

# Kaipātiki Kāhui Ako

*Moving forward together - Te aku whakamua tahi*

**Progress Aspirations**  
2020 - 2022





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## Our Purpose

As a Kāhui Ako our purpose is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a holistic pathway, acknowledging each student's strengths, as they transition through various educational providers within our community. Robust and rigorous data analysis around our students will be shared across our educational providers.

## Whakataukī

Ma te whakaatu, ka mōhio  
Ma te mōhio, ka mārama  
Ma te mārama, ka mātau  
Ma te mātau, ka ora

By discussion comes understanding.  
By understanding comes light.  
By light comes wisdom.  
By wisdom, comes wellbeing.

## Our Vision

***Moving forward together***  
***Te aku whakamua tahi***

Our vision is to create a community of inquiry that promotes learner progress, wellbeing and lifelong learning.

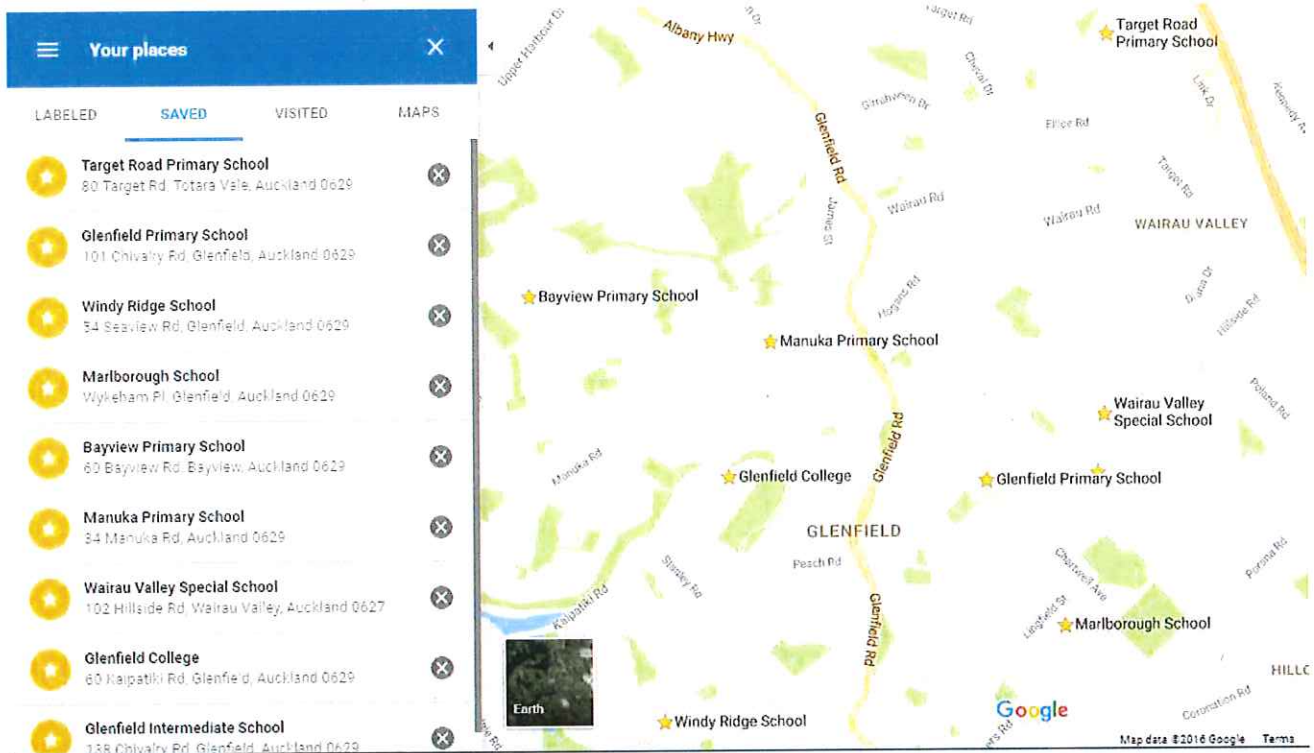
We will work in partnership with learners, parents and whānau to accelerate student progress and provide a highly effective educational pathway for all.



## Our Community

The Kaipātiki Kāhui Ako is set on the North Shore of Auckland, predominantly in the suburb of Glenfield. The student population of 3114 is highly ethnically diverse, with 35% European/Pākehā, 12% Māori, 8% Pasifika, 12% Filipino and 23% Asian students in the 2019 cohort. The schools in the Kaipātiki area have a long history of cooperation and collaboration prior to becoming a Kāhui Ako in 2017.

The Kaipātiki Kāhui Ako consists of six primary schools, a special school, one intermediate and one secondary school. The schools involved are Bayview Primary, Glenfield Primary, Glenfield Intermediate, Glenfield College, Manuka Primary, Marlborough Primary, Target Road School, Wairau Valley Special School and Windy Ridge Primary. Three state kindergartens are also involved in the Kaipātiki Kāhui Ako; Bayview, Glenfield and Marlborough.



## Evaluating our journey so far

Here is a summary from our detailed Evaluation Report submitted in 2019.

### Successes:

- Building Relational Trust across the Kāhui Ako, both formally and informally. Good, clear communication with rich, robust discussions that focus on teaching, leading and learning.
- Established partnerships with our kindergartens. Having the Early Years' voice at the Stewardship table is strengthening our Kāhui Ako pathways.
- Conference Day 2019 - a highly successful event which involved all Kāhui Ako, external speakers and CoL-led workshops
- Kāhui Ako leader - Mark has been re-appointed as Lead Principal providing consistency and strategic direction.
- Making connections across the Kāhui Ako, sharing experiences, resources, lines of communication, working for a collective purpose, collaboratively,
- Growing leadership capabilities across the Kāhui Ako
- Huge gains across the Kāhui Ako for Visible Learning
- A shared language of learning
- GROWTH coaching is a huge success, growing leadership capability within our schools.
- Cluster opportunities, including Matariki, talent quest and sporting opportunities, expert speakers, have increased community engagement
- Engaged with an Expert Partner who is working alongside us, including evaluating our current Achievement Challenge Plan, and refreshing our plan moving forward.

### Challenges:

- Staff recruitment, retention, and ongoing release time due to Auckland's increasingly unaffordable location and the nation-wide shortage of teachers.
- Personnel change within the Kāhui Ako - both ASL and ISL
- Data consistency with the removal of National Standards
- Student Population increase - the population has increased by 320 students (16% increase)
- Teacher Population increase - training for new staff
- The large number of ESOL students in our Kāhui Ako
- Pathway - primary to intermediate, intermediate to college
- Intermediate - comparing 2016 data to 2019 is irrelevant because they are completely different cohorts
- Ensuring our ECEs continue to be part of the AC moving forward - wellbeing and pedagogy
- Release time for Secondary for VL as opposed to leadership within curriculum areas.
- Early Years feel like they are left out because of the lack of funding for release.
- Outside providers sometimes didn't see or acknowledge the adaptations or context needed for a special school setting
- Data across schools is sometimes not a true reflection of individual schools results
- The learners coming from private ECEs. How can we include these learners?



Kaipātiki Kāhui Ako: Quantitative Analysis (based on end of year data, 2018)

