



**Waiheke Kahui Ako  
Achievement Challenge Report  
October 2019**

**Introduction**

The Waiheke Kahui Ako is officially made up of Waiheke High School, Waiheke Primary School and Te Huruhi School. Unofficially, we also have five early childhood providers contributing to and participating within our community. You could perhaps add headings to separate the work e.g. Introduction, vision, journey, challenges, success stories etc. new achievement challenges

It was a long drawn-out process to receive the Ministry of Education endorsement for our small Kahui Ako. During this time the school principals and Board of Trustees worked with the Ministry of Education representative to write our initial achievement challenges. These initial challenges were focused on raising achievement in writing, mathematics and supporting students with specific learning needs.

After two years of trying to work within our initial framework and achievement challenges it has become abundantly clear that we need to refocus and rewrite our guiding documents.

**Vision and Purpose**

We strongly feel that the Vision is still representative of our community and will remain as our aspirational and guiding statement

**Our Vision for WAICOL**

***We will provide a seamless education that will inspire our learners to engage in a world of possibilities.***

*Wai COL - We aim to achieve this by Te Huruhi Primary, Waiheke High School and Waiheke Primary School:*

- *working to collegially and collaboratively work together (mahi tahi) to provide seamless education*
- *which enhances and develops student achievement and engagement on Waiheke Island.*
- *Ako is our founding principle.*
- *Building whanaungatanga and manaakitanga is paramount to our vision.*

Our vision has remained central to the decision-making processes that we have undertaken when deciding upon our course of actions to support and improve our students' learning opportunities and well-being. Over the course of the last two years the principals and members of the Kahui Ako lead team have worked tirelessly to promote and engage with all members of our community to ensure that there is a common understanding and ownership of the Vision.

## Our Journey Strengths & Challenges

When comparing and evaluating our journey against the success criteria from ‘ *A guide to support the development of collaborative practice in Communities of Learning*’ ([Click here to view](#)) we are still at the beginning of our journey for creating a fully functioning and successful Kahui Ako community.

What has become apparent as we have worked to establish and promote our Kahui Ako is that our current achievement challenges restricted our ability to work with the true intention and depth of our Vision for WAIcOL. The success of our Kahui Ako cannot be measured by the tools and benchmarks that are recorded in our initial achievement documentation because the focus is narrow and on specific subjects. For example some of our current work (initiatives), programmes and successes are in:

- Establishing positive relationships and teamwork between the staff of the three schools
- Student transition
- Te Reo Maori extension programme
- Environmental Action Group
- Shared staff professional development
- Understanding our common programmes to support and the needs of our diverse learners.

These initiatives are in their infancy stage but have had a positive impact on our learners wellbeing, identity, sense of belonging and subject specific learning. We would like to broaden our achievement challenges to capture what our Kahui Ako, WAIcOL, has naturally become. This will enable the students, teachers and community to evolve and stretch to *provide a seamless education that will inspire our learners to engage in a world of possibilities*.

With the creation and launch of our Kahui Ako we did encounter difficulties and challenges, most of these issues related to personnel and a lack of understanding about Kahui Ako.

Our three biggest challenges have been:

- Developing an effective cohesive team between the staff of the three schools. There is a lot of history and water under the bridge on our Island and in the past, the relationships between the three schools have not been positive.
- Using an external professional development provider, in the first year of our operation, created some animosity and confusion about the purpose of our Kahui Ako.
- Uncertainty about the roles of Across and Within School Teachers. This confusion is both for the people in the positions and the other staff who they are trying to work with.
- One final challenge that is worth mentioning is the extra pressure that establishing and maintaining a Kahui Ako has placed upon school budgets, school leadership teams and staff.

The leadership team undertook a number of initiatives to try and mitigate the problems that had been identified during the first year of operation. As most of our challenges related to personnel in 2019 we chose to focus on activities, tasks and actions to build a stronger collaborative team. The following statements are some examples of how we overcame some of our challenges. These challenges have now become our greatest strengths:

1. Being small is both a negative and a positive. We decided to use it to our advantage to help develop a cohesive team. Our combined staff is smaller than a larger secondary school so we could facilitate combined meetings for delivering and developing common understandings and knowledge. Over 2019 we have held two combined staff meetings per term. To help clarify roles and establish mana these meetings have been led by the Across School and Within School

teachers. Initially these meetings focussed on team building and as trust was established the focus moved toward understanding each other's practice.

2. Teachers have worked in across school inquiry groups. These groups were established by the Within School Teachers based on individual teachers inquiry focuses. Teaching practice was discussed and shared, student achievement data reviewed. Teachers have also observed in each other's classrooms to provide feedback and gain insight into effective practice. New practice has been developed and tried. The sharing of results, success and next steps has been timetabled for the end of the year.
3. The Lead Principal and Across School Teacher have provided a clear framework and brief to the Within School Teachers so they have a mandate and direction for their position. Professional development has been provided to further develop their skills and knowledge.
4. The three principals have made adjustments within their own school timetables, systems, and expectations to ensure that time and workload allows for successful collaboration and engagement with WAICoL.

<b>Achievement Challenges Outcomes, Findings &amp; Progress</b>
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In 2018 we focussed on three achievement challenges:

- Writing
- Special Needs
- Mathematics

### **Writing**

For our writing challenge the decision was made to utilize the Ministry of Education professional development funding to engage external expertise to upskill our staff. This contract included:

- the delivery of new teacher pedagogies
- modeling of good practice
- observation of teacher practice
- Development of specific learning goals for individual teachers
- Feedback on teacher progress and achievement.

As part of this process each school selected a sample of students to monitor the impact of teacher / school development and programme effectiveness. **A total of 100 students (evenly spread across the three schools) were included in the sample group. This equated to approximately 10% of the student population. Outcome: 60% of the selected group moved from below to at or above expectations.**

An added complication in the measurement process was the removal of National Standards which then made some of our challenges redundant and this is a strong contributing factor to our desire to reframe our achievement challenges and utilise a broader range of tools to monitor and report our process in relation to student wellbeing and learning progress.

As part of our work on our writing challenge we moderated a variety of students' written work. As a result of this activity all of the teachers have been exposed to the different tools that each school uses for the teaching, marking and assessment of students' written work. Teachers have expressed an interest in developing a common language and learning progression / matrix to assist students when they transition between schools and to help develop a common assessment framework.

