

# North Porirua Kāhui Ako Achievement Plan 2020 - 2022



*Ehara taku toa i te toa takitahi,*

*Engari taku toa i te toa takitini*

*My success is not mine alone as it was not the work of one but the contribution of the collective*

## **Our Vision**

To engage all learners in a healthy, culturally responsive, future-focused and innovative learning community.

## **Our Values**

Equity • Respect • Collaboration • Community

We will build on existing cooperative relationships between schools, in order to create a Kāhui Ako that is collaborative and responsive to the needs of all students.

## **Our Goals**

**Hauora  
Wellbeing**

*Our learners and teachers enjoy positive relationships, resilience, self-optimism and a high level of satisfaction with learning experiences.*

**Ara Tika  
Pathways**

*Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.*

**Auaha  
Innovation**

*Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.*

***Ko Whitireia te maunga***

***Ko Raukawa te moana***

***Ko Ngāti Toa te iwi***

***Ko North Porirua te Kāhui Ako***

The North Porirua Kāhui Ako includes: one contributing school, nine full primary schools, and one secondary school. The North Porirua Kāhui Ako was established in 2016. Geographically, schools are located beside the eastern side of the Porirua Harbour, surrounding the Pauatahanui Inlet, the seaside community of Plimmerton and north to Pukerua Bay. One Catholic primary school caters for students in Years 1-6, and all other primary schools cater for students from Years 1-8. The secondary school provides education for Years 9-13. One school is in a semi-rural location and draws its students from a wide geographic area, as does the secondary school.

Rolls in the ten primary schools range from range from 188 to 526, and the secondary school caters for approximately 1005 students. There is significant roll growth in the North Porirua Area. Most rolls are stable or are increasing. Overall, there is an increase in the total number of students enrolled in the North Porirua Community of Learning. As of September 2019, there are 4,667 students across the Community of Learning with 995 students identifying as Māori and 630 of Pacific heritage.

Students in the primary schools follow a number of different pathways to secondary schools across the Wellington region, and the secondary school draws students from schools within and beyond those in this Kāhui Ako.

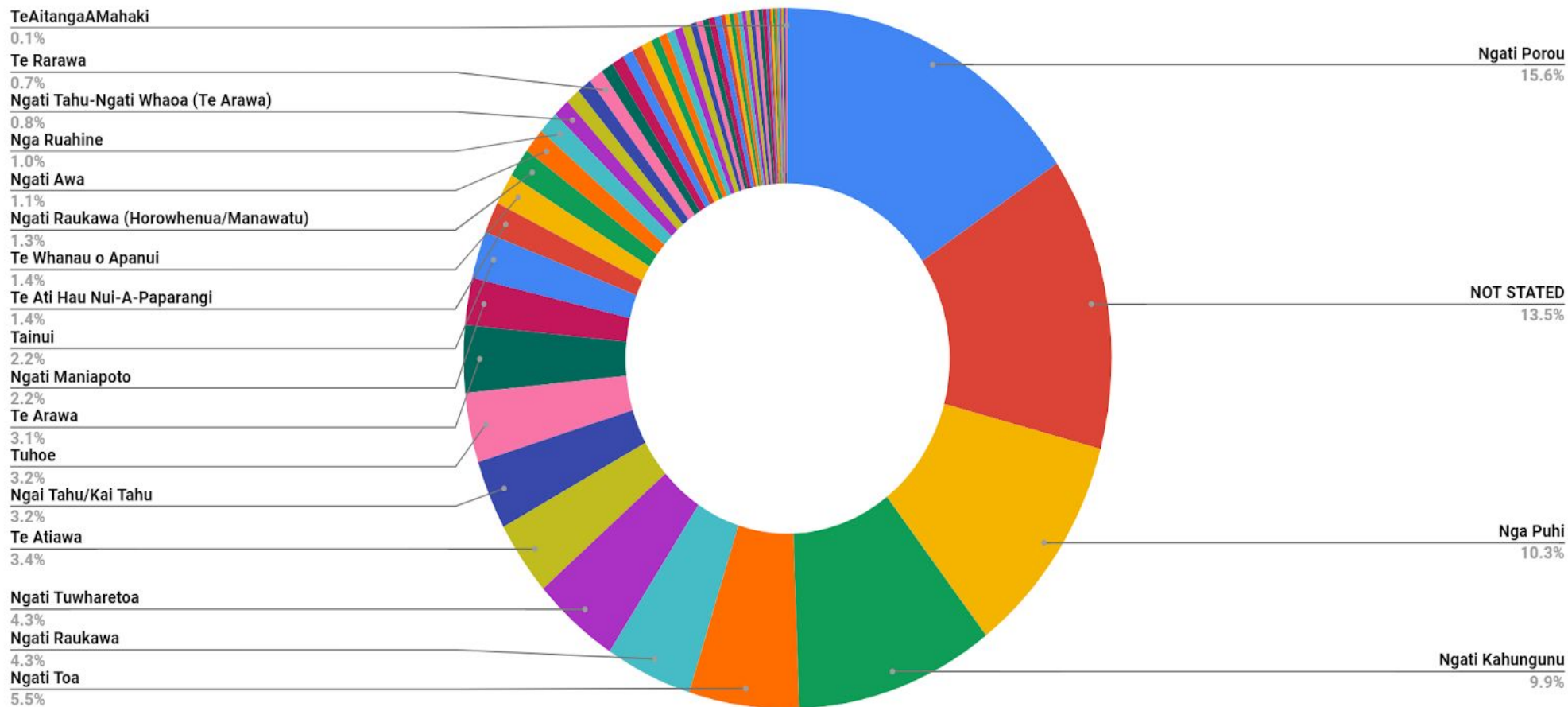
The schools in this Kāhui Ako have a history of working together through various networks and local events. Connections in the past have been through an ICT cluster, Achievement Porirua, Principal networks, AP/DP cluster, and numerous sporting events.

Schools are well connected with their communities to provide additional opportunities for their students. These connections provide opportunities for future development across the Kāhui Ako.

The Kāhui Ako is strengthening connections with whānau and Ngāti Toa. Building on these connections and strengthening links with each other will support the further development of across-school collaboration. Some of the existing connections include Matariki celebrations, professional development led by Ngāti Toa, professional learning in te reo and tikanga Māori, connections through kapa haka tutors, connections with the Police College, and marae connections to Horouta, Hongoeka and Takapūwāhia marae. Kaumātua from Ngāti Toa extended an invitation to our Kāhui Ako to visit Tākapuwahia marae in 2019 to continue learning about local stories and furthering our relationship with iwi, hapū and whānau.

Meetings have been held with early childhood educators in our region. These have resulted in positive relationships being formed, and an agreement to join the Kāhui Ako. Member ECE's include: Active Explorers (Mana ELC), Adventure Educare, Adventure Kindergarten, Ascot Park Kindergarten, Discovery Kindergarten, Mana Montessori, Paremata Playcentre, Paremata Kindergarten, Paremata Plunket Creche, Papakowhai Kindergarten, Pauatahanui Preschool, Plimmerton Kindergarten, Pukerua Bay Kindergarten, Sand Dunes and Whitby Educare.

### Iwi of the North Porirua Kahui Ako



## Our Approach

Our approach and actions are guided by the New Zealand Curriculum vision, principles, values and key competencies. In particular, the principles of high expectations, learning to learn, community engagement, coherence, cultural diversity, inclusion, future focus, and the Treaty of Waitangi that *'put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity'* (p.9, NZC)

Our overall goal is ***Achievement through Engagement***. Improving achievement and engagement is critical to addressing disparities in our community. We acknowledge that we need to work collaboratively to achieve coherence across the community. That means developing a shared understanding about the purpose and nature of the work in the minds and actions of participants both individually, and especially collectively.

We will focus on developing *Culturally Responsive Practices, Increasing Whānau and Community Involvement* and *Increasing Teacher Capability through robust Teaching as Inquiry*. This will be achieved through the STEM lens.

We view this proposal as a working document that will be changed and adapted as we grow our understanding of the specific needs of the Community of Learning/Kāhui Ako. We will continue to gather and analyse relevant evidence, in order to reflect on our approach and the extent to which it is meeting the needs of our learners, and our wider community.

### Structure of our community

We place our students in the centre of all community activities and decision-making. We value the contributions of all members of the community and know that in order to be successful we need everyone working together to achieve our goals.

All members of the community will interact with one another at different times for a range of purposes. The lead principal and school principals will oversee the operation of the community. We have appointed across school leaders and within school leaders who will focus on the areas identified in our achievement challenge.

### Capacity Building

We are committed to capacity building by increasing the ability of educators at all levels of the system to make the instructional changes required in order to meet the identified needs of students. We will remain focused on a few strategic goals and sustain our collaborative effort over time. We will create a focused and collaborative approach that provides a vehicle for learning from the work, whilst engaged in the work (Fullan & Quinn, 2016). This will involve the appointment of in-school and across-school leaders who have the interest, motivation and skills to lead by influence, and focus on the identified challenges of the Kāhui Ako.

As the work progresses, we will focus on building the leadership capabilities of those who hold leadership positions. We will draw on existing frameworks of leadership skills and capabilities in order to determine those that are appropriate to our context. ERO (2017) have produced documents related to Kāhui Ako that provide examples of effective leadership practice for equity and excellence, and also guidance on the supporting conditions for effective leadership. These documents, as well as the development map for leadership found in the 'Guide to understanding the progress of your Kāhui Ako' (MOE, 2017), will support the development of effective leadership in our community.

## Teaching as Inquiry

We aim to develop and extend a culture of inquiry across our Kāhui Ako staff, where teachers and leaders are actively engaged in problem-solving, and constantly reflecting on their practice. Within some schools, Teaching as Inquiry is well-established and embedded in practice, whilst in other schools within our Kāhui Ako there is some development required. We will look to utilise the experience and expertise that exists within the community.

The spiral of inquiry (Timperley, Kaser & Halbert, 2014) will be used as a model to guide this work.

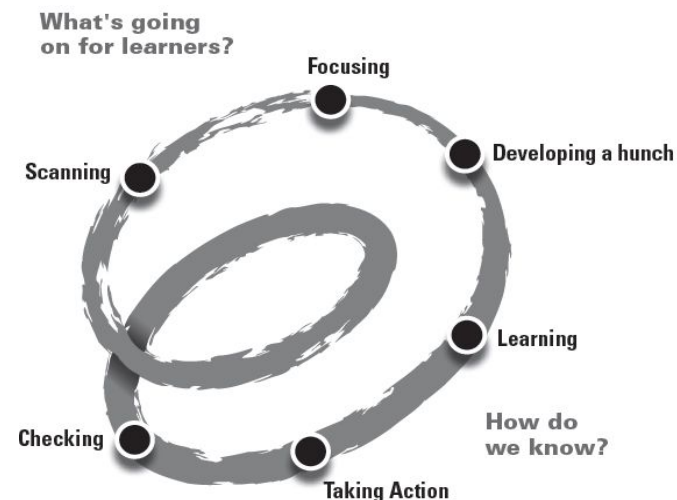
## Identity and Community

Our intention is to approach our community development through a culturally responsive lens that recognises and affirms the cultural identity of each member of the Kāhui Ako. This means respecting and paying attention to our context and the people within it, in all of our actions and interactions.

We have developed relationships between the lead principals within the Kāhui Ako that have been established over time through various networks. There are also some existing connections between deputy principals and between teachers in our schools. As we move into a more collaborative way of working, we will seek to build on those existing relationships to foster a meaningful collaborative structure focused on our shared goals.

We intend to hold wider community meetings involving all teachers, and all whānau, in order to share progress to date and outline our intentions going forward. We intend to maintain regular communications with the wider community in order to foster engagement and involvement.

We see the opportunities for closer communications between schools and whānau, especially around the transition points for students at different levels of the system.



## Professional Integrity

As members of the North Porirua Community of Learning we agree to:

- a. Commit to the attainment of the highest standards of professional service in the promotion of learning
- b. Utilise and manage the dedicated resources provided to best implement the community Achievement Plan, distributing resources equitably according to identified need
- c. Engage in and share continuous, relevant professional learning and development
- d. Contribute to the development of an open and reflective professional culture, demonstrating our honesty, humility and willingness to share professional knowledge
- e. Treat colleagues and associates with respect, working collaboratively and collegially to promote students' learning and teachers' professional learning
- f. Support Community of Learning decisions
- g. Protect the confidentiality of information about learners, teachers and schools obtained in the course of professional service, consistent with legal requirements
- h. Complete all actions and activities within the agreed timeline
- i. Work collaboratively to empower and enable Community of Learning Leaders

### References:

Fullan, M.& Quinn, J. (2016). *Coherence: The Right drivers in Action for Schools, Districts and Systems*. Corwin: Ontario

Granshaw, B. (2016). STEM education for the twenty-first century: A New Zealand perspective. *Australasian Journal of Technology Education*. Online publication.

STEM Education definition (2012) Maryland State Department of Education

Timperley, Kaser & Halbert (2014, p.5) *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Centre for Strategic Education: Melbourne.

