

Te Kaahui Ako O Manurewa



Kaahui Ako o Manurewa

Logo design by Adele Whitaker - Manurewa High School: HOLA Digital and Visual Arts

Whaia te ara rangatira

'Follow the course to be great'



MANUREWA KAAHUI AKO

KAAPEHU
2018 - 2020

VISION
Whaia te ara rangatira
'Follow the course to be great'

- TO ACHIEVE OUR VISION WE WILL DO SO BY BEING:**
- Collegial
 - Committed
 - Culturally aware, responsive and intelligent
 - Focussed
 - On fire and energised
 - Passionate
 - Responsible
 - Socially
 - Creative
 - Enthusiastic
 - Innovative
 - Relational
 - Self-confident
 - Strong &

WHO ARE WE?

Homai Primary
Manurewa South
Manurewa High
Manurewa Intermediate
Rowandale Primary
Wiri Central
Manukau Institute of Technology
ECEs...

Manurewa Kaahui Ako comprises six schools (one high school, one intermediate, three contributing primary schools, one full primary), one tertiary institute and ... ECEs. All schools are low decile, urban and very multicultural.

- OUR VALUES**
- Manaakitanga: Leading with moral purpose
 - Pono: Having self-belief
 - Ako: Being a learner
 - Awhinatanga: Guiding and supporting

ACHIEVEMENT CHALLENGES

Process Challenge
Quality Teaching and Learning
The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students.
(Quality Teaching for Diverse Students in Schooling: BES, 2003)

Achievement Challenge 1:

To improve achievement through the development and sustaining of cultural identity.

Achievement Challenge 2:

To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako o Manurewa..

Achievement Challenge 3:

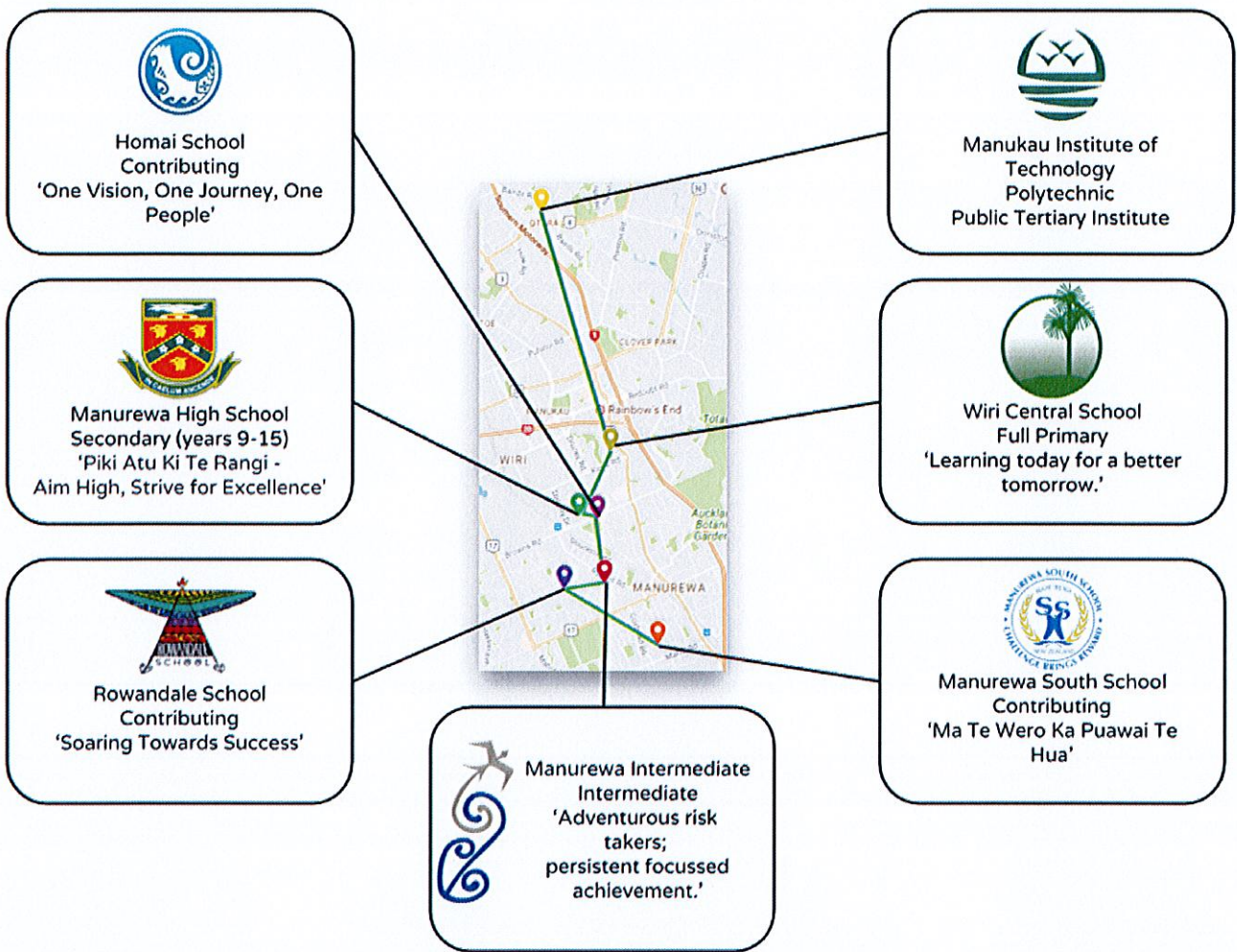
To improve achievement by developing an integrated approach to learning through the application of S.T.E.A.M.

Ko Wai Taatou?

Te Kaahui Ako o Manurewa comprises of six state schools; three contributing primaries, one full primary, one intermediate and a high school.

It is part of our vision to provide consistent, relevant and aspirational learning pathways that connect students to the real world and any and every opportunity possibly available - it is because of this, Manukau Institute of Technology are a part of our kaahui ako also.

We are a multicultural, diverse community, rich in talent and energy to make a sustained difference.



We are also supported by four key contributing early childhood centres:

Manurewa West Kindergarten	Manukau Central Kindergarten	Homai Nga Taonga ECE	Topkids Weymouth

