

# North Porirua Community of Learning/Kāhui Ako



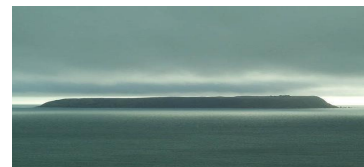
## Achievement Plan 2017-2019

Aotea College                      Adventure School                      Discovery School  
Papakowhai School              Pauatahanui School                  Plimmerton School  
Postgate School                  Pukerua Bay School                  Rangikura School  
St Theresa's Catholic School

*Ehara taku toa i te toa takitahi,  
Engari taku toa i te toa takitini*

*My success is not mine alone as it was not the work of one but the contribution of the collective*





## **Our Vision**

To work together to raise the achievement and engagement of all students in a culturally responsive, future-focused and innovative learning ecology.

## **Our Values**

Across our community, we value:

- Honesty
- Trust
- Collaboration
- Respect
- Equity
- Community

We will build on existing cooperative relationships between schools, in order to create a Community of Learning/Kāhui Ako that is collaborative and responsive to the needs of all students.

## **Who are we?**

This Community of Learning/Kāhui Ako comprises nine primary schools and a co-educational secondary school near the Pauatahanui Inlet in the Porirua Harbour. One Catholic primary school caters for students in Years 1-6, and all other primary schools cater for students from Years 1-8. The secondary school provides education for Years 9-15. One school is in a semi-rural location and draws its students from a wide geographic area, as does the secondary school.

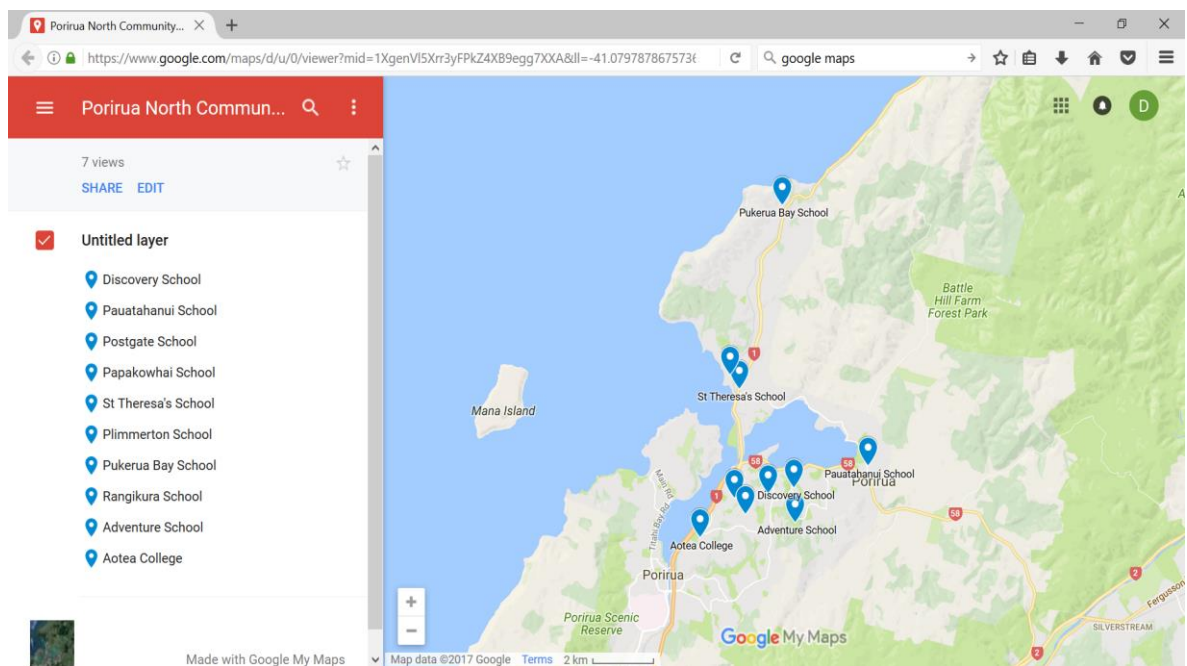
Rolls in the nine primary schools range from 172 to 522, and the secondary school caters for approximately 1000 students. There are 230 teachers across this Kāhui Ako. Most rolls are stable or are increasing. Within the community there are some schools with a high transient population. Currently there are 3,843 students across the Kāhui Ako with 888 identifying as Māori and 618 of Pacific heritage.

