



# Te ara Mana-ā-Kura Kāhui Ako

*A Pathway for Empowering Schools,  
Learners and Community*

**2024 - 2026**



Elm Park School  
Whāwhāria te tangata te ariā. Te ariā te ariā te ariā te ariā te ariā te ariā.



Sunnyhills School



<b>Contents</b>	<b>Page</b>
<b>Introducing our Community</b>	<b>3</b>
<b>Our Vision, Mission and Whakatauki</b>	<b>5</b>
<b>Review</b>	<b>6</b>
<b>Refocusing</b>	<b>7</b>
<b>Strategic Plan</b>	<b>9</b>
<b>Achievement Challenges</b>	<b>13</b>
<b>Organisation and Structure</b>	<b>18</b>
Leadership	
Reporting	
Charters	
Governance	
Communication	
<b>Appendix 1: Code of Conduct and Memorandum of Understanding</b>	<b>17</b>
<b>Appendix 2: Community of Learning Privacy Protocol</b>	<b>19</b>
<b>Appendix 4: Analysis of Variance</b>	<b>21</b>

## Welcome to Te ara Mana-ā Kura Kāhui Ako

Our schools have a strong and long history of collaboration, spanning at least 24 years. Over the decades, we have fostered formal collective partnerships, shared professional learning opportunities, transition initiatives, and co-curricular activities.

### History and Development

In 2017, Te ara Mana-ā Kura Kāhui Ako was formed, initially bringing together four schools to work more closely. In 2020, Wakaaranga School officially joined the Kāhui Ako, marking a significant step in our community's growth. We are currently working to extend our network to include local Early Childhood Education (ECE) Centres, further strengthening our educational continuum.

The Te ara Mana-ā Kura Kāhui Ako, also known as the Farm Cove Community of Learning, is a network of schools serving the Pakuranga suburb of East Auckland. Our goal is to provide a strong pathway of achievement for our learners, ensuring they receive the best possible education from early childhood through to secondary school.

At the heart of our Kāhui Ako is the "Student Pathway," a cohesive and comprehensive approach designed to support students at every stage of their educational journey. This pathway ensures that each learner has access to the resources, support, and opportunities needed to succeed and thrive in their academic and personal development.

By fostering a collaborative and inclusive community, Te ara Mana-ā Kura Kāhui Ako is dedicated to nurturing the potential of every student, paving the way for a bright and successful future.



### ECE Centres;

- New Shoots Children's Centre
- Pakuranga KinderCare Learning Centre
- Busy Bees
- Pakuranga Kindergarten
- Cascades Kindergarten

The name Te ara Mana-ā Kura literal translation is the pathway of empowering our schools. It was chosen for the work that our group does reflecting the inspirational and courageous behaviour of our Community towards our learners in this area.

We are a community of four multicultural Early Learning Centres and five Decile 5-9 schools comprising of three contributing primary schools, an intermediate school and a college all in close geographical proximity to each other in East Auckland.

## Our Commitment to Seamless High-Quality Education

We collaborate to provide a seamless, high-quality educational experience from early childhood through to secondary school. By aligning programs of continuous learning and improvement, we ensure our students are well-prepared for future success.

## Strengths of Our Community of Learning

According to the Education Review Office (ERO), common strengths across our Kāhui Ako schools include:

- Respectful and Learning-Focused Environments: Our schools foster environments where respect and a focus on learning are paramount.
- Strong Strategic Leadership and Stewardship: We benefit from robust leadership and governance that guide our strategic direction.
- High Expectations: Leaders, teachers, and learners consistently strive for excellence.
- Collaborative Working Cultures: Teamwork and collaboration are at the heart of our community, enhancing our collective effectiveness.
- Evaluation-Driven Improvement: Regular evaluations help us maintain high-quality practices and guide ongoing improvements.

## Embracing Diversity

A notable trend in our schools is the increasing diversity of our learners, particularly the rising number of students for whom English is a second language. Over half of our primary school students are, or have been, funded English Language Learners (ELLs). This demographic shift underscores the importance of maintaining a strong focus on literacy within our Kāhui Ako.

## Engagement with Local Iwi

Our local iwi, Ngāi Tai, plays a vital role in our community. Each school in our cluster has established meaningful connections with Ngāi Tai. We highly value genuine engagement and collaboration with our local iwi, hapū, and whānau, fostering a rich cultural partnership that benefits our entire learning community.

## Our Ethnicities ( as at 1 July 2023) *Excludes International Students*

School	NZ European	Maori	Pacific	Asian	MELAA/Other	Total
Pakuranga College	1029 43%	205 10%	263 11%	737 30%	147 6%	<b>2381</b>
Farm Cove Intermediate	235 39%	50 8%	51 9%	221 37%	37 6%	<b>594</b>
Sunnyhills School	183 36%	46 9%	17 3%	249 49%	10 2%	<b>505</b>
Elm Park School	180 30%	54 9%	94 16%	233 39%	31 7%	<b>592</b>
Wakaaranga School	325 39%	70 8%	62 7%	341 41%	54 4%	<b>852</b>
<b>Totals</b>	<b>1952</b> <b>40%</b>	<b>425</b> <b>9%</b>	<b>487</b> <b>10%</b>	<b>1781</b> <b>35%</b>	<b>279</b> <b>6%</b>	<b>4924</b>

# Vision

The vision of Te ara Mana-ā-Kura is to create a community of learners in which we work together to build the capacity of each individual to become a confident and passionate life-long learner who will enjoy success and fulfilment in learning and life.