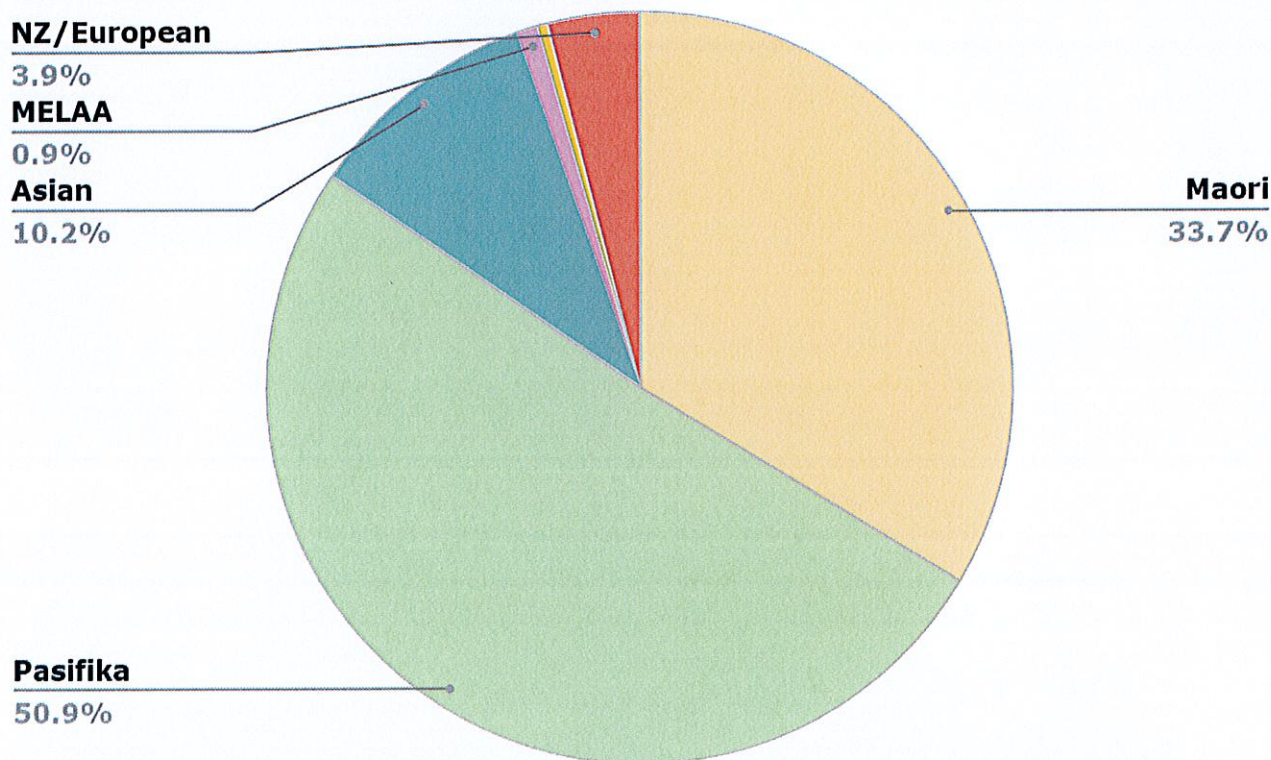
~ He waka eke noa ~

~ A waka which we are all in, with no exception ~

Te Kaahui Ako o Manurewa by Numbers

Student Ethnicities

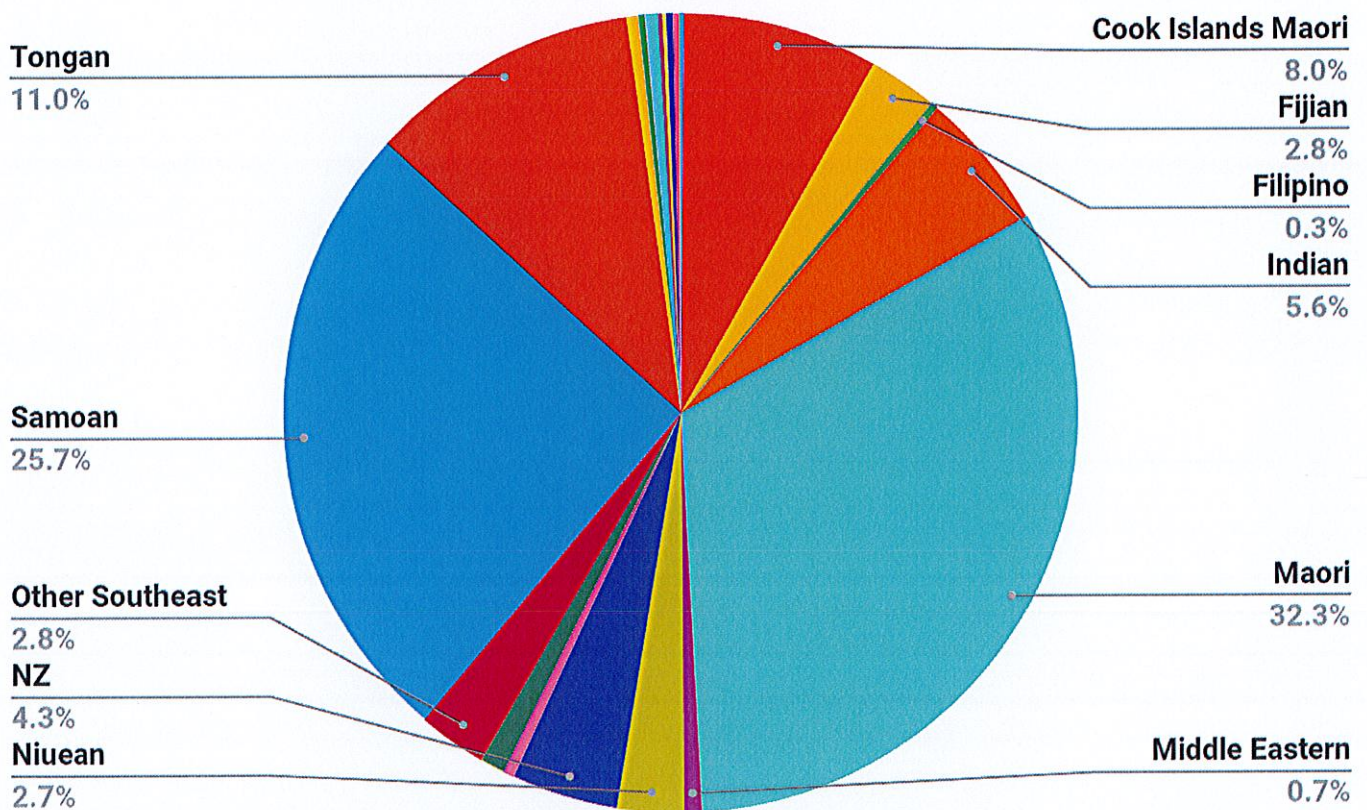
	Maaori	Pasifika	Asian	MELAA	Other	NZ European	All Students
Male	788	1179	236	29	14	87	2333
Female	733	1120	223	13	6	91	2186
Totals	1521	2299	459	42	20	178	4519



Te Kaahui Ako O Manurewa	Female	Male	Students
<i>Homai School</i>	176	178	354
<i>Manurewa South School</i>	167	193	360
<i>Rowandale School</i>	276	324	600
<i>Wiri Central School</i>	183	224	407
<i>Manurewa Intermediate</i>	351	422	773
<i>Manurewa High School</i>	1033	992	2025
Total Students	2186	2333	4519

Specific Student Ethnic Breakdown

Initially, we were content with a general ethnic breakdown but after further consideration we realised it is important in our community to differentiate as best we could. Within Pasifika there are a multitude of vastly different cultural affiliations. See below the percentage breakdown of all students who registered as a specific ethnicity when enrolling. This particularly highlights our majority - Maaori, followed closely by Samoan, Tongan and Cook Island Maaori. Other considerations are the huge range of ethnic identities in our community. A rich vein of capital we will be endeavouring to make more of.

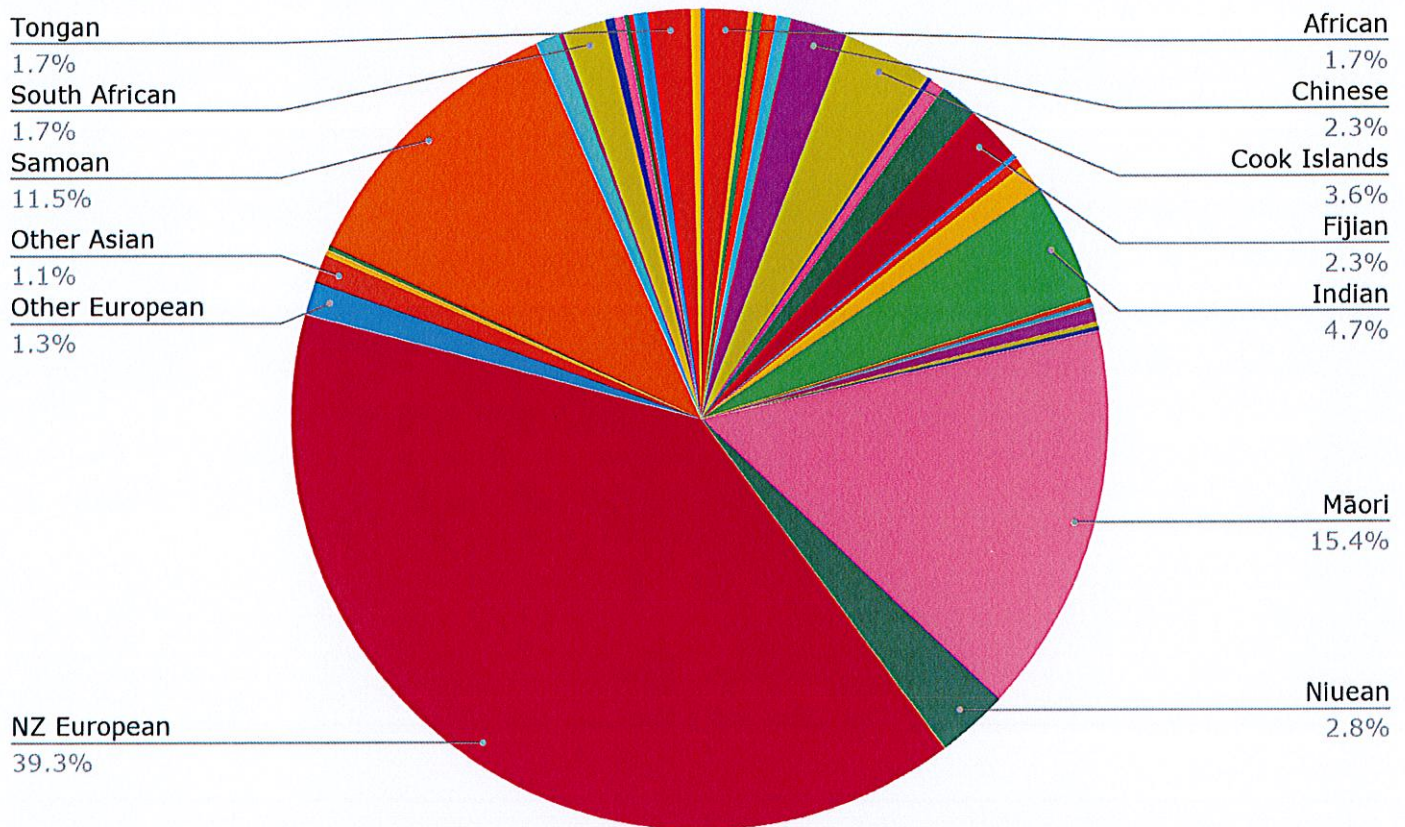


The majority ethnicities with significant representation in our community are indicated above with labels and percentages. Those other ethnicities with much smaller, minority representations are listed below:

African, Other Asian, Other Pacific Peoples, Vietnamese, Cambodian, British/Irish, Chinese, Other European, Other, Tokelauan, Korean.

Staff Ethnic Identities

It is important to acknowledge the cultural capital our teachers bring with them into the classroom. The following diagram is indicative of this capital and it would be negligent not to make the most of this resource. It is necessary for our staff to have strong identities to be able to help our akonga connect with their own.



The majority ethnicities with significant representation in our community are indicated above with labels and percentages. Those other ethnicities with much smaller, minority representations are listed below:

Aboriginal, Australian, American/USA, British, Canadian, Croatian, English, Fijian/Indian, French, German, Irish, Italian, Iraqi, Korean, Kiribati, Lao, Rotuman, Romanian, Scottish, Serbian, South African Indian, Spanish, Tuvaluan, Tokelauan, Tahitian and Vietnamese

Our Shared Approach to Improvement

From the inception of Te Kaahui Ako o Manurewa it was clear we would need to be transparent in all actions. This included the way in which we approached learning about ourselves, our community, our students, what our challenges are and how we would form strategies to give our learners equal and aspirational opportunities.