Strategic Goals	Strategies for Achieving Goals 2020 - 2022
<p><b>WELL-BEING   HAUORA</b></p> <p><i>Our learners and teachers enjoy positive relationships, resilience, self-optimism and a high level of satisfaction with learning experiences.</i></p>	<ul style="list-style-type: none"> <li>• We grow in our Māori cultural identity and responsiveness.</li> <li>• We strengthen Pasifika identity, culture and language.</li> <li>• We build resilience and wellness of students and teachers.</li> <li>• We support positive behaviour for all learners.</li> </ul>
<p><b>PATHWAYS   ARATIKA</b></p> <p><i>Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.</i></p>	<ul style="list-style-type: none"> <li>• We create strong links at transitions to secondary school.</li> <li>• We form strong partnerships with Early Childhood Educators.</li> <li>• We deliver coherent pathways for learners with additional needs.</li> <li>• We provide continuity of learning.</li> </ul>
<p><b>INNOVATION   AUAHA</b></p> <p><i>Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.</i></p>	<ul style="list-style-type: none"> <li>• We increase innovative science practice.</li> <li>• We develop digital fluency and effective learning with digital technologies.</li> <li>• We enhance Maths outcomes for students.</li> <li>• We engage students in authentic and integrated learning.</li> </ul>



## Hauora | Well-Being

### Wellbeing is vital for student success.

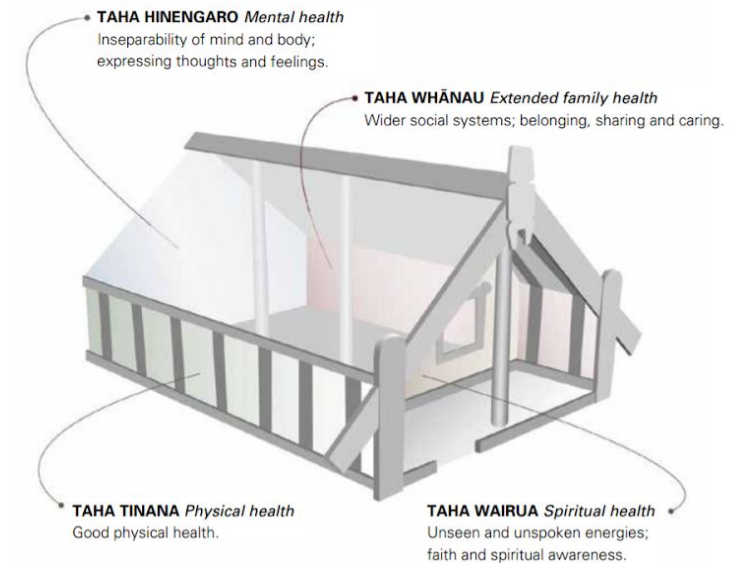
*Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.*

*Noble, T. & Wyatt, T. (2008) Scoping study into approaches to student wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. p30.*

### Health and Physical Education Learning Area - New Zealand Curriculum

The Health and Physical Education learning area of The New Zealand Curriculum highlights the importance of student wellbeing. In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. At the heart of this learning area are four underlying and interdependent concepts:

- Hauora – a Māori philosophy of wellbeing that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own wellbeing; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.



## Hauora

Mason Durie describes four dimensions of hauora in the development of his widely used model of Māori health, Te Whare Tapa Whā.

Taha hinengaro focuses on mental health and emotions. taha wairua focuses on spiritual health. Taha tinana focuses on physical health and taha whānau focuses on the epicentre of one's well being: whānau. We also acknowledge the Fonofale model, created by Fuimaono- Endemann as a pasific island model of health for use in the New Zealand context.

We have a strong commitment to working with teachers, students and their whānau in order to support positive wellbeing.

As community leaders, we know that well-being is fundamental to learning, and central to the vision, values and principles of the New Zealand Curriculum and Tē Whāriki. From the knowledge of our own schools and communities, we know that some students are not experiencing the kind of positive wellbeing that would support them to be confident, connected, actively-involved, lifelong learners.

A strong cultural identity is important to a learner's mental health and wellbeing. Having a strong sense of their own cultural history and traditions helps learners to build a positive cultural identity for themselves, gives them a sense of belonging and self-esteem, and supports their overall wellbeing.

When learners have a strong cultural identity, they are well-placed to make social connections with others and develop a sense of belonging to their community. In turn, belonging builds self-esteem and resilience, and reduces the likelihood that a learner will experience depression and anxiety.

Our intention is to develop a coherent strategy from early childhood through to the end of secondary school that focuses on positive wellbeing and is developed using the NZC Health curriculum. This strategy, and our actions, will support learners to develop the knowledge, understandings, skills and attitudes that they need in order to maintain and enhance their personal wellbeing.

We will form a Well-being Lead Team consisting of interested members from the pool of ASTs, WSTs, DP/AP, Principals, and Specialist staff. They will gather information about student wellbeing in the community and oversee the planning, data collection and monitoring of support for teachers and students in our community.

We will seek support from professional learning and development, and external sources where it is appropriate to our identified needs.

## WELL-BEING | HAUORA

*Our learners and teachers enjoy positive relationships, resilience, self-optimism and a high level of satisfaction with learning experiences.*

Strategy	Objectives	Focus
<b>We grow in our Māori cultural identity and responsiveness.</b>	Continue to develop language, culture and identity for Māori learners.	2020
	Build teacher capability through meaningful and reciprocal relationships with Ngāti Toa and collaboration by teachers	2021
	Strengthen powhiri, kapa haka and Te Reo Māori across all schools	2020-2022
<b>We strengthen Pasifika identity, culture and language.</b>	Support the hosting of Polyfest in 2020	2020
	Promote Pasifika language week celebrations across the Kāhui Ako	2021
	Continue to develop language, culture and identity for Pasifika learners	2020-2022
<b>We build resilience and wellness of students and teachers.</b>	Promote successful transitions and changes, such as starting at a new school	2020
	Promote successful induction, mentoring and support within and across schools for teachers	2021
	Provide meaningful support within a culture that reduces anxiety and raises creativity	2020-2022
<b>We support positive behaviour for all learners.</b>	Provide support and connections for KiVa and PB4L schools	2020
	Facilitate support for teachers of learners with challenging behaviours	2021
	Celebrate successes across the Kāhui Ako	2020-2022

## Ara Tika | Pathways

The North Porirua Kāhui Ako is focused on developing pathways that provide learners with a well-planned, connected, and coherent curriculum.

The coherence principle is one of eight principles in *The New Zealand Curriculum* that provides a foundation for schools' decision-making.

Connections, transitions, and pathways are important components of this principle.

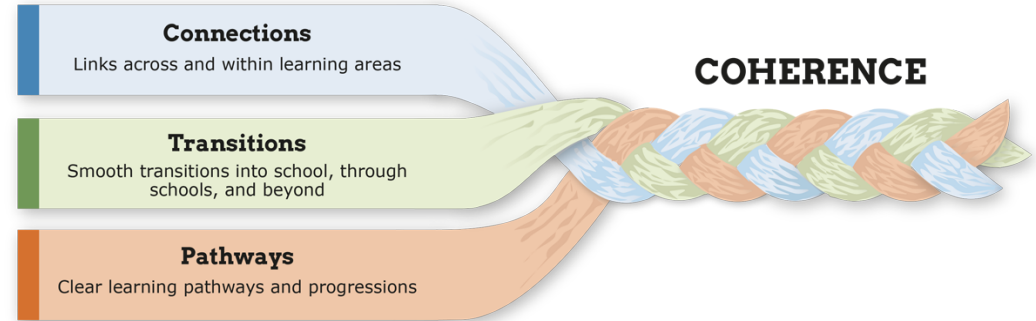
<http://nzcurriculum.tki.org.nz/Principles/Coherence>

There are several ways in which individual schools are currently supporting the development of a coherent pathway for learners, e.g. tracking student progress, moderation of assessment practices, common language for planning and reporting, learning pathway planning, and shared practice.

The focus of the work for the Kāhui Ako includes making stronger links between settings at the transition points of the educational journey.

*'As students journey from early childhood through secondary school and, in many cases on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction.'* (NZC, p.41)

We intend to form a Coherent Pathways Lead Team consisting of interested members from the pool of ASTs, WSTs, DP/AP, Principals, and Specialist staff. They will gather information about coherent pathways in the community and oversee the planning, data collection and monitoring of support for teachers and students in our community.



**PATHWAYS | ARATIKA**

*Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.*

<b>Strategy</b>	<b>Objectives</b>	<b>Focus</b>
<b>We create strong links at transitions to secondary school.</b>	Primary students and teachers increasingly have opportunities to connect with Aotea College teachers and students.	2020
	Formats and protocols for sharing achievement and pastoral care information at Year 9 are embedded.	2021
	Teachers work collaboratively on developing coherent pathways of learning and assessment using the Learning Progressions Framework for Literacy and Mathematics.	2020-2022
<b>We form strong partnerships with Early Childhood Educators.</b>	Formats and protocols for sharing information between schools, ECE's and whānau are embedded	2020
	ECE students and teachers increasingly have opportunities to connect with Primary teachers and students.	2021
	Establish a New Entrant/ECE network, including exploration of Learning through Play.	2020-2022
<b>We deliver coherent pathways for learners with additional needs.</b>	Establish a network for teachers working with students with additional learning needs.	2020
	Formats and protocols for sharing information about additional learning needs at transition points are embedded.	2021
	Develop an effective learner support delivery model and shared register for the North Porirua Kāhui Ako.	2020-2022
<b>We provide continuity of learning.</b>	Promote opportunities for cohort teacher groups to share their practice.	2020
	Promote the sharing of local curriculum ideas.	2021
	Teachers work collaboratively on developing coherent pathways of learning and assessment using the Learning Progressions Framework for Literacy and Mathematics.	2020-2022

## Auaha | Innovation

As community leaders, we identified the need to engage students and teachers in learning that would bring the community members together and extend pedagogy beyond current practice. Through STEM (Science, Technology, Engineering, and Mathematics) we intend to foster programmes of learning that encourage inquiry and problem-solving within authentic contexts.

We see many opportunities for innovation in our community within the STEM approach, including applying science, technology, engineering and mathematics contexts to answer complex questions, investigate issues, and develop challenges for real world problems in our community and beyond. Many puzzles and issues will require integration of knowledge from all of these disciplines. We will seek to enhance connections with our wider community including whānau, iwi, business, industry, tertiary, and community providers.

We intend to develop students' skills in the ability to interpret and communicate information within a STEM approach, which may include:

- a. Identifying, analysing and synthesizing information from a range of sources*
- b. Extending the use of language when communicating in the fields of science, technology, mathematics, engineering and the arts*
- c. Engaging in critical thinking, reading and writing relevant to each context*
- d. Evaluating and integrating multiple sources of information*
- e. Identifying and understanding technologies needed to develop solutions*
- f. Developing an evidence-based opinion or argument*
- g. Communicating effectively with others*
- h. Sharing ideas and working effectively as a team to achieve a common goal*

Our intention is to foster programmes of learning that encourage inquiry and problem-solving that enhance and extend present curriculum structures. We see the need for ongoing teacher professional learning and development as our approach is developed.

We intend to form an Innovation Lead Team consisting of interested members from the pool of ASTs, WSTs, DP/AP, Principals, and Specialist Staff. They will gather information about innovation in the community and oversee the planning, data collection and monitoring of support for teachers and students in our community.

## INNOVATION | AUAHA

*Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.*

Strategy	Objectives	Focus
<b>We increase innovative science practice.</b>	Support teachers and students with practical science activities and resourcing, including House of Science resources.	2020
	Connect science educators in our Kahui Ako, including learnings from Royal Society scholars.	2021
	Promote environmental science initiatives that “think globally and act locally”, especially through connection with EnviroSchools and Ngāti Toa.	2020-2022
<b>We develop digital fluency and effective learning with digital technologies.</b>	Participate in PLD with Core Education in cohort, extending practice and leadership workstreams.	2020
	Embed learnings from PLD to enable our students to be digitally fluent and capable with digital technologies.	2021
	Support teachers with practical digital activities and resourcing, particularly the implementation of DTHM.	2020-2022
<b>We enhance Maths outcomes for students.</b>	Support teachers and students with rich mathematical activities and resourcing	2020
	Connect science educators in our Kahui Ako, including learnings from Royal Society scholars.	2021
	Teachers work collaboratively on developing coherent pathways of learning and assessment using the Learning Progressions Framework for Literacy and Mathematics.	2020-2022
<b>We engage students in authentic and integrated learning.</b>	Students solve problems through hands-on learning activities and creative design	2020
	Students engage students in learning based on authentic applications.	2021
	Take an integrated approach to learning and teaching, which requires an intentional connection between curriculum learning objectives, standards, assessments, and lesson design/implementation.	2020-2022

## **Student Achievement**

The North Porirua Kāhui Ako has identified two key achievement challenges in Writing and Maths achievement. The evidence used to inform the achievement challenges and action planning included Analysis of Variance School Achievement data from the end of 2018 for Years 1-10. Whilst overall achievement in Years 1-8 is good, the data analysis indicated that writing and mathematics achievement was not as high as that of reading, and therefore our achievement challenges focus on these areas. We have also identified a wide variation in the achievement levels indicated by contributing schools at entry to Year 9 at Aotea College. Aotea College aims for 85% of students to be at or above Level 4 in Writing by the end of Year 9 and Level 5 in Mathematics by the end of Year 10 as this is important for students to have the Literacy and Mathematics skills to fully participate in NCEA and in today's information- and technology-rich society. In 2018 50% of Year 10 students were at or above Level 5 in Mathematics and 32% were at or above Level 4.

