

Te ara Mana-ā-Kura

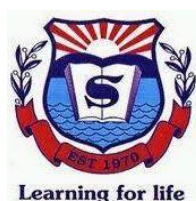
Kāhui Ako

Farm Cove Community of Learning



A Pathway for Empowering Schools, Learners and Community

2020-2023



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Introducing Our Community

Our schools have a strong and long history of working together for at least 24 years.

The schools have been involved in several formal collective partnerships, shared professional learning opportunities, transition initiatives and co-curricular opportunities.

Te ara Mana-ā Kura Kāhui Ako was formed in 2017 and the initial four schools started working together more closely. In 2020 Wakaaranga School will formally join the Kāhui Ako, and work is underway to extend the Kāhui Ako to include local ECE Centres.

The Te ara Mana-ā Kura Kāhui Ako (Farm Cove Community of Learning) is a network of schools serving the Pakuranga suburb of East Auckland that provides a strong pathway of achievement for our learners.

“Student Pathway” of our Kāhui Ako



The name Te ara Mana-ā Kura literal translation is the pathway of empowering our schools. It was chosen for the work that our group does reflecting the inspirational and courageous behaviour of our Community towards our learners in this area.

We are a community of four multicultural Early Learning Centres and five Decile 5-9 schools comprising of three contributing primary schools, an intermediate school and a college all in close geographical proximity to each other in East Auckland.

Our Ethnicities are as below: Roll as at 29 May 2020 (Includes International Students)

School	NZ European	Maori	Pacific	Asian	MELAA	Other	Total
Pakuranga College	1019 46%	171 8%	146 7%	730 33% 240240	124 6%	11	2201
Farm Cove Intermediate	275 44%	37 6% 3333	37 6%	240 39% 241	29 5%	6	621
Sunnyhills School	219 44%	33 7%	3 1%	241 48% 242	4 1%	3	503
Elm Park School	208 34%	52 9%	65 11%	242 40%	36 6%	2	605
Wakaaranga School	287 39%	21 3%	25 3%	360 49%	34 5%	1	728
Totals	2005 43%	314 7%	276 6%	1813 39%	227 5%	23	4658

We have four ECE centers that have formally asked to join the Kāhui Ako

Number	Name	Total Roll (1 July 2020)	Māori	Pacific	Asian*	European Pākehā*	Other*
5039	Cascades Kindergarten	49	3	2	30	14	0
10159	Acorn Meadows Education and Childcare Ltd	32	3	1	13	14	1
20087	KinderCare Learning Centres (8) Pakuranga	95	6	2	50	37	0
47131	New Shoots Children's Centre - Pakuranga	132	8	2	56	60	2
	Total	308	20	7	149	125	3

Our schools work together to provide seamless high-quality education from Primary school to Secondary. We align programmes of continuous learning and improvement to ensure success for the future.

Common strengths across the schools within the community of learning (identified by ERO) include:

- Environments that are respectful and focused on learning
- Strong strategic leadership and stewardship
- High expectations of leaders, teachers and learners
- Collaborative working cultures
- The use of evaluation to sustain high quality practice and guide ongoing improvement

A trend in all of the schools is the increasing diversity of our learners, with a significant increase in the numbers of students with English as a second language. Over half of our primary school students are or have been funded English Language Learners (ELLs). This means that literacy must remain as an important focus area for the Kāhui Ako.

Our local Iwi is Ngai Tai and each of the schools have made connections. All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapū and whanau. Each school has been a participant in the local Kōhanga Festival which held yearly in September and strongly supported by the Eastern Schools.

Vision

The vision of Te ara Mana-ā-Kura is to create a community of learners in which we work together to build the capacity of each individual to become a confident and passionate life-long learner who will enjoy success and fulfilment in learning and life.

This means learners who:

- Pursue personal excellence
- Are reflective and resilient
- Value diversity and inclusiveness
- Are respectful and collaborative
- Are connected and communicate effectively
- Demonstrate leadership and contribute positively to their communities

Mission

To embed deep collaboration between the schools using collaborative inquiry to ensure a consistent and coherent pathway for all learners, to build learner agency and to support teaching as inquiry to improve outcomes for all.

Guiding Principles

Professional Collaboration, Inquiry Mindset, Coherence and Agency.

Goal

To lift aspirations and raise educational achievement for every learner in our community.

Whakatauaki



Ki te Kotahi te kakaho ka whati ki te kapuia ka kore e whati

A single strand of Kakaho breaks not so a bunch.

Kīngi Tāwhiao

This whakatauaki is significant to our Kāhui Ako, it embodies the essence of partnership that our schools and ECE's endeavour to work closely together as one in order to provide a pathway for empowering all our schools, learners and community. We are stronger together than we are apart, we work together and stand together for the success of all in our Kāhui Ako.

Review

The Kāhui Ako has made a good start getting excellent concepts in place and has made progress towards establishing processes for working together collaboratively.

In 2018 the achievement challenges were reviewed to reduce the number of the areas, with the primary focus becoming literacy. An external professional development facilitator was appointed who worked with the four schools.

The **Analysis of Variance** (the formal review of progress against targets) identified areas that required continued focus. The detailed Analysis of Variance is in Appendix 4

Summary

Literacy:

While there were small shifts in reading and writing levels, significant progress was made in building capacity in schools regarding oral language, moderation, understanding how to accelerate literacy, visible learning strategies and the use of the literacy progression framework.

Mathematics:

Good progress was made in this area with significant improvements made. However, there are still concerns regarding achievement of Maori and Pacific learners. Once again, the achievement targets are the same as those in each school charter.

Wellbeing:

This area has become increasingly important for the Kāhui Ako, the initial target has proven to be a narrow indicator of progress on wellbeing. Through the extensive work done in 2019 there is agreement across the Kāhui Ako to use the NZCER Wellbeing Survey in 2020. This will generate excellent base line data moving forward.

NCEA:

While the targets in this area were not met significant progress was made. The strategies put in place over the past two years have been effective. Significant strategies have included:

- Time and support for high quality Professional Learning and Development focusing on inquiry, student voice and growth mindset.
- Data tracking and targeted interventions
- Mentoring
- Reviews of course design

We expect to see continual minor improvement in the future, The College will continue to work towards the goal with particular emphasis on Maori and Pacific Achievement. The college charter identifies key achievement targets for 2020. While the NCEA targets do not need to be part of the Kāhui Ako, continued work with the strategies being used across the Kāhui Ako in the target areas will undoubtable contribute to greater NCEA success in the future.

Kāhui Ako Development Stages

We have reviewed the performance of the Kāhui Ako against the MoE Guidelines for the developmental stages of Kāhui Ako. During the review we took into account a wide range of stakeholder voice from, Principals, Across School Teachers, Within School Teachers, Students, All staff, and Board. From the review we are confident in describing the Kāhui Ako's progress in each aspect as:

TEACHING & LEARNING (Early stage Embedding)	
Improving Teaching Practice and Capabilities	We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.
Collaborating on Teaching	Our teachers are collaborating on teaching. The findings from teacher led inquiries are shared across the Kāhui Ako.
Curriculum	We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.
LEADING – (Early stage Embedding)	
Leadership Development	Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our leaders support and encourage professional growth across the Kāhui Ako.
Collective, Purpose, Focus & Responsibility	We have a shared purpose and an established way of working together. Our people are engaging with and influencing the shared purpose and vision
Trust	We are building trusting, culturally appropriate and professional relationships (whānaungatanga) together.
Working Together	We have structured our Kāhui Ako to enable the building of effective collaborative relationships. We have explored, and where appropriate adopted new approaches to more efficiently plan and manage activities in our Kāhui Ako.
EVIDENCE – (Developing stage)	
Data Collection	We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data
Using Evidence & Data	We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.
PATHWAYS – (End stage of Developing)	
Integrating the Learning Pathway	We are working on addressing our achievement goals across the learning pathway.
Supporting Transitions	We have evidence-based practices in place to support successful and seamless transitions through the pathway.
PARTNERING – (Late stage Establishing)	
Parents, Family & Whanau	We are talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute.
Iwi Relationships	We are talking with our local iwi leaders about the establishment of our Kāhui Ako
Community	We are identifying key people and local organisations in our wider community that we need to engage with and involve in the work of the Kāhui Ako.

