



South Rangitikei Community of Learning |Kāhui Ako

OUR VISION

A Community that promotes collaboration through Manaakitanga and Whānaungatanga to engage and empower learners

The South Rangitikei Community of Learning is made up of the following schools

School ID	School Name	School Type	School Authority	School Decile
2343	Bulls School	Full Primary	State: Not integrated	5
2349	Clifton School (Bulls)	Full Primary	State: Not integrated	4
2366	Huntermville Consolidated School	Full Primary	State: Not integrated	5
2368	James Cook School	Full Primary	State: Not integrated	2
2396	Marton Junction School	Full Primary	State: Not integrated	2
2397	Marton School	Full Primary	State: Not integrated	3
195	Rangitikei College	Secondary (Year 9-15)	State: Not integrated	3
2446	South Makirikiri School	Full Primary	State: Not integrated	7
2456	St Matthew's School (Marton)	Full Primary	State: Integrated	2
2468	Turakina School	Full Primary	State: Not integrated	3

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Background and purpose of the South Rangitikei Community of Learning

Rolls breakdown by funding year level, gender & ethnic group as at 1 July 2016.						
	Māori	Pasifika	Asian	Other	European/ Pākeha	Total
Female	222	62	6	4	402	696
Male	221	67	9	9	444	750
Total	443	129	15	13	846	1446

This is a rōpū of 9 full primary schools with rolls ranging from approximately 30 pupils to 200 pupils. The high school roll is approximately 300 pupils.

This Community of Learning has evolved from the South Rangitikei Principals' Cluster. The Principal of each school in the community has formed strong relationships through their interactions as a high functioning cluster for more than two decades. There has been annual professional development which is undertaken alongside other members of the cluster leadership and teaching teams.

The South Rangitikei Community of Learning Principals meet regularly as a group to organise and plan a variety of opportunities for the students. They have engaged in shared enrichment projects for students and developed collegial relationships that have allowed ideas to be shared freely and honestly.

Furthermore, since 2013, they have undertaken additional Professional Learning Groups as sub-groups of the Principals' Cluster in order to develop their understanding of educational trends such as flexible learning environments, visible learning, growth mindset approaches to education and more.

The South Rangitikei Community of Learning is a group that works at a high level of relational trust. The vision for the Community of Learning was developed at a hui designed to lay out individual beliefs, link to the rōpū of tamariki within the Rangitikei region and improve outcomes for all. A starting point for improving outcomes is evident in the development of this Achievement Challenge.

The schools fall predominantly within the Ngāti Apa Rohe. The majority of Māori students are drawn from these main iwi: Ngāti Apa, Ngāti Kauwhata, Ngāti Raukawa, Ngāti Hauiti, Ngāti Tūwharetoa. We believe strengthening iwi partnerships is an integral component of our Kāhui Ako. The remaining students are drawn from iwi across New Zealand.

The schools have come together to collaborate on raising all students' achievement within schools and across the Community of Learning. The South Rangitikei Community of Learning has developed three specific achievement challenges to address within a wider context of creating a community where the 10 schools, family and whānau, education support agencies, police, health agencies, Oranga Tamariki, local iwi and Ministry of Education are aligned and working together towards the goal - hence the vision.

The Achievement Challenge Plan will become the guiding document that sits alongside the South Rangitikei Community of Learning action plan, but also brings together each individual school's Annual Plans specifically related to the three achievement challenges.

The main focus of the South Rangitikei Community of Learning for the first two years is on improving student achievement in mathematics and improving/increasing whānau engagement, in order to improve outcomes across all aspects of the curriculum as well as NCEA outcomes.