Achievement Challenge 2016 (based on 2015 data)	* Actual end of 2018 school data (Curriculum Levels/ National Standards/NCEA)																																										
<p><b>Achievement Challenge 1: Writing (All Year Levels)</b></p> <ul style="list-style-type: none"> <li>At least 89% of students will be achieving AT or ABOVE the National Standard for writing</li> <li>At least 85% of students will be achieving AT or ABOVE Level 5 by the end of Year 10</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Cohort</th> <th colspan="3">ALL STUDENTS</th> </tr> <tr> <th>Number of Students At /Above</th> <th>Total Number of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Writing Year 0-8 (all)</td> <td>1518</td> <td>2167</td> <td>70.05%</td> </tr> <tr> <td>Writing Year 0-8 (Māori)</td> <td>204</td> <td>280</td> <td>72.86%</td> </tr> <tr> <td>Writing Year 0-8 (Pasifika)</td> <td>123</td> <td>201</td> <td>61.19%</td> </tr> <tr> <td>Writing Year 0-8 (Boys)</td> <td>657</td> <td>1107</td> <td>59.35%</td> </tr> <tr> <td>Writing Year 9/10 (all)</td> <td>92</td> <td>154</td> <td>59.74%</td> </tr> <tr> <td>Writing Year 9/10 (Māori)</td> <td>11</td> <td>28</td> <td>39.29%</td> </tr> <tr> <td>Writing Year 9/10 (Pasifika)</td> <td>7</td> <td>11</td> <td>63.64%</td> </tr> <tr> <td>Writing Year 9/10 (Boys)</td> <td>45</td> <td>87</td> <td>51.72%</td> </tr> </tbody> </table> <p><b>Note: Priority learners - Māori, Pasifika and Boys.</b>                      Significant gains have been made across the Kāhui Ako regarding progress in writing. However, the data does not necessarily reflect this as the cohorts change year to year. As a Kāhui Ako we have approximately 21% ESOL students which has an impact on achievement data. These students generally start as Phase 2 or 3 students and are usually below their cohort expectations.</p>				Cohort	ALL STUDENTS			Number of Students At /Above	Total Number of students	%	Writing Year 0-8 (all)	1518	2167	70.05%	Writing Year 0-8 (Māori)	204	280	72.86%	Writing Year 0-8 (Pasifika)	123	201	61.19%	Writing Year 0-8 (Boys)	657	1107	59.35%	Writing Year 9/10 (all)	92	154	59.74%	Writing Year 9/10 (Māori)	11	28	39.29%	Writing Year 9/10 (Pasifika)	7	11	63.64%	Writing Year 9/10 (Boys)	45	87	51.72%
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<p><b>Achievement Challenge 2: Mathematics (All Year Levels)</b></p> <ul style="list-style-type: none"> <li>At least 88% of students will be achieving AT or ABOVE the National Standard for mathematics</li> <li>At least 85% of students will be achieving AT or ABOVE Level 5 by the end of Year 10</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Cohort</th> <th colspan="3">ALL STUDENTS</th> </tr> <tr> <th>Number of Students At /Above</th> <th>Total Number of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Maths Year 0-8 (all)</td> <td>1700</td> <td>2164</td> <td>78.56%</td> </tr> <tr> <td>Maths Year 0-8 (Māori)</td> <td>214</td> <td>280</td> <td>76.43%</td> </tr> <tr> <td>Maths Year 0-8 (Pasifika)</td> <td>133</td> <td>204</td> <td>65.20%</td> </tr> <tr> <td>Maths Year 9/10 (all)</td> <td>83</td> <td>163</td> <td>50.92%</td> </tr> <tr> <td>Maths Year 9/10 (Māori)</td> <td>10</td> <td>29</td> <td>34.48%</td> </tr> <tr> <td>Maths Year 9/10 (Pasifika)</td> <td>4</td> <td>9</td> <td>44.44%</td> </tr> </tbody> </table> <p><b>Note: Priority learners - Māori + Pasifika</b>                      Significant gains have been made across the Kāhui Ako regarding progress in mathematics. However, the data does not necessarily reflect this as the cohorts change year to year. As a Kāhui Ako we have approximately 21% ESOL students which has an impact on achievement data. These students generally are very capable at basic facts but struggle with problem solving and real life contextual questions due to their limited language skills.</p>				Cohort	ALL STUDENTS			Number of Students At /Above	Total Number of students	%	Maths Year 0-8 (all)	1700	2164	78.56%	Maths Year 0-8 (Māori)	214	280	76.43%	Maths Year 0-8 (Pasifika)	133	204	65.20%	Maths Year 9/10 (all)	83	163	50.92%	Maths Year 9/10 (Māori)	10	29	34.48%	Maths Year 9/10 (Pasifika)	4	9	44.44%								
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<p><b>Achievement Challenge 3: Reading (After 1 year at school)</b></p> <ul style="list-style-type: none"> <li>At least 87% of students will be achieving AT or ABOVE the National Standard for reading</li> </ul>	<table border="1" data-bbox="582 253 1441 533"> <thead> <tr> <th rowspan="2">Cohort</th> <th colspan="3">ALL STUDENTS</th> </tr> <tr> <th>Number of Students At /Above</th> <th>Total Number of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reading Year 1 (all)</td> <td>279</td> <td>384</td> <td>72.66%</td> </tr> <tr> <td>Reading Year 1 (Māori)</td> <td>24</td> <td>35</td> <td>68.57%</td> </tr> <tr> <td>Reading Year 1 (Pasifika)</td> <td>14</td> <td>17</td> <td>82.35%</td> </tr> </tbody> </table> <p>These percentages are based on the 2018 Year 1 cohort so comparing this to the goal is not valid. However, the baseline data from 2015 showed the following: All students (63.3%), Māori (52.8%), and Pasifika (66.6%). There has been a significant increase in reading as a result of the work done with the oral language programme at our three state kindergartens and our year 0/1 classes. Our challenge is to involve our contributing private centres to have a greater impact on the reading progress.</p>	Cohort	ALL STUDENTS			Number of Students At /Above	Total Number of students	%	Reading Year 1 (all)	279	384	72.66%	Reading Year 1 (Māori)	24	35	68.57%	Reading Year 1 (Pasifika)	14	17	82.35%																																																																																																				
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<p><b>Achievement Challenge 4: NCEA (Year 12 / Level 2)</b></p> <ul style="list-style-type: none"> <li>At least 85% of school leavers from Glenfield College will have a minimum of NCEA Level 2</li> <li>At least 65% of participating students will gain UE attainment</li> <li>At least 95% of students to gain NCEA Level 1 Literacy</li> <li>At least 95% of students to gain Level 1 Numeracy</li> </ul>	<p>These targets were aspirational and there has been significant progress made. We continue to focus on these areas.</p>																																																																																																																							
<p><b>Achievement Challenge 5 A-C: Wairau Valley School</b></p> <ul style="list-style-type: none"> <li>Our challenge is for all students who are achieving at or above P Level 4 using the Bsquared Assessment Tool, will make 50% increase either within the level or a move to the next level in Reading, Writing and Number. Targeted students will be accelerated between 70 to 85%</li> </ul>	<table border="1" data-bbox="582 1344 1460 1585"> <thead> <tr> <th rowspan="2">School</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Number</th> </tr> <tr> <th>Number of Students At/Above</th> <th>Total Number of students</th> <th>%</th> <th>Number of Students At/Above</th> <th>Total Number of students</th> <th>%</th> <th>Number of Students At/Above</th> <th>Total Number of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>3</td> <td>10</td> <td>30.00%</td> <td>4</td> <td>10</td> <td>40.00%</td> <td>2</td> <td>10</td> <td>20.00%</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>11</td> <td>18.18%</td> <td>2</td> <td>11</td> <td>18.18%</td> <td>2</td> <td>11</td> <td>18.18%</td> </tr> <tr> <td>Year 7</td> <td>1</td> <td>10</td> <td>10.00%</td> <td>2</td> <td>10</td> <td>20.00%</td> <td>1</td> <td>10</td> <td>10.00%</td> </tr> <tr> <td>Year 8</td> <td>3</td> <td>11</td> <td>27.27%</td> <td>1</td> <td>11</td> <td>9.09%</td> <td>2</td> <td>11</td> <td>18.18%</td> </tr> <tr> <td>Year 9</td> <td>3</td> <td>10</td> <td>30.00%</td> <td>6</td> <td>10</td> <td>60.00%</td> <td>4</td> <td>10</td> <td>40.00%</td> </tr> <tr> <td>Year 10</td> <td>3</td> <td>9</td> <td>33.33%</td> <td>3</td> <td>9</td> <td>33.33%</td> <td>4</td> <td>9</td> <td>44.44%</td> </tr> <tr> <td>Year 11</td> <td>2</td> <td>8</td> <td>25.00%</td> <td>3</td> <td>8</td> <td>37.50%</td> <td>0</td> <td>8</td> <td>0.00%</td> </tr> <tr> <td>Year 12</td> <td>4</td> <td>8</td> <td>50.00%</td> <td>0</td> <td>8</td> <td>0.00%</td> <td>2</td> <td>8</td> <td>25.00%</td> </tr> <tr> <td>Year 13</td> <td>2</td> <td>17</td> <td>11.76%</td> <td>2</td> <td>17</td> <td>11.76%</td> <td>3</td> <td>17</td> <td>17.65%</td> </tr> <tr> <td>TOTAL</td> <td>23</td> <td>94</td> <td>24.47%</td> <td>23</td> <td>94</td> <td>24.47%</td> <td>20</td> <td>94</td> <td>21.28%</td> </tr> </tbody> </table> <p>These targets were aspirational and there has been significant progress made. Due to the nature of these students, the year level data is problematic to accurately analyse as students move through the year levels. As can be seen, some cohorts achieve more highly than others, dependent on the nature of their learning difficulties and diagnosis.</p>	School	Reading			Writing			Number			Number of Students At/Above	Total Number of students	%	Number of Students At/Above	Total Number of students	%	Number of Students At/Above	Total Number of students	%	Year 5	3	10	30.00%	4	10	40.00%	2	10	20.00%	Year 6	2	11	18.18%	2	11	18.18%	2	11	18.18%	Year 7	1	10	10.00%	2	10	20.00%	1	10	10.00%	Year 8	3	11	27.27%	1	11	9.09%	2	11	18.18%	Year 9	3	10	30.00%	6	10	60.00%	4	10	40.00%	Year 10	3	9	33.33%	3	9	33.33%	4	9	44.44%	Year 11	2	8	25.00%	3	8	37.50%	0	8	0.00%	Year 12	4	8	50.00%	0	8	0.00%	2	8	25.00%	Year 13	2	17	11.76%	2	17	11.76%	3	17	17.65%	TOTAL	23	94	24.47%	23	94	24.47%	20	94	21.28%
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## Our Progress Aspirations

We have identified three Progress Aspirations for our Kāhui Ako. The strategies we adopt in response to our aspirations, address our purpose and will enable our learners to succeed in their chosen pathways.

1. Pedagogy - a focus on Learner Agency - Mana ākongā
2. Wellbeing - Hauora
3. Family, Whānau and Community Partnerships - Whakawhanaungatanga

We have robust data with which to measure progress in each of our aspirations, all of which are directly related to the requirements of the New Zealand Curriculum and embrace every sector in our Kāhui Ako. They are ambitious aspirations that represent the priorities and needs of learners in our community.

### Data Analysis used to identify shared Progress Aspirations

Informing our progress aspirations, we have investigated a wide range of data. To ensure we had a clear understanding of our community we collected and analysed a broad range of data. This data includes but is not limited to:

- Achievement and Progress data
- Student population data
- Student attendance
- ECE participation
- Pastoral data: student behaviour and discipline
- Student Achievement and progress data
- NCEA L2 and L3 data
- Retention into Year 12 and Year 13
- Student surveys
- Curriculum reviews, including staff and student voices
- Evaluation of our existing Achievement Challenge Plan
- Each school's strategic plan and priorities
- External surveys
  - School Capability Assessment (Cognition Education)
  - Wellbeing in School Survey (NZCER)



## 1. Pedagogy (Learner Agency - Mana ākongā)

Learner Agency is a key aspect of the pedagogy across our Kāhui Ako. Learner agency is defined as being active (capable, confident and self-directed) in the learning process. Learner agency can be facilitated through scaffolding the Key Competencies as found in the New Zealand Curriculum. An agentic environment and culture is promoted by valuing learner voice and needs, as well as increasing motivation and engagement of the learners through authentic and relevant opportunities and experiences.