Refocusing

The Kāhui Ako has spent time refocusing the goals for the next two years and intends to use the resourcing to enhance and expand the collaborative structures currently in place. We are committed to working collaboratively in developing strategies to address the identified challenges that we have set for ourselves.

We believe that every student deserves to have leaders and teachers who are adaptive experts who are actively engaged in professional learning and development that supports and challenges them to accelerate valued student outcomes.

“Adaptive experts are focused on the moral imperative of promoting the engagement, learning and well-being of all students. To achieve this outcome, they are aware of the assumptions underpinning their practice, including their cultural positioning, and know when these assumptions are helpful for their students and when to question them and if necessary, to let them go. They actively seek deep knowledge about both the content of what is taught and how to teach it effectively for their students in particular contexts.”

(Report of the PLD advisory group, 2014, pg. 4).

Our work will continue to be grounded in our four Guiding Principles;

Professional Collaboration

We believe that we can improve valued outcomes for all ākonga by fostering professional collaboration, shared expertise and sharing of innovative and evidence-based pedagogy within and between Te ara Mana-ā-Kura schools and Early Childhood Education Centres.

Inquiry Mindset

We believe it is critical to have leaders and teachers confidently integrating evidence-based disciplined inquiry and the development of specific and deep knowledge into practice to sustain improvements in student learning.

Coherence

We believe that there needs to be a consistent philosophy across the Kāhui Ako driving the curriculum, learning progressions and Teaching and Learning.

There will be a commitment to continually striving to improve teaching and learning and to improving valued outcomes for students.

Agency

We believe that we need to build agency in our learners and our Parents and Whānau.

By learner agency we mean developing a shared understanding of learning intentions and success criteria which make learning progressions visible to learners, parents and whānau. We believe that when students are able to tell teachers what makes learning effective for them and highlight what aspects of learning they are finding difficult, it enables teachers to adapt their pedagogy to the needs of the students.

We want to encourage and facilitate Parents and Whānau involvement in their children's learning and develop a belief that they have a crucial part to play and can make a real difference in their child's learning. We want Parents and Whānau to be authentic partners in their child's learning.

Our Over Arching Goal

To lift aspirations and raise educational achievement for every learner in our community.

We aim to achieve this by being adaptive experts who work together on collaborative inquiries, in an evidenced informed way that address achievement challenges within classrooms and across the system.

Strategic Goals	Our Strategic Approach	Targeted Goals	Success measures
<p>Building Collaboration</p> <p>To strengthen the collective knowledge and practice of our teachers to encourage and increase collaborative opportunities.</p>	<ul style="list-style-type: none"> The core strategy is to have key staff in each school working on a student achievement focus area (literacy, mathematics, science, wellbeing and learner agency) The school team will lead the process to develop their plans to address the challenge The Across School Leaders will support the school teams in collaborative inquiries The Across School Leaders will also facilitate the school teams sharing their inquiries across the Kāhui Ako harnessing the power of the across school collaboration. The collaborative teams will identify across school challenges, there will be a focus on coherence through the learning pathway, with an initial focus on the transition points. 	<p>Goal 1: Goal 1a – Collaborative Inquires</p> <ol style="list-style-type: none"> Each school will set up working groups for the relevant focus areas, Literacy, Mathematics, Wellbeing, Science and Learner Agency. <i>(Schools are encouraged to work on as many focus areas as possible, however, not all focus areas are likely to be practical or relevant, so resources should be strategically aligned to individual schools)</i> Each school working group with the support of an ASL will; <ul style="list-style-type: none"> identified their area of concern within the focus area identified some specific goals they want to achieve by the end of 2020 developed a simple action plan of the steps they are going to take to achieve the goals <i>(Plans should be evidence informed and include learner agency)</i> set specific student achievement targets (if applicable). <i>These should be the same as the school targets in their charter to avoid duplication</i> ASL’s will set up a process for the individual schools to collaboratively share their inquiries ASL’s will facilitate the development of an across school inquiry 	<ul style="list-style-type: none"> Achievement of the targeted goals Data from the NZCER Teaching Practice and Leadership Survey Data from the Better together project of collaboration maps Student achievement data in Literacy and NCEA Student Wellbeing data from the NZCER survey Data sets identified in Mathematics, science and learner agency

		<p>Goal 1b – Better Together Project</p> <p>Each of the schools will engage with the Better Together Project. Project goals are</p> <ul style="list-style-type: none">i. Strengthening Collaborationii. Improving Problem solving talk <p>Goal 1c – Leadership Development</p> <ul style="list-style-type: none">i. Each school will encourage leaders to participate in the Eastern Learning Network (ELN)ii. Each school will support leaders to engage in the Open to Learning PLD through the Better together projectiii. The ASL’s will look to develop and facilitate a Leadership development opportunity for middle leaders in the Kāhui Ako	
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Strategic Goals	Our Strategic Approach	Targeted Goals	Success measures
<p>Coherent Learning Pathways</p> <p>To ensure that learners experience a coherent learning journey from ECE to Secondary and beyond.</p> <p>Across the CoL there would be a shared understanding of a young person's educational journey and collective ownership of the achievement of all students.</p>	<ul style="list-style-type: none"> • Fundamental to the Kāhui Ako goal is to ensure that learners experience a coherent learning journey from ECE to Secondary School and beyond. The core of this work is mapping a coherent curriculum progression (focusing on both the curriculum levels progression and the curriculum capabilities) through the Kāhui Ako. • Linked to this is developing a shared understanding of student achievement and progress • Additional strands are connecting to ECE and developing a collaborative consistent Kāhui Ako wide Learning Support System. 	<p>Goal 2a – ECE</p> <ol style="list-style-type: none"> Identify key ECE partners and set up a process for working together. Identify a Transition project for 2021 <p>Goal 2b – Pathways/local Curriculum</p> <ol style="list-style-type: none"> In one trial area to have developed the concept of a curriculum pathway/ local curriculum map that extend across one transition point Develop and Document the Kāhui Ako transition plan, ECE to secondary <p>Goal 2c – Learner Support</p> <ol style="list-style-type: none"> Establish an effective learning support collaboration model. 	<ul style="list-style-type: none"> • Achievement of the targeted goals • ECE formally joined the CoL • Learning needs register created and being used
<p>Teaching as Inquiry</p> <p>To strengthen our ability as professionals in being responsive to the needs of our learners</p>	<ul style="list-style-type: none"> • We aim to have all staff engaged in disciplined inquiries focused on the needs of the learners in their classes • Teachers will be supported in their inquiries by the in-school middle leaders, • The in-school middle leaders will be supported by school leadership teams and by the Across School lead teachers who will provide skills and expertise related to inquiry, coaching and change management. 	<p>Goal 3 – Teaching as Inquiry</p> <ol style="list-style-type: none"> Each school has a Teaching as Inquiry model established and every teacher is engaged. Each school is supported with their Teaching as Inquiry initiative There is a common understanding of Teaching as Inquiry 	<ul style="list-style-type: none"> • Achievement of the targeted goals • The NZCER Teaching Practice and Leadership Survey used to track engagement with teaching inquiries

Plan on a Page

Achievement Challenges

While the overall achievement in all of the schools is above National averages the importance of raising literacy, levels remains a priority. All of the schools learnt a great deal during the early years of the Kāhui Ako and will continue to focus on literacy.