## NCEA Literacy Results 2018

Literacy	NCEA Level 1	NCEA Level 2	NCEA Level 3
All Students	92 %	100%	100%

### Level 1 Literacy and Numeracy: Waiheke High School

Generated 24-May-2019

#### PR 3 - Cumulative Results by Percentage

Academic Year	Achievement	Waiheke High School			National			Decile 4-7		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2014	Literacy	91.2	97.2	98.3	85.4	91.8	93.3	88.1	94.8	96.3
2015	Literacy	95.7	93.8	96.4	86.4	92.2	93.6	89.5	95.5	96.7
2016	Literacy	94.1	98.3	96.4	86.5	92.6	93.8	89.3	95.6	96.8
2017	Literacy	93.2	100.0	96.4	87.1	92.8	94.1	90.0	95.7	96.8
2018	Literacy	92.0	100.0	100.0	85.8	93.1	94.3	88.2	95.7	96.8
2014	Numeracy	89.7	94.4	98.3	83.0	90.4	92.4	86.1	93.9	95.7
2015	Numeracy	95.7	93.8	94.6	84.6	91.0	92.9	87.9	94.7	96.3
2016	Numeracy	95.6	98.3	98.2	85.0	91.8	93.0	88.2	95.2	96.4
2017	Numeracy	90.4	100.0	98.2	85.5	92.0	93.6	88.8	95.2	96.5
2018	Numeracy	89.3	100.0	97.9	84.0	92.3	93.7	87.0	95.2	96.6

### Achievement in NCEA and UE: Waiheke High School

Generated 25-May-2019

#### PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Waiheke High School				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	88.2	86.1	77.6	56.9	72.4	75.0	59.5	45.7	74.5	77.5	59.6	43.4
2015	89.9	87.5	78.6	55.4	74.5	76.3	62.5	48.0	77.1	79.7	64.3	48.2
2016	85.3	86.7	71.4	44.6	75.2	78.4	64.0	48.7	78.0	81.4	65.1	47.7
2017	86.3	88.2	73.2	57.1	75.0	78.4	65.4	48.9	78.2	81.3	66.1	47.2
2018	85.3	89.8	77.1	54.2	72.0	77.4	66.1	49.0	74.7	79.8	66.5	47.6

## Special Needs

The original achievement challenge was to strengthen the presence, participation and learning of our 145 students with moderate and high learning needs, monitored through the Inclusive Practice Tool and Targeted Individual Educational Plans ( IEP's) and analysis of data of students on special support programmes.

In the original achievement design the intent was to:

- Develop a common Individual Educational Plan which would be used across the three schools.
- Develop common programmes and systems to support our learners.

To facilitate this work a Special Needs Achievement Challenge a steering committee has been formed. This group has consulted with teachers, parents and students to gain a better understanding of the needs and aspirations of our students / whanau. A review of current school practices has been completed to identify existing common processes and areas where a common methodology would benefit students on their journey through our Kahui Ako.

With the release of the Learning Diversity model the committee has been exploring how to engage with the model in our remote location and how we deliver. WaiCoL has also established a list of all outside agencies that support the schools with the Kahui Ako.

As we move forward this achievement challenge has been reshaped to as: To develop inclusive practice and capabilities that address the diverse needs of learners across WAI CoL (Kahui Ako). The reason for this change is because the steering committee identified that the previous brief / challenge was too narrow as it did not include all the required Tamariki or align with current MOE descriptors.

A key part of our new collective understanding is as follows:

Learner Diversity is an umbrella term for specific groups of students who have shared or specific learning needs on Waiheke Island. Due to our isolation and the limited size of our community, we need to ensure that all students are given the opportunities and support they need to succeed. These groups may include but are not limited to:

- Māori achieving success as Māori
- Gifted and Talented
- International Students
- English as a Second Language
- Students with specific learning needs
- Students with specific behavioural needs
- Students with specific health needs

### **Mathematics**

Our third achievement was challenge mathematics but no work has started on this area because the other challenges had to take priority. Our intention was for this area to become our focus in 2020.

### **NCEA Numeracy Results 2018**

Numeracy	NCEA Level 1	NCEA Level 2	NCEA Level 3
All Students	89.3%	100%	100%

### **Next Achievement Challenges**

The greatest outcome of our Kahui Ako to date is a better common understanding by educators of a child's learning journey whilst on Waiheke Island. This understanding has led us towards new achievement challenges related to:

- Cultural Competencies
- Transition
- Learning Diversity

These areas were selected after:

- Feedback and input from staff and schools.
- Reviewing our current situation and information that came out of working within our previous achievement challenges.
- Looking into the needs of our Tamariki and wider community.



**Waiheke**  
Primary School



## Achievement Challenges 1: **Cultural Competencies**

### Our Shared Understanding:

To be an active and successful member within our highly diverse Waiheke community we need students and whānau who are culturally competent; people who celebrate, understand, participate in and respect cultures that are different from their own.

### Goal:

All students will experience educational success in our bicultural setting of Aotearoa New Zealand.

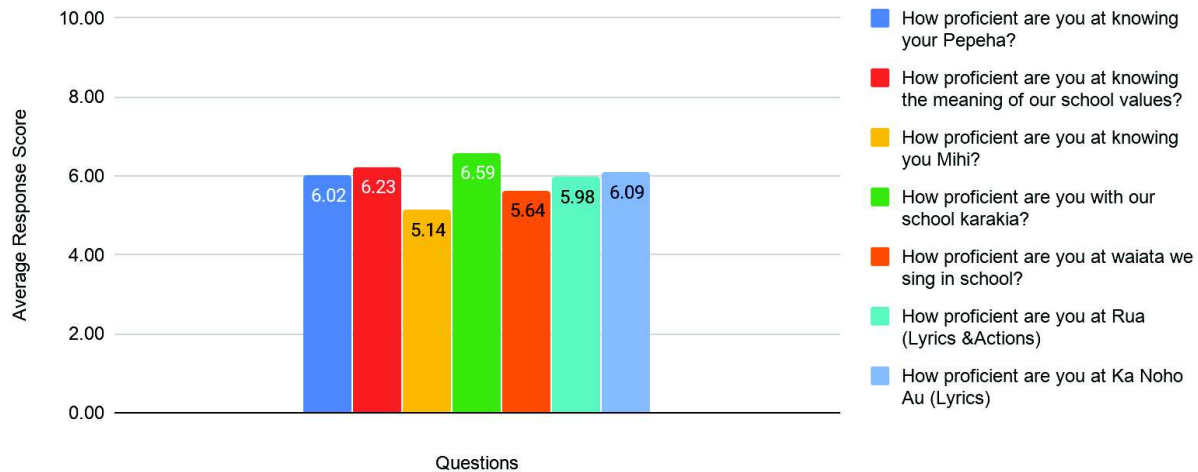
### Rationale:

All WaiCoL students will develop the attitude, skills and knowledge to be culturally competent in Aotearoa New Zealand. With this knowledge they *'will work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as fully treaty partners, and in which all cultures are valued for the contributions they bring'*. NZC Pg8