The Kaipātiki Kāhui Ako schools and teachers will:

- Allow learners to; self-regulate, have the power to act, show awareness of their impact on their own learning, on others and on their environment, set strategic goals
- Use learner voice and needs to drive the elements of the instructional design process and to provide authentic and relevant opportunities and experiences
- Promote an environment and culture of agency that includes active motivation and engagement, and collaborative practices
- Focus on developing learners that are assessment capable and use assessment for learning. One way will be to help learners to understand the value of both giving and receiving feedback

Our Kāhui Ako began focusing on learner agency in 2017 when the Kāhui Ako was formed. This was a key aspect of the Visible Learning Project facilitated by Cognition Education. Data (from learners, staff and schools) has been collected in a variety of ways including surveys, school capability visits (facilitated by Cognition Education) and a Student Leadership Day. The data collected was analysed to identify targets and next steps.

To ensure our Kāhui Ako is analysing and presenting accurate data, we have decided to focus on the Year 3, 5, 7 and 9 cohorts in 2020 and track them again in 2021. This will ensure we are comparing the same sets of students when we look at the data.

This data and targets is presented over the next few pages.



## Learner Agency Survey

The learner survey collected data on the following areas: Learners at the Centre, relationships and Partnership. Curriculum and Pedagogy, Assessment for Learning and Assessment Capability. The full data set is in Appendix The data was analysed and the associated targets are presented below:

Year 5 2020	Not Yet A	Sometimes B	Often C	Always D	TOTAL C & D	Target
I am able to communicate my learning needs to others	5.70%	38.86%	37.31%	18.13%	55.44%	70%
My culture and/or identity is reflected in what I am learning about	16.58%	38.86%	30.57%	13.99%	44.56%	70%
I plan my next steps in my learning	10.36%	31.61%	37.82%	20.21%	58.03%	75%
I actively seek feedback from teachers and/or peers	7.77%	38.34%	33.16%	20.73%	53.89%	75%
I reflect on my learning to set learning goals	7.25%	39.38%	34.20%	19.17%	53.37%	75%
Year 7 2020	Not Yet A	Sometimes B	Often C	Always D	TOTAL C & D	Target
I am able to communicate my learning needs to others	3.45%	40.00%	39.31%	17.24%	56.55%	75%
My culture and/or identity is reflected in what I am learning about	15.86%	37.24%	31.72%	15.17%	46.90%	70%
Learning excites me	8.28%	40.00%	30.34%	21.38%	51.72%	70%
I plan my next steps in my learning	7.59%	38.62%	39.31%	14.48%	53.79%	70%
I actively seek feedback from teachers and/or peers	6.90%	40.69%	32.41%	20.00%	52.41%	70%
I reflect on my learning to set learning goals	6.21%	32.41%	44.83%	16.55%	61.38%	75%
Year 9 2020	Not Yet A	Sometimes B	Often C	Always D	TOTAL C & D	Target
I am able to communicate my learning needs to others	6.90%	44.83%	41.38%	6.90%	48.28%	70%
I have opportunities to pursue my interests at school	8.62%	37.93%	36.21%	17.24%	53.45%	70%
I know what my next steps are	10.34%	36.21%	32.76%	20.69%	53.45%	70%
My culture and/or identity is reflected in what I am learning about	5.17%	55.17%	31.03%	8.62%	39.66%	70%
Learning excites me	8.62%	56.90%	22.41%	12.07%	34.48%	65%
I plan my next steps in my learning	13.79%	37.93%	32.76%	15.52%	48.28%	70%
I actively seek feedback from teachers and/or peers	17.24%	43.10%	25.86%	13.79%	39.66%	70%
I reflect on my learning to set learning goals	13.79%	39.66%	27.59%	18.97%	46.55%	70%

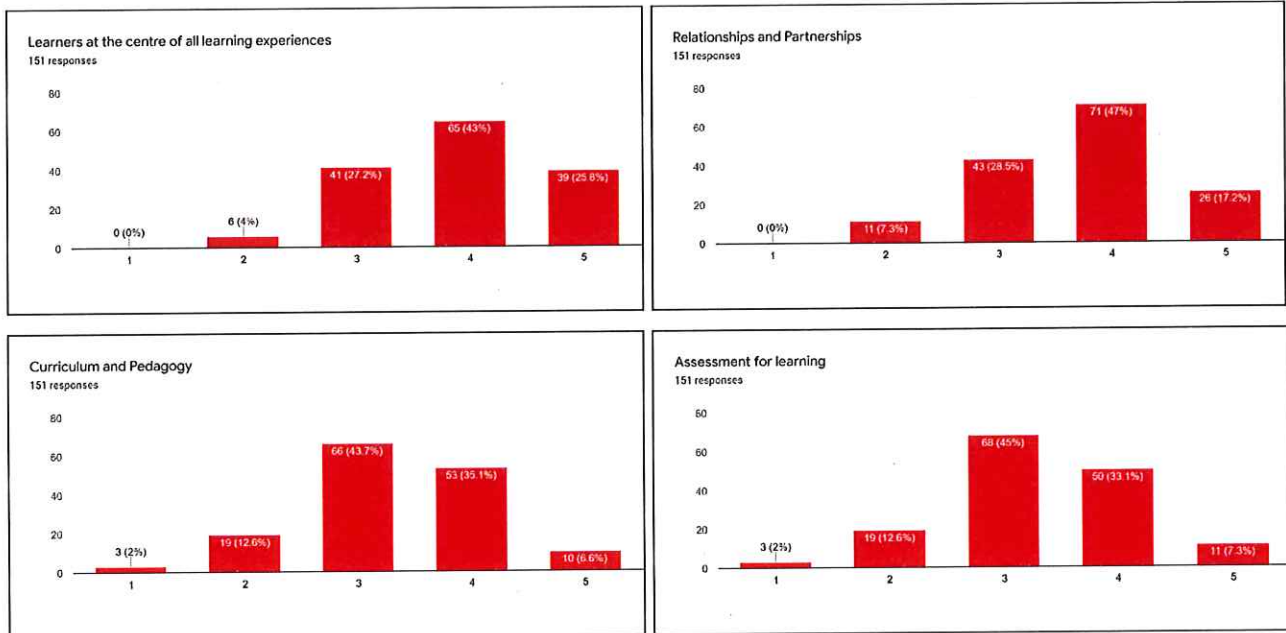
## Targets

As a Kāhui Ako we have set targets as identified in the table above. Commonalities across the Kāhui Ako are highlighted in yellow. This will provide ASLs and ISLs to work collaboratively on strategies to progress these areas. Individual schools will also identify areas of focus and employ a variety of approaches to develop their staff agentic practices. See the action plan for further details.



## Staff Agency Survey

The staff agency survey identified further steps and targets that the Kāhui Ako need to take. The data is as follows:



Staff Survey of agentic practices	1 Pre-emerging	2 Emerging	3 Embedding	4 Extending	5 Empowering	Current	Target
Learners are at the center of all learning experiences	0%	4%	27%	43%	26%	69%	80%
Learners are aware of their choices in working alone or with others, and are aware of how these choices affect their learning and others.	0%	7%	30%	47%	17%	64%	80%
Learners participate in the decision making. They have choice and ownership over their learning.	2%	13%	44%	35%	7%	42%	80%
Learners identify where support is required and seek it from the best source. Learners use data to determine next steps	2%	13%	45%	33%	7%	40%	75%

## Targets

As a Kāhui Ako we have set targets as identified in the table above. Individual schools will also identify areas of focus and employ a variety of approaches to develop their staffs' agentic practices. See the action plan for further details.





## School Capability Visits

School Capability Visits have identified further steps that the Kāhui Ako need to take. The data is as follows:

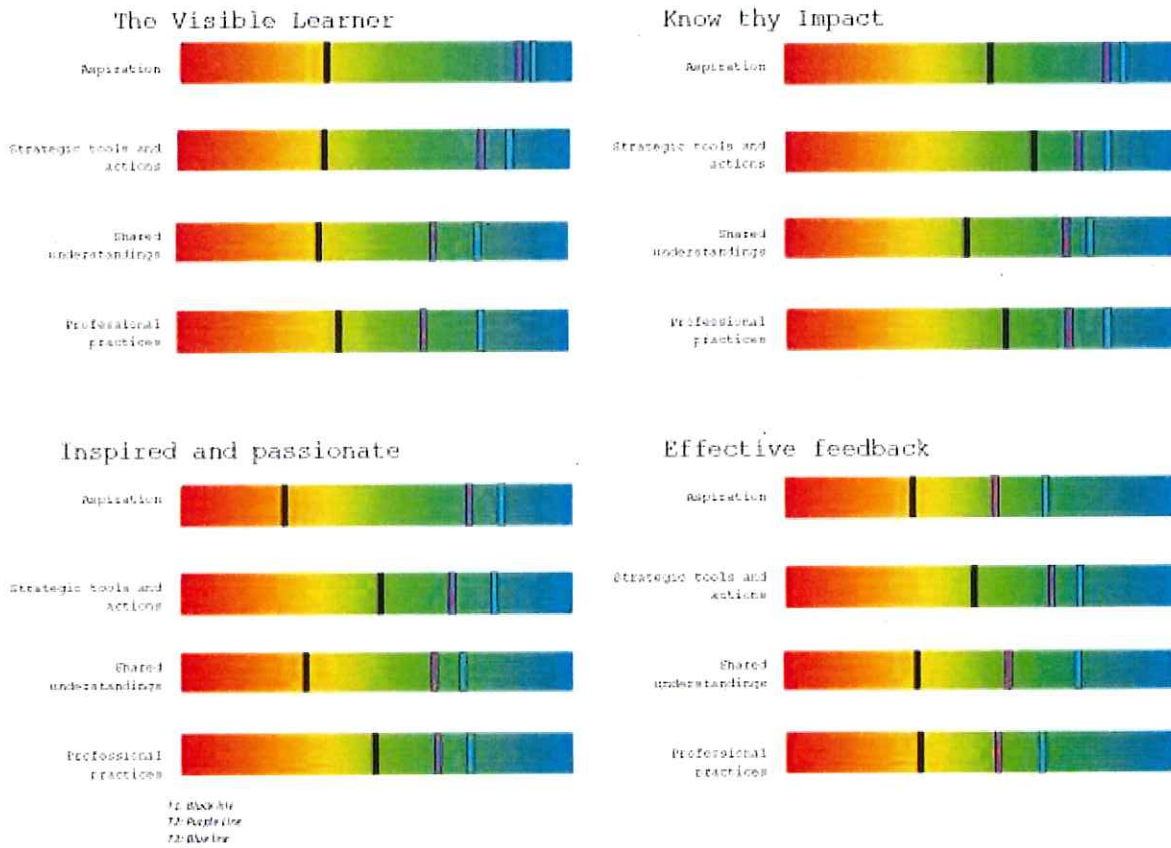


Table 1: Average gains from Time 1 - Time 3 for each strand and each capability dimension