Collectively the schools have also learnt a lot about the importance of wellbeing, and this will become our secondary focus area.

We aim to achieve the following goals:

Goal 1A: Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in **writing** with a focus on Maori, Pacific and male learners.

- A. All learners in Year 1-6 by at least 6% from 79% to 85%; (132 learners)
- B. All Māori learners in years 1-6 by at least 12% from 69% to 81%; (19 learners)
- C. All Pacific learners in years 1-6 by at least 13% from 68% to 81%; (17 learners)
- D. All Male learners in year 1-6 by at least 8% from 72% to 80%; (98 learners)

Goal 1B: Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in **writing** with a focus on Maori, Pacific and male learners.

- A. All learners in Year 8 by at least 15% from 70% to 85%; (46 learners)
- B. All Māori learners in year 8 by at least 17% from 68% to 85%; (7 learners)
- C. All Pacific learners in year 8 by at least 18% from 65% to 83%; (3 learners)
- D. All Male learners in year 8 by at least 24% from 56% to 83%; (37 learners)

Goal 2A: Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

- A. All learners in Year 1-6 by at least 8% from 79% to 87%; (136 learners)
- B. All Māori learners in years 1-6 by at least 12% from 71% to 83%; (21 learners)
- C. All Pacific learners in years 1-6 by at least 12% from 68% to 80%; (15 learners)
- D. All Male learners in year 1-6 by at least 8% from 77% to 85% (75 learners)

Goal 2B: Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

- A. All learners in Year 8 by at least 9% from 81% to 90%; (29 learners)
- B. All Māori learners in year 8 by at least 2% from 88% to 90%; (1 learners)
- C. All Pacific learners in year 8 by at least 14% from 76% to 90% (2 learners)
- D. All Male learners in year 8 by at least 12% from 73% to 85% (19 learners)

Goal 2C: By the end of 2022 lift the achievement of all learners in Year 10 to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners

- A. All learners in year 10 by at least 7% from 83% to 85%, (22 learners).
- B. All Māori learners in year 10 by at least 16% from 69% to 85%, (5 learners).
- C. All Pacific learners in year 10 by at least 4% from 83% to 87%, (1 learner).
- D. All Male learners in year 10 by at least 3% from 82% to 85%, (6 learners).

Goal 3: Lift the reported level of student wellbeing in Years 4 to 10

- A. Responding positively to the question “I feel I belong at school”
 - I. All learners in Years 4 -6 by at least 5% from 85% to 90% (25 learners)
 - II. All learners in Years 7 & 8 to 90% (no baseline data)
 - III. All learners in Years 9 & 10 by at least 8% from 72% to 80% (58 learners)

- B. Responding positively to the question “Teachers are interested in my culture and family”
 - I. All learners in Years 4 -6 by at least 15% from 75% to 90% (75 learners)
 - IV. All learners in Years 7 & 8 90% (no baseline data)
 - II. All learners in Years 9 & 10” by at least 31% from 49% to 80% (229 learners)

- C. Responding positively to the question “I feel safe at school”
 - I. All learners in Years 4 -6 at least 15% from 75% to 90% (27 learners)
 - V. All learners in Years 7 & 8 to 90% (no baseline data)
 - II. All learners in Years 9 & 10 by at least 8% from 77% to 85% (59 learners)

Goal 4: Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in NCEA

- A. All learners in Years 11-13 by at least 5% from 85% to 90%; (54 learners)
- B. All Māori learners in years 11-13 by at least 12% from 73% to 85%; (17 learners)
- C. All Pacific learners in years 11-13 by at least 6% from 79% to 85%; (7 learners)
- D. All Male learners in year 11-13 by at least 7% from 83% to 90%; (43 learners)

Achievement Challenge Targets

Goal 1A: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in writing with a focus on Maori, Pacific and male learners.		
Goal	End of 2019	2022 Target
All learners in years 1-6 by at least 6% from 79% to 85%, (132 learners)	SHS: 432 out of 540; 80% EPS: 477 out of 654; 73% WS: 554 out of 684; 81% Overall: 1463 out of 1878; 79%	SHS: 470 out of 540; 87% EPS: 523 out of 654; 80% WS: 602 out of 684; 88% Overall: 1595 out of 1878; 85% 132 additional learners achieving at or above the expected curriculum level
All Māori learners in years 1-6 by at least 12% from 69% to 81%, (19 learners)	SHS: 30 out of 42; 71% EPS: 48 out of 76; 63% WS: 39 out of 51; 76% Overall: 117 out of 169; 69%	SHS: 36 out of 42; 86% EPS: 57 out of 76; 75% WS: 43 out of 51; 85% Overall: 136 out of 169; 81% 19 additional Māori learners achieving at or above the expected curriculum level
All Pacific learners in years 1-6 by at least 13% from 68% to 81%, (17 learners)	SHS: 3 out of 8; 38% EPS: 51 out of 79; 65% WS: 34 out of 42; 81% Overall: 88 out of 129; 68%	SHS: 6 out of 8; 75% EPS: 63 out of 79; 80% WS: 36 out of 42; 86% Overall: 105 out of 129; 81% 17 additional Pacific learners achieving at or above the expected curriculum level
All Male learners in years 1-6 by at least 8% from 72% to 80%, (98 learners)	SHS: 199 out of 281; 71% EPS: 222 out of 327; 68% WS: 276 out of 357; 77% Overall: 697 out of 965; 72%	SHS: 230 out of 281; 82% EPS: 262 out of 327; 80% WS: 303 out of 357; 85% Overall: 795 out of 965; 80% 98 additional Male learners achieving at or above the expected curriculum level
All learners in year 8 by at least 15% from 70% to 85%, (46 learners)	212 out of 303; 70%	258 out of 303; 85% 46 additional learners achieving at or above the expected curriculum level
All Māori learners in year 8 by at least 17% from 68% to 85%, (7 learners).	28 out of 41; 68%	35 out of 41; 85% 7 additional Māori learners achieving at or above the expected curriculum level
All Pacific learners in year 8 by at least 18% from 65% to 83%, (3 learners).	11 out of 17; 65%	14 out of 17; 83% 3 additional learners achieving at or above the expected curriculum level
All Male learners in year 8 by at least 24% from 56% to 80%, (37 learners).	88 out of 156; 56%	125 out of 156; 80% 37 additional learners achieving at or above the expected curriculum level

