

South Taranaki - Hawera Kāhui Ako Achievement Challenge Plan

Our Shared Vision

Whakaraupō i a koutou e te iwi - In the words of Te Whiti
“We are stronger when we grow together as one”

We are guiding ākonga who, from age 0-24 years, will continue to develop the values, knowledge and competencies that will enable them to live full and satisfying lives, and who will be active contributors to, and participants in, our South Taranaki community, or wherever they find themselves in the future. Achievement for us begins with Hauora which underpins all other success.

We need a wider definition of success, one co-constructed with whānau and iwi. We want a vision of student success that is unique to the rohe of Ngati Ruanui, Ngā Rauru, Ngāruahine and Taranaki, where our schools are located. We want to identify and build on the passions, talents and unique gifts of each ākonga. We need to get to a point where **all** ākonga are highly skilled and innovative. **All** ākonga need to have equitable access to the best teaching and learning. Our target is to accelerate achievement for **all** ākonga in the areas of reading and mathematics.

Hauora underpins every person’s ability to contribute and function in a changing world. Therefore, our community needs to make the most of opportunities offered by new knowledge, skills and technologies. Increased emphasis is required on being future focused, globally connected and having an aspirational vision for our young people that sets the stage for them to be successful designers and innovators in the modern world.

We want our students to be engaged, committed, and motivated citizens who live life to the fullest, and who willingly serve their community with mana and enthusiasm. We believe that we need young people who will work together to create a community in which Māori and Pākehā respect each other as full Treaty partners. One in which all cultures are valued for the contributions they bring. We want a community where all citizens benefit from as with equal opportunities for all.

Our ākonga will continue to develop the skills and key competencies so as to:

- Demonstrate initiative
- Be risk takers
- Be adaptable and resilient
- Aspire to be the best they can
- Have an emphasis on creativity and innovation
- Be self-managers and self-regulators
- Articulate, share, and discuss their learning journey with others
- Affect positive change
- Celebrate and support the learning of others
- Focus on solutions and the process needed to reach them
- Be proud of their achievements: It is okay to shine
- Be humanitarians by being motivated to solve social problems

Our Background

The South Taranaki - Hawera Kāhui Ako is made up of thirteen (13) schools. Our schools are located from as far south as Mokoia, through Hawera and out to the coastal area of Opunake. Our Kāhui Ako consists of a range of primary, intermediate, special character and high schools. There is a range of early childhood services from which children transition into our schools. Students from our primary schools transition into Hawera and Opunake High Schools as well as other schools, including boarding options out of our district.

We have a commitment to developing an authentic relationship and strong connections with our three local Iwi; Ngāti Ruanui, Ngāruahine and Taranaki. To date we have included iwi members on our appointments panel, in the development of this Achievement Challenge Plan, as well as in the progress of our professional learning. There will be on-going partnerships with iwi across all of the key approaches that will be used in our Kāhui Ako.

South Taranaki is a strong farming area. Oil and Gas, Fonterra, and Yarrows Bakery are some of the large industries in the area.

Our schools:

- Hawera Christian School
- Hawera High School
- Hawera Intermediate
- Hawera Primary School
- Manaia Primary School
- Mokoia Primary School
- Normanby Primary School
- Opunake High School
- Ramanui Primary School
- St Joseph's School Hawera
- St Patrick's Kaponga
- Tawhiti Primary School
- Turuturu Primary School

We are committed to working closely with the South Taranaki (Patea) Kāhui Ako. The schools in this Kāhui Ako are:

- Kakaramea School
- Patea Area School
- St Joseph's Patea
- Waverley Primary School
- Whenuakura School

Our Shared Values

We have developed these agreed values through initiating discussions with a wide range of stakeholders. Our shared values are the important qualities we aim to demonstrate through our work and relationships with others in our community:

