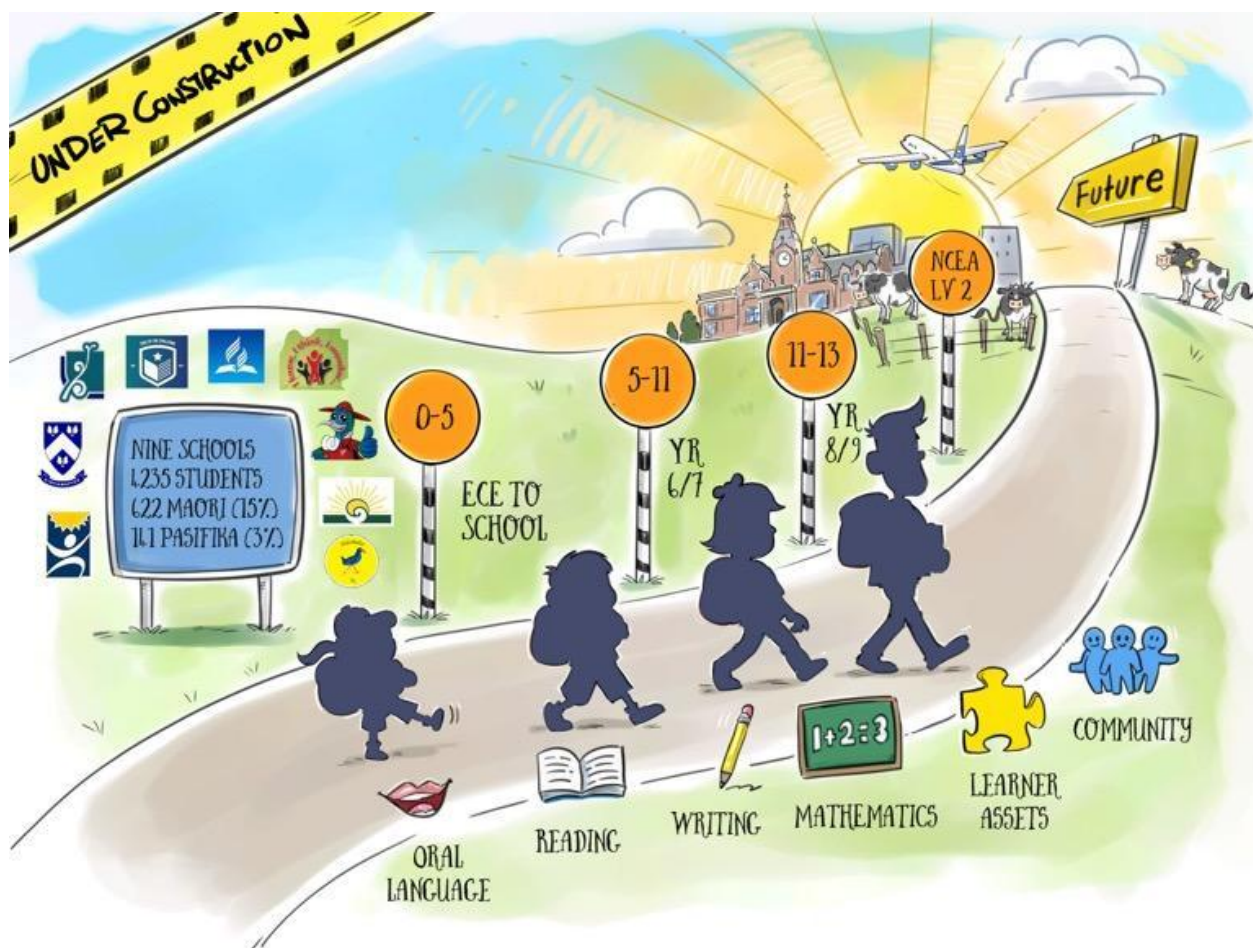


Hillcrest Kāhui Ako

Achievement Challenges

2020 - 2023



'Success today, Success tomorrow, Success together'.

