



PUKETĀPAPA KĀHUI AKO



E hara taku toa
I te toa takitahi,
He toa takitini

My strength is not as an
individual, but as a collective

2025–2027 ACHIEVEMENT CHALLENGE

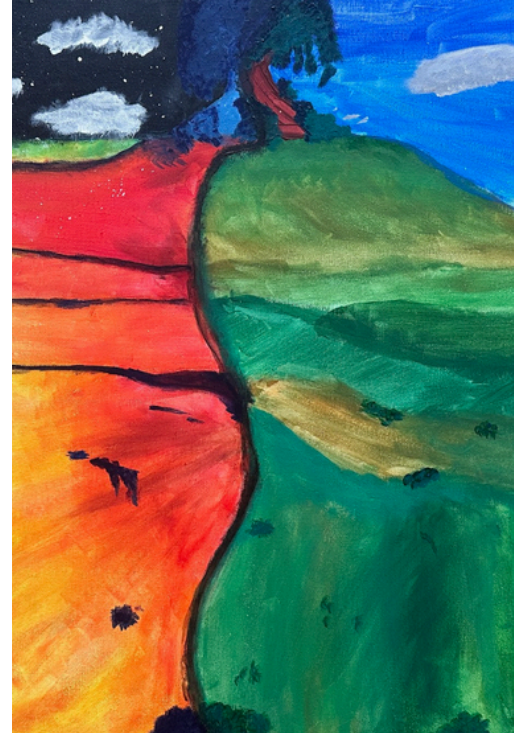
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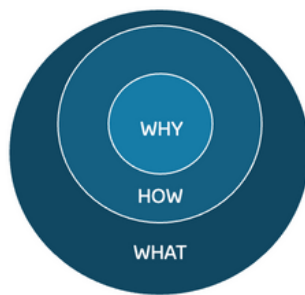
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OUR VISION

Carving pathways of success for our ākonga



PUKETĀPAPA KĀHUI AKO



Our vision is to
carve pathways
of success for
our ākonga

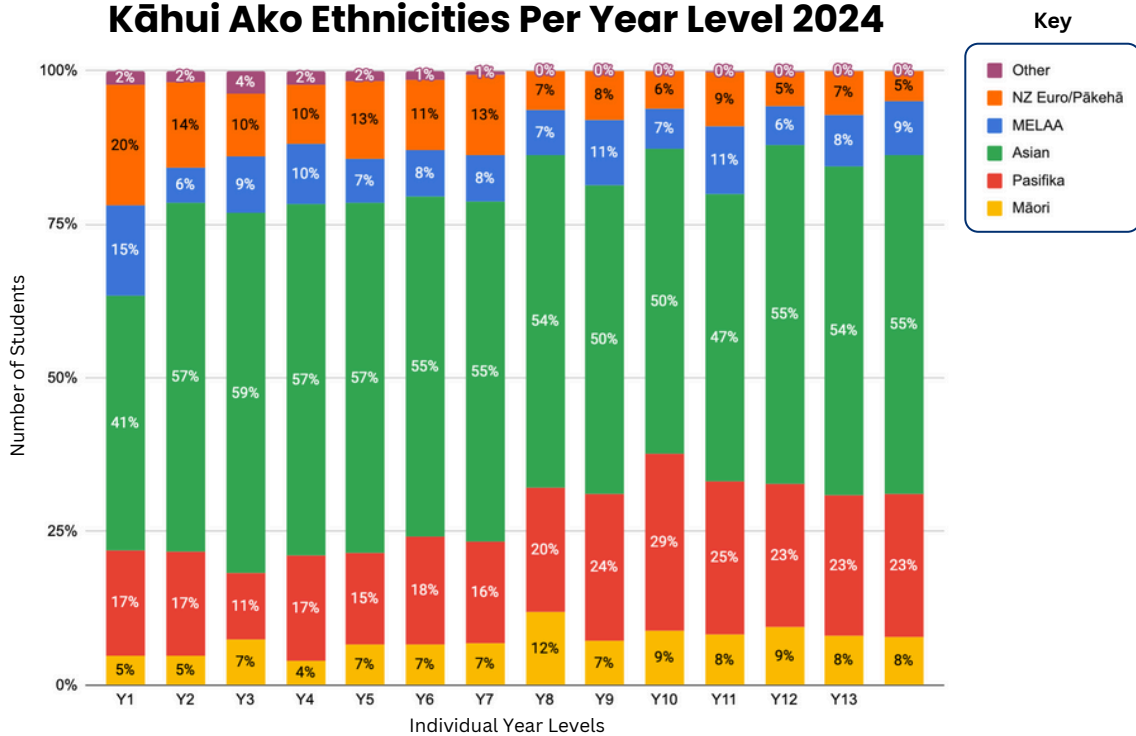
We Value:
Our Diversity
Learning together
Trusting each other
Embracing challenge

Our Key Principles:
Empowering learners
Developing leaders
Improving pedagogy
Authentic relationships
Sustainable change

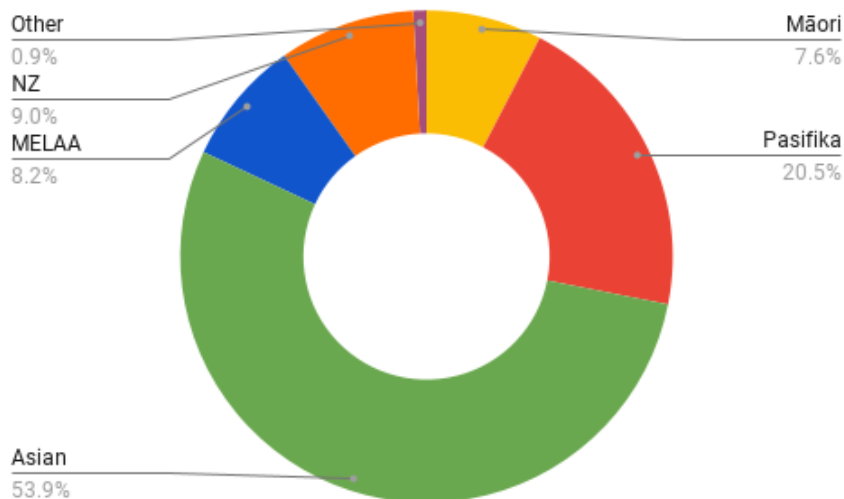
SCHOOL PROFILES

The Puketāpapa Kāhui Ako is made up of six schools: Dominion Road School, Hillsborough Primary School, Three Kings School, Mt Roskill Primary, Mt Roskill Intermediate and Mt Roskill Grammar. We have learning pathways with two current signatories from Early Childhood Centres: Mt Roskill Baptist Kindergarten and Little Pearls Educare Centre.

