



# Capital City Kāhui Ako

## Refreshed Achievement Challenge Plan 2022-2024

Capital City Kāhui Ako CoL ID:. 99171

Wellington

Lead Principal: Karen Spencer, Wellington High School

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## Part 1: Overview/story: 2019 - 2021

The Capital City Kāhui Ako was formally established in April 2018 and has been running for 2.5 years to date. We consist of **seven** schools (five primary schools, one intermediate, and one secondary school and **ten** Early Years' centres. Together, we draw tamariki and rangatahi from central and south Wellington. We worked alongside an expert partner in 2019 from the University of Waikato to help establish our direction and theory of improvement.

Since that time, we have had a stable Kāhui Ako lead team, with little change in Lead or ASLs. School leadership has also been stable, with only two changes in Principal in that time. Our Management Team of school leads have met regularly, as has the Kaitiaki Group of whānau/BoT members.

We have had three challenges which have provided goals and context for our work, and sustained a strong focus on teacher practice. Our professional learning methods have been a combination of Communities of Practice, responsive workshops, school visits and in-school professional learning streams.

We have worked in partnership with Poutama Pounamu (University of Waikato) in depth since 2019, as well as NZCER and CORE Education. Our regional Ministry of Education has offered regular support and guidance, as have other Ministry staff and RTLBs.

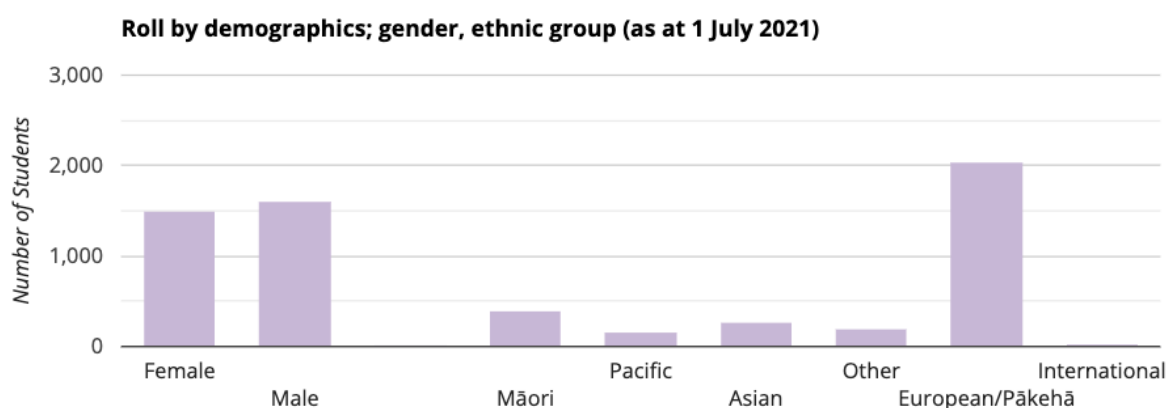
The first two years have been a period of 'forming', laying groundwork, building up the rhythms of the community and ways of working together. It has also been challenged by the Covid-19 pandemic and the complexities of working across our community at this historic time.

This document describes the review process undertaken in the second half of 2021, and the refreshed direction for 2022—2024. It is supported by the following strategic planning documents:

- [Theory of Improvement 2022-2024](#)
- [Strategic plan 2022](#)
- [Programme of learning 2022](#)

## Our ākongā

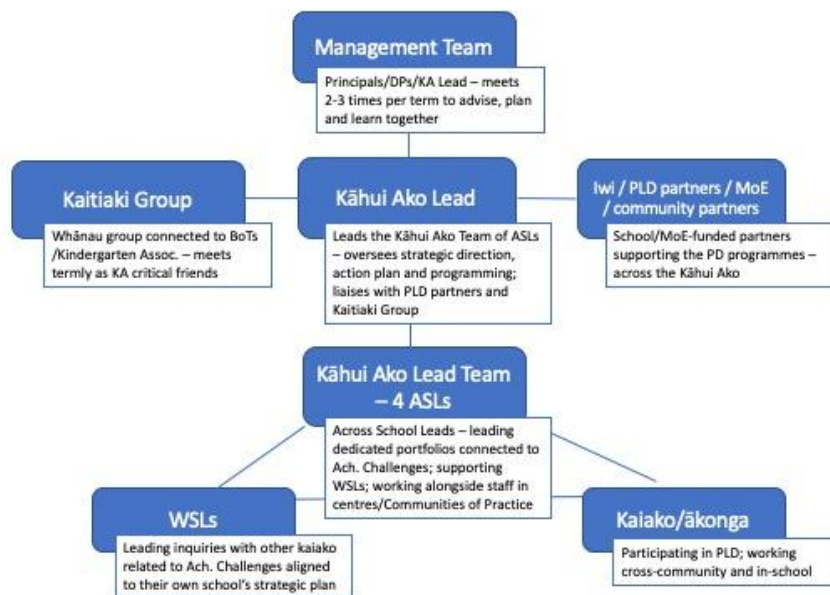
Rolls/demographics based on July 2021 roll return [source: [Education Counts](#)]



