

Eastern Wellington Kāhui Ako

Achievement Plan

2018 - 2021



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Purpose of the Kāhui Ako

Our vision

Collaboration for educational change to strengthen our culture of inclusion and excellence

Our values

The shared values of the Eastern Wellington Community of Learning | Kāhui Ako are:

Whanaungatanga - relationships/belonging: we will build a sense of belonging as we gather and genuinely engage with student, teacher and whānau opinions and aspirations

Manaakitanga - respect/care: we will work together to challenge, support and build each other as we continually improve teacher practice, systems and processes

Kairangi/Panekiretanga - excellence: we hold high expectations of each other and our contributions, and high expectations for the students/ākonga within our Kāhui Ako

Rangatiratanga - leadership: we recognise our role is to work to the enacting of the Kāhui Ako vision and to support the weaving together of all the separate pieces and people that make up our Kāhui Ako

Ako - teaching and learning: we understand that we all have things to add to our journey and we build upon these strengths for the benefit of all our students, teachers and whānau

Kotahitanga - unity: we respect the diversity of all contributions while working together in a spirit of unity for the benefit of our students/ākonga

Maramatanga - enlightenment and thinking: our belief in the potential for the outstanding success of all our students/ākonga underpins all our decision-making.

Our approach

The Eastern Wellington Community of Learning | Kāhui Ako is a collaborative partnership that undertakes rigorous and careful inquiry into the impact of our work in ways that strengthen our culture of inclusion and excellence. As such, it agrees that collaboration will be undertaken within a strong set of shared values that respects and values the individuals and the institutions they represent. Our collaborative practice will not be competitive but will build on our collective strengths. Agreements will be arrived at through consensus.

We will:

1. Work towards improving the achievement, wellbeing and outcomes for all learners/ākonga within the Eastern Wellington Community of Learning | Kāhui Ako

2. Utilise and manage the the Eastern Wellington Community of Learning | Kāhui Ako resources in order to achieve the outcomes we seek
3. Involve parents, students, families and whanau in implementing the plan
4. Reference the overall Eastern Wellington Community of Learning | Kāhui Ako within individual school/kura charters and strategic plans
5. Implement systems for monitoring, reviewing and adapting our operations as necessary

Working with our community

The Kāhui Ako is committed to supporting all learners, akonga, families and whanau. We will work with:

local hapū, iwi and Pasifika communities to align our aspirations for our young people
other organisations to ensure students' strengths and interests are extended and needs are met.

Schools

The following schools comprise the Eastern Wellington Community of Learning | Kāhui Ako:

Evans Bay Intermediate	Miramar Christian School
He Huarahi Tamariki	Miramar North School
Hataitai School	Rongotai College
Kahurangi School	Roseneath School
Kilbirnie School	Seatoun School
Lyll Bay School	Worser Bay School
Miramar Central School	Wellington East Girls College

Our Community of Learning | Kāhui Ako comprises eleven primary schools and two secondary schools in the eastern suburbs of Wellington and a teen parent unit in Tawa. Five primary school caters for students in Years 1-6, another five primary schools cater for students from Years 1-8 and there is one Year 7-8 intermediate school. The secondary schools, one boys, one girls and one for teenage parents, provides education for Years 9-15. Currently there are 4,631 students across the Kāhui Ako with 2920 in Years 1-8 and 1,710 in Years 9-15. 625 students identify as Māori, 505 of Pacific heritage and 665 identify as Asian.

Students enter the primary schools through a number of local early years setting within the community and beyond the geographic area of the Kāhui Ako. The students also follow a number of different pathways to secondary schools across the Wellington region, and the secondary school draws students from schools within and beyond those in this Kāhui Ako.

We have a history of working together along with other schools in the eastern suburbs of Wellington through various networks and local events. Connections in the past have been through Principal networks, AP/DP cluster, and numerous sporting events. These connections provide a platform for moving forward into stronger collaboration within and across the community.

