

Achievement Challenge Plan - Mt Albert Kāhui Ako

Introduction

Mount Albert is one of the oldest suburbs in Auckland. There is a sense of community pride in the history of the area, with many families having lived in the area for generations. The achievements of past generations are remembered in the names of streets, parks and buildings across the wider community and as such, we want to honour the past whilst moving forward together as a Community of Learning.

Mount Albert in 2017 is a community rich in culture and ethnically diverse. There is a passionate connection in the wider Mt Albert Community to its Kindergarten's, Early Childhood Centres and Schools. The Mount Albert Community of Learning consists of the following schools and Early Childhood providers;

- ABC Early Childhood Centre
- Auckland Girls' Grammar School
- Edendale Primary School
- Ferndale Kindergarten
- Gladstone Primary School
- Mount Albert Primary School
- Owairaka District School
- Wesley Primary School
- Kowhai Intermediate School
- Wesley Intermediate School
- Mount Albert Grammar School

Vision

We want our students to become respectful, motivated learners who are connected within their community and empowered to create an optimistic future. We are committed to students' wellbeing and growing resilient learners who believe in themselves.



The visual metaphor above describes the vision for our Community of Learning centres around our Maunga, Owairaka. We liken a student's educational pathway to the different way we can reach the top of Owairaka. Some head in a straight line taking the steepest route to the top with ease, while for others there are challenges along the way that mean a longer, more scaffolded route. Across our Community, some students have the huge benefit of emotional, physical and financial supports which helps their learning journey. Other students experience hardship and poverty and need additional support to reach their potential.

Purpose

The shared learning culture within the Mount Albert Community of Learning is one where students are at the centre of school decision making, enabling students' to experience success throughout their educational pathways. There is a commitment from all schools to provide relevant, personalised learning that is culturally responsive and a belief that all students deserve to succeed.

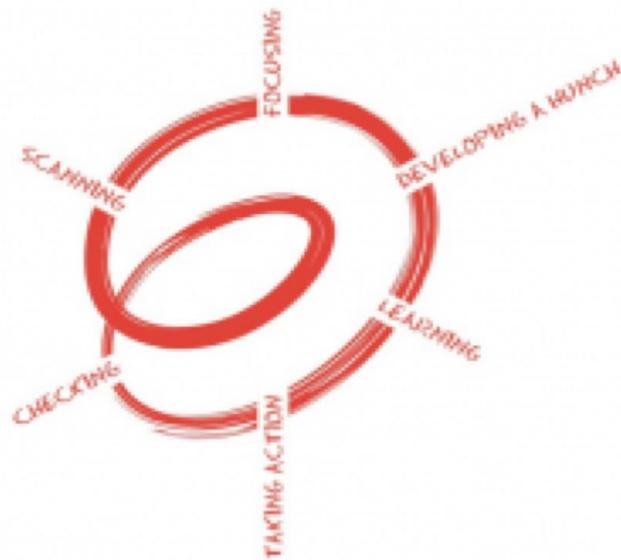
History of Collaboration

There have been pockets of collaboration within our community of eight schools. Owairaka District School, Wesley Primary School and Wesley Intermediate School work together as part of the Ako Hiko cluster (Maniakalani Outreach), which aims to accelerate achievement through the 'Learn, Create, Share' pedagogy and utilising technology in the classroom. We see the formation of the Mount Albert Community of Learning as an opportunity to form powerful connections across our schools, developing a shared vision for all our students. Owairaka is a focal part of the landscape in the Mount Albert community and we want the

achievement of our children throughout their educational pathway to be the focus of our Community of Learning. Our maunga represents the many and varied pathways our students make take to success and the journey we take together as schools to support them.

Working together

Our leaders are focused on high quality and high equity for every student in the Kāhui Ako. Through a disciplined approach to collaborative inquiry we will intentionally cultivate a learning culture that enables collaboration within and across schools, to solve challenges and celebrate success, thus raising professional capability. The spiral of inquiry will be used as a framework to support change^[1] and at each of the interconnected phases will include student voice, parent, whānau and their communities.



Together we will build strong whanau engagement, focused on student progress and achievement. Individual schools intend to reflect the Kāhui Ako priorities in their strategic plans and together we will develop a collective responsibility for student success, demonstrated through agreed quantitative and qualitative measures.