Funding year level	Gender	Māori	Pacific	Asian	Other	European/Pākehā	International students	Total
CoL Total	Female	182	74	132	92	999	14	1,493
CoL Total	Male	222	89	136	110	1,044	12	1,613
<b>CoL Total</b>	<b>Total</b>	<b>404 / 13%</b>	<b>163 / 5%</b>	<b>268 / 8%</b>	<b>202 / 6.5%</b>	<b>2,043 / 66%</b>	<b>26 / 0.08%</b>	<b>3,106</b>

## Structure & Processes

The following chart outlines the key groups in our Kāhui Ako.



## Part 2: Review Process 2019-2021

We have sustained an evaluative approach of our ways of working and progress towards our challenges through the last two years.

As we have been in set-up phase, much of the data gathering has been to set baselines, inform professional learning design, and track early progress via the following approaches:

- Aggregate data from the Wellbeing@School survey (2019 and 2021); student focus groups across the learner pathway
- The Rongohia te hau approach across three schools with others to come on stream (teacher, whānau and student feedback); growth coaching and classroom observation is now underway in at least four centres
- Qualitative tracking of early impact on teacher engagement and practice across all schools in relation to culturally relational practice and hauora - in the CoP and in-school learning with Poutama Pounamu;
- Evidence of teacher practices — in the form of pathway mapping — in the context of the key competencies and transitions between our centres.
- Evaluations following workshops, Teacher Only Day and hui.
- Evidencing early examples of impact via digital case notes, published online.
- Aggregated Learning Services data (Term 2 2020)
- Whānau feedback on transitions between schools (Term 4 2021)
- On-going qualitative tracking notes on WSL progress via ASLs
- Termly review of how we are functioning against the Ministry of Education's Development Maps for Kāhui Ako

**In Term 4 2021, we undertook a review** of the progress against our challenges in the following ways:

- A series of hui exploring impact and alignment to strategic plans via the Management Team (Principals/SLTs); in addition, each school lead team had an individual meeting with the Kāhui Lead and an ASL to ascertain where they were seeing early impact.
- An all teacher survey in Term 4 (approx. 30% response) to seek feedback on relevancy and alignment to their work;
- Exploration of priorities and impact at BoT level via engagement with whānau in our Kaitiaki Group/BoT reps
- We repeated the Wellbeing@School survey across all schools.

We also drew on research into what is likely to make the greatest difference given the long causal chain between the Kāhui Ako and individual student learning, and the need for schools/centres to be effective partners, activating the work of the KA in their centres.

These reviews have fed into our direction for the next three years, described in this document.

## Part 3: Progress against the Development Maps - how well are we functioning?

This section provides a summary review of our progress against the Ministry's Development Maps.

### Domain 1: Teaching collaboratively for the best learning outcome for every child

Progress from **Establishing** since Term 1 2019:

1. **Improving teaching practice and capability: Embedding** — some progress
2. **Collaborative teaching: Developing** — early stages
3. **Our curriculum: Developing** — early stages