	Visible Learner			Know Thy Impact			Inspired and Passionate Teacher			Feedback			Average Gain		
	T1	T3	Gain	T1	T3	Gain	T1	T3	Gain	T1	T3	Gain	T1	T3	Gain
Aspiration	2.3	3.7	1.4	2.7	3.6	0.9	1.9	3.5	1.6	2.0	3.0	1.0	2.2	3.5	1.3
Strategic tools and actions	2.2	3.6	1.4	2.9	3.5	0.6	2.6	3.4	0.8	2.6	3.3	0.7	2.6	3.4	0.8
Shared understandings	2.3	3.3	1.0	2.4	3.3	0.9	2.0	3.2	1.2	2.1	3.3	1.2	2.2	3.3	1.1
Professional practices	2.4	3.3	0.9	2.6	3.5	0.9	2.5	3.2	0.7	2.1	3.0	0.9	2.4	3.3	0.9
<b>AVERAGE</b>	<b>2.3</b>	<b>3.5</b>	<b>1.2</b>	<b>2.6</b>	<b>3.5</b>	<b>0.9</b>	<b>2.3</b>	<b>3.3</b>	<b>1.0</b>	<b>2.2</b>	<b>3.1</b>	<b>0.9</b>	<b>2.4</b>	<b>3.4</b>	<b>1.0</b>





Table 2: Average gain from Time 1 - Time 3 for each school

School	T1 AVG	T2 AVG	T3 AVG	GAIN T1-T3
A	1.8	2.9	3.0	1.2
B	3.0	3.6	3.4	0.4
C	2.3	2.9	3.3	1.0
D	2.5	3.1	3.3	0.8
E	2.4	2.9	3.4	1.0

School	T1 AVG	T2 AVG	T3 AVG	GAIN T1-T3
F	1.8	2.8	3.5	1.7
G	1.8	2.8	3.2	1.4
H	2.1	3.3	3.7	1.6
I	2.8	3.2	3.6	0.8
Average	2.4	3.1	3.4	1.0

### Targets

In order to **sustain** the average gains that have been made over the past three years within the Visible Learning programme, particularly focusing on the 'Visible Learner' capability, we will embed practice through our continued Foundation Days, strong induction programme for all new teachers and administering the School Capability Assessment.

### Student Leadership Day

#### My Learning

- The ways that students identified where they were at with their learning varied. A lot of children used formal reports or tests and assessments to gauge their learning. Many have goals and use progressions to help them.
- There are still some students whose teachers decide with them or for them, their next learning steps, however, there were many children who identified themselves as the ones to decide these next steps by using progressions, or feedback.
- Most children said that they receive feedback which helps them to know if they have been successful, others looked at the success criteria or looked at the goals and progressions.
- When children are stuck they ask a teacher first, they might use the internet, they will try another way; then they might ask a friend, or they might look at modelling books
- The majority of students said their teacher decides what they are going to learn, some children said the teacher asks them what they would like to learn

Recommendations from Cognition and the Student Leadership Day are outlined in Appendix B. The key action points pertinent to the 'Visible Learner' strand are clearly articulated in our Action Plan.





## 2. Wellbeing - Hauora

Wellbeing is fundamental to all activities in our schools and early childhood services and central to the vision, values and principles of the New Zealand Curriculum and Te Whāriki. Wellbeing education is a relatively new concept although some aspects of wellbeing have been taught in schools for many years in the Health curriculum.

### Our working definition of wellbeing is:

Wellbeing is complex and individualised. It is essential that all individuals feel a sense of belonging and are equipped to *feel good and function well* most of the time, (Felicia Huppert, 2013).

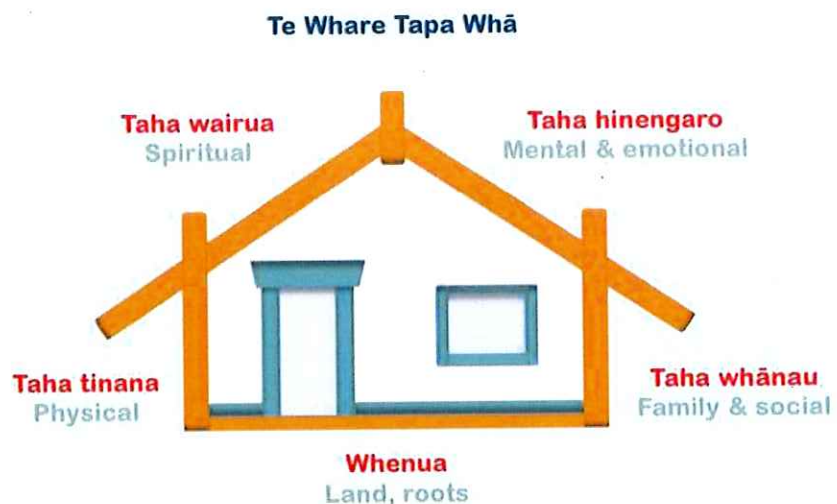
### Our vision

Every school community (staff, students and whanau) is supported in developing a range of tools and strategies to help individuals feel safe, connected, valued and resilient. This will encompass all aspects of Hauora (mental and emotional health, family health, physical health and spiritual health) for all to flourish and lead a purposeful life. These include:

### Te Whare Tapa Whā

A model that several of our schools are using is the Te Whare Tapa Whā, developed by Sir Mason Durie. This model may guide us in developing programmes that develop student wellbeing, help build relationships, engagement in learning and resilience.

**The Māori health model, Te Whare Tapa Whā** (Durie, 1982, 1994), takes a holistic approach to health and wellbeing. This model recognises the importance of the balance of multiple dimensions of wellbeing. Each of these interconnects and contributes to the balance and strength of the whole.



(Mental Health Foundation)



### PERMA Model

Evolved from the work of Martin E.P. Seligman on Positive education who defines wellbeing using the PERMA model comprising of five elements:

1. Positive emotion (Happiness)
2. Engagement
3. Relationships
4. Meaning and Purpose
5. Accomplishment

Based on the NZCER survey, the Kāhui Ako leadership team has identified the following area to focus on. This area links directly to student Hauora.

### Pro-social student culture and strategies (NZCER Wellbeing Survey Baseline Data)

Year 5 / 6 students	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
Students treat each other with respect	4.5%	19.8%	56.9%	18.7%	75.6%	85%
Students always stand up for others if someone is hassling them	3.8%	18.0%	53.5%	24.7%	78.2%	85%
Students include others who are being left out or ignored	2.6%	17.7%	55.1%	24.7%	79.8%	90%
I can say how I am feeling when I need to	6.7%	18.1%	46.6%	28.6%	75.2%	85%
I can stand up for myself in a calm way	5.3%	15.8%	46.0%	32.9%	78.9%	90%
Year 7 / 8 students	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
Students treat each other with respect	4.6%	25.7%	51.9%	17.8%	69.7%	80%
Students always stand up for others if someone is hassling them	4.1%	28.6%	44.8%	22.4%	67.2%	80%
Students include others who are being left out or ignored	5.0%	25.0%	49.2%	20.8%	70.0%	80%
I can say how I am feeling when I need to	7.9%	20.2%	50.0%	21.9%	71.9%	80%
I can stand up for myself in a calm way	8.3%	14.5%	50.0%	27.3%	77.3%	85%
Year 9 / 10 students	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
Students treat each other with respect	7.1%	33.1%	52.0%	7.9%	59.9%	70%
Students always stand up for others if someone is hassling them	10.2%	28.3%	48.8%	12.6%	61.4%	75%
Students include others who are being left out or ignored	10.2%	26.0%	52.0%	11.8%	63.8%	75%
I can say how I am feeling when I need to	4.9%	28.7%	54.1%	12.3%	66.4%	80%
I can stand up for myself in a calm way	2.5%	13.1%	63.0%	21.3%	84.3%	90%





Year 11-13 students	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
Students treat each other with respect	5.7%	29.4%	53.1%	11.9%	65.0%	80%
Students always stand up for others if someone is hassling them	5.7%	32.0%	52.6%	9.8%	62.4%	80%
Students include others who are being left out or ignored	8.2%	30.9%	52.1%	8.8%	60.9%	80%
I can say how I am feeling when I need to	14.0%	23.8%	50.3%	11.9%	62.2%	80%
I can stand up for myself in a calm way	10.4%	14.0%	56.0%	19.7%	75.7%	85%

### Targets

As a Kāhui Ako we have set targets as identified in the table above.

Individual schools will also identify areas of focus and employ a variety of wellbeing approaches to develop our learners' key competencies - managing self, relating to others, participating and contributing.





### 3. Family, Whānau and Community Partnerships - Whakawhanaungatanga

Community engagement is one of the eight principles in the New Zealand Curriculum that provides a foundation for schools' decision making. Community engagement is about establishing strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.

Aspects of the Wellbeing@school NZCER survey relate to Community Engagement and these items will identify and guide focus areas for our Kāhui Ako and individual schools.