### Data

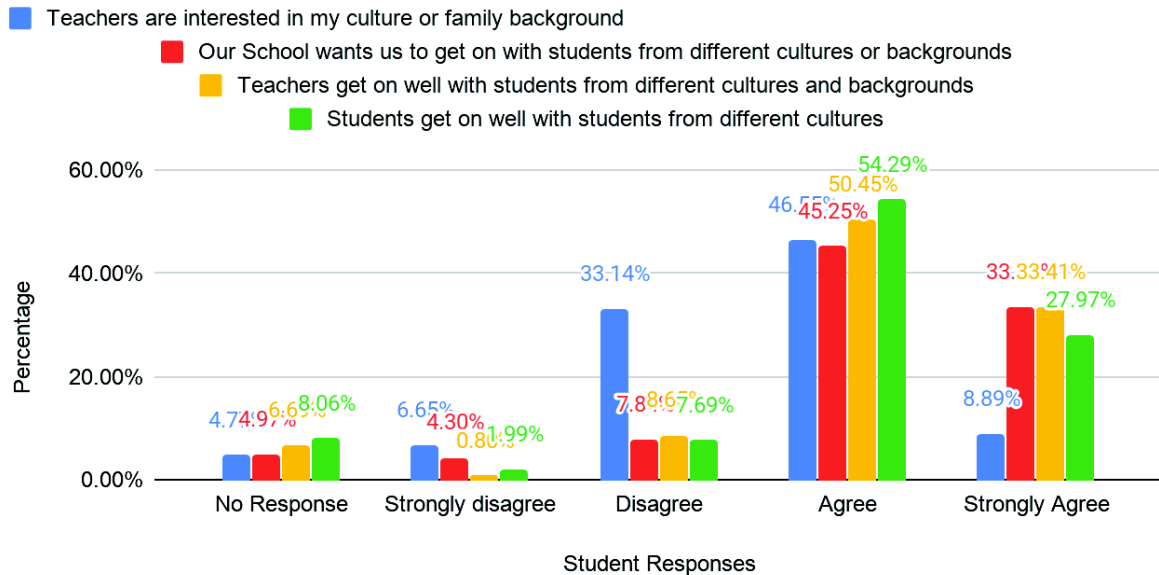
- Staff Cultural Competencies Survey
  - This survey was created as a simple self reflection tool for Kaiako. The survey gathers information in areas that the schools consider as a minimum requirement for both our Tamariki and Kaiako. The Kaiako grade their capability on a sliding scale from 0 to 10.

#### WAICoL - Teachers Te Reo Maori Capability Self Reflection



- NZCER Student Wellbeing Survey
  - Teachers are interested in my culture or family background.
  - Our school wants us to get on with students from different cultures or backgrounds.
  - Teachers get on well with students from different cultures and backgrounds.
  - Students get on well with students from different cultures.

## WAICoL - Wellbeing@School - Questions Linked to Cultural Competencies



What is the impact on/for students:

The expected outcome for our tamariki is that they will experience educational success in our bicultural setting of Aotearoa New Zealand. They will have a clear understanding of New Zealand culture, language and history.

As our tamariki and kaiako experience success within this achievement challenge we expect that our tamariki will experience their kaiako taking a strong interest in their culture and family background.

This will be reflected in a percentage change for 'Question - Teachers are interested in my culture or family background.' We expect that the percentage of tamariki who 'Disagree' will significantly drop and be equally reflected in an increase in the 'Agree and Strongly Agree' categories.

Review Timeframes:

We will evaluate the Cultural Competency challenge during Term 2 and 4. We will gather tamariki voice / feedback via the NZCER Wellbeing Survey in Term 2. Tamariki achievement data will be reviewed and reported through each school Analysis of Variance.

## Achievement Challenges 2: Learner Diversity

### Our Shared Understanding:

Learner Diversity is an umbrella term for specific groups of students who have shared or specific learning needs on Waiheke Island. Due to our isolation and the limited size of our community, we need to ensure that all students are given the opportunities and support they need to succeed. These groups may include but are not limited to:

- Māori achieving success as Māori
- Gifted and Talented
- International Students
- English as a Second Language
- Students with specific learning needs
- Students with specific behavioural needs
- Students with specific health needs

WAIcOL has started work in this space with the establishment of a Learner Diversity work group. This group has consulted with the community and is reviewing current practise across the three schools. The current focus is on seamless transitions, access to equitable support and utilising outside agency to provide and improve teacher knowledge and student outcomes.

### Goal:

To develop inclusive practice and capabilities that address the diverse needs of learners across WAIcOL (Kahui Ako).

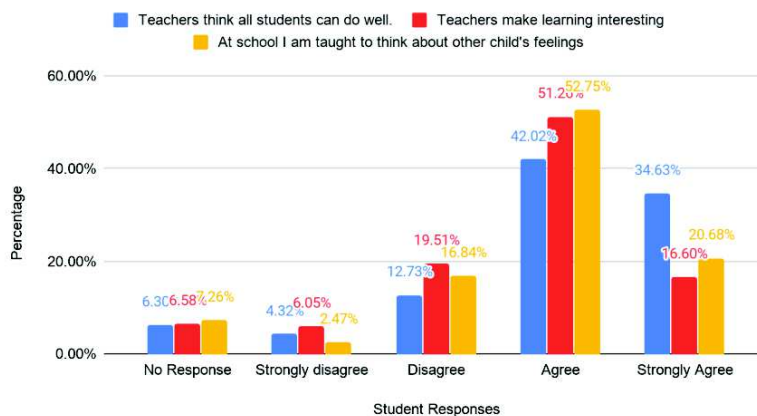
### Rationale:

Waiheke Island is a diverse and isolated community. Education organisations on the island need to be responsive and flexible to meet the academic needs and Hauora of all learners.

### Data

- NZCER Wellbeing Survey Data Questions 16, 20, 24
  - 16 - Teachers think all students can do well.
  - 20 - Teachers make learning interesting.
  - 24 - At school I am taught to think about other child's feelings.

WAIcOL - Wellbeing@School - Questions Linked to Learner Diversity



### What is the impact on/for students?

This achievement challenge will ensure that our Tamariki experience a diverse and engaging curriculum

and learning programme. The programme will cater to the needs of the individual learners and they will be motivated and challenged to strive for success. Whanau, Kaiako, the School and the wider community will all be involved in supporting Tamariki to achieve lifelong success.

Success will be reflected in a percentage change for '*Question - Teachers make learning interesting.*' The percentage of tamariki who '*Disagree*' will significantly drop and be equally reflected in an increase in the '*Agree and Strongly Agree*' categories.

