



**MORRINSVILLE  
KĀHUI AKO**

Community of Learning

# INTRODUCTION

## Our Purpose

*Ki te whai Ao Ki te Ao Mārama  
The pursuit of the world of light  
and of enlightenment.*

The purpose of the Morrinsville Kāhui Ako Community of Learning is embodied in our statement of purpose which is to create a community-wide empowering culture of learning dedicated to achieving success for every learner.

## Our Vision

*Empowering Learning for All*

Our Vision, 'Empowering Learning for All' clearly signals our intent to raise student achievement within an culture of empowerment.

Our challenges have been developed following extensive consultation and reflection with all key stakeholders. They are designed to promote a culture of learning where every learner gains the attitudes, values and beliefs that they can, and will, learn.

## Whakataukī

*Te pae tawhiti, whāia kia tata  
Te pae tata, whāia kia ū.*

*That which is on the distant horizon,  
pursue it to bring it close;*

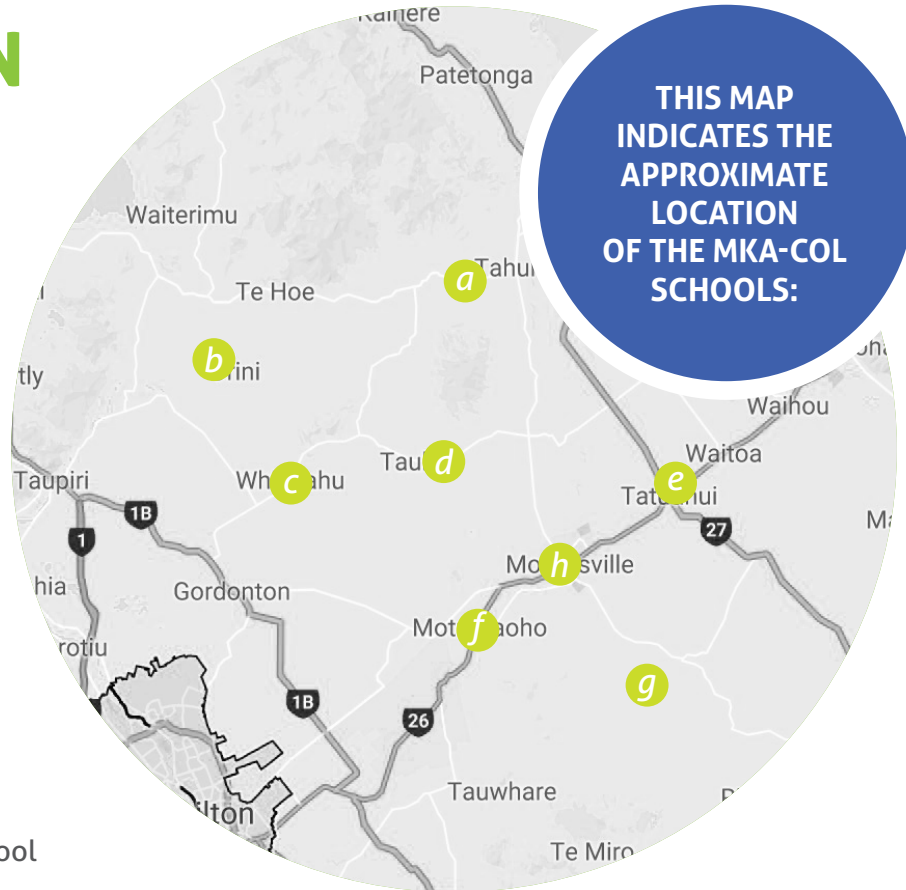
*That which is near at hand,  
pursue it too, to its completion.*

The Whakataukī above was gifted to us by Kaumātua and Associate Professor Tom Roa who has close whānau links with Ngāti Hauā and Ngāti Wairere. Tom's great wisdom and mana has guided the formation of our purpose as he considered our journey, past, present and future.

The Whakataukī speaks to our vision and purpose. It helps give us meaning, strength and motivation for the work ahead.

# SCHOOL INFORMATION

THIS MAP INDICATES THE APPROXIMATE LOCATION OF THE MKA-COL SCHOOLS:



- a** Tahuna School
- b** Orini Combined School
- c** Whitikahu School
- d** Tauhei Combined School
- e** Tatuanui School
- f** Motumaoho School
- g** Kiwitahi School
- h** Morrinsville College
- h** St Joesph's School
- h** Morrinsville Intermediate School
- h** David Street School

Kahui Ako No. 99131		July 2017	Māori	% Māori	Pasifika	% Pasifika
ID no.	Morrinsville Kahui Ako - 11 Schools	2114	457	22%	24	1%
126	Morrinsville College	658	176	26.7%	7	1%
1709	David Street School	472	105	22.2%	5	1%
1780	Kiwitahi School	44	17	38.6%	0	0%
1833	Morrinsville Intermediate	276	53	19.2%	3	1%
1835	Motumaoho School	30	4	13.3%	0	0%
1869	Orini Combined School	119	27	22.7%	1	1%
1949	St Joesph's Catholic School (Morrinsville)	198	27	13.6%	6	3%
1972	Tahuna School	95	15	15.8%	0	0%
1983	Tatuanui School	104	12	11.5%	1	1%
1985	Tauhei Combined School	44	6	13.6%	0	0%
2090	Whitikahu School	74	15	20.3%	1	1%