[1] Spiral of Inquiry - <http://elearning.tki.org.nz/Teaching/Snapshots-of-Learning/Raising-literacy-levels>

Learning Pathways

2016 School Roll data

There are 7028 students across the 9 schools in the Mount Albert Community of Learning. Across the Mount Albert Community of Learning, 2272 (32%) of students identify as New Zealand/European, 1872 (27%) identify as Pasifika, 1324 (19%) as Asian, and 1028 (15%) as Māori.

Data taken from the 2016 July roll return

School	Māori	Pasifika	Asian	NZE	Others	Total
Edendale School	35	69	195	223	13	535
Gladstone School	64	60	218	484	38	864
Mount Albert Primary School	39	113	129	89	29	399
Owairaka Primary School	53	135	65	114	72	439
Wesley Primary School	17	113	3	3	11	147
Kowhai Intermediate School	57	102	60	209	24	452
Kowhai Intermediate Rumaki*	54					54
Wesley Intermediate School	19	90	4	9	5	127
Auckland Girls' Grammar School	302	635	194	69	72	1272
Mount Albert Grammar School	388	556	456	1072	264	2736
Total	1028	1872	1324	2272	528	7024

- The achievement of students in the Kowhai Intermediate Rumaki is monitored against ngā whānaketanga Rumaki Māori, therefore they are not included in National standards information.

Mt Albert Kāhui Ako Education Profile

All the data indicated in the statements below has been accessed from a range of 2013 to 2016 Public Achievement Information (PAI).

Early Childhood Education (ECE)

There is a high level of involvement in early childhood education, with 98.6% of all pre-school children in the wider Mt Albert area participating in early childhood education. Across 2016, 173 ECE providers transitioned 440 children into schools within the Mount Albert Community of Learning. There were 21 ECE providers who transitioned 10 or more into the Mt Albert Kāhui Ako schools.

The 2016 data shows there are 3,016 primary and intermediate students in the Mt Albert Kāhui Ako and a further 4008 students attend Mount Albert Grammar School or Auckland Girls' Grammar School.

Tertiary

Beyond our learning pathway the 2013 -2014 transition data shows 83% (875/1025) of school leavers from Mt Albert Grammar School and 88% (465/530) of school leavers from Auckland Girls' Grammar School participated in tertiary education at the age of 19. For Mt Albert Grammar School, 81% (100/125) were Māori and 72% (140/195) Pasifika. For Auckland Girls' Grammar School, 83% (95/115) were Māori and 90% (215/240) Pasifika.

Student Engagement

Our students have high attendance rates and there is a 89.9% retention rate for school leavers to the age of 17 years old. In 2014 unjustified absences on any given day were around 5 per day per 100 students with a similar number of justified absences per day. Māori student absence statistics are marginally higher than the data for New Zealand/European students with 5 unjustified and 2 justified absences per day per 100 students. Pasifika data is similar to that of Māori.

Based on Public Achievement Information (PAI), our 2014 secondary school retention rates were high with 89.9% of our students staying at school until their 17th birthday. The retention rate for Māori students was 87.5% and 83.5% for Pasifika students.

Māori Student Achievement

Across the Mount Albert Community of Learning, there were 1028 Māori students in 2016. Within our Kāhui Ako there are two unique Māori Medium units. These include Te Whānau Pounamu at Kowhai Intermediate and Kahurangi at Auckland Girls Grammar. There is also Te Puna o Wairaka based at Mt Albert Grammar.

All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapu and whānau. Our local iwi are Ngati Whatua o Orakei and Kawerau a Maki, and Waipareira, however, our Māori students come from many different iwi across New Zealand. A key factor in meeting the shared achievement challenges will be deepening our connection and engagement with our Māori families and students. Māori must achieve educational success as Māori.

Māori achievement against National Standards

There were 284/338 Māori students who were included in the 2016 National Standard data. The rest of the 54 students are monitored against ngā whānaketanga Rumaki Māori. Based on the 2016 National Standards 75% (213/284) of our Year 1-8 Māori students achieve At or Above the National Standard for Writing. This compares with 86.2% (245/284) for all students.

In Mathematics 59.9% (170/284) of Māori students achieve At or Above the National Standard compared with 74.7% (2213/2962) for all students. In Reading 70.1% (199/284) of Māori students achieve At or Above the National Standard compared with 73.7% (2131/2962) for all students.