### **Why there needs to be a change to improve student outcome**

Continuous improvement and achievement in Writing and Mathematics is a focus for the community, ensuring that students have sufficient capability in Mathematics and Literacy to achieve successful outcomes in NCEA.

Across the North Porirua Kāhui Ako there is variation among teachers in their use and understanding of the Learning Progressions Frameworks and PaCT.

Understanding the breadth and complexity of the Frameworks will help us to ensure that our local curriculum is sufficiently comprehensive and challenging, so that students have the opportunity to develop and apply the knowledge and skills they need in writing, and mathematics.

### **What needs to change**

The North Porirua Kāhui Ako does not have a clear picture of the knowledge and skills that students are expected to develop and apply with increasing expertise from school entry to the end of Year 10 in Writing and Mathematics. We want to use the Learning Progressions framework and PaCT to put us in a stronger position to support students' learning so we can have powerful learning conversations with teachers, whānau and when children change schools.

### **What we are trying to achieve**

The North Porirua Kāhui Ako wants to support a deeper understanding of what students' developing expertise looks like at significant signposts in writing, and mathematics. We want to use the Learning Progressions Framework and PaCT to support a shared understanding of writing, and mathematics that enables effective and efficient communication within and between schools.



The North Porirua Kāhui Ako will use the mathematics framework to focus students using their knowledge and skills to solve mathematical problems. In writing, the focus will be on how students use writing to learn in all learning areas and key competencies.

The North Porirua Kāhui Ako wants to have a common framework for teachers to make and discuss their judgment decisions with one another. The Learning Progressions Frameworks and PaCT are tools that all teachers from Years 1 -10 can access. If all teachers use the same frameworks to make their judgements we can have more confidence that the judgements are consistent and therefore dependable.

Students in the North Porirua Kāhui Ako need good feedback so they can plan their own learning goals. Parents and whānau need dependable information so they can support their child's learning. A student's next teacher, at their current or another school, needs to be confident about the information they are receiving about the student.

We want to breakdown writing, and mathematics into aspects to give greater clarity about what to notice when observing and interacting with students. The PLD will help to give teachers confidence that their judgments, based on their professional knowledge and observations of students engaging in classroom activities, are valid as the primary source of evidence.

We want to use a collaborative approach to solve common achievement challenges across and within our schools.

## Baseline Mathematics Data

Note: These targets are based on existing school data. Cohort variance can occur from year to year and student outcomes may vary from those stated below.

School	Percentage at expected level	Using PaCT	Expectations	Exclusions
Adventure School	81%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	Does not include Year 1 and 2 data.
Aotea College Year 9	79%	No	Expects students to be “within” Level 4.	
Aotea College Year 10	50%	No	Expects students to be “within” Level 5	
Discovery School	93%	No	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	
Papakowhai School	89%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pauatahanui School	88%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Plimmerton School	90%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Postgate School	78%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pukerua Bay School	97%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Not all children included in data
Rangikura School	67%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
St Theresa’s School	94%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Year 1 -6 school.

## Baseline Writing Data

Note: These targets are based on existing school data. Cohort variance can occur from year to year and student outcomes may vary from those stated below.

School	Percentage at expected level	Using PaCT	Expectations	Exclusions
Adventure School	81%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	Does not include Year 1 and 2 data.
Aotea College Year 9	32%	No	Expects students to be “within” Level 4.	
Aotea College Year 10	NA	No	Expects students to be “within” Level 5	
Discovery School	93%	No	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	
Papakowhai School	82%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pauatahanui School	87%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Plimmerton School	89%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Postgate School	67%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pukerua Bay School	93%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Not all children included in data
Rangikura School	65%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
St Theresa’s School	88%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Year 1 -6 school.

## TARGETS

### WELL-BEING | HAUORA

*Our learners and teachers enjoy positive relationships, resilience, self-optimism and a high level of satisfaction with learning experiences.*

Strategy	Measure
<b>We grow in our Māori cultural identity and responsiveness.</b>	85% of Māori students in Years 1 -10 are within expected curriculum levels in writing.
	85% of Māori students in Years 1 -10 are within expected curriculum levels in Maths.
	Well-Being at school survey results show increasingly positive outcomes for Māori from 2020 -2022.
<b>We strengthen Pasifika identity, culture and language.</b>	85% of Pasifika students in Years 1 -10 are within expected curriculum levels in writing.
	85% of Pasifika students in Years 1 -10 are within expected curriculum levels in Maths.
	Well-Being at school survey results show increasingly positive outcomes for Pasifika from 2020 -2022.
<b>We build resilience and wellness of students and teachers.</b>	Well-Being at school teacher survey results show increasingly positive outcomes for teachers from 2020 -2022.
<b>We support positive behaviour for all learners.</b>	Well-Being at school survey results show increasingly positive outcomes for all students from 2020 -2022.

*PATHWAYS | ARATIKA*

*Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.*

<b>Strategy</b>	<b>Measure</b>
<b>We create strong links at transitions to secondary school.</b>	Qualitative data gathered from Year 9 students and whānau show increasingly positive feedback about transitions from 2020 -2022.
<b>We form strong partnerships with Early Childhood Educators.</b>	Qualitative data gathered from teachers and whānau show increasingly positive feedback about transitions from 2020 -2022.
<b>We deliver coherent pathways for learners with additional needs.</b>	Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs from 2020 -2022.
<b>We provide continuity of learning.</b>	85% of all students in Years 1 -10 are within expected curriculum levels in writing.

## INNOVATION | AUAHA

*Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.*

Strategy	Measure
<b>We increase innovative science practice.</b>	NZCER Scientific Thinking with Evidence shows increasingly positive outcomes for students in Years 7 and 10 from 2020 -2022.
<b>We develop digital fluency and effective learning with digital technologies.</b>	Kia Takatū ā-Matihiko / Digital Readiness self review surveys show increasingly positive outcomes for teachers from 2020 -2022.
<b>We enhance Maths outcomes for students.</b>	85% of all students in Years 1 -10 are within expected curriculum levels in Maths.
<b>We engage students in authentic and integrated learning.</b>	Qualitative data gathered from teachers, students and whānau show increasingly positive student engagement from 2020 -2022.

## Appendix One: Māori students within our Kāhui Ako affiliate to a number of iwi as outlined below (2019)

Iwi (listed first in SMS)	PBay	Plim	Pgate	Adve	Paua	Rangikura	Disc	StTs	Papa	Aotea	Paremata	Total
Ngāti Porou	3	10	22	10	2	24	17		5	58	12	151
NOT STATED	4	3	24	2		30	10	2	6	50	12	131
Nga Puhi	9	4	8	2	1	31	9	5	3	28	10	100
Ngāti Kahungunu	8	3	11	3		23	13	4	7	24	2	96
Ngāti Toa	10	10	3	2	1	4	4	1	4	14	5	53
Ngāti Raukawa		2	13	3		1	5		5	13	3	42
Ngāti Tuwharetoa		1	6	2		10	3		1	19	6	42
Te Atiawa		2		9		2	1	3	5	11	3	33
Ngai Tahu/Kai Tahu	2	2		2		4	4	4	5	8	6	31
Tuhoe	1		5	2	1	11	3			8	4	31
Te Arawa	2	2	4	4		1		3	3	11	1	30
Ngāti Maniapoto		1	1	2		8	3			6	3	21
Tainui	2		1	2		6	1		1	8	1	21
Te Ati Hau Nui-A-Paparangi		1	1	1		2	2	1	2	4	4	14
Te whānau o Apanui			6			5	2			1		14
Ngāti Raukawa (Horowhenua/Manawatu)		1	11						1			13
Ngāti Awa			5						4	2		11
Nga Ruahine			1			4	1		2	2		10
Ngāti Tahu-Ngāti Whaoa (Te Arawa)			3		2				2	1		8
Aotea		1				3			2	1		7
Rangitane			5							2		7
Te Rarawa	1	4			1					1		7
Ngā Rauru			3			3						6
Ngāti Ranginui	2	1							2	1	2	6
Ngāti Rangitane			5									5
Ngāti Rārua		1	1					3			1	5
Taranaki	1		1							3		5
Ngāti Kahungunu ki Te Wairoa		1				2				1		4
Ngāti Rangī				2			1	1			1	4
Ngāti Ruanui		1				1				2		4

NgātiWai				1		1				2	2	4
Waitaha									2	2		4
Ngāti Apa	1								1	1	2	3
Ngāti Maru										3		3
Rongomaiwahine			3								1	3
Waikato					2	1						3
Whakatohea			3									3
Muaūpoko						1	1					2
Ngāti Haua			1			1						2
Ngāti Kauwhata						1			1			2
Ngāti Kuaia										2		2
Ngāti Kuri			1					1				2
Ngāti Manawa		1				1						2
Ngāti Mutunga										2		2
Ngāti Paoa				2								2
Ngāti ToaraNgātira Te Whanganui a Tara						2						2
Ngāti Whatua					1				1			2
Pakakohi						2						2
Nga Mutunga	1											1
Ngai Te Rangi										1		1
Ngāti Kahungungu Heretaunga										1		1
Ngāti Kahungunu ki Tamakinui a Rua								1				1
Ngāti Rangititi						1						1
Ngāti ToaraNgātira (Te Waipounamu)										1		1
Rongowhakaata								1				1
Te Aitanga										1		1
Te Aupouri										1		1
TeAitangaAMahaki			1								1	1
<b>Total</b>	<b>47</b>	<b>52</b>	<b>149</b>	<b>51</b>	<b>11</b>	<b>186</b>	<b>80</b>	<b>30</b>	<b>65</b>	<b>296</b>	<b>82</b>	<b>967</b>



# Evaluation of The North Porirua Kāhui Ako

## Achievement Plan 2017-2019



Aotea College

Adventure School

Discovery School

Papakowhai School

Pauatahanui School

Plimmerton School

Postgate School

Pukerua Bay School

Rangikura School

St Theresa's Catholic School

*Ehara taku toa i te toa takitahi,*

*Engari taku toa i te toa takitini*

*My success is not mine alone as it was not the work of one but the contribution of the collective*



Papakowhai School



## **Vision**

To work together to raise the achievement and engagement of all students in a culturally responsive, future-focused and innovative learning ecology.

## **Values**

We will build on existing cooperative relationships between schools, in order to create a Community of Learning/Kāhui Ako that is collaborative and responsive to the needs of all students. Across our community, we value:

- Honesty
- Trust
- Collaboration
- Respect
- Equity
- Community

## **Introduction**

The principals identified the need to engage students and teachers in learning that would bring the community members together and extend pedagogy beyond current practice, with an overall goal of Achievement through Engagement.

Improving achievement and engagement was viewed as critical to addressing disparities in the community. We acknowledged that we needed to work collaboratively to achieve coherence across the community. That meant developing a shared understanding about the purpose and nature of the work in the minds and actions of participants both individually, and especially collectively. The Kāhui Ako began as a collaboration between 10 schools, and during this period extended the community to include early childhood centres. Another primary school joined the Kāhui Ako in 2019.

Rolls in the ten primary schools range from 188 to 526, and the secondary school caters for approximately 1005 students. There is significant roll growth in the North Porirua Area. Most rolls are stable or are increasing. Overall, there is an increase in the total number of students enrolled in the North Porirua Community of Learning. In 2016, there were 3,843 students across the Kāhui Ako with 888 identifying as Māori and 618 of Pacific heritage. As of September 2019, there are 4,667 students across the Community of Learning with 995 students identifying as Māori and 630 of Pacific heritage.

Students in the primary schools follow a number of different pathways to secondary schools across the Wellington region, and the secondary school draws students from schools within and beyond those in this Kāhui Ako. Increasingly students are choosing to attend Aotea College.