The eastern suburbs of Wellington are known for their diverse and rich environment with easy access to the coast and reserves. The community and businesses are internationally known for their creativity and innovation. The Kāhui Ako wants to strengthen relationships with those involved in the environment and creative enterprise so students can benefit from the rich learning opportunities that such relationships offer.

Our strategic direction

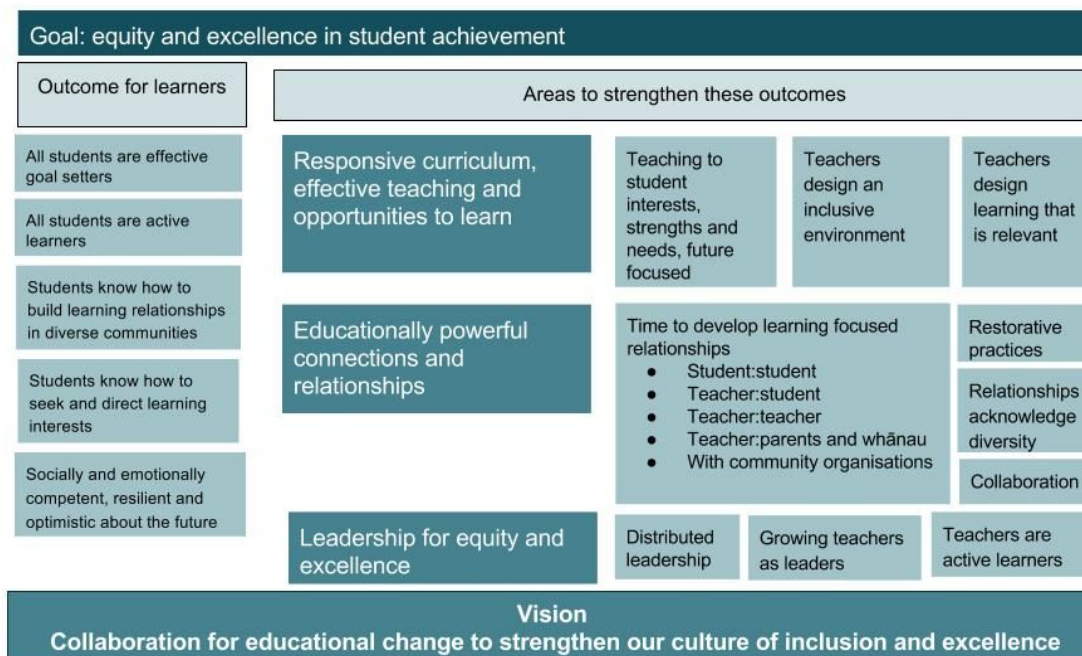
We'll work towards our goal of equity and excellence by using a systems approach to strengthening:

- young people, teachers and leaders capability
- the rich learning opportunities we can provide
- the systems, processes and structures that support our young people their families and whānau, our teachers and leaders.

We have identified some key aspects of our system that are our priority areas for strengthening and will be developed through through particular local context. We will work collaboratively to identify, develop and embed effective practices through sharing information and resources.

Contexts will be identified in collaboration with community, teachers and students.

Priority areas of focus



Achievement challenges

Our achievement challenges have a focus on equity and excellence.

The achievement challenges recognise that students; need rich learning pathways that are relevant to them, have the ability to achieve, and can choose which pathways to follow.

The data shows that the choice of pathways for some groups of students were not as wide as the choices available to other students. Achievement in particular learning areas limited students future choices. The initial two challenges are about mathematics and writing so all students have all choices open to them for year 12 and 13.

- The data shows that although Pasifika and Māori students NCEA Level 2 achievement is similar to all other groups they are participating in the arts and social sciences, and not in science and maths. These groups of students are also not achieving as well in mathematics in Years 1 - 10 and are not taking mathematics beyond compulsory Year 11.
- Writing is fundamental to all learning areas - learners use writing to make sense of their learning and communicate their ideas to others (using more precise academic language as they get older), yet the data shows some students are not achieving at curriculum level expectations by Year 10.
- Another consideration when designing the achievement challenges was the high proportion of students in the secondary schools that had not attended the contributing schools within the Kāhui Ako. The data shows that as a group, these students are not achieving as well as the students that come from the contributing schools. This reinforced the need for the achievement challenges to go from Years 1 - 11.

