Southern Kāpiti Kāhui Ako

Progress Aspirations

2023

Raumati South School

PAEKĀKĀRIKI SCHOOL

HOME OF THE BAREFOOT LEARNER

PARAPARAUMU SCHOOL
Kia kotahi tātou
Learners today • Leaders tomorrow

RAUMATI BEACH SCHOOL
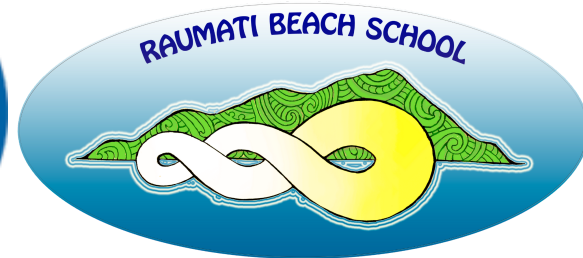
He Whānau Manaaki o Tararua
Free Kindergarten Association Incorporated

KAPITI COLLEGE
SEMPER FIDELIS

Part One - Who We Are

Our Schools

This achievement plan from the Southern Kāpiti Kāhui Ako reflects seven schools and a number of early childhood centres;

- One state-integrated Catholic school
- One secondary school
- Five full primary schools
- Early childhood centres

Together we draw ākonga/students from Raumati, central Paraparaumu, and Paekākāriki. We have connections with local iwi through school whānau groups.

Roll by demographics; gender, ethnic group (as at 1 July 2022)
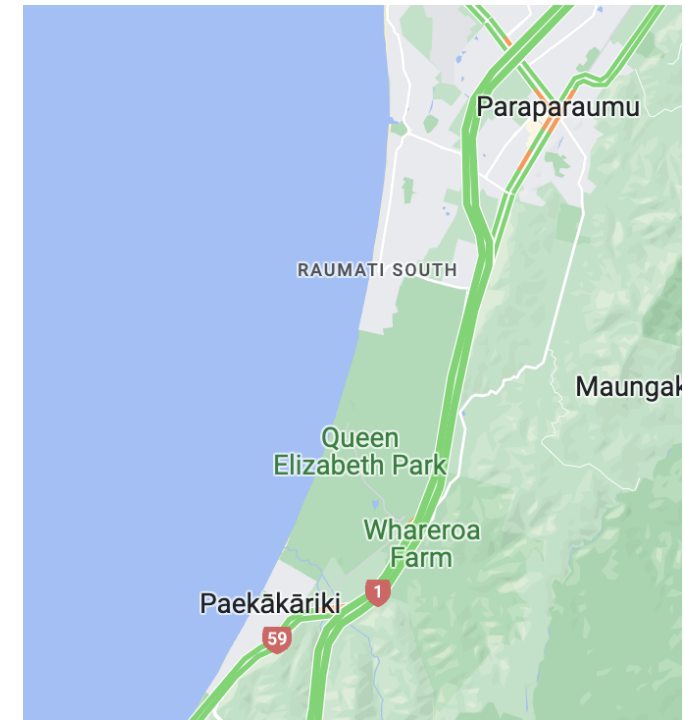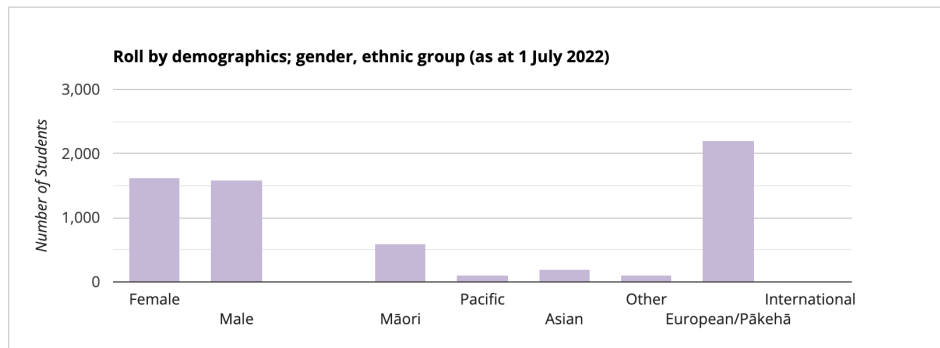
Our Shared Vision

Our vision is we work in partnership with iwi and all key stakeholders. It is about creating a community of ākonga/students (including educators and our wider community) in which learning is engaging, empowering and success-making for our diverse population. The richness of the New Zealand Curriculum and the vision of confident, connected, actively involved life-long ākonga/students, rather than the singular focus on academic achievement along with recognition of each school's local curriculum, must be at the centre of all learning as we respond to our challenges. We believe in developing quality leaders and kaiako/teachers who facilitate learning opportunities for ākonga/students to engage in meaningful learning, reflecting their interests, passions and aspirations. Ākonga/students and their whānau must remain at the centre.