# OUR SCHOOLS



DAVID STREET SCHOOL  
Kia Maia - Have Courage

## DAVID STREET SCHOOL

**Ngāti Hauā** | Kai-a-te-Mata Marae | Rukumoana Marae | Kuia: Te Ao Mārama Maaka

**Vision:** A Community of Courageous Learners

**Motto:** Kia Maia – Have Courage

**Website:** [www.davidst.school.nz](http://www.davidst.school.nz)

---



## KIWITAHİ SCHOOL

**Ngāti Hauā** | Rukumoana Marae

**Vision:** Working together to develop confident, connected Knowledgeable, Inquiring, Willing, Interacting, Self Managing

**Mission:** Kia Kotahi – Working Together

**Website:** [www.kiwitahi.school.nz](http://www.kiwitahi.school.nz)

---



## MORRINSVILLE COLLEGE

**Ngāti Hauā** | Kai-a-te-Mata Marae | Rukumoana Marae | Kuia: Te Ao Mārama Maaka

**Vision:** Working together to provide a quality education in a caring environment

**Motto:** Alios Iuvare Sibi Fidere  
Be of service to others and be truthful to yourself  
Mahia Te Pai, Ki Te Katoa  
Me Te Whakapono Hoki Ki a Koe Ano

**Website:** [www.morrcoll.school.nz](http://www.morrcoll.school.nz)

---



## MORRINSVILLE INTERMEDIATE SCHOOL

**Ngāti Hauā** | Rukumoana Marae | Kuia: Te Ao Mārama Maaka

**Vision:** Empowering Learners to Succeed

**Mission:** To provide opportunities for students to learn and grow in ways that acknowledge and value emerging adolescence

**Motto:** Kia U Ki Te Pai – Whatever you do let it be your best

**Website:** [www.mi.school.nz](http://www.mi.school.nz)

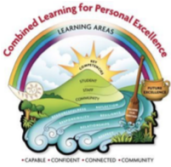
---



## MOTUMAOHO SCHOOL

**Vision:** Empowering our children with life skills of caring, cooperation and creative thinking in a changing world and rural environment  
Te tiaki, te mahi tahi, te akiaki, te tipu

**Website:** [www.motumaoho.school.nz](http://www.motumaoho.school.nz)



## ORINI COMBINED SCHOOL

Tauhei Marae | Kaumātua: George Hopa

**Vision:** Combined learning for personal excellence

**Website:** [www.orini.school.nz](http://www.orini.school.nz)



## ST JOSEPH'S CATHOLIC SCHOOL

**Vision:** St Joseph's promotes quality learning within a Catholic environment

**Mission:** Always faithful to the teachings of Jesus Christ

**Values:** Care Manaaki, Respect Whakaute, Integrity Ngakaupono, Faith Whakapono

**Website:** [www.stjoes.school.nz](http://www.stjoes.school.nz)



## TAHUNA SCHOOL

Ngāti Paoa | Waiti Marae

**Vision:** To develop dynamic learners who make a positive contribution to our community

**Website:** [www.tahunaschool.school.nz](http://www.tahunaschool.school.nz)



## TATUANUI SCHOOL

Ngāti Hauā | Kuia: Te Ao Mārama Maaka

**Vision:** Empowered 21st Century Learners

**Mission:** Reaching our Full Potential

**Values:** We Care

**Website:** [www.tatuanui.school.nz](http://www.tatuanui.school.nz)



## TAUHEI COMBINED SCHOOL

Ngāti Waiere | Tauhei Marae | Kaumātua: George Hopa

**Vision:** Through meaningful learning opportunities, nurture a love of learning where children will develop an open and inquiring mind and interact positively with others

**Website:** [www.tauhei.co.nz](http://www.tauhei.co.nz)



## WHITIKAHU SCHOOL

Ngāti Waiere | Tauhei Marae | Kaumātua: George Hopa

**Vision:** Children Learning the Whitikahu Way  
Happy caring atmosphere, Getting the basics right, Give it your best go

**Mission:** Our children will be lifelong enthusiastic learners, ready to face challenges, explore opportunities and make informed decisions about their future

**Motto:** Community Learning at its Best

**Website:** [www.whitikahu.school.nz](http://www.whitikahu.school.nz)



# THE JOURNEY SO FAR

*The Morrinsville Kāhui Ako-Community of Learning (MKA-CoL) leaders began the journey of moving from cooperation to collaboration in a strategic and deliberate way during the initial formation process in October 2017.*

Leaders began by sharing their beliefs about leadership, pedagogy and the culture of learning. A founding cornerstone was that each school's independence and their unique governance, leadership, history, culture and identity would be preserved while embracing new challenges and ways of working.

Leaders built an understanding of each other's school context by holding meetings in every school, visiting classrooms and environments. Trust has grown as leaders worked together in collaborative workshops building a foundation and organisation that would withstand the challenges that come with 'building a plane while flying it'.

By the end of the first year we had begun an extensive programme of consultation (outlined in the next section). The success of our MKA-CoL to date, is thus founded on the consultation process and relationship building undertaken to ensure all stakeholders' voices are heard. The data generated from the consultation has informed decisions made in relation to identifying the Achievement Challenges 'Four Levers of Change'.