#### What progress has been made?

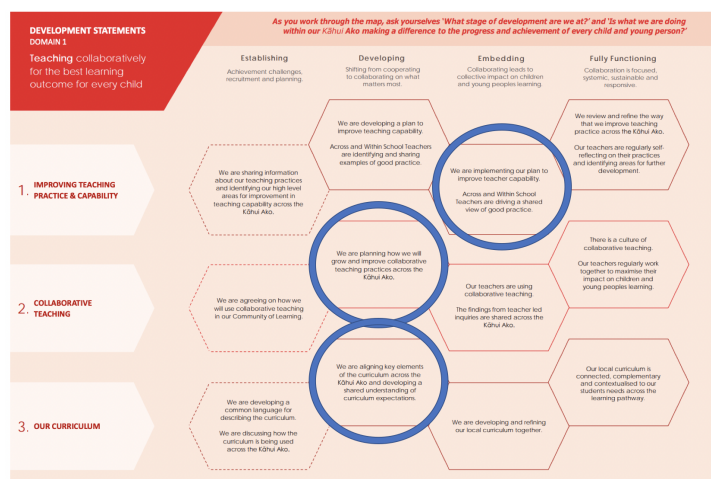
We have focused our work on collaborative teaching around the anchors of key competencies (as a tool to build student agency), key pedagogical approaches connected to culturally relational learning, and specific areas such as Aotearoa Histories. We have brought teachers together, funded in-school professional learning with Poutama Pounamu, and created maps of teacher practice across the learner pathway.

#### How do we know?

- Communities of practice established
- Co-created teacher practice maps across key competencies
- Connecting artefacts to capture Aotearoa Histories and Digital Technologies curriculum through TeachMeets
- Teacher tracking notes, and cross-school visits

#### Next steps

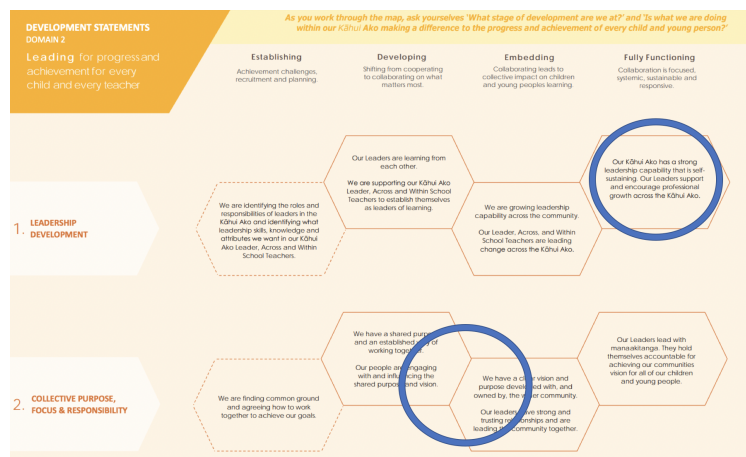
- Increase coherence with the work of in-school PLGs and inquiries, and strengthen focus on specific teaching practice
- Ensure on-going alignment to schools' strategic plans
- Promote shared teaching through school visits
- Future work focused on the curriculum refresh and academic tracing through e.g. PACT



## Domain 2: Leading for progress and achievement for every child and every teacher

Progress from **Kāhui Ako set-up phase** since Term 1 2019:

1. **Leadership Development: Fully functioning** - Significant progress
2. **Collective Purpose, Focus & Responsibility:** Approaching **Embedding** - Significant progress



### What progress has been made?

We have a functioning leadership system via Kāhui Ako WSLs and ASLs, Management Team (KA Leader Team, ASLs, Principals and DPs) and a Kaitiaki Group (whānau/BoT and ECE members). Hui are regular and well attended from all centres. Leaders work together, have a positive working relationship and are beginning to collaborate across initiatives. There is goodwill, trust when working with aggregate data or shared challenges, and a growing sense of 'a bigger us'. Recruitment has seen others step up into lead roles smoothly.

### How do we know?

- Communities of practice established
- Notes from hui at all levels and direct feedback.
- Momentum with initiatives included those self-initiated by school lead teams.