Students in the primary schools follow a number of different pathways to secondary schools across the Wellington region, and the secondary school draws students from schools within and beyond those in this Kāhui Ako.

The schools in this Kāhui Ako have a history of working together through various networks and local events. Connections in the past have been through an ICT cluster, Achievement Porirua, Principal networks, AP/DP cluster, and numerous sporting events. These connections provide a platform for moving forward into stronger collaboration within and across the community.



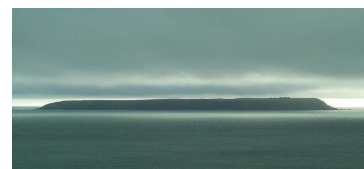
Some schools are already networking with their community to provide additional opportunities for their students, through community hubs, an activity centre, adjacent early childhood centres and local marae. These connections provide opportunities for future development across the Kāhui Ako. Several schools have made recent investments in upgrading digital technologies and property.



Location of schools in North Porirua Community of Learning/Kāhui Ako

### Whānau and iwi connections

Kāhui Ako leaders have shared their current connections to whānau and iwi, and found that they already have many connections in common across the Kāhui Ako. Building on these connections and strengthening links with each other will support the further development of across-school collaboration. Some of the existing connections include Matariki celebrations led by Ngāti Toa, professional learning in te reo and tikanga Māori by the same providers, connections through kapa haka tutors, connections with the Police College tutors, and marae connections to Hongoeka and Takapūwāhia marae. Kaumātua from Ngāti Toa have extended an invitation to our Kāhui Ako to visit Tākapuwahia marae and continue learning about local stories and furthering our relationship with iwi, hapū and whānau. The Ngāti Toa Education Strategy and Implementation Plan (2014) outlines a vision and goals for ngā uri o Ngāti Toa, and we will be open to ways in which our Kāhui Ako can support the aspirations outlined in that plan.

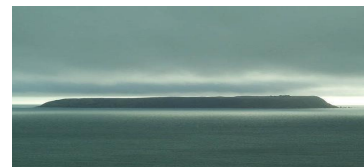


Māori students within our Kāhui Ako affiliate to a number of iwi as outlined below:

Aotea	3	Ngati Kahu	3	Ngati Paoa	3
Nga Puhi	107	Ngati Maniapoto	26	Taranaki	3
Tainui	25	Ngati Raukawa (Horowhenua/Manawatu)	8	Ngati Apa	2
Ngati Raukawa	13	Ngati Ruanui	8	Ngāti Ranginui	3
Te Atiawa	27	Ngati Tahu-Ngati Whaoa (Te Arawa)	2	Ngaruahine	5
Ngati Toarangatira Te Whanganui a Tara	3	Ngati Whakauae	1	Uenuku Kopako Te Arawa	1
Ngati Toarangatira (Te Waipounamu)	1	NgatiWai	2	Ngai Tahu/Kai Tahu	36
Ngati Toa	55	Ngati Tuwharetoa	43	Waitaha	2
Ngati Kahungungu Heretaunga	1	Ngati Whatua	3	Whakatoea	4
Ngati Kahungunu	99	Tangahoe	1	Whanau a Apanui	15
Ngati Porou	145	Te Aitanga A Mahaki	1	Pakakohi	2
Nga Mutunga	3	Te Ati Hau Nui-A-Paparangi	15	Ngati Rangī	3
Te Rarawa	7	Tuhoe	42	Ngati Rangitane	6
Te Arawa	28	Ngati Kahungunu ki Te Wairoa	6	Ngati Awa	15
Not stated	96	Ngati Kuia	1	Ngati Maru	3
Muaūpoko	2	Ngati Manawa	1		
Ngā Rauru	5	Ngati Rārua	2		

### Early Childhood connections

Initial meetings have been held with early childhood educators in our region. These have resulted in positive relationships being formed, with a view to longer term collaboration. Participants have had opportunities to find out about each school or early learning centre. Further sessions are planned with a focus on building relationships and learning about cross-curricula links between Te Whāriki and NZC, and effective pedagogy in early childhood and school settings.