#### Community Partnerships (NZCER Wellbeing Survey Baseline Data)

<b>Year 5 / 6 students</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
I always feel safe when I am going to or from school.	1.3%	10.5%	49.2%	39.1%	88.2%	95%
My parents, family, and whanau always feel welcome at school.	2.4%	4.9%	47.3%	45.4%	92.7%	95%
Teachers and parents work together	2.0%	10.6%	54.1%	33.3%	87.4%	95%
My parents and teachers respect each other	0.7%	2.6%	42.1%	54.6%	96.7%	100%
Outside school, I have a parent or adult who I can go to if I am upset.	4.9%	10.2%	35.9%	48.9%	84.8%	90%
In the area where I live, people get on with each other.	4.0%	13.0%	44.0%	38.9%	82.9%	90%
<b>Year 7 / 8 students</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
I always feel safe when I am going to or from school.	1.6%	8.9%	51.2%	38.2%	89.4%	95%
My parents, family, and whanau always feel welcome at school.	0.8%	2.5%	52.3%	44.4%	96.7%	100%
Teachers and parents work together	1.3%	7.9%	57.7%	33.1%	90.8%	95%
My parents and teachers respect each other	0.8%	0.8%	44.8%	53.6%	98.6%	100%
Outside school, I have a parent or adult who I can go to if I am upset.	4.6%	4.2%	39.1%	52.1%	91.2%	95%
In the area where I live, people get on with each other.	4.6%	8.9%	54.9%	31.6%	86.5%	90%
<b>Year 9 / 10 students</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
I always feel safe when I am going to or from school.	1.4%	16.1%	53.8%	28.7%	82.5%	90%
My parents, family, and whanau always feel welcome at school.	1.7%	8.4%	68.1%	21.8%	89.9%	95%
Teachers and parents work together	4.2%	18.3%	67.5%	10.0%	77.5%	85%
My parents and teachers respect each other	1.7%	6.7%	68.3%	23.3%	91.6%	95%
Outside school, I have a parent or adult who I can go to if I am upset.	4.2%	10.0%	55.8%	30.0%	85.8%	90%
In the area where I live, people get on with each other.	4.2%	12.5%	63.3%	20.0%	83.3%	90%



Year 11-13 students	Strongly Disagree	Disagree	Agree	Strongly Agree	Currently Agree	Target
I always feel safe when I am going to or from school.	5.8%	10.1%	55.1%	29.0%	84.1%	90%
My parents, family, and whanau always feel welcome at school.	2.1%	7.3%	68.2%	22.4%	80.6%	90%
Teachers and parents work together	3.1%	25.5%	58.3%	13.0%	71.3%	85%
My parents and teachers respect each other	2.1%	8.9%	66.1%	22.9%	96.0%	100%
Outside school, I have a parent or adult who I can go to if I am upset.	8.3%	6.8%	52.6%	32.3%	84.9%	90%
In the area where I live, people get on with each other.	1.0%	9.4%	66.7%	22.9%	89.6%	95%

### Targets

Each individual school will identify areas of focus and conduct parent meetings, hui and fono to meet the needs of the community. As a Kāhui Ako we have set targets as identified in the table above. See the Action Plan for specific details.





## Our Approach - Theory of Improvement

Over the last two years, our theory of action has focused on five key aspects. These will continue to be a focus as our Kāhui Ako work together to accelerate the progress of our students

1. Learner Agency
2. Reflective Practice (Teacher Agency)
3. Building Leadership Capability
4. Engagement with the community (Community Agency)
5. Effective transition between educational providers

### 1. Learner Agency

Having been on the Visible Learning Journey with outside consultants Cognition Plus, we have been able to track our progress and have developed our next steps focusing on Learner Agency.

These include but are not limited to:

- creating an Effective Teacher Profile that is current and relevant for each school and reflects our values as a Kāhui Ako, including a focus on our 5 key aspects
- developing a framework to measure progress and achievement of the 21st century skills that we as a Kāhui Ako aspire for all learners to develop (agency, growth mindset etc)
- continuing to develop an effective feedback culture that will promote students seeking and valuing the importance of feedback and next steps

Individual schools and kindergartens will have the autonomy to focus on 'Agency' within their own context, based on the needs of their learners and immediate community. Through discussions, there are clear links between 'agency' in all settings which will enable the Kāhui Ako leadership team (Lead Principal, ASLs, and ISLs) to work collaboratively and share best practice.

### 2. Reflective Practice (Teacher Agency)

The key focus for this is to build teacher capability through agency and reflective practice for improvement. Our Kāhui Ako uses Helen Timperley's 'Spiral of Inquiry' as the basis of our inquiry cycles. All schools use this model to promote valued student outcomes in our cluster. The focus is on improving practice rather than a compliance model.

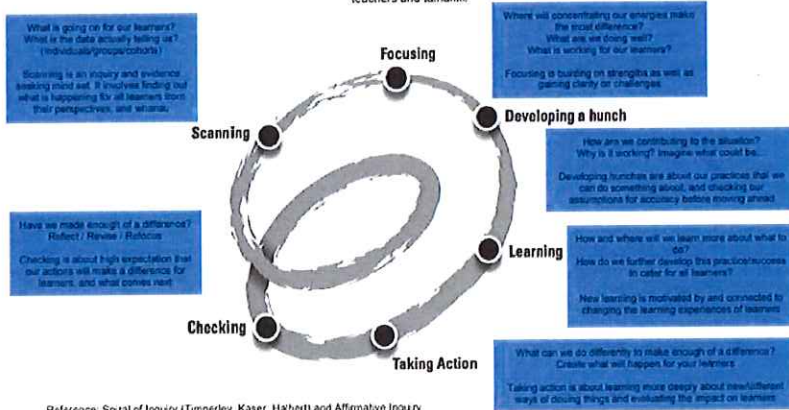


## Kaipātiki Kāhui Ako

Moving forward together - Te aku whakamua tahi

### INQUIRY MODEL

This model is used by the Kāhui Ako to inquire into the teaching and learning in our schools. The focus is on developing growth within our teachers and tamariki.



All ISLs will conduct inquiries around either Learner Agency or Wellbeing within their own context using this model. These inquiries will be shared and developed with the Kāhui Ako Leadership team on a regular basis. The purpose of these inquiries is to ensure that the ISLs can scaffold and support teachers within their schools.

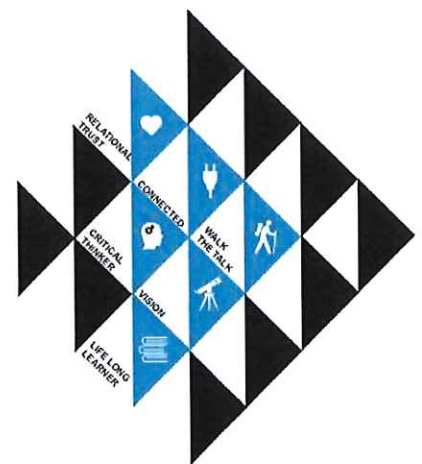
Timperley, H, Kaser, L, Halbert, J

(2014) *Seminar Series234: A framework for transforming learning in schools: Innovation and the spiral of Inquiry* Centre for Strategic Education (CSE), Victoria, Australia.

### 3. Building Leadership Capability

The focus of building this leadership capability will include but are not limited to:

- The Kāhui Ako Leader will hold professional learning meetings with the across-school leaders and in-school leaders, which focus on effective leadership
  - the focus of this PLD will be established by the Kāhui Ako Leadership Group and will be reviewed on a term by term basis
  - the Kaipātiki Kāhui Ako Leadership Model was developed by our ASL and ISLs as they worked with Jo Robson (Leading Learning). This will be used as a guide for planning and developing specific leadership PLD
- Each leader will need to maintain a professional learning journal related to their leadership journey
- There will be checkpoints during the year to obtain feedback and feedforward relating to leadership for the Kāhui Ako Leadership Group, across-school leaders and in-school leaders
- Staff will be encouraged to share their knowledge and expertise with the other Kāhui Ako schools and staff by way of learning from and with each other to best meet the needs of our students



#### 4. Engagement with the community (Community Agency)

In all the approaches it will be important to gather the voices of parents and whānau.

Processes will continue to include:

- Gathering parent and community voice to understand community aspirations and current involvement
- Sharing information about the Kāhui Ako with parents and seeking their views on the targets and how best to work towards them.
- Publishing student work in order to share them with parents.
- Reporting to Boards of Trustees/governance groups on the implementation process as well as progress towards the targets.
- Consulting with and reporting to parents on the progress of their own child as well as the school's progress towards the targets.
- Providing community events based around the Progress Aspirations focusing on priority groups and learners.

#### 5. Effective transitions between educational providers

Effective transitions will continue to be a focus and could include, but is not limited to the following:

- Sharing of knowledge about individual students between ECE - schools and agencies
- Interactions between schools and Kāhui Ako events which mean students, parents and whānau become familiar with the next-level school before the student moves to the new school.
- Opportunity for a more coherent approach to teaching and learning language as students move through the educational providers in the cluster.
- Use of Key Competencies / Learner Dispositions when reporting to parents.
- Development of Kāhui Ako Special Needs Register
- Exploration of Learning Support Model
- The secondary partners in the community are working towards engaging with North Shore Vocational Pathways programmes which link into tertiary and trades education, to offer significant choices relevant for the NCEA Level 2 and retention goals.





# Action Plan

## 1. Pedagogy - Learner Agency - mana ākongā

What will we do?

- Clear Kāhui Ako definition and shared understanding of 'learner agency'
- Induction of new staff in pedagogies
- Building pedagogical practice on the foundations of Visible Learning across schools and Kāhui Ako
- Shared language of learning
- Exploring student to teacher feedback
- Develop a student peer coaching model
- Continue to develop an effective feedback culture that will promote students seeking and valuing the importance of feedback and next steps
- Students will support parents to understand their learning goals and achievement data.
- Create an effective teacher profile in each school that will focus on promoting learner agency at each year level
- Co-construct a framework (Key Competency rubrics) to enable schools to measure progress and achievement of the 21st-century skills that we as a Kāhui Ako aspire for all learners to develop
- Increase the collective capacity of schools within the Kāhui Ako through systems that create a culture of sharing and collaborating and building relationships
- Gather student voice to reflect their sense of agency. Use this data to develop further progress aspirations with regard to agency for all learners across the Kāhui Ako.

## 2. Wellbeing - Hauora

What will we do?