The third challenge is about science. The data shows that proportionally less students have NCEA level 2 and 3 science credits than credits from other learning areas. As discussed above, this may be because of the mathematics and writing requirements and with more students having the mathematics and writing capabilities more students might participate in science. It may also be because of their Year 11 science programme choice. We do not want to leave the improvement in science to chance so will keep an eye on the science achievement at the same time.

As these challenges are about equity and excellence the percentage increases for Pasifika and Māori students are greater than the percentage increases for all students.

Wellington city has a slightly better achievement profile than eastern Wellington therefore the goals we have set ourselves are aspirational for both our community and our wider Wellington city community.

Achievement challenge 1
Maths

- In our community Māori and Pasifika students are not achieving as well as other groups in mathematics. Therefore many are not participating in or achieving NCEA mathematics achievement standards
- Challenge: Improve the proportion of Māori and Pasifika students achieving mathematics so it is equitable with other ethnic groups.
- Measured using LPF and NCEA level 1

Achievement challenge 2
Writing

- Writing is fundamental to all learning areas - learners use writing to make sense of their learning and communicate their ideas to others. In our community not all students are writing at curriculum expectation.
- Challenge: In our community we want all students to be achieving at curriculum level expectations in writing by Year 10.
- Measured by LPF and NCEA level 1

Achievement challenge 3
Science

- In our community Māori and Pasifika students are not participating in or achieving NCEA science achievement standards
- Challenge: Improve the proportion of Māori and Pasifika students participating in and achieving science so it is equitable with other ethnic groups.
- Measured by participation and success in key NCEA level 1 achievement standards and NCEA level 2

Details of the achievement challenges are described below.

Focus area	Challenges	Details about each challenge
Mathematics	<p>Rationale: All students need to be achieving at curriculum level expectation in mathematics by Year 11 so they can follow their pathway of choice. In our community Māori and Pasifika students are not achieving as well as other groups in mathematics therefore they do not include science and mathematics in their NCEA pathway.</p> <p>Challenge: To shift the achievement profile to the right so more students are achieving at and above curriculum expectation especially Māori and Pasifika students.</p> <p>This will mean:</p> <ul style="list-style-type: none"> • 84% students achieving at or above expectation • 25% students above expectation • 80% Maori students achieving at or above expectation 	<p>Challenge: To focus on all students</p> <p>Excellence focus: To have the focus on shifting achievement from the 'at' category to 'above' as well as the 'below' to 'at'</p> <p>Equity focus: The improvement percentage is greater for Māori (11.4%) and Pasifika (9.4%) students achieving as well (and better) than their peers. This does not mean achievement for other students goes down instead it is bringing some students up (and as we know what brings some up shifts the whole cohort to the right i.e. more have success). The percentage increase as a whole group is 7.4%</p> <p>Ways to measure improvement: NCEA level 1 is when you know improvement is good enough</p>