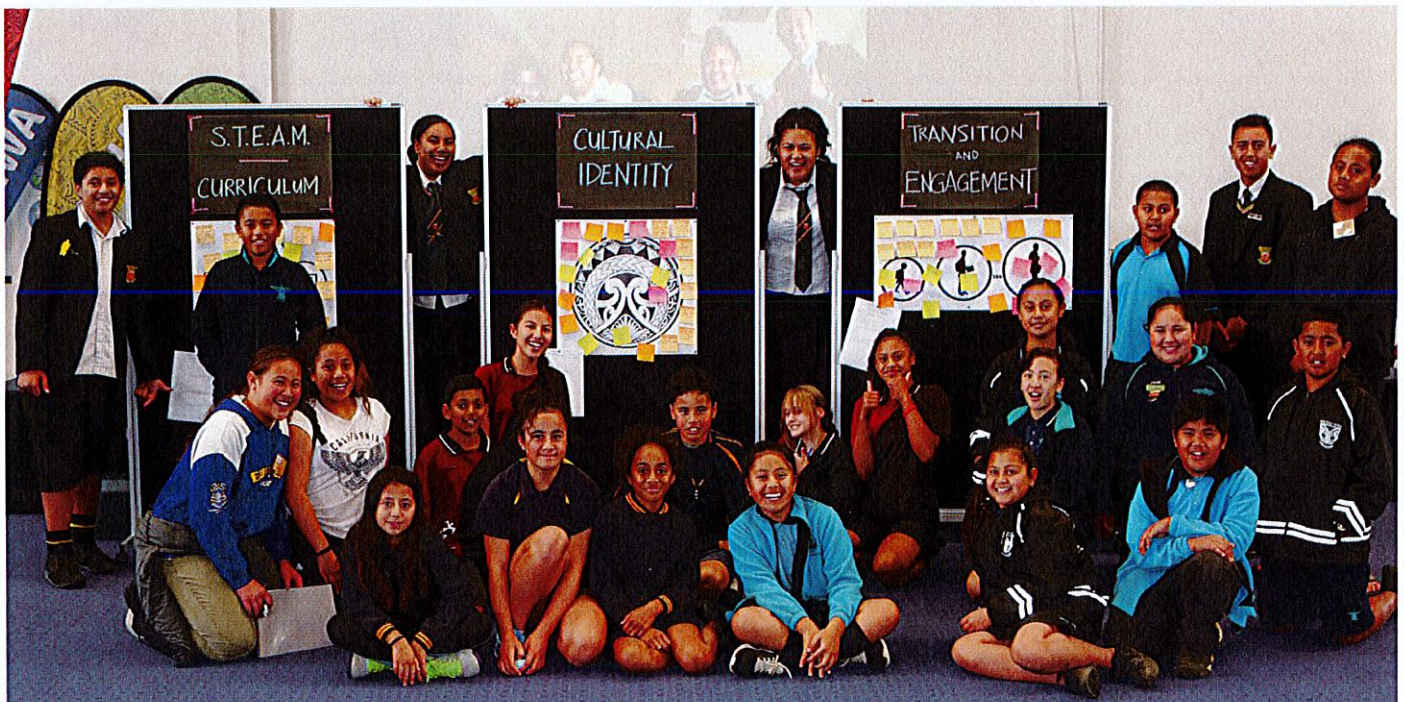
We want our students to be leaving achieving as well as any other student from any other kaahui ako in the country.

We know we will need to think differently, transformatively and innovatively to make sustainable change and to forge new pathways based on a way of thinking that puts the learner at the centre of the process. It is paramount we maintain positive relationships, be resourceful - unconventional and relentless in our approach to make change. Our challenge is to be collectively accountable for the outcomes of all children in our community, whilst maintaining the distinctiveness and integrity of each kura represented.

Our approach reflects the uniqueness of the challenges in our community and the capital our students bring through our gates. Our approach needs to 'wrap around' and fill all of the 'in between' spaces that cannot be measured or quantified and, because of this, are more important. Our approach needs to be a 'rally to arms' that all stakeholders can engage with - whaanau, ākonga, wider community, teachers and those in leadership.

It would be easy to focus on the end point, the academic outcomes, paint a bleak picture and set some targets around this. But, we know we must look deeper. Education is an upward socioeconomic mobiliser so we will stay true to our core role and set academic targets but they will preface the challenges we have identified and set.

Our process challenge combined with our three achievement challenges are bound together by our vision, values, kawa and approach to inquiry. ***Developing a Kaahui Ako wide culture of high expectations*** will be a major catalyst for success as we move forward.

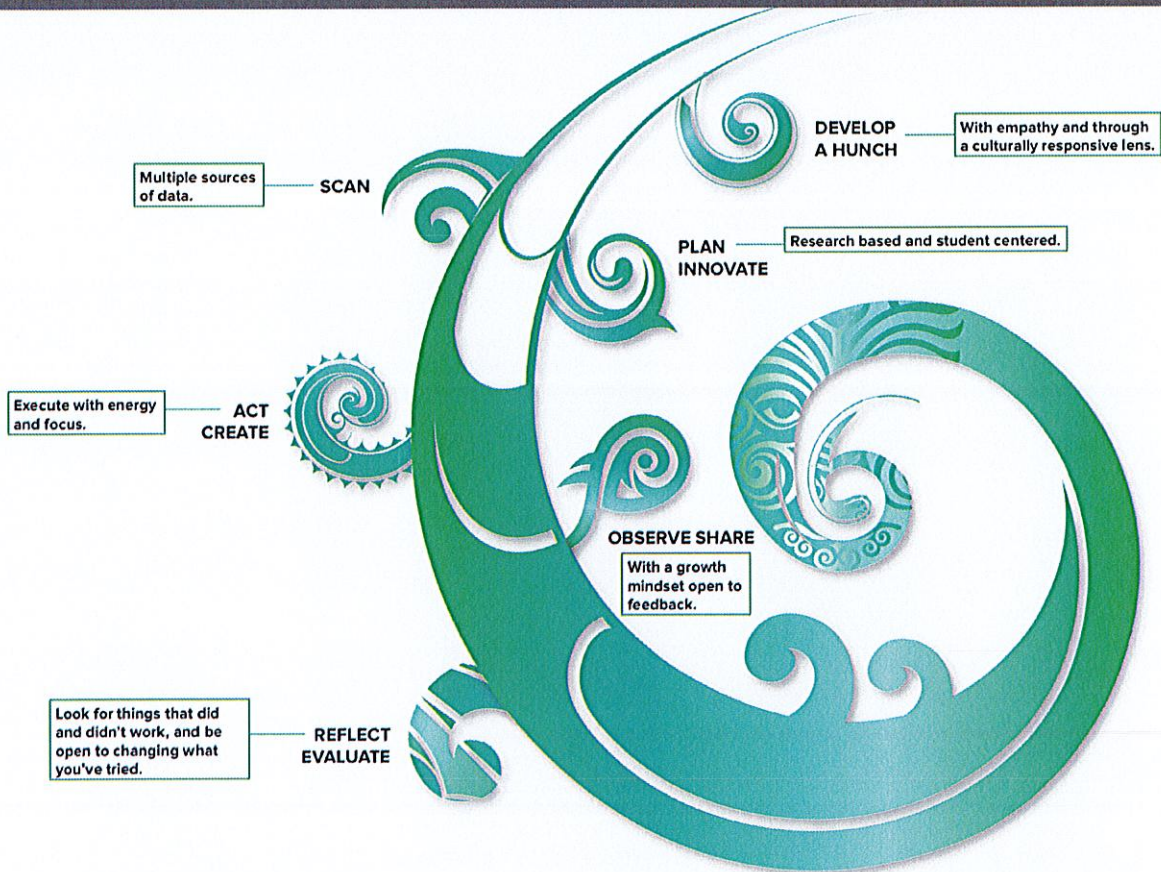


What will Collaborative Inquiry Look Like Within Te Kaahui Ako o Manurewa?

'Te Ara Ako - the learning pathway'

An approach that represents the way we want to move forward.

Te Ara Ako - *Manurewa Community of Learning*



DEVELOP A HUNCH

This symbol depicts a clear path, moving from the initial stages of an idea to a formulated proposition.



SCAN

This symbol depicts the physical ability to view and examine important resources in order to understand all material presented.



PLAN, INNOVATE

This symbol represents the many paths innovation can follow in order to achieve a single considered outcome



ACT CREATE

This symbol is ornate and elaborate representing the process and outcome of creative thought and action



OBSERVE SHARE

This symbol depicts the eye and represents the power of observation.



REFLECT EVALUATE

This symbol depicts water, representing consideration and reflection.

'Te Ara Ako - the learning pathway' Development and Rational

Model Development

Before any research or inquiry into challenges for our learning community could begin a 'theory of improvement' needed to be developed. A way of discovering our 'invisible spaces' that need exercising, exposure and/or elimination. Like our intended approach to everything else kaahui ako related the development of the approach needed to be professional, backed by research and most importantly, collaboratively co-constructed.

Our kaahui ako leader researched and narrowed a group of proven approaches to inquiry. Namely those of Timperley, Kaser and Halbert (2014), the work of Dr John Hattie as well as the inquiry learning approach of Dixon and Pohl (2005). This last piece of research was included to keep the approach simple and concise.

It was then decided a collection of Deputy Principals from all schools across Kaahui Ako o Manurewa were to be tasked with bringing together a hybrid of all of our approaches to inquiry as well as the mandate to adapt, add to or take away where we saw fit. All of this whilst keeping in mind the 'lenses' of the aforementioned researched approaches to inquiry. This process aligned with Te Kaahui Ako o Manurewa's vision and values and indicated an intention to 'start the way we meant to carry on'.

Rationale

This model is underpinned by Te Tiriti o Waitangi and the principles of **Partnership, Participation** and **Protection**. This is in correlation with the relationship we have with all stakeholders in our kaahui ako. These have been aligned with our values.

Partnership → Awhinatanga

- Acknowledging our stakeholders and engaging with them when planning, deciding or delivering is paramount to success within our community.
- We are aware there will be positions of responsibility within our Kaahui ako but also understand the collective responsibility of all contributors to the journeys of our ākonga, regardless of which kura they belong to - 'they are ours, not mine or yours'.
- Key to this principle is equity and true power sharing - where genuine relationships prevail based on time and effort spent in developing and maintaining them.
- Central to students achieving success within our model is the concept of tuakana-teina, helping others make meaning.
- The partnership should evolve from collaboration to co-responsibility to shared professional accountability for results.
- In essence, all partnerships formed should be based on the collective endeavour to increase student achievement according to the challenges that have been identified.

Participation → Ako/Pono

- Active contribution is a natural byproduct of partnership. This will and does apply to all levels of Te Kaahui Ako o Manurewa.
- Being capable of taking part in rigorous, efficient, solution focussed dialogue that is student centred.
- Being willing to acknowledge learning that needs to take place, make room for different perspectives and appreciate your own biases.
- Agency demands participation for our students to become active, engaged and self-confident and are also key to students achieving success when whāiwahitanga.