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Hillcrest Kāhui Ako Kura Information

PRIMARY SCHOOLS

HILLCREST NORMAL SCHOOL



(07) 8856 6122

enquiries@hillcrestnormal.school.nz

VISION

“Growing Creative Learners From Within”

At Hillcrest Normal School we take a holistic approach to learning. Our teaching encompasses the whole child- mind, body, spirit and whānua.

VALUES

Succeed
Honour
Imagine
Nurture
Explore

KNIGHTON NORMAL SCHOOL



(07) 856 5399

knighton@kns.ac.nz

VISION

Getting Along, Organised, Inquirer, Persistent, Confident Learners

VALUES

Creativity
Success
Resilience
Belonging
Hauora
Respect

MATANGI SCHOOL



(07) 829 5735

office@matangi.school.nz

VISION

“Developing students committed to personal excellence and pride”.

At Matangi School we look to empower learners to seek challenge, take action, grow together and aim high.

VALUES

Respect
Resilience
Reflection
Relationships
Responsibility

**NEWSTEAD MODEL COUNTRY
SCHOOL**



(07) 856 5946

office@newstead.school.nz

VISION

"I know, I think, I wonder.."

Committed to providing the best possible learning environment for children

VALUES

Community
Thinking
Relationships
Responsibility
Communication

SILVERDALE NORMAL SCHOOL



(07) 856 7604

office@silverdale.school.nz

VISION

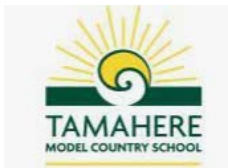
"Making a positive Difference"

Learning at Silverdale Normal is based upon forming effective relationships where respect is at the centre of every action.

VALUES

Being Connected
In Charge
Wellbeing
Taking Action

**TAMAHERE MODEL COUNTRY
SCHOOL**



(07) 856 9238

reception@tamahere.school.nz

VISION

"Together As One, Confident Can Do Kids & Honour Be Your Guide"

At Tamahere we are an enviro school. This means that we are committed to achieving sustainable practices and in our wider community

VALUES

Pride
Aspire
Respect

TAUWHARE SCHOOL



(07) 824 0864

admin@tauwhare.school.nz

VISION

"Accomplished Learners Striving for Success in Tomorrow's World"

We provide cutting-edge, high quality and broad-based learning which will equip our children with the skills and attitudes to be independent, self-motivated learners.

VALUES

Whakamaataau - Try

Respect

Resilience

Responsibility

BERKLEY MIDDLE SCHOOL



+64 7 856 6537

VISION

"Empowering Learners to -Take Up The Challenge".

We believe in a culture of respect, collaboration, engagement and growth. We strive to grow individuals who develop strong and positive relationships and connectedness to our local & global communities.

VALUES

We care

We share

We dare

HILLCREST HIGH SCHOOL



(07) 857 0297

office@hillcrest-high.school.nz

VISION

To provide an inclusive educational community that prioritises equity and excellence to enable students to have the capabilities and values to positively contribute to an ever-changing world..

He Kāhui ako e whakawhanake ana i ngaa uaratanga kia tutuki i ngaa wawata me te hiahia o te haapori ki roto i teenei ao hurihuri.

VALUES

Respect

Aim For The Best

Perseverance,

Identify & Develop Talents

Diversity

PRESCHOOLS

Whaihanga Early Learning Centre
Happy Little Learners
Big Hugz Early Learning Centre LTD
Old MacDonalds Rural Education & Care

Our Vision - Te Whakakitenga

Success today, Success tomorrow, Success together

We want the learners within the Community of Learners to experience success in their futures. 'Success' means that our learners have options for their lives beyond school. We believe options come from having clear pathways from which they can choose their future direction.