**Review Timeframes:**

We will evaluate the Learner Diversity challenge throughout the year by collecting parent feedback each term for tamariki who have received extra support that has been provided by the school to help support learning and behaviour.

During Term 2 tamariki voice / feedback will be collected and analysed via the NZCER Wellbeing Survey. Tamariki achievement data will be reviewed and reported through each school Analysis of Variance.

### Achievement Challenges 3: **Transition**

#### Our Shared Understanding:

We, WAICoL Kahui Ako, are partners in learning and for us transition is the movement forward of students on their educational journey from: class to class, teacher to teacher, and organisation to organisation. This information sharing is effective best practice in engaging the community in their child's learning journey, as evidenced in ERO reports *Continuity in Learning* (2015) and *Partners in learning - Good Practice* (2008). The learning support delivery model would be placed here also

#### Goal:

Students will experience a successful and seamless transition within and between educational organisations on Waiheke Island

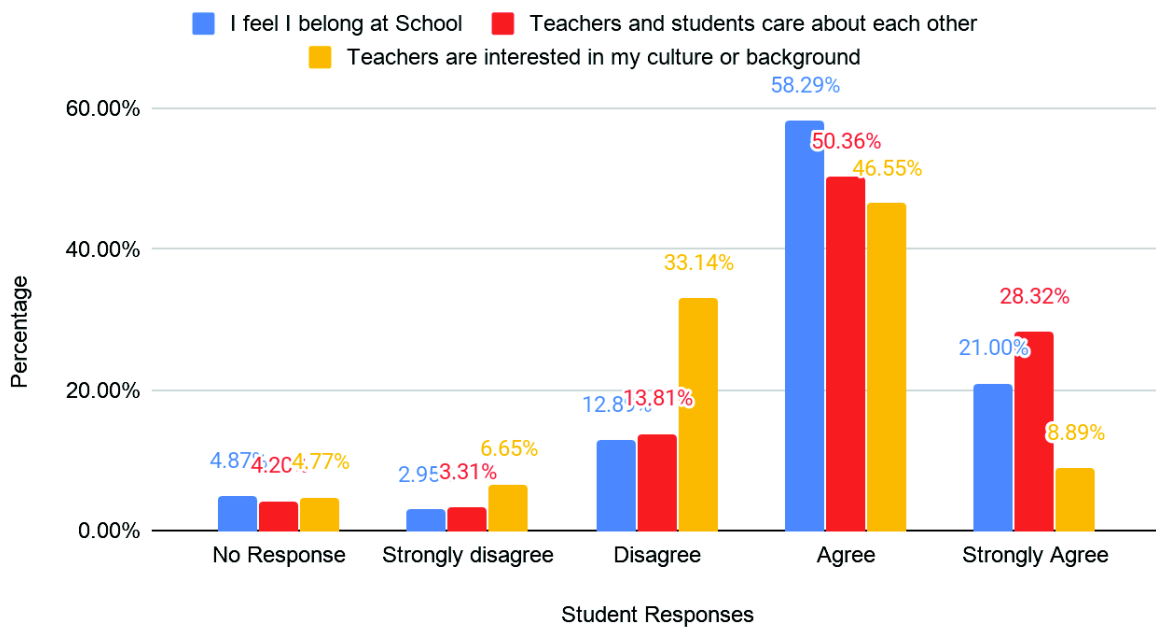
#### Rationale:

To minimise disruptions in a student's educational journey, effective transitions are critical to student development and their ongoing success in life long learning. Students' wellbeing and learning must be maintained as they transition between educational organisations. Transition is a time to build relationships, maintain excitement for learning and ensure students experience continuity and success in their learning.

#### Data

- NZCER Wellbeing Survey
  - I feel I belong at school.
  - Teachers and students care about each other.
  - Teachers are interested in my culture or background.

### WAICoL - Wellbeing@School - Questions Linked to Transition



#### What is impact on/for students?

Tamariki will have a strong connection and sense of belonging within their physical school and with Kaiako and wider staff. The schools will provide an environment and induction / support programme which supports the Tamariki during transitions or times of high stress. Student voices will be listened to, heard and have an influence within the broader school settings.

Success within this achievement challenge will be reflected in a percentage change for Questions - *'Teachers are interested in my culture or family background.'* and *'Teachers and student care about each other'* We expect that the percentage of tamariki who *'Disagree'* will significantly drop and be equally reflected in an increase in the *'Agree and Strongly Agree'* categories for both areas.

#### Review Timeframes:

##### Primary to Secondary

We will evaluate the transition challenge at the end of Term 4 and Term 1. The Term 4 data will provide information on the students' experience of the transition process - how prepared they feel for the next step.

The term 1 review will gather students' voices about the reality - how prepared they actually were for the transition.

##### ECE to Primary

Each Term the schools will gather feedback from parents about how the transition worked for their tamariki.

During Term 2 tamariki voice / feedback will be collected and analysed via the NZCER Wellbeing Survey.

## Summary of Findings - WAICOL Whole Staff

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### SECTION ONE: CONSISTENT & INNOVATIVE PEDAGOGY

<b>Te Reo Maori</b>
<ul style="list-style-type: none"><li>● Te Reo Maori - To Year 8 all students across WAICOL are consistently exposed to Te Reo Maori in the classroom.</li><li>● Kotahi Aroha / Matariki</li><li>● Kupu Mai</li><li>● Vertical Classes</li><li>● Whare Tapa Wha</li><li>● Waiata, karakia, haka, pepeha, whakapapa</li></ul>
<b>Reading</b>
<ul style="list-style-type: none"><li>● THS, WPS, WHS (Int) - Daily independent, sustained reading (10 - 15 minutes)</li><li>● Google Read &amp; Write</li><li>● PAT Reading Comprehension</li><li>● EasTTle</li></ul>
<b>Writing</b>
<ul style="list-style-type: none"><li>● Explicit teaching of purpose, modelling, planning</li><li>● THS - Explicit teaching and discussion of progressions.</li><li>● WHS - EasTTle</li><li>● ICAS</li><li>● Writing / Speaking Cups</li></ul>
<b>Numeracy</b>
<ul style="list-style-type: none"><li>● EasTTle &amp; PATs</li><li>● ICAS</li><li>● JMC Problem Challenge</li></ul>
<b>Nature of Science</b>
<ul style="list-style-type: none"><li>● Royal Society - Science Teacher Leadership Programme</li><li>● Garden to Table</li><li>● Enviroschools</li><li>● Marine Conservation Programme</li></ul>
<b>Digital Literacy &amp; Thinking</b>
<ul style="list-style-type: none"><li>● THS - Coding at Years 5 &amp; 6</li><li>● Compulsory Digital Tech @ WHS Year 7 &amp; 8</li><li>● BYOD @ WPS &amp; WHS</li><li>● Teaching of Scratch</li></ul>

- Digital portfolios (SeeSaw / Google Drive)
- Use of Scratch / MineCraft Edu

#### P.B.4.L

- P.B.4.L - Te Huruhi 5Cs / Waiheke W.I.S.E / WPS (Kaitiakitanga, Whanaungatanga, Rangatiratanga)
- Explicit and consistent teaching of positive behaviour
- Rewarding of positive behaviour

*Areas missed - ARTS, Learning Maps, Learning Diversity, Gifted and Talented, Acceleration*

## SECTION TWO: CURRENT PEDAGOGY THAT FITS WITH ACHIEVEMENT CHALLENGES

All students will experience educational success in our bicultural setting of Aotearoa New Zealand.