This means learners who:

- Pursue personal excellence
- Are reflective and resilient
- Value diversity and inclusiveness
- Are respectful and collaborative
- Are connected and communicate effectively
- Demonstrate leadership and contribute positively to their communities

# Mission

To embed deep collaboration across our educational pathway, using collaborative inquiry to ensure a consistent and coherent pathway for all learners, to build learner agency and to support teaching as inquiry to improve outcomes for all.

# Guiding Principles

Professional Collaboration, Inquiry Mindset, Coaching, Coherence and Agency.

# Our Over Arching Goal

**To raise student achievement by growing exceptional educators**

# Kāhui Ako Development Stages (updated Nov 2023)

We have reviewed the performance of the Kāhui Ako against the MoE Guidelines for the developmental stages of Kāhui Ako. During the review we took into account a wide range of stakeholder voice from, Principals, Across School Teachers, Within School Teachers, Students, All staff, and Board.

From the review we are confident in describing the Kāhui Ako's progress in each aspect as:

Group	ESTABLISHING			DEVELOPING			EMBEDDING			FULLY FUNCTIONING		
	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress
Principals ASL's Focus Group member												
<b>TEACHING AND LEARNING</b>												
Improving Teaching Practice Capabilities									X			
Collaboration on Teaching									X			
Curriculum						X						
<b>LEADING</b>												
Leadership Development									X			
Collective Purpose									X			
Trust											X	
Working Together											X	
<b>EVIDENCE</b>												
Data Collection									X			
Using Evidence & Data								X				
<b>PATHWAYS</b>												
Integration of the Teaching Pathway								X				
Supporting Transitions								X				
<b>PARTNERING</b>												
Parents/Families/Whanau			X									
Iwi Relationships			X									
Community			X									

## TEACHING & LEARNING (Significant Progress Embedding)

<b>Improving Teaching Practice and Capabilities</b>	We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.
<b>Collaborating on Teaching</b>	Our teachers are collaborating on teaching. The findings from teacher led inquiries are shared across the Kāhui Ako.
<b>Curriculum</b>	We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.
<b>LEADING – (Significant Progress Embedding (1&amp;2) &amp; Some Progress Fully Functioning (3&amp;4))</b>	
<b>Leadership Development</b>	We are growing leadership capability across the community. Our leader, across and within schoolteachers are leading change across the Kāhui Ako.
<b>Collective, Purpose, Focus &amp; Responsibility</b>	We have a clear vision and purpose developed with, and owned by, the wider community.

	Our leaders have strong and trusting relationships and are leading the community together.
<b>Trust</b>	Our strong culture of whānaungatanga enables us to collaborate with each other on the things that will that will best lift the attainment of our children and young people.
<b>Working Together</b>	Our Kāhui Ako has effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most.
<b>EVIDENCE – (Some progress developing stage)</b>	
<b>Data Collection</b>	We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data
<b>Using Evidence &amp; Data</b>	We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.
<b>PATHWAYS – (Some Progress Embedding Stage)</b>	
<b>Integrating the Learning Pathway</b>	We are ensuring that learning is responsive to the needs of our children and young people as they progress across our pathway.
<b>Supporting Transitions</b>	We have evidence based practices in place to support successful and seamless transitions through the pathway.
<b>PARTNERING – (Late stage Establishing)</b>	
<b>Parents, Family &amp; Whanau</b>	We are talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute.
<b>Iwi Relationships</b>	We are talking with our local iwi leaders about the establishment of our Kāhui Ako
<b>Community</b>	We are identifying key people and local organisations in our wider community that we need to engage with and involve in the work of the Kāhui Ako.

## Refocusing

The Kāhui Ako has spent time refocusing the goals for the next two years and intends to use the resourcing to enhance and expand the collaborative structures currently in place. We are committed to working collaboratively in developing strategies to address the identified challenges that we have set for ourselves.

Our work will be continue to be grounded in our four Guiding Principles;

### Professional Collaboration

We believe that we can improve valued outcomes for all ākonga by fostering professional collaboration, shared expertise and sharing of innovative and evidence-based pedagogy within and between Te ara Mana-ā-Kura schools and Early Childhood Education Centres.

### Inquiry Mindset

We believe it is critical to have leaders and teacher's confidently integrating evidence based disciplined inquiry and the development of specific and deep knowledge into practice to sustain improvements in student learning.

## **Coherence**

We believe that there needs to be a consistent philosophy across the Kāhui Ako driving the curriculum, learning progressions and teaching and learning.

There will be a commitment to continually striving to improve teaching and learning and to improving valued outcomes for students.

### **Strategies for improvement:**

1. **Teaching as Inquiry** - investigating our practice with deliberate acts of teaching in order to have an impact on student outcomes
2. **Coaching:** ASLs to support school leaders (middle leaders, WSL) to investigate artifacts to ensure changes in practice are having a positive impact on student outcomes
3. **Measuring Impact** : Intentional shared and moderated data for understanding the curriculum levels/progress outcomes with utilising the ASL to coach WSL/middle leaders. Data informed decision making vs. Data driven. Monitoring and evaluating the impact that the Kahui Ako is having on student achievement.