Kāhui Ako Ethnicities Per Year Level 2024



Ethnicity Breakdown Across Puketāpapa Kāhui Ako 2024





LITTLE PEARLS EDUCARE CENTRE

Little Pearls are not for profit community established childcare centres, delivering a warm, nurturing, safe and affordable home-like environment, striving for high quality care and education services for children aged 3 months to 5 years old in Owairaka/Mt Albert and Puketāpapa/Mt Roskill. We value the partnership we have with the parent/whanau as we work together with you to care for, train, build character, and prepare children for life. We celebrate parent and Whanau involvement.



MOUNT ROSKILL BAPTIST KINDERGARTEN

Mt Roskill Baptist Kindergarten has been serving the community for over 38 years. It provides quality education in a faith based environment. We value children as unique individuals so we provide them with different opportunities to grow and develop into competent and confident learners. Our program is based on the interests of children. Its aim is to encourage children to be self-motivated by creating the foundation for lifelong learning.



MOUNT ROSKILL PRIMARY SCHOOL

Mt Roskill Primary School in Puketāpapa caters to 600 students in Years 1 to 6. The school is part of the Mt Roskill Campus of Schools where education is paramount and students achieve. Mt Roskill Primary School is a wonderful mix of diversity, with students from many cultural backgrounds, working alongside students with physical disabilities and others with special learning needs. The school's vision is to develop children who are active, engaged, successful learners. The school provides opportunities for students to achieve in the classroom, on the sports field, in cultural activities and the arts, while growing great citizens. All students have something of value to offer that is recognised and appreciated, and all students are successfully provided for as individuals.



DOMINION ROAD SCHOOL

We are a vibrant, multicultural primary school located in the heart of Mt Roskill. Our school whakataukī (vision statement) is Mā pango, mā whero, ka oti te mahi - Through collaboration we will achieve. We are an inclusive learning community which fosters a love for learning, whilst upholding our school values of Respect, Attitude and Perseverance (R.A.P). We work hard to ensure that every learner will achieve their potential, secure in their identities, languages and cultures.



HILLSBOROUGH PRIMARY SCHOOL

Hillsborough Primary School was opened in 1951 and as such has had a long history in the area. It is situated on a warm and inviting site that looks out over the Manukau Harbour. The school provides excellent quality education for Year 1-6 students. Our teaching team provides exciting and challenging opportunities that specifically focus on 21st century learners. Students use an inquiry approach, including the use of digital technology. Our vision of Growing Learners and Developing Citizens is supported through teaching and encompassing our Hillsborough Learner Actions and School Values. We have close relationships with parents, whānau and the community and work together to ensure the school is a place of learning, safety and pride.



THREE KINGS SCHOOL

Three Kings School is a high achieving school representing a wide range of cultures and nationalities. Children are at the heart of everything we do and we enjoy celebrating the many successes of our students. We have an exceptional group of teachers who are dedicated to working together with our families to achieve the potential of all our students. Three Kings School has a strong sense of community and history, some of our families have second and third generation children attending the school. As the oldest school in Auckland still on its original site, it first opened in 1878 as Mt Roskill District School, we are proud of the beautiful school grounds.



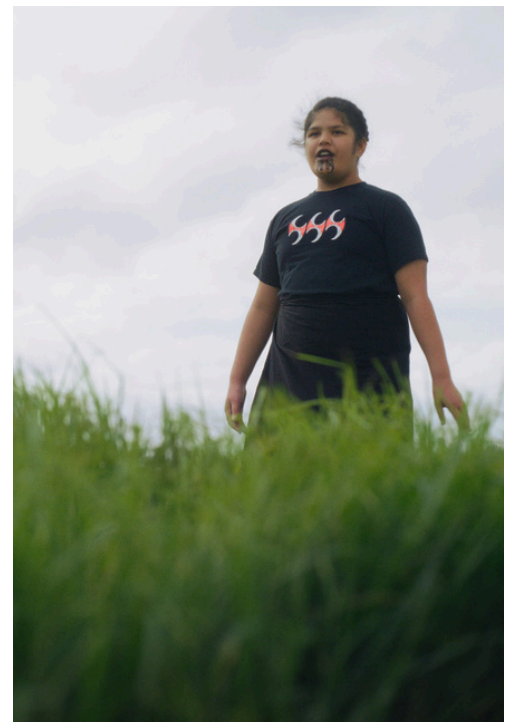
MOUNT ROSKILL INTERMEDIATE SCHOOL

Mt Roskill Intermediate School is a culturally diverse school where many students come from homes where they speak more than one language. Valuing and respecting differences is an important part of our school culture. Our school values of care (manaaki), respect (kōtua) and responsibility (tūtika) underpin everything we do. As a multicultural school, we recognise that every child brings a unique perspective to learning that we can all benefit from. We cater for a large number of students for whom English is their second language and have an inclusive approach to special needs students. We support learners across all levels of the curriculum providing both scaffold and challenge.