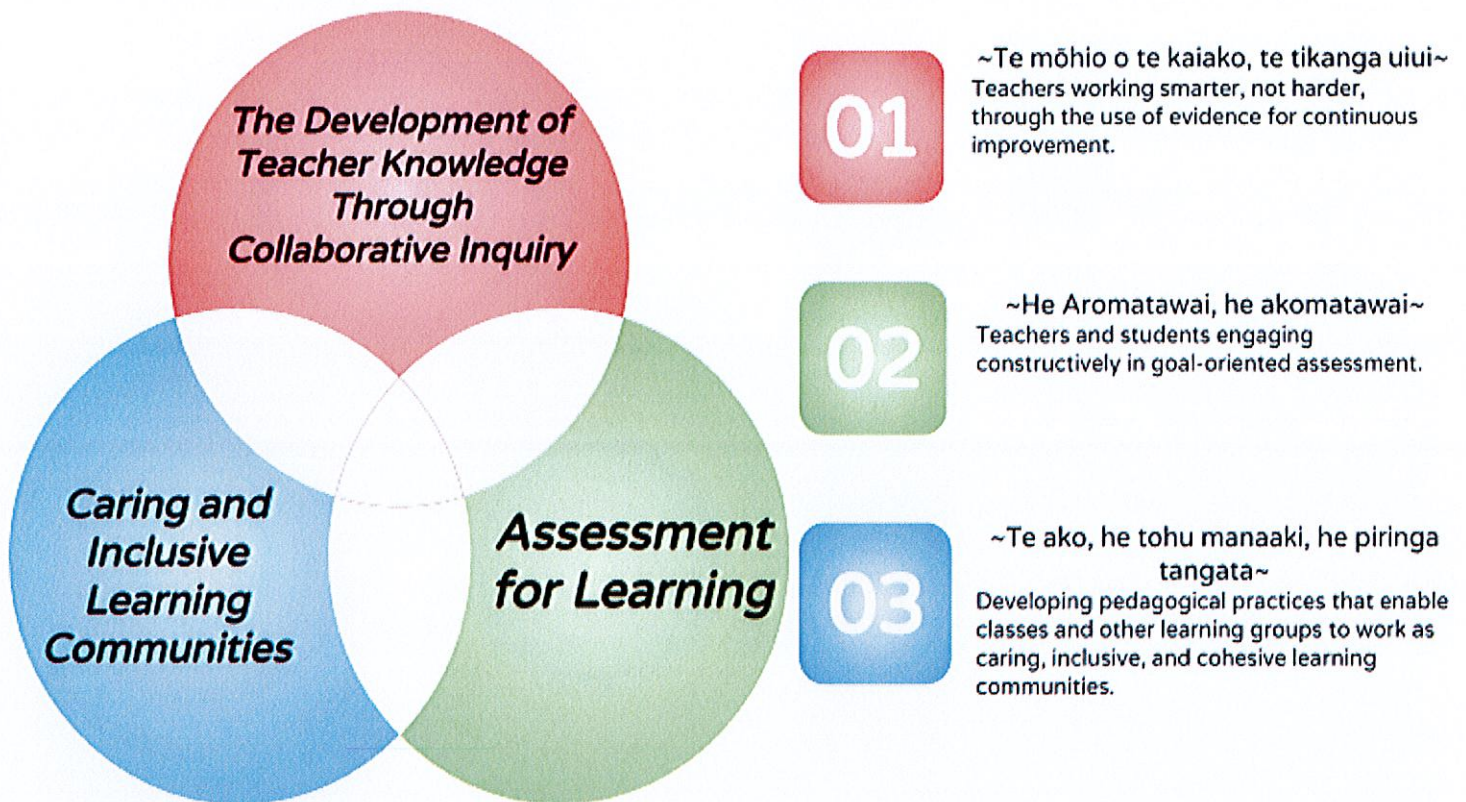
Protection → Manaakitanga

- Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them."
- Valuing, validating and protecting local knowledge (place-based learning).
- Consider the wellbeing of all stakeholders when planning, deciding or delivering.

Process Challenge

Quality Teaching and Learning

Our approach will be woven together by our process challenge - Increased Quality of Teaching and Learning. Three simple concepts underpin this:



There are three key components to the Process Challenge as seen above and they all act as conduits, as catalysts, for the Achievement Challenges to be achieved in a sustainable way. The initial idea was to have the Process Challenge of Quality Teaching and Learning as an actual achievement challenge but an identified obstacle to this was it not being completely student centred. In the sense it was too broad and there were too many direct implications and outcomes for teachers for it to be completely student centred.

We could not ignore the necessity of mandating the concept in our documentation and so have placed it 'above' the Achievement Challenges, not in terms of importance, rather in terms its 'geography'- so that it ran down and weaved its way through them, binding them together.

In a sense, the Process Challenge is the harness that holds the three Achievement Challenges together. It is made up of three key components:

1. *Te mōhio o te kaiako, te tikanga uiui - The development of teacher knowledge through collaborative inquiry - the art of working smarter not harder.* The notion of developing a teachers capacity to be efficient in their use of time, resources and capabilities to make the greatest impact on student outcomes by being evidence based and collaborative in their approach to learning and teaching - a simple yet appealing concept.

A lot of this aspect will be about making connections and pulling together collective expertise, breaking down fixed mindsets and growing the capacity within teachers to both teach and to learn from each other and to be effective learners themselves. Through the use of effective inquiry, using laser like focus to target SMART areas that need development and then in turn, accelerating progress - academic and otherwise.

2. ***He Aromatawai, he akomatawai - Assessment for Learning - teachers engaging in goal oriented assessment eliminates the magnetic urge to be deficit in thinking.*** It is so easy when dealing with achievement and assessment to look at the negative spaces - what a child cannot do, what they have not achieved, what their 'gaps' are and the negative impact of outside influences on their academic 'achievement'. Part of this aspect of the challenge will be identifying what success and what achievement looks and feels like across Kaahui Ako o Manurewa and gaining or enhancing clarity. This won't be a cop-out for excusing lack of achievement in any area rather, understanding what success could be and should be for our community and what fulfilled aspirations look like. We will then in turn use this clarity to develop momentum to prepare students for a wide variety of opportunities beyond our 'stream of educational influence'.
3. ***Te ako, he tohu manaaki, he piringa tangata - Caring and inclusive learning communities:***

~ *He aha te mea nui o te ao? He tangata, he tangata, he tangata.* ~

~ *What is the most important thing in the world? It is the people, it is the people, it is the people.*

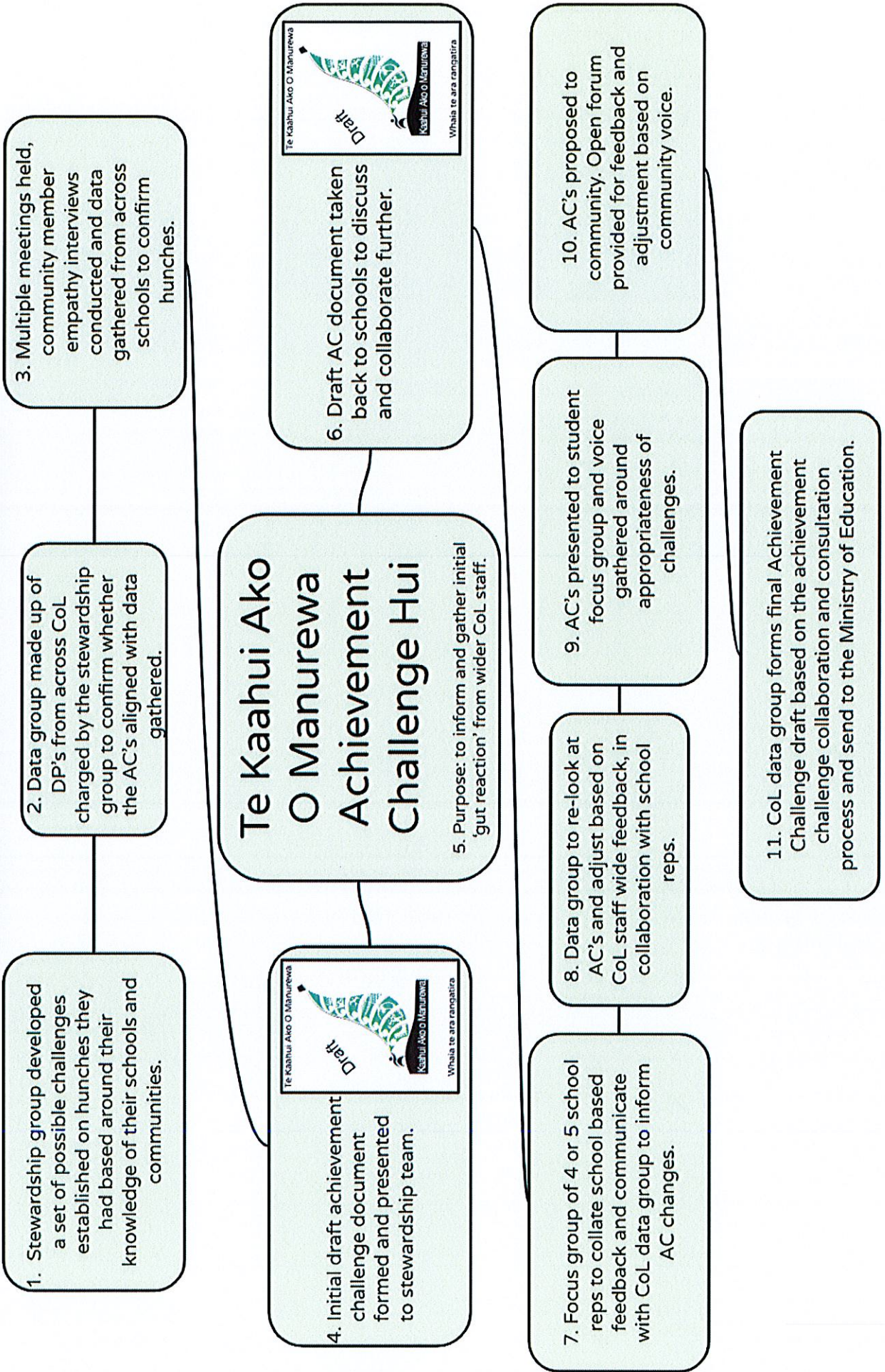
~

Keeping students, at the centre of all our endeavours and the development of their identities culturally, socially, emotionally, spiritually and physically.

We must resign ourselves to the fact we are no longer 'just teachers' in our community, especially when we know we address all of the above on a daily basis. This aspect of the challenge is the binding factor, the aspect which all the others rely on. Under this aspect fall the application of Ka Hikitia, Tātaiako and Tapasā because it is centred around knowing the learner, accepting and valuing the cultural capital they bring with them and not ignoring it or undervaluing it just because we do not assess it. This aspect is about making sure we do not make students' individual and unique intelligences 'invisible' to them because their achievements do not make it onto a report.