We will work closely on these challenges with our Kāpiti colleagues as a Community of ākonga/students.

As a result of previous and ongoing collaboration with our community over many years, our vision has morphed its thinking so that we have two strategic outcomes/achievement challenges. These align with the National Education Learning Priorities (NELPs) and will be addressed through our work streams. These work streams align with the knowledge, skills and attitudes required to address our achievement challenges. These are:

1 - Hauora

Ākonga/students, staff and our community will understand what well-being means for them and be able to use this knowledge and strategies to reduce stress and anxiety to engage with school in ongoing learning.

2 - Agentic Learning

Ākonga/students experience mana-enhancing practices that support student agency. kaiako/teachers have a shared vision and agreed common practices focused on building success for all ākonga/students.

Our Values

All our schools focus on the values espoused in the New Zealand Curriculum. In particular, we celebrate and model a whole learner approach to success characterised by:

- Active, positive engagement in lifelong learning, persevering and striving for one's full potential
- Resourceful, confident and curious - accept the challenge of learning
- Empathy, responsibility and kindness for each other - connected citizens in our communities
- Respectful, supportive and safe relationships
- Promotion of resilience through physical, mental, social and spiritual well-being
- Connections with whānau and community

Our Shared Purpose

Schools within the Southern Kāpiti KA are committed to providing education to ākonga/students aligned with the values outlined within the New Zealand Curriculum (NZC). The NZC explains that ākonga/students will be encouraged to value: Excellence by aiming high and by persevering in the face of difficulties. Innovation, inquiry, and curiosity by thinking critically, creatively, and reflectively. Diversity, as found in our different cultures, languages, and heritages. Equity, through fairness and social justice.

School leaders in the Southern Kāpiti KA believe that this overall purpose requires that education increasingly needs to be personalised, collaborative and contextualised in order to meet the needs of ākonga/students. The dynamic world in which schools operate requires that kaiako/teachers and schools reflect the same values: that kaiako/teachers need to be innovative in ways that reflect a concern for excellence, diversity and equity.

As mentioned above, schools in the Southern Kāpiti KA have for some considerable time shown a desire to be innovative. For this interest in innovative education to reflect a concern for excellence and equity across schools in the region, a more systematic approach is needed to the innovation process. In other words, the Southern Kāpiti Kāhui Ako aims to refine the processes that turn creative ideas into effective new practices that are shared across the region and, potentially, further afield. It is one thing to be generally encouraging and well-intentioned about creative endeavours. It is another, to establish a systematic way of converting creative ideas into shared professional practices.

Our Shared Process

In order to achieve the above vision, we intend to:

- Collaborate across communities by offering equitable opportunities for all ākonga/students to optimise their achievement outcomes
- Provide effective and seamless transitions into, through, across and out of the Kāhui Ako
- Build positive partnerships within, across and through communities, whānau and iwi

Part Two - Our Shared Journey

Our Shared Journey and Process So Far

Many Kāpiti schools have a history of working collaboratively.

School leaders in the region have developed positive relationships, and they have engaged in professional development activities together, worked together to contract PLD providers, shared information and knowledge, and engaged in collaborative activity. This has been achieved despite some of the natural competition that arises from operating in the same area. Positive relationships continue to develop amongst schools as they work together on a variety of projects.

There are a range of areas in which resources could be employed. Many schools share similar interests in areas like numeracy, literacy, and well-being. Further, with greater access to resources, schools would have the opportunity to analyse existing data and identify points of high leverage.

Schools in the Kāpiti area are well placed to engage in further collaborative innovation. There are sound positive relationships and established networks that are helpful for initiatives to progress through the innovation process. Further, there are already existing 'forays' that are producing tangible and valued results and indicate the potential for effective action in the future.