Goal 2A&B: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

Goal	End of 2019	2022 Target
All learners in years 1-6 by at least 8% from 79% to 87%, (136 learners).	SHS: 454 out of 540; 84% EPS: 453 out of 647; 70% WS: 576 out of 684; 84% Overall: 1483 out of 1871; 79%	SHS: 486 out of 540; 90% EPS: 518 out of 647; 80% WS: 616 out of 684; 90% Overall: 1619 out of 1871; 87% 136 additional learners achieving at or above the expected curriculum level
All Māori learners in years 1-6 by at least 12 from 71% to 83%, (21 learners).	SHS: 35 out of 42; 83% EPS: 42 out of 75; 56% WS: 42 out of 51; 82% Overall: 119 out of 168; 72%	SHS: 38 out of 42; 90% EPS: 56 out of 75; 75% WS: 46 out of 51; 90% Overall: 140 out of 168; 83% 21 additional Māori learners achieving at or above the expected curriculum level
All Pacific learners in years 1-6 by at least 12% from 68% to 80%, (15 learners).	SHS: 5 out of 8; 63% EPS: 46 out of 79; 58% WS: 37 out of 42; 88% Overall: 88 out of 129; 68%	SHS: 6 out of 8; 75% EPS: 59 out of 79; 75% WS: 38 out of 42; 90% Overall: 103 out of 129; 80% 15 additional Pacific learners achieving at or above the expected curriculum level
All Male learners in years 1-6 by at least 8% from 77% to 85%, (75 learners).	SHS: 225 out of 281; 80% EPS: 222 out of 327; 68% WS: 298 out of 357; 81% Overall: 745 out of 965; 77%	SHS: 239 out of 281; 85% EPS: 278 out of 327; 75% WS: 303 out of 357; 85% Overall: 820 out of 965; 85% 75 additional Male learners achieving at or above the expected curriculum level
All learners in year 8 by at least 9% from 81% to 90%, (29 learners)	244 out of 303; 81%	273 out of 303; 90% 29 additional learners achieving at or above the expected curriculum level
All Māori learners in year 8 by at least 2% from 88% to 90%, (1 learner).	36 out of 41; 88%	37 out of 41; 90% 1 additional Māori learner achieving at or above the expected curriculum level
All Pacific learners in year 8 by at least 14% from 76% to 90%, (2 learners).	13 out of 17; 76%	15 out of 17; 90% 2 additional learners achieving at or above the expected curriculum level
All Male learners in year 8 by at least 24% from 73% to 85%, (19 learners).	114 out of 156; 73%	133 out of 156; 85% 19 additional learners achieving at or above the expected curriculum level

Goal 2C: By the end of 2022 lift the achievement of all learners in Year 10 to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners

Goal and 2016 achievement	End of 2019	2022 Target
All learners in year 10 by at least 7% from 83% to 85%, (22 learners).	281 out of 337 learners 83%	303 out of 337 learners 90%, 22 additional learners with reading comprehension above stanine 3
All Māori learners in year 10 by at least 16% from 69% to 85%, (5 learners).	22 out of 32 learners 69%	27 out of 32 learners 85%, 5 additional Māori learners with reading comprehension above stanine 3
All Pacific learners in year 10 by at least 4% from 83% to 87%, (1 learner).	20 out of 24 learners 83%	21 out of 24 learners 87%, 1 additional Pacific learner with reading comprehension above stanine 3
All Male learners in year 10 by at least 3% from 82% to 85%, (6 learners).	155 out of 189 learners 82%	161 out of 189 learners 85%, 6 additional learners with reading comprehension above stanine 3

Goal 3: Lift the reported level of student wellbeing in Years 4 to 10		
Goal	End of 2019	2022 Target
Increase the percentage of All learners responding positively to the question “I feel I belong at school”		
In Years 4 -6 by at least 5% from 85% to 90% (25 learners)	SHS: 230 out of 256; 90% EPS: 197 out of 249; 79% WS: no data Overall: 428 out of 505; 85%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 362; 90% Overall: 780 out of 867; 90% 25 additional learners responding positively regarding their wellbeing
In Years 7 & 8 to 90%	No data	554 out of 611: 90%
In Years 9 & 10 by at least 8% from 72% to 80% (58 learners)	532 out of 738: 72%	590 out of 738: 80% 58 additional learners responding positively regarding their wellbeing
Increase the percentage of All learners responding positively to the question “Teachers are interested in my culture and family”		
In Years 4 -6 by at least 15% from 75% to 90% (75 learners)	SHS: 220 out of 256; 86% EPS: 159 out of 249; 64% WS: no data Overall: 379 out of 505; 75%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 362; 90% Overall: 780 out of 876; 90% 75 additional learners responding positively regarding their wellbeing
In Years 7 & 8 to 90%	No data	554 out of 611: 90%
In Years 9 & 10 by at least 31% from 49% to 80% (229 learners)	361 out of 738: 49%	590 out of 738: 80% 229 additional learners responding positively regarding their wellbeing
Increase the percentage of All learners responding positively to the question “I feel safe at school”		
In Years 4 -6 by at least 15% from 75% to 90% (27 learners)	SHS: 229 out of 256; 86% EPS: 198 out of 249; 64% WS: no data Overall: 379 out of 505; 75%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 326; 90% Overall: 780 out of 876; 90% 27 additional learners responding positively regarding their wellbeing
In Years 7 & 8 to 90%	No data	554 out of 611: 90%
In Years 9 & 10 by at least 8% from 77% to 85% (59 learners)	568 out of 738: 77%	627 out of 738: 85% 59 additional learners responding positively regarding their wellbeing

Goal 4: Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in NCEA		
Goal	End of 2019	2022 Target
All learners in years 11-13 to have an NCEA pass rate of at least 90%	Yr 11 – NCEA level 1- 365 out of 418 - 87% Yr 12 – NCEA level 2- 352 out of 409 – 86% Yr 13 – NCEA level 3 -315 out of 380 – 83% Overall, 1032 out of 1207 achieved NCEA 85%	Yr 11 – NCEA level 1- 376 out of 418 - 90% Yr 12 – NCEA level 2- 368 out of 409 – 90% Yr 13 – NCEA level 3 -342 out of 380 – 90% Overall, 1086 out of 1207 achieved NCEA 90% 54 Additional Learners achieving NCEA
All Māori learners in Years 11-13 have an NCEA pass rate of at least 85%	Yr 11 – NCEA level 1- 32 out of 42 – 76% Yr 12 – NCEA level 2- 33 out of 46 – 72% Yr 13 – NCEA level 3 -26 out of 37 – 70% Overall, 91 out of 125 achieved NCEA 73%	Yr 11 – NCEA level 1- 36 out of 42 - 86% Yr 12 – NCEA level 2- 39 out of 46 – 85% Yr 13 – NCEA level 3 -31 out of 37 – 84% Overall, 106 out of 125 achieved NCEA 85% 17 Additional Maori Learners achieving NCEA
All Pacific learners in Years 11-13 have an NCEA pass rate of at least 85%	Yr 11 – NCEA level 1 - 29 out of 37 – 78% Yr 12 – NCEA level 2 - 31 out of 38 – 82% Yr 13 – NCEA level 3 - 32 out of 41 – 78% Overall, 92 out of 116 achieved NCEA 79%	Yr 11 – NCEA level 1- 32 out of 37 - 86% Yr 12 – NCEA level 2- 32 out of 38 – 84% Yr 13 – NCEA level 3 -35 out of 41 – 85% Overall, 99 out of 116 achieved NCEA 85% 7 Additional Pacific Learners achieving NCEA
All Male learners in Years 11-13 have an NCEA pass rate of at least 90%	Yr 11 – NCEA level 1- 185 out of 214 – 86% Yr 12 – NCEA level 2- 173 out of 204 – 85% Yr 13 – NCEA level 3 -152 out of 195 – 78% Overall, 510 out of 613 achieved NCEA 83%	Yr 11 – NCEA level 1- 193 out of 214 - 90% Yr 12 – NCEA level 2- 184 out of 204 – 90% Yr 13 – NCEA level 3 -176 out of 195 – 90% Overall, 553 out of 613 achieved NCEA 90% 43 Additional Male Learners achieving NCEA

Process Targets

Oral Language

Our initial data gathering indicates high numbers of English Language Learners (ELL) particularly at the Primary level. There is a clear link between Oral language acquisition and school success, (the Government's additional funding in the 2017 Budget to enhance early Oral language acquisition in Early childhood centres is further evidence of its importance).

We have agreed that we want to include an Oral Language achievement target for our students. We have included this as a 'process' target as we currently do not have a body of evidence about our students' achievement in Oral Language. This will become an important part of the work we are embarking on bringing ECE partners into the Kāhui Ako.

We intend to investigate the systematic use of the English Language Learning Progressions (ELLP).

