



Glendowie Kahui Ako

2023 Glendowie Kahui Ako Achievement Challenges



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Introduction

Glendowie Kahui Ako has been in full operation since the beginning of 2018. Since 2018 Across School Leaders (ASLs) and Within School Leaders (WSLs) have been working effectively in their roles.

The Glendowie Kahui Ako consists of four schools which are close both geographically and relationally. We share the same high decile community which has high educational aspirations for its students and consistently demonstrates strong student achievement. These schools are:

- Glendowie College
- Glendowie School
- St Heliers Primary
- Churchill Park Primary



Glendowie Kahui Ako

Vision:

The Glendowie Community of Learning/Kahui Ako will build long term sustainability and capability of staff and effectiveness of collaborative systems across our schools to achieve the very best outcomes for all our students.

Glendowie Kahui Ako Demographics, March 2022

School	Maori	Pacific	Asian	European	Other	Total students
Glendowie College	55 (4.7%)	46 (4.0%)	238 (20.5%)	733 (63%)	88 (7.6%)	1160
Churchill Park School	17 (4.2%)	6 (1.5%)	51 (12.6%)	301 (74.5%)	29 (7.2%)	404
Glendowie School	28 (5.3%)	7 (1.3%)	110 (20.6%)	345 (65.6%)	38 (7.2%)	528
St. Heliers School	23 (4.1%)	16 (2.9)	97 (17.5%)	384 (79.2%)	35 (6.3%)	555
Total	123 (4.6%)	75 (2.8%)	496 (18.7%)	1763 (66.6%)	190 (7.2%)	2647

Development Statements Domains 1 – 6

A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako - Ministry of Education July 2018. [Matrix to support development of COL](#)

The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

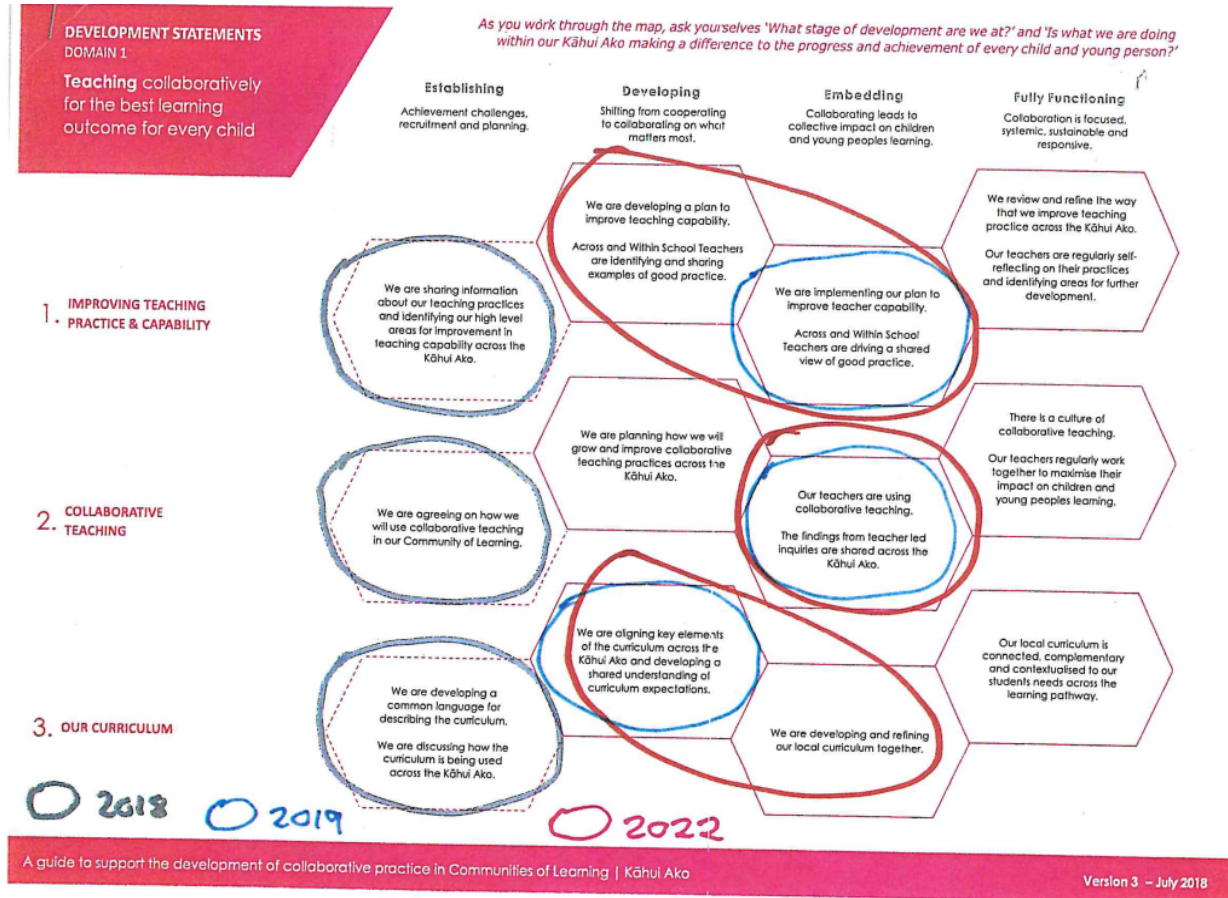
Evaluation of the Development Statement Domains 1-6 : The following six diagrams present a reflection over time of each development statement. Time one was taken in 2018 and was collated by the Kahui Ako principals. Time two captured in 2019, was collated by Kahui Ako principals, senior leaders and Across School Leaders. Time three occurred in 2022 as it was not possible to evaluate in 2020 and 2021 due to Covid-19. Each domain has been reviewed as to what progress has been made and how do we know this. Additionally, next steps for each domain have been identified as a way of progressing the Kahui Ako into the future. This measurement also provides scaffolding for further evaluation as the Kahui Ako moves forward.



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2023 Development Statements Progress over time

Domain 1:



Improving Teaching Practice and Capability: Developing: Significant progress to Embedding: Early stages

Collaborative Teaching: Some progress

Our Curriculum: Developing: Significant progress to Embedding: Early stages

What progress has been made?

- PLD had to almost start again after the Covid disruptions
- Three new ASLs (of four) have quickly established collaboration between them
- Collaboration is strong within schools – MYP, PYP, syndicates
- Collaboration across and within schools on Aotearoa New Zealand Histories Curriculum

How do we know?