- Share Kāhui Ako definition and develop a shared understanding of 'wellbeing' for students and staff
- Explore the current state of play for the wellbeing of students and staff
  - Gather student voice from WVSS, ECE and Early Years (0-2) and (3-4) based on the NZCER framework
  - Development of a survey to directly address staff wellbeing (NZEI, Sovereign wellbeing index)
  - Develop an understanding of the 'Pause, Breathe, Smile' programme being undertaken at Manuka Primary School, and consider how school wide approaches might be adopted within other Kāhui Ako schools e.g. Pause Breathe Smile, Smiling Minds.



- Next steps for student and staff wellbeing at individual school level and across the Kāhui Ako
  - Reporting back and sharing NZCER information with learners, staff and community (annually completed in Term 2)
  - Early Years and ECE surveys undertaken in Term 1 or early in Term 2, reported back and sharing information with learners, staff and community
  - Staff Wellbeing Survey to be undertaken in Term 1 or early in Term 2, reported and shared with staff annually
  - Hauora action plans at individual school and Kāhui wide levels
  - Develop a kete of strategies and tools that schools can access to support student and staff wellbeing
  - Development of a 'Kāhui Ako Special Needs Register' model for consistency and sharing.
  - Exploration of Te Whare Tapa Whā and PERMA models.

### 3. Family, Whānau and Community Partnerships - Whakawhanaungatanga

What will we do?

- Create a clear Kāhui Ako definition and shared understanding of 'Family, Whānau and Community Partnerships'
- Have a strategic approach to understanding the role of Kāhui Ako across our community.
- Look at NetSafe speaker and other needs for the 'cluster' - useful strategic resourcing.
- Provide more opportunities for the pathway to be visible to all families.
- Provide opportunities for students from GIS and GC to go into primary schools for tuakana-teina (coach sports teams, kapa haka, buddy reading)
- Facilitate a combined Kāhui Ako Māori hui in 2020





## Monitoring, Evaluation and Reporting our Progress

### Monitoring

Monitoring will focus on two aspects:

- Implementation of the plan
  - Have the agreed tasks been carried out? How well? Next steps.
- Emerging evidence of changes in pedagogy and school practices or culture.
  - Collaborative inquiries, student leadership days

### Evaluation

The Kāhui Ako Lead Principal will work with the Across School Leaders to evaluate progress.

This will focus on:

- NZCER Wellbeing Survey - annually Term 2
- Student Leadership Day - annually Term 1
- Develop and administer a Learner Agency survey - annually Term 4
- Engaging with whānau and parents - annual hui Term 2
- Commentary on its significance in relation to our aspirational targets.
- Emerging evidence of changes in pedagogy and school practices or culture.

### Reporting

Regular updates will be provided to:

1. Staff across the Kāhui Ako
2. Parents / Whānau (2 newsletters per year)
3. Boards of Trustees (each principal is responsible for this)

### Charters

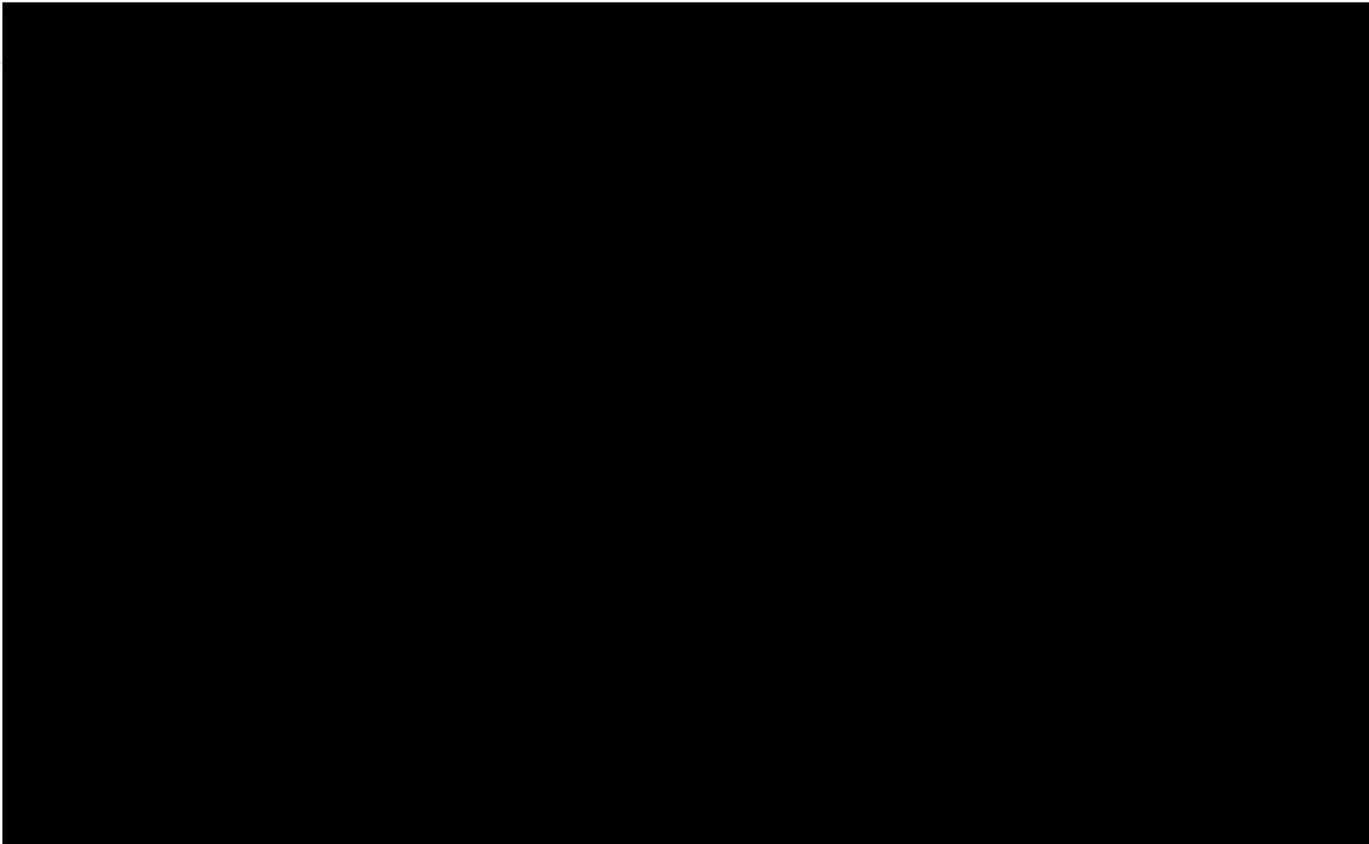
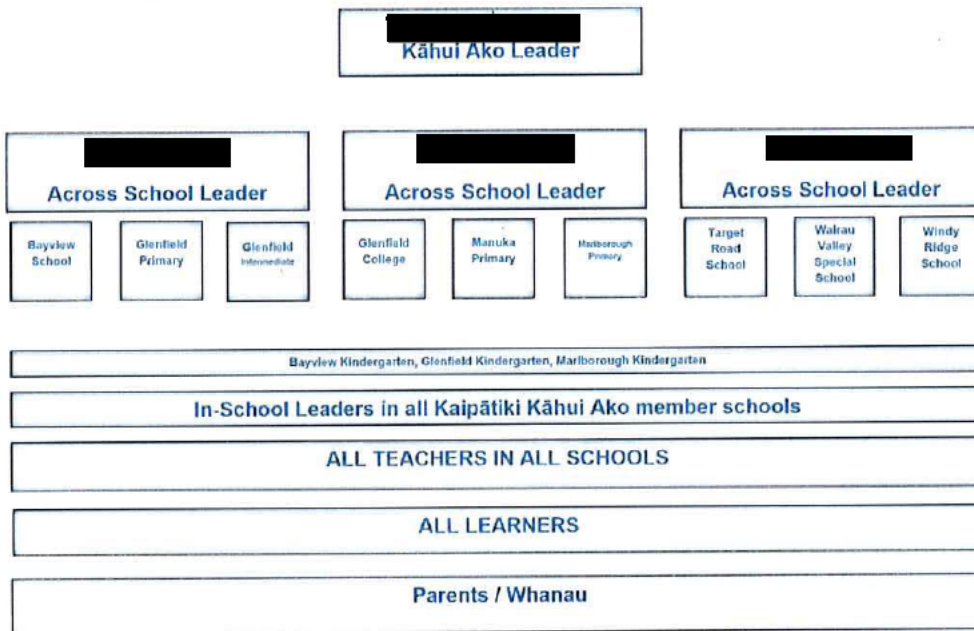
The community's progress aspirations will be reflected in each school's Charter for 2020/2021 and reported within the Analysis of Variance.

