












ROSEHILL PATHWAYS
KĀHUI AKO
EQUITY AND SUCCESS FOR ALL

Achievement Challenge

2021 - 2022

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Vision

Mahitahi ~ Collaboration for Equity and Success

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Mission

Collaborating to create equitable pathways, raise opportunities and provide student choice towards successful futures

Raising student achievement through:

Collaboration

1. Working together to provide choice of pathways
2. Increase capability and capacity across the Kāhui Ako
3. Increase connection through strengthening networks of support within Kāhui Ako

Equity

1. Provide enhanced opportunity and choice for students
2. Responsive and engaging of diverse cultural competence
3. Engaging with communities to raising potential for all

Success

1. Accelerated progress towards and achievement in NCEA and NS
2. Raising student and community expectations and experience of success
3. Providing alternate pathways to success

Pepeha:

Ko Pukekiwiriki te maunga
Ko Te Pahurehure te ara wai
Ko Ngaati Tamaoho te hapuu
Ko Tainui te waka
Ko Maanukanuka o Hoturoa te Moana
Ko Papakura te rohe

Kaupapa:

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

Tikanga:

Wānanga ~ Whānaungatanga ~ Manaakitanga
Tangata Whenuatanga ~ Ako ~ Mahi tahi

Ways of Working:

The culturally responsive practices identified through *Tātaiako* (MoE, 2011) inform practice within the Rosehill Pathways Kāhui Ako (RPKA).

Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement

Whānaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and Māori community

Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.

Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed

Ako: taking responsibility for their own learning and that of Māori learners

Mahi tahi: the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose.

Our Kāhui Ako

Our Achievement Challenges recognise and draw on the strength of the unique place of Māori learners within our Kāhui Ako and commitment to ensuring the aspirations of the community. The Rosehill Pathways Kāhui Ako (RPKA) is a network of kura located in Papakura, South Auckland, comprising 13 member kura including 1 College, 1 Intermediate, 1 Special School, 8 Full Primary and 2 Contributing Primary schools.

Waikato Tainui are our iwi. Our hapu are Ngāti Tamaoho and our local marae is Whātapaka. Member schools have engaged with Ngāti Tamaoho over the years to establish connections and build partnerships. This has included mentoring programmes, cultural celebrations, whakanoa te whenua and whanau hui. Based on research, this approach has ensured that we address a pan Iwi approach including de-tribalised Maori who live within our community. Through updates, RPKA has provided information on progress towards establishing our goals and has sought input from representatives of the member schools.

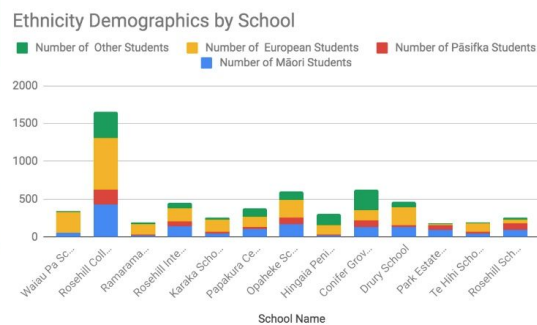
As we embark on our journey it is our intention to strengthen our connections in order to realise our objectives. Within our Across School Leader plan, we have identified the need for specific roles to engage and liaise with our Māori and Pasifika communities. These roles will be advertised when our Achievement Challenge is endorsed.

The diversity of the RPKA can be seen in the data below.

School Information	Ethnicities
<ul style="list-style-type: none"> ❑ 13 schools ❑ 5814 learners ❑ 661 school staff <ul style="list-style-type: none"> ❑ 412 teachers ❑ 249 support staff ❑ Decile 1 - 10 ❑ Rural and urban ❑ 127 to 1850 learners ❑ ORRS funded students: 230 learners aged 5 years to 21 years ❑ New and old schools; from 5-160 years ❑ Principal Experience; <1 to 30+ years 	<ul style="list-style-type: none"> ❑ Asian 14.6% ❑ NZ Māori 27.8% ❑ Other 3.2% ❑ Pasifika 10.0% ❑ Pakeha/European 43.6%

Ethnicity Demographics

- 13 member schools
- 5814 Learners
- 1491 Māori
- 721 Pasifika
- 2465 European
- 1230 Other



Inclusive Education

At the Rosehill Pathway Kahui Ako, we value inclusive education and aim to provide our students with learning support needs with an environment and education that respects their dignity and individuality, and that challenges them to achieve personal standards and reach their full potential. This currently includes learners from Rosehill School and satellites, and will include Ko Taku Reo teachers and learners, as well as learners across the Kāhui Ako.

To do this, we have:

- deliberately designed the achievement challenge to allow for flexibility so that schools are able to choose their pathway, which reflects their unique context
- provided the opportunity for progressions to be able to be contextualised and the theories of improvement applied in such a way to allow success for all students
- created a holistic process challenge, Tapa Whā, to evaluate and improve holistic wellbeing across our Kāhui Ako
- developed strength in the collaborative connections across the Kāhui Ako with a focus on enhancing the learning pathway for all students

The strength of the RPKA comes from our history of collaboration and our journey (documented below). Collaboration and cohesiveness underpin our approach. The RPKA Achievement Challenge has been arrived at through consultation and is reflective of our commitment to the recognition and respect for each school's unique context and identity and to our learners.

Our Journey - Timeline

2015

- Discussions began in 2015
- Expression of Interest lodged end 2015

2016

- April 2016 - Shared Vision developed
- Building Relational Trust
- Development of an Action Plan around gathering of information in order to make informed decisions
- Questions for Clarity sought - processes, structures, opportunities, challenges, leadership
- Undertook professional learning at the University of Auckland - Developing Communities of Learning - facilitated by Camilla Highfield. Two representatives attended this event.
- Outside facilitators sourced to help with the development of clarity
- October 2016 - day dedicated to emerging understandings

2017

- December 2016 - April 2017 - Decision to go ahead with appointment procedure for a leader (2 x rounds of appointments - no applications received)
- 31 May - Day dedicated to the development of the Alternative Leadership Structure in line with shared vision and taking into consideration all our learnings
- August 2017 - 4 Representatives to Wellington to discuss opportunities and barriers with established Kāhui Ako, Unions and Deputy Secretary of Education

2018

- Member schools continue to collaborate and discuss potential achievement challenges in preparation for the future

2019

- March 2019 - Letter accepting Collaborative Leadership model for the Rosehill Pathways Kāhui Ako
- July 2019 - 4 co-leaders appointed

History of Collaboration - PAI

- 18 Papakura Schools worked collaboratively as part of the Papakura Achievement Initiative (PAI).2008 to 2011
- The shared goal was to RAISE STUDENT ACHIEVEMENT in Literacy across ALL our Schools.
- 13 of these schools continued using the same collaborative model for 2012-2013
- PAI was led and managed collaboratively by the Steering Committee.
- A group of 5 Principals selected from across the Papakura Schools.
- A range of skills and abilities to meet the Initiatives needs- *financial,coordination and liaison, data collection and management, PD co-ordination and Culture Connectedness.*

The PAI had three strands: Leadership - Teacher - Student Achievement

Leadership:

Principals, and Lead Teachers developed capability to lead the Initiative across our school. We met with a Facilitator, gained knowledge and worked collaboratively to improve Teacher knowledge and student progress and achievement. Initiated a leadership conference for our members which is now in its third year.

Teacher:

Professional Development for all teachers, mentoring, guidance and support programs to upskill teacher capability and enhance student outcomes. Years 1-8

Student Achievement:

Student Achievement and Progress was tracked, monitored and reported on within the collective group. Strategies for Literacy, Self Management and learning about the Culture of Success.