## **Our Achievement Challenges**

The North Porirua Kāhui Ako has identified four key achievement challenges. The evidence used to inform achievement challenges and action planning included National Standards data from the end of 2016 for years 1-8, NCEA data, year 9 and 10 numeracy data, teacher survey, and Analysis of Variance data from individual schools. Whilst overall achievement in years 1-8 is high, the data analysis indicated that writing and mathematics achievement was not as high as that of reading, and therefore our achievement challenges focus on those areas.

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

As community leaders, we identified the need to engage students and teachers in learning that would bring the community members together and extend pedagogy beyond current practice. Through STEAM (Science, Technology, Engineering, the Arts and Mathematics) we intend to foster programmes of learning that encourage inquiry and problem-solving within authentic contexts. In addition to the challenge around mathematics, we are also inquiring into the achievement of our students in science for this period of time, and see the opportunities for writing to be developed in these contexts. We see this as a long-term project that will unite our community. Over the longer term, we intend to develop Technology, Engineering and the Arts.

Our goals are:

### **Achievement Challenge 1: Mathematics (Years 1-10)**

By the end of 2019:

- At least 87% of students will be achieving at or above the National Standard for mathematics in years 1-8
- At least 85% of students will be achieving at or above curriculum level 4 by the end of year 9
- At least 85% of students will be achieving at or above curriculum level 5 by the end of year 10

### **Achievement Challenge 2: Writing (Years 1-8)**

By the end of 2019:

- At least 85% of students will be achieving at or above the National Standard for writing



### **Achievement Challenge 3: Science (Years 4-10)**

By the end of 2017:

- To gather relevant baseline data in science for years 4-8 using NZCER Thinking with Evidence
- To establish relevant targets in science for years 4-10

### **Achievement Challenge 4: NCEA (Level 3)**

By the end of 2019:

- Roll based achievement at NCEA Level 3 will increase to 65%

### **Achievement Challenge 1: Mathematics**

In 2015, overall achievement in Mathematics was 83.1% at or above the National Standard. Data gathered at the end of 2016 shows that overall achievement in Mathematics was 83.4%.

Whilst the overall achievement level in Mathematics within the Kāhui Ako is high, there is some variation in terms of ethnicity, and across schools. 86% of Pakehā students, and 86% of Asian students are at or above the standard, whilst 79% of Māori and 75% of Pasifika students at or above the standard.

**Table 1.1 Mathematics National Standards Years 1-8 by Ethnicity (End of 2016)**

	Māori	Pasifika	Pākehā	Asian	Other
Above	16% (86)	12% (48)	35%(622)	30%(46)	17%(13)
At	63% (340)	63% (257)	51% (911)	56% (85)	67% (50)
At or Above	79%	75%	86%	86%	84%
Below	19% (103)	20% (81)	12% (213)	13% (20)	13% (10)
Well Below	2% (13)	5% (19)	1% (26)	1% (1)	3% (2)



### Mathematics Operational Targets:

- a. Increase % of All students in years 1-8 achieving at or above national standard in Mathematics to 87%

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
83% (2,457/2,946)	85% (2,504/2,946)	86% (2,534/2,946)	87% (2,563/2,946)	4% (106)

Whilst 4% increase is a modest target for All students, our particular focus will be to achieve equity and excellence by raising achievement for Māori and Pasifika students, as outlined below:

- b. Increase % of Māori students in Years 1-8 achieving at or above national standard In Mathematics to 87%

All Māori Y1-8 At or Above national standard in Mathematics

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
79% (426/542)	83% (449/542)	85%(460/542)	87% (472/542)	8% (46)

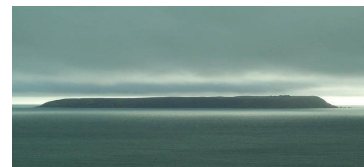
- c. Increase % of Pasifika students in Years 1-8 achieving at or above national standard in Mathematics to 87%

All Pasifika Y1-8 At or above national standard in Mathematics

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
75% (305/405)	83% (336/405)	85% (344/405)	87% (352/405)	12% (47)