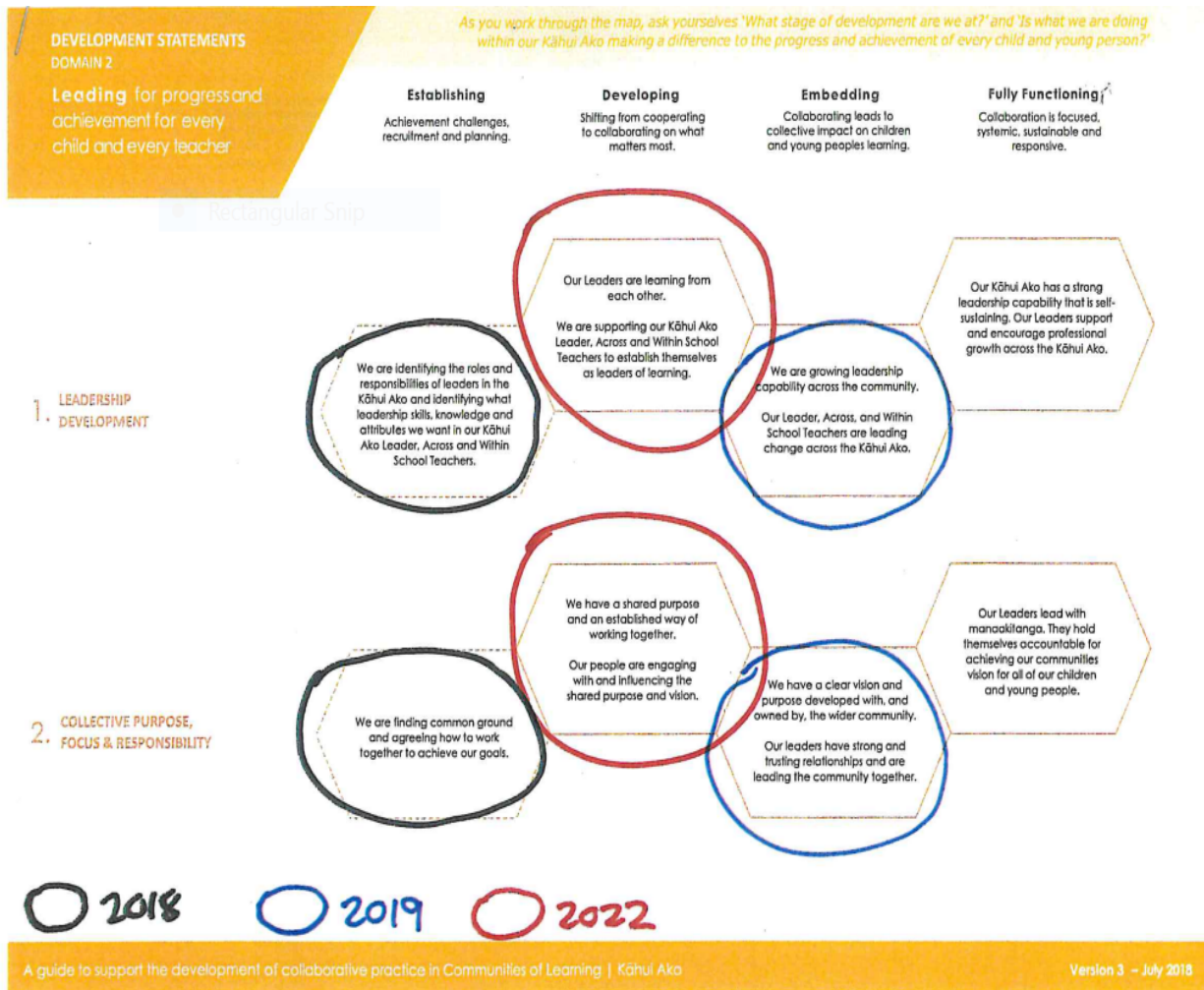
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- Increased understanding of cultural capabilities
- Across school collaboration through PL, staff meetings, feedback from PL, conversations

Next steps:

- Utilizing collaborative inquiry within and between schools
- Collaboration as part of the curriculum refresh
- Common language and understanding of key cultural concepts
- Increase use of Te Reo and tikanga Māori

Domain 2



Leadership Development: **Developing: Significant progress**

Collective purpose, focus and responsibility: **Developing Significant progress**

What progress has been made?

- Progress has been stifled by the disruptions caused by Covid 19



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- Having four new principals and three new across school leaders there has been the need to reset and start again
- The ASLs are developing into a coherent team with strong relational trust
- Providing opportunities for leadership roles

How do we know?

- The collaboration that is evident between the ASLs
- Appointment of ASLs/WSLs & Lead Principal. Roles are becoming clearly defined
- Growth of confidence in leading initiatives and communicating with staff groups e.g. PL

Next steps:

- Continued professional development opportunities for leadership development
- Clear definition of lead principals' structure and roles
- Continued sharing of expertise through hui
- Sharing knowledge across the Kahui Ako
- On-going evaluation and reflection

Domain 3



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DEVELOPMENT STATEMENTS DOMAIN 3

Evidence guiding our
practice and actions

As you work through the map, ask yourselves "What stage of development are we at?" and "Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?"

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. DATA COLLECTION AND MANAGEMENT

We are identifying what data and evidence our members collect, what is useful for Kāhui Ako purposes and how we safely share this information.

We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data.

We are improving the quality of our data and evidence. We have sustainable systems in place for data collection and management.

We make adaptations to our data collections when needed and are confident in the quality, relevance and security of the data we collect.

2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT

We are using data and evidence to set our achievement challenges and inform our action plan.

We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.

We are using broad and reliable data and evidence to evaluate and inform our actions.

Data and evidence is the major driver of practice in our Kāhui Ako.

2018 2019 2022.

A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako

Version 3 – July 2018

Data collection and management: **Developing: Significant progress**

Using evidence and data to monitor progress and lift achievement: **Embedding: Significant progress**

What progress has been made?

- Data has been collected on the Achievement Challenges when possible. Covid has had an impact on data gathering
- On-going and summative reporting
- Offering PL in evidence-based practices
- Tracking students against Achievement Challenges

How do we know?

- Tracked data and data analysis in ASL and Principal reports
- PLD sessions with external providers
- Feedback from teachers on PLD

Next steps:

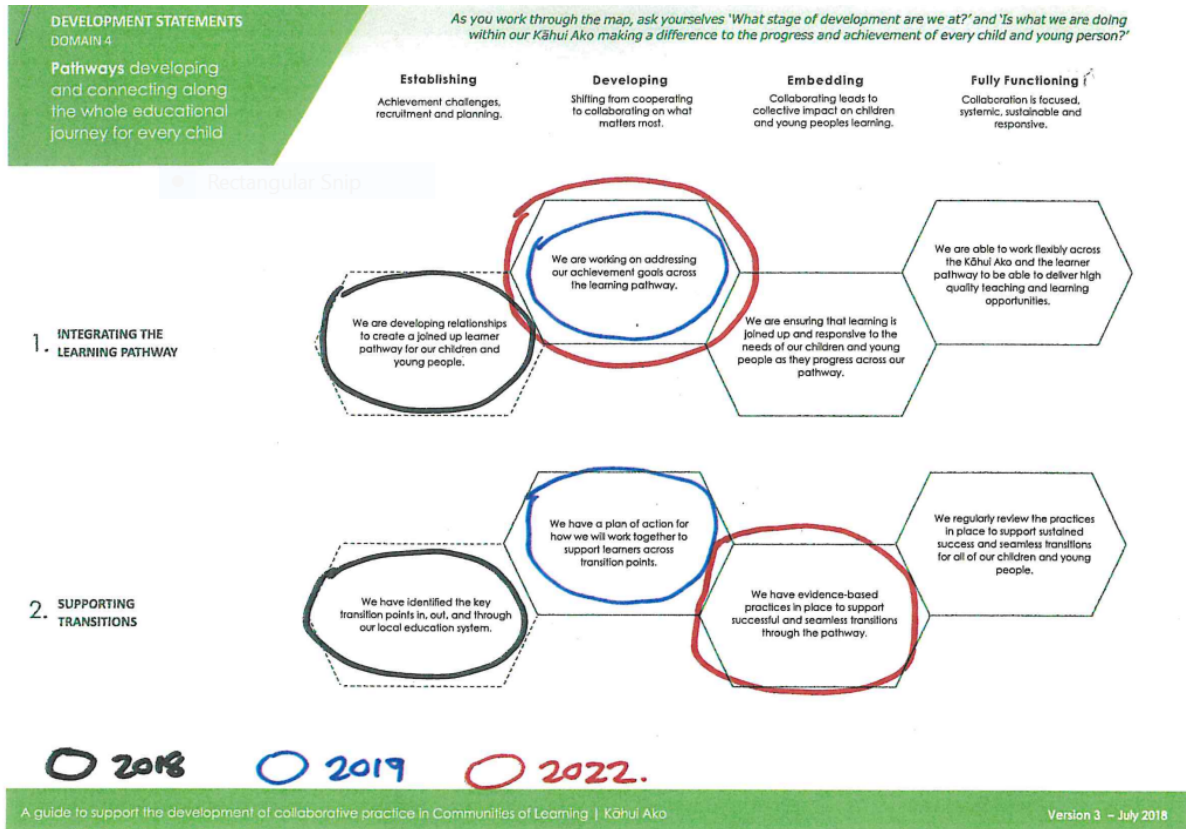
- Determining appropriate data to be collected for next Achievement Challenges



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- Analysis on the impact of Covid on results
- Continue to use data and evidence as a driver of best practice
- Identifying suitable methodology to determine the type of data to gather

Domain 4



Integrating the learning pathway: Developing: Significant progress

Supporting transitions: Embedding: Early stages

What progress has been made?

- Greater understanding of the progressions across the Kahui Ako
- Collaboration in the integration of the ANZHC across the Kahui Ako
- Identifying key transition points
- LSC meetings to smooth transitions of at-risk students

How do we know?