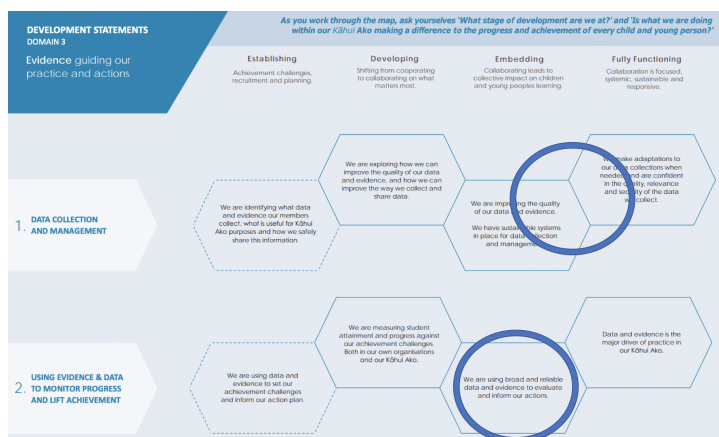
### Next steps

- Revisit our kawa that underpins effective collaboration
- Continue to strengthen opportunities for shared professional learning at lead team levels
- Ensure regular review and evaluation based on evidence
- Strengthen coherence between in-school priorities and across-school so leaders can advocate for change across the community.

## Domain 3: Evidence guiding our practice and actions

Progress from **Kāhui Ako set-up phase** since Term 1 2019:

1. **Data collection and management: Approaching Fully functioning** - Significant progress
2. **Using evidence and data to monitor progress and lift achievement: Embedding** - Significant progress



### What progress has been made?

We have sought to design our work based on aggregate data, both qualitative and quantitative. We have used a combination of national tools and localised evidence such as case notes generated through teachers and WSL inquiries, tracking docs, student focus groups, surveys. We have set annual indicators of progress that we would expect to see and reflected against those.

### How do we know?

- Aggregated data sets (Wellbeing@School, Learning Services registers)
- Inquiry notes, digital case notes
- Hui notes

### Next steps

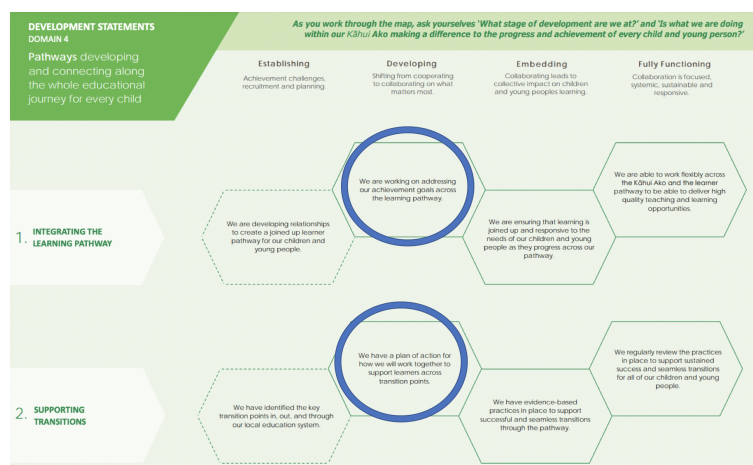
- Review the way we track academic progress in coherent ways across our kura — plan for opportunities to moderate and share best practice which is currently managed in different ways across our centres.
- Strengthen the way we use Ministry information where it is available e.g. via attendance data
- Explore approaches to add coherence to academic data tracking and sharing (e.g. PACT)

## Domain 4: Pathways developing and connecting along the whole educational journey for every child

Progress from **Kāhui Ako set-up**

**phase** since Term 1 2019:

1. **Integrating the learning pathway: Developing** - Some progress
2. **Supporting transitions: Developing** - Some progress



### What progress has been made?

We have worked to establish a picture of effective teaching practice across a number of learner pathways, mapped shared transition practices from ECE to school leavers beyond Year 13, and engaged with whānau to gain their perspective on how children move between centres along the pathway. We have pooled Learning Services data and are working closely with RTLBs and the Ministry around learning support.

### How do we know?

- Aggregated data sets (Wellbeing@School, Learning Services registers)
- Hui notes
- Learner pathway maps