Science

Our students' success will be greatly enhanced by their ability to be successful in Science. We have agreed that we want to include a science achievement target for our students. We have included this as a 'process' target as we currently do not have a body of evidence about our students' achievement in Science.

We intend to investigate the use of the 'Science: Thinking with Evidence' assessments for Years 7 - 10 and the new NZCER 'Junior Science: Thinking with Evidence' assessments for Years 4 - 6, this will establish our baseline data. The Science: Thinking with Evidence' assessments for Years 7 – 10 is already being used in the College with Students in Years 9 and 10.

Learner Agency

There is an increasing body of research indicating the fundamental importance of learner agency. Each of the schools has aspects of Learner agency well embedded however we need to include a target around developing a Kāhui Ako wide common understanding of Learner Agency and strategies to produce measurable gains in learner's agency. We will investigate the use of tools developed in other Kāhui Ako to gain base line data to inform our strategies.

Mathematics

Mathematical literacy is a fundamental competence for success. While the achievement of students is generally high there are a significant number of young people who are not experiencing success and becomes a significant problem in later years of schooling with students being "turned off" by Mathematics. Work has already started in unpacking the key transition points and barriers to success.

ECE

The transition from ECE to Primary School is a critical step in a young person's educational journey. Our Kahui Ako is working towards identifying and strengthening the key components of a successful school transition. This work will include the development of current local school curriculums and draw on the links between the key competencies of the NZ Curriculum and the dispositions outlined in Te Whariki.

Organisation and Structure

Leadership

- The Lead principal of the Kāhui Ako will coordinate and liaise with each of the school principals, in order to support and promote successful outcomes across the network.
- The 'across-school' leaders (ASL) will coordinate and liaise with the Kāhui Ako Lead Principal in order to develop the detail of work streams arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the network.
- The 'across school' leaders (ASL) will use a collaborative inquiry approach to develop specific responses to the Kāhui Ako achievement challenge and work with the appointed 'in-school' lead teachers (WSL) and other school leaders to co-construct school-based strategies.
- The across-school leaders (ASL) will provide skills and expertise related to Inquiry, coaching and change management
- The Lead Principal and the across-school lead teachers will set up an evaluative framework to measure effectiveness of actions undertaken and next steps.

Reporting

Reports to the Board of Trustees.

The Lead Principal will co-ordinate the preparation of reports for Board of Trustees to be supplied regularly throughout the year (Each term and an annual report). These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy and school practices or culture
- Depth of understanding of the inquiry process
- Commitment to the four critical foundations
- Issues arising

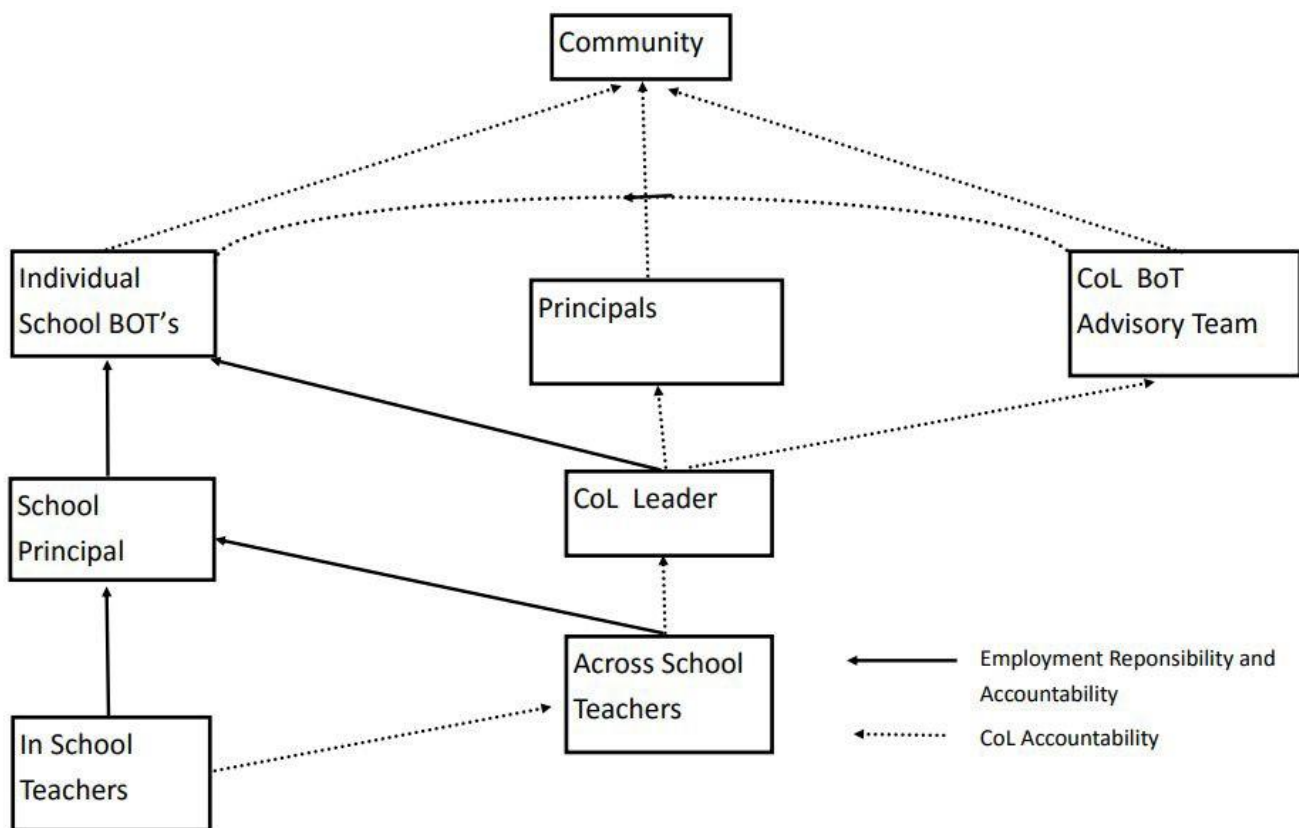
Charters

The community's achievement challenges will be reflected in each school's charter and reported on in the Analysis of Variance.

Governance and Communication

- Board advisory team (BAT) (a BoT representative from each of the school is invited to be on this Board plus the individual school Principals and the Kāhui Ako leader)
- Media statements and communication to be authorised only by the Kāhui Ako leader
- Kāhui Ako leader to report on progress of achievement challenges termly to Boards
- Principals to meet monthly
- Across schools' teachers to report to Kāhui Ako leader monthly, or as required
- Additional special focus roles will report directly to the Kāhui Ako leader

Accountability



Appendix 1: Te ara Mana-ā-Kura Community of Learning Code of Conduct and Memorandum of Understanding

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Appendix 2: Community of Learning Privacy Protocol

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Appendix 3: Agreement Timeframe

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Appendix 4

Te ara Mana-ā-Kura Kahui Ako Farm Cove Community of Learning 2020 Analysis of Variance

2017 Goals: By the end of 2019 we aimed to achieve the following targets

Goal 1: *Lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Writing with a focus on Māori, and male learners:*

- A. All learners in years 1-6 by at least 5% from 76.7% to 82%, (92 learners).
- B. All Māori learners in years 1-6 by at least 15.7% from 66.3% to 82%, (29 learners). C. All Male learners in years 1-6 by at least 12% from 70.1% to 82%, (113 learners). D. All learners in years 7-8 by at least 12.9% from 67.1% to 80%, (77 learners).
- E. All Māori learners in years 7-8 by at least 26.7% from 54.4% to 80%, (15 learners). F. All Male learners in years 7-8 by at least 22% from 58% to 80%, (66 learners).