MOUNT ROSKILL GRAMMAR SCHOOL

Mount Roskill Grammar School is a large diverse secondary school in the suburb of Mount Roskill, forming part of a larger campus catering from pre-school to Year 13. Excellence in learning is our top priority. Our teachers are experts in their subjects and skilled facilitators, using high impact teaching strategies to accelerate learning. Over the last five years students continue to achieve Scholarships across many subject areas. They also excel in NCEA, well in advance of national averages. Our core values of Manaakitanga, Whanaungatanga and Tūmanakotanga guide expectations for all learners and underpin our vision that all students will be successful, powerful learners who are active and responsible citizens.



WORKING TOGETHER TO ACHIEVE OUR GOALS



The Puketāpapa Kāhui Ako have been working together for 8 years. We have had Achievement Challenges with a focus on the equity of outcomes in mathematics and literacy, and developing teacher capability in Assessment for Learning. Our target groups of students have been Māori, Pasifika and MEAR (Middle Eastern, African and Refugee students).

Throughout our schools, our teachers have developed a Shared Understanding of Assessment for Learning (see Appendix A). This has continued to strengthen our learning pathways.

We have developed strong relationships across our schools and are developing common language and shared pedagogies to support our learners.

THE PROGRESS MAPS

We use the Ministry of Education progress maps to report against our goals to the Stewardship Group.

The maps are set out under 6 domains:

- Teaching Collaboratively
- Leading for Progress and Achievement
- Evidence Guiding Our Actions
- Developing Pathways Along the Educational Journey
- Partnering with Families, Employers, Iwi and Community
- Building a Thriving Kāhui Ako



Our goals inform our focus and actions to effectively progress our achievement challenge.

DOMAIN 1

TEACHING COLLABORATIVELY

Collaboration is the reason that we have come together. We can achieve more together than we can alone. This is reflected in our Kāhui Whakataukī:

*E hara taku toa
I te toa takitahi, he toa takitini
My strength is not as an individual, but as a collective*

We have used the work of Jenni Donohoo (2014, 2016) to guide us in this work. Our understanding of collaborative inquiry has continued to grow and flourish in each of our schools through this work together.

DOMAIN 2

LEADING FOR PROGRESS AND ACHIEVEMENT

We have been committed to developing our middle leaders. This has been demonstrated through our work with our Across School Leaders, Within School Leaders and our school curriculum leaders who participate in the various Project groups. These roles connect back our shared learning into their respective schools. By developing leadership, we believed that change is more sustainable. We have used the work of Jenni Donohoo on leading and facilitating collaborative inquiry, along with the work of Suzy Pepper Rollins (Accelerated Learning, Assessment for Learning), Shirley Clark (Assessment for Learning) and Dylan William (Assessment for Learning).

DOMAIN 3 EVIDENCE GUIDING OUR ACTIONS

Our overall goal is to raise achievement for our priority learners in Literacy and Mathematics using AfL and responsive practices. The Achievement Challenge is written so that schools can have flexibility on the path they take and the evidence they collect in line with this goal.

Schools have used a combination of matrices to measure their progress in raising teacher capability. Alongside collecting student and staff voice, observations are used to identify and measure impact. Improvement in teacher capability has been the focus in each school, as research indicates this will lead to improved outcomes for students. Schools examine their own school-wide data against their baseline data. Data/feedback from all schools is included in the summary statements.

DOMAIN 4 DEVELOPING PATHWAYS ALONG THE EDUCATIONAL JOURNEY

Ehara taku toa i te toa takitahi, he toa takitini - My strength is not as an individual, but as a collective.

Carving curriculum learning pathways are our current focus, specifically back-mapping from the Year 10 co-requisites. These pathways within and between schools are supported through consistent language and approaches.

This includes developing consistent literacy language progressions, shared language and TIP (Term, Information, Picture) charts in mathematics, and effective pedagogies to support learning transition points. The ECE group is focused on community connection, while identifying learning pathways and school readiness. The Aotearoa New Zealand Histories project is developing integrated Social Science units that make use of local history content. A project to support learning pathways for our Pasifika Learners has been established across schools through the Pasifika Young Leaders Programme. This builds and supports tuakana teina relationships and learning pathways.

DOMAIN 5 PARTNERING WITH FAMILIES, EMPLOYERS, IWI AND COMMUNITY

We are now beginning to engage our shared community through events. This has built from an annual Art Exhibition to celebrate creativity across our Kāhui schools, and has extended to a planned Fiafia showcase that will alternate years as a community event. We have established partnerships with community group Global Lighthouse, to support our Pasifika attendance and leadership. To celebrate Matariki as a community, we have connected with each other through a collaborative waiata project that is shared with whānau.

We are striving to raise attendance to support learning. We have been identifying reasons for poor attendance by school-based surveys and student wellbeing voice, and we are using this to inform supports where needed. As a Kāhui, we are using shared resources to support following up with students and families, including shared messaging to support attendance.

Engaging community leaders with strong Mt Roskill connections/Pasifika foci support our work with Pasifika students around attendance and engagement with a focus on building school based capability.