## **Whānau and iwi connections**

Kāhui Ako leaders have shared their current connections to whānau and iwi, and found that they already have many connections in common across the Kāhui Ako. Building on these connections and strengthening links with each other will support the further development of across-school collaboration. Some of the existing connections include Matariki celebrations led by Ngāti Toa, professional learning in te reo and tikanga Māori by the same providers, connections through kapa haka tutors, connections with the Police College tutors, and marae connections to Hongoeka and Takapūwāhia marae. Kaumātua from Ngāti Toa have extended an invitation to our Kāhui Ako to visit Tākapuwāhia marae and continue learning about local stories and furthering our relationship with iwi, hapū and whānau. The Ngāti Toa Education Strategy

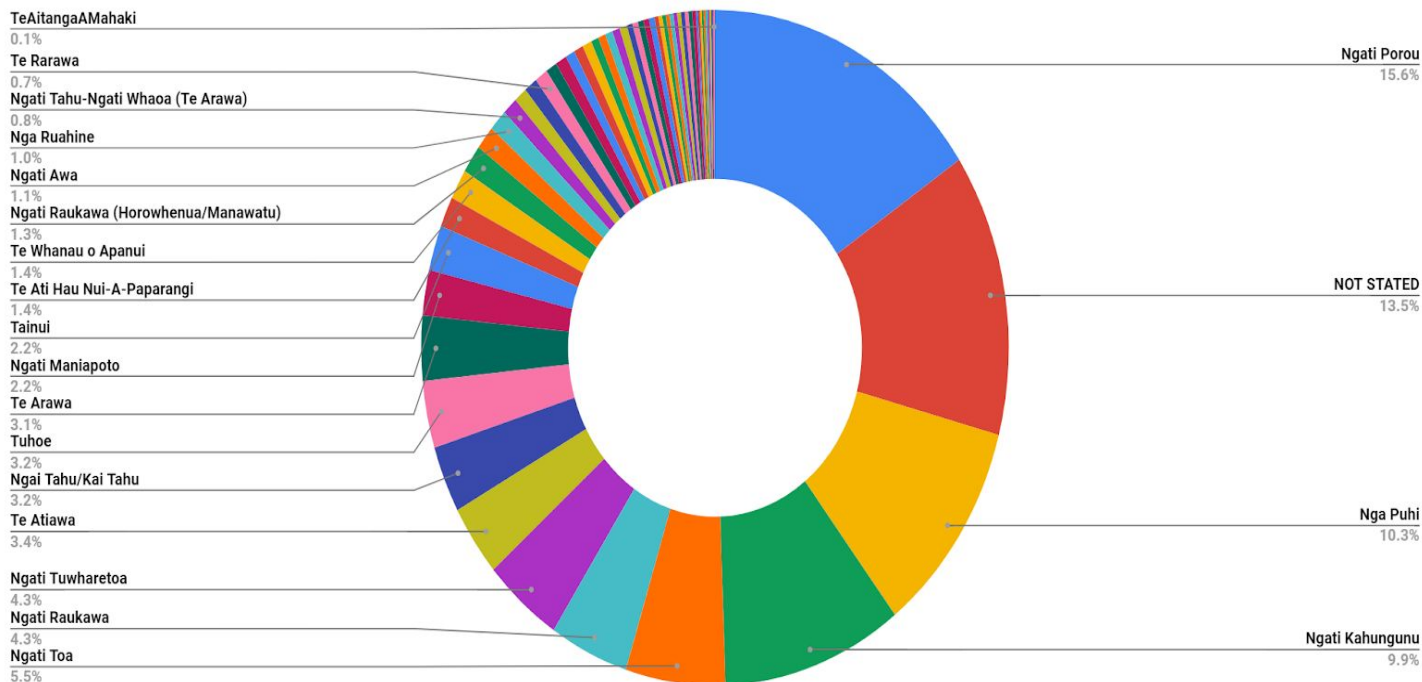
and Implementation Plan (2014) outlines a vision and goals for ngā uri o Ngāti Toa, and we will be open to ways in which our Kāhui Ako can support the aspirations outlined in that plan.

### 2016 Māori students within our Kāhui Ako

Aotea	3	Ngāti Kahu	3	Ngāti Paoa	3
Nga Puhi	107	Ngāti Maniapoto	26	Taranaki	3
	25	Ngāti Raukawa (Horowhenua/Manawatu)	8	Ngāti Apa	2
Tainui		Ngāti Ruanui	8	Ngāti Ranginui	3
Ngāti Raukawa	13	Ngāti Tahu-Ngāti Whaoa (Te Arawa)	2	Ngaruahine	5
Te Atiawa	27		1	Uenuku Kopako Te Arawa	1
Ngāti ToaraNgātira Te Whanganui a Tara	3	Ngāti Whakaue	2	Ngai Tahu/Kai Tahu	36
Ngāti ToaraNgātira (Te Waipounamu)	1	Ngāti Wai		Waitaha	2
Ngāti Toa	55	Ngāti Tuwharetoa	43		4
Ngāti Kahungungu Heretaunga	1	Ngāti Whatua	3	Whakatoea	
Ngāti Kahungunu	99	Tangahoe	1	whānau a Apanui	15
Ngāti Porou	145	Te Aitanga A Mahaki	1	Pakakohi	2
Nga Mutunga	3	Te Ati Hau Nui-A-Paparangi	15	Ngāti Rangi	3
Te Rarawa	7	Tuhoe	42	Ngāti Rangitane	6
Te Arawa	28	Ngāti Kahungunu ki Te Wairoa	6	Ngāti Awa	15
Not stated	96	Ngāti Kuia	1	Ngāti Maru	3
Muaūpoko	2	Ngāti Manawa	1		
Ngā Rauru	5	Ngāti Rārua	2		

### 2019 Māori students within our Kāhui Ako

Iwi of the North Porirua Kahui Ako



## Early Childhood connections

Meetings have been held with early childhood educators in our region. These have resulted in positive relationships being formed, and an agreement to join the Kāhui Ako in 2019. Member ECE's include: Active Explorers (Mana ELC), Adventure Educare, Adventure Kindergarten, Ascot Park Kindergarten, Discovery Kindergarten, Mana Montessori, Paremata Playcentre, Paremata Kindergarten, Paremata Plunket Creche, Papakowhai Kindergarten, Pauatahanui Preschool, Plimmerton Kindergarten, Pukerua Bay Kindergarten, Sand Dunes and Whitby Educare.

## 2017-2019 Achievement Challenges

The North Porirua Kāhui Ako identified four key achievement challenges. The evidence used to inform achievement challenges and action planning included National Standards data from the end of 2016 for Years 1-8, NCEA data, Year 9 and 10 numeracy data, teacher survey, and Analysis of Variance data from individual schools. Whilst overall achievement in years 1-8 is high, the data analysis indicated that writing and mathematics achievement was not as high as that of reading, and therefore our achievement challenges focus on those areas.

NCEA results showed that achievement over the past four years has been above the national average at all levels, with a drop in Level 3 in 2016 only. Continuous improvement and achievement in NCEA is a focus for the community, ensuring that students leave secondary school well-prepared for their next step.

As community leaders, we identified the need to engage students and teachers in learning that would bring the community members together and extend pedagogy beyond current practice. Through STEAM (Science, Technology, Engineering, the Arts and Mathematics) we fostered programmes of learning that encouraged inquiry and problem-solving within authentic contexts. In addition to the challenge around mathematics, we are also inquiring into the achievement of our students in science for this period of time, and see the opportunities for writing to be developed in these contexts. We see this as a long-term project that will unite our community. Over the longer term, we intend to develop Technology, Engineering and the Arts.

### Achievement Challenge 1: Mathematics (Years 1-10)

By the end of 2019:

- At least 87% of students will be achieving at or above the National Standard for mathematics in Years 1-8
- At least 85% of students will be achieving at or above curriculum level 4 by the end of year 9
- At least 85% of students will be achieving at or above curriculum level 5 by the end of year 10

### Achievement Challenge 2: Writing (Years 1-8)

By the end of 2019:

- At least 85% of students will be achieving at or above the National Standard for writing

### Achievement Challenge 3: Science (Years 4-10)

By the end of 2017:

- a. To gather relevant baseline data in science for Years 4-8 using NZCER Thinking with Evidence
- b. To establish relevant targets in science for Years 4-10

## Achievement Challenge 4: NCEA (Level 3)

By the end of 2019:

- Roll based achievement at NCEA Level 3 will increase to 65%

## Development Map Tool

The Development Map tool was used to understand the progress made by the North Porirua Kāhui Ako and where we might decide to head next.

Evaluation at March 2017

Evaluation at November 2019



## TEACHING collaboratively for the best outcome for every child.

### Outcomes

Our approach and actions were guided by the New Zealand Curriculum vision, principles, values and key competencies. In particular, the principles of high expectations, learning to learn, community engagement, coherence, cultural diversity, inclusion, future focus, and the Treaty of Waitangi that ‘put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity’ (p.9, NZC)

Our overall goal was **Achievement through Engagement**. Improving achievement and engagement was critical to addressing disparities in our community. We have worked collaboratively to achieve coherence across the community, through developing a shared understanding about the purpose and nature of the work in the minds and actions of participants both individually, and especially collectively.

We focussed on developing *Culturally Responsive Practices, Increasing Whānau and Community Involvement* and *Increasing Teacher Capability through Teaching as Inquiry*.

Our approach to addressing the identified needs of our students was through STEAM which we defined as: ‘Effective teaching and learning within the specific disciplines of Science, Technology, Engineering, the Arts and Mathematics, embedded in authentic contexts.

Our intention was to foster programmes of learning that encouraged inquiry and problem-solving that enhanced and extended present curriculum structures.

We aimed to develop and extend a culture of inquiry across our Kāhui Ako staff, where teachers and leaders are actively engaged in problem-solving, and constantly reflecting on their practice. Within some schools, Teaching as Inquiry is well-established and embedded in practice, whilst in other schools within our Kāhui Ako there is some development required. We will continue to look to utilise the experience and expertise that exists within the community.



The spiral of inquiry (Timperley, Kaser & Halbert, 2014) was used as a model to guide this work.

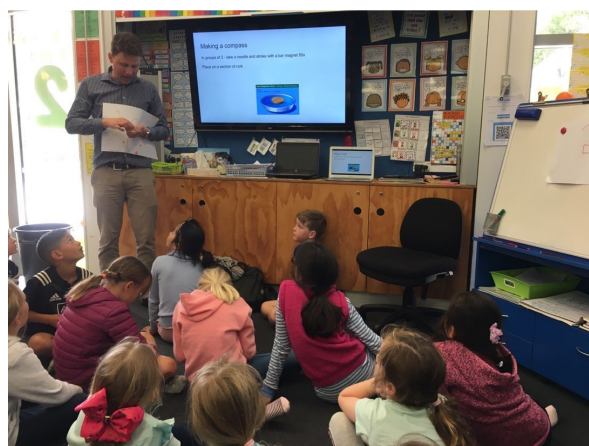
We have supported schools to engage in a culture of inquiry where teachers and leaders are actively engaged in problem-solving, and constantly reflecting on their practice. Some work was undertaken by an across-school teacher in 2017-2018 to build capacity across the Kāhui Ako, and now this largely remains within the work of each school.

The impact on teaching has been gradual over this period of time. It has taken a while for teachers to feel connected to the wider community, however this is gradually increasing as they become connected to across-school groups. Some impact on teaching has been evident through the increased confidence and design of learning experiences for students in **Science, Technology and Art**. Further impact on teaching is noted from the sharing of information between early childhood and primary settings.

### Technology

A "Make it Happen" Grant of \$2k enabled the purchase of STEM resources kits that are jointly owned by the Kāhui Ako. These hands on construction resources will enable technology projects in classroom settings.

The Kāhui Ako received centrally funded PLD for Digital Technologies implementation. This PLD was co-designed with CORE and Kāhui Ako members to facilitate teachers across the Kāhui Ako to strengthen the computational thinking and design. Five schools in the Kāhui Ako participated in strategic planning days with CORE to ensure readiness for the implementation of the Digital Technologies curriculum in 2020.



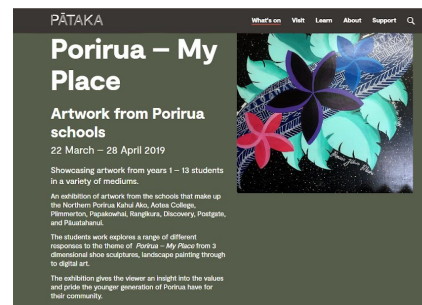
### Science

Our Kāhui Ako has partnered with House of Science to promote hands-on learning in Science. These resources have been well used and supported with the guidance of a secondary Science AST. The AST has worked across the Kāhui Ako modelling, co-teaching and observing practical science learning, particularly at the Year 7/8 level. Connections have also been made with local food production businesses to facilitate science pathways. Beekeeping has been established as an NCEA course and an authentic learning experience in two primary schools.

### Arts

One of our AST's is the HOD of Art at Aotea College. She has used her expertise to strengthen ART teaching and learning across the Kāhui Ako. This has included:

- Working on a Kāhui Ako art show at Pātaka
- Enabling tuakana/teina learning through Aotea students supporting a primary schools with WOW and Battle of the Bands
- Extension and enrichment art workshops
- Promoting Pasifika Arts and identity through tivaevae and clay



modelling.

- Supporting individuals and groups of teachers with culturally responsive art practices.