- Whole Kāhui Ako staff and Board meetings to share vision and progress
- Regular transition meetings by LSCs
- Sharing of curriculum programmes and pedagogy between schools

Next steps:

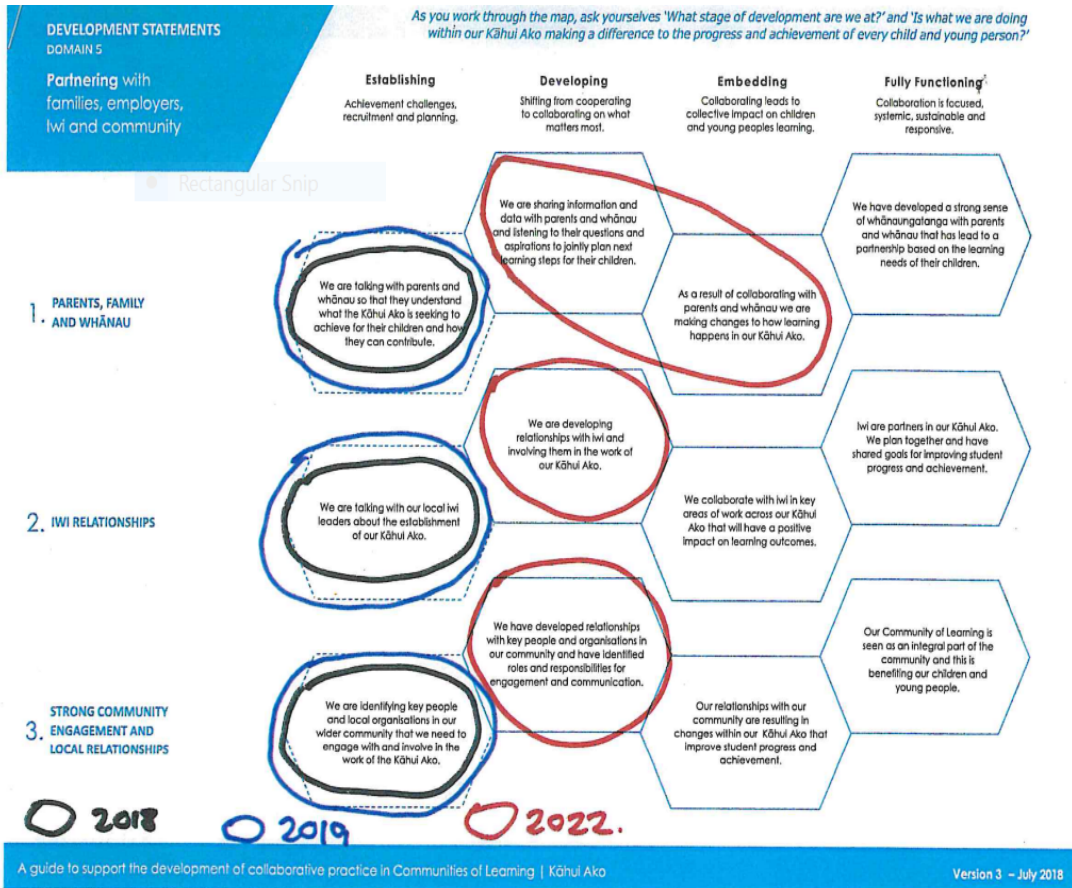
- Continue to develop shared pedagogies



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- Continue to develop curriculum alignment between progressions
- Early childhood transitions need to be investigated

Domain 5



Parents, family and whanau: Developing: Significant progress to Embedding: Early stages

Iwi relationships: Developing: Significant progress

Strong community engagement and local relationships: Developing: Some progress

What progress has been made?

- Visit by ASLs and lead principal to Ruapotaka and Orākei marae
- Visits by all schools to local marae
- School meetings with their whanau
- Across school Board meetings and lead principal report
- Communication with own community e.g. newsletter

How do we know?

- Meetings with local iwi



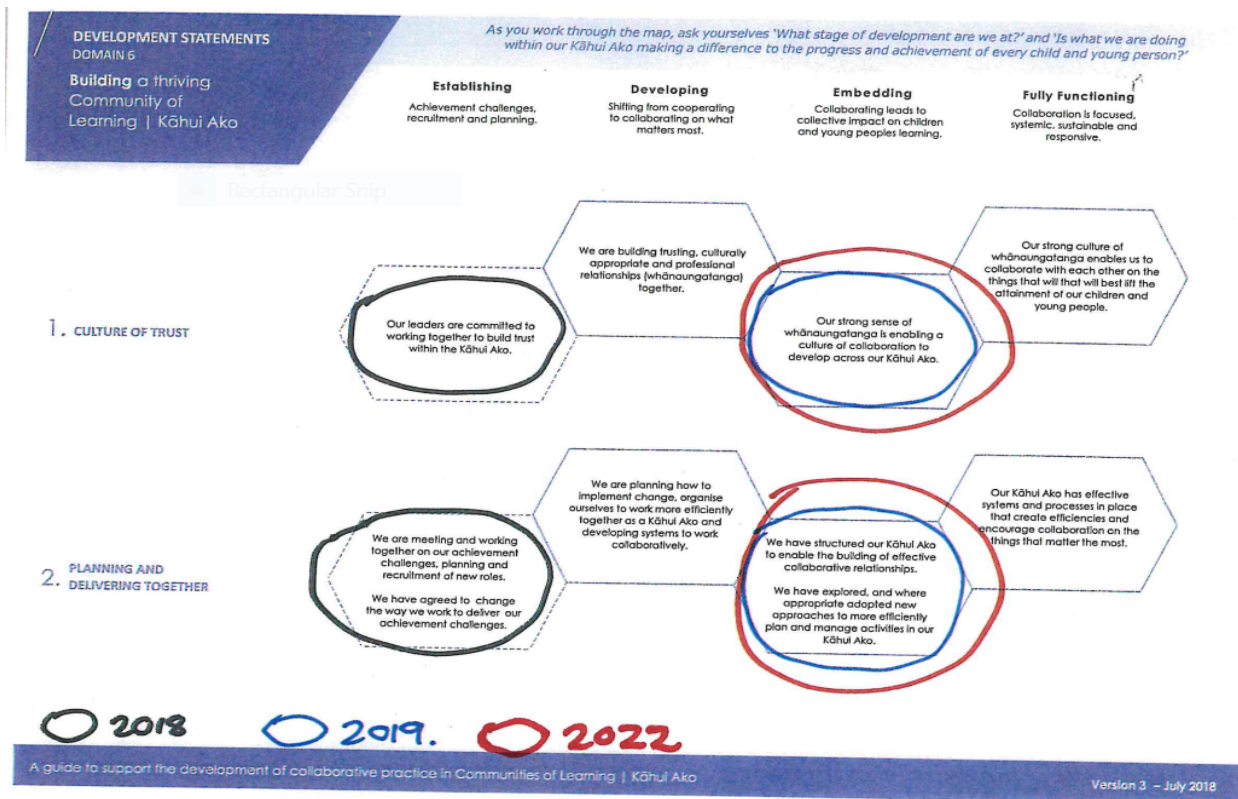
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- Ministry involvement in Principal meetings and regular contact
- Board communication – reports from lead principal
- Matariki celebration

Next steps:

- Continue engaging with local iwi
- Identify opportunities for whole Kahui Ako events
- Establish medium to communicate with all the Kahui Ako community

Domain 6



Culture of Trust: Embedding: Some progress

Planning and delivering together: Embedding: Significant progress

What progress has been made?

- The Kahui Ako almost had to start again with four new principals and three new ASLs
- Collective trust has been built in 2022 with the ASLs working collaboratively together
- Principals have revised the leadership to a co-leadership model from 2023
- Effective communication at all levels- principals, ASLs, WSLs
- Trust and willingness to collaborate and share ideas

How do we know?

- Clear systems have enabled effective meetings to take place



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- Collaboratively sharing of ideas, pedagogy and data
- Sharing of best practice through leading or attending staff presentations at other schools

Next steps:

- To continue to collaborate and share best practice at all levels
- To put the co-principal leadership model into practice
- To continue to have a strong future focus through planning to support effective implementation.