A most successful whole-day professional learning opportunity, 'Challenging Learning' facilitated by James Nottingham was held for all teachers, learning

support teachers, RTLB and ECE teachers across the community. This certainly gave us a glimpse of what is possible when a community collaborates for the sake of learners. A MKA-CoL Board of Trustees (BoTs) training evening focusing on property matters was also successfully undertaken.

Opportunities have arisen through increased collaboration enabling teachers the desire and autonomy to engage in professional dialogue; these informal networks are continuing to grow. This has also led to strengthening transitions along the learning pathway.

Now after 18 months of operating, we have shaped our Achievement Challenges, and are ready to begin the process of appointing our community's 'across-school' and 'in-school' lead teachers. Leaders have agreed that a critical aspect of their work is their capacity to influence teaching practice, school culture and its core values to lift student achievement.

A programme of professional learning has been planned and is about to be implemented. This initiative will strengthen leaders' capability to be a collective driving force for change.

## MANA WHENUA

*The schools in the MKA-CoL sit in the mana whenua of Ngāti Hauā, Ngāti Wairere and Ngāti Paoa. Every school has their own mana motuhake – they maintain their own mana within their local community as hou kainga.*

The MKA-CoL is made up of representatives from a diverse range of contexts, from small farming areas to larger town schools, each with different needs and experiences, yet they have the same wider aspirations for their students, which has been captured through our vision and purpose.

Our three mana whenua iwi, Ngāti Hauā, Ngāti Wairere and Ngāti Paoa, all sit under the auspices of Tainui Rohe. The Kaumātua we have been engaged with during the development of our Achievement Challenges have placed value on Whakatupuranga 2050 – the Waikato-Tainui Education Plan.

In 2017 Morrinsville College signed a Memorandum of Understanding with Waikato Tainui as part of the Kawenata o te Mana Maatauranga, establishing a commitment to work together in achieving mutual educational objectives.

These three iwi all also played a major role in formulating the Morrinsville College vision and desired outcomes document, 'Te Ao Mārama'. Each iwi has indicated their continued support for this document and its relevance to our MKA-CoL moving forward as a community.



# ENGAGEMENT & CONSULTATION WITH OUR COMMUNITY

The MKA-CoL believes that the strength in our combined success will be in the effective empowerment of community networks we have available to collectively work together for the benefit of our students.

We have deliberately engaged with the many stakeholders in our community, in formal and informal ways, prior to the formation of our Achievement Challenges. The following is an

outline of the engagement, and a summary of some of the results so far.

## Combined Boards of Trustees and Staff Meetings

During June 2017 Boards of Trustees and teaching staff from all eleven schools met together and provided input into the following two questions:

1.

What are the key attributes and values that a student graduating from the Morrinsville Community of Learning would have to succeed in the world beyond?



2.

Imagine that we can create the perfect Community of Learning focussed on success for all of our students. What would this look like?



## Staff Meetings at Each School

Staff meetings at each school In August 2017 staff were asked to identify the strengths, needs, challenges and opportunities across the MKA-CoL. Some of the ideas featured are identified below.

### STRENGTHS

- Staff collegiality
- Developing leadership
- Development of digital technology
- Positive learning support connections

### NEEDS

- Developing student agency
- Positive role models
- Timely access to 'expert' specialist intervention e.g. dyslexia, autism
- Digital literacy

### CHALLENGES

- Student Well-being
- Transience
- Genuine engagement with Whānau
- Equity of access to technology and life experiences

### OPPORTUNITIES

- Sharing resources across the community
- Improved cultural awareness
- Identification and support or priority learners
- Across-community shared expectations

## Parent and Whānau Survey

Parent and Whānau survey During Terms 3 and 4 2017, parents and whānau were invited to respond to an online survey asking questions about their experiences around their child's education. There were a total of 252 responses. Results from this survey have been included in the baseline data for our Achievement Challenges.

## Student Survey

During Terms 3 and 4 2017, all students were invited to respond to an online survey, with 1101 responses recorded across Years 1 to 13. This included conversations between student leaders assisting younger students in the gathering of their voice. Results from this survey have been included in the baseline data for our Achievement Challenges.

## NZCER Teaching and School Practices Survey

During Term 3 2017 all teachers and leaders across the community participated in the online NZCER Teaching and School Practices Survey. There were a total of 88 responses from teachers and principals. Results from this survey have been included in the baseline data for our Achievement Challenges.

## Iwi

There have been ongoing formal and informal iwi conversations with Kaumātua and whānau. Some of the collective reflections and notes from these hui are outlined below:

*What skills and attributes would we want for our tamariki when they leave school at the end of College?*

- Positive sense of identity, successful as Māori, contributing to community
- Knowing local histories, marae, mountains, rivers, stories and tikanga
- Confidence and resilience by accepting challenge and failure as opportunities to grow stronger
- Aspirations and dreams of ongoing success
- Respectful of all people and backgrounds
- Tolerance
- Adaptable in both worlds
- Whānau engaged in education from ECE to College
- Good knowledge of the 'basics' – reading, writing and mathematics

Kaumātua from Ngāti Hauā, Ngāti Wairere and Ngāti Paoa all played a major role in formulating the Morrinsville College vision and desired outcomes document 'Te Ao Mārama', which is well established at the College and has been endorsed as an ongoing guide to the work moving forward.