- Kotahi Aroha / WHS Matariki
- Tupu Mai
- Connection of all three schools to Piritahi Marae
- Immersion (Nga Purupuru)
- Te Reo Maori as subject specific to Year 8
- Greater use of Te Reo Maori during formal occasions (assemblies)

To develop inclusive practice and capabilities that address the diverse needs of learners across WAICoL (Kahui Ako).

- Differentiation of teaching and learning
- Flexibility of subject choices (WHS - Harbournet)
- Tuakana Teina model in vertical whanau class
- IPs for at risk students (behaviour and learning)
- Teacher Aides
- We promote mixed ability over streaming (dismantling a culture of them vs. us)
- Validation of social success
- Learning Diversity Sub-Group established in 2019

Students will experience a successful and seamless transition within and between educational organisations on Waiheke Island.

- ECE connections from both WPS & THS (Meet the principal evenings and transition visits)
- WHS programme (DP visit to WPS & THS), Open Morning, Open Evening, Transition Day in term 4.
- Survey of transition (Pri - Sec) of parents in Year 7&9.
- Career Evening/Expo
- Work Experience (Gateway / Trades Academy)

- Good communication of dates from early in the year
- 4 + 1 model (Talking Tree Hill, Viticulture/Trades Academy)

### SECTION THREE: WHAT COULD WE BE DOING TO BETTER ALIGN TO THE ACHIEVEMENT CHALLENGES

All students will experience educational success in our bicultural setting of Aotearoa New Zealand.

- Raising the fluency of all teachers across the Kahui Ako
- Greater understanding and addressing of cultural bias in the choices of content (decolonising the curriculum)
- Greater understanding and unpicking of 'Teaching Maori as Maori'
- Greater work on relationships and mentoring both within the schools and across schools and community.
- Have community agencies come into the school and discuss ways in which they can support maori students outside of education
- All students arriving at secondary level should have a solid understanding of Waiheke cultural history - pepeha, waiata, whenua
- Development of a Junior / Intermediate Korero Mai competition
- Greater whanau connection with the wider schools teaching staff

To develop inclusive practice and capabilities that address the diverse needs of learners across WAICoL (Kahui Ako).

- A more centralised system of data and student information sharing
- Whilst recognised that we have knowledge on Learning Div. this is not shared effectively across the COL.
- We need to normalise areas of L.Div (Dyslexia, Dyspraxia, Autism)
- A more transparent system of 'hand over' for learning diverse students
- Teachers need to be prepared to observe and be observed by other teachers and SENCOs
- SENCOs to work across schools to share ideas.
- That students who are identified as high achieving from primary to secondary are provided enrichment programmes.
- More work needs to be done on how we 'label' children
- A go to guide provided by SENCOs on both how students may present with learning differences and strategies that could engage them.

Students will experience a successful and seamless transition within and between educational organisations on Waiheke Island.

- A better community understanding of entry/exit points (Yr1 / Yr7 / Yr9 / Yr12 / Yr13)
  - This could be better understanding of curriculum, expectations, learner dispositions
- Greater community support @ Yrs 12 and 13
- More opportunities to spend time transitioning between Pri. & Sec.

- Coming over for DT
- Coming over for THM & Food Tech
- Coming over for Science in a lab.
- Sharing of standardised data
  - What do we use, who decides, why do we use it
- We need to work/come together more to discuss 'Progressions' across the curriculum
  - The language hasn't changed (At Level, Above, Below)
- Teachers want greater agency in choosing pedagogy development
- Greater recognition and celebration in the community of innovative practices.
- Creation of a safe space for intermediates at Waiheke High School
- Continuation of moderation between schools
- Silo'd learning at Years 7 and 8 could be replaced with a more holistic/inquiry based model.
- Develop better systems of transition for students who do not enter the schools through traditional entry points (ie families moving onto the island mid-term)
- Greater competition between Years 6 - 8 (Sports, Cultural)
- How do we prepare students to transition from an MLE to a single cell?

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#### SECTION FOUR: WHAT ARE OUR FOCI GOING FORWARD - Staff Responses

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The survey sent to staff gathered 43 responses.

- 15 staff believed that developing inclusive practices (Achievement Challenge 2) was the greatest challenge.
- 11 staff believed that students experiencing success in a bi-cultural setting (Achievement Challenge 1) was the greatest challenge.
- 7 staff believed that developing a more effective transition (Achievement Challenge 3) was the greatest challenge.
- The remaining 10 responses were individualised to personal circumstances such as time management, resourcing, or specialised curriculum delivery as being the greatest challenge.

All students will experience educational success in our bicultural setting of Aotearoa New Zealand.	
Possible Collaboration	Number of Staff Interested
Bicultural learning. Needs to be developed to add a bit every day or so and return to prior knowledge to consolidate it in our lexicon  Need to understand and embed the Values of the Tangata Whenua  Raising Maori achievement and sustaining it because of our limited use or application of Tataiako. Further understanding and examples of the 5 capacities would be useful. How do other schools across the COL use it?  Also support for Māori learners after year 6/8/12/13 what are their options or next steps to continue their journey.	Waiheke Primary School - 4 Waiheke High School - 5 Te Huruhi School - 1

Use Tataiako to understand our Maori learners. Open discussion sessions where we can talk about the 5 elements.

To develop inclusive practice and capabilities that address the diverse needs of learners across WAICoL (Kahui Ako).

Possible Collaboration	Number of Staff Interested
<p>Focussing on the holistic wellbeing of the children. Using approaches that help support the development in areas that are not just linked to academic success. Having background information, a deeper understanding of the diverse learners and their different learning needs.</p> <p>Address diverse learner needs in order to enhance their success - more skills/ knowledge/ resources/ support in identifying and remove barriers to their learning including reducing anxiety and stress in the classroom</p> <p>It's important that students with extremely low literacy are given the individual focus and teacher-time they require to achieve. It is a resourcing issue, but a special program for students who struggle at a very basic level. detailed Individual education plans across schools to give teachers knowledge about specific learning needs/barriers to learning.</p>	<p>Waiheke Primary School - 3 Waiheke High School - 5 Te Huruhi School - 6</p>

Students will experience a successful and seamless transition within and between educational organisations on Waiheke Island.