It is easy to talk about this type of learning community, it is another to develop a strong school and kaahui ako culture that fosters it.

Te Kaahui Ako O Manurewa Achievement Challenge Process



Some Specifics Around Our Consultation Process: How did we gather voice to inform our Achievement Challenges?

It is important to elaborate on some of the stages of our Achievement Challenge development process. Particularly where whaanau, students, wider kaahui ako staff and outside experts were involved.

Stage 3:

At this point in the process it was necessary to gather voice and a 'stakeholder' perspective from whaanau. It was important not to 'guide' discussions towards any assumed areas for development but provide an open, informal but deliberate forum where parents would be able to talk about aspirations, concerns and perspectives for their children and their community as far as schools are concerned.

These perspectives were gathered through what we called 'empathy interviews'. A one-on-one conversation guide with a stem of questions which elicited a wide variety of voice where parents and caregivers felt they could share their thoughts. These were long and, in some cases, exhaustive. Particularly when collating the voice but it was a valuable process in informing our direction as we moved forwards.

Stage 4:

Combining our own vision for how we would develop our Achievement Challenges with other examples published seemed a logical way of approaching our Achievement Challenge development. Unfortunately, the more we looked at other sets of Achievement Challenges the more we realised we were wanting to head in a different direction. It was at this point we employed the consultative services of Dr Michael Absolum and Mary Chamberlain of Evaluation Associates as Change Managers/Expert Partners.

On sharing our draft up to this point, advice was given around the inclusion of achievement data, wording of Achievement Challenge statements and finer details around our consultation process moving forwards. After these meetings the initial draft was presented to the stewardship team by the Data Group - a group of deputy principal/leadership representatives from every school within the kaahui ako.

Stage 7:

After the major hui where the draft achievement challenges were presented to the collective kaahui ako staff it was important to gather a more focussed collection of voice. Some of the largest implications of the Achievement Challenges hinge on staff buy-in so it was important to gain a real sense of their perspective. Of course it was vital at this point to reiterate that at every stage of consultation the Achievement Challenges were bending and changing with the influence of the voice being gathered.

The solution to seeing this more focussed collection of teacher voice was focus groups conducted in each school of between five and ten staff across one or two concentrated sessions. These were round table discussions eliciting positives, negatives and points of interest or unknowns. This voice was collated from across the kaahui ako and then thematically summarised by the Data Group.

Stage 9:

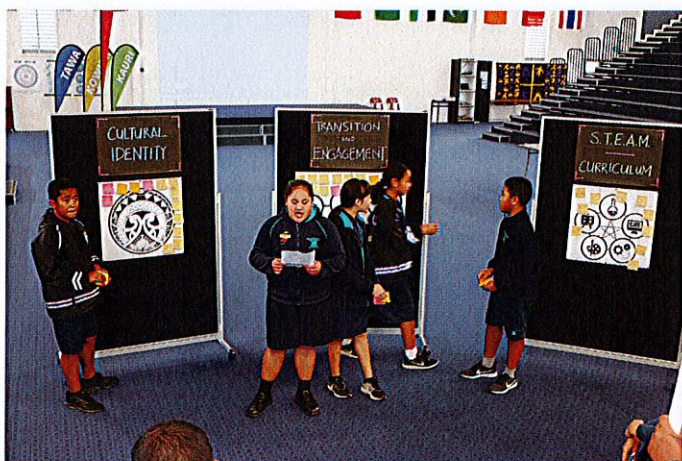
The collection of learner voice was vital and possibly the one set of perspectives which had the potential to have the biggest impact on the draft challenges. This was gathered through individual schools, collated and then summarised by the learners. We wanted to have an opportunity where students got to hear what each other thought from across a range of year groups and schools. A student hui was an obvious solution - this was held at Manurewa Intermediate.

It was here students from each school presented their thoughts to each other and gave feedback to the Data Group around their perspectives on all three of the challenges.

Stage 10:

After all of the voice gathering and feedback sessions we wanted to complete our cycle of consultation. We went back to the community, to whaanau and got a final confirmation that our waka were all navigating in the same direction.

A whaanau hui was organised with food and mini presentations of all three of the achievement challenge drafts. Parents were split into three groups and rotated around sharing stories, discussing opinions, providing feedback on targets set, as well as valuable action points we had not considered. It was obvious in collating the feedback at this stage that there were no major objections or adjustments to make, rather additions and adaptations. This proved to be an extremely valuable session which took us back to our initial point of consultation - our community.



Baseline Data

Primary National Standards Achievement 2017

Mathematics									
	Well Below		Below		At		Above		Total
After 1 Year	12	4.35%	71	25.72%	177	64.13%	16	5.80%	276
After 2 Years	15	6.00%	97	38.80%	111	44.40%	27	10.80%	250
After 3 Years	20	10.93%	88	48.09%	53	28.96%	22	12.02%	183
End of Year 4	39	16.60%	68	28.94%	99	42.13%	29	12.34%	235
End of Year 5	47	20.70%	67	29.52%	89	39.21%	24	10.57%	227
End of Year 6	35	16.36%	58	27.10%	96	44.86%	25	11.68%	214
End of Year 7	81	19.71%	196	47.69%	114	27.74%	20	4.87%	411
End of Year 8	51	12.56%	173	42.61%	148	36.45%	34	8.37%	406
Total	300	13.62%	818	37.15%	887	40.28%	197	8.95%	2202

Reading									
	Well Below		Below		At		Above		Total
After 1 Year	46	19.01%	134	55.37%	42	17.36%	20	8.26%	242
After 2 Years	53	21.03%	87	34.52%	62	24.60%	50	19.84%	252
After 3 Years	38	18.45%	52	25.24%	71	34.47%	45	21.84%	206
End of Year 4	44	18.97%	62	26.72%	86	37.07%	40	17.24%	232
End of Year 5	35	14.46%	61	25.21%	114	47.11%	32	13.22%	242
End of Year 6	31	14.62%	33	15.57%	103	48.58%	45	21.23%	212
End of Year 7	94	23.04%	162	39.71%	134	32.84%	18	4.41%	408
End of Year 8	52	13.13%	149	37.63%	150	37.88%	45	11.36%	396
Total	393	17.95%	740	33.79%	762	34.79%	295	13.47%	2190

Writing									
	Well Below		Below		At		Above		Total
After 1 Year	16	6.69%	112	46.86%	101	42.26%	10	4.18%	239
After 2 Years	30	11.81%	102	40.16%	95	37.40%	27	10.63%	254
After 3 Years	39	18.93%	65	31.55%	85	41.26%	17	8.25%	206
End of Year 4	39	17.03%	86	37.55%	82	35.81%	22	9.61%	229
End of Year 5	46	19.01%	72	29.75%	101	41.74%	23	9.50%	242
End of Year 6	33	15.57%	56	26.42%	91	42.92%	32	15.09%	212
End of Year 7	112	28.14%	186	46.73%	92	23.12%	8	2.01%	398
End of Year 8	60	14.85%	201	49.75%	116	28.71%	27	6.68%	404
Total	375	17.17%	880	40.29%	763	34.94%	166	7.60%	2184

Mathematics					
	Well Below and Below		At and Above		Total
Maaori	468	48.9%	489	51.1%	957
Pasifika	548	53.3%	480	46.7%	1028
Male	624	52.6%	562	47.4%	1186
Female	503	47.9%	548	52.1%	1051
Total	1127	50.4%	1110	49.6%	2237

Reading					
	Well Below and Below		At and Above		Total
Maaori	446	41.6%	627	58.4%	1073
Pasifika	544	53.0%	482	47.0%	1026
Male	653	56.9%	495	43.1%	1148
Female	446	43.4%	582	56.6%	1028
Total	1099	50.5%	1077	49.5%	2176

Writing					
	Well Below and Below		At and Above		Total
Maaori	497	55.6%	397	44.4%	894
Pasifika	619	60.1%	411	39.9%	1030
Male	785	61.8%	485	38.2%	1270
Female	483	39.4%	743	60.6%	1226
Total	1268	50.8%	1228	49.2%	2496

Secondary NCEA and asTTle Achievement 2017

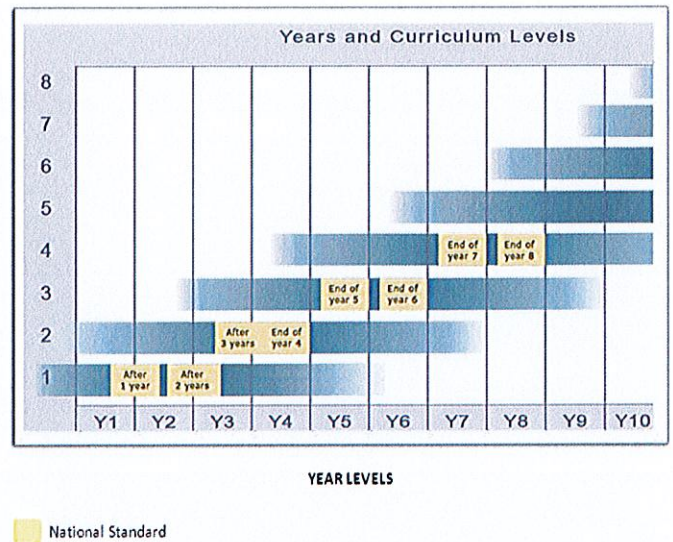
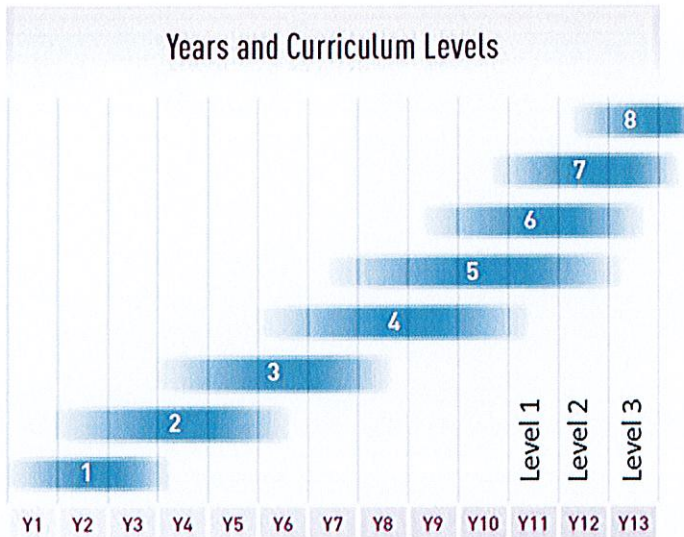
Achievement through NCEA (NZQA data)					
	Item	2016		2017	
All	Level 1 passes Y11	273 of 433	63%	292 of 457	64%
	Level 2 passes Y12	299 of 415	72%	273 of 369	74%
	Level 3 passes Y13	161 of 268	60%	222 of 332	67%
	University Entrance	88 of 268	33%	106 of 332	32%
Maaori	Level 1 passes Y11	59 of 118	50%	59 of 118	50%
	Level 2 passes Y12	58 of 101	57%	68 of 86	79%
	Level 3 passes Y13	22 of 47	47%	40 of 74	54%
	University Entrance	9 of 47	19%	19 of 74	26%
Pasifika	Level 1 passes Y11	140 of 223	63%	164 of 252	65%
	Level 2 passes Y12	142 of 200	71%	139 of 201	69%
	Level 3 passes Y13	82 of 152	54%	99 of 157	63%
	University Entrance	41 of 152	27%	35 of 157	22%