## Learning Support

There is a strong network established for specialists working with children who have learning support needs within the MKA-CoL. Resource Teachers of Learning and Behaviour (RTLBs), Special Education Needs Co-ordinators (SENCOs), school leaders and Ministry of Education (MoE) support workers, have been meeting once per term in order to share best practice and continue networking opportunities.

This work has further built transparency and understanding of access to appropriate support for students with learning and behavioural needs in line with the new model of Learning Support delivery.

Opportunities have been identified for teachers to network around things like PLD to upskill teachers around supporting students with autism, dyslexia, and other identified support needs.

## Early Childhood Education

There is an established network of Early Childhood Education (ECE) centres, which has met together to discuss ways that they would like to be involved in the MKA-CoL. School leaders have welcomed and encouraged this involvement, to the extent that they have engaged with the MoE in a Change Management contract. The goal of this activity is to liaise and build connections and relationships between schools, ECE providers including Kōhanga Reo and parents, family and whānau.

An outcome of this Change Management is to develop, within the sector pathway, a cohesive transition plan for learners moving within the MKA-CoL. In ongoing consultation with iwi, the Rukumoana Kōhanga Reo teachers reminded the CoL lead principal that their kaupapa is focussed on supporting the Te Reo Māori pathway to Kura Kaupapa Māori, and sees no formal connection with the MKA-CoL. However they asked that we 'keep communication open'. This view was supported by Kaumātua.

## Business After Five

Connections with businesses and employers in the MKA-CoL are highly valued by schools, particularly at the Secondary level. Leaders of the MKA-CoL met with Morrinsville Business After Five to present the aims and aspirations of the MKA-CoL.

During this information sharing time, support was offered for working together in the future to promote the best interests of the students and the community.

## Tertiary

Morrinsville College has current links with numerous Tertiary providers including Wintec, the University of Waikato and Te Wānanga o Aotearoa. Vocational Pathways and Careers Guidance play a major role in supporting our students at this level. We will continue to develop those links to extend our learners' pathways into the tertiary sector.

## Community-wide Consultation on Draft Achievement Challenge

Our extensive consultation greatly influenced the writing of our Draft MKA-CoL Achievement Challenges. The completed Draft was then widely circulated among all MKA-CoL stakeholders for comment and approval including iwi, parents and whānau, BoTs, the Morrinsville Chamber of Commerce, Morrinsville health professionals, RTLB.

The document received wide approval, and following minor amendments made in response to feedback, this final document has been now completed.



# OUR JOURNEY MOVING FORWARD

*In 2017 key stakeholders were surveyed using a variety of tools to collect both qualitative and quantitative data. This included the NZCER Teachers and School Practices Tool [TPS].*

This survey generated quantitative percentage-based data to inform our measures of success moving forward for our four levers of change. The survey data required responses to a four-point scale. We have used the highest and second highest points of the scale to set our targets and measure growth over time. We have done this deliberately as evidence shows we need to be highly effective in our practice in order to accelerate the progress of our learners.

To measure the impact of the 'Four Levers of Change' over time a Results-Based Accountability [RBA] framework will be used. RBA is a common sense data-driven process that reports on progress, is transparent and helps to measure success over time. It is our intention to review our targets at the

end of 2019 in response to our 'pulse surveys' and emerging student achievement data in Writing, Mathematics and NCEA Level 2.

The following plan gives an overview of the four levers of change, a summary of baseline data and a high order of intent moving forward. This is followed by the students' achievement data that we will use to measure the impact of the programme of work in relation to our challenges, on learning, over time. We also present a model of how we envisage the learners in our MKA-CoL to learn and grow through these efforts and develop into empowered learners.

## OUR CHALLENGES

*Our challenges emerged from the synthesis of our consultation data which was collated using the Teaching and School Practices Tool (TSP).*

The TSP Survey gathered data around four major aspects, viz. CoL Participation, Principal Leadership, School Practices and Teaching Practices. The key for each survey is as follows:

<b>COL PARTICIPATION</b>	Not at all	Not well	Well	Very well
<b>PRINCIPAL LEADERSHIP</b>	Not well	Somewhat well	Well	Very well
<b>SCHOOL PRACTICES</b>	Not at all like our school	A little like our school	Moderately like our school	Very like our school
<b>TEACHING PRACTICES</b>	Not well	Somewhat well	Well	Very well

# THE FOUR LEVERS OF CHANGE

Four levers of change were identified as being most likely to impact positively on learning outcomes for students, which is what we aim to develop and strengthen in our Kāhui Ako CoL.



# CHALLENGE A:

## *Ko tā te kaiako kōkiri ako - Teacher Efficacy*

**Why this is important for our community and how it will support student achievement?**

Collective teacher efficacy is a staff's shared belief that through their collective action they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

According to the Visible Learning research (Hattie, 2016) collective teacher efficacy is the number one factor influencing student achievement with an effect size of 1.57. Hattie (2016) notes that by increasing the effectiveness of all teachers there will be a marked overall increase in student achievement.