Rosehill Pathways Kāhui Ako Model

Overview

- Four leadership roles
- Roles are collaborative and cohesive
- Working together to achieve shared goals
- Underpinned by coherence framework (Fullan)
- Responsibility is shared
- Time is shared
- Remuneration is shared

Four Leadership Roles:

<p>Hapori Whānui Community Liaison and Engagement Jane Bush, Hingaia Peninsula School</p>	<p>Hauora Personnel and Well-being Sean Valvoj, Opaheke School</p>
<p>Whakapuāwai Professional Learning and Development James Clarke, Rosehill College</p>	<p>Arirōa Evidence and Improvement Sarah Hynds, Karaka School</p>

<p>Focussing direction: Shared purpose drives action. A small number of achievement challenges tied to student learning drive decisions. A clear strategy for achieving the goals is known by all. Change knowledge is used to move the KA CoL forward. <i>Tangata Whenuatanga Ako</i></p>	<p>The Coherence Framework</p> <p>Focussing Direction Focus is not just a matter of having uplifting goals. It is a process involving initial and continuous engagement. • Purpose Driven • Goals That Inspire • Clarity of Strategy • Change Leadership</p> <p>Collaborative Cultures Collaborating is not about just creating a place where people feel good, but rather about cultivating the expertise of everyone to be focused on a collective purpose. • Culture of Growth • Learning Leadership • Capacity Building • Collaborative Work</p> <p>Securing Accountability The best approach for securing accountability is to develop conditions that maximize internal accountability, and minimize external accountability. • Internal Accountability • External Accountability</p> <p>Deepening Learning We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged. • Clarity of Learning Goals • Precision in Pedagogy • Shift Practices through Capacity Building</p> <p>Leadership There has never been a more important time to be your own leader. Be a coherence leader in chaotic times! • Master the Framework • Develop Leaders at all Levels</p>	<ul style="list-style-type: none"> • Cultivating collaborative cultures A growth mindset underlies the culture. Leaders model learning themselves and shape a culture of learning. Collective capacity building is fostered above individual development. Structures and processes support intentional collaborative work. <i>Whanaungatanga Manaakitanga</i> • Deepening learning Achievement challenges and learning goals are clear to everyone and drive instruction. A range of effective pedagogical practices is collaboratively developed, known and implemented by all educators. Robust processes (collaborative inquiry and examining learners/akonga work) are used regularly to improve practice. <i>Ako Wānanga</i>
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- The four leaders will work collaboratively to communicate and liaise with all Kāhui Ako kura through regular meetings with the principal's group and boards of trustees with a focus on promoting progress towards achievement challenges. The four leaders will work closely with the across school leaders.
- The across school leaders will collaborate and liaise with the four leaders to develop action plans to enable the implementation of achievement challenges. They will coach within school leaders to facilitate progress.
- The within school leaders will collaborate with school leaders and across school leaders to inquire into and co-construct school based strategies for their context, and will provide coaching and support to classroom teachers.

Data - Our Narrative:

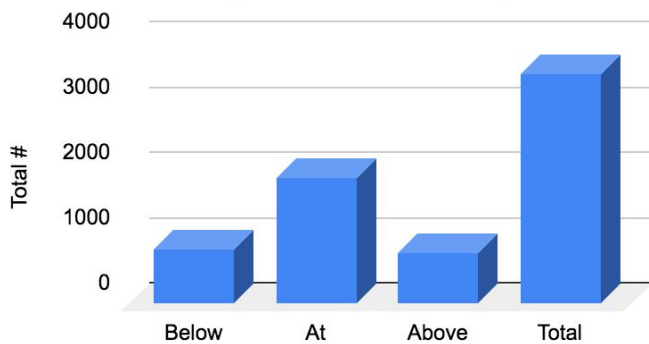
The following 2019 data was collected, collated and then analysed by RPKA member principal's to determine appropriate achievement challenges. The data we collected was based on achievement against the New Zealand Curriculum Levels. Schools determined their own approach to the coalition of this initial data set based on New Zealand Curriculum Levels

Moving forward, it is our intention to develop and moderate our collaborative progressions across the schools aligned to New Zealand Curriculum levels in order to track progress.

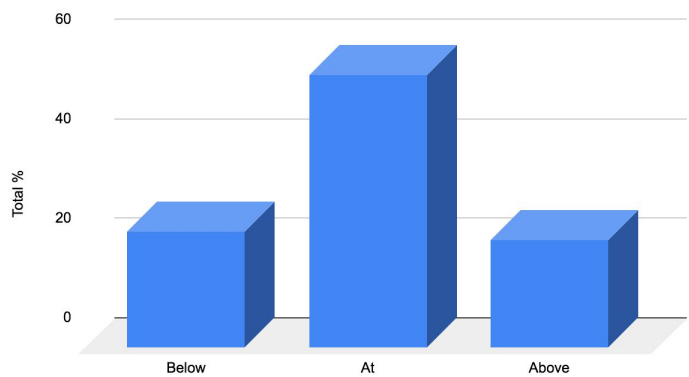
Reading

2019 data was collected and collated to identify numbers of students currently not yet meeting expected curriculum levels. Using the data provided, the following information shows that 23.4% of students in years 1 to 8 are yet to achieve their expected curriculum level in reading. This equates to 819 students.

RPKA Reading - All Students by #

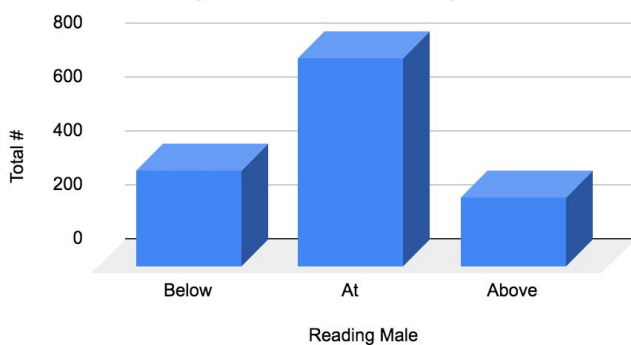


RPKA Reading - All students by %

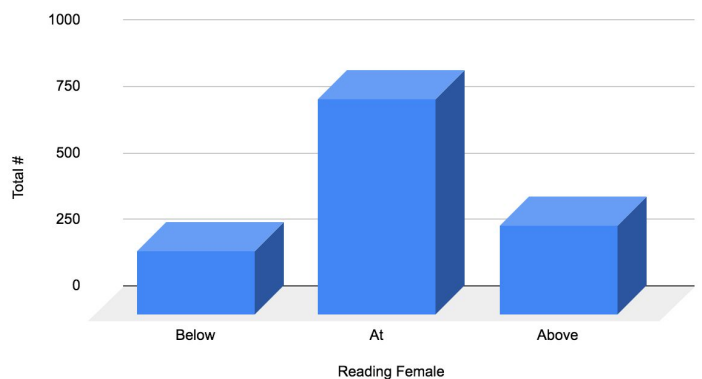


Of the 1371 male learners included in this data set, 353 are not yet meeting their expected curriculum level and 242 females out of 1391. This means 25.7% of males and 17.4% of females are yet to achieve at the expected curriculum level for their academic year. This shows a 8.3% discrepancy in achievement between male and female learners.