	Merit Endorsement				Excellence Endorsement			
	2016		2017		2016		2017	
All Y11 Level 1	117 of 433	27%			26 of 433	6%		
Maaori	32 of 118	27%	27 of 118	23%	4 of 118	3%	7 of 118	6%
Pasifika	58 of 223	26%			18 of 223	8%		
All Y12 Level 2	62 of 415	15%			29 of 415	7%		
Maaori	21 of 101	21%	12 of 86	14%	3 of 101	3%	4 of 86	5%
Pasifika	16 of 200	8%			4 of 200	2%		
All Y13 Level 3	48 of 268	18%			21 of 268	8%		
Maaori	6 of 47	13%	13 of 74	18%	0 of 47	0%	4 of 74	5%
Pasifika	27 of 152	18%			3 of 152	2%		

	Y9 & 10 asTTle Levels				
	End of year or better	2016		2017	
All	Y9 - Level 4	272 of 431	63%	289 of 482	60%
	Y10 - Level 5	108 of 452	24%	80 of 419	19%
Maaori	Y9 - Level 4	71 of 121	59%	82 of 135	61%
	Y10 - Level 5	27 of 114	24%	19 of 111	17%
Pasifika	Y9 - Level 4	138 of 234	59%	133 of 256	52%
	Y10 - Level 5	45 of 248	18%	30 of 232	13%

Baseline		2019 Projected Progress		2020 Projected Progress	
Reading	Community Wide	1. 1077 (49.5%) year 1-8 students sitting at or above.	1. Increase to 1197 (55%) within or beyond their expected curriculum level. 2. Shift - 120 students	1. Increase to 1306 (60%) within or beyond their expected curriculum level. Shift - 110 students	
	Cohort Specific	1. 495 boys (43%) at or above. 2. 482 (47%) all Pasifika at or above.	1. 574 (50%) boys within or beyond. Shift - 79 students 2. 564 (55%) Pasifika within or beyond. Shift - 82 students	1. 689 (60%) within or beyond. Shift - 115 students 2. 616 (60%) Pasifika within or beyond. Shift - 52 students	
Writing	Community Wide	1. 1228 (49.2%) year 1-8 students sitting at or above.	1. Increase to 1373 (55%) within or beyond their expected curriculum level. 2. Shift - 145 students	1. Increase to 1498 (60%) within or beyond their expected curriculum level. Shift - 125 students	
	Cohort Specific	1. 485 boys (38.2%) at or above. 2. 411 Pasifika (39.9%) at or above. 3. 397 Maaori (44.4%) at or above.	1. Increase to 572 (45%) boys within or beyond. Shift - 87 students 2. Increase to 464 (45%) Pasifika within or beyond. Shift - 53 students 3. Increase to 447 (50%) Maaori within or beyond. Shift - 50 students	1. Increase to 699 (55%) within or beyond. Shift - 127 students 2. Increase to 567 (55%) within or beyond. Shift - 103 students 3. Increase 537 (60%) within or beyond. Shift - 100 students	
	Community Wide	1. 1110 (49.6%) year 1-8 students sitting at or above.	1. Increase to 1230 (55%) within or beyond their expected curriculum level. Shift - 120 students.	1. Increase to 1342 (60%) within or beyond. Shift - 112 students.	
Mathematics	Cohort Specific	1. 489 (51.1%) Maaori at or above. 2. 480 (46.7%) Pasifika at or above.	1. Increase to 527 (55%) Maaori within or beyond. Shift - 38 student 2. Increase to 514 (50%) Pasifika within or beyond. Shift - 34 students.	1. Increase to 574 (60%) within or beyond. Shift - 47 students 2. Increase to 617 (60%) within or beyond. Shift - 103 students.	
	High School Specific	1. 289 (60%) achieving Level 4 of eastTtle. 2. 133 (52%) of Pasifika achieving Level 4 of eastTtle.	1. Increase to 313 (65%) achieving Level 4 eastTtle. Shift - 24 2. Increase to 153 (60%) of Pasifika achieving Level 4 of eastTtle. Shift - 20	1. Increase to 337 (70%) achieving Level 4 eastTtle. Shift - 24 2. Increase to 179 (70%) achieving Level 4 of eastTtle. Shift - 26	
Year 9	High School Specific	1. 80 (19%) achieving Level 5 of eastTtle. 2. 19 (17%) Maaori achieving Level 5 of eastTtle. 3. 30 (13%) Pasifika achieving Level 5 of eastTtle.	1. Increase to 105 (25%) achieving Level 5 of eastTtle. Shift - 25 2. Increase to 22 (20%) achieving Level 5 of eastTtle. Shift - 3 3. Increase to 46 (20%) achieving Level 5 of eastTtle. Shift - 16	1. Increase to 125 (30%) achieving Level 5 of eastTtle. Shift - 20 2. Increase to 33 (30%) achieving Level 5 of eastTtle. Shift - 11 3. Increase to 69 (30%) achieving Level 5 of eastTtle. Shift - 23	
NCEA	High School Specific	1. 273 (74%) achieving NCEA Level 2. 2. 68 (79%) of Maaori achieving NCEA Level 2.	1. Increase to 276 (75%) achieving NCEA Level 2. Shift - 3 2. Increase to 73 (85%) achieving NCEA Level 2. Shift - 5	1. Increase to 295 (80%) achieving NCEA Level 2. Shift - 19 2. Increase to 77 (90%) achieving NCEA Level 2. Shift - 4	

Setting Our Academic Targets



We are in an interesting space in terms of assessment alignment. National Standards is the most recent and most succinctly school-aligned set of data we could gather to determine our academic targets. Moving forward our targets will be curriculum level based rather than tethered to National Standards. Part of our challenge will be understanding what curriculum level attainment will look like, moderating that understanding and developing rigorous, kaahui ako-wide systems for maintaining accurate moderation. Investigation into the use of the revised PaCT tool as well as use of the Learning Progression Framework will begin once the achievement challenges have been formalised. At this point our targets will be based on our National Standards data with aim to shifting to the solutions mentioned above.

Our academic targets have been set to a two year timeline. These will be revisited at the endpoint of this timeline after assessment alignment has occurred and we have a better idea of what measurement of success will look like across Te Kaahui Ako O Manurewa. Our migration between being tethered to National Standards to having our own measures will include discussions and initiatives around how we measure success for minorities - who are our majorities! We live and work on an 'ethnic island', a unique pocket of Auckland where we are compelled to ensure equity, and where power sharing is championed by the achievement challenges we set and the leaders and teachers who aspire to achieve them.

Our academic targets preface all of our achievement challenges. Our belief is that they are tightly woven together and dependent on one another for success to be achieved.

Achievement Challenge One



To improve achievement through the development and sustainment of cultural identity.

Shared Description - a shared definition of what the achievement challenge means.

In order for our learners to enjoy and achieve educational success, all educators (or leaders/teams) across Te Kaahui Ako o Manurewa must create a climate where learners are comfortable in their cultural identity - we must also build a culturally sustaining practice that facilitates identity development.

“It is important that teachers understand their own distinctiveness, identity and culture in deep and meaningful ways in order to genuinely engage and respond to the distinctive identities, languages and cultures of others. The ability to reflect on the beliefs and ideas that are held within one's' own culture will enable teachers to recognise their inbuilt assumptions.” (Tapasā, 2018)

Cultural Identity - refers specifically to a students' right to expect that their schools will **sustain**, and **further develop** their primary cultural identity to empower them to first understand the importance of who they are, then to interact effectively with other ethnic groups.

Cultural identity is fluid. It evolves with students' positive engagement in cultural environments and learning experiences which are intentionally and authentically embedded in teacher and Kaahui Ako pedagogy and practice.

This Kaahui Ako provides teacher PL to support the necessary pedagogical change to develop cultural identity.

Rationale - a narrative around why

A strong cultural identity is essential to a child's mental health and wellbeing. For students from indigenous and minority ethnic groups the development of a cohesive cultural identity is severely challenged in the school environment when your norms and values are not those of the dominant culture.

“Culturally sustaining pedagogy seeks to perpetuate and foster - to sustain - linguistic, literate, and cultural pluralism as part of the democratic project of schooling.” (Paris, D, 2012)

Culturally sustaining pedagogy is also critical pedagogy. Together, these pedagogies and practice are counter-hegemonic. They challenge the individual and structural racism that Maaori and minoritised children face in school (see The NZSTA & Children's Commission Report, 2018). In our CoL, where the percentage of Pākehā learners is only 3.9% it is imperative that we understand cultural pluralism and cultural identity.

These types of pedagogies are a way to challenge the dominant structure and systems to allow space for our children to succeed.