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Achievement Challenge #1 – Improved outcomes in Mathematics
Achievement Challenge #2 – Improved NCEA outcomes
Achievement Challenge #3 – Improved outcomes in Science and Digital Technology
Community Challenge – Whānau Engagement

In order to achieve our agreed outcomes the following actions will be undertaken. During this process each school will approach these actions in a manner that fits the culture of their schools, as maintaining our individual schools' identity remains a priority. Each school in the South Rangitikei Community of Learning **is dedicated to the initiative of a wide lens and a collaborative approach towards establishing a best practice framework for the benefit of all tamariki in the Rangitikei Rōpū.**

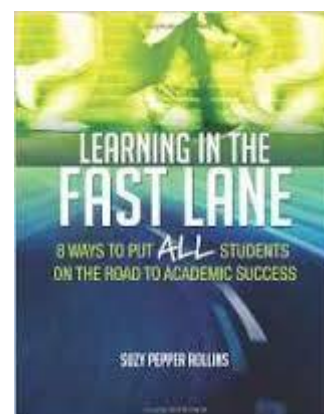
Plan

Investigate and unpack relevant research:

Accelerated versus remedial instruction - Learning in the Fast Lane is a text which presents us with eight ways to put all students on the road to academic success.

Develop methods so that staff and students know, understand and use effective indicators and strategies to improve student engagement and outcomes. Share research strategies with families / whānau including how they can engage through school.

Establish shared language through research to assist with whānau engagement, student voice and teacher knowledge. Investigate the PaCT tool as a way to support all teachers in the South Rangitikei Community of Learning to make informed OTJ's to share with students, whānau and Boards of Trustees.



1. Collection & Analysis of data across schools

- Establish baseline data across the community for mathematics and whānau engagement
- Share how data is analysed
- Establish a common methodology for data gathering and analysis
- Use evidence based research to improve teacher capability
- Respond to patterns and trends

2. Develop a common set of agreed understandings of key indicators to identify and support 'at risk' students

- Look at moderate and high learning needs, low income and priority students
- Establish patterns and groups of students at risk using data boards (or a version of) utilised across schools and by lead teachers
- Investigate the use of PaCT tool across the South Rangitikei Community of Learning

3. Share practices on how we engage with our communities

- How can we support each other to increase whānau engagement and community agency within our learning community?
- What works and what does not?
- What can we achieve together that we cannot achieve as individual schools?
- What can we do to increase student agency with our learning community?

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- How do we communicate the collaborative journey of the South Rangitikei Community of Learning?
- What does engagement currently look like across our schools?
- What are the aspirational and intended measurable outcomes of engagement?

What will we see happening differently?

- Children making progress towards their individual potential
- Improvement/increase in whānau engagement and voice
- Improvement/increase in student voice
- Improvement/increase in community voice
- Accelerated programmes increase while remedial programmes decrease
- Ongoing cross sector and inter-agency collaboration to strengthen common understanding of best practice
- South Rangitikei Community of Learning collaboration and shared PLD opportunities
- Shifting to increased engagement as opposed to involvement or information sharing

Achievement Challenge #1 Improving Outcomes in Mathematics

Overarching goal

Our overarching goal is to improve mathematics outcomes for our students through learner-centred collaborations between students, their teachers and their parents and whānau. We seek to create a whānau-like context in which parents, teachers and students all understand their rights and responsibilities, commitments and obligations - whānaungatanga - to help our students succeed.

To impact positively on the South Rangitikei Community of Learning population of Year 1 - 13 students to enable them to be achieving at or above National Standards or curriculum levels by the end of 2019 we believe the following:

1. That educationally powerful connections involve collaborative working relationships which reflect the concept of mahi tahi - working together towards a specific goal of supporting a young person's success.
2. That we can work collaboratively to impact positively on the South Rangitikei Community of Learning population of Year 1 - 13 students achieving at or above National Standards or curriculum levels by the end of 2019.
3. That increased whānau engagement will correlate directly to improved outcomes for learners as represented by National Standard data and curriculum level data.

Target group

All students in Year 4 – 8 and Year 9 – 10

Target

- By end of 2019 - that 85% of all Year 4 – 8 students will be either at or above National Standards in mathematics
- By end of 2019 - that 85% of Year 10 students will be at or above Level 5 in mathematics.

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What data have we gathered to support our decisions around setting our Achievement Challenges?