Te Whānau Pounamu

Te Whānau Pounamu is a level one Māori medium immersion programme which is part of Kowhai Intermediate School. Teaching and learning in Te Whānau Pounamu are guided and directed by Te Marautanga o Aotearoa and student progress and achievement are monitored against ngā whānaketanga Rumaki Māori. In 2016, 43.1% (23/54) achieved at Manawa Toa or Manawa Ora in Panui, 41.3% (22/54) achieved Manawa Toa or Manawa Ora in Tuhituhi and 58.8% (32/54) achieved Manawa Toa or Manawa Ora in Kōrero.

The funding for Te Whānau Pounamu sits with the Mt Albert Kāhui Ako. However, Te Whānau Pounamu is a functional partner with the Wāiorea Kāhui Ako. They therefore have an achievement challenge with the Rūmaki of Waiorea Kāhui Ako. Once they have been endorsed, Te Whānau Pounamu will work collaboratively with the Waiorea Kāhui Ako to address their shared Achievement Challenges.

Māori achievement in Secondary

In 2016, there were 690 Māori Year 9 to Year 13 students in our Kāhui Ako. NCEA achievement for Māori in 2016 across both schools is as follows;

Auckland Girls' Grammar School	Mount Albert Grammar School
NCEA Level 1	NCEA Level 1
68 Māori Students 76.5% pass rate across all Māori 51.9% endorsed with Merit or Excellence 82.4% pass rate for students in Kahurangi	89 Māori Students 81% pass rate across all Māori 48% endorsed with Merit or Excellence 86% pass rate for students in Puna
NCEA Level 2	NCEA Level 2
53 Māori Students 94.3% pass rate across all Māori 32.0% endorsed with Merit or Excellence 80.0% pass rate for students in Kahurangi	55 Māori Students 95% pass rate 40% endorsed with Merit or Excellence 83% pass rate for students in Puna
NCEA Level 3	NCEA Level 3
54 Māori Students 55.6% pass rate across all Māori 33.3% endorsed with Merit or Excellence 55.5% pass rate for students in Kahurangi 31.5% gained University Entrance	59 Māori Students 70% Pass rate over all 26% endorsed with Merit or Excellence 77% pass rate for students in Puna 39% gained University Entrance

Pasifika Student Achievement

In 2016 there were 1,872 Pasifika students across the Mount Albert Community of Learning which is 26.6% of the total student population.

Pasifika achievement against National standards

681 Pasifika students were included in the 2016 National Standard data from years 1-8. Based on the 2016 National Standards 62.6% (426/681) of Year 1-8 Pasifika students achieve At or Above the National Standard for Writing. This compares with 73.7% (2183/2962) for all

students.

In Mathematics 57.9% (394/681) of Pasifika students achieve At or Above the National Standard compared with 74.5% (2207/2962) for all students. In Reading 65.1% (443/681) of Pasifika students achieve At or Above the National Standard compared with 79.1% (2345/2962) for all students.

Gafoa le Ata

Gafoa le Ata is the Samoan Bilingual programme at Kowhai Intermediate School. In 2016, 24 students were part of Gafoa le Ata, following the New Zealand Curriculum and using both English and Samoan as the languages of instruction.

Pasifika achievement in Secondary

In 2016, there were 1191 Pasifika Year 9 to Year 13 students in our Kāhui Ako. Pasifika achievement in NCEA is as follows;

Auckland Girls' Grammar School	Mount Albert Grammar School
NCEA Level 1	NCEA Level 1
126 Pasifika Students 70.6% pass rate across all Māori 34.8% endorsed with Merit or Excellence	122 Pasifika Students 79.7% pass rate 41% endorsed with Merit or Excellence
NCEA Level 2	NCEA Level 2
139 Pasifika Students 79.1% pass rate across all Māori 27.6% endorsed with Merit or Excellence	96 Pasifika Students 90.2% pass rate 29% endorsed with Merit or Excellence
NCEA Level 3	NCEA Level 3
109 Pasifika Students 56.9% pass rate across all Māori 11.3% endorsed with Merit or Excellence 33.9% gained University Entrance	93 Pasifika Students 69.9% Pass rate over all 19.3% endorsed with Merit or Excellence 38.1% gained University Entrance

Achievement Challenges

Our initial data analysis showed that despite the differences across our school communities, there were similarities in the patterns and challenges in:

- reading, writing and maths across the 7 Primary and Intermediate Schools.
- mathematics and science across the 2 Secondary Schools.