DOMAIN 6 BUILDING A THRIVING KĀHUI AKO

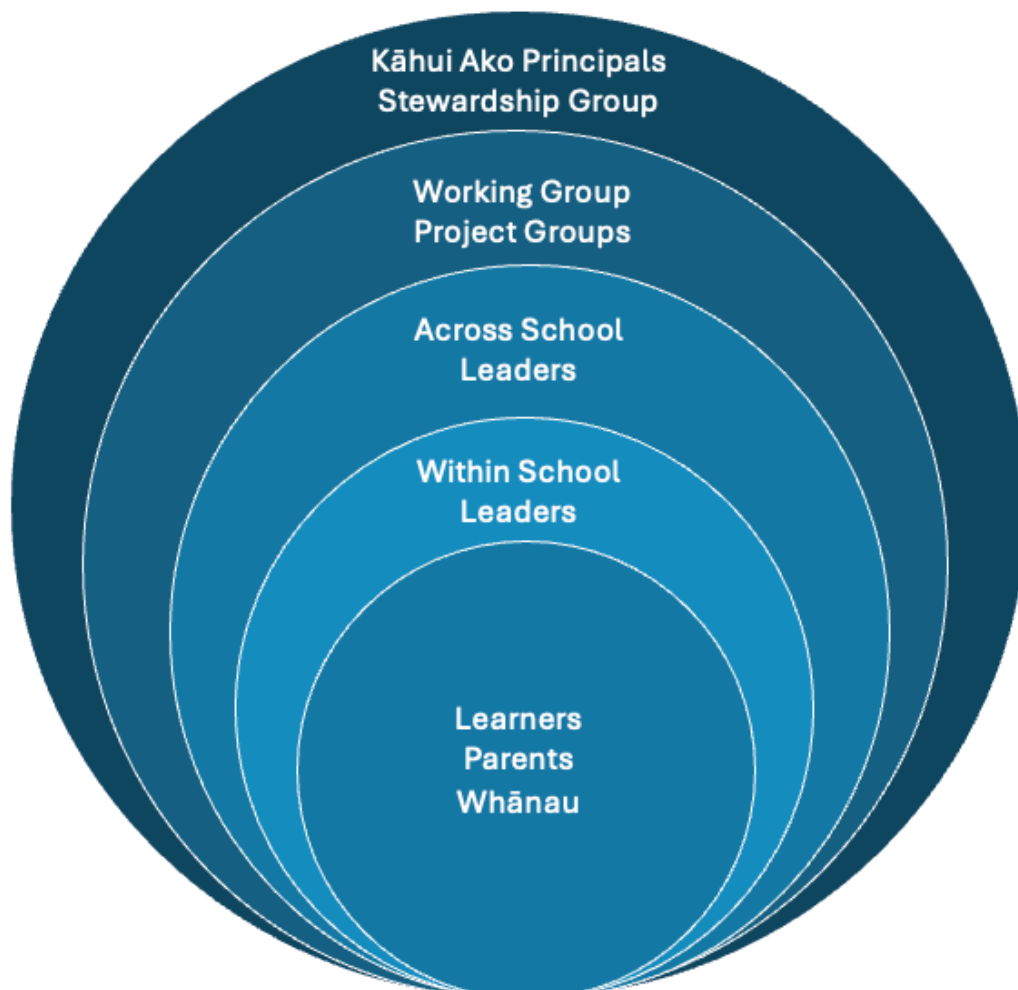
Our Kāhui has an effective model. We have strategically planned Project Group foci that reflect our identified needs. This is based on ongoing review and evaluation. Schools have flexibility toward our common goals that reflect their identified specific needs. Our Working Group is a key component that connects our initiatives back into schools.

As a Kāhui we support shared professional learning and growing leadership capability linked to our achievement goals.

We bring kaiako together across our Kāhui schools with an annual 'Colference' that supports shared learning, relationships and connections.

We have developed a culture of working together and are actively sharing resources to support our mahi.

Puketāpapa Kāhui Ako Structure



THE PROJECT GROUPS

We have strategically planned Project Group foci that reflect our identified needs based on the previous years' review and ongoing evaluation

MATHS PROJECT GROUP

In-person workshops and subsequent Kāhui focus has been instrumental in unpacking the implications of AfL in Mathematics, using our Shared Understanding of Assessment for Learning (see Appendix A).

The Student Voice Project, a model we have developed, has supported gathering authentic student perspectives. Our professional learning development focuses on fostering a shared understanding among educators to support school-based PLD initiatives.

PLD facilitators from Education Group, MathsMatters, and Evaluation Associates collaborate with our Across School Leaders to strengthen our collective mahi. Our collaborative discussions center on effective teaching practices in Mathematics, including deep dives into co-requisites and curriculum frameworks. We aim to prepare our ākonga to progress along learning pathways, specifically to be successful in the Year 10 literacy co-requisite (see Appendix B).

We have examined Kāhui patterns to identify areas of collective focus, including strategies to accelerate learning inspired by the work of Suzy Pepper Rollins.

AOTEAROA NZ HISTORIES PROJECT GROUP

The Aotearoa NZ Histories project group (ANZH) was formed in response to the new ANZH curriculum released in 2022. The Ministry of Education required its implementation to start in 2023 and be fully integrated into Social Sciences within two years.

The group initially aimed to clarify the curriculum for Kāhui teachers. We developed a document outlining key content to be taught at each curriculum phase, with individual kura specifying related local contexts. This document was designed to ensure a smooth progression along learning pathways and avoid content repetition by building on foundational learning at each phase.

With the ANZH curriculum now integrated into the refreshed Social Sciences curriculum, the group began developing cross-Kāhui learning units that combine ANZH with multiple learning areas, with a particular focus on Māori history. Using this as a springboard, the Kāhui Ako is focused on establishing and growing connections with local iwi.



LITERACY PROJECT GROUP

PLD facilitator, Louise Dempsey from Coactive Education, supports our work of the Literacy Project Group alongside our Across School Leaders.

Our group members include literacy leaders from each school. We aim to best prepare our ākonga to progress along learning pathways, specifically to be successful in the Year 10 literacy co-requisite (see Appendix C). Based on the data shared by Mount Roskill Grammar School, the group identified that there needed to be a focus in developing sentence structure, vocabulary and overall accuracy in both reading and writing. A body of work we have been working on is the Consistent Literacy Language Progression for Year 4-10. This underpins a common language within our Kāhui Ako to mitigate cognitive load in literacy as ākonga transition between classes and schools.



ECE PROJECT GROUP

The ECE project group is focused on school readiness and supporting the transition between the ECE providers and primary schools within our Kāhui. In order to create positive learning pathways for our ākonga. We hold professional learning days for teachers in both sectors. The group benefits from the opportunity to network, observe both ECE centres and school transition rooms, and engage in professional development facilitated by experts in the sector.

ATTENDANCE & ENGAGEMENT

Our School Leaders are collaborating to identify patterns and design interventions to improve attendance for individual ākonga. Along with the development of shared messaging, we are focusing on identifying reasons for poor attendance by gathering data, collecting student voice and analysing attendance patterns to address specific issues.