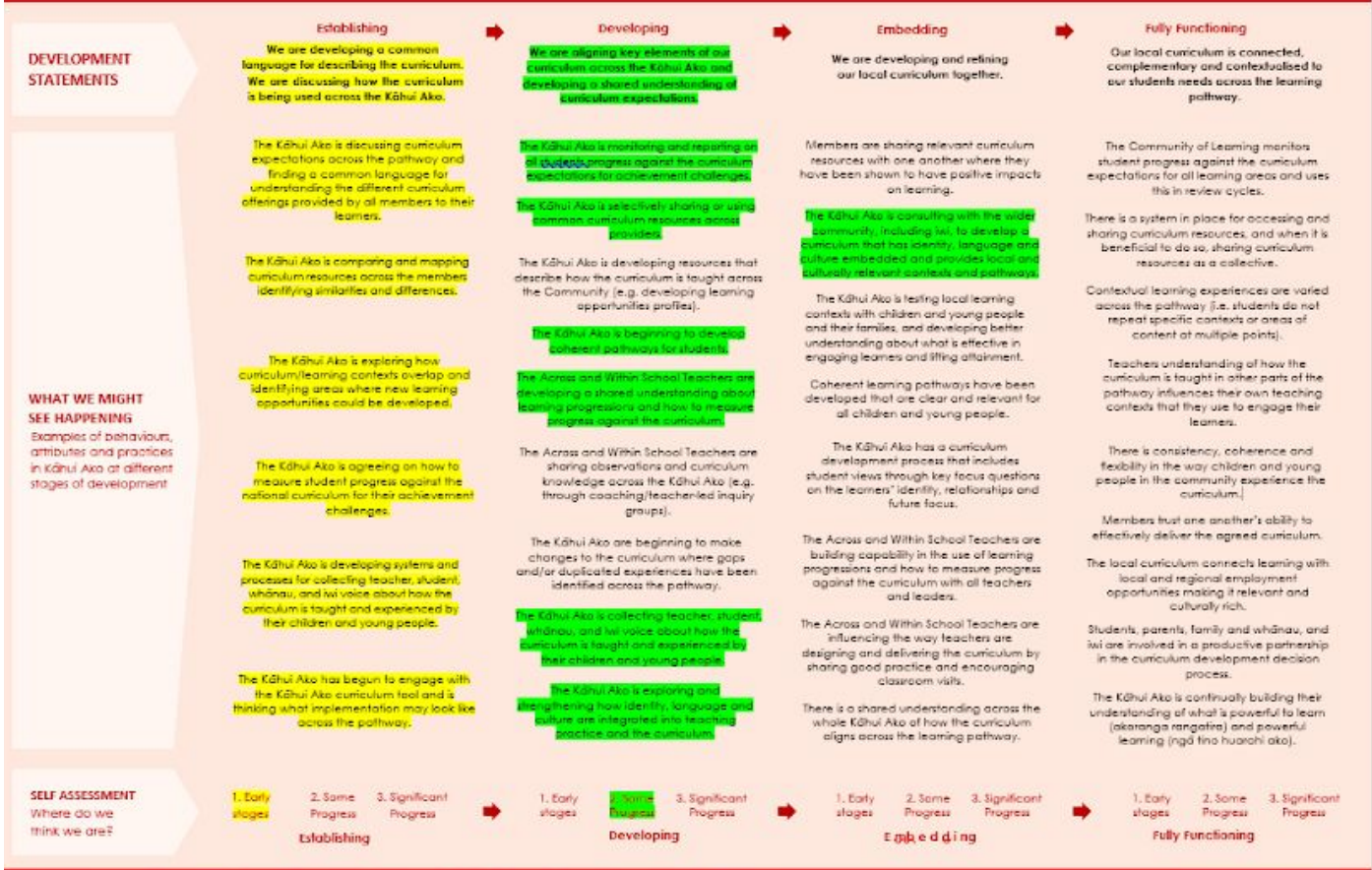
## Areas of Strength

We are developing plans to improve teaching capability in Science, the Arts, cultural responsiveness, effective transitions and digital technology. Across and within school teachers are identifying and sharing examples of good practice in Science, the Arts, cultural responsiveness, effective transitions and digital technology. We are agreeing on how we will use collaborative teaching in our Community of Learning, especially in digital technologies. We are developing a common language for describing the curriculum. We are discussing how the curriculum is being used across the Kāhui Ako.

## Next Steps

- Implement our plan to improve teacher capability with digital technologies and learning progression frameworks.
- Across and Within School teachers drive a shared view of good practice.
- Plan how we will grow and improve collaborative teaching practices across the Kāhui Ako.
- Align key elements of the curriculum across the Kāhui Ako and develop a shared understanding of curriculum expectations







## LEADING for progress and achievement for every child and every teacher.

### Outcomes

We committed to capacity building by increasing the ability of educators at all levels of the system to make the instructional changes required in order to meet the identified needs of students. We focused on a few strategic goals to sustain our collaborative effort over time. We created a focused and collaborative approach that provided a vehicle for learning from the work, whilst engaged in the work (Fullan & Quinn, 2016). This involved the appointment of in-school and across-school leaders who had the interest, motivation and skills to lead by influence, and focus on the identified challenges of the Kāhui Ako.

As the work progressed, we built the leadership capabilities of those who held leadership positions. We drew on existing frameworks of leadership skills and capabilities in order to determine those that were appropriate to our context. ERO (2017) produced documents related to Communities of Learning that provided examples of effective leadership practice for equity and excellence, and also guidance on the supporting conditions for effective leadership. These documents, as well as the development map for leadership found in the 'Guide to understanding the progress of your Kāhui Ako' (MOE, 2017), supported the development of effective leadership in our community.

Over the period 2017-2019, the Kāhui Ako worked on building leadership capabilities. This involved the appointment of a lead principal, and subsequent appointments of across and within school teachers. Three ASTs were appointed at the beginning of 2018. One completed their two year term and two resigned to take up other positions. Two AST were appointed in April 2018 and completed their 18 month terms at the end of 2019. Two AST's were appointed at the start of 2019. One finished his one year fixed term and one is continuing. We have appointed three additional AST's for the start of 2020. The first Lead Principal was appointed in July 2017. He completed his two year term in July 2019, and a new Lead Principal was appointed.

In the initial stage, the Lead Principal and AST's were developing their understanding of their roles and beginning to build relationships in the Kāhui Ako. They were supported in this development by the Expert Partner and PLD facilitator. The across school teachers developed action plans that outlined their focus and how they work across the community.

As they built relationships and gained greater understanding of the community, the AST's began to invite teachers into collaborative groups that worked together to learn from each other, and design learning experiences for students. These groups included a focus on the teaching of science, teaching of Art, digital technologies, and strengthening transitions between early childhood and primary schools, and Māori achieving success as Māori. In 2019, across school teachers have also established and led a very successful group that focuses on leadership development for rangatahi Māori.





Feedback from teachers indicates that the work of the AST's was well-received by teachers and students and is having an impact on teaching and learning.

These are examples from the work our AST's have done with the leadership development for rangatahi Māori.

#### Kaiako voice

What went well, what we liked	What could be improved	Thoughts for next hui
<ul style="list-style-type: none"> <li>● Aotea kapa haka, waiata, poi</li> <li>● Aotea students and Ihaia</li> <li>● Students interacted with each other quickly and mostly confidently</li> <li>● The range of activities: Rakau, waiata..</li> <li>● Just enough to cover the day</li> <li>● Horouta marae</li> <li>● The kai</li> <li>● The Kāhui Ako song               <ul style="list-style-type: none"> <li>○ Em's rōpū are learning this now - led by the tamariki who came to the hui. I've shared it with Papa so that he can learn it and teach it to the kura he visits in our Kāhui Ako :)</li> </ul> </li> <li>● Very relaxed nature of the day and pitch-in nature of teachers and college students</li> <li>● Kī mai mauri and Tī Rākau are a hit in Rm11!</li> <li>● Personally: being immersed in the culture - hearing the college kids sing while washing up, for example!</li> <li>● Our students seeing their culture normalised through spontaneous waiata, haka and reo throughout the day.</li> <li>● The Kāhui Ako Waita: we have shared this with the school and it will form part of our Kapa Haka time. (St Theresa's)</li> <li>● Immersed in learning about Maori Culture as being part of who we are as Aotearoa New Zealanders including our akonga who aren't Maori (St Theresa's)</li> <li>● Tuakana Teina aspect (St Theresa's)</li> <li>● The Kai (apparently was good!)</li> <li>● Getting to know each other.</li> </ul>	<ul style="list-style-type: none"> <li>● More students from each kura given the opportunity</li> <li>● Postgate and Paremata represented Tautoko (Adventure)</li> <li>● Less structure, more 'natural' interactions</li> <li>● Rotations of activities?</li> <li>● Kōrero about Horouta Marae (and other marae we visit)</li> <li>● Tautoko (Adventure)</li> <li>● Agree (St Theresa's)</li> <li>● As the weather improves, maybe we could also learn outside games like ki o rahi?</li> <li>● Tautoko (Adventure)</li> <li>● Agree (St Theresa's)</li> <li>● More reo spoken</li> <li>● Lunch break could be shortened - some students were asking when the next activity was starting (St Theresa's)</li> </ul>	<ul style="list-style-type: none"> <li>● How can we ensure these experiences are taken back and are supported at their kura?</li> <li>● Do we continue to provide the kai?</li> <li>● Poi and taiaha</li> <li>● Ensuring the Kahiu Ako waiata gets into schools (and ECE?)</li> <li>● Can we make poi at the next hui and the following maybe learn to use them? (Do in small rōpū and swap around?) Tautoko (Adventure)</li> <li>● It will be difficult to release teachers for 5 chn more than a couple times a year. May need to consider parents attending.</li> <li>● How can we get/keep principals on board so they will support?</li> <li>● Will Aotea students be able to come everytime? Do we branch out to include other local colleges?</li> <li>● tiaha/tira</li> <li>● It will be difficult to get Release for future hui (gatherings) for 2019. We will possibly have to ask parents/whānau to attend (St Theresa's)</li> </ul>

## Student voice

What did you like/enjoy?	What could you share?	What would you like to achieve/ learn/do as part of this group?
<p>Kāhui ako waiata Meeting new people, and finding people we already knew! The games The kai Being together Aotea College students Aotea college kapa haka performance The teachers were warm and friendly We had fun with other Māori kids <b>Meeting new people</b> <b>Games</b> <b>Learning language while having fun at the same time</b> <b>The Kāhui waiata - especially that no one else knew it</b> <b>The AC performance</b> <b>The college kids were very inclusive, talked to people</b> Kāhui ako waiata Singing with Aotea College People listened Everyone was kind and well mannered Connections we found through mihi/pepeha The kai Performance by Aotea College Activities Maui, Matou The people we met</p> <p>I liked seeing different schools come together. I liked playing the games. The kai was great. The performance was cool, the people were really passionate. I liked girls going first when they were doing the food. It was good to meet others with the help of filling in a sheet. I liked learning the new dance; playing the stick game (although it was long); the dice game was also cool Kāhui Ako waiata Watching the Aotea kapa haka perform (it really inspired us!) Meeting everyone and making connections Matau, maui <b>Kāhui Ako waiata was really awesome</b> <b>Having Aotea Students there- great Manaakitanga</b> <b>Watching the Kapa Haka performance</b> <b>Good kai!</b></p>	<p>The games The Kāhui ako waiata People we made connections with <b>The waiata</b> <b>The Marae chance game</b> <b>Cultural aspects we learned e.g. history of marae</b> <b>Matou/maui</b> Share the games if you had the equipment. I learnt some new words that I could share. You could teach them a dance We showed the kids the dance/waiata at our assembly. We are going to help teach it during our Kapa Haka time. We will teach our kapa haka the Kāhui Ako waiata and actions and then teach it wider to the whole school We can take back advice from watching the Aotea kapa haka so that our haka can be stronger <b>Teaching the Kāhui Ako waiata</b> <b>Playing the Rakau game</b> <b>Students feeling connected through knowing their iwi and finding others with similarities</b> <b>Other students</b></p>	<p>Could we do it more than twice a term Hangi More waiata, poi, taiaha Invite more people (cousins, siblings) <b>More of my culture - I don't know much about ti Ki o rahi!</b> <b>Could each school bring a performance piece, and then we could teach them</b> <b>More leadership skills so I can be head girl or house captain next year</b> <b>Can we have a hangi PLEASE!!!!</b> <b>More language</b> We could perform to Aotea College? Groups doing different activities and then swapping over More activities More groups for Maui, Matou We should learn some poi next time Learn taiaha/tira More songs and actions Visit Hongoeka! Things we didn't like :( How big the group was for Maui, Matou- it made the game too long I would change the break time next time. It was a bit too long. I like to learn by playing games but when we go back to school we can't remember them so it would be good if we had a folder to take with us. A kete that we could take each time we go to put things in. I would like to learn more te reo and learn more dances and more games. It was good to see Aotea College's Haka, and that they are performing it at our school. It was a long day. We could go for the morning and then finish with lunch and that way we would stay interested. <b>Poi</b> - We would love the Aotea girls to teach us a poi routine <b>Noho</b> - we are really looking forward to the noho marae! <b>Waiata/haka</b> - We had so much fun learning the Kāhui Ako waiata. We would love to learn more songs and a Kāhui Ako haka. Another idea we had was to have support to compose a song for our school. <b>Getting to know each other better</b> - we would like to keep playing the name games and mixing with kids from other schools so we get to know everyone. One idea we had was a game where in groups you act out a scene from a Māori legend, e.g. Maui slowing the sun. <b>Te Reo Māori</b> - to learn more kupu and become more confident when speaking and understanding Te Reo Māori <b>Delving deeper into Pepeha</b> <b>Some students are confident about where they are from/ Tikanga/ being on a Marae. Others this may have been something really confronting and new for them. Continue to teach students Tikanga and expectations</b> <b>Maybe performing our school Haka?? *If students are confident!</b></p>

## Areas of Strength

Our leaders learn from each other. There is support for our Kāhui Ako leader and our Across and Within School Teachers are establishing themselves as leaders of learning. We have a shared purpose and an established way of working together. Teachers and leaders are beginning to engage with and influence the shared purpose and vision.

## Next Steps

- Grow leadership capability across the Kāhui Ako.
- The leader, Across and Within School Teachers are leading change across the Kāhui Ako.



## EVIDENCE guiding our practice and actions

### Outcomes

The student achievement information collected by the Lead Principal in 2019 indicated a need to keep the focus on mathematics and literacy teaching across the Kāhui Ako, because whilst the overall achievement levels are high, schools understand the need to monitor the progress of individual students closely and to identify those students who need additional support. The principals and teachers also want to work towards more consistent sharing of information across schools. An application for PLD to focus on the use of the Curriculum Progress Tools was successful, and will begin in 2020.