**High Level Plan  
to Develop and  
Strengthen:**

**Ko tā te  
kaiako kōkiri ako  
-  
Teacher  
Efficacy**

**Target:**

To improve teachers belief in their own ability to positively affect students by at least 10% in relation to baseline measures by November 2019

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	BY THE END OF 2019	LONG TERM
<b>TEACHERS &amp; LEADERS AS INQUIRERS</b>	Develop a shared understanding of Teaching as Inquiry (TAI) through MKA-CoL PLD.	TAI systems and processes understood and embedded in each school.  Evidence that a growing culture of formal and informal coaching and mentoring relationships is identified in each school.	Teaching and Leading as Inquiry will become a 'way of thinking and acting'. We will regularly engage in professional learning conversations and continually seek to improve our practices and effectiveness to achieve success for every teacher and every student.
<b>EVIDENCE-BASED DECISION MAKING</b>	Reflect on the assumption that the way we have always done things is the best way to do them.  Develop and document shared understanding on the range and use of data and evidence to inform decision making.	Teachers and leaders will have begun to regularly collect and consider evidence, including student achievement data, student voice and observations, to evaluate the impact their teaching practices have had on raising student achievement.	Teachers and leaders will have increased capability and motivation to use evidence-based decision making to evaluate, improve, and affirm their practices as they continually seek ways to improve success for every learner.
<b>BUILDING BELIEF</b>	MKA-CoL schools will visit local marae and places of cultural significance to further our own understanding of who our Māori students and whānau are, and build appreciation of the unique gifts and attributes they bring to the learning.  Create MKA-CoL-wide agreement and understanding about conditions that build a successful culture of learning for our diverse groups of learners.	Strategies will be developed to 'uncover the identity' of every student especially those at risk of not achieving.  There will be a reportable lift in the percentage of teachers who believe in their own ability to improve learning outcomes for all students.	Teachers and leaders will demonstrate an individual and collective belief that every child can learn.



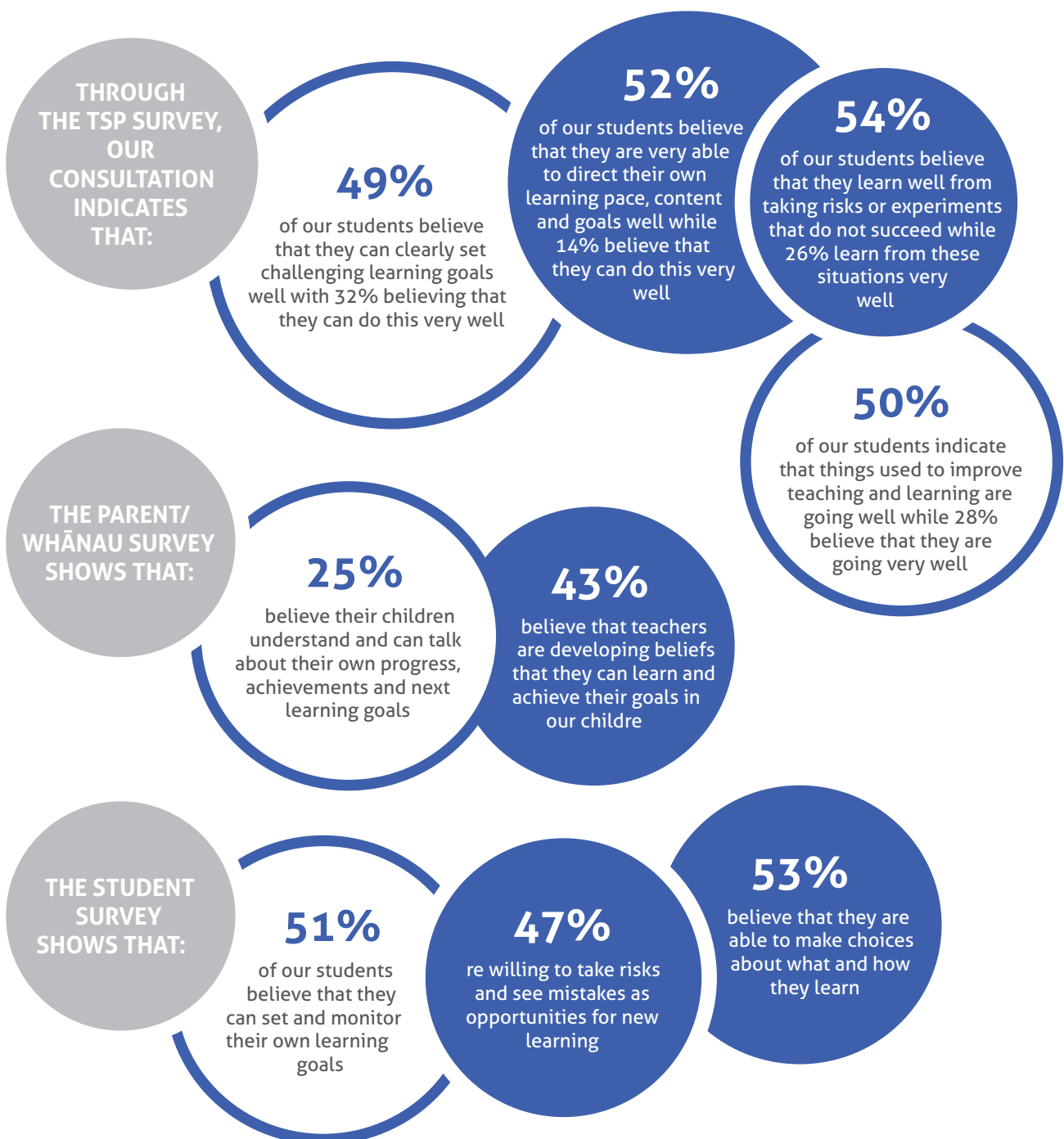
# CHALLENGE B:

## Ngā Moemoea - Student Agency

Why this is important for our community and how it will support student achievement?