	<ul style="list-style-type: none"> 80% Pasifika achieving at or above expectation 	<p>Learning Progression Framework for years 1 - 10 overview</p> <p>eAsTTle, PAT and JAM are for teacher noticing</p>
Writing	<p>Rationale: Writing is fundamental to all learning areas - learners use writing to make sense of their learning and communicate their ideas to others. Learners are expected to using specific discipline writing formats, styles and vocabulary by Year 7. In our community not all students are writing at curriculum expectation. Māori and Pasifika students are overrepresented in this group.</p> <p>Challenge: In our community we want all students to be achieving at or above curriculum level expectations in writing by Year 10. This means shifting the achievement profile to the right so more students are achieving at and above curriculum expectation. This will mean:</p> <ul style="list-style-type: none"> 80% students achieving at or above expectation 15% students above expectation 77% Maori students achieving at or above expectation 66% Pasifika students achieving at or above expectation 	<p>Challenge: To focus on all students</p> <p>Excellence focus: To have the focus on shifting achievement from the 'at' category to 'above' as well as the 'below' to 'at'</p> <p>Equity focus: The improvement percentage is greater for Māori (15.2%) and Pasifika (12.4%) students achieving as well (and better) than their peers. This does not mean achievement for other students goes down instead it is bringing some students up (and as we know what brings some up shifts the whole cohort to the right i.e. more have success). The percentage increase as a whole group is 9.3%</p> <p>Ways to measure improvement: NCEA level 1 is when you know improvement is good enough</p> <p>Learning Progression Framework for years 1 - 10 overview</p> <p>eAsTTle, PAT and observation survey are for teacher noticing</p>
Science	<p>Rationale: Most students in our community are achieving NCEA level 2. While Māori and Pasifika students achievement is equal to other students they are not participating in or achieving NCEA science achievement standards. To participate and achieve in NCEA level 2 students need to participate and achieve in learning programmes that keep these doors open yet Māori and Pasifika students are overrepresented in</p>	<p>Challenge:to focus on students who would benefit from taking academic science pathways.</p> <p>Excellence focus: Focus on participation and achievement.</p> <p>Equity focus: The focus is on supporting Māori and Pasifika students in pathways that perhaps they had not thought of before.</p> <p>Ways to measure improvement:</p>

	<p>science programmes that do not lead to a wide choice for NCEA level 2 science.</p> <p>Challenge: To improve the proportion of Māori and Pasifika students participating in and achieving science so it is equitable with other ethnic groups. This will mean:</p> <ul style="list-style-type: none"> ● Participation in NCEA level 1 general science programmes is proportionally equivalent to the ethnic group Year 11 make-up of the schools. ● 100% Māori and Pasifika students achieving NCEA level 1 at the equivalent national levels for all students in schools in the same decile band. ● Participation in NCEA level 2 science programmes is proportionally equivalent to the ethnic group Year 12 make-up of the schools. 	<p>NCEA level 1 participation in 'general' science programme shows interest.</p> <p>Achievement in Level 1 mechanics, chemical reactions and genetics Achievement Standards (can be completed in any programme).</p> <p>Increased participation in all Year 12 science programmes (these can be chemistry, biology, physics, health science and whatever else the schools offer science AS in).</p>
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Each school's contribution to these outcomes is shown in Appendix 1.