The Kāhui Ako principals initially shared student achievement data in reading, writing and mathematics in order to determine the targets set in the achievement challenges. Over the period 2017-2019, the removal of national standards has meant that comparative data is not valid.

During this period, data was collected about science from those schools using the NZCER Thinking with Evidence tool.

Consideration has been given to the strengths and weaknesses in data collection and use across our schools, resulting in a move towards using curriculum progress tools to monitor student pathways in reading, writing and mathematics.

### Achievement Challenge 1: Mathematics

In 2015, overall achievement in Mathematics was 83.1% at or above the National Standard. Data gathered at the end of 2016 shows that overall achievement in Mathematics was 83.4%.

Whilst the overall achievement level in Mathematics within the Kāhui Ako is high, there is some variation in terms of ethnicity, and across schools. 86% of Pakehā students, and 86% of Asian students are at or above the standard, whilst 79% of Māori and 75% of Pasifika students at or above the standard.

#### Mathematics Operational Targets:

- a. **Increase % of All students in Years 1-8 achieving at or above national standard in Mathematics to 87%**

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
83% (2,457/2,946)	85% (2,504/2,946)	86% (2,534/2,946)	87% (2,563/2,946)	4% (106)

**2018 Target achieved. Overall achievement for Years 1- 8 based on end of 2018 results shows overall achievement at expected levels of the curriculum is 86%.** With the removal of National Standards, comparative data is not available. There is also variation in the way schools describe expected levels. Some schools have a two year curriculum band that children need to be working “within” others still use the National Standards levels of “early” and “at” For example in some schools working “within” level 3 is the expectation for Year 5 and 6 children. In other schools “Early Level 3” is the expected level for Year 5 and “At Level 3” is the expected level for Year 6.

School	% at expectations	Using PaCT	Expectations	Exclusions
Adventure School	81%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	Does not include Year 1 and 2 data.
Discovery School	93%	No	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	
Papakowhai School	89%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pauatahanui School	88%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Plimmerton School	90%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Postgate School	78%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pukerua Bay School	97%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Not all children included in data
Rangikura School	67%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
St Theresa’s School	94%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Year 1 -6 school.

**b. Increase % of Year 9 and 10 students achieving at or above curriculum level in Mathematics to 85%**

Baseline Numeracy data Entry 2017	Projected progress end of 2017	Projected progress end of 2018	Target end of 2019	All cohort progress
Year 9 (Level 4) 53% (121/230)	75% (172/230)	80% (184/230)	85% (196/230)	32% (75)
Year 10 (Level 5) 38% (66/172)	68% (117/172)	78% (134/172)	85% (146/172)	47% (80)

**2018 Year 9 Target close to achieved.**

**79.4% of Year 9 students, based on end of 2018 results were achieving at or above Level 4.** This is a significant increase on the start of 2017 (increase of 26%) and is in line with the 2018 expectations.

**2018 Year 10 Target not achieved.**

**50% of Year 10 students, based on end of 2018 results were achieving at or above Level 5.** This however is

a significant increase on the start of 2017 (increase of 12%).

## Achievement Challenge 2: Writing

In 2015, overall achievement in writing was 81.4% at or above National Standards. Boys were achieving at 74.6% compared to 88.3% for girls. Māori achievement in writing was 74.8%, and 78.5% for Pasifika students.

2016 data shows that the overall achievement level in writing within the Kāhui Ako is high, although not at the same levels as reading or mathematics. There is some variation in terms of ethnicity, and across schools. 85% of Pakehā students are at or above the standard, whilst 78% of Māori, 74% of Pasifika students, and 75% of Asian students are at or above the standard.

### Writing Operational Target:

- a. Increase % of All students in years 1-8 achieving at or above national standard in writing to 85%

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
81% (2353/2900)	82% (2378/2900)	83% (2407/2900)	85% (2465/2900)	4% (112)

**2018 Target achieved. Overall achievement for Years 1- 8 based on end of 2018 results shows overall achievement at expected levels of the curriculum is 83%.** With the removal of National Standards, comparative data is not available. There is also variation in the way schools describe expected levels. Some schools have a two year curriculum band that children need to be working “within” others still use the National Standards levels of “early” and “at” For example in some schools Worknig “within” level 3 is the expectation Year 5 and 6 children. In other schools “Early Level 3” is the expected level for Year 5 and “At Level 3” is the expected level for Year 6.

School	% at expectation	Using PaCT	Expectations	Exclusions
Adventure School	81%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	Does not include Year 1 and 2 data.
Discovery School	93%	No	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	
Papakowhai School	82%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pauatahanui School	87%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Plimmerton School	89%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Postgate School	67%	No	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	
Pukerua Bay School	93%	Yes	Expects Year 2,4,6 and 8 students to be “within” the expected curriculum level.	Not all children included in data
Rangikura School	65%	Yes	Expects Year 2,4,6 and 8 students to be “at” the expected curriculum level.	

St Theresa's School	88%	Yes	Expects Year 2,4,6 and 8 students to be "within" the expected curriculum level.	Year 1 -6 school.
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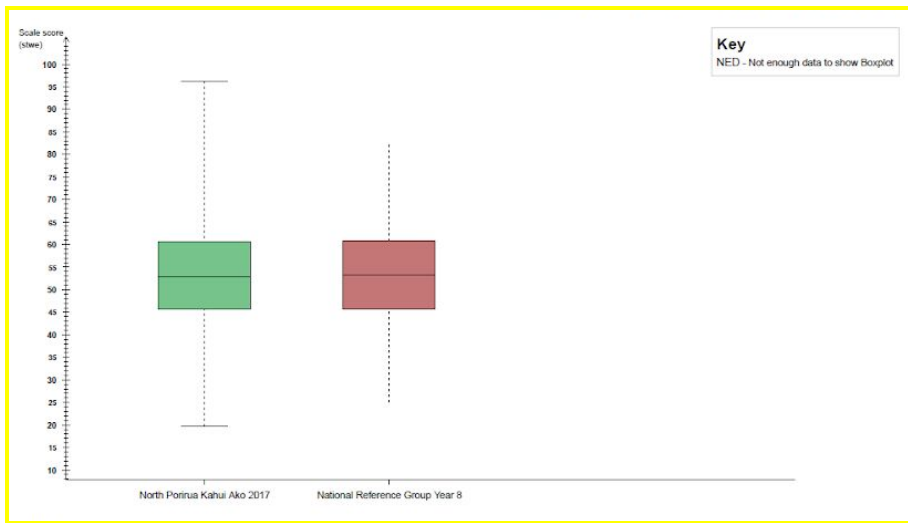
### Achievement Challenge 3: Science

#### Writing Operational Target:

- a. To gather relevant baseline data in science for Years 4-8 using NZCER Thinking with Evidence
- b. To establish relevant targets in science for Years 4-10

We gathered NZCER Thinking with Evidence data from Years 7-8 during 2017, and analysed this to develop specific targets for science. The data formed the baseline for ongoing measures of student achievement in science, and contribute to determining specific areas of focus within the STEAM approach.

Year 8 data showed that achievement was commensurate with the national reference group for Year 8.



Year 7 data showed that achievement was commensurate with the national reference group for Year 7.



#### Next Steps:

- Retest children in Years 7 and 10 in 2020 to benchmark progress made.
- Use data to establish next steps in science teaching and learning.



## Achievement Challenge 4: NCEA

### NCEA Operational Target:

- a. By the end of 2019 Roll based achievement at NCEA Level 3 will increase to 65%

Baseline data 2016	Projected progress 2017	Projected progress 2018	Target 2019	All cohort progress
48% (49/140)	54% (76/140)	60% (84/140)	65% (91/140)	17% (42)

### 2018 Year 13 Target achieved.

64% of Year 13 students, based on end of 2018 results achieved NCEA Level 3. This is a significant increase since 2016 (increase of 16%) and is close to the 2019 expectations.

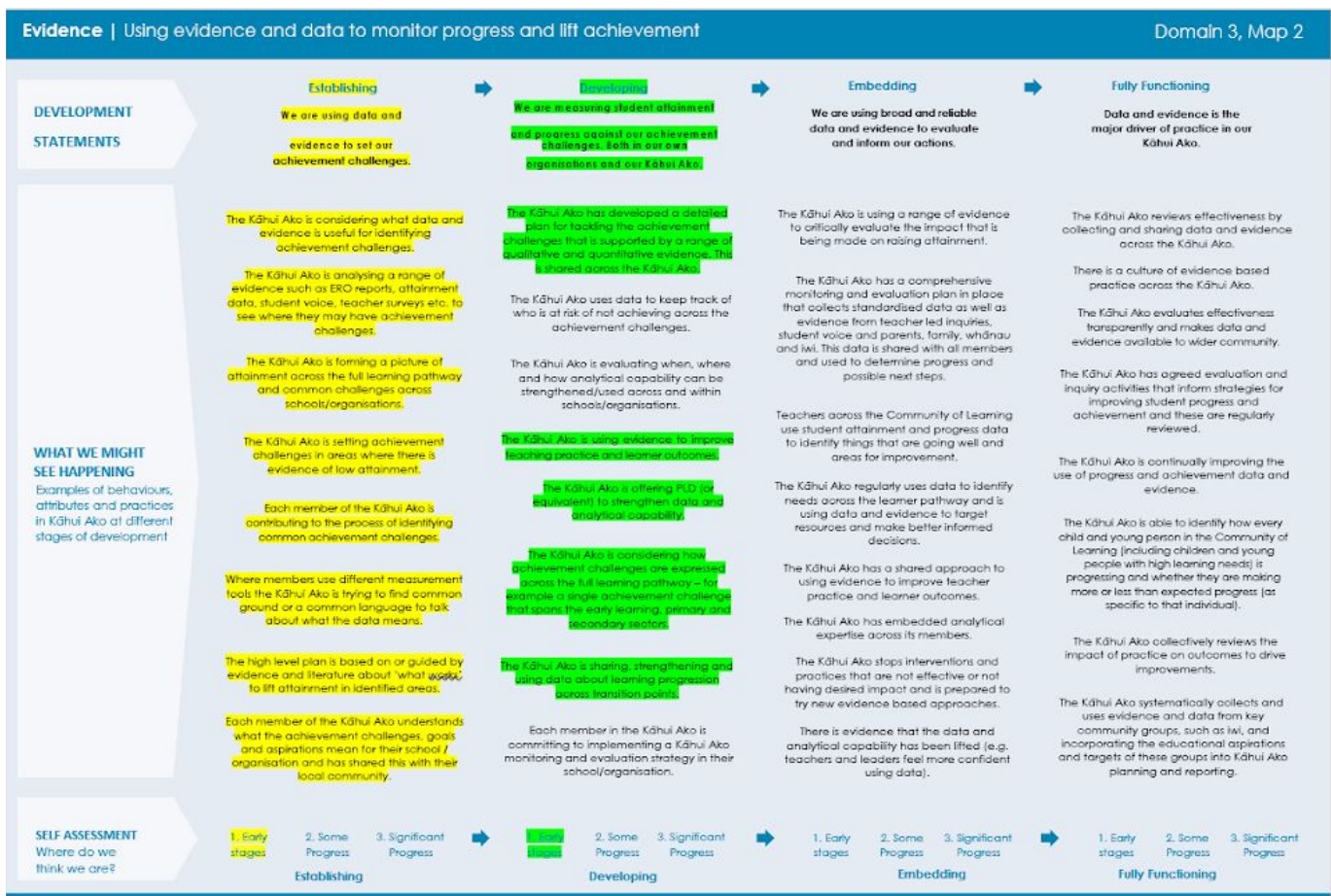
### Areas of Strength

We are identifying what data and evidence our members collect, what is useful for Kāhui Ako purposes and how we safely share this information. We are using data and evidence to set our achievement challenges and inform our action plan.

### Next Steps

- Explore how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data.
- Measure student attainment and progress against our achievement challenges, both in our schools/ECE and our Kāhui Ako.





## PATHWAYS developing and connecting along the whole educational journey for every child.

### Outcomes

Early in the formation of the Kāhui Ako, the principals identified the need to create more coherence along the learner pathway. The Kāhui Ako is actively building connections between teachers in different sectors to create a more seamless pathway for learners. This is happening between early learning centres and new entrant teachers, and is being strengthened in the ongoing connections between primary and secondary settings.

A North Porirua Kāhui Ako transition document that will be passed from ECEs to NE teachers when a child starts school is in development with ECEs. The Lead Principal and AST have visited all schools and ECEs to ensure new entrant teachers and ECEs know they are a part of the North Porirua Kāhui Ako and what being a part of our CoL means for them.

Significant work has started on building pathways across our Kāhui Ako for priority learners. A hui for SENCO was held in Term 3 2019 to start this work in consultation with the Ministry of Education. A task force group was established and priorities for this work were co-designed.

Aotea College ASTs have conducted primary school visits and interviewed Year 8 teachers about new students for 2020.