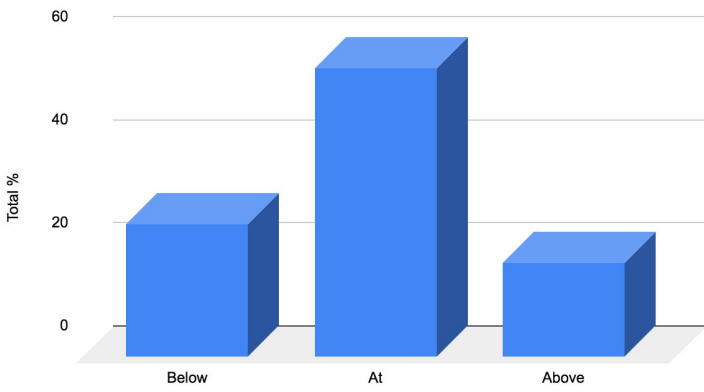
RPKA Reading - Male Students by #



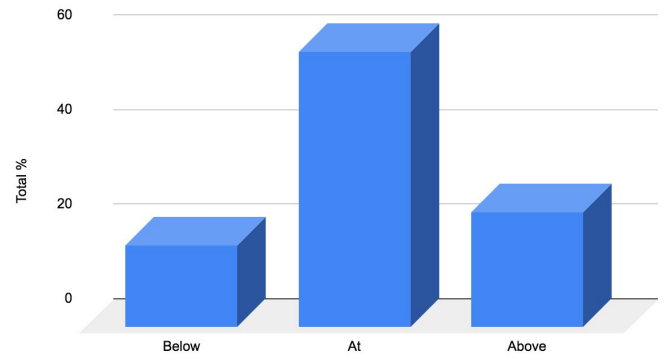
RPKA Reading - Female Students by #



RPKA Reading - Male Student by %

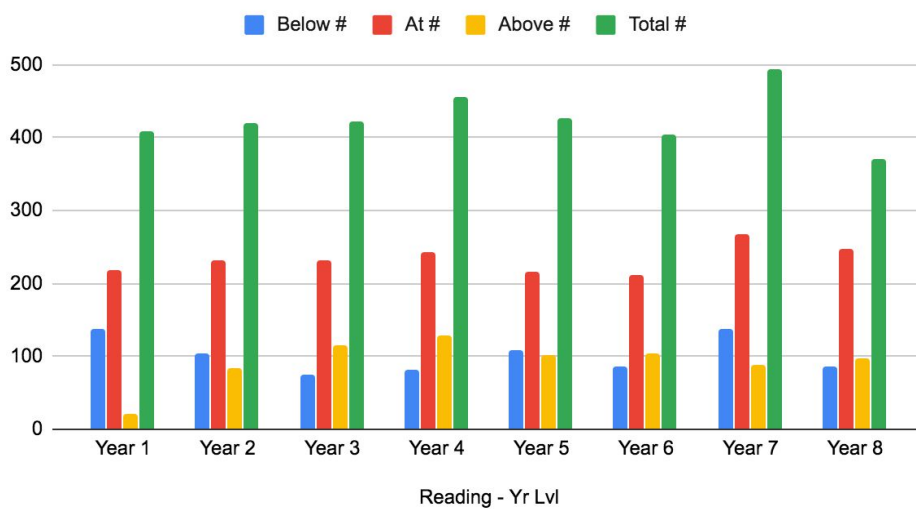


RPKA Reading - Female Students by %



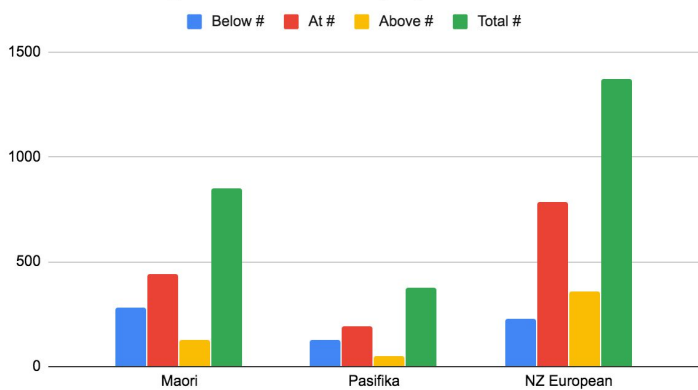
The range of those not yet achieving between year levels is between 29.9% at Year 1 being 138 students, and 17% at Year 8 being 87 students. At years 3 and 4 we see a decrease of those not yet achieving to 19% before rising again in year 5 to 24% and year 7 to 23%.

RPKA Reading - Year Level by #

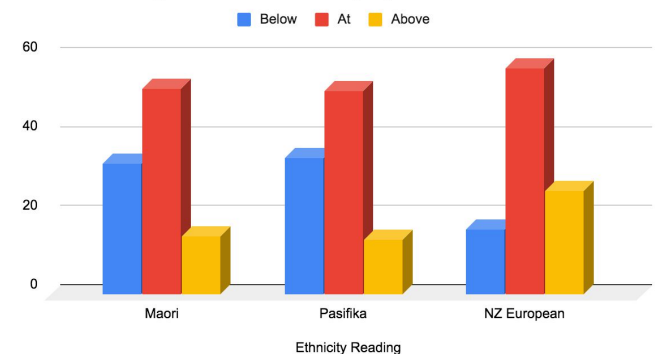


The data shows that Māori and Pasifika students are achieving less well in reading than NZ European students. There are a total of 33% Māori and 34% Pasifika students who are yet to meet their expected curriculum level. This is compared to 16% NZ European.

RPKA Reading - Year 1-8 Ethnicity by #



RPKA Reading - Year 1-8 Ethnicity by %

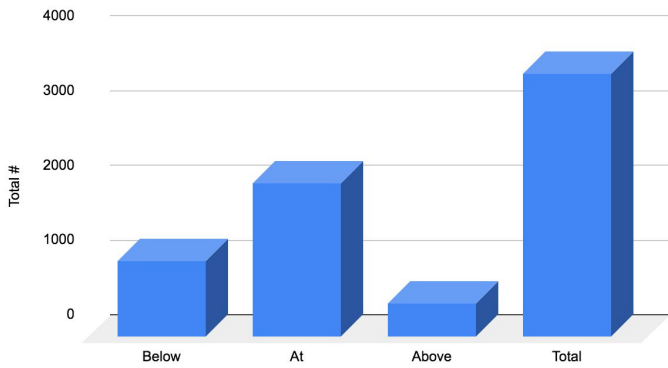


Please Note: Not all data sets include every school within RPKA. This is due to the unavailability of some schools data such as a gender, year level or ethnicity breakdown.

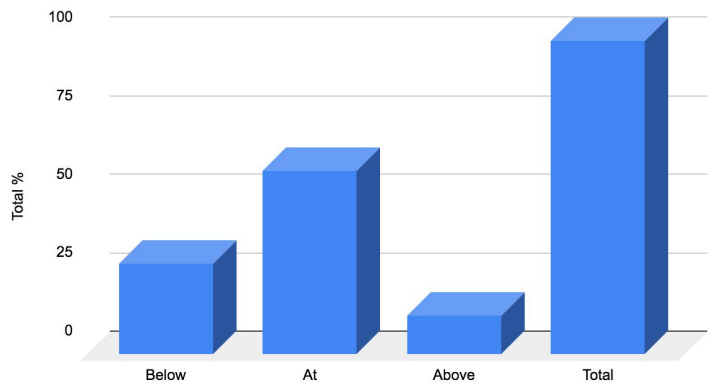
Writing

2019 writing data was collected and collated to identify numbers of students currently not yet meeting expected curriculum levels. Using the data provided, the following information shows that 28.9% of students in years 1 to 8 are yet to achieve their expected curriculum level in reading. This equates to 1019 out of 3529 students included in this data set.

RPKA Writing - All Students by #

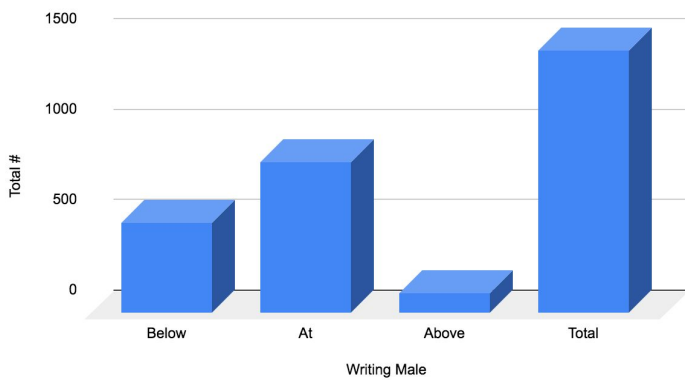


RPKA Writing - All Students by %

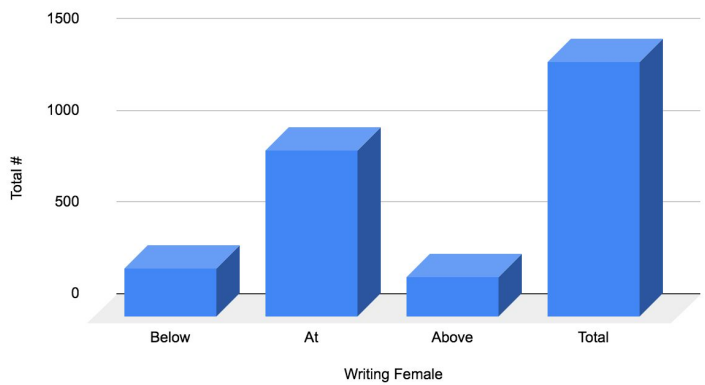


Of the 1451 male learners included in this data set, 502 are not yet meeting their expected curriculum level and 265 females out of 1391. This means 34.6% of males and 19% of females are yet to achieve at the expected curriculum level for their academic year. This shows a disparity between male and females of 15.6%.