Student agency is embedded in the New Zealand Curriculum (NZC) key competencies described as "the capabilities that young people need for growing, working and participating in their communities". Student agency is evident when students feel they

have some control of things that happen around them. They are active participants in their learning. Wenmoth says 'One way of thinking of learner agency is when learners have the power to act' - when learners move from being passive recipients to being much more active in the learning process, actively involved in the decisions about the learning'.





*High Level Plan  
to Develop and  
Strengthen:*

*Ngā Moemoea  
-  
Student Agency*

**Target:**

To improve students' active participation in making decisions about their own learning by at least 10% in relation to baseline measures by November 2019.

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	BY THE END OF 2019	LONG TERM
<b>STUDENTS AS LEARNERS</b>	Students will build confidence and resilience as we focus on their taking risks in their learning and seeing mistakes as opportunities for new learning.	Agreed pathway progressions developed to provide a MKA-CoL framework for explicit teaching of learning strategies that enable students to take increased control of their own learning.	Students will be enabled through explicit teaching (such as goal setting, self-monitoring, and collaborative capabilities) to develop self-efficacy and agency for life-long learning.
<b>STUDENTS AS LEARNERS</b>	Teachers and leaders devise a strategy to build tuakana teina relationships between students across the learning pathway in a variety of contexts.  Document and share deliberate student leadership practices existing in our schools.	Every student across the MKA-CoL will have the opportunity to undertake explicit learning in relevant aspects of leadership, and to have these applied in an authentic context.	Every student graduating from Morrinsville College will have the skills and attitudes to embrace and succeed as learners and leaders in their own right, in their own lives and in the lives of the families and whānau, their community and the world beyond.
<b>STUDENTS AS CAPABLE CITIZENS</b>	All schools to participate in a collaborative event that will benefit the wider community e.g. 'clean up our local environment'.	Students will have a developing understanding that successful citizenship comes with rights and responsibilities, and be able to identify these in various age appropriate contexts.	Every student graduating from Morrinsville College will have developed the key competencies and dispositions to take their rightful place and make meaningful contributions in our community.



## CHALLENGE C:

### Whakawhānaungatanga - Family, Whānau and Community Partnerships

Why this is important for our community and how it will support student achievement?

In a report of 2008 the Education Review Office (ERO) described whānau engagement as 'a meaningful, respectful partnership between schools and their

parents, whānau and communities that focuses on improving the educational experiences and successes for each child'. This report identified a number of conditions for engagement that encourage authentic partnership between whānau/families and the school.

THROUGH  
THE TSP SURVEY,  
OUR  
CONSULTATION  
INDICATES  
THAT:

**34%**

of our teachers believe that they offer parents and whānau with opportunities to learn how to effectively support their child's learning at school well while 53% believe they do this very well

**44%**

of our teachers believe that they actively seek the expertise of the local community, hapu and iwi well while 28% feel that they do this very well

**44%**

of our teachers believe that they collaborate well with parents and whānau so that their expertise can be used to support collective learning in class or other school activities and 14% believe they do this very well

THE STUDENT  
SURVEY  
SHOWS THAT:

**49%**

of students recognise that their family and whānau are positively involved in school life

THE BOT  
CONSULTATION  
MEETING OF  
24 MEMBERS  
REPRESENTING ALL  
11 COL SCHOOLS  
SHOWED THAT:

**62%**

sought improved communication and stronger community relationships between all stakeholders across the community

**32%**

of our parents and whānau understand their child's progress as they travel through the school system

**40%**

of our parents and whānau believe that the teachers communicate in an open and honest way about student achievement

**46%**

of our parents and whānau feel supported by their school/s to take an active role in their child's education

THE PARENT/  
WHĀNAU SURVEY  
SHOWS THAT:

**37%**

sought more data sharing to improve and moderate the reporting of student achievement between and across school

*High Level Plan  
to Develop and  
Strengthen:*

*Whakawhānaungatanga  
-  
Family, Whānau and  
Community Partnerships*

**Target:**

To improve the level of shared responsibility focusing on building success for every learner by at least 10% in relation to baseline measures by November 2019

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	BY THE END OF 2019	LONG TERM
<b>EFFECTIVE ENGAGEMENT OF FAMILIES, WHĀNAU AND CONNECTIONS WITH EDUCATIONALLY POWERFUL NETWORKS</b>	Apply the Measurable Gains Framework and wider consultation to construct a family, whānau, iwi, community school engagement plan.	Engagement plan to be adapted to reflect student and community diverse need. Plan implemented MKA- CoL wide to begin Term 3 2019.  Progress monitored using pulse survey Nov 2019.	Effective engagement of families, whānau and educationally powerful networks results in an increased sense of belonging, efficacy, agency and Hauora