Our Approach

- Ensuring **successful transition** from ECE to primary, primary to intermediate, intermediate to high school and the range of pathways from there.
- Push of **equity** for all learners to **experience success** regardless of background, culture and gender. Tackling our tail of underachievement- and making sure that this is more than a target.
- Accelerated progress / achievement and the recognition of learner assets - we need to consider the research of Claxton, Robinson, Costa and Treadwell to prepare students for their futures.
- Positive Community connections (what we want them to see, hear and feel).
- Setting up learners for **success** for their **futures**.



Our Values - Ngā Tikanga

Our aim is to sustain and create exceptionally strong, trusting relationships across our Kāhui Ako. School leaders have deliberately taken time to meet regularly and engage in quality koreo to understand each other's school's context in order to foster the development of '**collaboration and trust**' across the Kāhui Ako.



It is also our aim to '**strengthen connections**' throughout our community that includes our local iwi Ngāti Hauā, our ECE's, the University of Waikato, Wintec Trades Academy and other various key stakeholders.

We believe that the more we understand about each transition point for our rangatahi, the more effective we will be in setting learners up for success. As a result there will be a focus on '**increasing coherence**' in programmes of learning, assessments for learning and pedagogy to support learning through the sharing of best practices that is taking place across the Kāhui Ako. When appropriate, the community of learning will look at '**aligning school-wide systems**' in order to assist in the transition of assessment data and the rich information regarding our learners with the understanding that coherence does not mean conformity. Each school will remain interconnected whilst valuing their own unique taonga that they bring to the Kāhui Ako.



We are excited about the potential of the Kāhui Ako has in continuing to build '**leaders and teacher capacity**' through the exchange of best practices that already exists - this will be the cornerstone of our approach by utilizing the across and within school leaders and the inquiry time given to them. The community has already organised the support of the Springboard Trust and has benefited from the development of leadership capacity and coherence it has brought to the Community of Learning.



Our strategic levers - Kaupapa & Principles

We believe that sustainable and real growth in our community of learners will come from an approach that identifies strategic levers that would enhance learning cultures across our Kāhui Ako. Emerging research indicated that strategic planning around the use of the levers (below) will drive improvement in our achievement challenges.

Our six strategic levers are:

- Culturally Responsive Practice
- Effective Transition points
- Data Literacy
- Connections
- Learner Capacity
- Teacher Capacity

Our priority is and still remains to utilise these levers to support learning as well as improve our students' ability to '**learn how to learn**'. Improved achievement will come as a result of this focus. We believe that accelerated progress and higher achievement for our learners will be achieved as a result of a range of appreciative inquiries which will then provide detailed information for '**strategic interventions**' across the Kāhui ako and within each kura. An initial focus on these levers will be complimented by collaboration in school and across school inquiries based on identified areas of focus evident in the achievement challenges.



CULTURAL PRACTICE



We believe that creating a shared understanding of what culturally responsive practice looks like is crucial to the success of our Kāhui Ako.

Many schools have an existing relationship with Ngāti Hauā. Several primary schools in the Kāhui Ako are members of the Waikato Māori Achievement Collective (Waimac) focused on raising Māori student achievement. In 2016 Hillcrest High School signed an agreement with Waikato Tainui joining the Kawenata o te Mana Mātauranga, establishing a commitment to working together in order to develop mutual education objectives that supports the aspirations of our rangatahi.

EFFECTIVE TRANSITION



We believe better understanding of the key transition points for our learners as they move through in their learning will enable us to focus on creating coherence, stronger connections and improve both student and teacher capacity.

DATA LITERACY



We believe that raising student achievement is the major focus of this Kāhui Ako. High quality systems across our Kāhui Ako will ensure that we put a face to our data to identify and ensure that priority learners make progress from ECE and into work and or further. The data will allow us to review best practices and assessment processes within our schools to ensure overall teacher judgements are valid, robust and reliable.

LEARNER CAPACITY



We believe that growing learner capacity is important. Across the Kāhui Ako we have a shared belief that progress and achievement in Literacy and Numeracy is essential to unlocking the rich opportunities that exist within our curriculum. All schools have a holistic view of learning which focuses on the development of learner assets for the 21st Century and their wellbeing.