- Trust - be transparent, be honest, have integrity
- Responsibility - be present, engaged and do what you have agreed to do in a timely manner
- Honesty - communicate with clarity and precision
- Valuing and acknowledging each other's opinions - honouring and seeking to understand, ideas and thinking; be respectful and listen respectfully
- Growth mindset - doing things differently, continuous improvement, having a go, pushing the boundaries of what is possible, addressing questions that matter

Our Working Protocols

We will work together by:

- Following the principles of The Treaty Of Waitangi
- Following the principles of pono and tika - to be true and correct
- Interacting according to our Memorandum of Understanding and Code of Conduct which all schools and early childhood centres have signed
- Collaborating with our Wider Community - partnering and engaging with our schools, parents and whānau, iwi, Boards of Trustees and wider school community (ECE, Tertiary, Council, Business)
- Building a Stewardship group that is inclusive of our whole community and where roles and responsibilities are defined
- Developing a shared South Taranaki "Way of Being"

Our Evidence Review

We have considered a wide range of evidence (NCEA, National Standards, Student Engagement, ERO reports as well as the Voice of school leaders, teachers, students and whānau) as we have crafted this Achievement Challenge Plan. We have used the evidence to develop the indicators in each of the challenges and we will continue to use evidence to determine on-going progress in our Kāhui Ako.

We believe that the use of both quantitative data and qualitative evidence is important. The student, whānau, teacher and leader voice that we are gathering in our current professional learning is confirming for us that this qualitative data is as equally important as quantitative student achievement data. We are also very interested in the on-going collection of evidence that shows us the pathways and destinations that students have accessed after leaving secondary school. This information will help us strengthen the pathways for ākonga in their schooling years and will better equip them for their roles as citizens, as well as opportunities for either further education and / or employment.

This achievement challenge document uses National Standards data, as it was a measurement tool that was consistently used across the Kāhui Ako. However, in the future, we may review this and use an alternative measure if the Kāhui Ako agrees on an alternative that is more appropriate to our Community.

Our Overarching Strategy

Raising Student Achievement through the development of a **Relationships-based Teaching and Learning** approach.

Why do we need to adopt this overarching strategy?

Evidence from a relationship-based teaching and learning approach, such as Culture Counts Plus, supports our thinking that the way teachers form relationships with taura and whanau, develop effective teacher pedagogy, and the way leaders lead will make a difference for all of our ākonga.

Within Culture Counts Plus, “The findings of Emeritus Professor Russell Bishop’s research, drawn from authentic ‘voices’ of students, families, teachers and school leaders, are focused on the **relationships and interactions** that occur between teachers and students in the classroom that maximise student success¹. Together these relationships and interactions have been used to develop and research the effectiveness of a **‘Relationships-based Teaching Profile’**. The family-like context for learning in the Relationships-based Teaching Profile focuses on relationship areas such as, agency, care and trust, high expectations, a consistently well-managed learning environment, and a shared knowledge of what the student needs to learn. The interactions within the family-like context for learning consist of teachers drawing on the prior learning of students, the adoption of formative assessment (feedback and feed-forward), the use of co-construction techniques, and student-teacher power sharing.” *Culture Counts Analysis of Voices Report, Laurayne Tafa (2017)*.

What are our indicators?

We have collected baseline voice data from students, whānau, teachers and leaders across all schools in our Kāhui Ako. The voices below have been grouped based on the ‘voice’ or role of the stakeholder. The findings are presented within the context of the enablers and barriers that were found in the discourse:

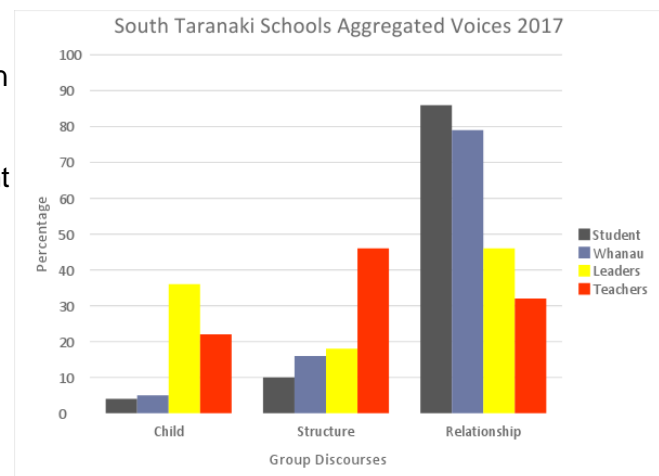
- An *enabler* is something that is being practiced that will support the effective implementation of Relationships-based Learning and the Ministry of Education Strategic Plan to achieve identified targets.
- A *barrier* is something that is not being practiced, or is being done poorly, that will have a detrimental or negative impact on the effective implementation of Relationships-based Learning and the Strategic Plan achievement of identified targets.

The change of voice from ‘deficit’ to ‘agentic’ will demonstrate a change in teacher practice and will be evidenced in an increase in student engagement and academic achievement.

By developing a sustainable cycle of voice collection, analysis, teacher observations and coaching we will impact on engagement and achievement across the Kāhui Ako.

How will we know we have been successful?

- The voice collected from stakeholders will indicate a shift from being ‘deficit’ to ‘agentic’
- Measures of student participation and engagement will increase
- Over time student achievement will accelerate.



Achievement Challenge One - Literacy (Reading) Years 1 - 10

Why do we need to take on this challenge?

We believe that reading literacy skills underpin the progress of all of our learners. In particular, reading impacts on achievement in all areas of the curriculum, including mathematics. While we do well teaching our learners to read (percentage number of learners achieving “below” or “well below” in reading decreases between year 0 - year 8) we need to explore how well we teach our learners to use reading as a tool to learn in a variety of increasingly complex contexts, particularly in writing and mathematics. We believe that raising achievement in reading will impact on their achievement in mathematics - our hunch is that some of the difficulties in mathematics come from children not being able to read for meaning; that is, being able to unpack and understand the question asked.

Without an explicit focus on accelerating Māori achievement in reading, overall individual achievement will suffer. This is because of the numbers of our young Māori learners who have underachieved in the past. These learners will continue to underachieve if we continue with the status quo.

Years 1 - 8

Our National Standards (2016) reading data analysis indicates that there is a need to focus on accelerating the progress in reading of 34% of students who identify as Māori and 27% of boys by the end of 2020.

One of the Kāhui Ako’s next steps is to identify the intersection between Māori and boys for whom a shift in achievement is required. This will provide an immediate ‘target’ group of ākonga for the Kāhui Ako to focus on.

What are our indicators?

Reading Interim Shift Table for Year 1 - 8 Students from 2018 to 2020								
	Baseline Data WB & B End 2016	Interim Target 2018 Shift	Interim Target 2019 Shift	Interim Target 2020 Shift		Shift Required From WB/B to At/Above		Target 2020 At or Above
	% (no.)	% (no.)	% (no.)	% (no.)		% number of B/WB who need to move		% (no.)
All Students (1607)	23.8% (383)	34% (48)	33% (47)	33% (47)		37% (142)		85% (1366)
Māori (635)	34.2% (217)	19% (41)	19% (41)	18% (40)		56% (122)		85% (540)
Non-Māori (972)	17.2% (166)	4% (7)	4% (7)	4% (6)		12% (20)		85% (826)
Boys (844)	27.1% (229)	15% (35)	15% (34)	15% (34)		45% (103)		85% (717)
Girls (763)	20.0% (153)	8% (13)	8% (13)	8% (13)		25% (39)		85% (648)

Years 9 and 10

Research shows that students working at e-asTTle level 4P and above, as measured by e-asTTle reading by the end of year 10, are likely to have more success in NCEA. However, considering the New Zealand Curriculum principle of High Expectations we need to move the expectation across the Kāhui Ako for Year 10 to be at e-asTTle level 5P, for reading.