School Name	Student	2016								
		Reading			Writing			Mathematics		
		Well Below or Below		Total	Well Below or Below		Total	Well Below or Below		Total
Bulls School	Māori	17	32%	53	18	34%	53	9	17%	53
	Pasifika	x	x	7	x	x	7	x	x	7
	All	47	28%	166	50	30%	166	39	23%	166
Clifton School	Māori	9	19%	47	9	19%	47	15	32%	47
	Pasifika	x	x	5	x	x	5	x	x	5
	All	20	15%	136	25	18%	136	37	27%	136
Huntermville Consolidated School	Māori	3	10%	30	9	30%	30	12	40%	30
	Pasifika	x	x	0	x	x	0	x	x	0
	All	15	10%	143	29	20%	143	33	23%	143
James Cook School	Māori	26	36%	72	28	38%	73	24	32%	74
	Pasifika	19	70%	27	17	63%	27	16	59%	27
	All	65	35%	183	78	42%	184	65	35%	186
Marton Junction School	Māori	9	30%	30	7	23%	30	10	33%	30
	Pasifika	x	x	4	x	x	4	x	x	4
	All	20	36%	55	18	33%	55	22	40%	55
Marton School	Māori	2	7%	27	3	11%	27	6	22%	27
	Pasifika	9	56%	16	7	44%	16	4	25%	16
	All	38	26%	146	39	27%	146	34	23%	146
South Makirikiri School	Māori	x	x	4	x	x	4	x	x	4
	Pasifika	x	x	0	x	x	0	x	x	0
	All	35	24%	147	50	34%	147	40	27%	147
St Matthew's School	Māori	x	x	7	x	x	7	x	x	7
	Pasifika	7	33%	21	5	24%	21	6	28%	21
	All	11	30%	37	8	22%	37	8	22%	37
Turakina School	Māori	x	x	5	x	x	5	x	x	5
	Pasifika	x	x	0	x	x	0	x	x	0
	All	4	15%	27	5	18%	27	1	4%	27
All Schools	Māori	72	26%	274	78	28%	274	80	29%	274
	Pasifika	44	55%	80	37	46%	80	34	42%	80
	All	255	24%	1040	302	29%	1041*	279	27%	1043

Note: x=data has been masked.

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Data to support Achievement Challenge #1 – Mathematics

Mathematics – Historical Position At the End of 2016			
Students	Number currently At or Above	Total students in this category	Percentage
All Year 4 – 6	283	401	71%
All Year 7 – 8	181	245	74%
All Year 1 – 8 Māori	197	277	71%
All Year 1 – 8 Pasifika	46	79	58%
All Year 1 – 8 Males	390	536	73%
All Year 1 – 8 Females	372	507	73%
Year 9 (Level 4 or better)	37	62	60%
Year 10 (Level 5 or better)	10	47	21%
Year 11 (NCEA Level 1 Numeracy)	73	86	85%

Mathematics Targets		
By the end of 2019 we will have 85% of all Year 4-10 students achieving at or beyond their expected curriculum level and/or National Standards		
YEAR 4 – 8	AT/ABOVE – Number of Learners	%
2016 Baseline	Currently in Year 4 - 8 there are 464 students out 646	72%
2017	Target progress: 75% of total students Year 4-8 across South Rangitikei Community of Learners	75%
2018	Target progress: 80% of total students Year 4-8 across South Rangitikei Community of Learners	80%
2019	Target: 85% of the total of students Year 4-8 across the CoL	85%
YEAR 9 – 10	AT/ABOVE – Number of Learners	%
2016 Baseline	Year 9: Currently 37 students out of 62 asTTle 4 or higher Year 10: Currently 10 students out of 47 asTTle 5 or higher	60% 21%
2017	Target progress: 70% of Year 9 students achieving at or beyond 50% of Year 10 students achieving at or beyond	70% 50%
2018	Target Progress: 80% of Year 9 students achieving at or beyond 65% of Year 10 students achieving at or beyond	80% 65%
2019	Target progress: 85% of Year 9 students achieving at or beyond 85% of Year 10 students achieving at or beyond	85% 85%
YEAR 11	NCEA Level One Numeracy	%
2016 Baseline	73 out of 86 of Year 11 students passed NCEA L1 Numeracy	85%
2017	Target Progress: 90% of students with NCEA L1 Numeracy	90%
2018	Target Progress: 92% of students with NCEA L1 Numeracy	92%
2019	Target Progress: 94% of students with NCEA L1 Numeracy	94%