TEACHER CAPACITY



We intend to support teachers across our Kāhui Ako by harnessing the power of collective experience, knowledge and expertise of existing staff. Some areas of focus for increasing our teacher capacity through our Kāhui Ako will be through:

- Strategically identified professional development opportunities.
- Mentoring and coaching to grow leadership.
- Strengthening self-review processes to ensure growth in pedagogical practices that provide rich opportunities for learning that help our learners success.

Reflecting on Achievement Challenges: 2017 - 2019

There have been significant successes within our Kāhui Ako that have not yet impacted on our achievement results. Many of our inquiries will take time to impact on specific learning outcomes, however the importance of colleagues learning from outside experts together, and learning from one another, cannot be undervalued.

The first two years were centered around building the relational trust necessary for effective collaboration, while maintaining our unique identities. We now operate within a culture of high trust, able to open up and acknowledge what we do not know, take risks and share knowledge and expertise to support others.

Effective Transitions

We invested time in strengthening our practices at key transition points so that students benefit from more effective transfer of data. Staff surveys and student voice directed the course of this inquiry, leading to more interaction between schools to support groups of vulnerable learners.

Transition Information Sharing Analysis

Transition has been made even more successful by the strengthening of ties with our large ECE contributors. There has been a shift in trust and in collaborative practice between ECE and schools which has benefitted all. Regular hui are held, with one ASL facilitating the sharing of knowledge, research and resources.

Working alongside tertiary institutions to engage in research based projects has also been a strong focus of our community of learning. Current research projects include:

Developing and inspiring students, in particular Māori students, in seeing STEM subjects as a future career.

1. Develop a common language around Socio-Scientific Inquiry as our students transition through the Hillcrest Kāhui Ako.
2. Engage with in authentic partnership with Waikato Tainui and local iwi to understand Mātaurānga Māori (Localised Curriculum)
3. Provide opportunities for staff to engage with Best Evidence Research whilst increasing their understanding of Mātaurānga Māori and aspirations of our community.
4. Provide future opportunities for pedagogical leadership within Kāhui Ako.

STRENGTHENING WHĀNAU RELATIONSHIPS

Teachers, ECE and Principals were surveyed and iwi helped us to clarify aspirations and priorities for our tamariki and rangatahi. Whānau met with Kāhui ako leadership teams through hui to express aspirations for their tamariki.

Feedback from whānau on aspirations:

Why would we get together as a community?

whānaungatanga (wider sense of family)

To have fun

It's an enjoyable event

To build a sense of community

To invite our others - like Ngāti Hauā or Tōku Mapihi

To share kai

Getting to know each other

To be together

To have lots of sports and games with the little kids

Whakapehapeha (Pride)

"A pride and commitment to uphold their tribal identity & integrity" (Whakatapuranga Waikato-Tainui 2050)

To be proud to be Māori

To strengthen Te Reo Māori. The best time to practice Te Reo is in normal contexts like the dinner table or with whānau at school

To make practice worthwhile (kapa haka)

To show off our skills

An opportunity to express our culture

Wawata/Moemoea - Aspirations or Dreams

"A diligence to succeed in education and beyond"

"A self-determination for socio-economic independence" (Whakatapuranga- Waikato Tainui 2050)

To (finally) get my girl to Uni

Often I find that us as Māori people don't know where to start in trying to understand what we want to do post school. Having people to look up to may help kick start a thought process

Showcasing people/leaders to look up to, specifically our Māori people

Pathways/Future-proofing/Information for our Tamariki on forging pathways after school - Navy/Police/Army

Principals, teachers and ECE's in our COL are supporting the design and development of local curriculum to respond in an authentic way to ākonga and whānau needs and aspirations for Hillcrest CoL learners. We are strengthening partnerships with whānau, hapū, Iwi and community across the Kāhui ako and ensuring cultural responsiveness is a conscious element of teaching & learning.