Communication and working together with key leaders across our school pathways is a focus. Employment of a community based Pasifika Liaison to support our work and build culturally responsive relationships with families has also had a positive impact.

CULTURALLY RESPONSIVE INITIATIVES

While this is no longer a standalone project group, this initiative is dedicated to cultivating culturally responsive practices and embracing the rich diversity within our Kāhui community. Through engaging cultural quizzes, we foster unity and celebrate the multitude of languages represented in our schools. We have established the model of 'Pasifika Young Leaders - PYL's'- across all of the Primary schools and Intermediate to foster Pasifika pride and leadership and includes termly 'PYL Connects'. This work is supported by Global Hope Mission. We are integrating culturally responsive approaches into our other Kāhui initiatives, such as community events.

THE WORKING GROUP

The Working Group is made up of the liaison Deputy Principals from each school, the ASLs and the Lead Principal. This group works collaboratively together to help progress the identified focus of the Stewardship Group. This includes driving curriculum and attendance initiatives, and ensuring the Kāhui Ako runs smoothly and to develop practical and workable solutions for schools as we implement our strategic and annual plans.

They act as “sounding boards” around implementation of ideas to progress the identified initiatives.

The Working Group monitors progress of the Kāhui Ako against the Achievement Challenges outlined on Page 20.



THE STEWARDSHIP GROUP



Each school’s Principal attends the Stewardship meetings, along with their liaison Deputy Principal, ASLs, and the Kāhui Ako Lead Principal. Principals have voting rights for any Stewardship key decisions.

The focus of the Stewardship Group is to set the achievement challenge and focus of our shared work. The progress against the Achievement Challenge, main domains and initiatives is reported back to the Stewardship Group termly. The Stewardship Group have had strategic planning meetings where we collectively looked at our preferred future as a Kāhui Ako.

Individual principals within the Stewardship Group are responsible for reporting on the progress of the Kāhui Ako to Board of Trustees and communities of their respective schools.

SUPPORTING WITHIN SCHOOL LEADERS: WORKSHOPS

The Within School Leader plays a crucial role in supporting their school's efforts towards the Achievement Challenge as part of the work carried out by the Kāhui Ako. Within School Leader responsibilities vary from school to school, depending on each school's strategic plan. Our Across School Leaders run regular workshops to support our Within School Leaders in their leadership roles.

Developing our middle leaders is one of our key strategies for sustaining change through our Kāhui Ako. We draw from the work of Viviane Robinson around student-centered leadership to guide our workshops, focusing on the five dimensions which have the biggest impact on learning outcomes. We use external facilitators alongside our Across School Leaders to support the development of leadership capabilities in our Within School Leaders, specifically focusing on developing theories of action and having open-to-learning conversations in their roles. In the future, we hope to maintain and strengthen this work.





WHAT PROGRESS HAVE WE MADE?

Assessment for Learning has been a key driver of pedagogical change to support our Achievement Challenge. We have used the Effective Learning Archway by Michael Absolum (Clarity in the classroom) alongside the work of Dylan Wiliam (Assessment for Learning). This has built on our previous focus of collaborative Inquiry by Jenni Donohoo.

Schools have used a combination of matrices to measure their progress in raising teacher capability alongside the collection of student and staff voice and observation to identify and measure impact. The focus has been on improvement in teacher capability (AfL) in each school that the research tells us will lead to improved outcomes for students, in particular Māori learners as part of our priority learner focus. Some schools used specific culturally sustaining rubrics as their progress measure while others used versions of AfL Capabilities Matrix.

Schools' self-review included identification of increased connectedness across the curriculum and greater teacher confidence in areas of whanaungatanga. They have identified evidence of positive shifts with the majority of priority learners being tracked, increasing their understanding of what they are learning and knowing what is being asked of them. Achievement data has been gathered across the cohort.

A common theme of next steps identified includes continuing to develop student-focused AfL strategies in the classroom so all students are able to access what they are learning and know their next steps.



As a Kāhui we have continued to support developing AfL through our Within School Leader focus and also woven through all of our project groups. Our Working Group developed common AfL student voice.

As part of our former Culturally Responsive Practice Project Group, a student voice tool was developed to collect voice from priority learners who may not otherwise respond to survey based approaches. This is used to track the connectedness to school and learning of students at years 4, 6, 8, 10.

We have worked together to support attendance and engagement back into school, especially due to the impact of the 'COVID Years'. Our development of shared messaging has supported our initiatives to work as a collective to raise awareness of the importance of regular attendance.

We have shared community engagement initiatives, such as our collective Art Exhibition, a shared Matariki Waiata Project, and Fiafia. We have begun work to connect our Pasifika Young Leaders across our schools. Our identified next step is to strengthen our connection and pathways with our Māori community.

We now have strongly embedded our shared celebrations of cultural language weeks, and a writing and artwork showcase publication that celebrates our ākongā.

REFRESHED ACHIEVEMENT CHALLENGE: 2024–2026

What we have learned that we will take into this refreshed challenge:

- There is value in our collective work
- Our Learning Pathways are important
- Our schools continue to need flexibility within the Kāhui Ako approach to reflect their own goals and needs. This contributes to the collective knowledge of the Kāhui Ako
- Our Challenge needs to focus on our learners and reflect the work that we are doing
- We have built trust and cohesion through the Kāhui Ako
- Our structures, including the Working Group and Project Groups are an effective model for progressing our achievement challenge and initiatives that support it
- Our Shared Understanding of Assessment for Learning has been a key driver in our change model (see Appendix A)
- Our challenge needs to focus on our learners and reflect the work we are doing as we implement the refreshed curriculum



FRAMING THE PROBLEM

All students need to be supported and challenged to make progress. We have identified that there continues to be a disparity in the equity of achievement in reading, writing, and maths. Our priority learners are identified as students who are underachieving, particularly Māori, Pasifika, and MELAA cohorts.

The impact of lost learning is evident across all curriculum areas. This impact is exaggerated amongst our priority learners, prompting our focus on equity.