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Specific School Targets for Years 4 – 10 students in Mathematics and Year 11 Numeracy

School Name	Total Students (2016)	Baseline (At/Above)		Target (At/Above)		Required Shift	
		Number	Percent	Number*	Percent	Number*	% point
Bulls School	97	75	77%	85	88%	10	10%
Clifton School	73	54	74%	62	85%	8	11%
Huntermville Consolidated School	95	75	79%	85	89%	10	11%
James Cook School	117	74	63%	94	80%	20	17%
Marton Junction School	38	22	58%	31	82%	9	24%
Marton School	95	69	73%	80	84%	11	12%
South Makirikiri School	96	67	70%	80	83%	13	14%
St Matthew's School	21	15	71%	18	86%	3	14%
Turakina School	14	13	93%	14	100%	1	7%
Year 4-8 sub-total	646	464	72%	549	85%	85	13%
Rangitikei College (Year 9)	62	37	60%	53	85%	16	25%
Rangitikei College (Year 10)	47	10	21%	40	85%	30	64%
Year 9-10 sub-total	109	47	43%	93	85%	46	42%
Rangitikei College (Year 11)	86	73	85%	81	94%	8	9%
South Rangitikei Total (Year 4 - 11)	841	584	69%	723	86%	139	17%

Note: *Number estimated based on 2016 rolls

Actions

Gathering and reporting on data across schools:

- Discuss and plan ways to bring whānau engagement into our schools with a focus on mathematics
- Carry out a baseline whānau engagement survey showing current practices and perceptions in mathematics
- Gather parent and student voice on mathematical mindset and look at ways we can establish a growth mindset across the South Rangitikei Community of Learning
- Clarify with parents, teachers, students and whānau what reading, writing and mathematics competencies students need to be successful in an information-rich society
- Create a common understanding of what Well Below, Below, At and Above are
- Establish commonalities across the South Rangitikei Community of Learning with regards to assessment, OTJ's and assessment tools
- Investigate the use of the PaCT tool across the South Rangitikei Community of Learning
- Develop a confidential monitoring and reporting system that allows for data sharing of target learners

Share current learning practices:

- Share and inquire into effective teaching and learning practices
- Develop systems to track the progress of students in the South Rangitikei Community of Learning schools throughout the year and year on year
- Establish a shared language and understanding of what Well Below, Below, At and Above in National Standards and curriculum levels looks like for South Rangitikei Community of Learning
- Share effective professional development practices

Developing leadership capabilities:

- Develop ways to include and /or increase engagement with whānau and our learning communities
- Develop ways to include and / or increase student agency
- Liaise with established South Rangitikei Community of Learning as part of our inquiry for implementing systems
- Coach and mentor Across School Teachers to implement shared strategies in order to develop a shared learning language.

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What we will see happening differently:

- Increased teacher capability with a focus on accelerated learning
- Opportunities created and strengthened
- for whānau to engage with us around their child's interests and what works for them as a learner
- Shared language about learning and achievement with students, their parents and whānau
- Formation of an authentic community of learners developing with ongoing goals and actions in mathematics
- Increased strength and trust in the validity of data between primary and secondary schools
- Stronger connections between ECE, primary and secondary institutions to improve outcomes for all students with a transitional stage focus
- An established collaborative network between all schools in the South Rangitikei Community of Learning
- PLD focus across all South Rangitikei Community of Learning schools to establish researched and evidence based teaching and learning practices
- Collaborative development of assessment tools that inform decisions on teaching, learning, and professional development
- Creation of an accurate picture of the students' achievement in relation to National Standards and NCEA across the South Rangitikei Rōpū
- Culture of interdependency aligned with our South Rangitikei Community of Learning vision

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Achievement Challenge #2

NCEA

Data has been analysed using results over the past four years. The secondary school results have been compared to national averages (not comparative decile) as this is the approach used by the school in their strategic plan.