With the help of Ngāti Hauā Iwi Trust we delivered a Teacher Only Day for 400 teachers, teacher aides and principals from ECE through to High School to discover together the history of Ngāti Hauā as it applies to Hillcrest, including Language Revitalization, Iwi Trust Aspirations and Training & Career Pathways. Principals and teachers reported 'buzzing' from the knowledge and inspiration gained from the speakers. They felt supported and more confident in delivering local curriculum. Work already being done in our high school shows the powerful changes occurring for our maori students when teachers apply a cultural lense to even the most simple things - such as how they greet a child, classroom management, lifting their expectations of the child etc.

One of the strategic goals for the Hillcrest Kāhui Ako is supporting Māori students to have greater choice in their future career options. In addition, Tainui's Whakatupuranga 2050 plan set out priorities around building student capacity that supports tribal success. Their aim is to develop a sustainable pathway that fosters success in all forms of education and training.

Recent research by Webber (2019) carried out for Hillcrest High School shows that Māori students compared to non-Māori did not see themselves as scientists, engineers and researchers due to the lack of role models. Achievement data for Hillcrest High School (2014 - 2019) shows significant disparity between Māori and Non-Māori succeeding in STEM subjects at Level 3 NCEA.

Shared Access To Internal And Outside Expertise

We developed and deployed the Hillcrest Kāhui Ako framework for inquiry [Example of framework](#). Each term Within School Leaders presented a synopsis of their inquiry to Principals, senior leaders, within school leaders and across school leaders. These were powerful and emotive presentations and allowed other teachers with similar inquiries to collaborate and share best practice.

To bring all staff together as one we had a very successful Teacher Only Day: **He Ora te Whakapiri There is Strength in Unity**. Speakers included Nigel Latta, Dr Linda Bendikson, Ant Backhouse QSM, Kimai Huirama & Rob Waddell.

Workshops & Hui are regularly offered after school and are well attended. These include: ECE/Early learning, Playbased Learning, Senco, Gifted & Talented, Whānau Engagement, Science, The Arts, Maths, Literacy.

ACHIEVEMENT CHALLENGE DATA

Based on 2016 Literacy and Numeracy data, significant focus of the Kāhui Ako was about consolidating students currently at National standard with the focus of our Achievement Challenges being around Reading, Writing and Mathematics. **The data is not 100% objective data due to the following variables:**

- Roll size & participation numbers change for each school year on year when carrying out the OTJ's which affects averages.
- Unable to make comparisons between Non-Māori and Māori students as entire cohort numbers include Māori students.
- The % represent the proportion of students who were At and Above expected curriculum levels.
- Types of tools used to support OTJs are different between the schools with some using e-asTTle.
- Therefore, the only inferences that can be made from the data is the number of students that have been shifted to ***At and Above the expected curriculum levels***. As a result no judgements can be made about the efficacy of the literacy and numeracy programmes throughout the Col.
- Link to data collection - [2016 - 2019: Variance of Analysis](#)



Achievement Challenge 1: Kāhui Ako Reading Targets			Achievement Challenge 2: Kāhui Ako Writing Targets		
Targets are set against expected 'At or Above' curriculum levels			Targets are set against expected 'At or Above' curriculum levels		
Group	End 2016 Actual	2019 Actual	Group	End 2016 Actual	2019 Actual
Year 1 - 8 Entire cohort	1,998 85.42%	1,855 76.48%	Year 1 - 8 Entire cohort	1,864 79.69%	1,559 64.27%
Year 1 - 8 Māori	261 77.22%	261 64.70%	Year 1 - 8 Māori	240 71.01%	213 52.71%

Achievement Challenge 3: Kāhui Ako Maths Targets		
Targets are set against expected 'At or Above' curriculum levels		
Group	End 2016 Actual	2019 Actual
Year 1 - 8 Entire cohort	1,991 85.12%	1,872 77.8%
Year 1 - 8 Māori	249 73.68%	260 64.32%

Evidence provided by [Education Counts and NZQA](#) shows that there are still equity issues around the opportunities and choices that exist for our Māori students compared to their peers when it comes to tertiary education and career aspirations. Whilst, there has been an increase in the number of our rangatahi going onto further education there is still an equity issue when it comes to the opportunities that exist for our Māori students for career opportunities that require STEM subjects. [Waikato Tainui Ko Te Mana Matauranga 2015 - 2020](#) & [Whakatapuranga 2050](#) has a priority and vision around our Māori students having the capacity to succeed in all forms of education & training and to be global leaders in research excellence which would therefore provide them with self determination and independence which we are obligated to support under the treaty.