The Structure of our Kāhui Ako

ROLES/Resourcing				
Management Group	KA Leader/s	Support tumuaki/principals	Across School Leaders	Within School kaiako/teachers
All tumuaki/principals of included schools, ECE representative.	.4 release (total)	2 tumuaki/principals from the Management Group	.4 release (includes a weekly leadership team meeting) 3	2 hours per week release to be used flexibly but with one day per term full day meeting with KA Leadership team 19 TBC
- Has responsibility for appointing KA Leaders - Oversees major decisions - Considers potential risks and resourcing requirements - Is regularly briefed on	- Has responsibility for developing the initial achievement challenges and setting the direction of the Kāhui Ako - Oversee appointment of ASLs	- Run the management group meeting (agenda and minutes) - Carry out admin tasks associated with the running of the management group - Point of contact	Each ASL will be responsible for delivering a workstream across the KA working with the schools who opt in to their workstream.	Responsible for ensuring best practice within their school to meet the KA Achievement Challenges.

progress and engages in review processes - Represents the interests of the Kāhui Ako on their respective boards	- Develop action plan - Lead regular reviews of impact and progress - Plan, co-ordinate and facilitate professional development - Lead day to day organisation of KA and its action plan - Manage and co-ordinate resourcing - Maintain relationships with key stake holders	for all tumuaki/principals and boards in the case of concerns or complaints - Provide general support to the lead tumuaki/principal		

We note that the leadership of the Southern Kāpiti Kāhui Ako is a dual leadership role, following the lack of initial applications from individual tumuaki/principals. The Ministry gave permission for us to open the application process to dual and senior teacher leadership following the lack of initial applications from individual tumuaki/principals.

Our Kāhui Ako leaders maintain strong links to the Management Team, which comprises the tumuaki/principals of all seven schools and an ECE representative. The Kāhui Leaders are committed to:

- offering leadership to build productive collaboration and advocate for the Kāhui Ako;
- facilitating the ongoing development and implementation of our achievement plan;
- connecting our diverse representatives and supporting the professional growth of leaders and kaiako/kaiako/teachers
- using our professional expertise across our schools to operationalise our shared achievement objectives in collaboration with the tumuaki/principals in the community.

Part Three - Our Progress Aspirations

PA 1 - Hauora ākonga/students, staff and our community will have an understanding of what well-being means for them, and be able to use this knowledge and strategies to reduce stress and anxiety in order to engage with school in ongoing learning		
Workstreams	Initiatives	Possible Data Sources
Cultural Responsive Pedagogy - Our Kāhui Ako would like to see our tamariki engaged in learning that recognises their identity, language and culture	● Building on relationships with mana whenua ● ākonga/students have a sense of belonging as they gain knowledge of where they come from ● ākonga/students will experience environments that promote Te Whare Tapa Whā - Taha hinengaro, Tāha whānau, Taha Wairua, Taha Tinana	● Regular conversations about genuine partnership with mana whenua ● NZCER survey ● Attendance data ● Stand down/exclusion ● Pastoral and referral notices
Inclusion	● PLD to increase knowledge of neuroscience and trauma-informed practice	

Indicators of progress

The following section describes the indicators of progress that we anticipate. We intend to refine these following the appointment of the Across School Leads and the establishment of firm baseline data.

- We will seek evidence that we are closing the disparity between specific groups of ākonga/students and all ākonga/students.
- We will also seek evidence that ākonga/students report positive relationships and a sense of belonging and care in our schools.
- An increase in the number of Maori ākonga/students who report feeling a sense of belonging and connection to our schools.
- An increase in the attendance rate of our Māori ākonga/students with a decrease in disparity between all ākonga/students and our Māori ākonga/students.
- We expect to see increased levels of achievement against the curriculum.
- Decreases in irregular and chronic non-attendance

TARGETS

- An increase in attendance, with a target of 90% attendance for all ākonga/students by the end of 2025.