Possible Collaboration	Number of Staff Interested
<p>Our greatest need is consistency within the academic learning of our students so that we are all on the same page of where students are 'at'. More writing moderation - whole school and across school.</p> <p>A consistent tool/ rubric across for measuring progress and achievement across the schools would be useful. Sharing, tracking and moderating data across the schools, while continuing to have conversations about strategies and progress once children transition.</p> <p>Do primary school leavers have the necessary skills they need? Our Progressions are in student voice based on the NZ curriculum which goes up to Year 8.</p> <p>We should do more observations across schools. E.g. In PE, I would love to drop by and observe some PE classes in the two primary schools and would welcome teachers to observe our Pe classes. Then we meet to discuss differences/celebrate successes and can organise training if required to address any gaps (E.g. Pe teacher delivers some lessons at primary).</p>	<p>Waiheke Primary School - 2 Waiheke High School - 13 Te Huruhi School - 3</p>

<p>Have standard practices in terms of writing and maths - all use standard tools eg asTTle so have data to track students from Y1-13.</p> <p>Standardised progressions across classes for literacy and numeracy.</p> <p>Putting an emphasis on a 'local culture' of values that are necessary when living on an island, (environmental issues, safety issues/competencies around water, cultural awareness about Waiheke specifically, community involvement etc). I feel we have an amazing opportunity to get into this in our unique setting and to develop a cross-schools understanding and respect of where we live.</p> <p>Flexibility of timetable Years 7, 8 and 9 to better reflect both the type of learning and learning structure (MLEs) where students have come from. How would this look? How could this be staffed?</p>	
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I think we need to find a core cluster of teachers across the kahui ako and stick to an area of interest. Research suggests it can take up to five years to embed pedagogical change. Our greatest challenge on the island is probably not to find a single educational model, but perhaps meeting the educational challenges presented by a changing demography. However if we can make the Kahui Ako really work, perhaps the benefits of a collaborative model will outweigh the financial cost of living on the island - keeping more kids on the island. I think we need to use some standardised assessment information, whether it is eAsTTle or PATs but we need to start looking at trends and patterns across the three schools and strengthening observed areas of weakness. I think we will know we are successful in a number of ways.

1. When every teacher in the kahui ako knows every other teacher and what they teach/do (relationship strengthening).
2. When there is a mechanism that allows us to easily visit and observe the practice of others.
3. When there is a seamless flow of data between schools (Realise the difficulty of this due to confidentiality)
4. When students/families choose to keep their children on island because they know their educational needs will be met, whether it be neuro-diversity, maori learning as maori or gifted and talented.

# Waiheke Community of Learning: Transition Process Report 2020



## BACKGROUND:

This inquiry is centred around transition and the preparation, processes and execution of a transition programme between the 3 schools on Waiheke Island: Tehuruhi Primary (TPS), Waiheke Primary (WPS) and Waiheke High School (WHS).

The inquiry was initiated by the Leader of the Community of Learning. The directive was to investigate what we were doing across the 3 kura on Waiheke Island to ensure that our akonga experienced successful, stress-free, smooth transitions to Waiheke High School when the time came for them to attend.

This inquiry was conducted over two school terms: Term 4 2019 and Term 1 2020. (It should be noted that some of the planned investigations could not be carried out due to the NZ Government's Level 4 quarantine of the country.) It was decided to go ahead with the report in any case.

There were several stakeholders approached to share information about the processes and actions taken by all kura in preparing the students for transition. These included students, parents, teachers, deans, senior leaders. As well as discussion with people in education away from Waiheke Island and several other written sources. Information was mostly gathered by interviews, surveys and questionnaires and canvassing teachers through the Google platform.

*Hapaitia te ara tika pumau ai te  
rangatiratanga mo nga uri whakatipu.  
Foster the pathway  
of knowledge to strength, independence  
and growth for future generations.*

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**Ehara taku toa i te toa  
takitahi engari he toa  
takimano**

**My strength is not that of  
an individual but that of  
the collective**

**- Maori proverb**

## OVERVIEW:

In *Evaluation at a Glance: Transition from Primary to Secondary School*, a report “on the education and care of children and young people in early childhood services and schools”, the Educational Review Office (ERO) outlined five key aspects that they considered when looking at transition from primary to secondary school. These were *Intellectual, Social, Physical, Emotional and psychological and Moral*. (2012)

With this in mind, the aim of this inquiry was to break down the areas above so that they would align with our approach across our schools.

The 3 key aspects of transition that seemed appropriate to our 3 kura were process (the way in which we carry out the transition), academic (the intellectual and academic information that is transferred between the schools) and hauora (the wellbeing of students during transition and beyond).

A range of people were identified and approached over the two terms for information relating to these 3 aspects. These were: year 6 teachers (Tehuruhi Primary), year 7 teachers, year 8 teachers (Waiheke Primary School) senior leaders (from all kura), pastoral care (Dean) and SENCO. This is not inclusive of the surveys given to students and parents which targeted and sought more general information about the outcomes of our transition processes.

(NB: It would have been in my planning to interview the teachers of Ngapurapura and Piringakau to look at the transition of our Maori students and perhaps a follow up can be done and added to the report when we are out of Level 4 lockdown.)

Some of the questions given during interviews and canvassing were as follows:

### **Process**

- What are the processes the students go through in their preparation for transition to Waiheke High School? Can you outline the process? When it begins, what it involves, etc.
- How is information about students transferred to you prior to them coming to Waiheke High School?
- Which information do you find the most valuable?
- Which things do you make a point of noting when this information comes to you?

### **Academic**

- How was information about students' academic ability transferred to you prior to or within the first two weeks of teaching your class?
- How much is the academic ability of the students considered in the transition between schools?

- (standardised testing - what is used between the schools? How is academic information passed on to between the kura - all students - not just the ones with learning needs?)
- Is there any alignment with either primary school (Tehuruhi or Waiheke Primary School) in the way work is assessed - (E.g. do you think the students have to learn a new way of assessment in Year 7 from what they are used to in primary school)

### **Hauora**

- How are the students prepared in terms of their general hauora? How is this information transferred to WHS? What does WHS do to ensure the positive wellbeing of Year 7 students throughout their first year?
- How do you ensure that the students' wellbeing and hauora are being considered and cared for in your learning environment?