# Te ara Mana-ā-Kura Kāhui Ako Strategic Direction



## Strategic Focus Areas 2024 - 2026

### BUILDING ON PAST SUCCESSES

Our collective aim is to raise student achievement by growing exceptional educators.



Coaching and Inquiry @ the heart of all practice

Great teaching improves student outcomes. We have huge strengths amongst our staff to leverage best practice and grow each other. Teachers, commit to self improvement to be their very best each year in their professional growth cycle by making a conscious commitment to enhancing their practice.

### **Our 2024 Goals**

#### ***To raise student achievement by growing exceptional educators***

We will do this by:

- strengthening coherent curriculum pathways in Literacy and Mathematics
- Enhancing teacher capability and understanding of effective pedagogical approaches (what best practice looks like)
- strengthening transition processes so that all students transition positively between each educational setting (ECE to College)

#### **As leaders we will ensure that we:**

- use a teaching as inquiry approach
- have staff involved in coaching to improve practice
- collaborate with ECE centres to support the continuity of learning across the educational pathway.

#### **Strategies for improvement:**

- Effective Leadership
- Evidence based pedagogy
- Pathways and transitions
- Teaching as Inquiry
- Coaching
- Consistent Data
- Adapted approach for ASLs to be connecting with each kura (see table below)

## Across School Leaders Organization for Impact 2024

<b>Introductions</b>	At the beginning 2024 the ASL team will arrange a time that they can come into each school to make connections with your staff team. This may be at morning tea or at the beginning of a staff meeting etc.
<b>Focus groups</b>	The ASL team will run focus groups 2 times per term for each workstream area.
<b>In School 1:1 Meetings</b>	<p>The ASL team will meet with the leads in each school 2 x per term for a 1:1 in school meeting.</p> <p>The aim of these meetings is to support WSLs and/or leads in actioning change/growth within their school.</p>
<b>Meeting with WSLs and schools leads</b>	The ASL team will prioritise time to meet with WSLs and current leads as required by each school outside of the focus groups and In school 1;1 meetings.
<b>ASL Meetings</b>	<p>The ASL team will rotate around schools for their meeting venues. This will allow them to have greater visibility across the Kahui Ako.</p> <p>ASL and Lead principal meetings will be held at Wakaaranga School.</p>

Initiative	Why (purpose)	Who	When	Measures
<b>Evidence based Pedagogy</b> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> </ul>	Creating alignment across schools to build a coherent pathway in curriculum areas <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> </ul>	ASL to facilitate meetings of curriculum leaders in each school  Collaboratively curate best practice of an effective programme within each curriculum  ASL to support <b>coaching conversations</b> around data in literacy and mathematics for improved practice	2024	<b>Individual school assessments to support data analysis:</b> <ul style="list-style-type: none"> <li>• eastTtle reading</li> <li>• eastTtle maths</li> <li>• BSLA</li> <li>• Phonological Awareness Tool</li> <li>• The Code Spelling Sheets</li> <li>• Collaborative inquiry OTJs</li> </ul>

<b>Strengthening Pathways</b>	Strengthening our pathways to enhance learner success.	Back mapping from the Year 10 co requisite to inform intermediate and upper primary literacy programmes	2024	Tracking over stuehnt achievement overtime Programme cohesiveness
<b>Transitions</b> <ul style="list-style-type: none"> <li>● ECE to Primary</li> <li>● Primary to Int.</li> <li>● Int. to College</li> </ul>	To ensure our learners are well orientated to the next Kura and there are strong relationships between staff to share information on learners	ASL coordinates sector transition points to enable visits to occur  ASL facilitates collaborative discussions between ECEs and kura  ASL co odinates community events to ensure that strong links are evident between schools and their associated whanau	2024	Feedback from learners will be gathered and transition programmes adjusted accordingly. Programmes to include orientation visits to provide a taster of kura, student to student sessions, and teacher interactions

## Achievement Challenge Targets 2024

While our schools consistently surpass national achievement averages, continuing to elevate our collective literacy and mathematics proficiency remains paramount. This focus aligns seamlessly with government priorities aimed at enhancing standards in literacy and mathematics across Aotearoa.

We aim to achieve the following goals:

Writing	<p><b>Goal 1A:</b> Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in <b>writing</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in Year 1-6 by at least 8% from 72% to 80%;</li> <li>All <b>Māori</b> learners in years 1-6 by at least 26% from 54% to 80%;</li> <li>All <b>Pacific</b> learners in years 1-6 by at least 29% from 51% to 80%;</li> <li>All <b>Male</b> learners in years 1-6 by at least 16% from 64% to 80%</li> </ul>
	<p><b>Goal 1B:</b> Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in <b>writing</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in Year 8 by at least 13% from 67% to 80%</li> <li>All <b>Māori</b> learners in year 8 by at least 8% from 72% to 80%</li> <li>All <b>Pacific</b> learners in year 8 by at least 12% from 68% to 80%</li> <li>All <b>Male</b> learners in year 8 by at least 20% from 60% to 80%</li> </ul>
Reading	<p><b>Goal 2A:</b> Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in <b>Reading</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in years 1-6 by at least 1% from 79% to 80%</li> <li>All <b>Māori</b> learners in years 1-6 by at least 11% from 69% to 80%</li> <li>All <b>Pacific</b> learners in years 1-6 by at least 19% from 61% to 80%</li> <li>All <b>Male</b> learners in years 1-6 by at least 5% from 75% to 80%</li> </ul>
	<p><b>Goal 2B:</b> Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in <b>Reading</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in year 8 by at least 6% from 74% to 80%</li> <li>All <b>Māori</b> learners in year 8 by at least 4% from 76% to 80%</li> <li>All <b>Pacific</b> learners in year 8 by at least 12% from 68% to 80%</li> <li>All <b>Male</b> learners in year 8 by at least 9% from 71% to 80%</li> </ul>
Mathematics	<p><b>Goal 3A:</b> Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in <b>mathematics</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in Year 1-6 by at least 6% from 79% to 85%;</li> <li>All <b>Māori</b> learners in years 1-6 by at least 15% from 65% to 80%;</li> <li>All <b>Pacific</b> learners in years 1-6 by at least 27% from 53% to 80%;</li> <li>All <b>Male</b> learners in years 1-6 by at least 4% from 81% to 85%</li> </ul>
	<p><b>Goal 3B:</b> Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in <b>mathematics</b> with a focus on Maori, Pacific and male learners.</p>	<ul style="list-style-type: none"> <li>All learners in Year 8 by at least 11% from 69% to 80%</li> <li>All <b>Māori</b> learners in year 8 by at least 27% from 53% to 80%</li> <li>All <b>Pacific</b> learners in year 8 by at least 24% from 36% to 60%</li> <li>All <b>Male</b> learners in year 8 by at least 17% from 63% to 80%</li> </ul>
Reading Comprehension	<p><b>Goal 4:</b> By the end of 2022 lift the achievement of all learners in Year 10 to Above Stanine 3 in <b>Reading Comprehension</b> with a focus on all Male, Maori and Pacific learners</p>	<ul style="list-style-type: none"> <li>All learners in year 10 by at least 6% from 89% to 95%</li> <li>All <b>Māori</b> learners in year 10 by at least 7% from 78% to 85%</li> <li>All <b>Pacific</b> learners in year 10 by at least 11% from 84% to 95%.</li> </ul>

		<ul style="list-style-type: none"> <li>● All <b>Male</b> learners in year 10 by at least 11% from 87% to 95%.</li> </ul>
NCEA	<p><b>Goal 5:</b> Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in <b>NCEA</b></p>	<ul style="list-style-type: none"> <li>● All learners in Years 11-13 by at least 5% from 75% to 80%;</li> <li>● All <b>Māori</b> learners in years 11-13 by at least 19% from 61% to 80%;</li> <li>● All <b>Pacific</b> learners in years 11-13 by at least 25% from 55% to 80%;</li> <li>● All <b>Male</b> learners in year 11-13 by at least 8% from 72% to 80%;</li> </ul>

# Organisation and Structure

## Leadership

- The Lead principal of the Kāhui Ako will coordinate and liaise with each of the school principals, in order to support and promote successful outcomes across the network.
- The 'across-school' leaders (ASL) will coordinate and liaise with the Kāhui Ako Lead Principal in order to develop the detail of work streams arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the network.
- The 'across school' leaders (ASL) will use a collaborative inquiry approach to develop specific responses to the Kāhui Ako achievement challenge and work with the appointed 'in-school' lead teachers (WSL) and other school leaders to co-construct school-based strategies.
- The across-school leaders (ASL) will provide skills and expertise related to curriculum, best pedagogical practice, Inquiry, coaching and change leadership
- The Lead Principal and the across-school lead teachers will set up an evaluative framework to measure effectiveness of actions undertaken and next steps.

## Reporting

Reports to Boards.

The Lead Principal will co-ordinate combined meetings and the preparation of reports for School Boards. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy
- Issues arising