'We know Maaori students do much better when education reflects and values their identity, language and culture, and this is a central focus Underpinning this are two critical factors that must also exist for Maaori students to excel and reach their full potential:

- *Quality provision, leadership, teaching and learning, supported by effective governance.*
- *Strong engagement and contribution from parents, whaanau, hapū, iwi, Maaori organisations, communities and businesses.'*

(Ka Hikitia, 2013-2017)

Targets

By the end of 2019, we want 75% of our learners across Te Kaahui Ako O Manurewa enjoying and achieving educational success by:

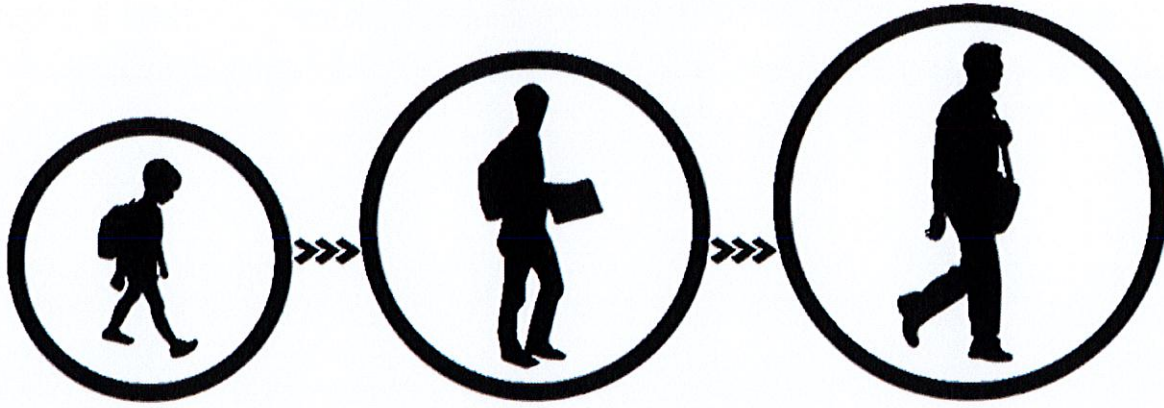
- Designing a curriculum that values cultural identity as defined by whaanau, community and students. This will enable learners to:
 - Be knowledgeable, relate to and value the unique place of Maaori and Te Ao Maaori.
 - Develop cultural identity.
 - Be respectful, engage with, inquire into and be aware of other cultures and global issues.
 - Be biliterate and/or multiliterate.
- Developing a set of cultural indicators across Te Kaahui Ako o Manurewa which enable:
 - Learners to perform similarly or better (as evidenced in progress against various standardised assessments and qualification achieved).
 - Learners to make a *useful rate of accelerated progress* relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group.
 - Learners have access to the opportunities they want at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential.
- Using the set of cultural indicators to report back to whaanau by:
 - Developing data collection capability within student management systems.
 - Reviewing and aligning the way Te Kaahui Ako o Manurewa schools report to whaanau.
 - Include data on cultural indicators in school reporting systems.
 - Use the analysis of this data to inform curriculum design.

All of this will be considered through the lens of traditional and non-traditional data sets to compare achievement rates. This will allow equitable comparisons to accelerate achievement for all students. For example Waikato Tainui Maaori students to be performing as well in our Kaahui Ako o Manurewa schools compared to those Waikato Tainui students in kura kaupapa schools (use kawenata partnership to support data here).

Monitoring - how will we monitor achievement challenge progress

- Achievement data in reading, writing and maths across the curriculum (to include science, Arts etc...)
- Teaching as Inquiry
- Student / Teacher / whaanau voice/data (shift in voices data to show more agentic and less deficit voice)
- Analysis of voices
- Student / Teacher / whaanau voices
- Moving forward comparing Maaori with Maaori or Maaori with other minority groups (Tainui etc) or Maaori with other indigenous groups (Aboriginal, First Nation etc).
- Cultural Indicators once developed

Achievement Challenge Two



To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako O Manurewa.

Shared Description - a shared definition of what the achievement challenge means.

Our definition of engagement lies in our understanding of partnership - ubiquitous power sharing when planning, making decisions and delivering:

- **Student engagement** lies in understanding the perspectives of our akonga, their diverse strengths and needs, the challenges they encounter and what makes them want to learn. Where students are concerned, the notions of emotional, behavioural and cognitive engagement lie at the centre.
- **whaanau engagement** is inseparable when considering student engagement - 'While enabling Maaori education success is influenced by a number of things, eg, a student's health, wellbeing, expectations, special education needs or their actual motivation to learn, at the centre is the strongest influence of them all – whaanau.' (He Piringa whaanau – effective engagement with whaanau, Ministry of Education, 2014). whaanau engagement is any in-school or in-community collaboration, cooperation or communication regarding programme development, student well being or achievement, strategic planning or community event.
- **Transition practices** are the pathways students may take through Kaahui Ako o Manurewa and any school action taken to induct students from one class into another or from one school/kura into another. These actions range from the passing on of information, considerations made for students social and emotional adjustments to a new environment, communication between prior school and whaanau, communication and passing on of information from outside agencies and continued support they may be providing, in-school practices made to account for settling in and just getting to know 'the place'.

Rationale - a narrative around why

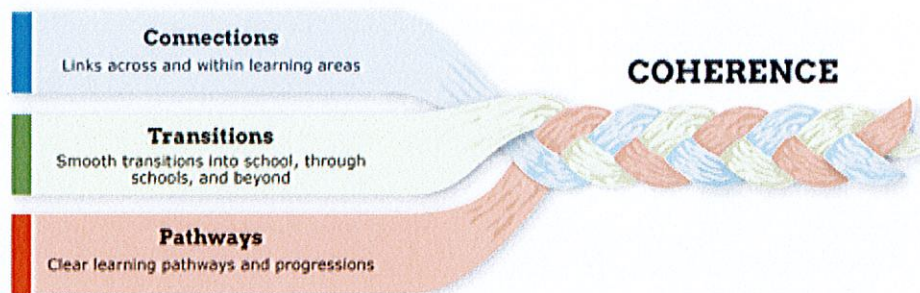
Deficit thinking could be a trap easily fallen for on the search for evidence and understanding of the issues that lie at the heart of a lot of the academic underachievement prevalent across our community.

As can be seen by our academic achievement baseline evidence it would be easy to identify reading, writing and mathematics targets and set academic underachievement as challenges but to get to the heart of the matter we must go deeper.

Student engagement is first indicated by attendance. Getting students through the door is our first

priority. We can have no influence if they are not with us hence this will be our first and foremost key indicator.

Having considered attendance, providing a connected curriculum with clear learning pathways based on progressions that are universally understood by those delivering the curriculum as well as those receiving it is a major focus for the Kaahui Ako.



When considering student engagement whaanau engagement is indelibly linked. Giving parents purposeful, practical and partnership based opportunities to engage with kura that move beyond the 'open door policy' rhetoric is what we want to achieve. We cannot deny parents *want* to be more involved:

I feel I could know more. I'm not here everyday - but if you're involved you can see a part of it and you can be more involved. (parent voice)

Understanding how this links with transition processes could be misconstrued as tenuous. But, when considering research and the effects of coming from a predominantly low socio-economic background and the myriad of associated variables the three facets of this challenge; student engagement, whaanau engagement and transition processes, are strongly linked.

The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES refer to a multitude of high impact variables that contribute to student underachievement.

The recommended interventions 'depend for their success on families being treated with dignity and respect, on the programmes adding to family practices (not undermining them), on structured, specific suggestions rather than general advice, and on supportive group opportunities as well as opportunities for one-to-one contact (especially informal contact).' The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES, 2003

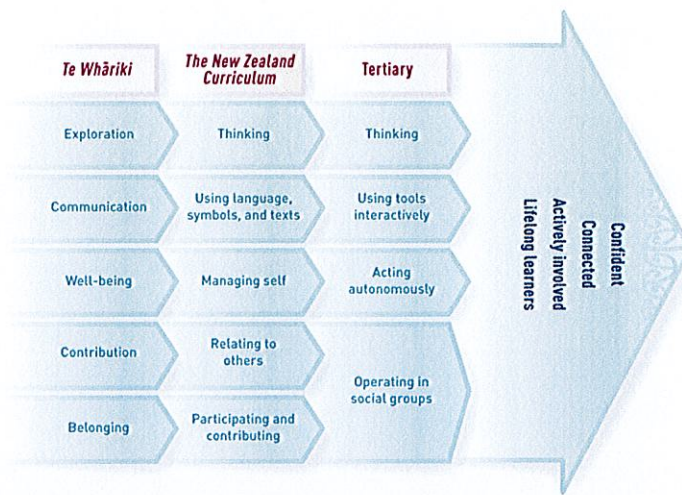
Our priority is to strengthen the Kaahui Ako first by understanding the effect of transition, by reducing the impact of transiency on students and providing a consistent pathway which provides purpose and in turn engagement for both students and whaanau.

The effects of transition cannot be underestimated. McGee et al (2003) found national and international research evidence strongly suggesting that:

- students experiencing difficulties at primary school are most vulnerable at major transition points, and are likely to continue a pattern of underachievement after transition;
- variation (from very high achievers by international standards to those who perform below international means) in achievement within New Zealand has grown considerably;

Confirming this is the Ministry's position on the importance of considering transitions in a study undertaken in 2010 - 'As well as acknowledging the importance of orientation activities and other short-term transition measures, study participants talked about the even weightier matter of how to ensure that students gain a sense of a 'pathway' through their schooling and remain committed and motivated to learn: in other words, that they will maintain an ongoing sense of the relevance of schooling to their lives.' Ministry of Education, 2010

Underpinning all of this is the ability for all major stakeholders to understand the connections between all major curricula transitions across Te Kaahui Ako and the flexibility with which we can apply them to best fit the child.



Baseline Data/Trends

With a focus:

- on transition from year 6 to 7 where a move to a separate intermediate is made and year 8 to 9 from either full primary or intermediate to Manurewa High school.
- Primary attendance rates

Transience in primary for 2017:

School	Arrivals	Leavers	Total	Transients %	School Total
Wiri	119	102	221	54.3%	407
MI	53	69	122	15.8%	773
Homai	66	32	98	27.7%	354
Man South	113	80	193	53.6%	360
Rowandale	210	134	344	57.3%	600

Attendance rates when considering transition from Year 6 to Year 7:

Year 6 to Year 7 Attendance Transition Comparison		
Aggregated Feeder Schools Average 2017	92%	
Intermediate Average 2018	93%	
Average increase when students are separated	5%	
Average decrease when students are separated	-6%	
Aggregated average when students aren't separated	1.2%	
Increased or stayed the same	62%	88/141
Decreased compared to year 6	37%	53/141

Where the fields 'Average increase/decrease when students are separated' is referenced in the table above this is where all students whose attendance percentage increased when they transitioned to Manurewa Intermediate were separated and then averaged. The same was then done for those whose attendance decreased. When the two categories were combined the overall attendance percentage increased by 1.2%.