Evaluation

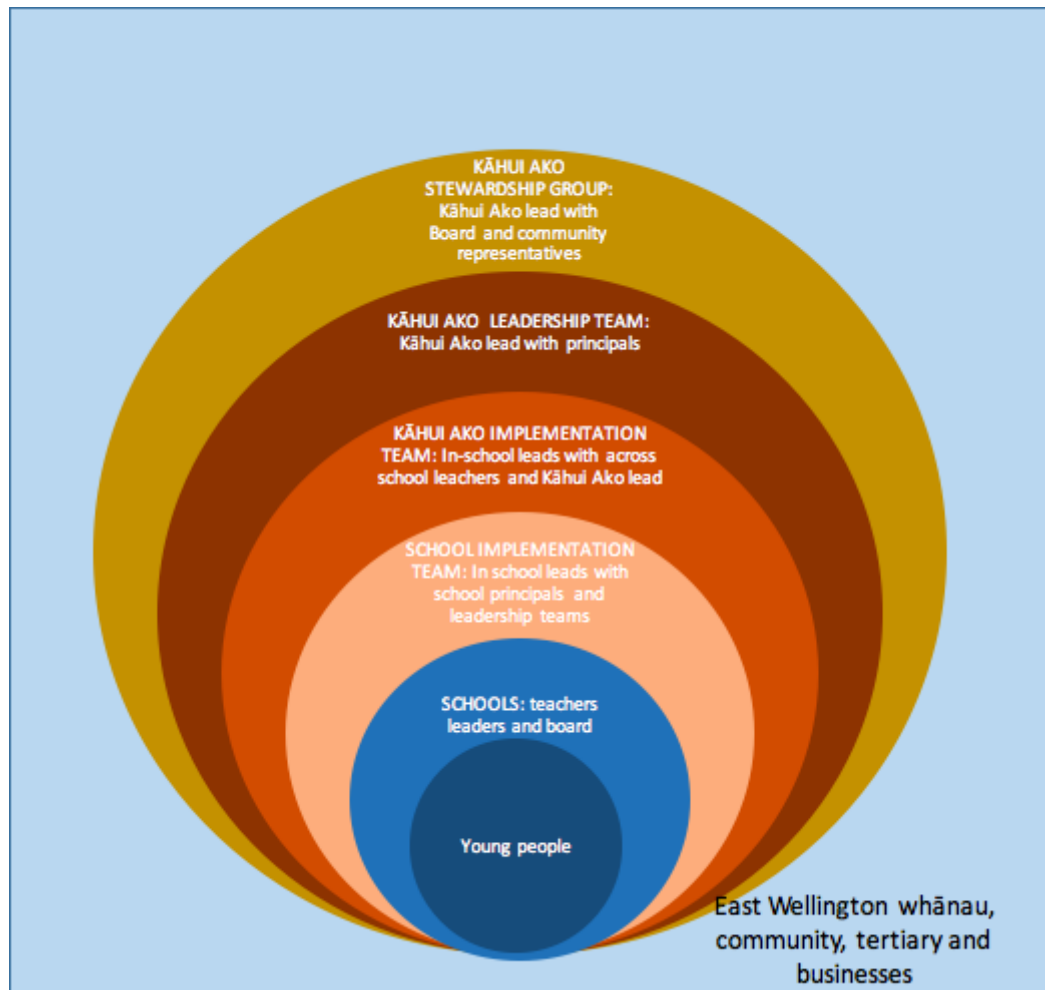
An improvement focused evaluation process based on the theory of change will be developed early 2018. It will be based on recognising that change in education is complex and that initiatives can be explored using fast testing. The underpinning principles of evaluation will be to:

- ask different questions and seeking multiple perspectives
- expect and seek variability so understanding where things are working (for whom and why) and where they are not
- develop deep understanding
- stop doing what doesn't work and spread what does.

An ongoing touchstone will be student participation, progress and achievement. This will be explored at the middle and end of each year using the tools described above in the achievement challenges.

Structure

The organisation map below shows that the students are at the centre of the Kāhui Ako supported by the school and Kāhui Ako structures. There is a people overlap from one group or team to the next to support the sharing of information and resources and spreading of effective practices.



Descriptions of the groups

Team or group	Membership	Purpose and terms of reference
School implementation team	Kāhui Ako in-school teachers with school principal and boards	Each school will determine own membership Terms of reference designed term 1 2018
Kāhui Ako Implementation	29 in-school teachers	Terms of reference designed

team	5 across-school teachers Kāhui Ako lead	term 1 2018
Kāhui Ako Leadership team	All principals Kāhui Ako lead	There will be a management team (open to all principals) and working parties for particular workstreams. Terms of reference designed term 1 2018
Kāhui Ako Stewardship Group	Kāhui Ako lead X principals X Board of Trustee representatives X tertiary and early years representatives X iwi representatives X business representatives	Terms of reference designed term 1 2018

Appointment process

Kāhui Ako lead by the end of 2017, appointment panel 3 principals, 3 Board chairs and New Appointments National Panel (NANP) adviser.

Across school teacher roles: by the end of term 2 2018, appointment panel to be determined by Kāhui Ako leadership team

In school teacher roles: appointments made by each school once the across school roles are appointed

Stewardship membership will evolve over 2018