Therefore, 32% (67/208) Year 10 learners need to have made accelerated progress of 3 or more e-asTTle sub-levels, to be working at 4P or above by the end of Year 10. This will require substantial resourcing to make this shift and more importantly to maintain the gains made.

A next step for our Kāhui Ako, is to disaggregate the data in order to identify gender and ethnicity trends, with the aim to provide increased targeted interventions.

Reading Shift Table for Year 10 Students								
	Baseline Data Start 2017 Below Level 4P	Interim Target 2018 Shift	Interim Target 2019 Shift	Interim Target 2020 Shift		Shift Required to at or above 4p		Target 2020 At or Above
	% (no.)	% (no.)	% (no.)	% (no.)		% number of B/WB who need to move		85% (no.)
All Students (208)	32% (67)	18% (12)	18% (12)	18% (12)		54% (36)		85% (177)

How will we know we have been successful?

Student assessments will be based on a wide range of tools, conversations, narratives and observations in order to measure of a learner's achievement and engagement in reading.

- We will have gathered data that shows a significant shift in student achievement
- We will have raised the expectations of the e-asTTle level attained to 5P across our Kāhui Ako.

Achievement Challenge Two - Mathematics Years 1 - 8

Why do we need to take on this challenge?

We believe strong foundations in numeracy are required for ongoing success and learning in mathematics. What is required is for all ākonga to have equitable access to the best teaching and learning. We need to work together as a community of schools to identify the strengths that we have as a collective, and identify the barriers that are contributing ākonga making less than expected progress. We will investigate what is contributing to the barriers for achievement for some ākonga in years 1 - 8.

Without an explicit focus on accelerating Māori achievement, overall achievement will suffer. This is because of the numbers of our young Māori learners who have underachieved in the past. These learners will continue to underachieve if we continue with the status quo.

Years 1 - 8

Our National Standards (2016) data analysis indicates that there is a need to focus on accelerating the progress in mathematics for students who need to make accelerated progress to move from the below categories to at or above. Students will need to be progressing through the curriculum levels appropriate to their year level. There are 36.5% of Māori students and 25% of non-Māori students who are in this category who need to make accelerated progress.

What are our Indicators?

Mathematics Interim Shift Table for Year 1 - 8 Students from 2018 to 2020						
	Baseline Data WB & B End 2016	Interim Target 2018 Shift	Interim Target 2019 Shift	Interim Target 2020 Shift	Shift Required From WB/B to At/Above	Target 2020 At or Above
	% (no.)	% (no.)	% (no.)	% (no.)	% number of B/WB who need to move	% (no.)
All Students (1607)	29% (474)	17% (81)	16% (76)	16% (76)	49% (233)	85% (1366)
Māori (635)	36.5% (232)	20% (46)	20% (46)	19% (45)	59% (137)	85% (540)
Non-Māori (972)	25% (242)	14% (34)	13% (31)	13% (31)	40% (96)	85% (826)
Boys (844)	29% (246)	18% (43)	17% (42)	17% (42)	52% (127)	85% (717)
Girls (763)	30% (228)	17% (38)	17% (38)	16% (37)	50% (113)	85% (648)

How do we know we have been successful?

Student assessments will be based on a wide range of tools, conversations, narratives and observations. Assessments will not be solely guided by (comparative) tests that are less effective measures of a learner's true ability to be engaged in thinking mathematically and statistically, solve problems and model situations using a range of mathematical knowledge and strategies.

- We will have gathered data that shows a significant shift in student achievement and
- We will have raised the expectations of levels attained across our Kāhui Ako.

Achievement Challenge Three - NCEA, Retention at School and Skills to enhance Student Pathways

Why do we need to take on this challenge?