PA 2 - Agentic Learning		
ākonga/students experience mana-enhancing practices that support student agency. Kaiako/teachers have a shared vision and agreed common practices focused on building success for all ākonga/students.		
Goal	Initiatives	Possible Data Sources
Culturally Responsive Pedagogy	• whānau in our Kāhui Ako will be supported in a culturally sensitive approach to engage with our schools and increase attendance • ākonga/students have a sense of belonging as they gain knowledge of where they come from • Kaiako support with their practice to impact positively on student outcomes	• Attendance data • Stand down/exclusion
NZC/NCEA	• Support for kaiako to implement the progressions • Support for kaiako for understanding and using the Common Practice Model (CPM)	• NCEA Level 2

Inclusion	• Kura within our Kāhui Ako will analyse and identify barriers for tamariki attending school regularly • Our Kāhui Ako will seek out agencies and professionals to work alongside to help increase attendance • Our Kāhui Ako will seek out agencies and professionals to work alongside our kaiako to increase their knowledge and practice to support our neuro-diverse ākonga/students • PLD to increase knowledge of trauma-informed practice • Transition processes support ākonga/students and whānau towards successful learning outcomes	• NZCER survey • Attendance data • Stand down/exclusion • Pastoral and referral notices

Indicators of progress

The following section describes the indicators of progress that we anticipate. We intend to refine these following the appointment of the Across School Leads and the establishment of firm baseline data.

- We will be looking for evidence that our ākonga/students feel increasingly agentic and are able to articulate their learning.
- We expect to see increased levels of achievement against the curriculum.

- An increase in the number of ākonga/students who report feeling a sense of agency.
- An increase in the number of ākonga/students who are able to identify the focus and direction of their learning.

TARGETS
- 85% of ākonga/students leaving our KA with NCEA Level 2 by the end of 2025
- Progress Target - design and administer a student survey to gather baseline student wellbeing data, to determine a target for end of 2025

Workstream/Goal #1 Culturally Responsive Pedagogy

Moral Purpose
All our ākonga/students will receive culturally sustaining learning environments that help tamariki feel strong in their identity, language and culture

Why is this important ?
We understand that when tamariki feel a strong sense of belonging and connection to their language, identity and culture, they engage more successfully in their learning. Tamariki need to recognise themselves in their learning environment. ākonga/students need to recognise themselves in their learning environment. Schools that are inclusive ensure all our ākonga/students feel welcomed and can participate in all aspects of school life. We note the close link between the cultural diversity principle and the inclusion principle of the New Zealand Curriculum. We understand that teaching practices need to be responsive to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika and Asian ākonga/students.

Inequitable systems can exist in schools for different groups for a complex range of reasons, such as socio-economic factors, deficit theorising, lack of deliberate professional learning, unresponsive programme design or poor relations with whānau and community.

We believe that when ākonga/students cultural identities and wellbeing are strong and secure, their academic success will improve.

This will be demonstrated by ākonga/students reporting that they:
- Have a strong sense of belonging within their school
- Have strong positive relationships with others
- Believe they are positive contributors across a range of life settings
- Can accept others for who they are and learn positively alongside them
- Have a sense of their place and acceptance within the global community

Why is this a priority for our community?
We have noticed that there are persistent patterns of inequity in our data when it is disaggregated by ethnicity. While many of our schools have made strong efforts over many years to connect with local iwi, grow the use of te reo Māori and put in place a range of initiatives, the disparities are still to be seen in the data. Conversely, we have seen the positive impact of growing positive learning relationships in our schools, and we want to work collectively to strengthen this work across our ākonga/students' pathways.

Across our schools, we wonder if we still do not have a clear understanding of culturally responsive practices and what our Māori and Pasifika whānau want or need.

In terms of hunches:
- Explore the possibility of cultural bias
- That engagement with whānau could be more reflective of what they need
- That we are not yet measuring success in ways that truly reflect "Māori experiencing success as Māori"

Baseline Information:

We note that our baseline data is, in many ways, only a proxy indicator of what our tamariki, particularly our Māori ākonga/students, are experiencing. However, it offers a starting point for further exploration across our schools.

For example:

- Our attendance data across our Kāhui Ako shows Māori ākonga/students are over represented in chronic non attendance and under represented in regular attendance.