NCEA Level 1

Data shows that:

- Over the past four years outcomes in NCEA Level 1 have made significant improvements with a small dip in 2016 results
- Female student achievement has always been higher than national levels
- Male student achievement has also been very good with a lower level in 2016
- Māori student achievement is variable from year to year

NCEA Level 2

Data shows that:

- Over the past four years the NCEA Level 2 results have been significantly higher than Level 1
- When the year level cohort is followed their results have improved by between 10 and 15% annually between NCEA Level 1 and NCEA Level 2
- Boys' results remain slightly lower than girls' results. However this percentage level is insignificant
- Māori student achievement at NCEA Level 2 has tracked very positively over the 4 years always being above the national average

Current NCEA outcomes and projected targets

	2015	2016	2017	2018	2019
NCEA Level One Achievement rates for Year 11 students	79% (45/58)	69% (59/86)	80%	84%	86%
NCEA Level Two or higher Achievement rates for School Leavers	77% (33/43)	70 (40/57)	75%	81%	85%

1. That student achievement matches or exceeds that of national averages (not a decile comparison)
2. That Year 11 students identified 'at risk' of not achieving Level 1 NCEA will achieve by January of the following year
3. That Year 12 students identified 'at risk' of not achieving Level 1 NCEA will achieve by January of the following year

Actions

- Strengthen the "Effective Teacher Profile" that is used to highlight expected aspirations for teachers in their relationships with students
- Use professional development funding to up-skill teachers to be effective mentors
- Increase academic mentoring time as a means to increasing student engagement and focus, home partnerships, monitoring and accountability
- Ensure there is early identification of students at risk of not achieving NCEA and then have these students specifically monitored by teachers throughout the year
- Identify opportunities for students to gain credits in areas not covered by their conventional timetable, utilising this opportunity where appropriate

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Achievement Challenge #3

Improving Outcomes in Science and Digital Technology

Science and Digital Technology are the next areas of the curriculum that the Community of Learning will collaborate together to raise achievement. We see a STEM focus in our curriculum as high priority in developing students who are better prepared for work and life in the 21st century. The students will be assessed against the achievement objectives as outlined in the New Zealand Science Curriculum. Using the Science Curriculum framework matrices will capture the skills and knowledge of the students.

Achievement objectives created for the 2017 additions to the Technology Curriculum, that cover the areas of Computational Thinking and Designing and Developing Digital Outcomes, will form the basis for assessing student achievement in Digital Technologies.

However, it is also important to note that the South Rangitikei Community of Learning / Kāhui Ako wants to commence its collaborative efforts in 2018 with a focus on the achievement challenges described above as well as the community challenge of improving Whānau Engagement. We recognise that there is an enormous commitment required to implement these challenges. Keeping a tight focus in the first year will help cement the foundations for collaboration. We will build on our experiences and lessons from working together to collaboratively develop a plan for collectively raising attainment in Science and Digital Technology from 2019 onwards.

Community Challenge

Whānau Engagement

*Educationally Powerful Connections with Parents and Whānau - Domain 3 ERO's School Evaluation Indicators

Overarching goal

Findings show that educationally powerful connections are relationships between schools, parents, whānau and communities that improve education outcomes for students.

We plan to impact positively on the South Rangitikei Community of Learning population of students achieving At or Above National Standards or curriculum levels by the end of 2019 through building educationally powerful connections with parents, whānau and communities.

We plan to collect current state data in order to track the progress and impact of this target. We established this target because we asked ourselves the question:

“What can we achieve together that we cannot achieve on our own that WILL have a positive effect on student achievement.”