The North Porirua Kāhui Ako wants to support a deeper understanding of what students' developing expertise looks like at significant signposts in writing, and mathematics. We want to use the Learning

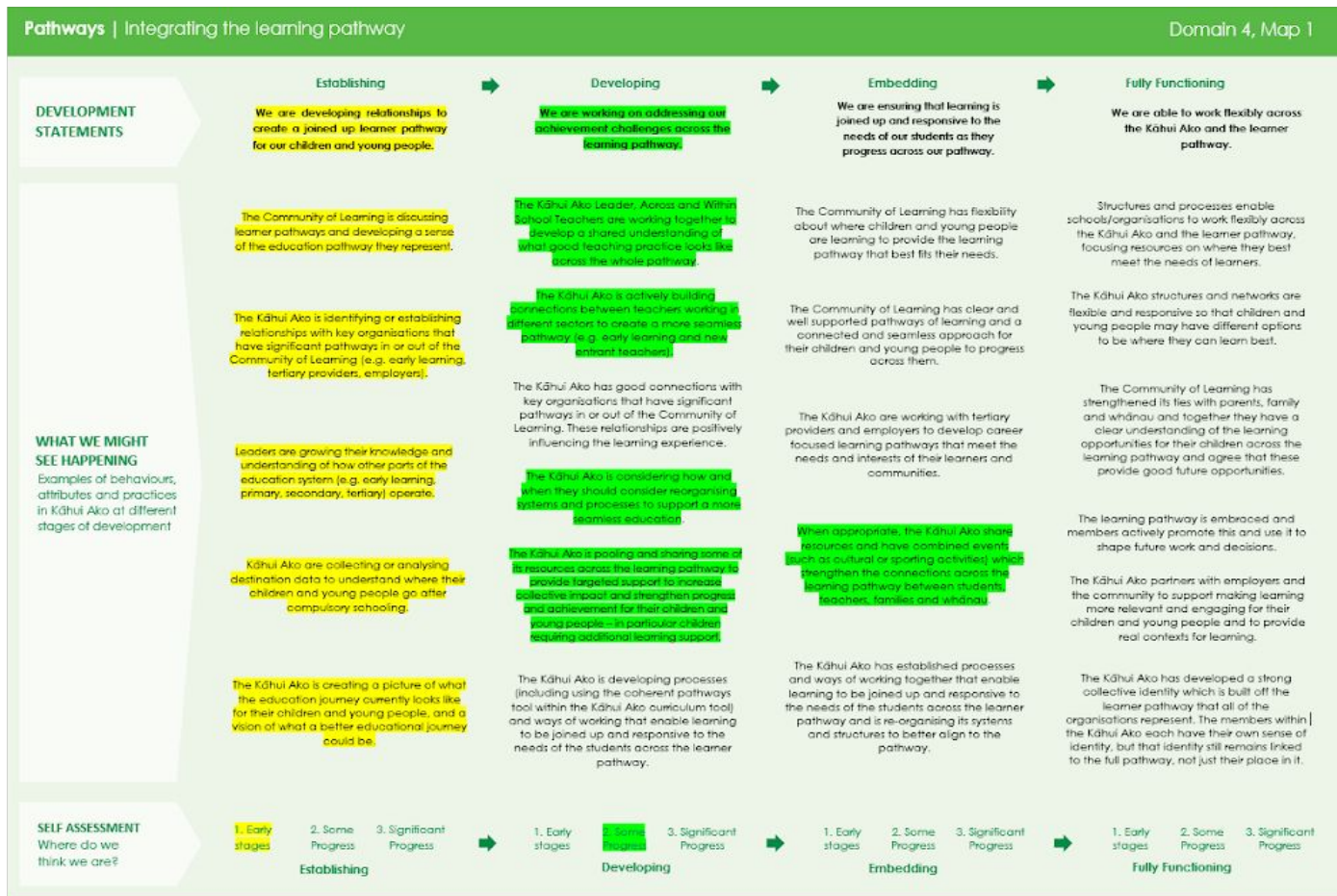
Progressions Framework and PaCT to support a shared understanding of writing, and mathematics that enables effective and efficient communication within and between schools.

## Areas of Strength

We are working on addressing our achievement goals across the learning pathway. We are working towards a plan of action for how we will work together to support learners across transition points.

## Next Steps

- Ensure that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.
- Use evidence-based practices to support successful and seamless transitions through the pathway.





## PARTNERING with families, employers, iwi and community.

### Outcomes

Our intention was to develop a culturally responsive lens that recognised and affirmed the cultural identity of each member of the Kāhui Ako. This meant respecting and paying attention to our context and the people within it, in all of our actions and interactions.

We held wider community meetings involving all teachers in order to share progress to date and outline our intentions going forward. We regularly communicated with the wider community in order to foster engagement and involvement.

We continue to build communications between schools and whānau, especially around the transition points for students at different levels of the system.

Initially, the Kāhui Ako used existing ways to communicate with whānau about the establishment and progress of the community. This was through individual school newsletters and communications. In 2018 the Kāhui Ako worked with a change manager to develop a wider communications strategy.

The Lead Principal sends regular Kāhui Ako updates to each school, so that they can be included in the newsletter and other communications.

The Kāhui Ako is also developing relationships with Ngāti Toa. Anthony Urwin (AST) and Mark Smith (Lead Principal) met with Bianca Elkington (Ngāti Toa) in September 2019. Bianca shared about the work of Puna and the success this afternoon programme is having for Ngāti Toa tamariki. They currently have 30 children working in an immersion programme two afternoons per week. There has been significant success for

children with learning and behavioural difficulties and for growing children's confidence. Every month they have a whānau hui where the parents are taught the month's programme so they can also learn at home.

Ngāti Toa are engaged with Healthy Harbours Porirua and EnviroSchools. Bianca felt that this could be a positive connection for Ngāti Toa and our Kāhui Ako. Ngāti Toa want pathways for learning in science to senior secondary school and a curriculum that focuses on place based learning that is more than a one off module like "Mountains to Sea". Bianca feels that we could partner together on environmental education that is integrated with Tikanga and tells the stories and history of Ngāti Toa.

Ngāti Toa are looking for schools with a "let's do it" attitude. They would like to know what we have done post hui at the start of the year.

There has been some sharing of resources across schools. The principals recognised the need for more within-school teacher resources in two schools more than in the others. The additional WST positions were shared between these two schools. There has also been sharing of expertise in science and Art from secondary specialists in across-school teacher positions.

A Kāhui Ako website has been developed to offer a platform to implement a number of key aspects of the Communications Strategy. Initially it will offer:

- a clearer account of what the Kāhui Ako is doing.
- profiles of key individuals with contact details and possibly ability to book ASTs
- a channel to promote upcoming events, resources and notices.

#### *Kāhui Rangatahi Kura (Collective, Youth, School, Treasure)*

During 2019 the Kāhui Ako has provided experiences where Māori students and peers feel culturally connected to Te Ao Māori, through the formation of Kāhui Rangatahi Kura. The aim of this group is to help prepare and engage young Maori people in becoming Leaders of Te Ao Māori in their lives, home, school and community to be active and positive contributing leaders.

The focus of this work is:

- To work collaboratively and build understanding of Te Ao Maori.
- To promote an environment where both akonga, whānau and kaiako appreciate being Māori through Te Reo Māori, Tikanga and Kawa in different context.
- Build whakawhānaungatanga, the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships.
- Strengthen wānanga ( meeting, communication and discussion) and mātauranga, 'the knowledge, comprehension, or understanding of everything visible and invisible existing in the universe'.



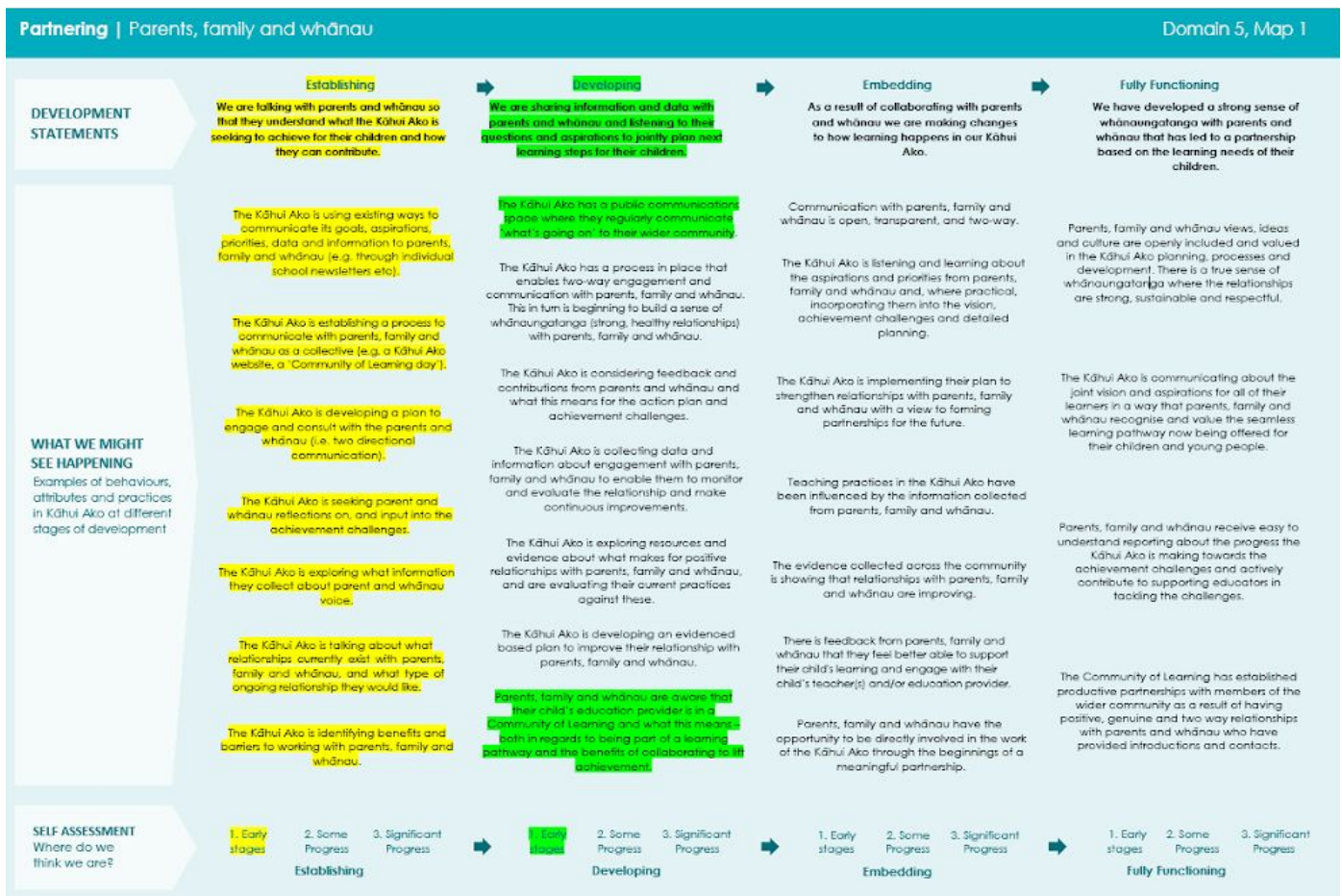
The coming together of this group has benefitted tamariki through tuakana-Teina experiences and kaiako being given opportunities to share and lead. Two days were held in 2019, a day hui at Horouta marae Term 3 and Te Ngakau Tapu in Term 4. Kāhui Ako teachers and students shared their current connections to whānau and iwi.

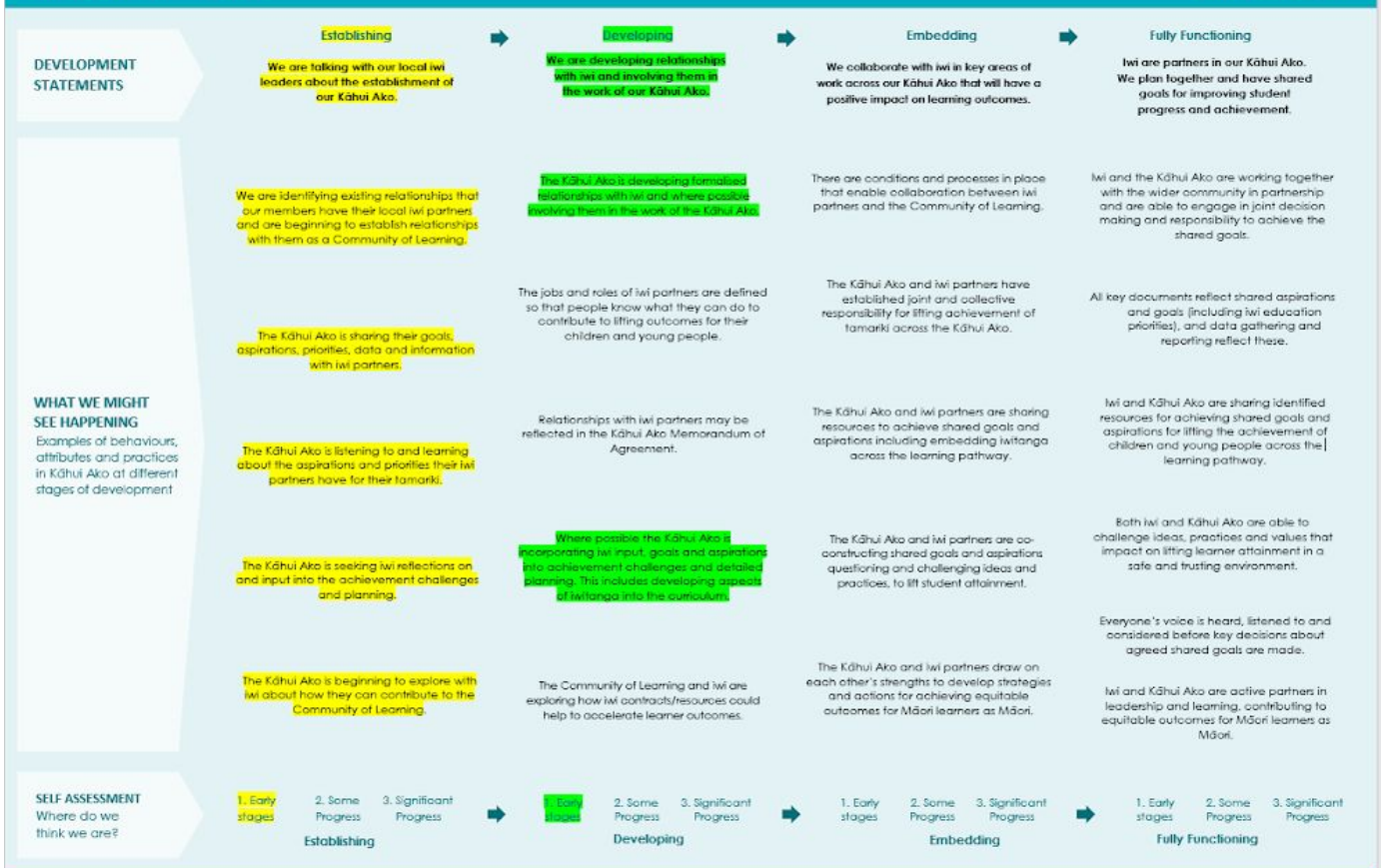
## Areas of Strength

We are sharing with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children. We are talking with our local iwi about the work of the Kāhui Ako.