- d. Increase % of year 9 and 10 students achieving at or above curriculum level in Mathematics to 85%

Baseline Numeracy data Entry 2017	Projected progress end of 2017	Projected progress end of 2018	Target end of 2019	All cohort progress
Year 9 (Level 4) 53% (121/230)	75% (172/230)	80% (184/230)	85% (196/230)	32% (75)
Year 10 (Level 5) 38% (66/172)	68% (117/172)	78% (134/172)	85% (146/172)	47% (80)



## Achievement Challenge 2: Writing

In 2015, overall achievement in writing was 81.4% at or above National Standards. Boys were achieving at 74.6% compared to 88.3% for girls. Māori achievement in writing was 74.8%, and 78.5% for Pasifika students.

2016 data shows that the overall achievement level in writing within the Kāhui Ako is high, although not at the same levels as reading or mathematics. There is some variation in terms of ethnicity, and across schools. 85% of Pakehā students are at or above the standard, whilst 78% of Māori, 74% of Pasifika students, and 75% of Asian students are at or above the standard.

**Table 2.1 Writing National Standards Years 1-8 by Ethnicity (End of 2016)**

	Māori	Pasifika	Pakehā	Asian	Other
Above	11% (57)	8% (32)	24% (406)	17% (32)	13% (9)
At	67% (360)	66% (264)	61% (1042)	58% (107)	62% (44)
At or above	78%	74%	85%	75%	75%
Below	19% (105)	21% (84)	14% (234)	20% (37)	21% (15)
Well Below	4% (19)	5% (19)	1% (22)	5% (9)	4%(3)

### Writing Operational Targets:

- a. Increase % of All students in years 1-8 achieving at or above national standard in writing to 85%

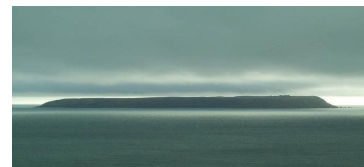
Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
81% (2353/2900)	82% (2378/2900)	83% (2407/2900)	85% (2465/2900)	4% (112)

- a. Increase % of Māori students in Years 1-8 achieving at or above national standard in writing to 85%

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

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
77% (417/541)	81% (438/541)	83% (449/541)	85% (460/541)	8% (43)





- b. Increase % of Pasifika students in Years 1-8 achieving at or above national standard in writing to 85%

All Pasifika Y1-8 At or Above national standard in writing

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
74% (296/399)	80% (319/399)	83% (331/399)	85% (339/399)	11% (43)

### Achievement Challenge 3: Science

#### Aotea College

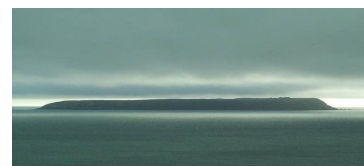
Cohort	Year 8 (Year 9 entry)	%	Year 9	%
2017	93/226	41%		
2016	62/161	39%	93/180	52%
2015	49/166	30%	69/168	41%

**NZCER Thinking with Evidence - % at or above the expected curriculum level.**

The three year overview of Year 8 (Y9 entry testing) indicates that there has been an improvement over the three years with more students from contributing schools arriving at college using evidence to think about scientific context and issues.

The results from two years of Year 9 results indicate that the cohort improves their scientific understanding with the 2015 improving from 30% to 41% of the cohort at or above the level. The 2016 cohort improved from 39% to 52% of the cohort at or above the level for this NZCER assessment.

We intend to gather NZCER Thinking with Evidence data from years 4-8 during 2017, and analyse this alongside the data above in order to develop specific targets for science. The data will form the baseline for ongoing measures of student achievement in science, and contribute to determining specific areas of focus within the STEAM approach.