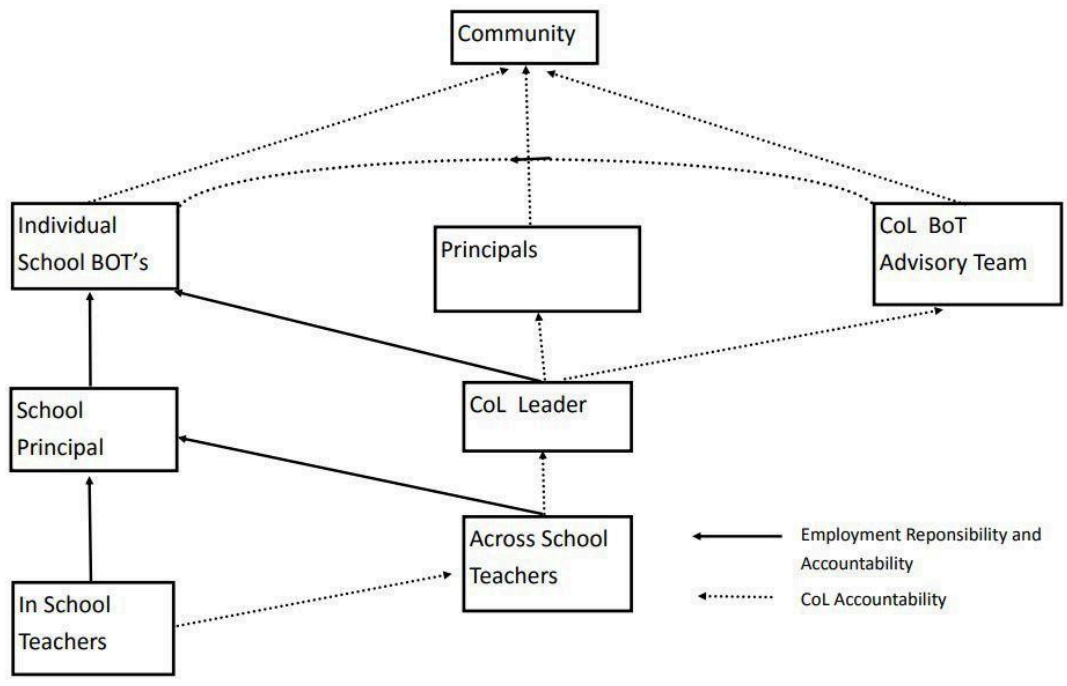
## Charters

The achievement challenges will be reported on in the Analysis of Variance.

## Governance and Communication

- Board advisory team (BAT) (a Board representative from each of the school is invited to be on this Board plus the individual school Principals and the Kāhui Ako leader)
- Media statements and communication to be authorised only by the Kāhui Ako leader
- Kāhui Ako leader to report on progress of achievement challenges termly to Boards
- Principals to meet monthly
- Across schools' teachers to report to Kāhui Ako leader as per meeting overview
- Additional special focus roles will report directly to the Kāhui Ako leader

# Accountability



# Appendix 1: Te ara Mana-ā-Kura Community of Learning Code of Conduct and Memorandum of Understanding

## Code of Conduct for the Te ara Mana-ā-Kura Community of Learning.

Participation in our community of Learning requires a commitment to an agreed Code of Conduct. In this regard, we adhere to the following principles:

- All participants will be respectful of each other's view and opinions
- All participants will undertake to read and engage in an informed professional manner to the discussions and the development of the Community of Learning (Kāhui Ako)
- All participants will value new learning, provide feedback, feed-forward and treat shared information in a professional and confidential manner
- In the case of a dispute or breakdown in communication issues will be referred to the leader of the Kāhui Ako. Where the leader is involved or is unable to resolve differences, three other members of the principal's group will meet to collaboratively resolve the dispute
- All positions of service for the community agree to abide by the guiding principles of the Kāhui Ako which values the uniqueness of each school
- Appointments to the positions of cross school leadership will involve the collective wisdom and involvement of all leaders in schools where an appointee shall work, but will always be representative of the spread of schools with the Kāhui Ako

In promoting equity for all kura and ākongā, we are all committed to:

- Manaakitanga - a collective responsibility for caring for the well-being of all
- Whanaungatanga - establishing meaningful relationships, through shared experiences and working together providing all with a sense of belonging
- Ako - taking responsibility for learning, respecting the reciprocity between the teacher and the learner and learning from each other
- Kotahitanga - unity, togetherness, solidarity, collective action
- Mahi tahi - co-operation, leadership for everyone, travelling in the same direction - with the same purpose
- Wananga - well researched, robust and thoughtful discussions, dynamic sharing of idea

## Memorandum of Understanding

The Boards and Principals of the schools in the Te ara Mana-ā-Kura Kāhui Ako (Farm Cove Kāhui Ako) agree to:

- Abide by the agreed code of conduct
- Work collaboratively to raise student achievement
- Adhere to the agreed Privacy Protocols (appendix 2)

## Variation to the Achievement Plan:

If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- Challenges being addressed
- The approaches used to address them
- Changes to milestone/review dates

Substantial changes will necessitate our Community of Learning to agree to the amended plan.

- a) We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:
- Change to the composition to this Community of Learning
    - (1.) **Joining:** Where an ECE/Kura/School is to join our Kāhui Ako, the Ministry is to be informed of this prior to the change taking effect.
    - (2.) **Withdrawing:** Where any Board elects to leave our Community of Learning, they will provide notice no later than the end of Term 2 to our Kāhui Ako and the MOE. The withdrawal will take effect from the start of the following school year. *This does not preclude a withdrawing kura/school from participating in another Kāhui Ako without resourcing during this period of notice.*
- b) We acknowledge that our agreement to clauses a, 1 & 2 have resourcing and employment relations implications for the ECE/Kura/Schools in our Kāhui Ako:  
Particularly:
- (3) where one of the roles is employed by a departing ECE/Kura/School
  - (4) where the departing ECE/ Kura/School is critical to the maintenance of the akonga's/student's pathways within the Kāhui Ako
- c) Changes to the composition to our Kāhui Ako will require
- (5) approval by the Ministry of Education
  - (6) amendment to the list of signatories to this Agreement
- d) Disestablishment of the Community of Learning:  
If prior to the termination date of this agreement, our Kāhui Ako determines to disestablish, we will notify the Ministry of Education of this intent immediately.