Primary and Intermediate School Initial data observations

- In 2016, there was a drop-in achievement in reading in most Primary and Intermediate Schools in the Community of Learning.
- Achievement in writing, despite reasonable achievement across the Community of Learning, is seen as an area of challenge. This is because there has been little increase in achievement across the four years despite the significant focus it has been given in individual schools.
- Similarly, achievement in mathematics shows little increase over four years across all schools.
- In Reading and Maths, there was little difference between boys and girl's achievement. However, the gender difference is more marked in writing with girls outperforming boys at each level of the National Standards. Of particular note is the 10%-point difference between boys and girl's achievement in the 'below' and 'above' levels.
- In 2016 Māori achievement is below that of other students by 11.5% in writing, 16.8% maths and 8.5% for reading. Historical data shows that this gap in achievement in both writing and maths has been growing over the past 4 years. However, in reading, this is not a growing trend.
- In 2016, Pasifika students achieved significantly below that of other students in reading (13.5% below), writing (11.9% below) and maths (16.8% below). Aggregated data across the past four years show that despite short-term gains, the overall trend in Reading, Writing and Maths is a growing gap between the achievement of Pasifika and other ethnicities.

- Overall achievement in NCEA at Mount Albert Grammar School is strong at Levels 1, 2, 3 and in University Entrance as compared to the National data.
- While male students are still performing better than the national average, there is a growing gap in achievement between male and female students at Level 3 and in University Entrance. In 2016, 78.2 % of male students gained NCEA Level 3 compared with 92.2% of female students. Similarly, in 2016 62% of male students achieved University Entrance compared with 74.2% of female students.
- The achievement of Māori and Pasifika students at Mt Albert Grammar School is better than national levels for Māori and Pasifika students at NCEA levels 1, 2 and 3 and in University Entrance. At Auckland Girls' Grammar School, the achievement of Māori students is better than national levels for Māori at NCEA Levels 1 and 2 nationally and slightly below at Levels 3 and for University Entrance. Pasifika achievement at Auckland Girls' Grammar School is slightly below nationally at NCEA Levels 1, 2 and 3 and slightly above for University Entrance.
- At Mount Albert Grammar School Māori and Pasifika achievement at NCEA level 1 is more than 10% lower than Asian and New Zealand European students, however, the gap narrows significantly at NCEA level 2.
- In University Entrance, Māori students at both Auckland Girls' Grammar School and Mount Albert Grammar School underperform against others at Level 3 and in University Entrance. In 2016, 47.2% of Māori students gained University Entrance which is 20% lower than the overall University Achievement for Mount Albert Grammar School. At Auckland Girls' Grammar School, 31.5% of Maori students achieved University Entrance which is 14.1% lower than the overall University achievement across the school .
- Pasifika students achieve significantly lower than all other ethnicities in Level 3 and University Entrance. In 2016, 38.1% of Pasifika students achieved University Entrance which is nearly 30% lower than the overall University Achievement for Mount Albert Grammar School. At Auckland Girls' Grammar School, 33.9% of Pasifika students achieved University Entrance which is 11.7% lower than the overall University achievement across the school.

Writing

Target 1:

Within the writing target we want to lift the achievement from 74% (2183/2962) of all students who have Achieved At or Above the National Standard to 85% (2518/2962) a shift of 335 (11%) additional students. This includes:

- Maori from 63% (179/284), to 79% (224/284) this will require a shift of 45 Maori students.
- Pasifika from 63% (426/681) to 79% (536/681) this requires a shift of 110 Pasifika students.

For 2020, the number of students to be targeted in Writing to be At or Above the National Standard for each school is set out in the table below:

Table 6

Name of school	Maori	Pasifika	Other	Total
Edendale	4	7	14	25
Mt Albert	8	20	29	57
Kowhai	7	21	32	60
Wesley P	4	11	0	15
Owairaka	9	24	30	63
Gladstone	8	10	74	92
Wesley Int	5	17	1	23
	45	110	180	335

Target 1.2 At to Above:

Within the writing target we want to lift the achievement from 18.5% (549/2962) of all students who have Achieved Above the National Standard to 24% (711/2962) a shift of 162 (5.5%) additional students. This includes

- Maori from 12% (34/284), to 18%(51/284) this will require a shift of 17 Maori students.
- Pasifika from 9.3% (63/681), to 15%(102/681) this will require a shift of 39 Pasifika students.