## **FINDINGS:**

*“A successful transition should be comprehensive, should involve parents, and receiving schools should make every effort to create a sense of community and belonging.” (Anderson, Jacobs, Schramm, Splittgerber, 2000)*

### **Process – what we do:**

The processes for a successful transition from the primary schools on Waiheke to the high school are in place. The information below is broken up into what was gathered from senior leaders, Year 6 and Year 8 teachers (2019), Year 7 teachers (2020), the Year 7 dean (2020), and parents of Year 7 students 2020.

### **Senior Leaders and SENCO**

On speaking with the 3 senior leaders in charge of transition: it was clear that the transition process was initiated and led largely by Waiheke High School with the support of the two primary schools. DP - Waiheke High School (WHS) - communicates to the schools a proposed timeline and programme for transition that runs from the end of Term 2 until close to the end of Term 4.

During this time, there are a range of events and activities that deal with transition. DP (WHS) will speak to the Year 6 and 8 students from both schools about what to expect and what Waiheke High School is like. There are 2 school open mornings for the students as well as open evenings and in-school visitations for parents and children. Principal (WHS) also encourages parents and students to do a ‘pre-interview’ before coming to the high school.

There seemed to be a question of whether 2 visits for Year 6 was enough and if there was a possibility for them to be involved in more activities such as sports activities or maybe even cultural. DP (WHS) also intimated that the feedback that he has received suggests “Parents...want to hear about the day structure, pastoral care and academic expectations. Extra-curricula are also becoming more important to parents.” This is something to consider for the future.

It also appeared that a significant amount of time was spent targeting students with specific learning needs and issues. DP (WHS) said that, “Following [the term 4] open morning, [he], [SENCO (WHS)] and (Year 7/8/9) Dean go to WPS and THS to have anecdotal conversations with classroom teachers” about these students. He also communicated that “For Neuro-diverse learners, [he] and [SENCO (WHS)] have a separate interview days with THS and WPS usually involving agencies and/or parents of children who need supports that sit outside the typical support offered.”

In a survey conducted with the parents of 2020 Year 7 students, four questions of the ten specifically targeted the process of transition prior to arriving at WHS.

For the most part, parents were pleased with the information they received about transition, open days and the activities offered on these days. However, over half acknowledged that the information from both primary schools was not as forthcoming as the high school. They either felt

there could have been more in the way of information and preparation from the primary schools or there was an obvious lack of information and preparation from the primary schools.

### **Teachers:**

Teacher A(THS), a Year 6 teacher at Tehuruhi spoke of not wanting to make students anxious about the transition as some can feel overwhelmed if it is talked about frequently. She and Teacher B (Year 6 teacher THS) felt that the visits to and from WHS were enough to make them have confidence and that they all seemed to return enthusiastic following these.

When canvassing Year 7 teachers at WHS about the transition process, there seemed to be some concern around the process of sharing information. It was not transferred to teachers for all students. They were aware of 'high needs' students and students that would need additional support, but as for 'neuro-typical' students (a term used by DP (WHS) in his feedback), it was intended that they would just 'carry on with their learning'.

This is problematic because there is no information to plan and work from in terms of a class approach that benefits all students. Many are left planning programmes without the knowledge of the students they may have in front of them.

One reason for the absence of a 'handover' as such may have something to do with the fact that teachers at WHS are not aware of whether they will be teaching Year 7 until late in the year – sometimes after school has adjourned. Therefore, it is hard to converse with Year 6 or even Year 8 teachers.

It is not like other Year 7- 13 schools that conduct their Year 7 and 8 area like an intermediate, with specialised primary-trained teachers. Therefore, it makes it difficult to meet with the Year 6 teachers to talk about programmes they have done, units of work, or 'neuro-typical' students and their learning pathways.

### **Dean:**

The Year 7 dean in charge of pastoral care for all new Year 7 students, Dean A outlined the ways in which she picks classes based on recommendations from Year 6 teachers. About 30 seconds spent on each student. She would like to see the Year 7 dean more involved in the process and able to meet the incoming cohort sooner. It is beneficial for the dean to get to know the students and perhaps be involved in some way with enrolment interviews or at least an acknowledgement that information from such meetings would be passed on.

### **Academic – Learning through transition:**

*“Children who have the knowledge and skills to succeed at the next level (academic preparedness)...are more likely to be successful at the next school level.”*

There seems to be some concern around the academic area of transition. This involves the transmission of academic information and the standardised testing that is done with the students across the three schools.

SENCO communicated that THS does not do any standardised testing with their students. They use the learning progressions that the students are aware of and can make sense of. They *may*

do easTTle reading if it is required for individual students. WPS do easTTle writing, Probe testing and GloSS mathematic testing with their students. They also do an inquiry in Year 8 and run the International Baccalaureate. WHS do easTTle in mathematics and PAT testing in English. However, with different methods used at all three schools, it doesn't seem like this is very efficient.

What this also means is that there is no way to track students' progress from year to year and through the transition period. This would be valuable data to have.

Unless students have specific learning needs, WHS teachers do not know where the students sit academically or how they learn. These are things that the teachers at the primary will know.

There needs to be a better way to communicate this information for the students, whilst not breaching confidentiality restrictions. It would be advantageous for teachers at WHS to have some idea so that they can plan effectively and anticipate the students learning behaviours (to be very clear – not to make personality judgements) but to know what and how to teach their curriculum.

SENCO (WHS) produces a list of students with learning needs early in the year. Teachers can see if there are students in their classes that have any specific learning difficulties, what these are and suggestions of how to adapt the classwork and assessment. There is also an afternoon where parents are invited in to speak to teachers.

This year that conversation came later in Term 1, so WHS had already been teaching these students for several weeks. There was also a strong feeling that a number of these parents felt uncomfortable talking to many staff about their children. There was a strong feeling that there must be a better way to approach this information where parents did not feel so vulnerable.

In the information that was gathered from the Year 6 and Year 8 teachers in regard to preparedness of students, they spoke of a strong focus on teaching students to be independent learners and the social behaviours that are deemed important in a high school setting.

Some specific aspects highlighted by Teacher A (THS) were:

- Growing independency in learning
- Solution seeking (problem solving)
- Reflective practice
- Integrating greater choice into learning and timetabling parts of their own day
- Working collaboratively
- Knowing where they are in reference to learning progressions and knowing their next steps
- Using ICT to enhance and support learning

Similarly, Teacher C from WPS spoke of student agency. She did say that they do not specifically work on “transitioning them to Waiheke High School” but they support teaching that will transition them to any high school.

There was no suggestion of actual curriculum detail that would support this - as in bridging the gap between the current International Baccalaureate programme they do and the courses at

WHS. Although it must be noted that both Teachers in Year 7 and 8 for WPS came and observed Year 9 English classes last year.