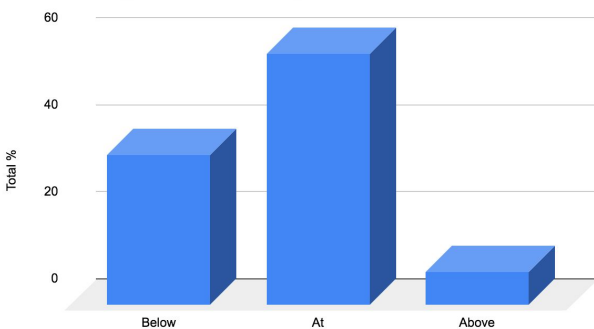
RPKA Writing - Male Students by #



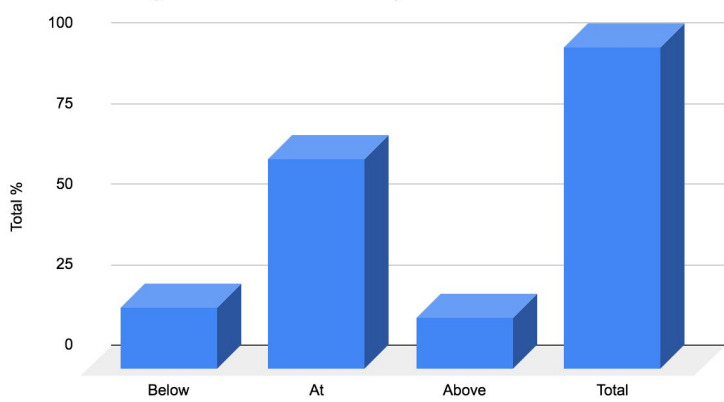
RPKA Writing - Female Students by #



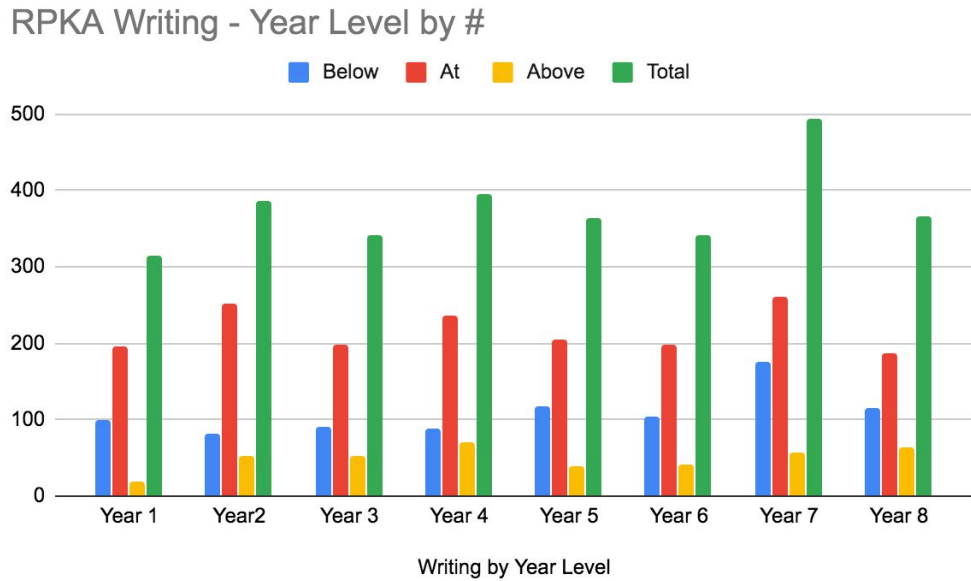
RPKA Writing - Male Student by %



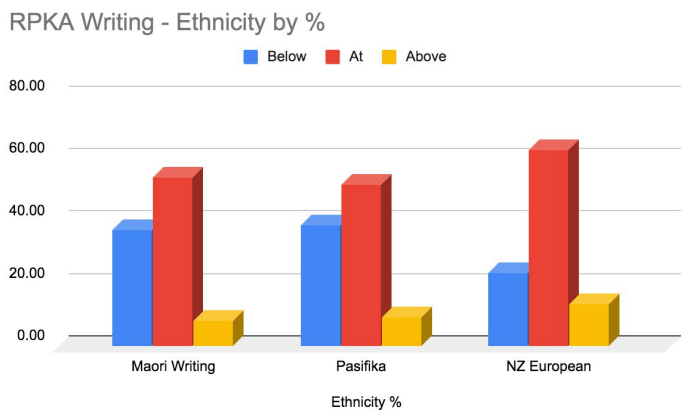
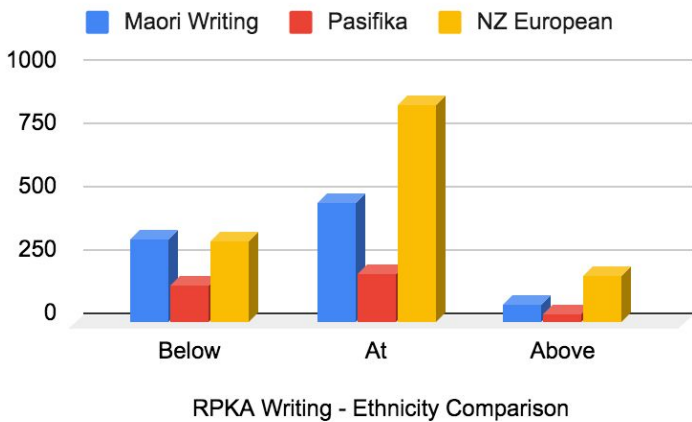
RPKA Writing - Female Students by %



The range of those not yet achieving between year levels is between 21.19% at Year 2 being 82 students, and 35.43% in Year 7 being 175 students. This shows a difference of 14.26%. The data shows a rise again at year 3 to 26.69% before lowering again to 22% at year 4. From year 5 the data shows a rise in those not year meeting expected curriculum levels to the low to mid thirties, peaking at year 7 with 35.43%, A reduction to 31.69% is seen at year 8.



The data shows that Māori and Pasifika students are achieving less well in Writing than NZ European students. 37.43% (329/879) of Māori and 38.93% (146/375) Pasifika students who are yet to meet their expected curriculum level. This is compared to 23.43% (321/1370) NZ European students yet to achieve their expected curriculum level in writing.



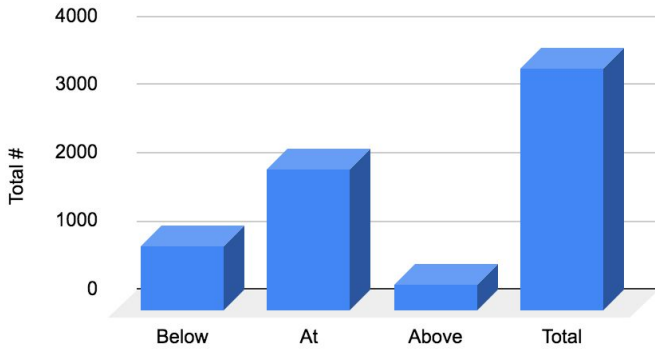
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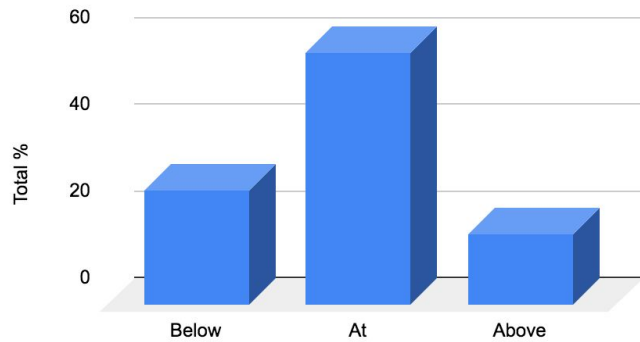
Mathematics

2019maths data was collected and collated to identify numbers of students currently not yet meeting expected curriculum levels. Using the data provided, the following information shows that 26.1% of students in years 1 to 8 are yet to achieve their expected curriculum level in mathematics. This equates to 925 students.