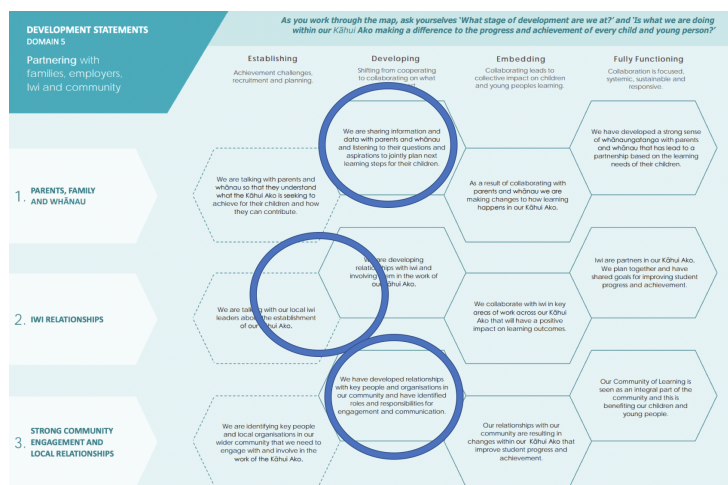
### Next steps

- Map our practices to culturally relational values to ensure we are consistently evaluating what we do against the aspects that matter to our community
- Identify areas of need at transition points that we can work on collectively.
- Review the way we share information across our centres to ensure it is relevant, useful and high quality.
- Continue to bring centres together to work collaboratively on transition initiatives

## Domain 5: Partnering with families, employers, Iwi and community

Progress from **Kāhui Ako set-up phase** since Term 1 2019:

1. **Parents, family and whānau:**  
**Developing** - Some progress
2. **Iwi relationships:** Approaching  
**Developing** - Early stages
3. **Strong community engagement and local relationships:** **Developing** - Some progress



### What progress has been made?

We have engaged with whānau through a BoT event, monthly comms to the BoTs, and our termly Kaitiaki Group, inviting feedback and involving them increasingly in the shaping of the whānau engagement mahi. We are working to establish a meaningful relationship with mana whenua and have engaged representatives as part of a TeachMeet focused on local history. Whānau feedback has also been sought through Rongohia te hau in some schools and our transitions feedback survey. Some WSL inquiries have engaged directly with whānau.

### How do we know?

- Feedback via Rongohia te hau in some schools
- Kaitiaki Group hui notes
- Term 4 2021 whānau survey
- Early conversation with representatives from Tenths Trust and engagement in Kura Ahurea in two schools

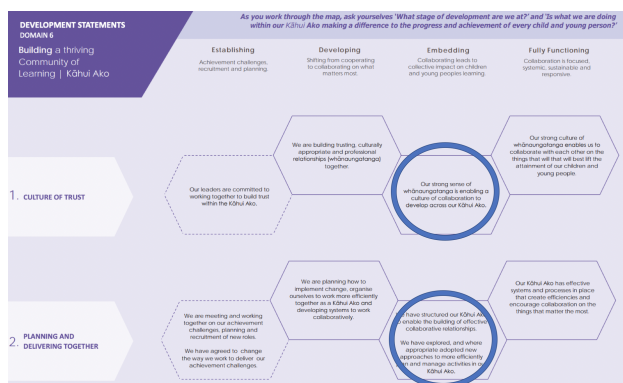
### Next steps

- Map our practices to culturally relational values to ensure we are consistently evaluating what we do against the aspects that matter to our community
- Identify areas of need at transition points that we can work on collectively.
- Review the way we share information across our centres to ensure it is relevant, useful and high quality.
- Continue to bring centres together to work collaboratively on transition initiatives

## Domain 6: Building a thriving Community of Learning/Kāhui Ako

Progress from **Kāhui Ako set-up phase** since Term 1 2019:

1. **Culture of trust: Embedding** - Significant progress
1. **Planning and delivering together: Embedding** - Significant progress



### What progress has been made?

We have seventeen centres now engaged in the work across the Kāhui Ako. Through a strength-based approach, we have had encouraging, long-term commitment to work, with positive attendance across the two years at Communities of Practice, and regular representation at all levels. The structures and processes support visibility and collaboration and the review has highlighted vested interest in the direction. We have increasingly high trust amongst teachers and leaders and there is encouraging coherence emerging so it is 'part of our work', not on top of the work.