DEVELOPMENT MAPS full review November 2022

Domains	Progress so far...	Focus Goals and Progress	Actions / Next steps
<p>DOMAIN ONE</p> <p>Teaching collaboratively for the best learning outcome for every child:</p> <p>1. IMPROVING TEACHING PRACTICE & CAPABILITY</p> <p>2. COLLABORATIVE TEACHING</p> <p>3. OUR CURRICULUM</p>	<p>1.Improving Teaching Practice and Capability</p> <p>Cementing our practices in the Embedding Significant Progress stage</p>	<p>1.To provide support for our Across School Leaders (ASLs) and Within School Leaders (WSLs) to drive our vision and shared practice especially around our PLD focus</p> <p>-To provide support for ASLs and WSLs to assist our teachers in their professional inquiry to improve teaching practice for our students</p> <p>- To build up resources and knowledge to support teachers, especially from our Kahui Ako focused PLD. This will include embedding new ideas into practice</p> <p>-To provide ongoing monitoring of the leadership roles and their effectiveness within our Kahui Ako</p> <p>-To implement plans on how we support teachers within and across schools to improve teacher capability and student improvement</p> <p>-To ensure all teachers and leaders across the Kāhui Ako know the identified students</p>	<ul style="list-style-type: none"> • Utilizing collaborative inquiry within and between schools • Collaboration as part of the curriculum refresh • Common language and understanding of key cultural concepts



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		who had been identified as our target students	
	<p>2. COLLABORATIVE TEACHING</p> <p>Cementing our practices in the Embedding Significant Progress stage</p>	<p>2.-To agree how to use collaborative teaching practices</p> <p>-To plan how to grow and improve collaborative teaching practices through use of inquiry</p> <p>-To share the findings across the Kahui Ako of collaborative Teaching practices</p> <p>- to provide time and opportunities for our ASLs and WSLs to work with teachers to look at opportunities for collaborative practices including within our PLD</p> <p>- Teachers being able to show quantitative and qualitative ways of the effectiveness of their teaching practices on the learner</p> <p>- Teachers understanding the achievement challenges and the focus in raising student achievement</p>	



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	<p>3. OUR CURRICULUM</p> <p>Progressing our practices from the Developing to the Embedding Significant Progress stage</p>	<p>3. To discuss and share what the curriculum around our achievement challenges looks like across the Kahui Ako e.g. MYP, student agency, wellbeing etc</p> <ul style="list-style-type: none"> -To report and monitor on students' progress against our achievement challenges -To develop our understandings of student learning pathways and curriculum between the primary schools and the college - To begin to make changes to our curriculum from our new learning, our PLD, evidence of improved learning outcomes - To encourage student and teacher voice around effective teaching and learning in terms of our identified goals
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<p>DOMAIN 2</p> <p>Leading for progress and achievement for every child and every teacher.</p> <p>1. LEADERSHIP DEVELOPMENT</p> <p>2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY</p>	<p>1.LEADERSHIP DEVELOPMENT</p> <p>Cementing our practices in the Embedding Significant Progress stage</p>	<p>1.-To identify roles and responsibilities within our Kahui Ako</p> <p>-To build relationships across the Kahui Ako</p> <p>- To provide Leadership Training and opportunities across the Kahui Ako</p> <p>-For Leaders to work within and across schools as leaders of learning and leading change</p> <p>- For leaders to celebrate successes around achievement data and changed teacher practice -To build a strong culture of awhinatanga of guidance and support and developing a strong culture of expectations</p> <p>-To build a strong culture of Ako with teacher and student relationships</p>	<ul style="list-style-type: none"> Continued professional development opportunities for leadership development Clear definition of lead principals' structure and roles Continued sharing of expertise through hui Sharing knowledge across the Kahui Ako On-going evaluation and reflection
	<p>2.COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY</p> <p>Cementing our practices in the Embedding Significant Progress stage</p>	<p>2.To have an established way of working together through our shared purpose</p> <p>-To develop strong relationships that are used to lead and support our Kahui Ako</p> <p>- To know our achievement challenge/goals/PL priorities and our responsibility to implement change and review and monitor progress</p>	



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<p>DOMAIN 3</p> <p>Evidence guiding our practice and actions:</p> <p>1. DATA COLLECTION AND MANAGEMENT</p> <p>2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT</p>	<p>1. DATA COLLECTION AND MANAGEMENT</p> <p>Progressed from the Developing Stage to Embedding Some Progress Stage</p>	<p>1.To look at ways we can improve the quality of our data including improved moderation practices and assessment tools - To have systems in place for data collection which are able to be shared</p> <p>-To develop a new assessment tool e.g. Learning progression Framework in primary schools</p> <p>-to ensure data collection is ongoing and summative data for reporting purposes is implemented twice a year</p>	<ul style="list-style-type: none"> • Determining appropriate data to be collected for next Achievement Challenges • Analysis on the impact of Covid on results • Continue to use data and evidence as a driver of best practice • Identifying suitable methodology to determine the type of data to gather
	<p>2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT</p> <p>Cementing our practices in the Embedding Significant Progress stage</p>	<p>2. To measure student attainment and progress against our achievement challenges within our own schools and across our Kāhui Ako</p> <p>-To use our data to look at strategies to improve teacher practice</p> <p>-To review and evaluate our data with a focus on keeping track of students not achieving</p> <p>-To support teachers skills and confidence in analysing student data and using evidence-based practices to support their hunches -To offer PLD to strengthen our data and</p>	



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DOMAIN 4 Pathways developing and connecting along the whole educational journey for every child 1. INTEGRATING THE LEARNING PATHWAY 2. SUPPORTING TRANSITIONS		analytical capabilities of teachers and leaders	
	1. INTEGRATING THE LEARNING PATHWAY Progressed from the Developing stages to Embedding significant progress stage	<p>1.To develop relationships and understandings about the learner pathways of our students especially from intermediate years to college</p> <p>-To develop understandings as lead principals as to how the secondary system works especially around NCEA and scholarship and relating to the college achievement challenge</p> <p>-To work at addressing our achievement challenge across the learning pathway</p> <p>-To ensure Lead Principals are allotted time and opportunities to work together and with their ASLs to share current and best practice especially around leadership and curriculum</p>	<ul style="list-style-type: none"> • Continue to develop shared pedagogies • Continue to develop curriculum alignment between progressions
	2. SUPPORTING TRANSITIONS Progressed from the Developing stages to Embedding significant progress stage	<p>2.To have a plan of action on how we will work together to support learners across transition points with the emphasis around curriculum sharing</p> <p>-To identify the key transition points of pathways in and out of our Kahui Ako and to reflect on possible future initiatives</p>	



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<p>DOMAIN 5</p> <p>Partnering with families, employers, Iwi and community :</p> <p>1. PARENTS, FAMILY AND WHĀNAU</p> <p>2. IWI RELATIONSHIPS</p> <p>3. STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS</p>	<p>1.PARENTS, FAMILY AND WHANAU</p> <p>Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>1.Within our schools to share with our parents and whanau what our Kāhui Ako is focusing on for our students in terms of our achievement challenges</p> <p>-to discuss within our Kāhui Ako what relationships exist with our schools and community</p> <p>- to share information and data with our parents and whanau about our students learning through a range of ways</p> <p>-to use our Boards as a vehicle of sharing data and successes of our Kāhui Ako</p>	<ul style="list-style-type: none"> • Continue engaging with local iwi • Identify opportunities for whole Kahui Ako events • Establish medium to communicate with all the Kahui Ako community
	<p>2.IWI RELATIONSHIPS</p> <p>Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>2.To identify existing relationships that our schools have with their iwi partners</p>	



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	<p>3.STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS</p> <p>Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>3.To form a memorandum of understanding with our Boards about working together, sharing information and reporting on progress and achievement and initiatives of the Kahui Ako</p> <ul style="list-style-type: none"> -To involve Boards in the appointment process of our lead principals and ACOL's -To use the lead Principals reports to inform Boards about initiatives the Kāhui Ako are applying for or have undertaken and to allow them to share this information with their community in a way that is appropriate to each school -To meet with Boards twice a year to review progress towards our achievement challenge as well as a way of strengthening relationships within our community -To meet together with all teachers of our Kāhui Ako around our purpose, ways of working together and our goals for the year 	
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<p>DOMAIN 6</p> <p>Building a thriving community of learning</p> <p>1.Culture of trust</p> <p>2.Planning and delivering together</p>	<p>1.CULTURE OF TRUST</p> <p>Progressed from the Developing stages to Embedding significant progress stage</p>	<p>1.To establish rules, guidelines, memorandums of understanding, protocols around privacy and sharing information within the Kāhui Ako</p> <p>-To set up systems and processes that will support our Kāhui Ako in ways of working together</p> <p>-To develop systems of working together and communicating with each other for Principals, ASLs, WSLs, and DP/AP</p> <p>-To develop a strong culture of whanaungatanga in terms of collaboration with each other on what will lift student achievement</p> <p>-To develop a collective trust across our Kahui Ako that will allow us to track our students progress</p>	<ul style="list-style-type: none"> • To continue to collaborate and share best practice at all levels • To put the co-principal leadership model into practice • To continue to have a strong future focus through planning to support effective implementation.
	<p>2. PLANNING AND DELIVERING TOGETHER</p> <p>Progressed from the Developing stages to Embedding significant progress stage</p>	<p>2.To plan ways to implement change for students, teachers, leaders</p> <p>-To share resourcing within the Kāhui Ako to enable leadership positions to add coherence and structure to our cluster e.g. ASL positions, WSLs , lead principals, leadership expertise allowance, PLD etc</p> <p>- To look at the most appropriate PLD to support our achievement challenge that will meet the Kahui Ako and individual schools needs including new approaches to learning, collaborating,</p>	