Name of school	Maori	Pasifika	Other	Total
Edendale	2	4	19	25
Mt Albert	2	7	14	23
Kowhai	3	5	14	22
Wesley P	1	7	1	9
Owairaka	4	9	16	29
Gladstone	4	4	39	47
Wesley Int	1	5	1	7
Total	17	41	104	162

Target 1.3 Te Whānau Pounamu for:

Tuhituhi:

Te Whānau Pounamu are aiming to increase Tuhituhi from 41% (22/54) to 85% (46/54) akonga by 2020. This will be a shift of 24 NWRM akonga.

Target 1.4 Te Whānau Pounamu for:

Korero:

Te Whānau Pounamu are aiming to increase Korero from 58.8% (32/54) to 85% (46/54) by 2020. This is a shift of 14 students.

Target Two Mathematics

Within the mathematics target we want to lift the achievement from 74% (2207/2962) of all students who have Achieved At or Above the National Standard to 85% (2519/2962) a shift of 312 (11%) additional students. This includes:

- Maori from 60% (170/284), to 76% (217/284) this will require a shift of 47 Maori students.
- Pasifika from 58% (394/681) to 75% (512/681) this requires a shift of 118 Pasifika students.

For 2020, the number of students to be targeted in mathematics to be At or Above the National Standard for each school is set out in the table below:

Name of school	Maori	Pasifika	Other	Total
Edendale	7	16	30	53
Gladstone	6	21	20	47
Mt Albert Primary	7	17	26	50
Owairaka	4	14	1	19
Wesley Primary	9	20	22	51
Kowhai Intermediate	7	8	45	61
Wesley Intermediate	7	22	2	31
Total	47	118	146	312

Achievement Challenge 2.1 – Mathematics

By the end of 2020 we want 80% of all Year 11 students to have the opportunity to choose a Level 2 mathematics course which leads to a University Entrance Mathematics course in Year 13. We aim to do this by back mapping more opportunities for Year 10 and 11 students to ensure that the opportunities in Maths in Year 12 remain open.

- To increase the numbers of Year 11 from 66% (519/782) students who already have the prerequisites to 77% (601/782 students). This is an additional 82 students who would have pre-requisites for a Year 12 Mathematics pathways.

Māori and Pasifika

- To increase the numbers of Year 11 Māori students with prerequisites capable of taking Year 12 Mathematics pathways from 63% (92/147) to 85% (125/147). This is an additional 33 students
- To increase the numbers of Year 11 Pasifika students with prerequisites capable of taking Year 12 Mathematics pathways from 50% (119/236) to 75% (177/236). This is an additional 58 students.

Name of school	Māori	Pasifika	Total
Auckland Girls' Grammar School	14	20	34
Mount Albert Grammar School	19	38	57
Total	33	58	91

Process Target 2: Maths

The link between low student self-efficacy and achievement in mathematics is well documented in International and NZ research. Increasing the levels of student self-efficacy will be a focus across both schools and we want to explore different ways that we can improve levels of self-efficacy in maths both in the secondary schools and across the Primary and Intermediate Schools in our Kāhui Ako.

How we will achieve this:

Our process target for Mathematics is to collect data on the levels of student self-efficacy in mathematics for our Year 9, 10 and 11 students and students in the Primary and Intermediate Schools. We will do this by using the NZCER online PAT maths test. We will then explore current research being done by NZCER and develop strategies across the Kāhui Ako to improve maths self-efficacy.

Over the next three years we intend to:

- Investigate in assessment practices and pedagogy across all schools in the Kāhui Ako
- Develop moderation processes across all schools
- Develop clearer links in mathematics across transition points.

Achievement Challenge 3 - Science

Our target by the end of 2020 is to enable 80% of all Year 12 students to have the opportunity to choose a Level 2 pathway within the Science framework. We aim to do this by back mapping more opportunities for Year 10 and 11 students to ensure that the opportunities in Science in Year 12 remain open.

Auckland Girls' Grammar School

- To increase the numbers of Year 10 from 59.1% (133/225) students who already have the prerequisites to 80% (180/225) students. This is an additional 47 students who would have the pre-requisite for 11 Biochemical Science and 11 Physical Science pathways.
- To increase the numbers of Year 10 Māori students with the pre-requisites for 11 Biochemical Science and 11 Physical Science pathways from 60.7% (34/56) to 80% (45/56). This is an additional 11 students.
- To increase the numbers of Year 10 Pasifika students with the pre-requisites for 11 Biochemical Science and 11 Physical Science pathways from 47.0% (54/115) to 68% (78/115). This is an additional 24 students.