This includes:

Literacy:

- Students often struggle to understand deeply and produce a range of texts because they lack vocabulary and prior knowledge. This hinders their progress in all subjects, emphasising the need for strategies to improve vocabulary and activate prior knowledge
- Students struggle to write sentences accurately and apply grammar rules, resulting in communication errors and an unclear message. This impacts the quality of their work and undermines their academic performance, highlighting the urgent need to improve sentence structure, punctuation, and grammar

Mathematics:

- Students have learning gaps with fundamental number concepts
- Students are unable to retrieve and retain mathematical concepts
- Students struggle to understand and solve word problems
- Students often come with a fixed mindset about their abilities as mathematicians

Y10 Literacy and Mathematics co-requisites:

- A significant number of students in our Kāhui are not ready to pass the co-requisites by Year 10

Attendance and engagement:

- Across our Kāhui, data shows that we have high levels of irregular and moderate absences

AfL with a student focus:

- The Stewardship Group has identified gaps in teacher capability when it comes to delivering the maths (number knowledge) and literacy (language structure knowledge) curriculum
- Student voice data has shown that students lack assessment literacy capability

All students need to be supported and challenged to make progress as we implement the refreshed curriculum

The data gathered from our Kāhui Ako indicates a lack of equity among students, with noticeable disparities in achievement across the curriculum, particularly in literacy and mathematics.

The Stewardship Group and Working Group have identified two key factors contributing to this issue: teacher capability and student agency. To address these challenges, we have decided to focus our initial inquiry on enhancing teacher skills in literacy and mathematics and improving student assessment literacy (Assessment for Learning, or AfL). We believe that by prioritising these areas, we can make the most significant impact on student outcomes.

As a Kāhui Ako, we believe that the most effective way to reduce disparities and raise achievement for all students is to build on teacher capabilities.

"Effective teaching is more likely to occur when teachers understand and use evidence of student learning to make informed decisions about their teaching" - Suzie Pepper-Rollins.

Kāhui Ako Percentage of Students Achieving At and Above Expected Curriculum Level Beginning of 2024 (Years 4-10)			
Cohorts (total number)	Reading	Writing	Maths
All Students (2092)	52%	34%	45%
Māori (168)	46%	27%	44%
Pasifika (444)	39%	20%	27%
Asian (1095)	58%	40%	53%
MELAA (174)	46%	29%	36%
NZ European (199)	67%	43%	52%
Other (12)	25%	25%	25%

- Data highlights a continued disparity in achievement across cohorts, particularly across our Pasifika cohort. There is also significant disparity evident across Māori and MELAA cohorts within writing
- Overall student achievement, against the current curriculum expected levels, is low
- We have been advised by facilitators that data is likely to be lower against the new curriculum phases with the change in learning progressions and benchmarks
- Raising achievement of all students, with a particular focus on increasing equity of achievement, needs to be a focus of our new Achievement Challenge

INQUIRY QUESTION

How can we develop shared learning pathways to improve equity and raise achievement for all learners?



GOALS FOR THE ACHIEVEMENT CHALLENGE

1

Improve learning outcomes through student-focused AfL practices in mathematics

2

Improve learning outcomes through student-focused AfL practices in literacy

3

Improve learning outcomes with a focus on progressions and pathways for success from the co-requisites

OUR PREFERRED FUTURE



WHAT WILL OUR PREFERRED FUTURE LOOK LIKE?

THEORETICAL RATIONALE

“The word “assess” comes from the Latin verb “assidere” meaning “to sit with”. If we apply this to a classroom environment we can assume one should sit with the learner and assessment is something we do “with” and “for” students, and not “to” students.” (Green, 1998).

Assessment for Learning is a process that we are continuing to use to address the problem we have framed earlier, thus improving equity for our learners. Dylan Wiliam (2001) found that when teachers and students worked together to identify what the learning needs were, significant progress was made. Evidence shows that regular use of formal and informal assessment information is a crucial step for increasing learner understanding and encouraging more student ownership (assessment literacy). As a Kāhui Ako we developed our Shared Understanding of Assessment for Learning to support our tamariki (see Appendix A).

WHAT SUCCESS WILL LOOK LIKE FOR STUDENTS:

Each student can reach their potential while embracing their identity, language, and culture. They are assessment literate with the ability to give and receive effective feedback that enables continuous progress and achievement. Students access high quality teaching and support that encourages active engagement in their learning journey, through goal setting and a belief that they can succeed. Priority learners receive targeted support to accelerate progress and reduce achievement gaps, aiming for universal progress and over 80% of students meeting corequisite standards by Year 10.

WHAT SUCCESS WILL LOOK LIKE FOR TEACHERS:

Teachers actively reflect on their practices to enhance their skills and improve learning outcomes for all students. They possess strong curriculum knowledge and use Assessment for Learning (AfL) strategies proficiently across subjects, enabling students to understand their next steps in learning. Teachers have a deep understanding of Te Mātaiaho, and use diverse assessment methods to track progress, provide meaningful feedback, and empower students in their learning journey. Culturally responsive teaching and assessment literacy are key, ensuring teachers effectively support each student's learning needs.

WHAT SUCCESS WILL LOOK LIKE FOR WHĀNAU:

Whānau are active partners in their child's education. They value the connection between home and school through effective reporting and communication tools. This empowers families to support their child's success by having a clear understanding of their progress and learning goals.



WHAT SUCCESS WILL LOOK LIKE FOR THE KĀHUI AKO:

The Kāhui consistently improves educational systems by sustaining Te Mātaiaho content knowledge, sharing effective Assessment for Learning methods and language, while ensuring smooth transitions within and across schools. Collaborative professional learning is strengthened through the Project, Working and Stewardship groups across the Kāhui Ako to support these goals. Key priorities include creating cohesive pathways for student transitions across different school levels, achieving successful corequisite exams in Year 10.