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		leadership and planning together	
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KAHUI AKO SCHOOLS' Achievement Challenges 2023 - 2025

The 2023 annual goals of each of the Kahui Ako's schools have a direct link with the 2023-25 Kahui Ako Achievement Challenges. These are identified at the conclusion of each Achievement Challenge.

Achievement Challenge 1: Mathematics

Rationale:

Recently there has been much discussion about the decline in Mathematics achievement and performance in New Zealand schools, particularly when measured by international indicators such as Pisa and TIMSS. There are a range of perspectives on why this decline has taken place.

The Mathematics curriculum is currently being reviewed, with the review process originally due for completion and implementation in 2023. However, there is comment that a curriculum refresh is insufficient to reverse Maths achievement. The Royal Society Te Apārangi Expert Advisory Panel 'became concerned that suggesting curriculum changes alone, without acknowledging and addressing key aspects of the context in which the curriculum is being taught and learned, might support the conclusion that simply changing the official curriculum and its syllabus would leverage transformation in ākonga student outcomes. The Panel does not believe it will.' (Royal Society Te Apārangi, 2021).

In 2022 the Labour government unveiled an English-medium strategy to 'safeguard maths teaching and learning time' and develop a 'common practice model' that would ensure teachers in all schools were using approaches to maths and literacy teaching that were proven to work. (RNZ, 25 March 2022). The strategy would give more guidance about the sequence of learning for pupils and develop a specialist maths workforce to work with students that need extra help.

At secondary school level mathematics learning is shifting. From 2024 literacy and numeracy will no longer be part of attaining NCEA level 1 credits to stand alone assessments pitched at Level 4 of the curriculum. Glendowie College will undertake these assessments in Year 10. This means that the College is more reliant on the primary schools to teach the relevant skills and content.

As a result of these developments the Kahui Ako thought it appropriate to undertake a Mathematics Achievement Challenge.



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What does the Research Say?

In March 2022, the Government unveiled a new five-year *Literacy & Communication and Maths Strategy*, which introduces a common practice model that the Ministry emphasised being about creating greater national consistency rather than one size fits all.

The strategy document outlines steps for maths progress under five focus areas:

1. Clear expectations for teaching and learning guide effective practice
2. Capability supports along the career pathway develop effective Kaiako and teachers who can meet the needs of diverse groups of learners
3. Educationally powerful connections support and enhance learning
4. A system of learning supports and responds to the needs of every learner
5. System-wide evaluation supports a system that learns.

Under each of these, sit five practical undertakings. For example, under point 1, there is:

- 1.1 Refresh maths learning described in the NZC
- 1.2 Replace the Learning Progression Framework with a progression for schooling that shows the sequence of learning for numeracy
- 1.3 Develop resources and guidance to help kaiako understand children's progress in numeracy in the early years, as part of a common practice model
- 1.4 Develop guidance on how to teach maths in schooling, as part of a common practice model
- 1.5 Safeguard maths teaching and learning time.

This new strategy follows the independent report on the English-language mathematics and statistics curriculum published by the Royal Society Te Apārangi late last year. Fourteen key recommendations for systemic change were put to the Ministry of Education in the report, some of which Associate Education Minister Jan Tinetti said at the time had already begun, such as "...phasing out streaming, providing quality professional learning development for teachers and reducing inequities in education". Morrow, Rata and Evans (2022) argue that the decline in student Mathematical achievement is the result of the curriculum's highly generic non-prescriptive nature, a commitment to teacher autonomy in curriculum knowledge selection, a competency-based outcomes approach and a commitment to localisation in curriculum selection. The curriculum refresh addresses some of these concerns as well as implementing some of the Royal Society recommendations.

Across the Kahui Ako there is a need to create goals that develop more certainty in teaching practice, specifically what we teach and how we teach it.

Goals:

To outline a comprehensive coherent written curriculum in mathematics that includes a balance between knowledge-based and student-centred pedagogy, so that schools can better support students to improve their understanding, knowledge and skills in Mathematics and become more proficient mathematicians.



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- To identify key personnel to lead this Achievement Challenge.
- To identify areas of strength and weakness in students' Maths knowledge. (Pre-testing, PAT or AsTTle data at identified transition points.)
- To establish transition points with identified knowledge, skills and concepts students should have.
- To develop a document that outlines the sequence of mathematics learning from Year 1 to 13. (align to the curriculum refresh)
- To create and implement a PL programme to meet the pedagogical needs of delivering the Maths curriculum effectively.
- To share student data between schools so strengths, weaknesses and transition milestones can be identified.
- To attain a 95% pass rate in NCEA Numeracy by the time students leave college.

Targets:

Student achievement data is used to identify gaps in student Mathematics learning at identified transition points.

- A sequence of Mathematics learning from Year 1 - 13 is agreed to and followed by teachers.
- Professional Learning is undertaken so that the pedagogical needs of delivering the Mathematics curriculum are met.
- 95% of all school leavers have attained the NCEA Numeracy requirement.
- Increase achievement scores in PAT in Years 4-8 and CEM at Year 8 by 0.5 of a stanine across schools.
- Increase the number of students in the top six PAT stanines at Years 4-8 by 10%.

Data

PAT Data 2023

Year Level	No. of students Stanine 1-3	% Stanine 1-3	% Stanine 4-6	% Stanine 7-9	Total number of students	Average Stanine score
4	9	4.3	47.1	49.0	206	6.3
5	27	13.2	44.1	42.6	204	5.95
6	16	7.7	50.2	42.0	207	6.2
7	11	6.1	44.4	49.4	180	6.3
8	10	5.0	52.8	42.2	199	6.3



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CEM Data

This data is the testing of Year 8 students from the Kahui Ako primary schools in October 2022 enrolled to attend Glendowie College in 2023.

Mathematics 125 students, average Mathematics Stanine score 6 (out of 9).

Monitoring and Evaluation:

Evaluation: Success will be monitored by the following indicators:

1. A document that has a clear scope and sequence of learning from Years 1 - 13 and details the nature of the pedagogy best suited to teaching the curriculum.
2. Planning that reflects the principles and guidelines of the local curriculum document.
3. Data on student achievement that is demonstrated by assessment data.

Achievement Challenge Target Data

- Student achievement data to be collected – CEM, PAT, AsTTle, teacher OTJs

Achievement Challenge 2: Local Curriculum

Rationale:

The *New Zealand Curriculum* is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved and includes a clear set of principles on which to base curriculum decision making.

The Ministry of Education suggests that the local curriculum is the way that we bring *The New Zealand Curriculum* to life in our schools. It should:

- be responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their families
- have a clear focus on what supports the progress of all learners
- integrate Te Tiriti o Waitangi and Mātauranga Māori into classroom learning
- help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

The Professional Learning foci of the Kahui Ako for 2022 were the development of cultural capabilities in the schools and local curriculum concentrating on the Aotearoa New Zealand Histories curriculum. This work is ongoing and overtime it became apparent that the two areas of focus should be amalgamated to form one of the new Achievement Challenges for 2023 -2025.

What Does Research Say?



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The Ministry of Education through TKI and *the New Zealand Curriculum Online* identify that ‘your local curriculum should be unique and responsive to the priorities, preferences, and issues of your community and your people’ and ‘that all elements of *The New Zealand Curriculum* are used as the framework in designing your local curriculum. This ensures you’re supporting the strengths of all of your learners.’
What does "good" look like?

