

Te Kāhui Ako o Tiriwā



Tui, tui, tuituia, tuia i runga, tuia i raro, tuia i roto, tuia i waho,
tuia i te here tangata

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Our Vision

Together we will raise the achievement and wellbeing of all our learners within our community

Whakatauki

“Tui, tui, tuituia, tuia i runga, tuia i raro, tuia i waho, tuia i roto, tuia i te here tangata”

Calling, that it be woven above, as it is below, woven without as it is within, interwoven with the threads of humanity

Our name - Te Kāhui Ako o Tiriwā and our whakatauki were gifted by our Kuia Whaea Awa Hudson from our local community and a long standing educator within our community. Whaea awa is of Nga Puhi, Ngati Whatua and Ngati Pakeha (Devon, Ingarangi) descent. Her expertise and commitment to education and the Māori community was formally acknowledged in 2013, when she was awarded a Companion of the Queen's Service Order of New Zealand for services to Maori and the community.

Our Values

- We keep learners at the heart of all we do
- We value learning partnerships
- We speak honestly
- We are inclusive of all of our learners
- We seek to find positive answers

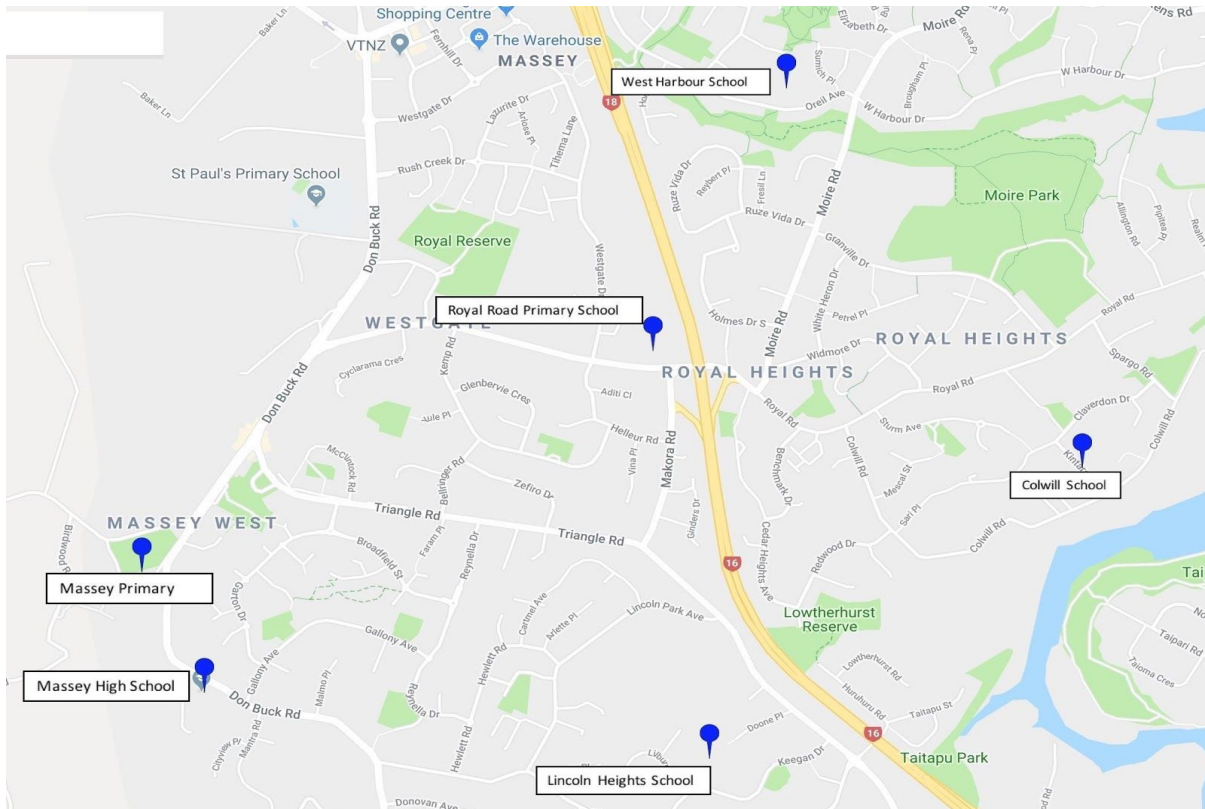
Purpose

Through weaving our people together our Kāhui Ako will focus on strengthening across curriculum literacies to progress the haerenga (journey) of every stakeholder. We aim to improve the engagement and wellbeing of every learner across the Kāhui Ako. By working within and across our community of we will strengthen the achievement across the curriculum and the wellbeing of every stakeholder. Underachievement in educational attainment is overrepresented by children in the Ministry of Education's priority learner groups i.e Maori, Pasifika and those that have supported learning needs. These groups are a significant proportion of all students

in our Kāhui Ako. Our hunch is that the data shows steadily declining skills in oral fluency which impacts on reading, writing and literacy across the curriculum, at all levels. One of our aims therefore is to lift the oral fluency of all learners so they can reflect, discuss, read, understand and write using the language of the learning areas of the New Zealand curriculum. Our Kāhui Ako also recognises the importance of physical, emotional and social well-being to student engagement and learning.