## Achievement Challenge 4: NCEA

Table 4.1 NCEA roll based results 2013-2016

	2013	2014	2015	2016	2016 National average
Level One	80%	76.9%	83%	78.4%	75.5%
Level Two	71.7%	82.8%	83.4%	79%	78.4
Level Three	49.1%	66.7%	70.6%	47.9%	64.5%
University Entrance	43.2%	42.2%	45.5%	34.3%	49.2%
Level 2 by Year 13				100%	88.6%
Literacy by Year 13				99.3%	96.5%
Numeracy by Year 13				98.7%	96%
<b>Summary of NCEA roll based achievement 2013 – 2016.</b>					
<p><b>NCEA Level 1</b> Since 2013 NCEA Level 1 roll based results for Year 11 students has been above the national average.</p> <p><b>NCEA Level 2</b> Since 2013 NCEA Level 2 roll based results for Year 12 students has been above the national average.</p> <p><b>NCEA Level 3.</b> In 2014 – 2015 the NCEA Level 3 roll based results for Year 13 students were above the national average. In 2016 there was a drop to below the national average and decile band.</p> <p><b>University Entrance</b> Since 2012 the University Entrance results achieved by Year 13 students has been near or below the national average.</p> <p><b>NCEA Level 2 by Year 13</b> In 2016 the number of Year 13 students who achieved NCEA Level 2 was above the national average – at 100%. This has been a focus for the school.</p> <p><b>Whole school focus.</b> The cohorts from 2013, despite good gains at level 1 and 2 experience a drop in achievement at NCEA Level 3 and University Entrance. This indicates the need to focus on achieving a consistent upward trajectory at Level 3 and University Entrance. Specific groups identified as underachieving in internal results throughout the year will need to be the focus of targeted support to achieve the shift.</p>					

### Operational Target NCEA

- a. Increase roll based achievement at NCEA Level 3 to 65%

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
48% (49/140)	54% (76/140)	60% (84/140)	65% (91/140)	17% (42)



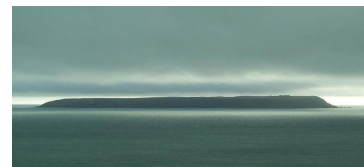
## Actions / Our Approach

Our approach and actions are guided by the New Zealand Curriculum vision, principles, values and key competencies. In particular, the principles of high expectations, learning to learn, community engagement, coherence, cultural diversity, inclusion, future focus, and the Treaty of Waitangi that *'put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity'* (p.9, NZC)

Our overall goal is **Achievement through Engagement**. Improving achievement and engagement is critical to addressing disparities in our community. We acknowledge that we need to work collaboratively to achieve coherence across the community. That means developing a shared understanding about the purpose and nature of the work in the minds and actions of participants both individually, and especially collectively.

We will focus on developing *Culturally Responsive Practices, Increasing Whānau and Community Involvement* and *Increasing Teacher Capability through robust Teaching as Inquiry*. This will be achieved through the STEAM lens.





We view this proposal as a working document that will be changed and adapted as we grow our understanding of the specific needs of the Community of Learning/Kāhui Ako. We will continue to gather and analyse relevant evidence, in order to reflect on our approach and the extent to which it is meeting the needs of our learners, and our wider community.

## **STEAM**

Our approach to addressing the identified needs of our students is through STEAM which we define as:

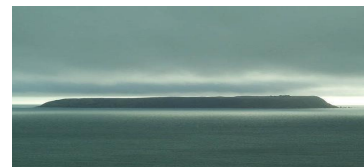
‘Effective teaching and learning within the specific disciplines of Science, Technology, Engineering, the Arts and Mathematics, embedded in authentic contexts. This will mean engaging with real life situations, and involve working on finding solutions to local community issues.’

STEAM is the means by which we can give life to the principles, vision, values and key competencies of the New Zealand Curriculum. The specific features of our approach will include:

- A focus on collaboration
- Resilience building
- Creating futures, including pathways to employment
- Making community connections e.g. engaging experts in different fields, linking to industry, linking to community groups

We intend to address many of the aspects of our identified achievement challenges through a STEAM approach. There are obvious connections with our identified challenges in mathematics and science, and we will also seek to develop and enhance student writing in this context.

We see many opportunities ahead for collaboration across our community within this approach, including applying science, technology, engineering, the arts and mathematics contexts to answer complex questions, investigate issues, and develop challenges for real world problems in our community and beyond. Many puzzles and issues will require integration of knowledge from all of these disciplines. We will seek to enhance connections with our wider community including whānau, iwi, business, industry, tertiary, and community providers.