A school’s local curriculum is likely to be well-designed when:

- principals and teachers, along with the community, can show what they want their students to learn and how their curriculum is designed to achieve this
- learning is personalised and inclusive; taking into account students' aspirations, interests, identities, languages, and cultures
- the long view is taken: each student’s ultimate learning success is more important than the coverage of particular achievement objectives
- it is manageable and realistic.

(Leading Local Curriculum Guide: Local Curriculum, MOE, 2019)

Goals:

- To ensure there is a shared understanding amongst teachers about expectations at key transition points in the Glendowie Kahui Ako’s local curriculum.
- To strengthen knowledge and pedagogical approaches in the delivery of the local curriculum particularly the Aotearoa New Zealand Histories Curriculum, so there is evidence of curriculum coherence and development through curriculum levels across all the schools in the Kahui Ako.
- To incorporate Mātauranga Māori into all learning areas across all schools in the Kahui Ako.
- Examine what is existing good culturally responsive practice in our Kahui Ako and how we can achieve positive outcomes for Māori.
 - . To develop common assessment tasks that will measure the ‘Do’ (skills) aspect of the Identifying and Exploring Historical Relationships strand of the ANZH curriculum at the key transition points.
 - . Once baseline data is collected, to identify an appropriate percentage improvement in the local curriculum common assessment tasks identified above.

Targets:

- Every student in our Kahui Ako up to Year 10 will have the opportunity to engage in our local stories as part of the implementation of the Aotearoa New Zealand Histories Curriculum. (This will be a focus as the ANZHC is incorporated into teaching units).



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- Every student in our Kahui Ako will have the opportunity to engage in an aspect of Mātauranga Māori as part of their learning experience.
- Improvement in student attainment in the Aotearoa New Zealand Histories strand *Identifying and Exploring Historical Relationships* will be measured annually using common assessment tasks at Year 3, Year 6, Year 8 and Year 10.

Actions (How will we address this challenge):

- Incorporate ANZH curriculum into learning programmes from Year 1 to 10. ASLs and WSLs collaborate to ensure there is agreed 'Know, Do, Understand' for each curriculum level and that there is a common understanding by teachers as to what knowledge/concepts/skills are taught and when.
- Build staff understanding of culturally responsive practices, te reo and tikanga Māori through Professional Learning and the use of resources such as *Nino Taniwha* (Melanie Riwai-Couch).
- Development of classroom resources using Mātauranga Māori concepts and knowledge to be integrated into schemes and units of work.
- Implementation of specific learning strategies to develop student UKD. e.g. Year 3 introduce 5 finger retelling strategy.
- Meet the following targets using identified local curriculum tasks based on the 'Do' aspect of the Aotearoa New Zealand Histories curriculum strand *Identifying and exploring historical relationships*.

Year Level	Key Action (from ANZHC document)	Achievement Challenge Task	Current Achievement 2023	Achievement Goal
Up to Year 3	I can retell a story from the past using an appropriate frame of reference.	Students can retell a story within the context of the local curriculum.	6% Above 62% At 32% Below	80% At or Above
Years 4 - 6	I can construct an historical sequence of related events and changes and recognise that others might sequence it differently	Students can construct a historical sequence of events	27% Above 45% At 29% Below	85% At or Above
Years 7 - 8	I can construct an extended historical sequence of related events and changes, locate it in relation to the present, and recognise that others might sequence it differently	Students can construct a narrative of cause and effect that shows relationships between events	49% Above 31% At 20% Below	90% At or Above



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	using a different frame of reference			
Years 9 - 10	I can construct and compare narratives of cause and consequence that place historical events, people, and changes in an extended sequence with links to the present	Students can construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, they can identify continuity or changes in the relationships. They can recognise that others might interpret these relationships differently.	% of students attaining an MYP grade 3 or above/8 79%	% of students attaining an MYP grade 3 or above/8 90%

Monitoring and Evaluation:

Evaluation: Success will be monitored by the following indicators:

1. Improvement Targets at key transition points for the 'Do' aspects of the curriculum are met using the measuring tool provided. Measuring will take place annually.
2. Improvement targets for student voice will be met. Students will be surveyed annually.
3. Planning that reflects the principles and guidelines of the local curriculum document.

Achievement Challenge Target Data

- Results from the Achievement Challenge task outlined in the actions.

Achievement Challenge 3: Maori and Pasifika Student Achievement

Rationale:

Māori and Pasifika achievement and ways to improve it has been identified in the National Education and Learning Priorities. Priority two is to "Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures." Priority three stipulates to "Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs."



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The Ministry of Education’s strategy, Ka Hikitia ([2013](#), [2019](#)), stipulates that schools should provide Māori students with opportunities to achieve educational success “as Māori,” through quality educational provision and strong engagement with communities. The Ministry of Education ([2019](#)) further suggested that enabling Māori to succeed as Māori involves implementing teaching and learning approaches in schools that are engaging, effective, and enjoyable for all Māori students, having appropriately high expectations for all Māori students, tracking and monitoring what works to support excellent Māori educational outcomes, and developing productive partnerships with whānau, iwi, and community that are responsive and reciprocal—leading to collective action, outcomes, and solutions.

Maori and Pasifika students in the Glendowie Kahui Ako, while performing well when compared with national statistics, do not achieve at the same levels as their peers within the Kahui Ako. Therefore, an Achievement Challenge has been set at secondary level using MYP and NCEA data as a base to identify ways to raise Maori and Pasifika attainment at secondary level.

What does the Research say?

There has been much research into the underachievement of Māori students. Te Kōtahitanga, a research and professional development programme developed by Professor Russell Bishop and Professor Mere Berryman that focuses on improving cultural responsiveness to Māori students, was found to be more effective for improving Māori students’ achievement than specific literacy or numeracy interventions. This suggests that improvements in Māori students’ achievement can result from changing the interactions and relationships within classrooms. This work which commenced in the early 2000s and while differentials have lessened over time Māori underperformance remains a concern. Hence, the Ministry focus in the NELPs.

Māori educational achievement is improving over time, but the results for Māori students from roughly similar communities who are being educated in roughly similar settings and circumstances vary markedly.

Disparities in student achievement between Māori and non-Māori in New Zealand schools have been recorded since the 1960s (Hunn, [1960](#)). Despite educational reforms over the last 50 years that have sought to address these disparities, for most Māori there has been very little change in these inequities (Bishop et al., [2009](#); Rubie-Davies & Peterson, [2016](#)). Recent statistics show that, in 2019, 64.7% of Māori school leavers attained NCEA level 2 or above compared to 73.7% of Pasifika students, 82% of Pākehā/European students and 89.7% of Asian students (Ministry of Education, [2020](#)). Additionally, the objectives set by the Ministry of Education ([2013](#)) in Ka Hikitia: Accelerating Success—in particular the goal specifying that, “By 2017, Māori school leavers achieving University Entrance will be on par with non-Māori school leavers” (p. 58)—has still not been met. Māori students’ University Entrance statistics in 2019 remain significantly lower at 55.1%, when compared with Pākehā/European (70.8%) and Asian (71.3%) students (NZQA, [2020](#)). It was clear that something else was needed to shift and lift Māori student achievement.

Similar disparities in achievement exist for Pasifika students. The Education Hub (2022) attributes this lower achievement to a range of factors. National data demonstrates that Pasifika students achieve at the lowest level of all cultural groups, with Pasifika students tending to be in the lowest quartile for



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achievement, and generally remaining in that band of achievement for their school career. There is no single recipe for cultural responsiveness, and the diversity in Pasifika people makes it impossible to define a single pedagogy for Pasifika students. However, research has associated the poor achievement of Pasifika students with teachers having deficit views of Pasifika students and their potential for learning, failing to develop strong and positive relationships with Pasifika students and understand their identities, and using ineffective pedagogies. Other research notes that high-achieving Pasifika students perceive the important factors contributing to their success to be the maintenance of their cultural identity, high expectations by teachers and parents, positive home-school relationships, parental support and love, the role of the church, and the effective use of digital technologies.