Goal 2A: *Lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Reading with a focus on all Māori, and male learners:*

- All learners in years 1-6 by at least 8% from 80.2% to 88%, (146 learners).
- All Māori learners in years 1-6 by at least 20% from 67.9% to 88%, (38 learners).

Goal 2B: *Lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Reading with a focus on all Māori, and male learners:*

- All Male learners in years 1-6 by at least 5% from 76.8% to 88%, (107 learners).

Goal 2C: *Lift the achievement of all learners in Year 9 to Above Stanine 3 in Reading Comprehension with a focus on all male learners:*

- All learners in year 9 by at least 19.2% from 65.8% to 85%, (71 learners).
- All Male learners in year 9 by at least 27.5% from 57.5% to 85%, (57 learners).

Goal 2D: *Lift the achievement of all learners in Year 9 to Above Stanine 3 in Reading Comprehension with a focus on all Māori and Pacific learners:*

- All Māori learners in year 9 by at least 30.5% from 54.5% to 85%, (71 learners).
- All Pacific learners in year 9 by at least 33% from 44% to 77%, (9 learners).

Goal 3: *Lift the achievement of all learners in Year 9 to At or Above Curriculum Level 4A in Number and Algebra with a focus on all Māori and Pacific learners:*

3A. All learners by at least 35% from 58% to 90% (124 learners).

3B. All Māori learners by at least 49% from 42% to 91% (16 learners).

3C. All Pacific learners in year 9 by at least 45% from 24% to 69% (13 learners).

Goal 4A: *Lift the achievement of all learners achieving NCEA level 1 with a focus on male learners:*

- All learners by at least 12% from 78% to 90% (51 learners).

- All male learners by at least 11% from 75% to 86% (27 learners).

Goal 4B: *Lift the achievement of all learners achieving NCEA level 1 with a focus on Māori and Pacific learners:*

- All Māori learners by at least 16% from 74% to 90% (8 learners).

- All Pacific learners by at least 13% from 77% to 90% (3 learners).

Goal 4C: *Lift the achievement of all school leavers obtaining NCEA level 2 with a focus on all male learners:*

- All learners by at least 8% from 87% to 95% (34 learners).

- All male learners by at least 11% from 84% to 95% (24 learners).

Goal 4D: *Lift the achievement of all school leavers obtaining NCEA level 2 with a focus on Māori and Pacific learners:*

- All Māori learners by at least 17% from 78% to 95% (8 learners).

- All Pacific learners by at least 5% from 90% to 95% (2 learners).

Goal 5: *Lift the reported level of student wellbeing in years 7 to 13 with a focus on years 7 and 8, and year 9-13:*

- All learners in Years 7 & 8 by at least 20% from 48.8% to 70% (100 learners) in their response to feeling supported by lots of adults in the school.

- All learners in Years 9-13 by at least 9% from 61% to 70% (200 learners) in their response to everyone at school knows what to do if someone is being hurt or bullied

Process targets:

We are committed to Oral Language, Science and Technology becoming achievement challenges in the near future. We have anecdotal evidence that these are areas of need in our schools. Without standardised assessment data we do not have the baseline data to make achievement challenges in these areas.

- We intend to include improving Oral language for our ESOL students using ELL framework as a process target as we do not have a body of evidence about our students across the Kāhui Ako
- We intend to include improving Science as a process target as we currently do not have a body of evidence about our students in Science across the Kāhui Ako
- We intend to include Digital fluency and Digital technologies as a process target as the new Digital technology curriculum needs to be implemented in a systematic manner across the Kāhui Ako and we wish to develop understanding and evidence around progress in this new curriculum.
- We intend to include a focus on well-being for students. We have introduced Achievement Challenges and Targets for Years 7 to 13 and we intend to extend this to include all students from Year 5 up. Initially we will need to investigate more fully how to effectively measure well-being across all levels in the Kāhui Ako and develop consistent data gathering processes.

Analysis of Variance

Goal 1: By the end of 2019 lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Writing with a focus on Māori, and male learners			
Original	End of 2017	End of 2019	Comment
All learners in years 1-6 by at least 5% from 76.7% to 82%, (92 learners) Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	SHS; 417 out of 509 - 82% EPS; 462 out of 578 - 80% Overall, 879 out of 1087 - 81%	SHS; 432 out of 540 - 80% EPS; 477 out of 654 - 73% Overall; 909 out of 1194 – 76%	SHS achievement made some progress. EPS achievement decreased slightly. Overall, 30 extra learners over 2 years However, the different cohort size means that there was no real shift in achievement
All Māori learners in years 1-6 by at least 15.7% from 66.3% to 82%, (29 learners) Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	SHS; 16 out of 22 - 73% EPS; 81 out of 105 - 77% Overall; 97 out of 127 – 76%	SHS; 30 out of 42 - 71% EPS; 48 out of 76 – 63% Overall; 78 out of 118 - 66%	SHS achievement - good progress. EPS achievement decreased slightly. Overall, 21 fewer learners over 2 years
All Male learners in years 1-6 by at least 12% from 70.1% to 82%, (113 learners) Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	SHS; 192 out of 250 - 77% EPS; 221 out of 295 - 75% Overall; 413 out of 545 – 76%	SHS; 199 out of 281 - 71% EPS; 222 out of 327 – 68% Overall; 421 out of 608 - 69%	SHS achievement slight increase and EPS achievement slightly decreased. An increase of 8 learners over 2 years
All learners in years 7-8 by at least 12.9% from 67.1% to 80%, (77 learners) 400 out of 596 learners	408 out of 609 - 67%	430 out of 643 - 67%	22 extra learners over 2 years 30 extra learners over 3 years However, the different cohort size means that there was no shift in achievement
All Māori learners in years 7-	33 out of 61 - 54%	39 out of 73 - 53%	6 extra learners over 2 years

8 by at least 26.7% from 54.4% to 80%, (15 learners). 31 out of 57 learners			8 extra learners over 3 years However, the different cohort size means that there was no real shift in achievement.
All Male learners in years 7-8 by at least 22% from 58% to 80%, (66 learners). 173 out of 299 learners	190 out of 327 - 58%	189 out of 334 - 56.5%	1 less learner over 2 years, 16 more learners over 3 years However, the different cohort size means that there was no real shift in achievement.

Goal 2A&B: By the end of 2019 lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Reading with a focus on all Māori, and male learners:			
Goal		End of 2019	Comment
All learners in years 1-6 by at least 8% from 80.2% to 88%, (146 learners). Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	SHS; 422 out of 509 - 83% EPS; 422 out of 578 - 73% Overall; 844 out of 1087 - 81%	SHS; 454 out of 540 - 84% EPS; 453 out of 647 - 70% Overall; 907 out of 1187 – 76%	63 extra learners, However, the different cohort size means that there was no real shift in achievement.
All Māori learners in years 1-6 by at least 20% from 67.9% to 88%, (38 learners). Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	SHS; 16 out of 22 - 73% EPS; 66 out of 105 - 63% Overall; 82 out of 127 – 65%	SHS; 35 out of 42 - 83% EPS; 42 out of 75 – 56% Overall; 77 out of 117 - 64%	5 fewer learners However, the different cohort size means that there was no real shift in achievement.
All Male learners in years 1-6 by at least 5% from 76.8% to 88%, (107 learners).	SHS; 200 out of 250 - 80% EPS; 221 out of 295 - 75%	SHS; 225 out of 281 - 80% EPS; 222 out of 327 – 68%	26 extra learners However, the different cohort size