Ethnicity	Year	Total Student	Number of students attending				Percent of students attending			
			90-100%	80-90%	70-80%	0-70%	90-100%	80-90%	70-80%	0-70%
Māori	2021	618	262	162	84	110	42.4	26.2	13.6	17.8
	2022	457	208	126	61	62	45.5	27.6	13.3	13.6
Pacific	2021	169	72	50	20	27	42.6	29.6	11.8	16.0
	2022	114	40	39	18	17	35.1	34.2	15.8	14.9
Asian	2021	244	165	50	16	13	67.6	20.5	6.6	5.3
	2022	167	103	47	9	8	61.7	28.1	5.4	4.8
MELAA	2021	96	70	16	4	6	72.9	16.7	4.2	6.3
	2022	75	38	20	13	4	50.7	26.7	17.3	5.3
Other	2021	18	12	2	3	1	66.7	11.1	16.7	5.6
	2022	22	10	5	6	1	45.5	22.7	27.3	4.5
European/ Pākehā	2021	2849	1612	701	269	267	56.6	24.6	9.4	9.4
	2022	1958	1057	524	226	151	54.0	26.8	11.5	7.7
All	2021	3343	1869	821	319	334	55.9	24.6	9.5	10.0
	2022	2318	1213	629	272	204	52.3	27.1	11.7	8.8

- Data shows that the percentage of students staying at school until at least their 17th birthday has decreased and Māori are over-represented in these figures.

Percentage of school leavers staying at school until at least their 17th birthday (2019-2021)

Group	Left before 17th birthday			Stayed until 17th birthday			Percentage staying until at least 17th birthday		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Female	25	21	27	123	134	135	83.1	86.5	83.3
Male	25	13	46	109	131	135	81.3	91.0	74.6
Māori	16	13	22	58	47	51	78.4	78.3	69.9
Pacific	3	1	3	9	7	12	75.0	87.5	80.0
Asian	0	1	2	12	11	8	100.0	91.7	80.0
MELAA	x	x	x	x	x	x	x	x	x
Other	x	x	x	x	x	x	x	x	x
European/Pākehā	45	29	62	207	247	246	82.1	89.5	79.9
Total	50	34	73	232	265	270	82.3	88.6	78.7
New Zealand Total	8,718	8,248	10,181	40,319	40,581	42,294	82.2	83.1	80.6

- Significant and ongoing disparity in achievement is evident for Māori and Pacific student groups in all three learning areas
- Based on student population numbers, Māori are over represented in stand down and exclusion numbers

Age-standardised stand-down rate by gender and ethnic group (2021)

Group	Observed stand-downs	Baseline stand-downs ?	Age-standardised stand-down rate per 1,000 students
Female	6	48.0	3.4
Male	20	46.4	11.6
Māori	12	16.9	19.0
Pacific	1	2.8	9.4
Asian	0	4.2	0.0
Other	0	2.6	0.0
European/Pākehā	13	67.8	5.1
CoL Total	26	94.3	7.4
New Zealand Total	20980	20,980.0	26.8

Age-standardised exclusion rate by gender and ethnic group (2021)

Group	Observed exclusions	Baseline exclusions ❓	Age-standardised exclusion rate per 1,000 students
Female	0	1.8	0.0
Male	1	1.6	0.7
Māori	1	0.6	1.7
Pacific	0	0.1	0.0
Asian	0	0.1	0.0
Other	0	0.1	0.0
European/Pākehā	0	2.4	0.0
CoL Total	1	3.4	0.3
New Zealand Total	733	733.0	1.1

What do we want to see?

Our Kāhui Ako would like to see growing evidence that we are fostering strong connections with mana whenua, whānau and ākonga/students from the outset. Our ākonga/students will report they feel safe and have a strong sense of belonging and identity in our schools as they transition into, through and between schools. Our schools and learning programmes will offer a secure, well managed learning environments. Our kaiako/teachers will be able to engage in effective teaching interactions, particularly with Māori ākonga/students and Māori through strategies that promote mana enhancing relationships with their ākonga/students.

An established pedagogical approach, based on programmes such as Relationship Based Learning, suggests ākonga/students are likely to feel culturally located in our schools when we explicitly reject deficit theorising as a means of explaining Māori ākonga/students' education achievement levels. We want our ākonga/students to take an agentic position in their learning and

kaiako/teachers to accept professional responsibility for the learning of our ākonga/students.

