA data

	NCEA Level 1		Decile 4-7	NCEA Level 2		Decile 4-7	NCEA Level 3		Decile 4-7	University Entrance		Decile 4-7
	2015	2016	2016	2015	2016	2016	2015	2016	2016	2015	2016	2016
	%	%	%	%	%	%	%	%	%	%	%	%
Total	76.8	89.0	78.0	81.5	82.8	80.8	78.1	74.8	63.1	65.7	60.6	46.3
Male	71.9	90.5	73.5	77.8	84.5	76.6	68.4	69.8	56.4	57.0	50.8	40.2
Female	82.3	87.3	81.1	85.9	81.3	82.6	91.4	79.7	66.2	77.6	70.3	51.9
Māori	77.8	84.8	67.4	70.6	83.3	76.3	92.9	70.6	54.8	71.4	47.1	30.1
Pasifika	54.5	75.0	71.8	100	60.0	76.5	50.0	66.7	54.8	16.7	16.7	27.8

Based on the 2016 NCEA and UE Data our Māori students are achieving compared to other Decile 4 - 7 schools: NCEA Level 1 at 84.8 % compared to 67.4 %, NCEA Level 2 at 83.3% compared to 76.3%, NCEA Level 3 at 70.6% compared to 54.8%, University Entrance at 47.1% compared to 30.1%. Overall higher than the National Average at all levels.

Based on the 2016 NCEA and UE Data our Pasifika students are achieving compared to other Decile 4 - 7 schools: NCEA Level 1 at 75.0 % compared to 71.8%, NCEA Level 2 at 60.0% compared to 76.5%, NCEA Level 3 at 66.7% compared to 54.8%, University Entrance at 16.7% compared to 27.8%. Overall lower than the National Average at Level 2 and UE.

The gender statistics indicate that both Males and Females are well above the national average for decile 4 - 7 schools. In 2016 there was an in-school difference in favour of boys at L1 and L2, and in favour of girls at L3 and for UE. Mahurangi College is aiming for ethnicity and gender equality in the success of our students. We will be focusing on our Pasifika students in particular.

Secondary NCEA and University Entrance Targets											
An aspirational target of at least 85% NCEA L2 and 65% UE											
COHORT	Cohort Number	2016 Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No to shift	%
Total Pasifika	28	19	68%	21	75%	22	79%	24	86%	5	18%
Pasifika Level 1	12	9	75%	9	75%	9	75%	10	83%	1	8%
Pasifika Level 2	10	6	60%	7	70%	8	80%	9	90%	3	30%
Pasifika Level 3	6	4	67%	4	67%	5	83%	5	83%	1	17%
Total NCEA Level 2	151	125	83%	127	84%	129	85%	132	87%	7	5%
Male	71	60	85%	61	86%	62	87%	64	90%	4	6%
Female	80	65	81%	66	83%	67	84%	68	85%	3	4%
Māori	18	15	83%	15	83%	16	89%	16	89%	1	6%
Pasifika	10	6	60%	7	70%	8	80%	9	90%	3	30%
Total UE	127	77	61%	81	64%	85	67%	89	70%	12	9%
Male	63	32	51%	35	56%	38	60%	41	65%	9	14%
Female	64	45	70%	46	72%	47	73%	48	75%	3	5%
Māori	17	8	47%	9	53%	10	59%	11	65%	3	18%
Pasifika	6	1	17%	2	33%	3	50%	4	67%	3	50%

Our Key Strategies for a possible approach towards our Achievement Challenges

Based on the analysis of student academic achievement trends, our achievement challenges centre on Writing, Mathematics and NCEA.

The theory of change underpinning our approach at this stage of development is a design theory which will be reviewed and adapted where necessary. The theory outlined here is that it is best to inquire into the factors underpinning the achievement challenges to identify the most useful emerging trends as the focus for development.

We will use Spirals of Inquiry (Timperley, Kaser and Halbert) as the model to guide us through our inquiry. We will use a range of strategies (for example, focus group discussions, school-specific inquiry processes, learning maps, analysing inquiries that are already under way) during the initial phase (scanning, focusing and hunch) to surface the key trends that our stakeholders believe will make the greatest positive impact on student achievement. We will then work across the network of our Kāhui Ako to verify up to three trends that are the priority areas for change.

Three linked ideas underpin this theory:

- (Interest) Only engage interested teachers to participate in the strategy development process in the first year,
- (Appreciation) Appreciate the capabilities of teachers, students and parents to contribute to strategy design, and
- (collaboration) Groups of teachers, students and parents will work Kāhui Ako collaboratively within and across schools to develop strategies in response to the trends.

Our Community Leader, Across School and Within School teachers will School then coordinate with principals, APs & DPs, teachers and students to design a set of interest-based and manageable strategies in line with the development priorities. The set of strategies will emerge from the inquiry and may include but are not limited to any mix of the following;

- Leader, teacher and student inquiries
- PLD
- Community and cultural partnerships
- Transitions between schools
- School initiatives supported by strategic resourcing from BOTs

Our monitoring and evaluation framework will ascertain the value of the set of strategies to the students, teachers, parents and leaders and the impact of the strategies on student achievement.