Refreshing Our Achievement Challenges: 2020 - 2023

OUR GOALS

Maori students have choice in their future careers	Develop strategic engagement with iwi leaders	Promote high expectations of Maori students	Maori students have aspirations for their future
Create collaborative platforms to enhance teacher & student capability	Develop and deploy the COL framework for inquiry	Grow the density of leadership within our schools	Share access to internal and external expertise
Support learner wellbeing for teachers and students	Investigate and respond to student and staff wellbeing across the CoL	Review the system of transition for vulnerable students	Form supportive collaborative networks for learner well-being

Literacy & Numeracy Targets For 2023

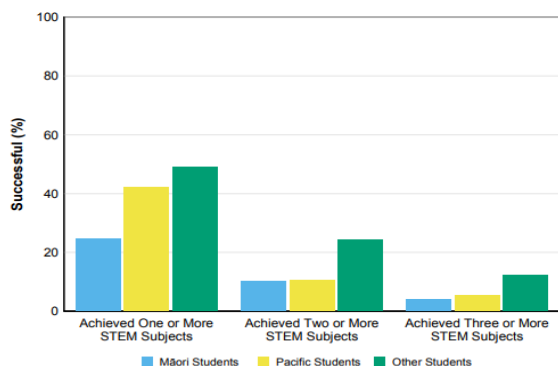
With the shift away from National Standards the Hillcrest Kāhui ako would still report on the changes between reporting cycles regarding Literacy and Numeracy. Evidence from the OECD, PISA & TES reports highlight the importance of literacy and numeracy to unlocking future pathways and aspirations for our students as they transition through the Kāhui Ako and beyond. There is still an equity issue for our Māori students compared to our non-Māori students. Time will only tell whether the cultural responsive practice, Literacy and Numeracy workshops and the strengthening of relationship with Waikato Tainui and Ngāti Hauā can help close this gap and bring parity to this collective issue.

The discrepancy between Māori and Non- Māori will reduce by 5% whilst maintaining our:

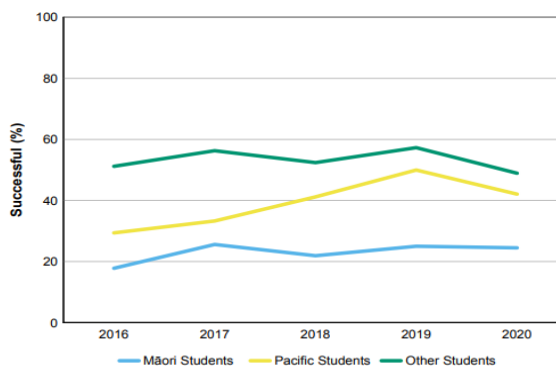
- Year 1 - 8 - Literacy rate (Reading & Writing) at 83% at each transition point.
- Year 1 - 8 - Numeracy rates (Maths) at 80% at each transition point.
- Narrowing the gap between Non-Māori and Māori NCEA Literacy and Numeracy Credits.