We acknowledge the same conditions as in clause a (2) Withdrawing- apply to disestablishment.

## Appendix 2: Community of Learning Privacy Protocol

The purpose of this protocol is to guide information sharing and privacy of information associated with forming and operating our Community of Learning. This protocol is for Boards, Principals, Teachers and other Community members associated with this Community of Learning (Kāhui Ako).

### Principles for Sharing Aggregated Information

As part of the formation and operation of our Community of Learning, schools will share aggregated information about their school. These are the Six Key Principles that our Community of Learning will apply when sharing aggregated information.

- Schools should give permission for their information to be used by the Kāhui Ako and may specify what the information may be used for.
- The information provided by schools must not include personal information that can be, or could be used to identify an individual student or staff member
- The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information
- School information should be accurate, timely and collected using the agreed assessments and methods
- The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit and mitigate the sensitivities and risks around any information shared prior to sharing it.
- Schools with the community will work together to minimise the cost of collecting, storing and providing information.

### Information sharing protocol for our Community of Learning

- When the community requests information from schools within the Community of Learning, it will specify what information is required and for what purpose it will be used.
- Information provided by schools can only be used for the purpose that it has been collected unless the school gives permission for it to be used for another purpose
- By providing the information, schools are giving permission for their information to be used by the Kāhui Ako, but permission will not extend beyond the purpose for which the information has been collected unless further permission has been granted.
- Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
- The Community will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that information is readily available.
- Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

### Principles for Privacy of Personal Information

Communities of Learning will gain access to personal information through the selection of staff to the new Community of Learning Roles.

- Applicants should be told what personal information about them is being collected and why
- Applicants should be told who the information will be shared with
- Applicants should be given the opportunity to correct or update any information held about them
- Applicant's information will only be used for the purpose for which it is collected

### Privacy of Personal Information for staff in Community of Learning roles

Staff appointed to the across Community of Learning roles will also have access to personal information about staff and students. Staff in these roles should ensure that any personal information about staff and students acquired in the performance of their duties is kept confidential or is made anonymous. They will be responsible for ensure that the information held by them in the performance of their Kāhui Ako role is kept secure and is either destroyed or transferred to their

successor when leaving the role.

### **Official Information Act 1982**

- Where a request for official information is made by a third party to the Kāhui Ako, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982
- Where a third-party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the school /kura which is the prime holder or generator in accordance with Section 14 of the Official Information Act 1982.

## Appendix 3

### Te ara Mana-ā-Kura Kahui Ako 2023 Analysis of Variance

#### Primary and Intermediate Data

<b>Goal 1A: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in <b>writing</b> with a focus on Maori, Pacific and male learners to 80%.</b>			
<b>Goal</b>	<b>2022 EOY data</b>	<b>2023 Targets</b>	<b>2023 EOY data</b>
All learners in years 1-6 by at least 15% from <b>65%</b> to 80%,	SHS: 335 out of 459; 73% EPS: 273 out of 577; 47% WS: 543 out of 745; 73% <b>Overall: 1151 out of 1781; 65%</b>	SHS: 364/456 = 80% EPS: 411/514 = 80% WS: 570/712 = 80% <b>Overall: 1345/1682 (80%)</b>	SHS: 343/457 = 75% EPS: 327/520 = 63% WS: 460/597 = 77% <b>Overall: 1130/1574 (72%)</b> 7% improvement since 2022
All Māori learners in years 1-6 by at least 30% from <b>50%</b> to 80%,	SHS: 29 out of 43; 67% EPS: 16 out of 57; 28% WS: 37 out of 64; 58% <b>Overall: 82 out of 164; 50%</b>	SHS: 33/41 = 80% EPS: 32/40 = 80% WS: 58/72 = 80% <b>Overall: 123/153 (80%)</b>	SHS: 24/45 = 53% EPS: 26/52 = 50% WS: 33/52 = 63% <b>Overall: 83/154 (54%)</b> 4% improvement since 2022
All Pacific learners in years 1-6 by at least 33% from <b>47%</b> to 80%,	SHS: 4 out of 7; 57% EPS: 27 out of 80; 34% WS: 29 out of 41; 70% <b>Overall: 60 out of 128; 47%</b>	SHS: 7/9 = 80% EPS: 58/72 = 80% WS: 35/44 = 80% <b>Overall: 100/125 (80%)</b>	SHS: 4/11 = 36% EPS: 35/80 = 44% WS: 26/36 = 72% <b>Overall: 65/127 (51%)</b> 4% improvement since 2022
All Male learners in years 1-6 by at least 22% from <b>58%</b> to 80%,	SHS: 188 out of 294; 64% EPS: 117 out of 283; 41% WS: 247 out of 368; 67% <b>Overall: 552 out of 945; 58%</b>	SHS: 174/217 = 80% EPS: 200/250 = 80% WS: 289/362 = 80% <b>Overall: 663/829 (80%)</b>	SHS: 149/229 = 65% EPS: 146/258 = 57% WS: 206/297 = 69% <b>Overall: 504/784 (64%)</b> 6% improvement since 2022
All learners in year 8 by at least 13% from <b>67%</b> to 80%,	157 of 236; <b>67%</b>	FCL: 217 out of 271=80%	FCL: 185 out of 275 = 67% 0% improvement since 2022
All Māori learners in year 8 by at least 24% from <b>56%</b> to 80%,	14 of 25; <b>56%</b>	FCL: 22 out of 27 = 80%	FCL: 18 out of 25 = 72% 16% improvement since 2022