THEORY OF ACTION

Our Theory of Action is based upon Assessment for Learning principles as outlined by the Ministry of Education. The areas are:

- learning-focused relationships,
- clarity about the learning,
- assessment literacy,
- effective feedback,
- self and peer assessment and
- reflection on the learning

Using our Shared Understanding of Assessment for Learning (see Appendix A), schools have the flexibility with the Theory of Action as to which area(s) they will focus on.

	IF... (ACTION)	THEN (OUTCOME)
1	If teachers use culturally effective practices to build positive connections with their learners...	Then students will engage positively with learning in ways that include their culture and this will increase learner efficacy.
2	If we include whānau in learner progression conversations to deepen teacher understanding of learner needs...	Then students will be supported in a more holistic way and whānau will have an increased understanding of their child's learning pathway.
3	If teachers provide students with clear pathways for what they are learning...	Then students' motivation and ownership of their learning will increase and they will be able to show what their next steps are.
4	If teachers are able to identify and co-construct next learning steps with their learners...	Then students will continue to make progress in their learning.
5	If we develop teachers' assessment literacy...	Then we will have a consistent means of measuring the progress of children in specific areas of learning.
6	If teachers build subject knowledge and understanding of curriculum progressions of learning and combine this with effective feedback...	Then teachers will be confident in enabling students to be clear about what they are learning and what their next learning steps are.
7	If teachers consciously challenge learners, implement scaffolding and provide exemplars to show what learning progression success looks like...	Then students will be able to effectively and confidently identify their next steps through self and peer assessment.
8	If students are taught how to reflect on their learning regularly...	Then student agency and ownership will increase and they will be able to make connections between what they know and their gaps.

COLLECTING EVIDENCE

As a Kāhui Ako, collaborative inquiry underpins our project groups and work with Within School Leaders. Ell & Meissel (2011) suggest that priority should be given to evidence that can be generated within an inquiry. Collecting and analysing evidence within a Kāhui Ako is an important factor in improving student outcomes.

- Student voice – school student voice data is collected and analysed by the individual schools. This includes key focus questions, developed by the Kāhui Ako.
- School evaluative evidence collection – schools’ own achievement data collection and analysis, teacher capability/voice
- Kāhui evaluative summary
- Strategic planning and review meetings (Working Group/Stewardship)

Project groups will continue to develop the consistent use of a range of assessment measures, for example, through the use of moderated tasks in maths and the use of the writing rubric in literacy.

If our Kāhui collaborates successfully, we should see this result in:

- Schools evaluation to reflect an increase in achievement and equity of outcomes
- School evaluation of increased AfL
- Student voice increased student assessment literacy and engagement in learning
- Improvement of student outcomes for learners in Literacy and mathematics at all levels of the curriculum, including the Year 10 NCEA co-requisites

Working together as a Kāhui Ako allows us to reflect on what is effective and share expertise in data collection.

Using Assessment for Learning requires teachers to collect evidence of students’ progress as measured against learning progressions.

The effectiveness of Assessment for Learning within the Kāhui Ako will be evident in the impact of the collaborative inquiries and the results of students.

Individual schools continue to collect summative data and monitor the progress of students within their schools.

MONITORING & REPORTING

To keep track of progress toward the goals outlined in our achievement challenge, the evidence collected is monitored and reported in the Puketāpapa Kāhui Ako Achievement Challenge Implementation Plan (see Appendix D).

SETTING TARGETS:

Kāhui Āko Percentage of Students Achieving At and Above Expected Curriculum Level Beginning of 2024 (Years 4-10) against 2030 National Target

Cohort (total number)	Reading	Writing	Maths	2030 National Target of 80%
All Students (2092)	52%	34%	45%	80%
Māori (168)	46%	27%	44%	80%
Pasifika (444)	39%	20%	27%	80%
Asian (1095)	58%	40%	53%	80%
MELAA (174)	46%	29%	36%	80%
NZ European (199)	67%	43%	52%	80%
Other (12)	25%	25%	25%	80%



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APPENDIX

APPENDIX A: PUKETĀPAPA KĀHUI AKO SHARED UNDERSTANDING OF ASSESSMENT FOR LEARNING (AFL)

APPENDIX B: PUKETĀPAPA KĀHUI AKO 2024 MATHS PROJECT GROUP

APPENDIX C: PUKETĀPAPA KĀHUI AKO 2024 LITERACY PROJECT GROUP

APPENDIX D: PUKETĀPAPA KĀHUI AKO ACHIEVEMENT CHALLENGE IMPLEMENTATION PLAN



PUKETĀPAPA KĀHUI AKO SHARED UNDERSTANDING OF ASSESSMENT FOR LEARNING (AFL)

REVISED 2023

WHAT IS IT?

An ongoing co-constructive process that actively involves learners in their achievement outcomes through building culturally responsive relationships, where clear evidence can be used to determine progress. So, as teachers we find out about our learners and adjust our teaching accordingly.

IF AFL PRACTICES ARE SUCCESSFULLY IMPLEMENTED:

WHAT WOULD WE SEE TEACHERS DOING?	WHAT WOULD WE SEE STUDENTS DOING?
<ul style="list-style-type: none"> • Whakawhanaungatanga - creating and maintaining learning-focused relationship • Use growth-language • Use regular, low stakes “assessment” • Cold-calling not “hands up” (Ensure S are comfortable) • Give specific, actionable feedback • Provide opportunities for co-constructing success criteria. • Need to know how to use assessment information to provide feedback. • Having certain focus children at a time to track verbal feedback. • Planning student choice into their lessons • Responding to needs by getting to know the learner and using formal and informal assessment data. • Unpack learning intentions in detail with students • Enjoying teaching, being warm and approachable • Creates a learning environment where all learners feel they can succeed • Write learning intention and co construct the success criteria with the students • Teacher model learning e.g. think alouds • Teachers provide exemplars • Teacher needs to have a clear understanding of the progressions of learning and curriculum content • Teachers constantly notice what students are able and not able to do - can extend/ appropriate challenge • Analysing how clear was my communication? • Communicating with both student and whanau • Provide meaningful feedback and feedforward related to learning outcomes and success criteria • Establish a culture of feedback and reflection • Making learning relevant 	<ul style="list-style-type: none"> • Able to articulate which level “they’re working at” • Know what to do with feedback • Are involved in self and peer assessment • Identify and explain next steps and act on them • Participate actively in conferencing • Know how to respond and action feedback • Feel proud of their learning and want to share their learning with their families • Able to assess their own work and peer access • Able to articulate what is expected of them to succeed • Strong student agency to make decisions about where they are going in their learning • Engage in learning conversations with the teacher and one another