Goals

At secondary level the Kahui Ako will support ākongā Māori achievement by:

- tracking the attendance and achievement of all ākongā Māori
- providing appropriate learning support, and other support or extension programmes and processes for our ākongā Māori, as they progress through their schooling
- consult with Māori & Pasifika students and their whānau to gain their input, agreement and support of the best process to improve achievement
- use the kaupapa of Te Mātaiaho to provide opportunity for evaluating and continually improving school programmes and teaching practices and supporting staff to access appropriate professional development
- promoting a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)
- reporting on ākongā Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.

Targets

- To have consulted with Māori and Pasifika students and their whānau on the best process to define achievement.
- To have undertaken staff Professional Development in the application of Te Mātaiaho to ensure inclusion and equity of opportunity for all students.
- To improve average attainment of Māori and Pasifika students by one grade (8 point scale) in Year 9 and 10 MYP assessments.
- To have Māori and Pasifika achievement percentage equal or better at NCEA Level 2 to the college's overall achievement.
- To have a personalised attendance strategy in place for all Māori and Pasifika students with an average attendance below 85%
- To have an achievement monitoring programme in place for each Māori and Pasifika student in each subject.
- Each Māori and Pasifika student met at least twice annually for mentoring.

Monitoring and Evaluation

Evaluation: Success will be monitored by the following indicators:



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1. An achievement monitoring system that is consistent and is developed using student and whānau involvement is in place.
2. A personalised attendance strategy is in place leading to a 5% improvement in Māori and Pasifika attendance rates.
3. Mentoring regularly takes place with students having a clear understanding of their academic goals and strategies by which to attain them. The monitoring system will be used as a means of measuring student progress and attainment.

Achievement Challenge Target Data

- MYP, Year 11 and NCEA level 2 data
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Baseline Data

NCEA Level 2

NCEA Level 2 Roll based	% /no. of YEAR 12 students who gained NCEA level 2	Not Achieved %/Number of students	Achieved %/Number of students	Merit & Ex %/Number of students (Target 67%)	Total number of students
All (2019)	94.8% (240)	5.2% (13)	30.5% (78)	64.3% (164)	255
All (2020)	92.9% (209)	7.1% (16)	34.4% (72)	65.6% (137)	225
All (2021)	94.2% (229)	5.8% (14)	22.7% (52)	77.3% (177)	243
All (2022)	86.6% (201)	13.4% (31)	33.3% (67)	66.6% (134)	232
Māori (2019)	100% (11)	0.0% (0)	45.4% (5)	54.6% (6)	11
Māori (2020)	94.1% (15)	5.5% (1)	18.8% (3)	75.1% (12)	16
Māori (2021)	85.7% (12)	14.3% (3)	25.0% (3)	75.0% (9)	15
Māori (2022)	82.4% (14)	17.6% (3)	78.6% (11)	21.4% (3)	17
Pacific (2019)	77.8% (5)	22.2% (2)	34.9% (2)	42.9% (3)	7
Pacific (2020)	90.0% (9)	10.0% (1)	55.6% (5)	44.4% (4)	10
Pacific (2021)	100% (10)	0.0% (0)	60% (6)	40% (4)	10
Pacific (2022)	81.8% (9)	18.2% (2)	66.7% (6)	33.3% (3)	11



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MYP Data: Grade Percentages (2022)

Year 9

Grade 0-8 (%)	0	1	2	3	4	5	6	7	8	Median
All students	2.5	2	5	9	14.5	16.5	19	20	11.5	6
Māori	6	4.5	10	17	22.5	14.7	13.3	10	2	4
Pasifika	5	5.2	7	12	14.4	19.4	16	13	8	5

Year 10

Grade 0-8 (%)	0	1	2	3	4	5	6	7	8	Median
All students	2.5	3	5.2	9.8	14.5	16	18	19	12	5
Māori	4.5	5.7	9	13	16	17.5	14.8	15.2	4.3	5
Pasifika	4	7.4	9.7	13.6	17	15.7	14.4	13.2	5	4

Process targets

The Kahui Ako will be undertaking the following process goals as we work towards the Achievement Challenges.

1. *Student Agency*
2. *Cultural Competencies*

COLLABORATIVE INQUIRY APPROACH

According to Katz, Dack and Earl 2009 “collaborative inquiry” involves two components - collaboration (working together) and inquiry (a search for deep understanding).” Using an inquiry approach, teachers can explore the impact they are having on student learning. Through collaborative inquiry, teachers integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice. Building on the current effective learning relationships



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between the staff, Across School Leaders and leadership teams of the four schools in our Kahui Ako, utilising collaborative inquiry principles and mindset will be the foundation for our professional learning.

MONITORING AND EVALUATING

The Kahui Ako will monitor progress towards our Achievement Challenge targets on an annual basis. The progress and achievement of our students across the Community will be reported back to our Boards at combined board meetings. We will receive regular updates on implementation from the Kāhui Ako Lead so that we can monitor progress throughout the year. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as needed.

We are keen to develop an evaluative framework that looks at the progress and achievement of all our students. One aspect we want to focus on is the cohort of students which remain within our Kāhui Ako for all of their schooling. This would provide us with strong longitudinal data, and it may also show what in-school size effect we have across the schools in our Community.

Evaluation for continuous improvement will strengthen our thriving community.

Our Kāhui Ako will assess progress as a community regularly using the Ministry of Education's Development maps: Guide to understanding the progress of a Community of Learning/Kāhui Ako (2017). Monitoring and evaluating the impact of any changes made is crucial to enhance educational outcomes for all students. Through robust analysis of information collected we will be able to ask and answer.

- What has happened as a result of our improvement actions?
- What evidence do we have of our impact?
- Do we need to adjust what we are doing?
- What are we learning here and where to next?

A wide range of methods and tools will be utilised or developed to measure the progress of the Kāhui Ako. This model will include:

- Analysis of student achievement data from the beginning and at the end of the year - with supporting commentary that evaluates results in relation to the set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- A review of the roles of parents, whānau, student and teacher voice being an integral facet in the delivery of the plan.

REPORTING

Reporting to the Community and Boards of the Kāhui Ako. The Kāhui Ako leaders and the leadership group will coordinate the preparation of reports for Boards of Trustees to be supplied regularly. These reports, along with the March & November Board reporting sessions, will cover and update as needed:



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- Achievement challenges and priorities; Key aspects of implementation of the plan in regard to the achievement challenges.
- Strategic Plans: Each school's strategic plan will reflect the key drivers and achievement challenges of the Kāhui ako and these will be reported in its Analysis of Variance.
- Analysis of student achievement data from the beginning and the end of year with supporting commentary that evaluates results in relation to set targets;
- Analysis of evidence of any changes in pedagogy, school practice or culture that impacts the proposed outcomes of the plan.
- Impact stories through qualitative and quantitative evidence.

Ehara taku toa i te toa takitahi Engari he toa takitini
Success is not the work of one but the work of many



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Appendix 1: Analysis of Variance: Achievement Challenges 1 – 3 2017 - 2019

Achievement Challenge 1: Writing:		
What progress has been made?	How do we know	Where to next?
<p>End of 2018 Data - 87.63 % Mid year 2019 87%</p> <p>Māori: End of 2018: Māori students At and Above 87.63%, a shift of 0.93%</p> <p>Teachers demonstrating improved content and skill knowledge. Improved teacher and leadership practice through professional learning to strengthen the leadership positions within the Kāhui Ako whilst engaging with our DPs and APs.</p> <p>Improved attitudes towards Writing as a Curriculum Area has improved</p> <p>Strengthened collaborative practice across the Schools. Strengthened transitions in Writing between the College and Y7/8 teachers.</p>	<p>End of the Year: Summative and formative and Overall Teacher Judgement (OTJ) based on analysis of writing.</p> <p>Mid Year: Schools prediction based on mid year data using assessment and overall OTJ</p> <p>Teacher voice from Across School leader Survey Impact on Practice, benefits and successes August 2019 (See ACoL data)</p> <p>Learning conversations across the teachers and leaders in the Kāhui Ako.</p> <p>All teachers and Leaders engaged with their priority students around their attitudes towards writing and the ways they wanted to write. This enabled us to make connections with each student.</p>	<p>Empowering students to exercise agency to take ownership of their own learning by recognising their next steps, ways of achieving and showing progress.</p> <p>Understanding the Learning progression framework to identify next steps for students and teachers.</p> <p>Continue to strengthen writing across the Curriculum. Authentic use of technologies to support the learning.</p> <p>Continually monitoring our priority students. Schools embedding the learning from professional development into our practice and into our scope and sequence documents.</p>