Most of what was spoken about by these teachers dealt largely with the key competencies and values of the New Zealand Curriculum.

In contrast to the information from teachers, the Year 7 students and parents that were surveyed, indicated that academically both groups feel comfortable with the transition.

Around 70% of the children who answered, 'The First Term at Waiheke High School Survey' said they found the work "challenging, but not too bad." Most felt overwhelmed by the increase in homework for students.

However, the Year 9 students that came from WPS were interviewed at the end of 2019 (these students were Year 8 in 2018). They had a strong feeling that they were not prepared academically for the high school and, when asked, some of the students found that the 'jump' from WPS to WHS, especially in mathematics, was extremely difficult.

Some work needs to be done in the Year 8 to 9 transition in terms of academic transference. However, it needs to be done from both WPS and WHS, as suggested by Teacher C (WPS) and agreed upon here. There are vast differences in the way these two schools approach their learning. It will do both schools well to understand each other's teaching and curriculum as it didn't appear that this was the case in the findings.

Information that reinforces the above finding comes from the Ministry of Education document, '*Easing the Transition from Primary to Secondary Schooling: Helpful information for schools to consider*'. The following indicators of a successful transition outline:

- teachers introducing students to approaches to learning they may encounter at secondary school. This includes providing an introduction to a more challenging curriculum
- preparing students for a new school culture (e.g. discipline, class work, homework)
- providing tailored opportunities for social and academic development

### **Hauora – keeping wellbeing in mind:**

*"One of the greatest changes children and young people told us would help them to transition successful, achieve, and stay engaged at school is for adults to get to know them and treat them as an individual, with respect and compassion."* (Education matters to me: Transition. 2018)

Essentially the question driving this aspect of the inquiry was to find out how each school keeps the hauora or wellbeing of the transitioning students in mind during this process and beyond?

Much of the literature around transition from primary to high school stresses the need to take care of the emotional wellbeing of the students making this significant life change. Although there are several privacy issues when transferring information about any specific, emotional issues that students may have, we need to ensure that a transition is the least stressful and daunting that it can possibly be.

Managing students' hauora in times of transition is in large part to do with preparing them so that they know what to expect and making the process as transparent as it possibly can be. In the

survey with parents and whanau, it appeared that the schools were doing a good job of this and the survey-takers reported low levels of anxiety from the students.

Year 6 and Year 8 teachers talked of hauora in terms of preparedness and teaching the students how to self-manage, be independent, how the school day will run, what subjects they can expect. As mentioned earlier, Teacher A (THS) acknowledges that too much discussion about the transition can make the students unduly anxious, so they limit it to around the times of visits.

In a survey given to the Year 6s at the end of last year, one of the questions asked what they were most worried about coming to WHS and the majority indicated that it was not being in a class with their friends. However, as pointed out by Dean A, the Year 7 and 8 dean, this is discussed prior to the students moving across and attention is concentrated on making sure students are in classes with the peers recommended by their Year 6 teacher.

In terms of Year 9 students coming from WPS, because there is a smaller number, it is easier to place small groups of students together in whanau classes.

Looking at the information gathered from the students towards the end of the first term and the Year 9s from WPS who had their first year last year, it would seem that their experience of transitioning from one to the other is largely a positive experience that enhances their sense of self.

It is also one where they feel empowered in their new space, enjoying the range of subjects and teachers. This is obviously the product of comprehensive preparation by the 3 kura and a readiness within the students.



## **Looking to the future – Transition 2020/ 2021 and beyond:**

Overall, this inquiry has found that the three kura on Waiheke Island are doing many positive things that align with favourable transitions for our akonga.

There are processes and practices in place that are longstanding and are working well. Communication between the schools in relation to transition seems to be open, although there was a sense that the high school was, at the end of the day, responsible for leading the transition process and guiding the primary schools in what to do and what information was needed. The responsibility really belongs to all and should be worked on together.

Some recommendations for the process of transition was to have more 'visits' – whether these be for sporting, cultural or academic days. Setting foot into the high school seemed to be met with positivity from all transitioning students and their whanau.

Year 8 students from WPS saw that it would be more beneficial if they shadowed Year 8 classes and not Year 9 as they would like an opportunity to meet with students of their own year group and to make connections for the following year. Another suggestion is having the WPS students who are currently in their first year at WHS come and speak with them over at WPS. This seemed like a good suggestion and something to think about.

The area where the schools need to think about growth and bridging a metaphorical gap is around the 'academic transition' of students from both primary schools. It was apparent when gathering information from a range of individuals and stakeholders, that this may be the one thing with which there is clear disparity.

The issue comes from an unawareness and unfamiliarity by teaching staff across the board of how all three schools deliver their curriculum and assess their students. There is no ribbon that threads the schools in a unifying way – whether that be assessment or practice.

What this may mean in the future is more of an 'open door' policy where teachers visit the other schools to see how learning is carried out. We all must be willing to look at what our colleagues are doing in terms of academic learning and the curriculum and be able to understand what learning looks like, has looked like and will look like for our students.

The transfer of actual academic information is also important. In terms of tracking students, it is crucial. Say, for example, they come to the high school and increasingly their learning and achievement starts to decline. It would be helpful to know if this is a pattern exclusive to the educational change or a pattern that can be seen over time.

When looking at the hauora of our students, it can be said that all 3 schools have their best interests and wellbeing in mind when it comes to transition. We look to make it an enjoyable and exciting time for the students. Preparation is key so that they know what to expect.

All in all, the positive steps we take towards transition far outweigh the concerns. This inquiry has found that the 3 kura on Waiheke are moving students into the next stage of schooling with the best interests of the students, whanau and community in mind.

## **Some practical suggestions:**

### **Process:**

- Increase opportunity for students to come to WHS (sports, cultural, other morning visits)
- WPS students who have had their first year at the high school could speak to WPS coming through
- More communication to the primary schools about what it is that the high school needs from them in terms of information

### **Academic:**

- meeting with year 6 teachers Term 4 to discuss units, programmes and developing a shared 'topic' that could be taught at the end of year 6 and picked up or developed by teachers at WHS at beginning of Year 7
- A portfolio of work for each student – latest writing sample, reading comprehension and math samples to be transferred to the high school and given to teachers (this could be done digitally and be the responsibility of the students OR tied in with a topic study above.
- Reciprocal conversations and observations done by teachers throughout the year (e.g. Year 7 teachers go and observe a Year 6 classroom, Year 9 teachers go and observe a Year 8 at WPS)

### **Hauora:**

- Look at following students through their first year, collecting data on the transition and their emotional wellbeing.

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