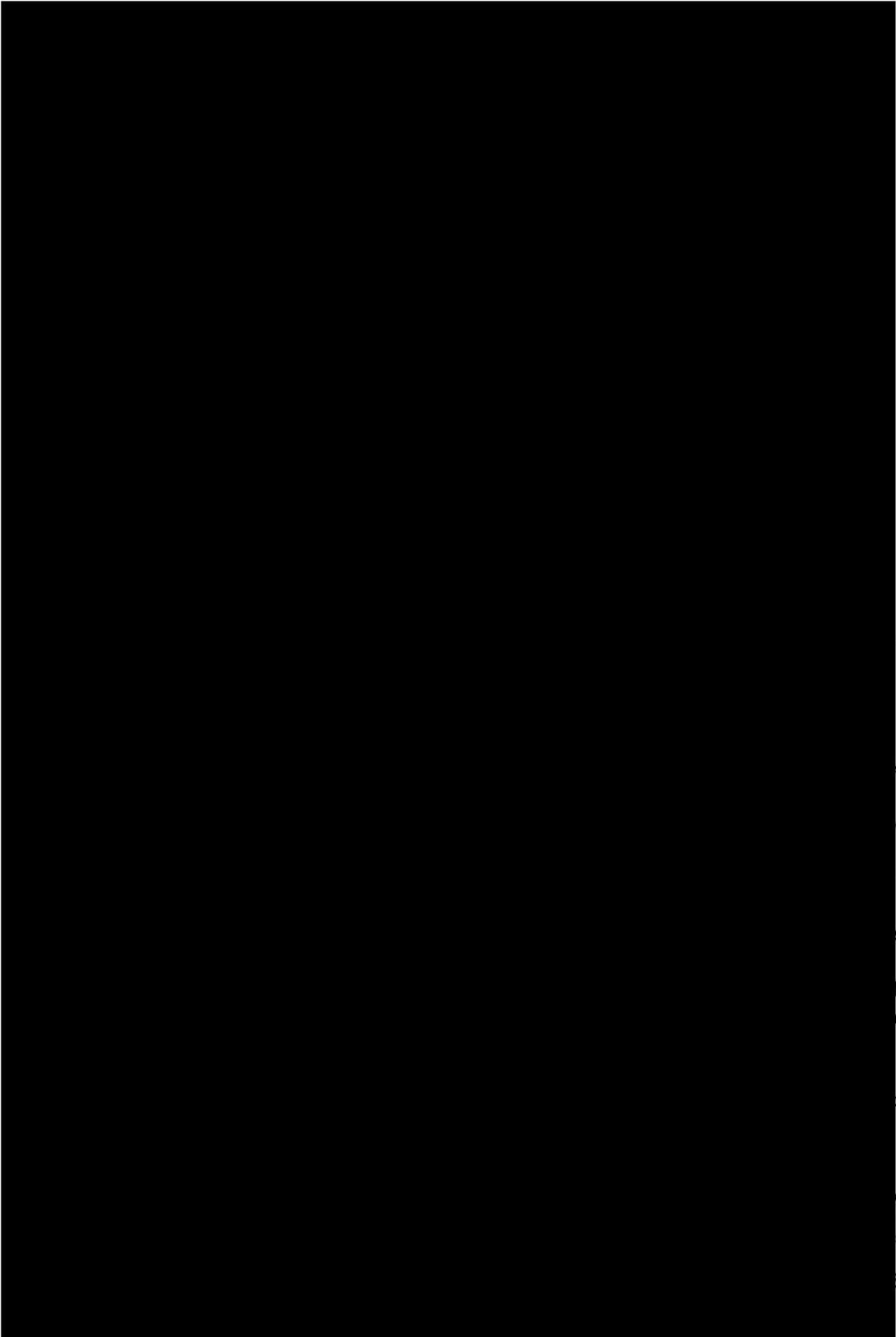


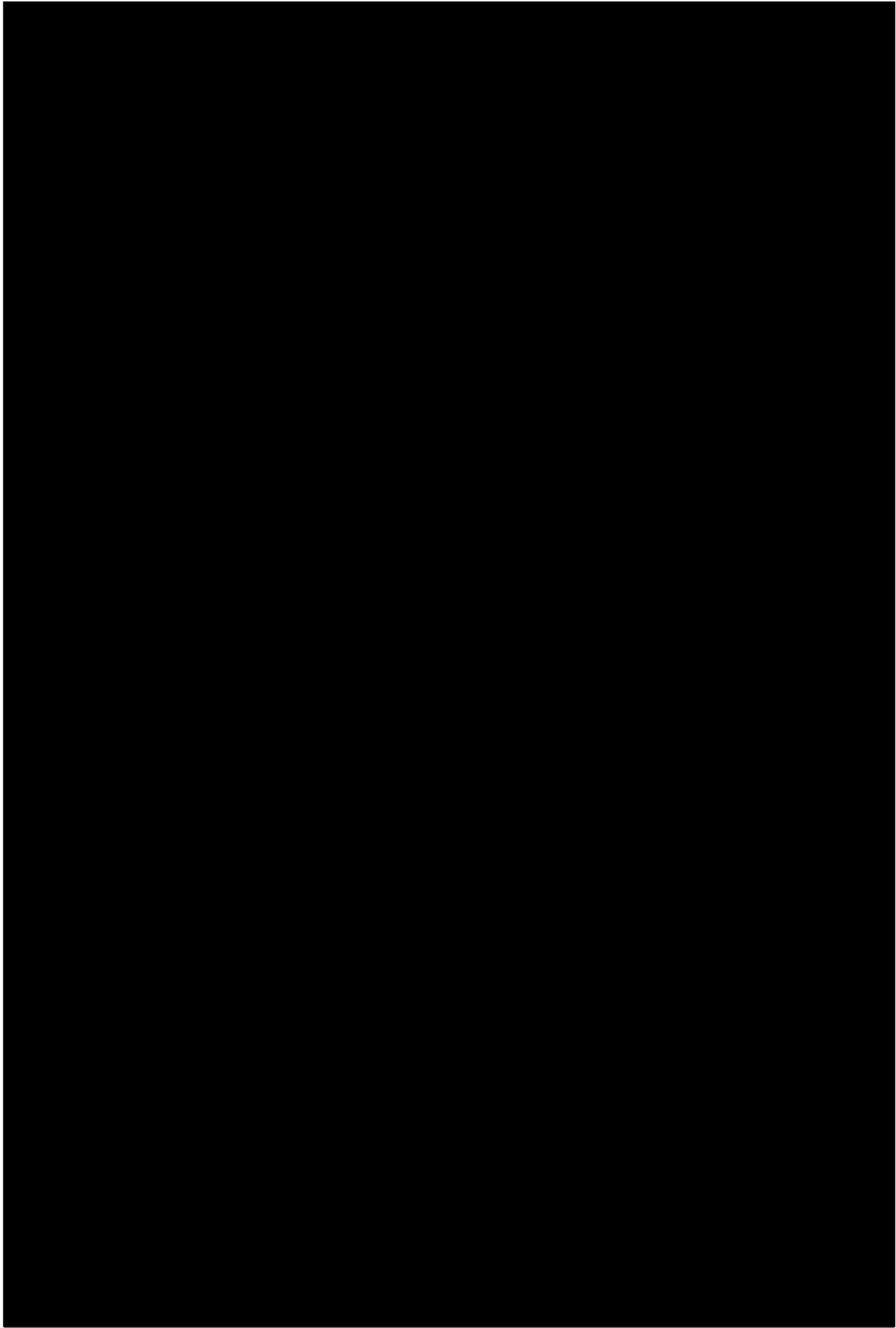


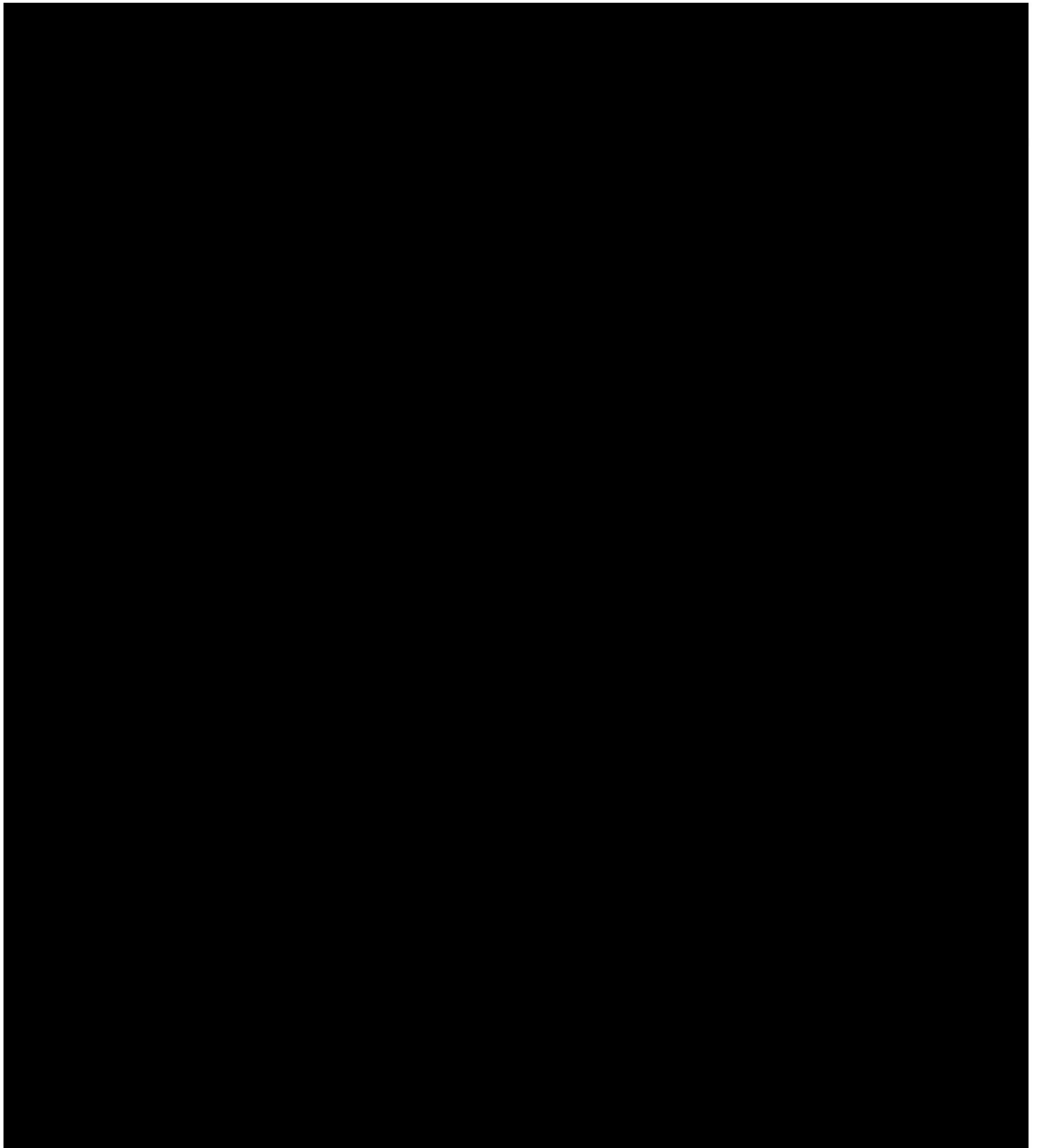
# Our Organisation and Structure

## Kaipātiki Kāhui Ako – Organisational Structure









## Appendix B: Learner Agency Survey

These are the results for the full set of questions for each cohort. The Kāhui Ako analysed this data and selected 5-7 key ideas to focus on per cohort. These will be tracked again in 2021 to assess the progress made in our pedagogical approach to learner agency.