RPKA Mathematics - All Students by #

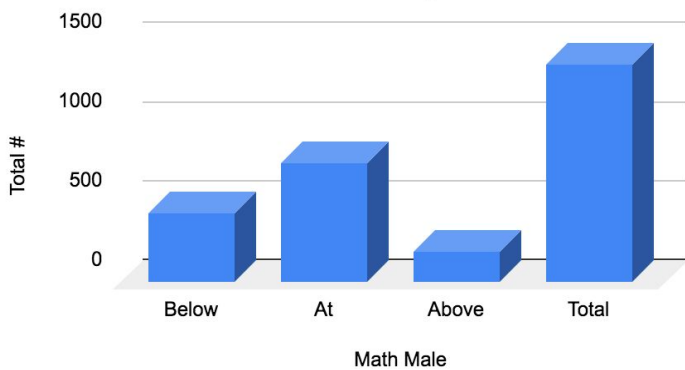


RPKA Mathematics - All Students by %

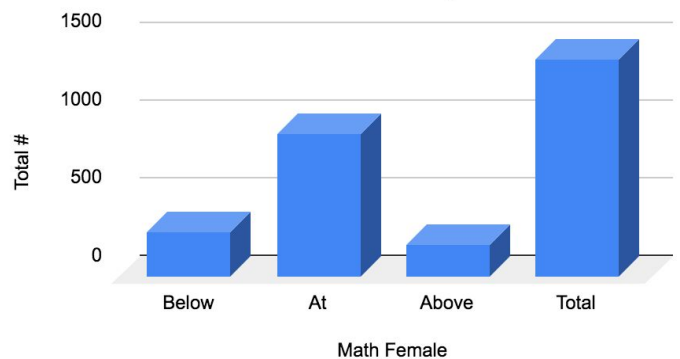


Of the 1371 male learners included in this data set, 432 are not yet meeting their expected curriculum level and 284 females out of 1391. This means 31.5% of males and 20.4% of females are yet to achieve at the expected curriculum level for their academic year. Male learners are achieving less well in mathematics than females.

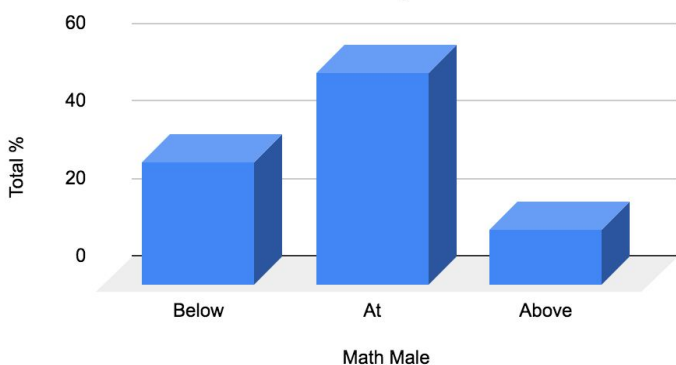
RPKA Mathematics - Male by #



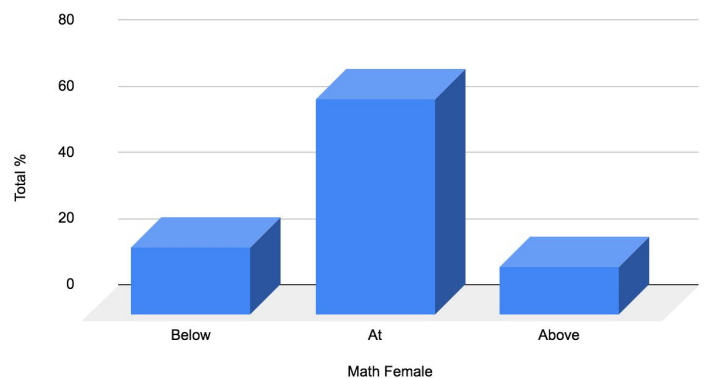
RPKA Mathematics - Female by #



RPKA Mathematics - Male by %

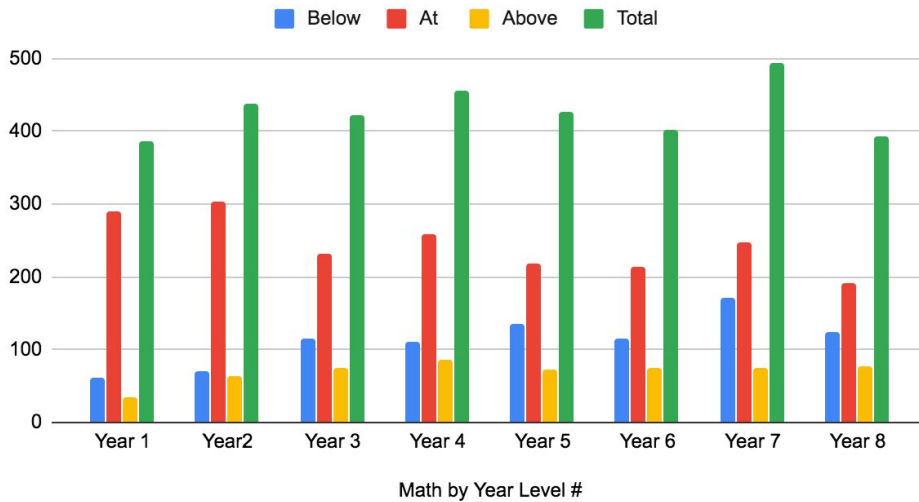


RPKA Mathematics - Female by %



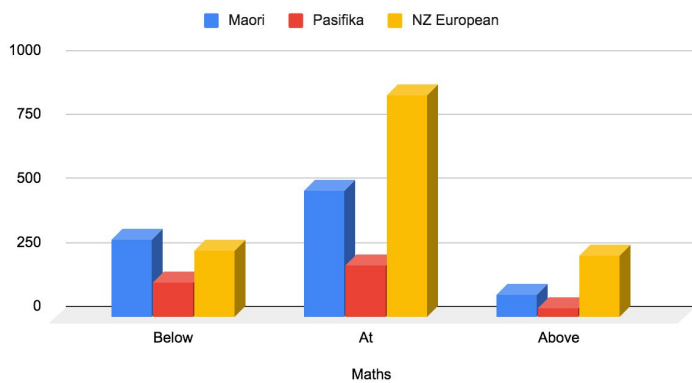
The range of those not yet achieving between year levels is between 16% at Year 1 and 2 being 62 and 71 students respectively, and 34.6% in Year 7 being 171 students. This shows an increase of 18.6% between these particular year levels. The data shows a range between 24.39% and 28.78% between years 3 and 6 before peaking at 34.6% in year 7. This reduces to 31,75% in year 8.

RPKA Mathematics - Year Level by #

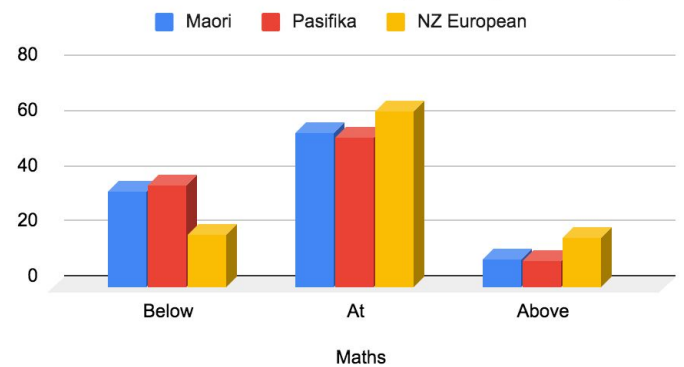


The data shows that Māori and Pasifika students are achieving less well in Maths than NZ European students. 34.4% (305) of Māori and 36.8% (138) of Pasifika students are yet to meet their expected curriculum level. This is compared to 18.9% (259) of NZ European students yet to achieve their expected curriculum level in maths.