The South Taranaki community wants to see ākonga leaving school with the skills, knowledge and qualifications they need to make a successful transition to further education, training and employment. It is well documented that ākonga achieving NCEA Level 2 is one of the key indicators of this success, and enables young people to have real choices once they leave school. Retention at school is a priority in order to achieve NCEA Level 2, as well as to experience success as a life-long learner.

In South Taranaki we have identified that:

1. Senior secondary school students achieve well at NCEA Level 1, with the outcomes equal to or above national averages.
2. 84% of our students who have engaged until the end of year 12 leave school with NCEA Level 2.
3. 23% of our students move onto further training at Level 1 - 3 and a further 18% transition to gaining qualifications at Level 4 and above.
4. A number of students beginning a Level 4 or above qualification do not complete their courses.
5. We are unable to determine the destination of our students who leave school and do not transition to further training, mainly due to a wider range of employment opportunities in this mostly rural area of Taranaki.
6. An area for further investigation is to identify the attrition rate of ākonga between Year 8 and Year 12.

What are our Indicators?

School Leavers with NCEA Level 2 and Above and Retention at School to age 17				
	Baseline Data	Future Indicators		
	2016	2018	2019	2020
Leavers with NCEA Level 2 & Above	84% (189)	86%	87%	88%
Retention at School to age 17	80% (233)	84%	87%	90%

Students Destinations 1 Year Post Secondary School (School leaver Cohort Year)					
		2016 (2015)	2018 (2017)	2019 (2018)	2020 (2019)
Enrolled in Tertiary Level 4 & above	% of Total Number	28% 64	33% ~76	38% ~88	43% ~99
**Enrolled in Tertiary Levels 1 - 3	% of Total Number	23% 54	28% ~65	33% ~76	38% ~88
**Not enrolled in Tertiary	% of Total Number	49% 113	39% ~90	29% ~67	19% ~44
Total	% of Total Number	100% 231	100% 231	100% 231	100% 231

NB:

1. Current data available does not allow us to determine the number of students that leave secondary school and go straight into employment. Due to the rural nature of the secondary schools there are a range of employment opportunities in the wider community. It is the intention of the Kāhui Ako to track the destination of school leavers going straight into employment over 2018 and 2019.
2. **It would be desirable to reduce the number enrolled in Tertiary Levels 1 - 3 as this is the core work of the school, however, if those students in the “not enrolled in Tertiary” category choose the Levels 1 – 3 option rather than Level 4 & above, then that is at least preferable than not being enrolled.

How do we know we have been successful?

We will know we have been successful when:

- We have a higher percentage of our school leavers attaining NCEA Level 2 or above, which provides a pathway to work and economic independence
- We have a higher percentage of our school leavers moving into NZQA level four or higher qualification pathways
- We have accurate data about our school leavers who choose to move directly to work and who do not transition to tertiary
- We are able to determine that our students have the 21st century skills gained through a “License to Work” or similar programmes (e.g. personalised learning pathway).

Our Key Approaches - What will we prioritise to take action?

We have developed four key approaches that will underpin our collaborative achievement challenges and indicators. It is our intention that these approaches will be evident in the work carried out across our Kāhui Ako. These will help us to achieve our identified achievement challenges and resulting indicators.

Whānau and Iwi - Mā te mahi tahi, ka ora ai te tamaiti

- In terms of developing relationships, we have engaged with the three Treaty principles recognised and outlined in the *Royal Commission on Social Policy* (1988): Partnership, Participation and Protection.
- Within a schooling and community setting we seek to uphold Partnership through engagement in relationships that are mana enhancing; enhance mutual respect, honesty, tolerance and acting in good faith. Participation is about securing equitable participation for Māori learners as tangata whenua within mainstream education settings. And through Protection we aim to actively promote, engage and protect whānau, hapū and iwi cultural practices, identity and language.
- Our explicit focus on whānau and iwi partnership is to develop collaborative connections and educational learning partnerships with whānau, hapū and iwi that are inclusive of:
 - Mutually respectful relationships
 - Valuing and promoting whānau and iwi voices and solutions
 - Holistic practices that place the wellbeing of the student and their whānau at the centre of learning and teaching
 - Engagement that is constructive and potential focused
 - Learning environments that reflect their iwi culture, values and practices that strengthen self-esteem and their identity.