School	2017 Year 6 Cohort Average	2018 Year 7 Cohort Average (so far)
Manurewa South	88.6%	94%
Homai	92.2%	92.1%
Rowandale	93%	93%

Transition from Year 8 to Year 9:

Year 8 to Year 9 Attendance Transition Comparison		
Aggregated Feeder Schools Average 2017	91%	
Year 9 Average	88%	
Average increase when students are separated	7%	
Average decrease when students are separated	-12.6%	
Aggregated average when students aren't separated	-2.9%	
Increased or stayed the same	48.6%	85/175
Decreased compared to year 8	51.4%	90/175

Where the fields 'Average increase/decrease when students are separated' is referenced in the table above this is where all students whose attendance percentage increased when they transitioned to Manurewa High School were separated and then averaged. The same was then done for those whose attendance decreased. When the two categories were combined the overall percentage decreased by 2.9%.

School	2017 Year 8 Cohort Average	2018 Year 9 Cohort Average (so far)
Wiri Central School	89.55%	84.5%
Manurewa Intermediate	91.32%	88.4%

Current attendance averages:

	Average Attendance Rates	
	2017	2018 (so far)
Homai School	84.4%	85.1%
Manurewa South School	80.9%	89.9%
Rowandale School	87.81%	88.23%
Wiri Central School	83.1%	88.7%
Manurewa Intermediate	92%	91.9%
Manurewa High School	84.9%	84.4%

Manurewa High School Engagement Data

	2014 Agreed	2015 Agreed	2016 Agreed	2017 Agreed
At school learning is relevant and links to the real world	82%	72%	77%	68%
At school learning is personalised to my needs	79%	72%	72%	67%
At school, I can explore new ideas	83%	75%	80%	75%
Teachers make learning interesting	70%	69%	71%	58%
Teachers and parents work together	72%	64%	49%	46%
Teachers care about how I feel	69%	67%	62%	61%
Teachers are interested in my culture or family background	66%	60%	53%	54%
Students have a say in what happens at school	74%	78%	64%	63%
At school, people accept me for who I am	81%	77%	78%	71%
I work at home to extend my learning	59%	58%	61%	54%
Teachers challenge me to think more deeply	84%	81%	75%	73%
Teachers encourage a positive attitude towards learning	86%	81%	82%	75%
Teachers think that all students can do well	83%	75%	81%	71%
I'm proud of my school	80%	81%	82%	73%
I am proud of who I am and where I come from	90%	89%	90%	82%
The school shows pride in Maori culture	77%	80%	84%	78%
Students treat each other with respect	57%	54%	61%	57%
Teachers always take action if someone is being hit or bullied	74%	69%	72%	67%
Teachers treat students fairly	69%	65%	65%	61%
I feel safe at school	80%	80%	77%	72%

2014 - Based on survey of Year 9 and Year 10 students (approx. 200 students)

2015 - Based on survey of all year levels (over 600 students)

2016 - Based on Year 9 and Year 12 students (approx. 300 students)

2017 - Based on Year 9, Year 10 and some senior students (over 800 students)

Targets

Student Engagement

Community Wide

- Meet individual schools attendance targets aiming for a Kaahui Ako wide average rate of 90% by 2019 → 95% by 2020.
- Develop a Kaahui Ako wide 'Graduate Profile'.
- Using the Coherent Pathways Tool develop a common set of indicators to provide clear learning pathways across all major transitions within and across schools.

Cohort Specific

ECE to Primary

- In collaboration with contributing ECEs develop a set of indicators drawn from the Coherent Pathways Tool to enable seamless transition from ECE to junior primary.

Year 6 → Year 7

- Decrease the percentage of year 7 students whose attendance averages fall when they get to intermediate from 37% → 25% by the end of 2019 aiming for 20% by 2020.

Year 8 → Year 9

- Decrease the percentage year 9 students whose attendance averages fall when they get to highschool from 51.4% → 45% by the end of 2019 aiming for 25% by 2020.

Year 13 → Tertiary

- Building on and developing effective pathways to Manukau Institute of Technology and other tertiary institutes.
- Increase university entrance percentage from 32.2% in 2017 → 35% in 2018 → 45% by 2020.

Whaanau Engagement/Transition

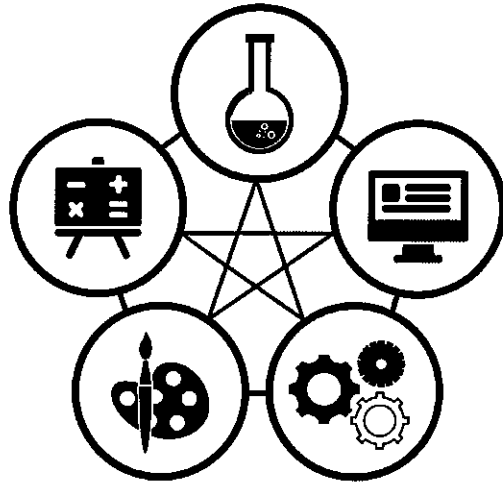
- Develop a collective protocol and systems for all transitions into any Kaahui Ako O Manurewa School as well as for when inducting students from outside the Kaahui Ako. These will include:
 - whaanau engagement kaupapa
 - Data transfer and collection guidelines
 - A Kaahui Ako wide wellbeing kawa/guide for induction of new students
 - Providing time within systems and structure of schools across Kaahui Ako o Manurewa

- for teachers to build and develop positive relationships with whaanau.
- Reviewing and aligning engagement and transition processes across the Kaahui Ako o Manurewa.

Monitoring - how will we monitor achievement challenge progress etc

Attendance tracking across Kaahui Ako
Coherent Pathways Tool indicators
Data transfer and collection guidelines
Monitoring of implementation of wellbeing guide
Monitoring and tracking transience between schools within Kaahui Ako
Whaanau/community data collections

Achievement Challenge Three



To improve achievement by developing and strengthening an integrated approach to learning through the application of S.T.E.A.M.

Shared Description - a shared definition of what the achievement challenge means.

Te Kaahui Ako o Manurewa understand that improved outcomes for students within the intent of the New Zealand Curriculum and Te Marautanga o Aotearoa will be achieved through meaningful learning experiences in science, technology, engineering, the arts and mathematics.

S.T.E.A.M. is intentional integration through authentic inquiry; connecting curriculum with creativity, wonder, and innovation; and through which students solve real-world problems using hands-on learning, design thinking and real-life connections.

Our students will benefit from this through:

- Increased choices and chances for students to engage with S.T.E.A.M-related knowledge, skills, and practical experiences
- Engagement in authentic and relevant learning experiences linked to their personal interests which will provide exciting learning challenges
- Exploring design thinking, collaboration and resilience
- Opportunities for networked and collaborative learning within and across schools and in the community
- Connections with community organisations and businesses

Rationale - a narrative around why

Our students face an unknown future where innovation, critical thinking, collaboration and problem solving is a key to unlocking their aspirations and local and global prosperity. We wish our students to be confident, connected, actively involved lifelong learners. The NZC and TmoA provide the mandate for this future-focused learning to occur.

By utilising STEAM principles in delivering the curriculum, Te Kaahui Ako o Manurewa will teach students to be creative, critical thinkers, flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others.

Currently, we believe our students do not have the foundational knowledge that leads to success for

the future, particularly where the context includes science.

None of the five schools with Year 0-8 students collect science data and we are not yet able to reliably assess student progress and achievement. All these schools have their own student inquiry processes.

When our students move to high school, data show that priority learners underperform in science across all levels. The high school science department note that for Year 9 & 10 students topics need to be made more relevant to students' lives, that they should have the chance to work on projects for social change, involve more practical tasks and look forward to increased independent learning. In the senior school, there are high pass rates for internal assessments but low pass rates for externals. Recommendations include more practical experiences, a differentiated scheme, and plans to increase teaching for the literacy demands. In addition, there are plans to ensure that curriculum backward mapping leads to senior science concepts.

We believe that by building capability for STEAM through inquiry in Years 0-8, we will build skills and knowledge across these learning areas and allow our students to:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

Our ultimate aim is to develop in our students an expectation of real-world learning for secondary school and beyond.

Targets - numerical and/or 'end picture' and/or Coherent Pathways indicators

Success will be measured by the establishment of a learning process and the assessment of students engage with it, common planning process with common language across Te Kaahui Ako o Manurewa.

- All Kaahui Ako o Manurewa schools will be engaged in STEAM inquiries by the end of 2019 and 60% or more by the end of 2020

Success in S.T.E.A.M-related projects/learning will be measured:

- A year 0-13 rubric based on Key Competencies as a guide to the pathway through schooling in our area. This rubric will allow for flexibility and will account for multiple learning paths and project variation and will be developed by the end of 2019.
- The rubrics will be designed to measure capabilities of:
 - Thinking
 - Relating to others
 - Using language, symbols and text
 - Managing self
 - Participating and contributing

Success in the implementation of target areas within S.T.E.A.M:

- Science:
 - By the end of 2019 all Y0-8 schools will have baseline science achievement data for each year level assessed against the New Zealand Curriculum or Te Marautanga o Aotearoa
 - Year 9-10 data against NZC levels: 70% of students will achieve expected science curriculum levels for science-based inquiries
 - NCEA: by the end of 2020 there will be an increase in Year 12 Maaori students taking senior science courses from 15 % of Year 12 students to 40%

- NCEA:
- by the end of 2020 there will be an increase in students gaining 14 credits or greater in Level 3 subjects (to use as UE approved subject) from 64% to 80%
- Technology:
 - Increase in implementation of digital technologies curriculum - Hangarau Matahiko and its achievement objectives.
- Engineering:
 - Backward mapping of what skills look like in tertiary down to year 0 and integrating these through curriculum design.
- Arts and Mathematics:
 - Reviewing and aligning current assessment systems.

Monitoring - how will we monitor achievement challenge progress etc

Achievement data

Capabilities rubrics (will include some aspects of the Coherent Pathways Tool)

Development of year 7/8 science assessment tool

Student / Teacher / voices

Link to Teaching as Inquiry (see Quality Teaching Process Challenge)