### How do we know?

- Sustained commitment to Communities of Practice
- Strong engagement with events, even over lockdown
- In-school work with Poutama Pounamu has all centres involved to varying degrees
- Data is willingly aggregated
- School-initiated connections are strengthening our network

### Next steps

- Continue to strengthen the coherence between Kāhui Ako work and in-school strategic direction; ensure the Kāhui Ako support is specified in schools' annual plans
- Revisit and strengthen the kawa that underpins how we work
- Drive towards increasingly specific student outcomes within the professional learning to identify and spread examples of strength and celebrate gains.
- Look for efficiencies in resourcing across our community



## Part 4 | Vision & Achievement Challenge Review 2021

The review in 2021 has provided an opportunity to reflect on progress and impact in the first three years of our work, noting that five years is often cited as the minimum timeframe to gain traction across a complex system like a Kāhui Ako. We have been guided by our Theory of Improvement and strategic planning through this time.



### Challenge 1: Students feel strong and secure in their cultural identity

Ma te huruhuru ka rere te manu!  
*Adorn the bird with feathers, and it will fly.*

#### What progress has been made?

- All seventeen centres, to a greater or lesser extent have moved forward on their journey of conscientisation and understanding of cultural pedagogy, and at least three have worked through Rongohia te hau to establish a baseline from which to plan.
- The Wellbeing@School two-year data suggests that students are increasingly seeing schools as caring places, 84% feel they belong at school, and they are seeing the efforts that teachers are making; the baseline new questions on racism show that 84% of students can 'talk about racism' with teachers and 86% get names correct, 93% suggest whānau are welcome at school, but only 64% say teachers are interested in their culture.
- A sustained community of teachers has deepened and adjusted their culturally relational practice, with ongoing assessment of impact on their learners. Teachers are saying:

- *"I have intentionally put a Te Ao Māori lens on language in class and lessons...it is an intrinsic shift in my mindset to always ask how everything in the day can connect to Te Ao Māori"*
  - *"When sharing pūrākau with my students, they have been deeply interested in what happens and whether they are true or not. This has brought interesting discussion and our Māori students in particular have been proud to talk about their belief in these cultural narratives"*
  - *I found out...Maori children in the school are not always seen or heard. Some do not acknowledge their Maori whakapapa and are not so keen to explore more. Their voices need to be heard and we need to give mana to their whakapapa. [I am] noticing the barriers and not having connection time with parents means it is harder to facilitate things such as Matariki.*
- Students are saying:
    - *"I like reading the Māori books because the non-Māori kids can't say the names so I can help them. It's good to be Māori! (pukana)"*
    - *"I'm proud to be learning Māori because it makes a difference to Aotearoa, and even though we are children, we can still make a difference."*
    - *"I don't usually feel comfortable sharing my ideas but I do feel comfortable here".*
  - All schools have this challenge as a central, over-arching focus for professional learning from 2022.
  - Students report some improvements in teachers being interested in their culture (W@S survey 2021) and are at least aware that positive actions are being taken.
  - WSLs have engaged effectively with teachers' attitudes related to racism and te ao Māori, and one kura has developed a Māori 'graduate profile'.

We have not yet been able to aggregate learning data (due to varying assessment practices), or attendance data from Every Day Matters, across the Kāhui Ako in any usable format.

### **How do we know?**

- Tracking documents from school senior lead teams
- Community of Practice evidence of inquiries from teachers through the year
- School strategic plans and interviews with SLTs

- Evidence from schools that have completed Rongohia te hau
- Wellbeing@School survey comparison 2019 to 2021

### Next steps

- To engage teachers at the point of their practice via on-going peer mentoring with Poutama Pounamu, inquiries, WSL leadership and a community of practice
- To monitor impact on teachers' practice and impact on students' learning and engagement
- To foster a partnership with mana whenua, starting at the leadership level.



## Challenge 2: Wellbeing and Hauora

### What progress has been made

We have

- Formed a CoP of SENCOs and aggregated learner needs data across the Kāhui Ako; worked in partnership with RTLBs and MoE
- Aligned our internal practices with MOE's *He Pikorua Tiered Support Framework* (draft) for a more consistent support approach across and within our schools.
- Planned for PLD to support teachers in 2022
- Co-constructed a map of practices related to transitions between our schools
- Several WSLs have successfully piloted peer mediation, positive communities, and social-emotional learning that has impacted on students.
- Brought together teachers who are interested to look at restorative practices
- In addition, our Wellbeing@School 2021 data suggests that students show some acknowledgement of our effort to build more inclusive environments; and improvement in the way schools respond to aggressive behaviours. Students are more positive about learning content and there is indication of explicit teaching of considering other points of view.