Data is for 4 Schools not the 2 school that were finally part of the Kāhui Ako	Overall; 421 out of 545 – 77%	Overall; 447 out of 608 - 76%	means that there was no real shift in achievement.
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<p>Review Literacy Goals 1 and 2</p> <p>Discussion: On the surface the data indicates that the school generally made no progress in regard to improving literacy, this was particularly worrying as this was the major if not sole focus for the Across school leaders for the 2 years, and a significant PLD contract was also utilised.</p> <p>However, when we look a bit deeper there is reason to be optimistic. In 2018/2019 an external PLD provider facilitated literacy focused Professional Learning Development with all four schools. This has helped to build capacity in the schools regarding oral language, moderation, accelerating literacy, visible learning strategies and the use of the literacy progression framework.</p> <p>Our hunch is therefore that gains in literacy achievement should increase over the medium term. Also, during this time, the schools collaborated using the vehicle of a 'literacy working group'. This facilitated the sharing of practice and the sharing of moderation and our hunch is that our judgements about literacy are becoming more accurate and consistent; this means comparing 2018/19 data with earlier data may not be that accurate. The data also suggests that in Year 7 and 8 the percentage of learners at the national standard in writing has gone down when compared to the primary school data; understanding this better is i.e. is it about transition, teacher moderation judgements, is a priority.</p> <p>Next steps: Continue to focus on our Male and Maori Learners regarding oral language and writing, and to track student progress (at or above) at key transition points i.e. Years 3, 6, 8 and 10. We will do this using a collaborative inquiry approach and by exploring the use of frameworks such as the literacy progression framework.</p>

Goal 2C & D: By the end of 2019 lift the achievement of all learners in Year 9 to Above Stanine 3 in Reading Comprehension with a focus on all male, Maori and Pacific learners

Goal and 2016 achievement	End of 2019	
<p>All learners in year 9 by at least 19.2% from 65.8% to 85%, (71 learners).</p> <p>2016 - 244 out of 371 learners – 65.8%</p>	<p>365 out of 429 learners 85%</p>	<p>121 extra learners Achievement for all learners in Y9 regarding reading comprehension is meeting the target. This does not need to be a focus moving forward.</p>
<p>All Male learners in year 9 by at least 27.5% from 57.5% to 85%, (57 learners).</p> <p>2016 – 119 out of 207 learners 57.5%</p>	<p>191 out of 233 learners 81.9%</p> <p>Female learners 173 out of 195 learners 88.7%</p>	<p>72 extra learners</p> <p>While the achievement of male learners is approximately 7% behind those of female learners regarding reading comprehension; their achievement is nonetheless close to the target and good progress has been made. Attention could be paid to this gap.</p>
<p>All Māori learners in year 9 by at least 30.5% from 54.5% to 85%, (71 learners).</p> <p>2016 – 24 out of 44 learners – 54.5%</p>	<p>45 out of 57 learners 79%</p>	<p>21 extra learners</p> <p>However, the different cohort size means that the numbers are irrelevant, the percentage need to be looked at. This has increased by 24.5% the target was not quite met. However excellent improvement</p> <p>The achievement for all students improved however the achievement gap for Māori went from 11% lower than the school average to 6% below. Excellent progress, but still work to do</p>

<p>All Pacific learners in year 9 by at least 33% from 44% to 77%, (9 learners).</p> <p>2016 - 12 out of 27 learners – 44%</p>	<p>28 out of 37 learners 75.6%</p>	<p>An extra 14 learners</p> <p>However, the different cohort size means that the numbers are irrelevant, the percentage need to be looked at. This has increased by 31.6% the target was not quite met.</p> <p>The achievement for all students improved however the achievement gap for Pacific went from 21.8% lower than the school average to 9.4% below. Excellent progress, but still work to do</p>
<p>Discussion: There has been progress at Year 9 for Maori and Pacific learners regarding reading and targets have been met. Boys reading comprehension is still below that of girls, but the gap has narrowed. Organising classes in Year 9 so that students who are significantly below their expected reading level receive extra hours of English instruction using an ‘acceleration’ model appears to be working well.</p> <p>Next steps: Lifting the achievement of Maori and Pacific learners remains a goal in Year 9. So too, a focus on continuing to narrow the gap between male and female students regarding reading comprehension.</p>		

Goal 3: By the end of 2019 lift the achievement of all learners in Year 9 to At or Above Curriculum Level 4A in Number and Algebra with a focus on all Māori and Pacific learners

Goal and 2016 achievement	End of 2019	Comment
<p>All learners by at least 35% from 58% to 90% (124 learners).</p> <p>225 out of 388 learners - 58%</p>	<p>Number 291 out of 393 74% (66 additional learners)</p> <p>Algebra 274 out of 393 70% (49 additional learners)</p>	<p>Good progress has been made in both Number and Algebra across the cohort. 90% was a very ambitious target. This was aimed mainly at secondary school level and we need to consider a whole Kāhui Ako goal.</p>
<p>All Māori learners by at least 49% from 42% to 91% (16 learners).</p> <p>14 out of 33 learners - 42%</p>	<p>Number 21 out of 38 55% (7 additional learners)</p> <p>Algebra 19 out of 38 50% (5 additional learners)</p>	<p>While we have seen small improvements over the two years, Maori learner achievement is still significantly lower than the whole cohort.</p>
<p>All Pacific learners in year 9 by at least 45% from 24% to 69% (13 learners).</p> <p>7 out of 29 learners - 24%</p>	<p>Number 16 out of 32 50% (9 additional learners)</p> <p>Algebra 20 out of 32 62% (13 additional learners)</p>	<p>We are pleased that Pacific learners have caught up, and passed, that of Maori learners. However, much like Maori learners, there is still a significant gap compared to the whole cohort.</p>

Discussion:

Over the two years we have developed a more robust, and we feel more accurate, means of judging where students are at against curriculum levels allowing the use of targeted learning strategies to accelerate students. We have moved to more written assessments in order to prepare students well for NCEA and to focus on their ability to communicate their understanding. Maori and Pacific learners remain significantly behind the cohort and more needs to be done to accelerate their learner. Additionally, most of the focus has been at secondary level currently, and this could be expanded to include all schools within the Kāhui Ako.

Next steps:

To focus on identifying and accelerating students who are significantly behind expected curriculum levels for their age (with a focus on Maori, Pacific, ESOL).

To work collaboratively across the Kāhui Ako to build a common understanding of the curriculum progressions and communicating data across transitions.

Goal 4A&B: Lift the achievement of all learners achieving NCEA level 1 with a focus on male, Maori and Pacific learners		
2017 Goal	End of 2019	Comment
All learners by at least 12% from 78% (2016 result) to 90% (51 learners) NBC NCEA statistics changed	2016 83.5%, 328 students 2019 86.3%, 364 students 36 more students	Did not meet goal, but good progress made. See Pakuranga College Analysis of variance for more detail
All male learners by at least 11% from 75% to 86% (27 learners) Nb NCEA statistics changed	2016 82% 178 students 2019 85% 182 students 4 more students	Did not meet goal, but good progress made, only 1% off target. See Pakuranga College Analysis of variance for more detail
All Māori learners by at least 16% from 74% to 90% (8 learners) Nb NCEA statistics changed	2016 76.5%, 39 students 2019 76.2%, 32 students 7 fewer students	Did not meet goal, some progress made, small cohorts make this statistic volatile. See Pakuranga College Analysis of variance for more detail
All Pacific learners by at least 13% from 77% to 90% (3 learners) Nb NCEA statistics changed	2016 76.7%, 23 students 2019 78.4%, 29students 6 more students	Did not meet goal, some progress made, small cohorts make this statistic volatile. See Pakuranga College Analysis of variance for more detail
<p>Discussion: The NCEA statistics changed in 2018 so the original percentages are not comparable, we have used the new version of the 2016 statistics for comparison. The comparison of numbers is irrelevant as the cohort sizes change every year.</p> <p>See Pakuranga College detailed data analysis for a more detailed discussion. Of particular note is the links made between NCEA success and literacy on entry to college. With the significant drop in literacy levels that have been observed, it would have been expected that the NCEA rates would have dropped, however the strategies in place have countered this and the pass rates have in fact gone up. The outcomes for Maori and Pacific learners, while ahead of decile averages continues to be below target.</p> <p>Next Steps: While the College will continue to set goals and targets around NCEA, this does not need to be a Community of Learning goal or target.</p>		

The Kāhui Ako strategy of engaging all staff in discipline inquiry does however support the colleges work in this area as does the focus on literacy in the pre NCEA levels.