Initiatives:

- Building on relationships with mana whenua
- Teaching and learning programmes support ākonga/students to have a sense of belonging as they gain knowledge of where they come from
- PLD for kaiako/teachers to support the development of environments that promote Te Whare Tapa Whā - Taha hinengaro, Tāha whānau, Taha Wairua, Taha Tinana
- Support for whānau in a culturally sensitive approach to engage with our schools and increase student attendance
- Kaiako support with their practice to impact positively on student outcomes

Key Indicators

1. Ākonga/students will report feeling a sense of belonging when we review key aspects of the NZCER Wellbeing@School Survey related to cultural location, connections to whānau and aspects that matter to them.
2. Attendance data: Narrowing patterns of inequity when data is disaggregated by ethnicity.
3. Achievement in numeracy and literacy will show an increase (targeted areas to be identified) when disaggregated by ethnicity.

How will we track progress?
See Part 4 for details of our approach to monitoring and evaluation across all three challenges

Who will lead this work? Responsibility for leading this work will be established once the Across School roles are appointed

Workstream/Goal #2 NZC/NCEA

Moral Purpose:

Our ākonga/students will strengthen the dispositions required to develop "capabilities for living and lifelong learning" (NZC, 2007, p.12).

Why is this Important?

We believe that when ākonga/students are strong in the dispositions required for living and lifelong learning, their academic success will improve. Future-focused learning should see ākonga/students moving from passive recipients to active players in the learning process.

We believe that ākonga/students' ability to adapt, make positive choices and understand themselves as ākonga/students is increasingly important. We are told that there has been enormous change in the nature of societies, the nature of work, and in how knowledge is viewed. This has implications for the kind of education our young people require and the focus of the teaching and learning they experience. The New Zealand Curriculum invites us to put today's ākonga/students at the centre and bring a future-focused perspective to teaching and learning (Ministry of Education, 2014).

We want our ākonga/students to not only be able to recall knowledge or perform particular skills but also to be capable of thinking, using language, symbols and texts, managing self, relating to others, and participating and contributing. If ākonga/students are to become increasingly independent, we will hear their voices in the way we design learning and make decisions.

In terms of the New Zealand Curriculum, we see this challenge aligning the following vital aspects of learner-centred education:

- the Key Competencies offer a visible pathway to signpost dispositions for learning that weave through all learning

areas and curriculum contexts. We note that the work of deliberately fostering the Key Competencies looks different across our ākonga/students' pathways, and there is room to both refine and innovate the way we help ākonga/students take ownership of the way they are learning;

- the guidance around effective pedagogy: creating meaningful opportunities for ākonga/students that invite them to explore, problem-solve and collaborate in authentic ways;

- local curriculum design: exploration of specific contexts within and between the learning areas in ways that a relevant, contemporary educational experience.

Why is this a priority for our community?

Our whānau tell us they want us to make sure their ākonga/students are prepared for the future. We are excited at the possibility of creating innovative curriculum design together.

We want to refocus powerful teaching and learning on the 'front end' of the curriculum.

We have also noticed anecdotally that the 'social capital' of our ākonga/students is not equitable in that some ākonga/students are well-supported to self-manage and make decisions, while others require additional and explicit guidance from school to help them develop independence and a 'growth mindset'. The deliberate teaching of metacognitive skills is a space we want to explore across our schools, as well as how we manage the reporting of learning attitudes/habits.

Baseline Information:

Our hunches related to this Achievement Challenge are based on the need to review and innovate as our environments change and as we learn more collectively about what agentic learning and local curriculum look like.

What do we want to see?

We want our ākonga/students to own their learning journeys as they move between schools, and kaiako/teachers.

We want our ākonga/students to be:

- agentic; they know why they are learning and how they learn best, they are inspired and equipped with the knowledge and skills to succeed
- able to adapt and thrive in a changing world
- critical, informed, responsive citizens
- well-prepared for an extraordinary world ahead

An established theory of change suggests ākonga/students are likely to develop adaptive expertise and a sense of agency when they are "are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency." (ERO, Domain 4)

We want to develop shared thinking about a consistent language related to learning dispositions across our Kāhui Ako so that ākonga/students can grow their knowledge of themselves as ākonga/students throughout school. We want to help our kaiako/teachers to have explicit conversations with young people about the competencies they are drawing on and why, and we would like to involve our ākonga/students in helping us understand what is happening for them.