Achievement Challenge 1: Develop & strengthen our cultural pedagogical practices that support our Māori students' future aspirations

Year 13 Equity in STEM Level 3 Subject Achievement for Hillcrest High School (2020)



Year 13 Equity in STEM Level 3 Subject Achievement for Hillcrest High School (Achieved One or More STEM Subjects)



Key Actions	What success might look like	Key Performance Indicators
Strengthening Waikato Tainui relationship across Col	<ul style="list-style-type: none"> Develop a consistent Mātaurānga Māori framework to support localised / placed based learning. Work with researchers, contributing schools and Waikato Tainui on a joint pilot study around understanding Mātaurānga Māori to support our localised curriculum. 	<ul style="list-style-type: none"> Increased narrative of māori students seeing STEAM as part of their future selves. 10% Increase in the number of Māori students choosing STEAM subjects (NCEA).
Strengthening connections with local iwi such as Ngāti Hauā. Work with Tasmin Henley - facilitator on NZ History	<ul style="list-style-type: none"> Understanding the aspirations of Ngāti Hauā for their tamariki. Greater understanding of local history, stories through the TOD Hikoi. Developing greater connections with role models to use within the local curriculum. 	<ul style="list-style-type: none"> See a 10% increase in the number of Māori students enrolling in scholarship exams. See an Increase in number of Māori students engaging with tertiary study at Level 6 and Above. 5% Improvement in Māori Literacy and Numeracy results
Localised / Placed Based learning to support STEM subjects	<ul style="list-style-type: none"> Work with researchers such as the Wilf Malcolm Institute of Educational Research & Waikato Tainui on the use of local socio-scientific issues and Mātaurānga Māori. 	<ul style="list-style-type: none"> Obtain research funding to support a pilot study. Greater understanding about the role of Mātaurānga Māori in engaging Māori into STEM subjects

Achievement Challenge 2: Foster collaboration within the Hillcrest Kāhui Ako in order to strengthen teacher & student capacity

Key Actions	What success might look like	Key Performance Indicators
ECE Engagement	<p>Increased participation in PLD days</p> <p>Effective transitions from ECE to school</p> <p>Fostering relationships</p>	<ul style="list-style-type: none"> Regular collaboration between ECE and Primary teachers <ul style="list-style-type: none"> Sharing of good practice. Increased numbers attending
Senco	<p>Schools using the new register</p> <p>ECE contributing to the COL Special needs Register</p>	<ul style="list-style-type: none"> Shared register across the COL Identifying trends and needs to provide PLD opportunities Smoother transitions between all levels. Regular meetings with all stakeholders across COL
<p>COL-Wide Staff PLD & Hikoi of the local maraes within Hillcrest Kāhui Ako.</p> <p>COL-Wide kapahaka celebrations</p> <p>COL-wide Pacifika celebrations</p>	<p>Greater understanding of our local history.</p> <p>Great cultural understanding about Waikato Tainui and Ngāti Hauā matakura and tikanga.</p> <p>Use of Fonofale Project to increase the understanding and add value to our pacifika children</p>	<ul style="list-style-type: none"> Cohesion between all schooling levels Growing a shared language and understanding of our local history All paddling the same waka Pacifika children feeling valued. Teachers increased understanding of cultural differences
Provide effective and responsive PLD in Literacy & Numeracy	<ul style="list-style-type: none"> Collaboration of best practice around literacy and numeracy. Common shared language around literacy & numeracy. Consistency in moderation of achievement levels across all schools. 	<ul style="list-style-type: none"> Increasing number of students At and or Above at key transition points by 10%. Narrowing the discrepancy of literacy and numeracy for our Māori students relative to their peers by 5%.

Achievement Challenge 3: Develop & strengthen Hauora (Wellbeing) of learners and educators

Key Actions	What success might look like	Key Performance Indicators
Engaging with Local Ministry Curriculum Navigators	Well-Being coordinator in all schools	Improved engagement with learning & positive social emotional behaviour
Investigate an appropriate Climate Survey for Wellbeing through: <ul style="list-style-type: none"> • NZCER Survey - Wellbeing@school • Student surveys • Anecdotal evidence Decide on our key areas of need collaboratively	Teachers, families, whānau, and communities working in partnership to support children and young people's wellbeing Young people making good/safe decisions Staff feeling valued and respected	Improved attendance Retention of staff