# CHALLENGE D:

## Hauora - Health and Well-being

**Why this is important for our community and how it will support student achievement?**

Transition is the process that 'enables students, their parents, whānau and agencies to work in partnership with the school to help learners develop a sense of belonging and the confidence to participate within new contexts'. Furthermore, ERO notes that 'Effective transitions are critical to the development of children's self-worth, confidence and resilience, and ongoing success at school'. For this reason the MKA-CoL feels

that investigation of and collaboration about our key transition points will strengthen our learning pathways. Gluckman (2017) produced a youth suicide discussion paper in which he notes that '...youth suicide is more than simply a mental health issue and that, with what we know at present, the focus must also include an emphasis on primary prevention starting from very early in life'. The MKA-CoL gives us that opportunity to ensure that our learners are resilient and have strategies to manage self-control and awareness of their own mental health status.





We note the close and reciprocal nature of Hauora with our other three challenges: Teacher Efficacy, Student Agency and Family, Whānau and Community Partnerships. In addition to the collective impact these will have, consultation has surfaced the following additional Critical Success Factors:

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	BY THE END OF 2019	LONG TERM
THE 'DISPOSITIONS OF AN EMPOWERED LEARNER'	Define and document each disposition in terms of agreed behaviour that demonstrate each one.	A plan to link and refine 'Dispositions' with each school's implementation of the key competencies and the curriculum.	All learners will have increased confidence to approach challenges by demonstrating the appropriate dispositions as necessary for success.
ATTENDANCE LINKED TO STUDENT ACHIEVEMENT	Establish and analyse baseline data on community wide attendance levels.	Current approaches to lifting school attendance across the community will be reviewed and a new coordinated plan established and implemented to begin Term 3.	A united and well- coordinated community wide approach to school attendance will result in a measurable increase in attendance across the MKA-CoL over time.
TRANSITIONS	Extend the current MKA-CoL review of EC – school transitions to across the entire education pathway.	A cohesive transition plan will be established by the end of 2019 for learners moving within the MKA-CoL.	Learners will be supported by an cohesive transition process at every level of the MKA-CoL.

# STUDENT ACHIEVEMENT DATA

## WRITING

### Background Information:

Since 2015 statistics for boys in Writing across Years 1 - 8 has been of concern. 2015 data indicated 61% of boys were achieving at/above National Standards compared with 77% of girls. 60% of Māori students were achieving at/above the National Standards compared with 70% European.

Trends identified moving forward to 2017 suggest this has continued: 2017 National Curriculum Standards data indicated:

- There is significant disparity between girls and boys
- There is significant disparity between Māori and non-Māori that needs addressing
- Achievement particularly for Year 4 boys and Year 8 students is low.

### What we want to achieve:

Our aim is to raise achievement for ALL our learners with particular emphasis on Māori and boys. While

we are targeting all students currently achieving below their curriculum levels, we have identified a cohort of students whose progress and achievement will be tracked over time, in order to measure and report the effectiveness and impact of our interventions.

Our belief is that strengthening: teacher efficacy, student agency, whānau partnerships, and Hauora, will result in improved learning outcomes for ALL students.

### Writing Impact Monitoring Targets:

To increase the percentage of students achieving at/above NZC from 73% (454/622) to 83% (515/622) therefore a shift of 10% from 2018 - 2019 for all students, in Writing.

This target is inclusive of a 13% shift for boys (from 195/312, 68% to 269/312, 84%). This target is inclusive of a 13% shift for Māori (from 73/115, 64% to 88/115, 77%).

## MORRINSVILLE KAHUI AKO

Writing	Did not meet NZC levels of expectation at end of 2017			Meeting or above expectation	Target to shift 2019	Total Achieving by 2019		
	Number	Out of	%			%	No. of students to shift	%
Yr 4 All	42	161	26.1%	73.9%	13	132	82.0%	8.1%
Yr 4 Boys	32	84	38.1%	61.9%	8	60	71.4%	9.5%
Yr 4 Māori	9	26	34.6%	65.4%	4	21	80.8%	15.4%
Yr 6 All	37	154	24.0%	76.0%	16	133	86.4%	10.4%
Yr 6 Boys	25	78	32.1%	67.9%	10	63	80.8%	12.8%
Yr 6 Māori	9	26	34.6%	65.4%	2	19	73.1%	7.7%
Yr 8 All	63	175	36.0%	64.0%	18	130	74.3%	10.3%
Yr 8 Boys	40	86	46.5%	53.5%	10	56	65.1%	11.6%
Yr 8 Māori	15	30	50.0%	50.0%	4	19	63.3%	13.3%
Yr 10 All	26	132	19.7%	80.3%	14	120	90.9%	10.6%
Yr 10 Boys	20	64	31.3%	68.8%	11	55	85.9%	17.2%
Yr 10 Māori	9	33	27.3%	72.7%	5	29	87.9%	15.2%
<b>Total All</b>	<b>168</b>	<b>622</b>	<b>27.0%</b>	<b>73.0%</b>	<b>61</b>	<b>515</b>	<b>82.8%</b>	<b>9.8%</b>
<b>Total Boys</b>	<b>117</b>	<b>312</b>	<b>37.5%</b>	<b>62.5%</b>	<b>39</b>	<b>234</b>	<b>75.0%</b>	<b>12.5%</b>
<b>Total Māori</b>	<b>42</b>	<b>115</b>	<b>36.5%</b>	<b>63.5%</b>	<b>15</b>	<b>88</b>	<b>76.5%</b>	<b>13.0%</b>