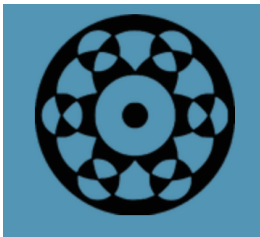
### How do we know

- WSL case notes and stories of impact

- Wellbeing@School 2021 data.
- Learning Services internal evaluation for 2022

### Next steps

- There are a number of areas that the W&S survey has highlighted as next steps, including the need to focus on: deliberate teaching to support resilience and social-emotional learning; ways to help students feel connected; ensuring students feel heard and seen in learning design; students' self-management in the face of anxiety.



## Challenge 3: **Capabilities for living and lifelong learning**

### What progress has been made

- We have built a map of key practices across the learner pathway related to key competencies
- We have sustained a CoP focused on inclusive learning to develop understanding of Universal Design for Learning (UDL)
- There has been some improvement in how interesting the learning is for students (W@S survey 2021, shift from 73% to 76%)
- WSLs have case notes that show impact on learners as a result of student-centred learning,

### How do we know

- Year 10 evaluation feedback and student feedback
- WSL case notes/stories
- Co-created learner pathway map
- Wellbeing@School data



## Part 5 | Vision & Achievement Challenges 2022 - 2024

### Refreshed Vision

Following consultation across our schools and Kaitiaki whānau group, we refreshed our 2017 vision statement to more accurately and succinctly reflect the kaupapa of our Kāhui Ako. We now aspire to

**Collaborate in ways that strengthen the cultural identity, hauora and agency of our ākonga.**

### Repositioning the relationship between our challenges

Having three separate challenges for the last two+ years has allowed us to gain momentum for work but has siloed efforts which ought to have been connected. Our review has highlighted the importance of Challenge 1 cross-cutting and interweaving the other two. We are now committed to taking a bicultural position across all three challenges.



## Challenge 1: **Cultural identity strong and secure** 2022-2024

### **Rationale:**

We are only two years into substantial mahi in this area and believe that this complex work needs time to bed in, as well as strengthen our relationship with mana whenua. Discrepancies remain in learning services and academic performance data for our Māori learners; initial feedback through Rongohia te hau suggests there are differing views between teachers and our Māori whānau and students regarding what 'success' looks like of how relational pedagogy is. The 2021 Wellbeing@School survey suggests that, while students perceive the school cultures to be supportive, there is still work to do to model relational learning that speaks to culture.

### **Actions**

The overarching strategies are reflected in our refreshed Theory of Improvement 2022-2024, and in more detailed action planning for the year ahead.

### **How we will monitor/evaluate progress**

We will:

- Undertake on-going qualitative tracking with teachers and their students through the CoPs and WSL inquiries
- Invite teacher feedback related to impact in response to collaborative events/CoPs — and in-school growth coaching
- Aggregate key findings from Rongohia te hau across our Kāhui Ako once a majority of schools (>4) have completed the process
- Aggregate annual curriculum data across our centres, where possible.
- Complete the Wellbeing@School survey in 2023

## Indicators of impact

By the end of 2024, we wish to see:

- students reporting positive impact on their perceptions of school via Rongohia te hau and qualitative case studies of impact via the WSL inquiries
- improvement in the % reporting in the Wellbeing at School survey 2023 in relation to culture-focused questions
- reduction in discrepancy in NCEA and academic data collected by schools, depending on the ease with which we can aggregate data

## Targets/indicators

These will act as indicators of progress in this challenge:

- At least a 5% increase in positive reports in the Wellbeing@School survey within aspects related to 'School-wide climate and practices' [items focused on culture] and development items related to race/culture.

Current (as at 2021)	2024 Target [at least 5% increase]
<b>School wide</b>	
52% say 'Teachers are interested in my culture':	57%
61% say we are 'Encouraged to get along with other students	66%
74% say Teachers get on well with other cultures...'	79%

- In-school audits using Rongohia te hau: For those schools that conduct a repeat of the surveys by 2024, targets include:

Mean ratings for <b>pedagogical</b> items: <i>Teachers in my class ...[6 items]</i>	Target of <0.5 between Māori and non-Maori students' responses on the scale
Mean ratings for <b>relational</b> items: <i>In my school it feels good to be...[7 items]</i>	Target of <0.5 between Māori and non-Maori students' responses on the scale