PUKETĀPAPA KĀHUI AKO
SHARED UNDERSTANDING OF ASSESSMENT FOR
LEARNING (AFL)
 REVISED 2023

SHARED DEFINITIONS

TERM USED	WHAT IT MEANS:
Learning focussed relationships	Learning-focused relationships are about using the considerable potential in the relationship between teacher and student to maximise the student’s engagement with learning; about enabling the student to play a meaningful role in deciding what to learn and how to learn it; and about enabling the student to become a confident, resilient, active, self-regulating learner.
Learning environments	A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students.
Student agency	Students have a sense of "agency" when they feel in control of things that happen around them; when they feel they can influence events. This is an important sense for learners to develop. They need to be active participants in their learning.
Equity	Where children, irrespective of their ethnicity, socioeconomic status, or gender, should have equal access to the same resources and opportunities (de los Santos et al., 2020). Equity calls for educators to identify and recognise sometimes unseen barriers and obstacles to learning, and to actively address them (Hyland, 2010).



PUKETĀPAPA KĀHUI AKO 2024 MATHS PROJECT GROUP

THE FRAMED PROBLEM

- Students have learning gaps with fundamental number concepts
- Students are unable to retrieve and retain mathematical concepts
- Students struggle to understand and solve word problems
- Students often come with a fixed mindset about their abilities as mathematicians
- Y10 Literacy and Mathematics co-requisites: A significant number of students in our Kāhui are not ready to pass the co-requisites by Year 10

OUR PREFERRED FUTURE

Students see themselves as confident mathematicians. They have a growth mindset, viewing challenges and mistakes as opportunities to learn and grow. With strong fundamental maths skills, they are able to apply their knowledge to new and varied contexts, using core mathematical concepts effectively in all areas. Equipped with solid number knowledge, students question their own findings, explain and justify their reasoning to others, fostering deeper understanding and critical thinking.

THEORIES OF ACTION

IF ... (ACTION)	THEN (OUTCOME) ... SO THAT (OUR 'WHY')
If all teachers explicitly teach the correct phase-appropriate vocabulary relating to maths concepts...	then students will be able to make connections in order to explain and justify their reasoning using the shared mathematical language.
If all teachers create a supportive environment where they explicitly model and foster a mathematical growth mindset. They encourage students to take risks, face challenges, make mistakes and see these as learning opportunities...	then students will be confident, resilient lifelong learners.
If all teachers understand the content knowledge and can explicitly teach appropriate skills, knowledge and strategies through planned multiple exposure...	then students will make progress and be able to retain, retrieve and apply mathematical concepts.



PUKETĀPAPA KĀHUI AKO 2024 LITERACY PROJECT GROUP

THE FRAMED PROBLEM

- Students often struggle to understand deeply and produce a range of texts because they lack vocabulary and prior knowledge. This hinders their progress in all subjects, emphasising the need for strategies to improve vocabulary and activate prior knowledge.
- Students struggle to write sentences accurately and apply grammar rules, resulting in communication errors and an unclear message. This impacts the quality of their work and undermines their academic performance, highlighting the urgent need to improve sentence structure, punctuation and grammar.

OUR PREFERRED FUTURE

Students are self-motivated and empowered speakers, readers and writers. They understand different sentence structures and apply them purposefully in their writing. By using consistent and accurate punctuation and grammar, supported by a wide-vocabulary, students comprehend and produce a variety of texts confidently.

THEORIES OF ACTION

IF ... (ACTION)	THEN (OUTCOME) ... SO THAT (OUR 'WHY')
If we explicitly teach teachers and students to understand sentence structure, and the punctuation and grammar included in these ...	then they can apply it purposefully so that they comprehend and produce a variety of increasingly accurate and complex texts.
If all teachers explicitly teach sentence structure with a consistent approach ...	then students will have a deeper understanding so that students can apply it to their writing accurately and be supported with transitions.
If all teachers plan and teach vocabulary deliberately across a range of contexts ...	then students will increase their vocabulary so that they can apply it to their writing.



PUKETĀPAPA KĀHUI AKO ACHIEVEMENT CHALLENGE IMPLEMENTATION PLAN

Puketāpapa Kāhui Ako – Achievement Challenge Implementation Plan 2025–2027

Carving pathways of success for our ākongā

How our Goals give effect to Te Tiriti o Waitangi:

Our approaches will reflect the principles of participation, protection and partnership, underpinned by Māori values, explored through the lenses of whānau, and students.

Strategic Goals	Who is Responsible (Monitoring)	Timeframe	How we will measure success (Collecting evidence)
Strategic Goal 1: Improve equity of learning outcomes through student-focused AfL practices in mathematics	Change drivers: Lead Principal ASLs Liaison DPs (Working Group) Maths Project Group Principals(Stewardship) WSLs (through their inquiries) Teachers	2025–2027	<ul style="list-style-type: none"> • Student voice • School evaluative evidence collection - schools' own achievement data collection and analysis, teacher capability/voice • Kāhui evaluative summary • Strategic planning and review meetings (Working Group/Stewardship) • Whānau voice • Project Group discussions and reflections • Student progress data • Improvement of student outcomes for learners in the Year 10 NCEA co-requisites
Strategic Goal 2: Improve equity of learning outcomes through student-focused AfL practices in literacy			
Strategic Goal 3: Improve equity of learning outcomes for priority students with a focus on mapping pathways for success from the co-requisites			

Carving pathways of success for our ākonga



PUKETĀPAPA KĀHUI AKO