Mount Albert Grammar School

- To increase the numbers of Year 10 from 64% (341/532) students who already have the prerequisites to 80% (425/532 students). This is an additional 84 students who would have pre-requisites for 11 Science 1 or Year 11 separate science pathways.
- To increase the numbers of Year 10 Māori students with the pre-requisite for Year 11 Science or Year 11 separate science pathways from 32% (24/75) to 64% (48/75). This is an additional 24 students
- To increase the numbers of Year 10 Pasifika students with the pre-requisite for Year 11 Science or Year 11 special science pathways from 34% (36/105) to 68% (71/105). This is an additional 35 students

Process Target 1: Science

Our students' future opportunities will be greatly enhanced by their ability to be successful in Science. Our goal is to develop collaborative relationships within our Kāhui Ako which would allow the sharing of resources and pedagogical approaches to the teaching of Sciences. We know we will have a focus on developing a strong, reflective pedagogical practice that is shared universally across the Mount Albert Kāhui Ako.

How we will achieve this:

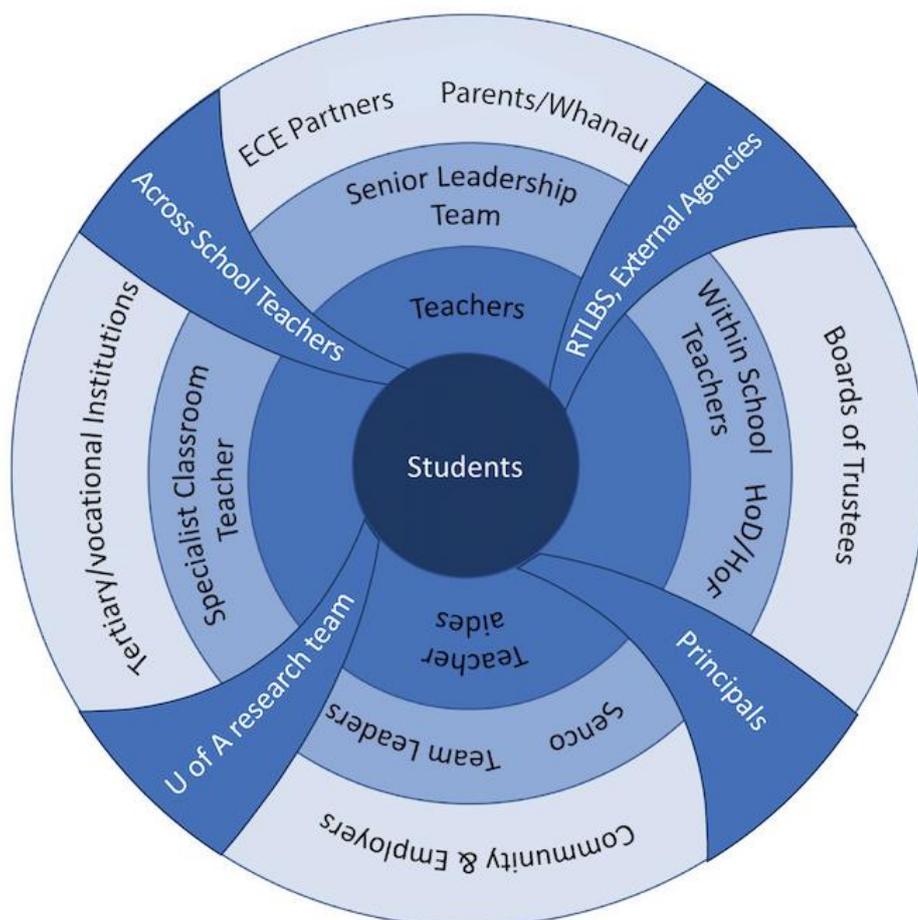
Our process target for Science is to collect data using the NZCER Science Engagement Survey Online Tool.

We will use this data to design science programmes that respond to identified interests and needs in our Kāhui Ako.

Over the next three years we intend to:

- Scope the Science curriculum
- Investigate in assessment practices and pedagogy across all schools in the Kāhui Ako
- Develop moderation processes
- Investigate the contribution of Science to career pathways

Kāhui Ako Structure – how we will work together



Theory for improvement

Teacher Expectations and Equity:

Our approach to meeting the Kāhui Ako Achievement Challenges (AC) will be to adopt high expectation principles across our schools. Hence, adopting high expectation principles will be our core theory of improvement.