## Challenge 2: **Hauora** 2022-2024

### **Rationale**

The two year comparison of our Wellbeing@School data (2021) suggests that there has not yet been a shift in teacher/student relations around socio-emotional health. The data has confirmed that we still need to focus on students' sense of belonging, of 'being seen', specifically deliberate modeling and teaching for student social-emotional capabilities. While students report that they appreciate shared values and respectful teaching, they are still calling for support to manage interpersonal relationships, and resilience. Covid continues to provide a challenge for our communities and whānau feedback on transitions (Term 4 2021) have highlighted opportunities to add coherence in our approaches. Learning Services data (2020) has pinpointed a need to address anxiety and teaching to support neurodiversity. At the heart of this lies frameworks such as Te Whare Tapa Wha, moving beyond wellbeing to focus on the hauora of our ākonga.

### **Actions**

The overarching strategies are reflected in our refreshed Theory of Improvement 2022-2024, and in more detailed action planning for the year ahead.

### **How we will monitor/evaluate progress**

We will:

- Undertake on-going qualitative tracking with teachers and their students through the CoPs and WSL inquiries, particularly in relation to small groups of target students
- Complete the Wellbeing@School survey in 2023 and investigate a re-aggregation of Learning Services data in 2022.

### **Indicators of impact**

By the end of 2024, we wish to see:

- students reporting positive impact on their perceptions of school via qualitative case studies of impact via the WSL inquiries
- improvement in the % positivity reporting, particularly against the pro-social and classroom aspects, in the Wellbeing at School survey 2023

These will act as indicators of progress in this challenge:

Current (as at 2021)	2024 Target [approx. 5% increase]
<b>School wide</b> 61% know how to respond to bullying	66%
<b>Classroom</b> 66% not learning at school to manage feelings when upset	71%
<b>Student</b> 60% of students can say how they're feeling when they need to 69% can ask another student for help 59% students stand up for others	65% 74% 64%

- In-school audits using Rongohia te hau: For those schools that conduct a repeat of the surveys by 2024, targets include:

Mean ratings for <b>relational</b> items: <i>In my school it feels good to be...[7 items]</i>	Target of <0.5 between Māori and non-Maori students' responses on the scale
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## Challenge 3: **Teaching for ākongā agency**

2022-2024

### **Rationale**

Over the last two years, we have focused on how we are deliberately teaching towards the key competencies and inclusive learning (UDL). Data (Rongohia te hau and Wellbeing@School) suggests that we still need to do more to reach teachers' instructional practices, specifically related to ako and mahi ngātahi, and interpersonal capabilities, to ensure tauira and their whānau feel like partners in their learning. Students perceive that they could have more of a say in school and bring more of themselves to the learning. We also believe we need to strengthen our collective understanding of 'agentic learning' from a bicultural perspective and see value in weaving this mahi with that of Challenge 1.

### **Actions**

The overarching strategies are reflected in our refreshed Theory of Improvement 2022-2024 (on our website), and in more detailed action planning for the year ahead.

### **Indicators of impact**

By the end of 2024, we wish to see:

- students reporting positive impact on their perceptions of their own agency via qualitative case studies of impact / the WSL inquiries
- improvement in the % positivity reporting, particularly against the pro-social and classroom aspects, in the Wellbeing at School survey 2023
- We will seek to establish coherence in academic reporting across the Kāhui Ako over the next three years (possibly using PACT) and then we can aggregate data and seek shifts in this context.

### How we will monitor/evaluate progress

- Undertake on-going qualitative tracking with teachers and their students through a feedback tool that is based on specific indicators of positive change, co-developed with students, to measure 'agency' and engagement, particularly in relation to small groups of target students
- Improvements in aggregate annual curriculum data across our centres, where possible.

Current (as at 2021)	2024 Target [at least 5% increase]
<b>School wide</b> 64% feel they have a say in what happens at school	67%
<b>Classroom</b> 70% teachers make learning interesting	73%

- In-school audits using Rongohia te hau: For those schools that conduct a repeat of the surveys by 2024, targets include:

Mean ratings for <b>pedagogical</b> items: <i>Teachers in my class ...[6 items]</i>	Target of <0.5 between Māori and non-Maori students' responses on the scale
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