We intend to develop students' skills in the ability to interpret and communicate information within a STEAM approach, which may include:

- a. Identifying, analysing and synthesizing information from a range of sources
- b. Extending the use of language when communicating in the fields of science, technology, mathematics, engineering and the arts
- c. Engaging in critical thinking, reading and writing relevant to each context
- d. Evaluating and integrating multiple sources of information
- e. Identifying and understanding technologies needed to develop solutions
- f. Developing an evidence-based opinion or argument
- g. Communicating effectively with others
- h. Sharing ideas and working effectively as a team to achieve a common goal

Our intention is to foster programmes of learning that encourage inquiry and problem-solving that enhance and extend present curriculum structures. We see the need for ongoing teacher professional learning and development as our approach is developed.

### **Capacity Building**

We are committed to capacity building by increasing the ability of educators at all levels of the system to make the instructional changes required in order to meet the identified needs of students. We will remain focused on a few strategic goals and sustain our collaborative effort over time. We will create a focused and collaborative approach that provides a vehicle for learning from the work, whilst engaged in the work (Fullan & Quinn, 2016). This will involve the appointment of in-school and across-school leaders who have the interest, motivation and skills to lead by influence, and focus on the identified challenges of the Kāhui Ako.

As the work progresses, we will focus on building the leadership capabilities of those who hold leadership positions. We will draw on existing frameworks of leadership skills and capabilities in order to determine those that are appropriate to our context. ERO (2017) have produced documents related to Communities of Learning that provide examples of effective leadership practice for equity and excellence, and also guidance on the supporting conditions for effective leadership - post the endorsement of achievement challenges. These documents, as well as the development map for leadership found in the 'Guide to understanding the progress of your Kāhui Ako' (MOE, 2017), will support the development of effective leadership in our community.



## Teaching as Inquiry

We aim to develop and extend a culture of inquiry across our Kāhui Ako staff, where teachers and leaders are actively engaged in problem-solving, and constantly reflecting on their practice. Within some schools, Teaching as Inquiry is well-established and embedded in practice, whilst in other schools within our Kāhui Ako there is some development required. We will look to utilise the experience and expertise that exists within the community.

The spiral of inquiry (Timperley, Kaser & Halbert, 2014) will be used as a model to guide this work.



Timperley, Kaser & Halbert (2014, p.5) A framework for transforming learning in schools: Innovation and the spiral of inquiry

## Identity and Community

Our intention is to approach our community development through a culturally responsive lens that recognises and affirms the cultural identity of each member of the Kāhui Ako. This means respecting and paying attention to our context and the people within it, in all of our actions and interactions.