Year 5 2020	Not Yet A	Sometimes B	Often C	Always D	TOTAL C & D
I make good choices about who I learn with	2.59%	32.64%	46.63%	18.13%	64.77%
I work independently without the teacher telling me what to do	6.74%	45.08%	31.09%	17.10%	48.19%
I accept feedback about my learning	5.70%	22.80%	30.05%	41.45%	71.50%
I am able to communicate my learning needs to others	5.70%	38.86%	37.31%	18.13%	55.44%
I have a positive learning relationship with my teacher(s)	5.18%	21.76%	30.57%	42.49%	73.06%
I use my interests to help me with my learning	5.70%	31.61%	37.31%	25.39%	62.69%
I have opportunities to pursue my interests at school	6.22%	33.16%	37.31%	23.32%	60.62%
I know what I am learning and why	2.59%	26.94%	36.79%	33.68%	70.47%
I know how I am doing in my learning	5.70%	24.87%	37.31%	32.12%	69.43%
I know what my next steps are	10.36%	27.98%	31.09%	30.57%	61.66%
I know how to achieve my next steps	10.36%	36.27%	34.20%	19.17%	53.37%
I know when I have achieved my goal or made progress towards it	7.25%	28.50%	35.75%	28.50%	64.25%
I make choices in my learning	3.11%	24.35%	32.12%	40.41%	72.54%
I use appropriate technology to assist me with my learning	5.18%	19.69%	22.80%	52.33%	75.13%
My culture and/or identity is reflected in what I am learning about	16.58%	38.86%	30.57%	13.99%	44.56%
I use mistakes as opportunities for learning	5.18%	24.35%	36.27%	34.20%	70.47%
Learning excites me	6.22%	23.83%	30.57%	39.38%	69.95%
I can apply what I've learned into new contexts	11.40%	41.97%	32.12%	14.51%	46.63%
I ask questions when I am unsure	2.59%	19.17%	29.53%	48.70%	78.24%
I plan my next steps in my learning	10.36%	31.61%	37.82%	20.21%	58.03%
I actively seek feedback from teachers and/or peers	7.77%	38.34%	33.16%	20.73%	53.89%
I reflect on my learning to set learning goals	7.25%	39.38%	34.20%	19.17%	53.37%
I use feedback to improve my learning	8.29%	26.42%	34.72%	30.57%	65.28%
Year 7 2020	Not Yet A	Sometimes B	Often C	Always D	TOTAL C & D
I make good choices about who I learn with	2.07%	28.28%	55.86%	13.79%	69.66%
I work independently without the teacher telling me what to do	4.83%	33.79%	48.28%	13.10%	61.38%
I accept feedback about my learning	0.69%	13.79%	30.34%	55.17%	85.52%
I am able to communicate my learning needs to others	3.45%	40.00%	39.31%	17.24%	56.55%





I have a positive learning partnership with my teacher(s)	2.07%	15.17%	37.93%	44.83%	82.76%
I help my peers to do their best sharing	4.83%	19.31%	40.00%	35.86%	75.86%
I use my interests to help me with my learning	2.76%	28.97%	40.69%	27.59%	68.28%
I have opportunities to pursue my interests at school	5.52%	31.72%	40.69%	22.07%	62.76%
I know what I am learning and why	1.38%	20.69%	53.10%	24.83%	77.93%
I access a variety of resources to help me with my learning	6.21%	25.52%	42.07%	26.21%	68.28%
I know how I am doing in my learning	0.69%	20.00%	48.28%	31.03%	79.31%
I know what my next steps are	4.14%	28.28%	40.69%	26.90%	67.59%
I know how to achieve my next steps	2.76%	29.66%	43.45%	24.14%	67.59%
I know when I have achieved my goal or made progress towards it	3.45%	22.07%	43.45%	31.03%	74.48%
I know what success looks like	4.83%	12.41%	40.69%	42.07%	82.76%
I make choices in my learning	0.00%	13.10%	52.41%	34.48%	86.90%
I use appropriate technology to assist me with my learning	2.07%	11.03%	26.21%	60.69%	86.90%
My culture and/or identity is reflected in what I am learning about	15.86%	37.24%	31.72%	15.17%	46.90%
I use mistakes as opportunities for learning	4.83%	23.45%	30.34%	41.38%	71.72%
Learning excites me	8.28%	40.00%	30.34%	21.38%	51.72%
I can apply what I've learned into new contexts	7.59%	41.38%	37.93%	13.10%	51.03%
I ask questions when I am unsure	2.76%	22.76%	35.86%	38.62%	74.48%
I plan my next steps in my learning	7.59%	38.62%	39.31%	14.48%	53.79%
I actively seek feedback from teachers and/or peers	6.90%	40.69%	32.41%	20.00%	52.41%
I reflect on my learning to set learning goals	6.21%	32.41%	44.83%	16.55%	61.38%
I use feedback to improve my learning	3.45%	17.93%	43.45%	35.17%	78.62%
<b>Year 9 2020</b>	<b>Not Yet A</b>	<b>Sometimes B</b>	<b>Often C</b>	<b>Always D</b>	<b>TOTAL C &amp; D</b>
I make good choices about who I learn with	3.45%	27.59%	48.28%	20.69%	68.97%
I work independently without the teacher telling me what to do	5.17%	41.38%	43.10%	10.34%	53.45%
I accept feedback about my learning	3.45%	22.41%	36.21%	37.93%	74.14%
I am able to communicate my learning needs to others	6.90%	44.83%	41.38%	6.90%	48.28%
I have a positive learning partnership with my teacher(s)	6.90%	29.31%	41.38%	22.41%	63.79%
I help my peers to do their best sharing	3.45%	39.66%	39.66%	17.24%	56.90%
I use my interests to help me with my learning	6.90%	29.31%	39.66%	24.14%	63.79%
I have opportunities to pursue my interests at school	8.62%	37.93%	36.21%	17.24%	53.45%
I know what I am learning and why	5.17%	25.86%	39.66%	29.31%	68.97%
I access a variety of resources to help me with my learning	5.17%	31.03%	46.55%	17.24%	63.79%
I know how I am doing in my learning	1.72%	37.93%	43.10%	17.24%	60.34%
I know what my next steps are	10.34%	36.21%	32.76%	20.69%	53.45%



I know how to achieve my next steps	6.90%	36.21%	39.66%	17.24%	56.90%
I know when I have achieved my goal or made progress towards it	8.62%	31.03%	36.21%	24.14%	60.34%
I know what success looks like	5.17%	24.14%	39.66%	31.03%	70.69%
I make choices in my learning	0.00%	25.86%	46.55%	27.59%	74.14%
I use appropriate technology to assist me with my learning	5.17%	25.86%	25.86%	43.10%	68.97%
My culture and/or identity is reflected in what I am learning about	5.17%	55.17%	31.03%	8.62%	39.66%
I use mistakes as opportunities for learning	0.00%	39.66%	37.93%	22.41%	60.34%
Learning excites me	8.62%	56.90%	22.41%	12.07%	34.48%
I can apply what I've learned into new contexts	6.90%	41.38%	32.76%	18.97%	51.72%
I ask questions when I am unsure	5.17%	36.21%	29.31%	29.31%	58.62%
I plan my next steps in my learning	13.79%	37.93%	32.76%	15.52%	48.28%
I actively seek feedback from teachers and/or peers	17.24%	43.10%	25.86%	13.79%	39.66%
I reflect on my learning to set learning goals	13.79%	39.66%	27.59%	18.97%	46.55%
I use feedback to improve my learning	5.17%	27.59%	41.38%	25.86%	67.24%

## Appendix C: Recommendations

### Cognition Education Recommendations (SCA Term 3, 2019)

From the final report for the three-year project the Visible Learning team from Cognition make the following recommendations to assist the Kāhui Ako to sustain (and further progress) the great work that has been done.

1. Continue to send new staff from the Kāhui Ako to a VL Foundation Day to assist in sustaining and spreading a shared language and understanding around making learning visible across the schools in the Kāhui Ako.
2. Consider reviewing the different statements and documents across all nine schools' "Learner Profiles" to see if there are ways the Kāhui Ako could better align/communicate how aspects of 'values', 'dispositions', 'capabilities', 'characteristics' etc are used and understood and provide opportunities to grow shared understandings and approaches.
3. Continue to develop, rubrics or other ways of measuring success in relation to generic core competencies or capabilities across the Kāhui Ako. This is particularly important as several schools in the Kāhui Ako have moved (or are moving) away from reliance on testing and assessment in core learning areas like Reading, Writing and Mathematics as their primary method of measuring growth and progress for their learners.
4. Consider how you might continue to develop and spread best practice in assessment for learning and the use of self and peer assessment tools and processes – including how students might give feedback to teachers – to strengthen the culture of feedback and feedforward across the Kāhui Ako.
5. Take stock of the strengths that exist across the nine schools in different aspects of making learning visible and look for opportunities where across and within-school leaders could share areas of strength with other schools.

### Student Leadership Day Recommendations (Term 2, 2019)

1. It seems that teachers are the ones who decide what children will learn, but once the children are learning new knowledge and skills; they have a variety of tools and resources available to them that help them guide and assess their learning progress.
  - a. Can we design our own curriculum so that children are learning content that is meaningful and interesting to them while teachers focus on teaching them the skills they need to learn the content and how to make use of their new knowledge and skills in meaningful and authentic ways?
2. While many children seemed to identify that they do most often know how they are going with their learning, and some are able to do this on their own, there are many still who are reliant on the teacher or a test.
  - a. How can we ensure that all teachers are skilled in the ability to teach the children strategies or tools that help them to be more agentic in assessing their progress and achievements?

