MAHURANGI

Community of Learning - Kāhui Ako

Shared Achievement

Challenge Plan

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.
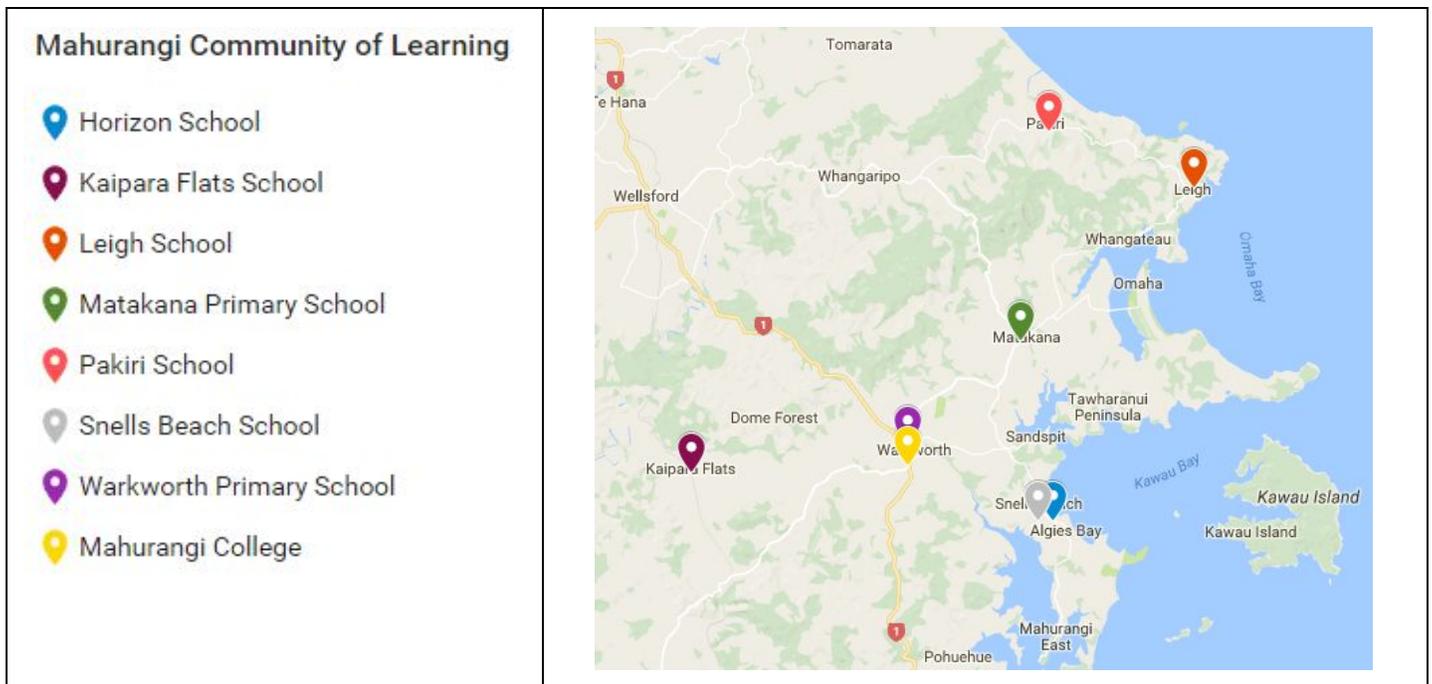
Our Vision : Success for all

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 Pakeha	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	1345
Total	**1376**	**1330**	**1770**	**406**	**171**	**72**	**287**	**2706**

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 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.

A Summary of our Data Analysis and Targets

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.

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

We intend to use 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.

Mathematics Targets:

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%).

Writing Targets:

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%).