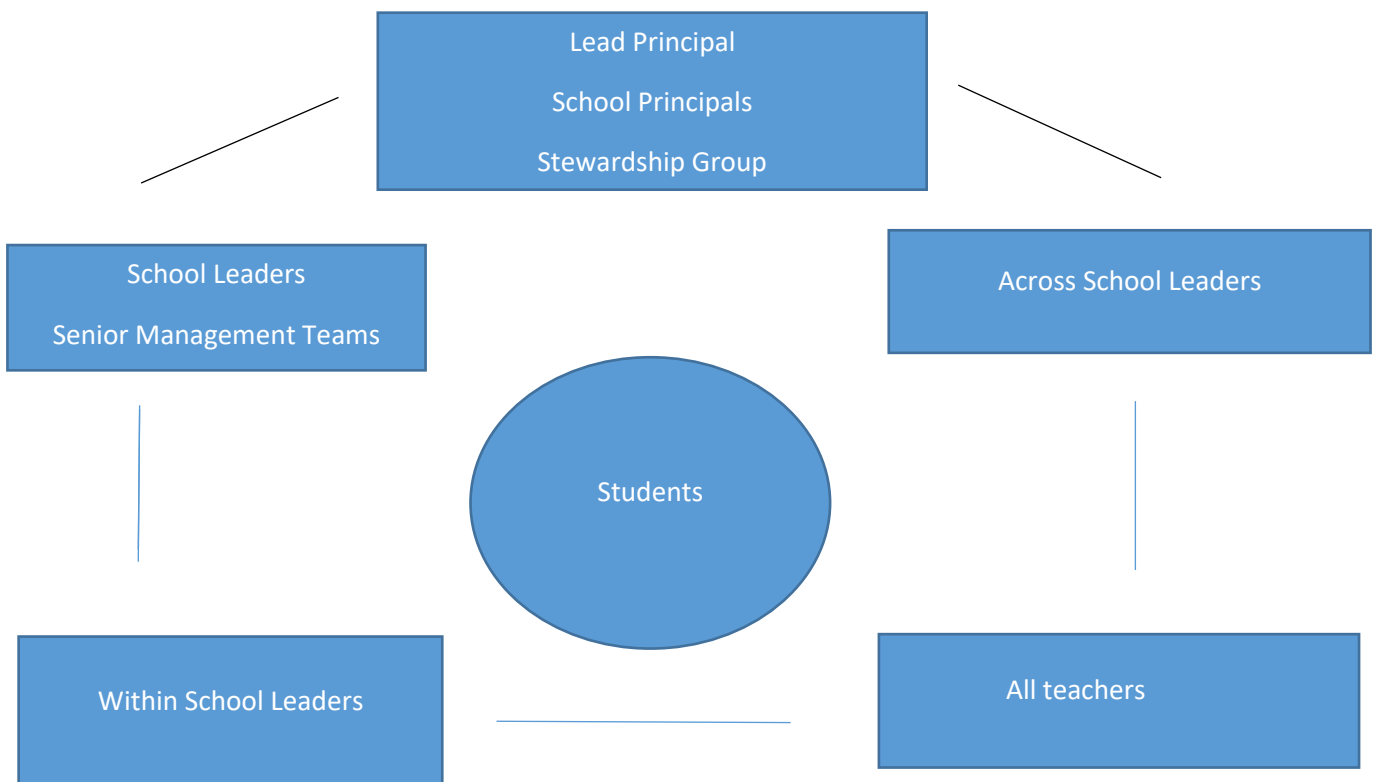
We have developed relationships between the lead principals with the Kāhui Ako that have been established over time through various networks. There are also some existing connections between deputy principals and between teachers in our schools. As we move into a more collaborative way of working, we will seek to build on those existing relationships to foster a meaningful collaborative structure focused on our shared goals.



Our next step is to hold wider community meetings involving all teachers, and all whānau, in order to share progress to date and outline our intentions going forward. We intend to maintain regular communications with the wider community in order to foster engagement and involvement.

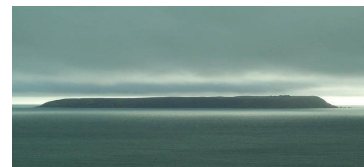
We see the opportunities for closer communications between schools and whānau, especially around the transition points for students at different levels of the system.

### Structure of our community



We place our students in the centre of all community activities and decision-making. We value the contributions of all members of the community and know that in order to be successful we need everyone working together to achieve our goals. All members of the community will interact with one another at different times for a range of purposes.

The lead principal, school principals and stewardship group will oversee the operation of the community. We will appoint across school leaders and within school leaders who will focus on the areas identified in our achievement challenge.



## Professional Integrity

As members of the North Porirua Community of Learning we agree to:

- a. Commit to the attainment of the highest standards of professional service in the promotion of learning
- b. Utilise and manage the dedicated resources provided to best implement the community Achievement Plan, distributing resources equitably according to identified need
- c. Engage in and share continuous, relevant professional learning and development
- d. Contribute to the development of an open and reflective professional culture, demonstrating our honesty, humility and willingness to share professional knowledge
- e. Treat colleagues and associates with respect, working collaboratively and collegially to promote students' learning and teachers' professional learning
- f. Support Community of Learning decisions
- g. Protect the confidentiality of information about learners, teachers and schools obtained in the course of professional service, consistent with legal requirements
- h. Complete all actions and activities within the agreed timeline
- i. Work collaboratively to empower and enable Community of Learning Leaders

## References:

Fullan, M. & Quinn, J. (2016). *Coherence: The Right drivers in Action for Schools, Districts and Systems*. Corwin: Ontario

Granshaw, B. (2016). *STEM education for the twenty-first century: A New Zealand perspective*. *Australasian Journal of Technology Education*. Online publication.

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