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Achievement Challenge 2 : Mathematics		
The progress made in Mathematics for years 1 -8 demonstrated a shift from	End of Year 2018 Summative data and OTJ. Against the NZC Expectations.	Learner agency: Empowering students to exercise agency to take ownership of their own
<p>91.7% to 92.2%. Whilst not reaching the target,it shows ongoing progress.</p> <p>82.4% was the figure for Maori students. The shift remained the same of 34.4% for numbers achieving Above expectation. Kāhui Ako has been addressing this challenge in their own schools.</p>		<p>learning by recognising their next steps, ways of achieving and showing progress.</p> <p>Creating conditions for students to thrive in. Range of ways for children to learn including their cultural experiences.</p> <p>Authentic, real life mathematics learning experiences and problem solving will promote greater engagement.</p>



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Achievement Challenge 3 : NCEA

<p>Strengthened collaborative practice across the Schools. Prediction based on data to date this year:</p> <p>Level 1 : Increase from 72.6% to 84.5%</p> <p>Level 2: Increase from 60.1% to 73%</p> <p>Level 3: Increase from 50.3% to 73.4%</p> <p>Number of scholarships received:</p> <p>At the end of 2016 – 21</p> <p>At the end of 2018 - 36</p> <p>Year 9 - 100% doing 3 or more inquiry projects</p> <p>Year 10 - 100% doing 1 or more inquiry projects</p> <p>Strengthened transitions in Writing between the College and Y7/8 teachers.</p>	<p>NCEA Results: Increase in Scholarships -Greater range of Scholarships across a greater number of different subject areas.</p> <p>Each Curriculum Area Unit of Work -Currently, all Y9 Units are MYP and 1 Y10 Unit. Mid-Year Year 9 Reports are using the MYP Marking schedule.</p> <p>Teacher Survey for College Staff. External facilitator from Evaluation Associates worked with the staff on feedback pedagogy & methodology. All teachers received PLD on MYP.</p> <p>All teachers identified priority students and set targets which they continually monitored and supported</p>	<p>Further embedding of MYP (Middle Years Programme) in Year 9 and 10 leading to IB authorisation in 2020. Implement I.B.</p> <p>MYP with greater emphasis on inquiry learning, learner agency and transdisciplinary nature of the Curriculum</p> <p>Reviewing the relevance of NCEA Level 1 with the community and a Year 11 Curriculum to be embedded by 2021.</p> <p>Focus around Māori and Pacific learners’ progress and achievement and linked to their wellbeing.</p> <p>Focus on feedback in all Curriculum areas in order to strengthen students ownership, recognition of their current and future learning steps.</p>
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Appendix 2: Across School Leader Evaluation Review 2022

Glendowie Kāhui Ako 2022 Across School Leader Evaluation Report			
Achievement challenge	Key actions/initiatives	What worked well? How do we know?	Progress so far/Next steps
Achievement Challenge 1: Wellbeing	Wellbeing – gathering NZCER data to identify progress	All schools collected data in term 3	Data collected Achievement Targets met. Wellbeing is embedded in each school in a manner appropriate to that school
	Professional readings - discussion points Identify key readings to undertake	Wellbeing strategies are well established in the schools. School specific readings are shared e.g. Growth Mindset (Glendowie College)	Continue professional readings within schools
	Across school PLD - Syndicate level	Sharing of ideas, more relevant discussions to year level	PLD opportunities shared with other COL schools should the opportunity arise
	Collecting of end of year data - making comparisons, evaluate progress made	Schools were able to see the bigger picture across the COL and make comparisons	Data analysed, targets have been met. No need to continue achievement challenge at Kahui Ako level
	Regular across school meetings - ASLs/WSLs/APs/DPs	collaboration	Embedded in each school



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<p>Achievement Challenge 2: Student Agency</p>	<p>Student agency - Gathering baseline data All schools to collect in term 3</p>	<p>Same questions/ consistency across schools.</p> <p>Data collected and analysed</p>	<p>Targets not met</p> <p>Discussion to take place on whether this Achievement Challenge should continue in its current form and the nature of the data to be collected</p>
<p>Middle Years Programme Implementation</p>	<p>Across school PLD - Middle leaders' level and Faculty level</p>	<p>Leadership development and expertise of 8 learning area MYP leaders in MYP curriculum and assessment delivery.</p> <p>4 permanent WSLs involved in implementing and maintaining MYP programme</p>	<p>Glendowie College has become an MYP authorised school.</p> <p>Further PL and curriculum development in inclusive practices, incorporating Mātauranga Māori and local curriculum</p> <p>IDU and Community Project aspects introduced. Strong student agency component in the Community Project</p>
<p>Achievement Challenge 3: Re-designing the Year 11 Curriculum</p>	<p>Faculties continue to develop Year 11 courses with the aims of identifying key student understanding, skills and knowledge needed for success in NCEA and Scholarship</p>	<p>Sharing of ideas, more relevant discussions in faculties</p> <p>Development and review of schemes and units</p>	<p>Continued investigation ensuring the curriculum is aligned in terms of pedagogy, assessment and the realigned NCEA programme</p> <p>Aligning the curriculum from Year 9 to Year 13 is a 2023-2025 Strategic Goal for Glendowie College</p>
	<p>Analysis of NCEA results</p>	<p>NCEA results at Level 2 have improved between 2018 and 2021.</p> <p>Achievement Target has been met</p>	<p>Targets have been met.</p> <p>Will no longer continue as Kahui Ako goal.</p>
	<p>Targeted student mentoring eg Endorsement cusp students</p> <p>Maori and Pasifika students</p>	<p>Improvement in student outcomes for endorsements</p>	<p>Continue identified mentoring of targeted learners.</p> <p>Ongoing monitoring of progress and results</p>



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	Scholarship programme and PL development for raising teachers' capability to teach at Scholarship level.	Improvement in student outcomes for scholarships including outstanding scholarships	Timetabled Scholarship classes run in 6 subjects Scholarship workshop programme established
	Feedback Professional Learning	Leadership opportunities of WSL's as Feedback Professional Learning Group leaders	Further development of faculty specific feedback strategies for improvement. Continued development of staff and student capability.
Professional Learning Priority: Cultural Competencies and Success for Māori Years 1 – 13.	Kahui Ako definition of Cultural competencies Identification of priorities to develop staff competencies Identification of priorities to identify student competencies	Collaborative working of ASLs defining cultural competencies and introducing aspects on ANZHC Presentations on Treaty of Waitangi and the impact of the past Opportunities for WSLs to work together to develop PL opportunities for staff	Having a clear definition of cultural competencies Engagement with local marae/iwi Increased teacher knowledge of the Treaty and its impact Further development of staff and student cultural competencies within the Kahui Ako



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<p>Professional Learning Priority: Local Curriculum including Aotearoa/New Zealand Histories</p>	<p>Establish a relationship with local iwi</p> <p>Determine how Treaty of Waitangi/Mātauranga Māori intertwines with Aotearoa /NZ Histories</p> <p>Develop a learning sequence common tied to curriculum levels</p>	<p>An ongoing relationship has been established with Ruapotaka and Orakei. Initial contact with Ngati Paoa</p> <p>The need for a process goal intertwining cultural competencies with ANZHC</p> <p>ASLs have been developing a sequence based on the document</p>	<p>ASLs have met with staff at Ruapotaka marae</p> <p>All schools visited either Ruapotaka or Orakei maraes</p> <p>PL with Ngati Paoa representative on local history</p> <p>Continue to build relationship</p> <p>Continue liaison between college and primary schools on ANZHC</p>
<p>On-going evaluation</p>	<p>Matrix to support development of COL</p> <p>Development Statements Domains 1-6</p>	<p>Examined once Principals have established themselves at their schools (end of year)</p>	<p>Reviewed by ASLs</p> <p>Discussed with Principals</p> <p>Priorities for next steps need to be determined as part of 2023-2025 Achievement Challenges</p>
<p>Communication</p>	<p>Lead Principal presentation to the Board</p>	<p>Clarity around Kahui Ako</p>	<p>Continue presentations to inform the Board.</p>
	<p>School community engagement by way of newsletters.</p>	<p>Communication to the community via school newsletters regarding the work of the Kāhui Ako.</p>	<p>Enhance and extend this and involvement of the community.</p>