Initiatives:
- Support for kaiako to implement the revised NZC progressions
- Support for kaiako for understanding and using the Common Practice Model (CPM)

Key Indicators:

1. Ākonga/students' reports ('student voice') indicate an increasing ability to understand,

   have choice and ownership of their learning process
2. Teacher survey indicates improved knowledge of the refreshed NZ Curriculum/NCEA
3. Achievement in numeracy and literacy will show an increase (targeted areas to be identified) when disaggregated

by ethnicity.

How will we track progress?
See Part 4 for details of our approach to monitoring and evaluation across all three challenges

Who will lead this work?
Responsibility for leading this work will be established once the Across School roles are appointed

Workstream/Goal #3 Inclusion

Moral Purpose

Ākonga/students and young people learn best when they feel accepted, when they enjoy positive relationships with their fellow ākonga/students and kaiako/teachers, and when they can be active, visible members of the learning community.

Enacting Te Tiriti o Waitangi principles, inclusive learning communities do the right thing by ākonga/students and communities (tika), with integrity (pono) and with care and sincerity (aroha). (Inclusive Education, https://inclusive.tki.org.nz).

Why is this important ?

We know that we can improve outcomes for all ākonga/students through:
- kaiako who are equipped with knowledge and strategies to deliver a rich, engaging curriculum in an adaptive and personalised way
- harnessing collective knowledge, wisdom and experiences of parents and whānau and members of the community
- actively seeking, valuing, and respecting diverse representation, views and experiences of ākonga/students, staff, and boards
- building collective curiosity, intelligence, inquiry and critical thinking to engage all ākonga/students in meaningful learning.

Why is this a priority for our community?

Our whānau tell us they want their tamariki/ākonga/students and young to feel accepted, enjoy positive relationships with their fellow ākonga/students and kaiako/teachers and be able, active, visible members of the learning community.

Across our Kāhui Ako community, we have noticed an increase in ākonga/students with diverse learning, social and behaviour needs and an increase in those impacted by trauma.

Baseline information

Schools in our Kāhui Ako have noticed:

- Increased tamariki enrolling at our schools with a range of neuro-diverse needs that can hinder accessing the curriculum
- Increased enrollments of ākonga/students who present with complex needs and trauma, often who have attended another school elsewhere first (transiency)
- Increased number of pastoral records supported by teacher observations of negative/harmful student behaviour
- Increased absence concerns identified in schools attendance data (Truancy) - see table above

What do we want to see?

- Improved student attendance
- Stronger connections to support transitions
- Improved teacher practice

Initiatives:

- PLD to increase knowledge of neuroscience and trauma-informed practice
- Kura within our Kāhui Ako will analyse and identify barriers for tamariki attending school regularly
- Our Kāhui Ako will seek out agencies and professionals to work alongside to help increase attendance
- Our Kāhui Ako will seek out agencies and professionals to work alongside our kaiako to increase their knowledge and practice to support our neuro-diverse ākonga/students
- Transition processes support ākonga/students and whānau towards successful learning outcomes

Key Indicators:

- ākonga/students will report feeling a sense of belonging when we review key aspects of the NZCER Wellbeing@School Survey related to cultural location and connections to whānau, as well as aspects that matter

to them.   - Attendance data: Decreased patterns of non-attendance   - Teacher survey noting improved knowledge and skills in supporting ākonga/students with neuro-diverse learning, behaviour and social challenges   - Teacher participation in professional development
How will we track progress? See Part 4 for details of our approach to monitoring and evaluation across all three challenges
Who will lead this work? Responsibility for leading this work will be established once the Across School roles are appointed

Part 4 Evaluation of Progress Across all Challenges

This section describes how we will measure and evaluate progress across the challenges in our Kāhui Ako to establish an "evidence picture". It includes: the "vital few" measures, the markers of progress that will signal change over time, and the processes we will use. The following assumptions underpin our approach to evaluation.

We understand the importance of evaluating our work over time and that the challenges we have chosen are vital foundations to ensure all ākonga/students can make progress against the New Zealand curriculum.

Research suggests that sustainable change over time, across a complex network, such as a Kāhui Ako, can take several years. Therefore, we have selected measures that provide the most useful, common-sense indicators of short, medium and long-term progress. We believe qualitative feedback from ākonga/students and whānau, in swift cycles of inquiry, will offer powerful, early signals of change.

Specific targets in limited curriculum areas can disguise or exclude relevant progress in other areas. We are committed to broad, holistic change in our schools that cuts across the whole curriculum..