Historical position

Over the past three years all schools have tried various methods of engagement with varying levels of success. Ideas include:

- Meet the teachers informally
- Meet the teachers formally (conferences/interviews)
- Sports events
- Community consultation
- Meeting parents in homes
- Meeting parents at the gate

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- Improved written report formats
- Including social media contact options, eg: blogs, facebook, school apps
- Engaging with whānau at weekend sports
- Cultural events, eg: Matariki concert, community concerts, gala days

We would like to be able to gather data that is considerably more positive than the engagement data provided to and collected by the Ministry of Education that reflects stand downs and suspensions as well as attendance. Our lens is on whānau engagement and data gathering will require a different approach. We will be carefully considering the use of data sourced from:

- Our whānau, by asking them what type of engagement they want
- Conferences or student interviews - what percentage of our whānau attend
- NZCER Well Being Survey
- NZCER Inclusion tool kit
- Successful events in order to tailor our own data to get the best response
- Cluster events, eg: whānau challenges, Matariki concerts, cultural festivals, super competitions.

Target groups

All South Rangitikei Community of Learning students.

The South Rangitikei Rōpū including iwi, students, staff, parents, whānau and the wider community.

Target

Current state data to be collected from each school by the end of 2017 to allow for consistency across our South Rangitikei Community of Learning. The following will be used to develop a plan which includes student, staff, whānau and community voice.

1. Conducting a Well Being Survey with students – all Year 5's and Year 9's
* Tracked as a cohort for 2017, 2018, 2019
2. Gathering learning conference feedback data (% of attendance)
3. Reviewing attendance data (engagement data)
4. Reviewing stand down/exclusions data (engagement data)
5. Conducting a Whānau survey (to be created by South Rangitikei Community of Learning)
6. Sharing information about individual schools Behaviour Management approaches, eg: PB4L, Restorative Practice, and other systems.

Actions

- Share current successful engagement practices and why we believe they are successful with families / whānau
- Develop a plan for sharing information with whānau and our learning communities
- Establish a whānau-like context in which parents, teachers and students all understand their rights and responsibilities, commitments and obligations - whānaungatanga - to help the learner achieve
- Share resources and strategies across the South Rangitikei Community of Learning to implement best practice for all of the tamariki in the Rangitikei region
- Create educationally powerful connections and relationships with parents and whānau
- Extend learning across home and school
- Promote learning at home
- Develop a shared language about learning and achievement with students and their parents and whānau
- Demonstrate that we value students' wellbeing and show genuine interest in them and their families

Gathering and reporting on data across schools:

- Student Well Being Survey across all Year 4 – 10 students in 2017 with comparison survey to be undertaken in 2018 and 2019

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- Create a whānau survey focused on ERO Domain 3 for 2017 with a comparison survey to be completed in 2019
- Develop a whānau engagement rubric for our South Rangitikei Community of Learning created through individual schools sharing current practice and best practice goals. Schools then identify where they are at and where they would like to be

Share current learning practices:

- Develop a plan for sharing information with whānau and our learning communities

Developing leadership capabilities:

- Develop ways to include/increase student agency
- Liaise with other Communities of Learning in our region to share journey and potential systems changes
- Develop ways to include and/or increase engagement with whānau and our learning communities
- Coach and mentor Across and Within School Teachers to implement shared strategies in order to develop a shared learning language

What we will see happening differently

- We will achieve the desired outcome of having a plan that will strengthen the trust and validity of data between primary and secondary school for the purpose of clarity when sharing with whānau
- Stronger connections between primary and secondary institutions to improve outcomes for all students with a transitional stage focus
- Increased whānau engagement across the South Rangitikei Community of Learning
- Increased learner agency across the South Rangitikei Community of Learning
- A strong collaborative network between all schools in the South Rangitikei Community of Learning
- PLD focus across all South Rangitikei Community of Learning schools to establish researched and evidence based teaching and learning practices
- A developing culture of interdependency aligned with our South Rangitikei Community of Learning vision
- Improved learner agency
- Improved whānau and learning community engagement

To reach their potential, underachieving students need the most powerful, effective instructional practices that research and practice have to offer.

‘Suzy Pepper Rollins’.

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