RPKA Mathematics - Ethnicity Comparison by #



RPKA Mathematics - Ethnicity Comparison by %



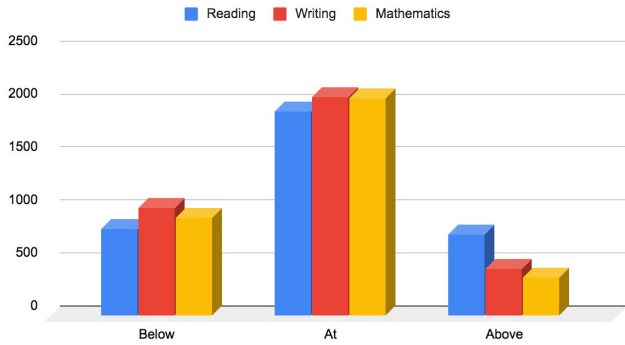
Please Note:

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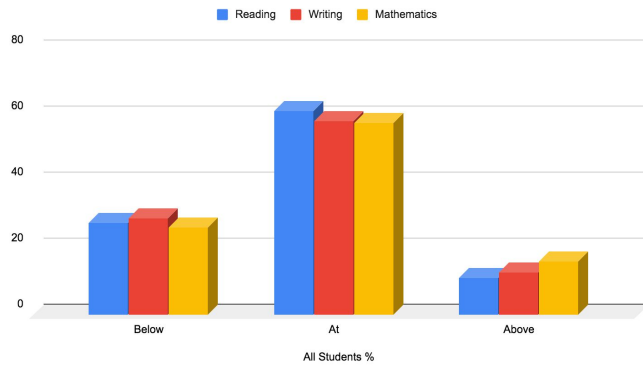
Reading, Writing & Mathematics Comparison

The data shows that a similar percentage of students are not yet achieving at their expected curriculum level for their academic year with 27.7% in reading, 28.9% in writing and 26.1% in maths. There is a greater percentage of students achieving above their expected curriculum in math with 15.95% when compared to reading (10.87%) and writing (12.6%).

RPKA All Students : Reading, Writing & Math Comparison by #

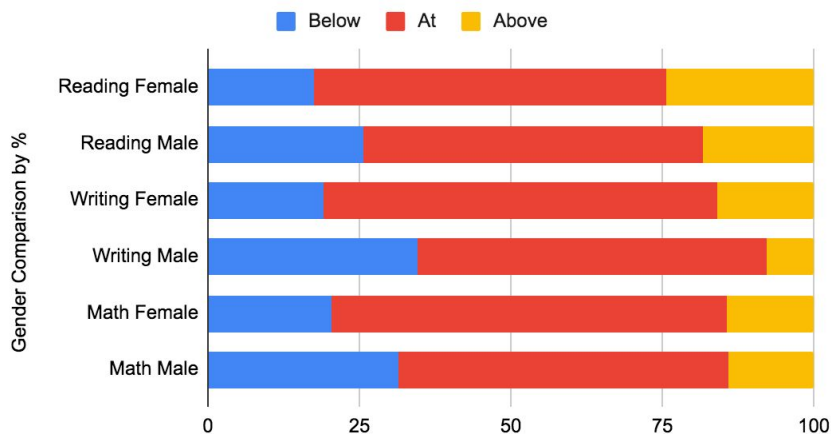


RPKA All Students: Reading, Writing & Maths Comparison by %



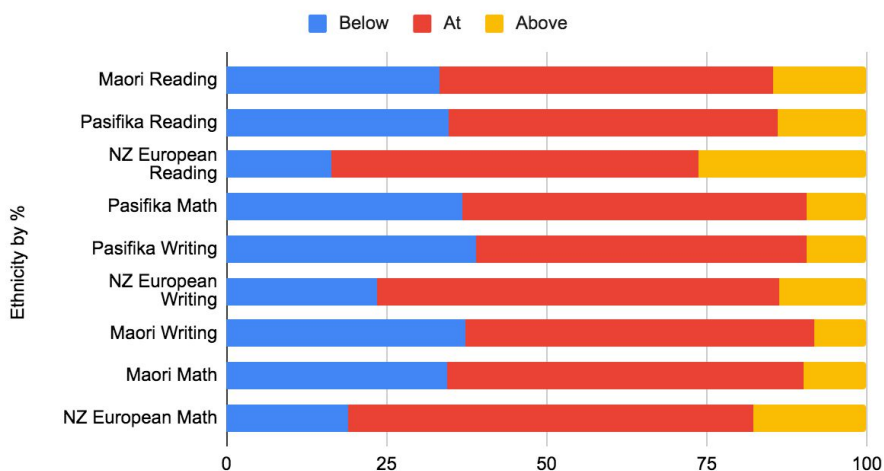
The data shows that male learners are achieving less well in writing when compared to reading and math. Male learners are also achieving less well compared to female learners in all three core learning areas.

RPKA Gender: Reading, Writing & Mathematics by %



The data shows that Māori and Pasifika learners are achieving less well than NZ European learners in all three core curriculum areas. Māori and Pasifika have similar percentages of those not achieving at their expected curriculum level in Reading, Writing and Mathematics.

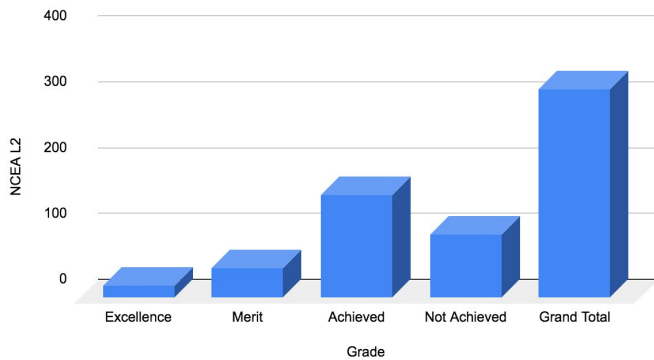
RPKA Ethnicity - Reading, Writing & Math by %



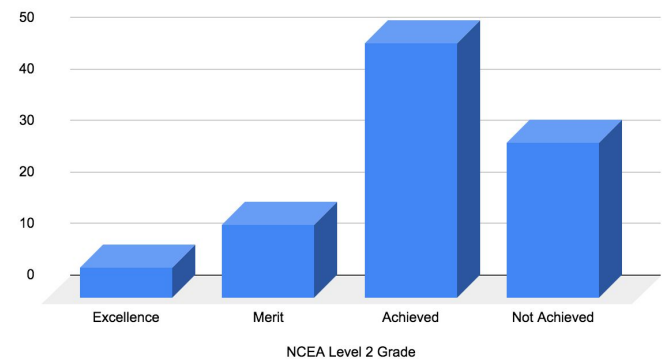
NCEA Level 2 - Roll Based Data

This data was collected at the end of 2019 and shows the achievement of all Year 12 students in NCEA Level 2. Of the 316 year 12 students, 5.99% (19) achieved excellence, 14.19% (45) achieved merit, 49.52% (157) achieved and 30.28% (96) have not yet achieved NCEA Level 2.

RPKA NCEA L2 - All Students by #

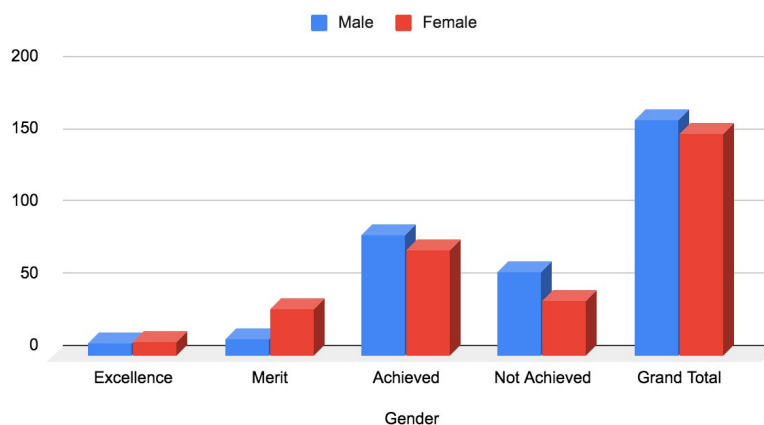


RPKA NCEA Level 2 - All Students by %



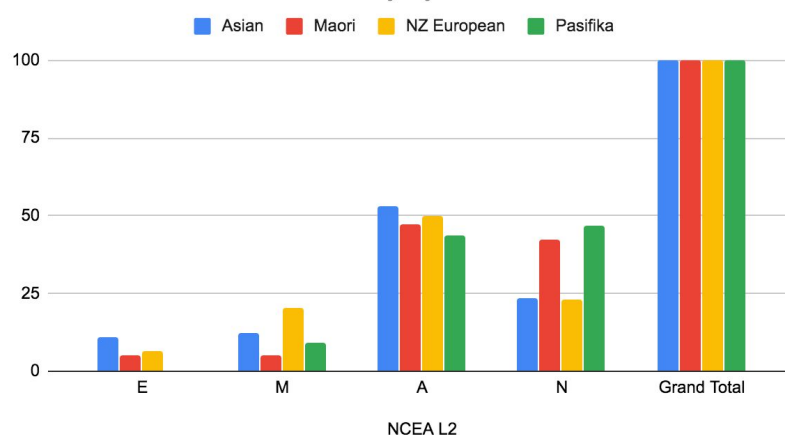
Of the 154 female students, 24.67% (38/154) are yet to achieve NCEA Level 2. Male students are achieving less well than their female peers with 35.58% (58/163) not yet achieving NCEA level 2.