## Next Steps

- Share information and data with parents and whānau and listen to their questions and aspirations to jointly plan next learning steps for their children.
- Develop relationships with iwi and involve them in the work of the Kāhui Ako.
- Identify key people and local organisations in our wider community that we need to engage with and involve in the work of the Kāhui Ako.



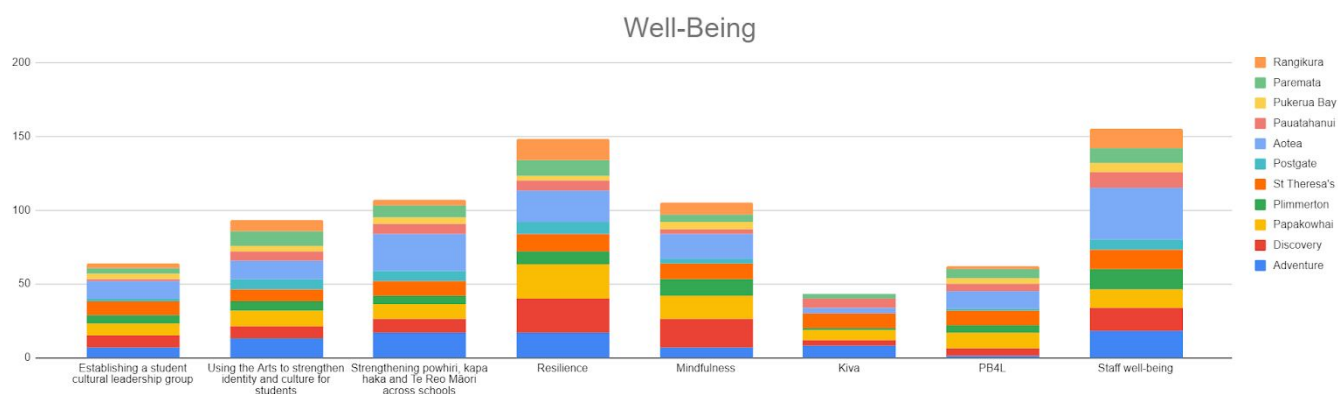


## BUILDING a thriving community of learning.

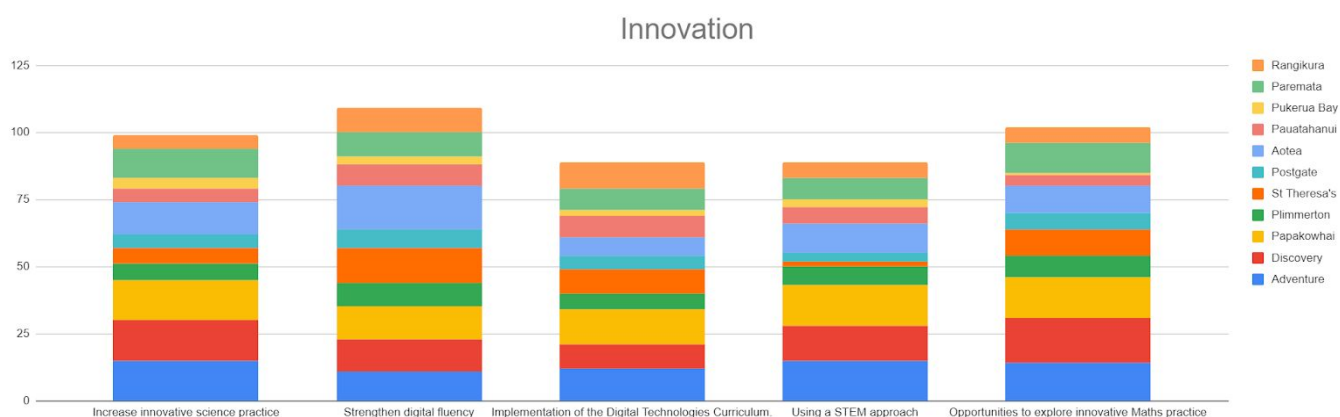
### Outcomes

Positive relationships that existed between the principals within the Kāhui Ako, from involvement in various networks, have been further strengthened through the work of the Kāhui Ako. There are also connections between deputy principals and growing connections between teachers in our schools. As we move into a more collaborative way of working, we will seek to build on those existing relationships to foster a meaningful collaborative structure, focused on our shared goals.

Teachers and Principals were consulted on the future focus of our Kāhui Ako. Feedback from teachers shows that teachers across the Kāhui Ako want to focus on Well-Being, including: staff well-being, building resilience, lowering anxiety through mindfulness, culturally responsive practices and positive behaviour for learning.

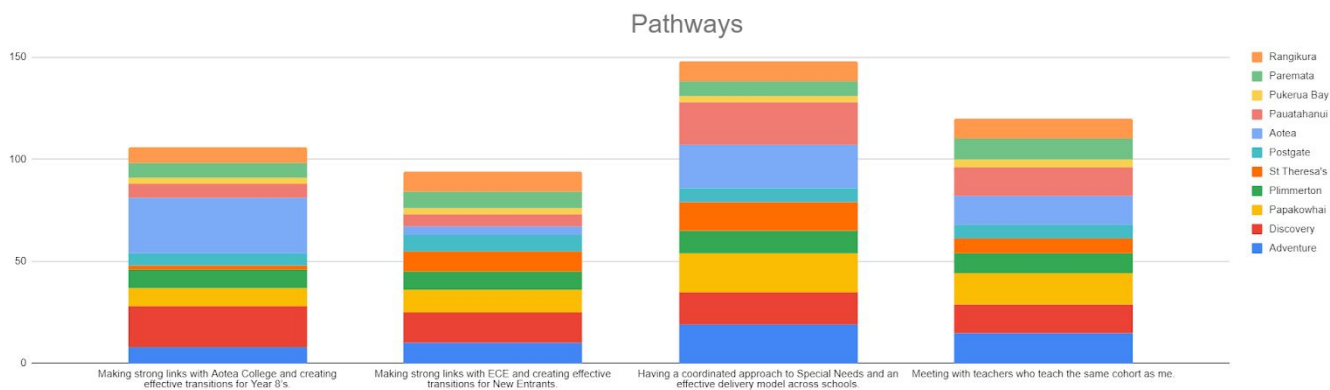


Teachers across the Kāhui Ako also want to focus on Innovation, including: using a STEM approach, innovative practice in Science and Maths, as well as strengthening digital fluency and implementation of the digital technologies curriculum.



Staff feedback shows that teachers want a continued focus on Pathways, including: a coordinated approach to Special Needs, connecting with teachers who teach the same cohort, and strong transitions.





As members of the North Porirua Community of Learning we agreed to:

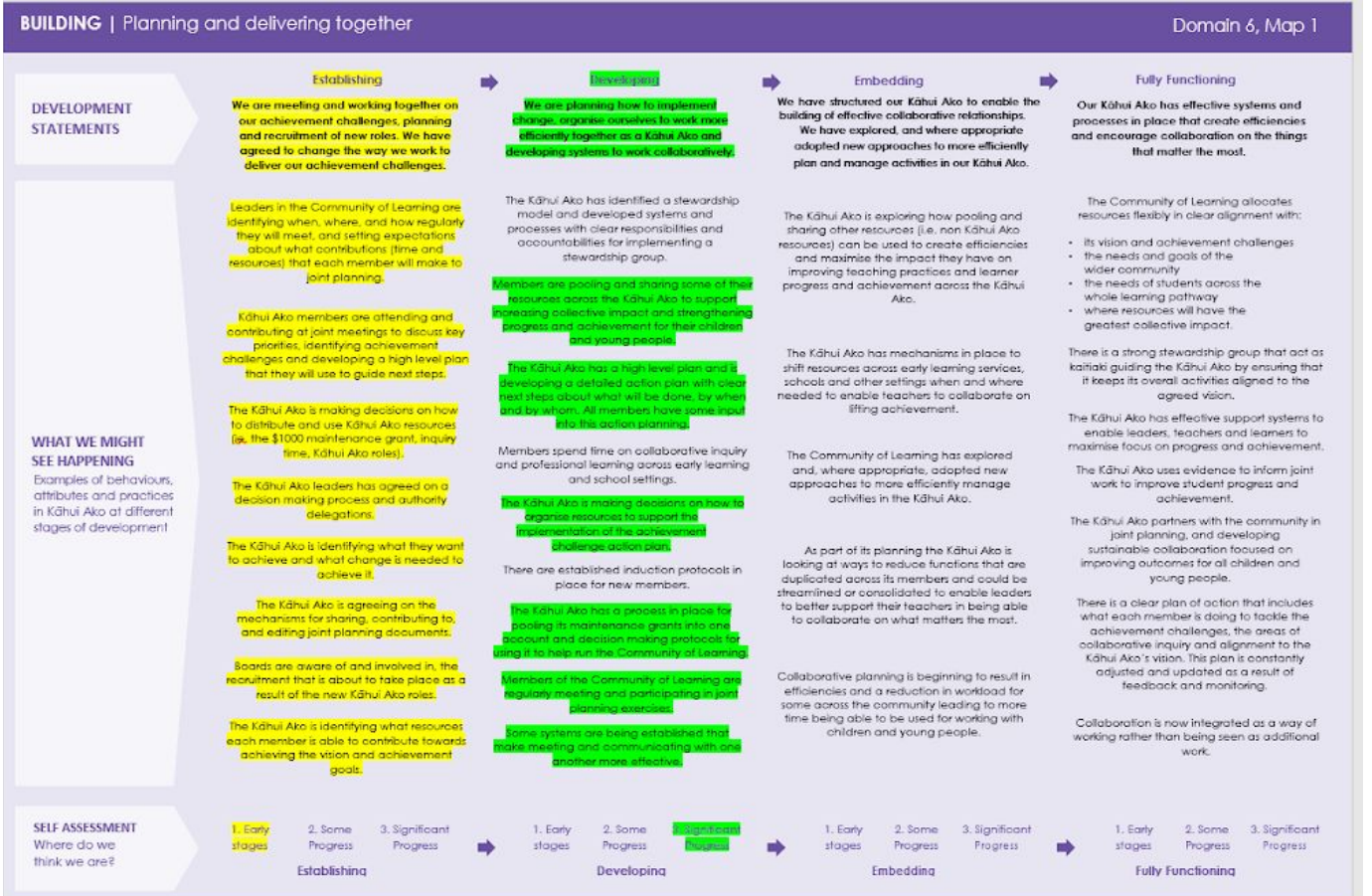
- Commit to the attainment of the highest standards of professional service in the promotion of learning
- Utilise and manage the dedicated resources provided to best implement the community Achievement Plan, distributing resources equitably according to identified need
- Engage in and share continuous, relevant professional learning and development
- Contribute to the development of an open and reflective professional culture, demonstrating our honesty, humility and willingness to share professional knowledge
- Treat colleagues and associates with respect, working collaboratively and collegially to promote students' learning and teachers' professional learning
- Support Community of Learning decisions
- Protect the confidentiality of information about learners, teachers and schools obtained in the course of professional service, consistent with legal requirements
- Complete all actions and activities within the agreed timeline
- Work collaboratively to empower and enable Community of Learning Leaders

### Areas of Strength

Our leaders are committed to working together to build trust within the Kāhui Ako. We are building a trusting, culturally appropriate and professional relationships together. We are meeting and working together on our achievement challenges, planning, and recruitment of roles. We are planning how to implement change, organise ourselves to work efficiently together as a Kāhui Ako and developing systems to work collaboratively.

### Next Steps

- Enable a culture of collaboration to develop across our Kāhui Ako.
- Structure our Kāhui Ako to enable the building of effective collaborative relationships.
- Explore and, where appropriate, adopt new approaches to more efficiently plan and manage activities in our Kāhui Ako.



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