From what has been described above we will be listening to and partnering with iwi - Ngā Rauru, Ngati Ruanui, Ngāruahine and Taranaki - in order to work towards educational success.

Developing Culturally Sustaining Pedagogies and Practice

As stated earlier in this Achievement Challenge Plan, Developing Relationships-based Teaching and Learning is our overarching strategy for accelerating Māori student achievement. There is also an expectation that this strategy will also accelerate non-Māori student achievement.

Evidence from the Culture Counts Plus approach supports our thinking that:

- The way teachers form relationships with children and whanau, effective teacher pedagogy and the way leaders lead will make a difference for all of our children
- Effective teacher pedagogy and the way leaders lead will make a difference for all of our children. A significant difference can be made when:
 - Leaders develop and strengthen powerful whānau connections
 - Leaders engage and collaborate with learners
 - Leaders demonstrate engagement and involvement with learners, their whānau and the wider community about learner pathways
- Our teachers need to promote active learners who have agency. We need teachers who are engaging and connecting with learners and their whānau to ensure they are future focused, with authentic learning experiences that resonate across their learning pathways
- Our leaders grow a collaborative inquiry mindset to build teachers' individual and collective capacity to meet the needs of every learner. The collaborative inquiry structure offers the ability to address the achievement challenges and inquire into new and innovative practices.
- Our leaders need to strengthen educational pathways and effective transition systems and practices

Developing Future Focused Pedagogies and Practice so that all Ākonga:

- Experience the educational pathway through the development of a shared curriculum from ECE through to tertiary
- Have the opportunity for High School / business internships and better careers knowledge
- Have the opportunity to be innovators, creators and designers of knowledge
- Know the new basics in areas such as digital and global working, design and entrepreneurship
- Have an ability to use new knowledge to achieve results, through creative and critical thinking, working collaboratively to solve problems and communicate results
- Are encouraged to be curious, tenacious, organised, emotionally resilient and a team player and other such skills that will enable them to access further study and/or employment
- Have a growth mindset that keeps them learning, unlearning and relearning
- Are agentic (self-organised, self-reflective, pro-active, self-regulating) learners, via
 - Learning through play
 - Student inquiry
 - Collaboration
- Have access to a Kāhui Ako-wide curriculum that is responsive to personalised learning pathways and individual preference
- Develop digital fluency for all learners as a crucial building block for lifelong learning

Collaborating as a Kāhui Ako

The two South Taranaki Kāhui Ako believe that by collaborating and working together we can achieve more for our learners than any one person or school could achieve by themselves. Growing leadership across our Kāhui Ako will allow us to ensure our kaiako are effective and our ākonga are engaged, motivated and successful.

We will do this through:

- Engaging in professional development opportunities with a focus on coaching and mentoring
- Developing an andragogic mindset - growing our in schools leaders who understand how adults learn and to work effectively with them
- Ensuring we have collaborative, disciplined inquiry approaches
- Sharing assessment tools and moderation practices
- Sharing across Kāhui Ako teacher expertise, and resources

Benefits include:

- Greater achievement outcomes for all learners, particularly our priority learners
- Increased learner engagement and motivation
- Effective teacher practice shared across our Kāhui Ako
- Targeted professional development that has an impact on accelerated progress for all ākonga
- Clear, consistent and seamless educational pathways established both within and between centres and schools
- Stronger connections and engagement with whānau, hapu, and iwi
- Sustained accelerated performance for all tauira
- A shared understanding of the pathway for learning - ako (ako translates as 'to teach and to learn' so it is a multi-faceted concept not a singular action)