RPKA NCEA Level 2 - Gender Comparison by #



Of the 142 Year 12 NZ European students, 33 or 23.2% are yet to achieve NCEAL Level 2 as are 15/64 or 23.34% Asian students. Māori and Pasifika learners are achieving less well than the NZ European and Asian students with 25/59 or 42.37% Māori and 15/32 or 46.87% not achieving NCEA Level 2 in Year 12.

RPKA NCEA Level 2 - Ethnicity by %



Agreed Achievement Challenges:

The 2019 data (above) clearly shows that our lens needs to focus on raising the achievement of Māori and Pasifika learners. The 2020 data below, provides up-to-date numbers and achievement levels of Māori and Pasifika learners across all schools in the Rosehill Pathways Kāhui Ako.. As a result of the analysed data, RPKA Principals have collectively set the following challenges and targets

2020 Data Collection:

This data includes information from all 13 member schools

Writing Year 1-10	Below	At	Above	Total#
Māori	535 (47.6%)	520 (46.2%)	70 (6.2%)	1125
Pasifika	250 (50.9%)	210 (42.6%)	32 (6.5%)	492

Maths Year 1-10	Below	At	Above	Total#
Māori	479 (42.6%)	560 (49.8%)	86 (7.6%)	1125
Pasifika	233 (44.2%)	217 (41.1%)	77 (14.7%)	527

NCEA Level 2	Not Achieved	Achieved	Merit	Excellence	Total#
Māori	24 (32.1%)	37 (49.3%)	10 (13.3%)	4 (5.3%)	75
Pasifika	15 (33.3%)	22 (48.9%)	6 (13.4%)	2 (4.4%)	45

Numbers and percentages have been calculated using 2020 data as above:

<p>Curriculum Achievement Challenge #1: Literacy Improving the progress and achievement of Māori and Pasifika learners across our Kāhui Ako through the development of shared understandings of the progressions through levels 1 to 5 of the curriculum within literacy (years 1-10)</p> <p>Baseline Data: Writing Māori Learners: Using Year 1-10 data collected from all member schools, there are 535 (47.6%) Māori learners not yet achieving at their expected curriculum level.</p> <p>Pasifika Learners: Using Year 1-10 data collected from all member schools, there are 250 (50.9%) Pasifika learners not yet achieving at their expected curriculum level.</p>	<p>Targets: We aim to lift the achievement of Māori and Pasifika learners from 52.4% to 69.5% over a period of 2 years, an increase of 17.1%. This means we will aim to accelerate the progress of 293 learners Kāhui Ako wide by the end of 2022.</p> <p>Māori Learners: We aim to lift the achievement of 193 Māori learners in literacy over the 2 year period beginning Term one 2021 ending December 2022..</p> <p>Pasifika Learners: We aim to lift the achievement of 100 Pasifika learners in literacy over the 2 year period beginning Term one 2021 and ending December 2022..</p>
<p>Curriculum Achievement Challenge #2: Mathematics Improving the progress and achievement of Māori and Pasifika learners across our Kāhui Ako through the development of shared understandings of the progressions through levels 1 to 5 of the curriculum within mathematics (years 1-10).</p> <p>Baseline Data: Māori Learners: Using Year 1-10 data collected from all member schools, there</p>	<p>Targets: We aim to lift the achievement of Māori and Pasifika learners from 56.6% to 75% over a period of 2 years, an increase of 18.4%. This means we will aim to accelerate the progress of 299 learners Kāhui Ako wide by the end of 2022.</p> <p>Māori Learners: We aim to lift the achievement of 198 Māori learners in maths over the 2 year period beginning Term one</p>

<p>are 479 (42.6%) Māori learners not yet achieving at their expected curriculum level.</p> <p>Pasifika Learners: Using Year 1-10 data collected from all member schools, there are 233 (44.2%) Pasifika learners not yet achieving at their expected curriculum level.</p>	<p>2021 ending December 2022..</p> <p>Pasifika Learners: We aim to lift the achievement of 101 Pasifika learners in maths over the 2 year period beginning Term one 2021 and ending December 2022..</p>
<p>Curriculum Achievement Challenge #3: NCEA Level 2 Improving the achievement at NCEA Level 2 for all our Maori and Pasifika learners through the setting and monitoring of targets.</p> <p>Baseline Data: Māori Learners: Using data collected from RPKA’s one member Secondary School, 24/75 (32%) Māori are not achieving NCEA Level 2 by the end of year 12.</p> <p>Pasifika Learners: Using data collected from RPKA’s one member Secondary School, 15/45 (33.3%) Pasifika learners are not yet achieving NCEA Level 2 by the end of Year 12.</p>	<p>Targets: We aim to lift the achievement of Māori and Pasifika learners at NCEA Level 2 from 67.3% to 85% over a period of two years, an increase of 17.7% This means we will aim to accelerate the progress of 21 learners Kāhui Ako wide by the end of 2022.</p> <p>Māori Learners: We aim to lift the achievement of 13 Māori learners over the 2 year period beginning Term one 2021 ending December 2022..</p> <p>Pasifika Learners: We aim to lift the achievement of 8 Pasifika learners in maths over the 2 year period beginning Term one 2021 and ending December 2022..</p>

Theories of Improvement:

After selecting the particular achievement challenge(s) relevant to their context, each member school will select a theory of improvement(s) which will become the focus of their within school inquiry. Across school leaders will work alongside within school leaders to coach and support them with leading these inquiries. Learnings arising from school inquiries will be shared with all RPKA member schools.



Achievement Challenges

Curriculum Achievement #1: Literacy

Improving the progress and achievement of Māori and Pasifika learners across our kāhui ako through the development of shared understandings of the progressions through levels 1 to 5 of the curriculum within literacy

Measure: e-asTTle writing

Curriculum Achievement #2: Mathematics

Improving the progress and achievement of Māori and Pasifika learners across our kāhui ako through the development of shared understandings of the progressions through levels 1 to 5 of the curriculum within mathematics

Measure: e-asTTle adaptive maths

Curriculum Achievement #3: NCEA Level 2:

Improving the achievement at NCEA Level 2 for all our Māori and Pasifika learners through the setting and monitoring of targets

Measure: NCEA Level 2 Data

RPKA Theories of Improvement

Enhancing Teaching & Learning:

Evaluating and improving teacher practice to progress learner achievement

- Teaching & Learning Pedagogy
- Progressions & Moderation
- Coaching

Engagement:

Evaluating and improving learner engagement across our kāhui ako through the development of relationships teacher practices

- Reciprocal Relationships
- Community Connections
- Local Curriculum
- Transitions

Hauora:

Evaluating and improving learner wellbeing across our kāhui ako

- Ensuring a safe place to learn
- Enhancing relationships and connections

Process Challenge

Tapa whā: Evaluating and improving holistic wellbeing across our kāhui ako

Evidence: Wellbeing Survey Teachers and Learners

Our Achievement Challenge - Rationale:

The RPKA is committed to creating equity and success for our learners through increasing their hauora, engagement and achievement. Tapa whā (holistic well-being) is central to the vision, values and principles of the New Zealand Curriculum, Te Whāriki, and the RPKA values. We share the belief that if our learners are to be confident, connected, actively-involved lifelong learners, they need to feel safe and secure, have equitable learning opportunities and have their culture, language and identity recognised and valued.

“Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences”.
(ERO Wellbeing for Success: A Resource for Schools, March 2016)

Enhancing hauora, teaching and learning (pedagogy) and learner engagement will be the theories of improvement. These have emerged through ongoing collaborative dialogue across the community of schools and the analysis of each school’s strategic plans that have been developed in consultation with the community.

In order to be respectful and responsive to all our kura, each Board of Trustees in consultation with their communities will select the most relevant achievement challenge/s and theories of improvement to best suit their particular context.