Evidence is best shown through manageable triangulation of a few vital measures at crucial staging posts in the learning pathway of our ākonga/students. As Timperley (2008) reminds us, there is uncertainty in the validity and accuracy of any individual piece of evidence. It is important to integrate multiple sources of evidence to provide a picture of where ākonga/students are at in relation to outcomes valued by our Kāhui Ako. While it may not be possible to track ākonga/students across the Kāhui Ako for the lifetime of their learning (i.e. ākonga/students may arrive and leave), we will seek to gather comparative data over time.

Measures of student achievement against the curriculum will be aggregated across all schools and based on a range of tools and judgements.

Summary of key measures

We have selected measures that can evidence our challenges through a focus on four student cohorts within in our Kāhui Ako (a new cohort will be started every 3 - 4 years):

- Cohort #1 2023 Year 3 ākonga/students
- Cohort #2 2023 Year 7 ākonga/students
- Cohort #3 2023 Year 10 ākonga/students
- Cohort #4 2024 New Entrants

Due to the interrelationship of the challenges, we have chosen evaluation methods that can do 'double duty' as indicators of progress against more than one challenge.

1. Challenge 1: Hauora/wellbeing: We are looking for evidence that our young people feel safe, welcome and accepted at our school.

2. Challenge 2: Agentic Learning: We are looking for evidence that suggests ākonga/students can articulate what they are learning, how they are learning, and how they might tackle new learning.

Measure 1: What our rangatahi tell us

Student voice will be gathered through focus groups. Specific, 'light-touch' questions will be developed so we can have these conversations consistently across the Kāhui Ako.

These questions will ensure that we ask about the key indicators across the workstreams. This process will be developed alongside ākonga/students and whānau as a focus for our Across School Kāhui role.

For example, for Challenge 1, the indicators may be developed with our Māori ākonga/students and whānau groups. For Challenge 2, key indicators may be adapted from student self-assessment questions such as "List aspects of your learning that are successful? How do you know?"

Measure 2: Wellbeing@School survey

This will be administered across all schools, and NZCER will be requested to aggregate the data. We will focus on specific aspects in the survey that will be identified as important to our challenges, following baseline data. Once we have aggregated and compared our schools' data to our 'all schools' data, data will be disaggregated by gender and ethnicity. We will work alongside NZCER advisers to explore the 'what next' with this data.

Measure 3: Attendance

Attendance data will be aggregated across our Kāhui Ako with a focus on the percentage of ākonga/students attending school at least 90% of the time. We will disaggregate by gender and ethnicity. For Challenge 1, we will also look at retention data (Percentage of ākonga/students attending and staying on at school to age 17).

Weaving the themes together

Southern Kāpiti Kāhui Ako	AC #1 Hauora Students, staff and our community will have an understanding of what wellbeing means for them, and be able to use this knowledge and strategies to reduce stress, anxiety in order to engage with school in ongoing learning.	AC #2 - Agentic Learning Students experience mana enhancing practices that support student agency. Teachers have a shared vision and agreed common practices focused on building success for all learners.
Workstream/Goal #1 **Culturally Responsive Pedagogy**	1 - Building on relationships with mana whenua 2 - Students have a sense of belonging as they gain knowledge of where they come from 3 - Students will experience environments that promote Te Whare Tapa Whā - Taha hinengaro, Tāha Whānau, Taha Wairua, Taha Tinana	1 - Whānau in our Kāhui Ako will be supported in a culturally sensitive approach to engage with our schools and increase attendance 2 - Students have a sense of belonging as they gain knowledge of where they come from 3 - Kaiako support with their practice to impact positively on student outcomes
Workstream/Goal #2 **NZC/NCEA**		1 - Support for kaiako to implement the progressions 2 - Support for kaiako for understanding and using the Common Practice Model (CPM)
Workstream/Goal #3 **Inclusion**	1 - PLD to increase knowledge of trauma informed practice	1 - Kura within our Kāhui Ako will analyse and identify barriers for tamariki attending school regularly 2 - Our Kāhui Ako will seek out agencies and professionals to work alongside to help increase attendance 3 - Our Kāhui Ako will seek out agencies and professionals to work alongside our kaiako to increase their knowledge and practice to support our neuro diverse learners 4 - Transition processes support learners and whanau towards successful learning outcomes.