Goal 4C&D: *Lift the achievement of all school leavers obtaining NCEA level 2 with a focus on all, male, Maori and Pacific learners*

2017 Goal	End of 2019	Comment
All learners by at least 8% from 87% to 95% (34 learners) 2016 - 355 out of 405	389 leavers out of 436 (88.9%)	34 more learners leaving with NCEA level 2 or better, but the cohort was bigger. Did not meet the goal. Minor progress made. See Pakuranga College analysis of variance and analysis of leavers data
All male learners by at least 11% from 84% to 95% (24 learners) 2016 -181 out of 215 (84.2%)	228 leavers out of 256 (86.6%)	47 more male learners leaving with NCEA level 2 or better BUT the cohort was bigger. Did not meet the goal. Minor progress made. See Pakuranga College analysis of variance and analysis of leavers data
All Māori learners by at least 17% from 78% to 95% (8 learners) 2016 - 37 out of 47 (78.7%)	38 leavers out of 50 (76%)	1 more Maori leaver with NCEA Level 2 or better, But did not meet the goal. Minor progress made, small cohorts make this statistic volatile. See Pakuranga College analysis of variance and analysis of leavers data
All Pacific learners by at least 5% from 90% to 95% (2 learners) 2016 – 37 out of 41 (90.2%)	39 leavers out of 47 (83%)	2 more Pacific Leavers with NCEA level 2 or better, but did not meet the goal, small cohorts make this statistic volatile, result dropped significantly. See Pakuranga College analysis of variance and analysis of leavers data

Discussion:

To understand the data you need to look at the longitudinal trend. (See Pakuranga College Analysis)

Of particular note is the links made between NCEA success and literacy on entry to college.

With the significant drop in literacy levels that have been observed, it would have been expected that the NCEA rates would have dropped, however the strategies in place have countered this and the pass rates have in fact gone up.

The outcomes for Maori and Pacific learners while ahead of decile averages continues to be below target.

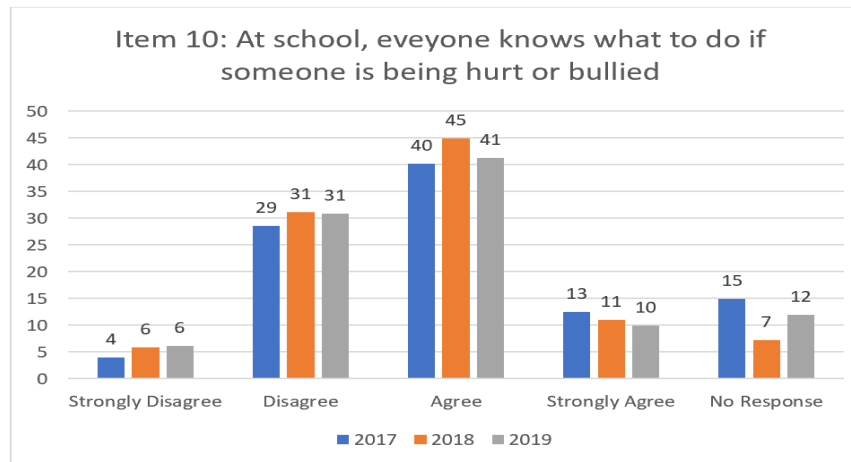
Next Steps:

While the College will continue to set goals and targets around NCEA, this does not need to be a Community of Learning goal or target. The Kāhui Ako strategy of engaging all staff in discipline inquiry does however support the colleges work in this area as does the focus on literacy in the pre NCEA levels.

Goal 5: Lift the reported level of student wellbeing in years 7 to 13 with a focus on years 7 and 8, and year 9-13

2017 Goal	End of 2019	Comment
Increase the percentage of All learners in Years 7 & 8 by at least 20% from 48.8% to 70% (100 learners) in their response to feeling supported by lots of adults in the school	2017: 48.8% positive responses (n=227) 2018: 53% positive responses(n=276) 2019: 55% positive responses (n=275)	Did not meet the goal but slight progress made.
Increase the percentage of All learners in Years 9-13 by at least 9% from 61% to 70% (200 learners) in their response to everyone at school knows what to do if someone is being hurt or bullied	Participation rates: 2017: 463 students 2018: 544 students 2019: 738 students Agree or Strongly Agree 2017: 53% (n= 245) 2018: 56% (n= 305)	Did not meet the goal. A positive is that significantly more students participated in the survey. But the Percentage reporting a positive response fell. Looking at the graph it is clear that there has been no real change.

2019: 51% (n= 376)



Discussion

Both of the schools actively promoted wellbeing, but clearly the initiatives did not impact on the selected indicators.

While the data does not indicate that the initiatives had a positive impact on the selected indicators, the following achievements are noted:

- Development of a greater understanding and awareness of the importance of wellbeing through professional development and collaborative inquiry
- May 2019- Our Kahui Ako hosted Across-Kahui Ako Wellbeing PD. Adrienne Buckingham NZIWBR led a full-day workshop 'Promoting hauora: An Introduction to the Science and Practice of Whole-school Wellbeing'; and Webinars for staff who had not been able to attend the workshop
- Sep 2019- Hosted an Across-Kahui Ako Hui for ASLs to discuss connection and collaboration. Initial connections were made with other Kahui Ako who have a wellbeing focus
- Pakuranga College pilot study – wellbeing training staff/students
- Farmcove undertaken a collaborative inquiry into wellbeing and now teaching a wellbeing curriculum
- Sunnyhills continue to refine their wellbeing model, including a strengths based approach
- Elm Park are developing an inquiry approach into wellbeing
- Begun the process of gathering data using wellbeing surveys from schools in the Kahui Ako;

- Development and refinement of inter-school transition programmes to further support students' wellbeing at these critical points, including student-led small group presentations to Year 6s, sports and cultural afternoon for Year 6s at the intermediate school, bringing staff from the schools together for transition discussions; extended programme of school visits for students as required; and SENCO leads working collaboratively
- Participation in the Better Together project has enabled the setup of inquiry teams across the Kahui Ako, including a wellbeing team. This has also enabled an initial networking connection with the wellbeing team from another Kahui Ako
- Hosted a teacher only day January 2020 for Kahui Ako teaching community, led by Adrienne Buckingham
- Hosted a parent information evening for our Kahui Ako parent community "Kicking for the Surface: Practical Strategies to Protect and Promote Wellbeing"

Year 7-8 students completed a different wellbeing survey from the other schools in the Kahui Ako who used the NZCER survey.

It appears that the questions targeted may not have been the best indicators of what we want to measure regarding student wellbeing,

Next Steps :

In 2020, all of the school will use the NZCER survey enabling the Kahui Ako to gather consistent data. (Years 4- 13)

In trying to identify better indicators of progress our thinking was:

- We would choose from the first section of questions: School wide Climate and Practices.
- The questions 'I feel I belong at school' and 'I feel safe at school' seem to be direct measures of student wellbeing.
- The question 'Teachers are interested in my culture or family background' has potential for looking at diversity and culturally responsive practice.

It is proposed that we track progress using these three questions in the NZCER Survey

- I feel I belong at school.
- I feel safe at school
- Teachers are interested in my culture and family.