Achievement Challenge Examples

Creating Equity and Success through increasing

Curriculum Achievement (Math or Literacy)

Improving the achievement of Māori and Pasifika learners across our Kāhui Ako through the setting and monitoring of targets within literacy and mathematics

Enhancing Teaching & Learning	and/or	Enhancing Engagement
<ul style="list-style-type: none"> ● Pedagogy ● Progressions & Moderation ● Coaching 		<ul style="list-style-type: none"> ● Reciprocal Relationships ● Local Curriculum ● Community Connections
Measures: Attendance Data, e-asTTle writing or adaptive mathematics		

Creating Equity and Success through increasing

Achievement at NCEA Level 2

Improving the achievement at NCEA Level 2 for our Māori and Pasifika learners through the setting and monitoring of targets at NCEA Level 2

Enhancing Teaching & Learning	and/or	Enhancing Hauora (wellbeing)
<ul style="list-style-type: none"> ● Pedagogy ● Progressions & Moderation ● Coaching 		<ul style="list-style-type: none"> ● Ensuring a safe place to learn ● Enhancing relationships and connections
Measures: NCEA Level 2 Data		

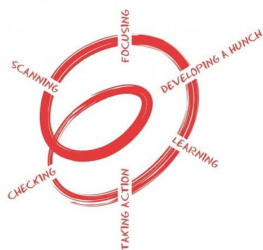
Inquiry & GROWTH Coaching

The RPKA will use Spirals of Inquiry and GROWTH coaching to inquire into and make changes to practice that will improve outcomes for our learners. All kura will be involved in:

- Coaching
- Capability building
- Knowledge and pedagogy
- Developing shared understandings
- Collaborative leadership
- Collaborative inquiry

Measures of progress will include:

- Wellbeing survey (teachers & learners)
- YEAR 1-10 Achievement data - e-asTTle Writing & Adaptive Mathematics
- NCEA Level 2 results
- Attendance Data
- Learner and teacher voice



**GROWTH
COACHING
INTERNATIONAL**

Rosehill Pathways Kāhui Ako - High Level Plan

In the short term, RPKA will need to complete a stocktake to ascertain where we are at and what will be required to make the necessary shifts, ensuring that we define what 'inquiry' is in our schools.

Initially, we will be working with School Leadership Teams to build ASL and then WSL roles. ASL's will undertake an Introduction to Leadership Coaching prior to them working collaboratively with WSL.

Following this, we will ensure we have WSLs working within their teams in schools before 'sharing' across schools.

We will also see that ASLs are managing the size of 'inquiries' to be completed, ensuring inquiry includes larger groups and full school participation along with student led inquiry. Throughout the process we will need to ensure that the voices of all members (including ECE, primary school and college, Iwi and further education providers) are included in our scanning & exploring, taking action & trialling and reflecting & diffusion.

Achievement Challenges	Curriculum Achievement - Years 1-10 Literacy and Mathematics	Achievement (NCEA Lvl 2)
Intended Outcomes Goals	Our learners are focussed, motivated and have the skills and tools to engage critically with and be active in their learning.	Our learners make consistent progress and accomplish learning goals .
Theories of Improvement Work Streams	Enhancing Teaching & Learning Engagement Hauora	
Measures	<ul style="list-style-type: none"> Wellbeing survey (teachers & learners) NCEA Level 2 Data Year 1-10 EOY Data - e-asTTle Writing & Adaptive Mathematics Attendance Data Teacher and Learner voice 	
Short Term Scanning / Exploring	<p>Ascertain what is already happening What is working, what is not? How do we know? What can we share? Appoint ASL and begin coaching training Build relational trust between ASL and Lead Principals Member schools using a variety of data to set challenge focus Schools appoint WSL and building of relational trust between ASL and WSL begins WSL PLD in Spirals of Inquiry Monitor and evaluate systems and processes of Kāhui Ako Increasing involvement of all stakeholders</p>	
Mid Term Taking Action / Trialling	<p>Developing action plans Trially findings from inquiries Evaluating, reflecting, adapting ASL and WSL roles strengthen through PLD and experience PLD supports development of ASL and WSL roles Stakeholder commitment strengthens RPKA evaluation of progress</p>	
Long Term Reflecting /Diffusing	<p>Reflection - what has worked and what has not? Challenges and strengths Embedding effective practices High level of stakeholder commitment Sharing our practices (diffusing our learning)</p>	

Monitoring and evaluation of progress towards targets:

Within school leaders will:

- Undertake and lead a school inquiry related to the area(s) of focus
- Collect relevant data
- Identify priority learners and track their progress in the focus areas
- Collate and analyse the data from their school
- Have regular meetings with across school leaders to discuss progress (based on data and anecdotal evidence)
- Gather feedback from stakeholders (e.g. student voice, staff, whānau)

Across school leaders will:

- Coach WSL to be effective inquirers and leaders within their own schools
- Collate data from individual schools and analyse
- Identify emerging changes in practice and/or professional development needs
- Report back to lead principals

Principals will:

- Set targets based on their unique context
- Collate school data as required and ensure that their school is addressing the achievement challenges
- Support WSL to undertake inquiries
- Report to their board of trustees and school community on the work, progress and achievements of the Kāhui Ako

Lead Principals will:

- Collate and evaluate all school data alongside ASL
- Review recommendations from across school leaders in order to align professional learning needs of the Kāhui Ako
- Report back to school leaders, school communities and Boards of Trustees on
 - Student progress and achievement
 - Any significant shifts in school practices or culture
 - Emerging learnings and challenges
- Coordinate the preparation of reports for Kāhui Ako Boards of Trustees and community. These reports will include the following as relevant:
 - Identification of strategic steps taken towards the targets set in the achievement challenge
 - Student achievement data and analysis of this in relation to targets
 - Emerging evidence of changes in pedagogy and school practices
 - Next steps or areas of focus
 - Any issues or challenges arising
- Facilitate PLD to grow capacity across the Kāhui Ako

Each school in the Kāhui Ako will have its own charter, strategic plan and annual plan. Within the school documentation there will be a reference to the Kāhui Ako's achievement challenges. Schools will report on their own annual targets in the Analysis of Variance.

Evaluation and Monitoring - Collaborative Practice

Focus tool - MOE Development map documentation - A guide to support the development of collaborative practice in Communities of Learning/Kāhui Ako using the stages of development; establishing, developing, embedding and fully functional.

<p>Domain 1 Teaching collaboratively for the best outcome for every child</p>	<p>We are committed to monitoring and evaluation of our achievement challenges and, reviewing and refining the way that we improve teaching practice across the Kāhui Ako. Our teachers will regularly self reflect on their practices and identify areas of development</p>
<p>Domain 2 Leading for progress and achievement for every child and every teacher</p>	<p>We are committed to growing leadership capability across our Kāhui Ako. We have a shared purpose and an established way of working together.</p>
<p>Domain 3 Evidence guiding our practice and actions</p>	<p>Each school is responsible for their own data and evaluates progress regularly to monitor the 'value added' outcomes for their learners. Schools share their data and it is collated and analysed before being used to undertake collaborative inquiry projects, noting effective interventions and practices that have significant impact. Data will capture and be responsive to learner, parent and teacher voice. We will use reflective practices such as GROWTH Coaching, Spirals of Inquiry and other tools to measure our progress. Some new tools and matrices will be developed to measure the levels of engagement of 'all' learners in our community.</p>
<p>Domain 4 Pathways developing and connecting along the whole educational journey for every child</p>	<p>We are committed to working collaboratively across our Kāhui Ako and learner pathway to deliver high quality teaching and learning. Regularly reviewing and inquiring into the practices to support sustained success and seamless transitions.</p>
<p>Domain 5 Partnering with families, employers, Iwi and community</p>	<p>The Kāhui Ako is developing a plan to engage and consult with the parents and whānau. We are committed to exploring resources and evidence about what makes for positive relationships with parents, family and whānau, and will evaluate current practices against these.</p>
<p>Domain 6 Building a thriving Community of Learning / Kāhui Ako</p>	<p>High trust professional relationships across the learning pathway will enable and support Kāhui Ako members to work collaboratively on tackling the achievement challenges. The development of GROWTH coaching skills will prepare ASL and WSL to work alongside colleagues to develop capacity across the Kāhui Ako.</p>