NCEA L2 and University Entrance Targets:

COHORT	Cohort Number	2016 Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Secondary NCEA and University Entrance Targets											
Aspirational targets of at least 85% NCEA L2 and 65% UE											
		No	%	No	%	No	%	No	%	No to shift	%
Total Pasifika	28	19	68.0	21	75.0	22	79.0	24	85.0	5	14
Pasifika Level 1	12	9	75.0	9	75.0	9	75.0	10	85.0	1	10.0
Pasifika Level 2	10	6	60.0	7	70.0	8	80.0	9	85.0	3	25.0
Pasifika Level 3	6	4	67.0	4	67.0	5	85.0	5	85.0	1	18.0
Total NCEA Level 2	151	125	83.0	127	84.0	129	85.0	132	87.0	7	4.0
Male	71	60	85.0	61	86.0	62	87.0	64	90.0	4	5.0
Female	80	65	81.3	66	83.0	67	84.0	68	85.0	3	4.0
Māori	18	15	83.3	15	83.3	16	90.0	16	90.0	1	7.0
Pasifika	10	6	60.0	7	70.0	8	80.0	9	85.0	3	25.0
Total UE	127	77	61.0	81	64.0	85	67.0	89	70.0	12	4.0
Male	63	32	51.0	35	56.0	38	60.0	41	65.0	9	11.0
Female	64	45	70.3	46	72.0	47	73.0	48	75.0	3	5.0
Māori	17	8	47.1	9	53.0	10	59.0	11	65.0	3	18.0
Pasifika	6	1	16.7	2	33.0	3	50,0	4	65.0	3	48.0

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 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

---

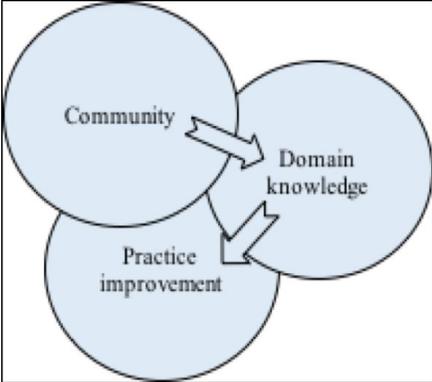### Reviewing Learning within the Mahurangi Kāhui Ako
Collaboratively
celebrate learning successes and overcome challenges

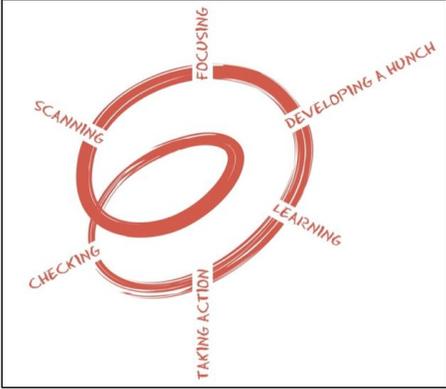| Tracking relationships	Tracking tasks
"Communities of practice' are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." http://wenger-trayner.com/introduction-to-communities-of-practice/	"The spiral of inquiry is focused 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 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	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.

Mahurangi Community of Learning Leadership Code of Practice

- All participants will be committed to strengthening the community of learning.

- All participants will be respectful of each other, regardless of a diversity of views and opinions.

- All participants will undertake to engage and contribute in an informed manner to the Community's discussions.

- All participants will value new learning and treat shared information in a professional manner. This includes using shared data for the purposes for which it is intended.

- In a case of dispute or breakdown in communication, matters will be referred to the Lead Principal of the Community. Where the Lead Principal is involved or unable to resolve differences, the other members of the principals' working party and two appointed board members will meet to identify a way to resolve the concerns.

- All positions of appointment to the Community of Learning agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the Mahurangi Community of Learning.

- Appointments to positions of across-school leadership will involve the Kāhui Ako lective wisdom of all the members of the principals' working party where an appointee shall work and will always be representative of the spread of schools in the Community of Learning.

- Appointments of positions of in-school leadership will include the Lead principal and any other senior leadership that is deemed appropriate by the governing body