# MATHEMATICS

## Background Information:

Since 2015 statistics for Māori and non-Māori in Mathematics across Years 1 - 8 have been of concern. 2015 data indicated 63% Māori were achieving at/above the National Standards compared with 77% of non-Māori. The data in 2017 indicates:

- There is growing disparity between Māori and non-Māori at primary level
- Achievement starts a downward trend after Yr 4, with lowest achievement at Year 10, particularly boys.

## What we want to achieve:

Our aim is to raise achievement for ALL our learners, with particular emphasis on Year 6 students and beyond. While we are targeting all students currently achieving below their curriculum levels, we have identified a cohort of students whose progress and achievement will be tracked over time, in order to measure and report the effectiveness and impact of our interventions.

Our belief is that strengthening: teacher efficacy, student agency, whānau partnerships, and Hauora, will result in improved learning outcomes for ALL students.

## Mathematics Impact Monitoring Targets:

To increase the percentage of students achieving at/above NZC from 74% (462/622) to 84% (524/622) therefore a shift of 10% from 2018 - 2019 for all students in the cohort, in Mathematics.

This target is inclusive of a 8% shift for boys (from 232/312, 74% to 258/312, 83%) This target is inclusive of a 13% shift for Māori (from 78/115, 68% to 93/115, 81%).

MORRINSVILLE KAHUI AKO							
Maths	Did not meet NZC levels of expectation at end of 2017			Meeting or above expectation	Target to shift 2019	Total Achieving by 2019	
	Number	Out of	%			%	No. of students to shift
Yr 4 All	35	161	21.7%	78.3%	15	141	87.6%
Yr 4 Boys	18	84	21.4%	78.6%	6	72	85.7%
Yr 4 Māori	6	26	23.1%	76.9%	5	24	92.3%
Yr 6 All	35	154	22.7%	77.3%	13	132	85.7%
Yr 6 Boys	17	78	21.8%	78.2%	6	67	85.9%
Yr 6 Māori	9	26	34.6%	65.4%	3	20	76.9%
Yr 8 All	61	175	34.9%	65.1%	17	131	74.9%
Yr 8 Boys	32	86	37.2%	62.8%	10	64	74.4%
Yr 8 Māori	15	30	50.0%	50.0%	5	20	66.7%
Yr 10 All	29	132	22.0%	78.0%	17	120	90.9%
Yr 10 Boys	13	64	20.3%	79.7%	4	55	85.9%
Yr 10 Māori	7	33	21.2%	78.8%	3	29	87.9%
<b>Total All</b>	<b>160</b>	<b>622</b>	<b>25.7%</b>	<b>74.3%</b>	<b>62</b>	<b>524</b>	<b>84.2%</b>
<b>Total Boys</b>	<b>80</b>	<b>312</b>	<b>25.6%</b>	<b>74.4%</b>	<b>26</b>	<b>258</b>	<b>82.7%</b>
<b>Total Māori</b>	<b>37</b>	<b>115</b>	<b>32.2%</b>	<b>67.8%</b>	<b>15</b>	<b>93</b>	<b>80.9%</b>

# NCEA

## Impact Monitoring Target:

It is important to note that the NCEA Level 2 data is not relative to the cohort of students identified for tracking in Years 4 to 10. NCEA Level 2 data will be used to show trends over time. The impact monitoring target will be to increase the % of students achieving NCEA Level 2 over time in line with the targets set at the College.

Morrinsville College Y12 Students with NCEA Level 2 (Roll Based) 2017			
	Number	Out of	%
All	109	148	73.6%
Boys	41	60	68.3%
Māori	25	37	67.6%

These results below measure the percentage of students that have achieved NCEA Literacy and Numeracy by the end of Year 12. This is set at Level 1 NCEA (level 6 of the NZ Curriculum). The above results are generated independently of Morrinsville College and completed by NZQA.

Y12 Students NCEA Literacy & Numeracy 2017	
Literacy	95.4%
Numeracy	90.8%

These results below reflect the multiple pathways which Morrinsville College assists our students to take. MKA-CoL is pleased to note 48% of Morrinsville College student go into further learning and 34% go straight into employment.

Leavers' Destination Data 2017	
Employment	34%
University	23%
Polytechnic	13%
Other Course	12%
Another School	9%
International Students Returned Home	7%
Overseas	1%
Unknown	1%
<b>TOTAL</b>	<b>100%</b>

## MONITORING OUR PROGRESS

### Action Plan:

- Short term indicators will be developed to regularly monitor progress in key aspects of key achievement challenge through pulse surveys
- Annual data gathering (EoY) and progress reports will be compiled in relation to baseline measures against the four foci areas and the achievement targets
- Targets will be reviewed at the end of 2019 to inform 2020 targets

# QUALITIES OF OUR EMPOWERED LEARNERS





**MORRINSVILLE  
KĀHUI AKO**

Community of Learning