All Pacific learners in year 8 by at least 34% from <b>46%</b> to 80%,	6 out of 13; <b>46%</b>	FCI: 20 out of 25 = 80%	FCI: 17 out of 25% = 68% 22% improvement since 2022
All Male learners in year 8 by at least 24% from <b>56%</b> to 80%,	65 out of 116; <b>56%</b>	FCI: 102 out of 128 = 80%	FCI: 78 out of 130 = 60% 4% improvement since 2022
<b>Commentary:</b> <i>The targets set for the 2023 achievement were were aspirational. Although the have not been met we have seen significant improvements in 7 out of 8 areas ranging from 4% - 22% across all areas of writing. These improvements demonstrate the growth that is taking place across all of our schools within the area of writing</i>			

**Goal 2A&B:** Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners to 80%.

Goal	2022 EOY data	2023 Targets	2023 EOY data
All learners in years 1-6 by at least 8% from <b>72%</b> to 80%, (135 learners to shift)	SHS: 353 out of 459; 77% EPS: 352 out of 577; 61% WS: 566 out of 745; 76% <b>Overall: 1271 out of 1781; 72%</b>	SHS: 364/456 = 80% EPS: 411/514 = 80% WS: 570/712 = 80% <b>Overall: 1345/1682 (80%)</b>	SHS: 357/457 = 75% EPS: 366/520 = 70% WS: 460/513 = 90% <small>Wakaaranga Note: reading OTJ was formulated in Years 2 - 6. Year 1 OTJ based on literacy</small> <b>Overall: 1183/1490 (79%)</b> 7% improvement since 2022
All Māori learners in years 1-6 by at least 18% from <b>62%</b> to 80%, (28 learners to shift)	SHS: 31 out of 43; 72% EPS: 30 out of 57; 53% WS: 40 out of 64; 62% <b>Overall: 101 out of 164; 62%</b>	SHS:33/41 = 80% EPS:32/40 = 80% WS: 58/72 = 80% <b>Overall: 123/155 (80%)</b>	SHS: 28/45 = 62% EPS: 32/52 = 62% WS: 37/43 = 86% <b>Overall: 97/140 (69%)</b> 7% improvement since 2022
All Pacific learners in years 1-6 by at least 26% from <b>54%</b> to 80%, (33 learners to shift)	SHS: 4 out of 7; 57% EPS: 36 out of 80; 45% WS: 29 out of 41; 68% <b>Overall: 69 out of 128; 54%</b>	SHS: 7/9 = 80% EPS: 58/72 = 80% WS: 35/44 = 80% <b>Overall: 100/125 (80%)</b>	SHS: 5/11 = 45% EPS: 42/80 = 53% WS: 27/31 = 87% <b>Overall: 74/122 (61%)</b> 7% improvement since 2022
All Male learners in years 1-6 by at least 27% from <b>53%</b> to 80%, (224 Learners to shift)	SHS:218 out of 294; 74% EPS: 168 out of 577; 59% WS: 272 out of 368; 74% <b>Overall: 658 out of 1239; 53%</b>	SHS: 174/217 = 80% EPS: 200/250 = 80% WS: 289/362 = 80% <b>Overall: 663/829 (80%)</b>	SHS: 167/229 = 73% EPS: 178/258 = 69% WS: 215/255 = 84% <b>Overall: 560/742 (75%)</b>

			22% improvement since 2022
All learners in year 8 by at least 9% from 71% to 80%,	167 out of 235; 71%	FCI: 217 out of 271 = 80%	FCI:204 out of 275 = 74% 3% improvement since 2022
All Māori learners in year 8 by at least 24% from 71% to 80%,	14 out of 25; 56 %	FCI: 22 out of 27 = 80%	FCI:19 out of 25 = 76% 20% improvement since 2022
All Pacific learners in year 8 by at least 23% from 57% to 80%,	8 out of 14; 57%	FCI: 20 out of 25 = 80%	FCI:17 out of 25 = 68% 11% improvement since 2022
All Male learners in year 8 by at least 16% from 64% to 80%,	74 out of 116; 64%	FCI: 102 out of 128 = 80%	FCI:92 out of 129 = 71% 5% improvement since 2022
<b>Commentary:</b> <i>The targets set for the 2023 achievement were were aspirational. Although they have not been met across this achievement challenge we have seen significant improvements in all areas ranging from 3% - 22.. These improvements demonstrate the growth that is taking place across all of our schools within the area of reading.</i>			

## Pakuranga College Data

**Goal 2C:** By the end of 2023 lift the achievement of all learners in **Year 10** to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners to 85%