We are currently working

There is clear evidence that low academic expectations (evident in the classroom, structural features of schools, and societal bias), can limit the educational opportunity of stigmatised minority groups. The beliefs and expectations of educators become translated into practices that open or close doors to students and also provide messages about the perceived ability of students. Thus, educators can directly affect the life chances of students through providing either enriching or constraining opportunities to learn. These opportunities then become self-fulfilling prophecies; students learn what they are given the opportunity to learn, and thereby meet teachers' expectations for them, whether these are at the ceiling or are barely above the ground (Rubie-Davies, 2015).

The implementation of the Teacher Expectation Programme will be supported by the Faculty of Education and Social Work in a school-university partnership. This will be a research-practice partnership aimed at building a clear pathway in which to positively influence all students from their earliest schooling experiences, through to tertiary or vocational pathway. It will involve all sectors working together to raise student achievement through the implementation of high expectation principles across all schools in the Kāhui Ako, that is, early childhood, primary, secondary and tertiary.

Our Early Childhood Education and Tertiary partners will be an important part of our Kāhui Ako journey and we are currently co-constructing how we will involve them in developing our theory of improvement.

Student achievement and the effectiveness of the teacher expectation programme will be regularly evaluated by a team of researchers supporting the teacher expectation programme. This evaluation will include on-going assessment of student achievement, shaping and re-shaping of pedagogy based on empirical evidence, plus changes to school design and programs so that they best meet the needs of all students including underserved and low income students.

Key levers for system change will include:

- Effective Pedagogy
- Visible Learning
- Learner Agency
- Transitions
- Learner Support Systems
- Whānau Engagement
- Collaboration
- Cultural Intelligence

Using high expectation principles to inform:

Effective pedagogy:

The researchers will work with middle management in schools to enable them to work with their teachers to implement high expectation principles into schools. Coupled with this, teachers will be offered full day workshops which will enable them to implement high expectation principles into their classrooms.

Visible learning:

Improvements in student achievement and self-beliefs will be monitored every year. Researchers will use this student data to inform future professional development. The implementation of high expectation principles into classrooms has already been shown to raise student achievement significantly, compared with classes where teaching continues as normal.

Learner agency:

One of the core high expectation principles involves teachers working with students to set goals for their learning based on standardised testing such as e-asTTle. Students are also given a degree of autonomy in terms of their learning experiences such that all students have the opportunity to be challenged and make rapid improvement gains.

Transitions:

One of the reasons that this project involves all schooling sectors is to ease student transitions across sectors. This includes into university. But it will also involve secondary teachers working closely with primary and intermediate school teachers to design and implement seamless transitions. Because all schools will be implementing high expectation principles, students will be familiar with classroom structures across their entire schooling.

Learner support systems.

With the implementation of high expectation principles, it is anticipated that students will make large learning gains. However, it is recognised that some students will require additional support. Part of the implementation will involve pre-service teachers being available to tutor students; to support their learning and ensure that all students are able to complete homework.

Whānau engagement:

The introduction of high expectation principles will see schools and classrooms working differently from how they have traditionally operated. Hence it will be important that schools are working closely with whānau and involving them in the changes so that they understand how high expectation principles have benefits for all students and will raise the achievement of everyone. Further, schools will be working closely with whānau in terms of setting student academic goals and supporting student learning. The project will be a partnership between schools and whānau with teachers supporting parents to help their children achieve at the highest levels.

Collaboration:

This project involves collaboration at many levels and between all schooling sectors. This will mean that intermediate and primary school teachers could work together to plan high level learning opportunities, secondary teachers could work with intermediates, and university academics could work with secondary school teachers. Teachers across schools will also collaborate around the implementation of high expectation principles. Student progress and teacher perceptions of the success of the implementation will be closely monitored. There will be regular collaborative discussions centred on what is successfully raising student achievement and where further changes are needed. Middle school leaders will have professional development designed to help them develop collaboration within and between schools.

Cultural intelligence:

This project is committed to improving the achievement of all students, but particularly those from disadvantaged backgrounds. High expectation principles include the idea that students have a strong sense of belonging. It will be important to create warm, supportive class climates, where student cultural and ethnic backgrounds are valued. The principles of the Treaty of Waitangi have strong synergies with high expectation principles and will be embedded in all classroom practices. Further, it is intended that strong links with families will be forged such that whānau know that their culture is valued by all schools within the Kāhui Ako.