Monitoring and Evaluation

We have developed an initial monitoring and evaluation framework. This framework will be shared with our Kāhui Ako leadership team when that group has been appointed and they will share it with our teachers. It will be adapted as necessary to ensure that our leadership team and teachers have a strong sense of ownership over the framework

Reviewing Learning within the Mahurangi Kāhui Ako

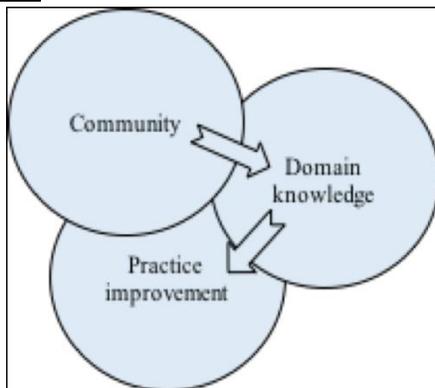
Collaboratively

celebrate learning successes and overcome challenges

Tracking relationships

“Communities of practice’ are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

<http://wenger-trayner.com/introduction-to-communities-of-practice/>

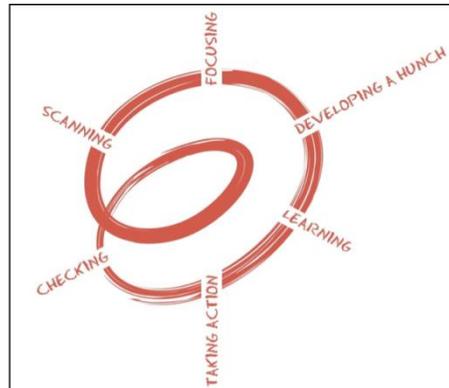


The communities of practice framework will support us to monitor and evaluate the quantity, quality and effectiveness of interactions

- within schools
- across schools
- out into the community, environment and wider world

Tracking tasks

“The spiral of inquiry is focused on changing the experiences of learners through new learning and new actions. In this way the spiral of inquiry leads to innovative action; it is an ongoing spiral of inquiry, learning and action.” Series 234. Framework for transforming: Innovation and the spiral of inquiry. Timperley, Kaser and Halbert, 2014.



The spirals of inquiry framework will support groups of inquirers to monitor and evaluate the quantity, quality and effectiveness of inquiries to;

- retain high-impact existing mindsets and practices,
- adapt and/or remove low-impact existing mindsets and practices, and
- introduce innovative new mindsets and practices.

Checking for impact

Review the impact of the Kāhui Ako interactions and inquiries on valued student outcomes

The framework places ‘learning on top’ as our overarching focus for all participants. We want our leaders, teachers, students, families, whānau, schools and the broader community to collaboratively celebrate learning successes and overcome challenges.

Underneath that overarching focus are two vital elements of learning; building relationships and completing tasks.

We intend to monitor both of those elements of learning.

Two frames will guide our monitoring and evaluation of relationship building and task-orientation in the early stages of our community building. Wenger's Communities of Practice frame will assist us to monitor and evaluate the growth of learning 'relationships' within our Kāhui Ako. Timperley, Kaser and Halbert's Spirals of Inquiry frame will assist us to monitor and evaluate the learning 'tasks' that our teachers, students, leaders and communities embark on.

Our monitoring and evaluation framework will activate the various teams to check for impact in our community building; the strategic principal team, governors, teachers, students, families and whānau.

Strategic principal team.

Each year the principals and Kāhui Ako lead team (Lead, within-school and across-school teachers) will co-construct combined Kāhui Ako goal/s to be included in each school's Annual Plan. Principals will receive regular updates on implementation from the Kāhui Ako Lead so we can monitor progress throughout the year. The Principal's Strategy Group will meet on a termly basis, primarily to monitor progress of our Kāhui Ako goal/s. These sessions will involve 45 minutes of input from our expert partner and 45 minutes monitoring of progress in both community building and inquiries to lift student outcomes. Once a term, following the meeting of the Principals' Strategy Group, an update will be provided by the Kāhui Ako lead, to the Boards of Trustees of each school. Those updates will focus on tracking the quantity of people involved in our Kāhui Ako activities, the quality of that involvement and the effectiveness in terms of student outcomes.

Boards of trustees.

A combined Board meeting will be held once each year during which the Kāhui Ako to report on progress towards our Achievement Challenge goal/s and/or to launch new strategies. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as we move into Years 2 and 3 of this Kāhui Ako initiative.

Teacher leadership.

Our Kāhui Ako lead team (Lead, within-school teachers and across-school teachers) alongside participant teachers and leaders engaging in our within-school and across-school inquiries will take responsibility to co-construct their inquiries and set specific goals and targets to monitor progress. Goal and target setting as well as monitoring and evaluating those goals/targets will require some agreed structures and processes for gathering evidence, both quantitative and qualitative. It will be best for the inquiry teams to develop those structures and processes to develop a sense of ownership from the outset.

Engaging students, family and whānau.

In order to be adaptive responsive practitioners, we will work with our stakeholders as partners (students, parents) to achieve successful outcomes.