Goal	EOY 2022 data	2023 Target	2023 EOY data
All learners in year 10 by at least 5% from 80% to 85	340 of 425 learners 80%	85% 363 out of 428	89% 311 out of 349 9% improvement since 2022
All Māori learners in year 10 by at least 13% from 72% to 85%	31 out of 43 learners 72%	85% 36 out of 43	78% 25 out of 32 6% improvement since 2022
All Pacific learners in year 10 by at least 27% from 58% to 85%	29 out of 50 learners 58%	85% 34 out of 41	84% 26 out of 31 26% improvement since 2022
All Male learners in year 10 by at least 11% from 74% to 85%	166 out of 224 learners 74%	85% 204 out of 241	87% 169 out of 194 13% improvement since 2022
<b>Commentary:</b> <i>The targets set for the 2023 achievement were were aspirational. The target for all learners was exceeded by 4% and the target for our Male learners was exceeded by 2%. In the remaining areas significant growth was evident, especially for Pacific learners where growth of 26% was evident.</i>			

Although the have not been met we have seen significant improvements in 7 out of 8 areas ranging from 4% - 22% across all areas of writing. These improvements demonstrate the growth that is taking place across all of our schools within the area of writing

<b>Goal 3: Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in NCEA</b>			
<b>Goal</b>	<b>2022 EOY data</b>	<b>2023 Targets</b>	<b>2023 EOY data</b>
<b>All learners in years 11-13 to have an NCEA pass rate of at least 85% (3% shift)</b>	Yr 11 – NCEA level 1 - 378 out of 467 - 81% Yr 12 – NCEA level 2 - 329 out of 387 - 85% Yr 13 – NCEA level 3 - 280 out of 350 - 80%  Overall, 987 out of 1204 achieved NCEA 82%	Yr 11 - NCEA level 1 = 85% 395 out of 465 Yr 12 - NCEA level 2 = 85% 394 out of 464 Yr 13 - NCEA level 3 = 85% (299 out of 352)  <b>Overall: 1088/1281</b>	Yr 11 – NCEA level 1 - 310 out of 437 - 71% Yr 12 – NCEA level 2 - 317 out of 396 - 80% Yr 13 – NCEA level 3 - 261 out of 357 - 73% <b>Overall, 888 out of 1190 achieved NCEA 75%</b> <i>7% decline since 2022</i>
<b>All Māori learners in Years 11-13 have an NCEA pass rate of at least 85% (10% shift)</b>	Yr 11 – NCEA level 1 - 34 out of 45 - 76% Yr 12 – NCEA level 2 - 26 out of 38 - 70% Yr 13 – NCEA level 3 - 25 out of 29 - 88%  Overall, 85 out of 112 achieved NCEA 75%	Yr 11 - NCEA level 1 = 85% 35 out of 42 Yr 12 - NCEA level 2 = 85% 35 out of 41 Yr 13 - NCEA level 3 = 85% 23 out of 28  <b>Overall: 93/111</b>	Yr 11 – NCEA level 1 - 21 out of 42 - 50% Yr 12 – NCEA level 2 - 40 out of 55 - 73% Yr 13 – NCEA level 3 - 17 out of 30 - 56% <b>Overall, 78 out of 127 achieved NCEA 61%</b> <i>14% decline since 2022</i>
<b>All Pacific learners in Years 11-13 have an NCEA pass rate of at least 85% (23% shift)</b>	Yr 11 – NCEA level 1 - 37 out of 57 - 65% Yr 12 – NCEA level 2 - 27 out of 45 - 61% Yr 13 – NCEA level 3 - 20 out of 32 - 64%  Overall, 84 out of 134 achieved NCEA 62%	Yr 11 - NCEA level 1 = 85% 45 out of 53 Yr 12 - NCEA level 2 = 85% 46 out of 55 Yr 13 - NCEA level 3 = 85% 30 out of 36  <b>Overall: 121/144</b>	Yr 11 – NCEA level 1 - 28 out of 54 - 52% Yr 12 – NCEA level 2 - 33 out of 54 - 61% Yr 13 – NCEA level 3 - 21 out of 41 - 52% <b>Overall, 82 out of 149 achieved NCEA 55%</b> <i>7% decline since 2022</i>
<b>All Male learners in Years 11-13 have an NCEA pass rate of at least 85% (4% shift)</b>	Yr 11 – NCEA level 1 - 189 out of 234 - 81% Yr 12 – NCEA level 2 - 196 out of 228	Yr 11 - NCEA level 1 = 85% 208 out of 245 Yr 12 - NCEA level 2 = 85% 200 out	Yr 11 – NCEA level 1 - 164 out of 241 - 68% Yr 12 – NCEA level 2 - 173 out of 222

	- 86% Yr 13 – NCEA level 3 - 148 out of 191 - 78%  Overall, 533 out of 653 achieved NCEA 81%	of 236 Yr 13 - NCEA level 3 =85% 169 out of 199  <b>Overall: 577/680</b>	- 78% Yr 13 – NCEA level 3 - 131 out of 184 - 71% <b>Overall, 468 out of 647 achieved        NCEA 72%</b> 9% decline since 2022
<b>Commentary:</b> <i>The targets set for the 2023 achievement were aspirational. The results gathered in this area show a decline in results that the college are analysing closely. Our workstreams for 2024 will include a focus on enhancing student outcomes in achieving the corequisite. We anticipate this work will then have a positive outcome on NCEA Level 1 outcomes in future years.</i>			