Our Kāhui Ako

Wider Community – Our Area



Wider Community – Our Kāhui Ako Haerenga (Journey)

Our journey began in February 2016. A group of local principals met to discuss forming a Community of Learning- Kāhui Ako. All the principals were members of the North West Principals Cluster.

We explored our individual school needs, shared commonality and possible parameters of collaborative engagement. We visited each other's schools to gain an understanding of the unique character of each school within our proposed Kāhui Ako. Our Boards of Trustees are in agreement of the prospect of the Kāhui Ako which enabled us to appoint a leader – Bruce Barnes from Massey Primary School in 2017. From here our journey began in earnest.

As a group of leaders we have considered the role of our individual communities within our Kāhui Ako. Our intent as we progress forward would be to consult with all our key stakeholders in a manner that is robust, authentic, valuing of the unique position they represent within the Kāhui Ako. A stakeholder map, identifying who are our stakeholders and how they will participate and drive the inquiry is explained in more depth later in our achievement challenge .

We have six schools in our Kāhui Ako. All are situated in Massey, a northwestern suburb of Auckland City. Five are full Primary Schools and one is a Secondary School. Some schools are already linked through involvement in Professional Learning and development groups or networks. Approximately 79.2% of the students from the Primary School transition into the Secondary School in this Kāhui Ako¹ In 2016, 91.6% of the Kāhui Ako's new entrants had participated in formal early childhood education prior to starting school. There has been steadily increasing ECE participation for Māori (91.5%) and Pasifika(89.4%) children since 2013 but it is still lower than for other ethnicities e.g.European (95.7%). Three schools have an onsite playgroup and one school has an ECE service which promotes increased learning experiences for young children in the community. We are currently working with our MOE Support Team to include ECE representation in our Kāhui Ako, to support the continued development of our 0-24 years old learner pathway.

Wider Community - Our Schools

As of March 2018, we have 3516 students in our Kāhui Ako. The Primary schools have rolls that range from 191 to 492 students, with a total of 1785 students. There are 1731 students enrolled at the High School. Schools in the Kāhui Ako have similar balance of gender and culturally diverse communities.

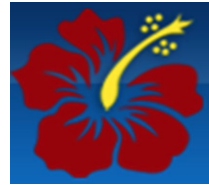
School	TOTAL	Males	Females	Māori	Pasifika	Asian	Other	European
Colwill	191	97	94	50	97	9	20	15
Lincoln Heights	386	221	165	107	156	47	9	67
Massey Primary	492	256	236	158	159	26	41	108
Royal Road	281	144	137	107	86	23	32	33
West Harbour	435	227	208	171	118	14	40	92
Massey High	1731	884	847	428	436	203	21	586
Kāhui Ako	3516	1829	1687	1021	1052	322	163	901

¹ Adapted from 2016, Education Review Office - Massey Community of Learning Report 2016 pg. 1- (appendices A)

Te Kāhui Ako o Tiriwā



West Harbour School



Royal Road School



Massey High School



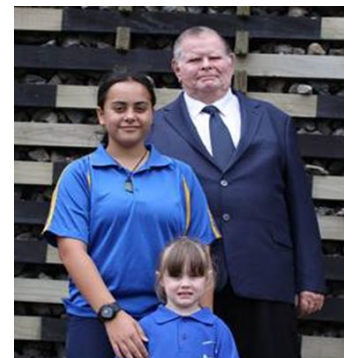
Colwill Road School



Lincoln Heights School



Massey Primary School



Our Data Analysis

Rationale for our Shared Achievement Challenges

Our current state as identified in our **ERO Massey Community of Learning Report 2016** under Sustainable Performance and from other forms of gathering qualitative and quantitative data;

- We are well placed to sustain and improve our performance. Schools have strengths in many areas of management and governance including a shared focus on building collaborative and responsive practices with growing opportunities for distributed leadership.
- We recognise the need to develop effective strategies for getting families and whānau more deeply involved in discussing and planning how to improve to children's learning, engagement and achievement.
- ERO recognises that we foster positive, inclusive environments for learning. There is a consistent emphasis on enhancing wellbeing for all.
- ERO identified that there are disparities in achievement that represent a challenge for the COL. Overall girls in the Kāhui Ako outperform boys in all three of the national standard subjects of Maths, Reading and Writing. This difference is particularly evident in literacy. In addition data shows that Pasifika students are least likely to achieve at the national standard.
- The challenge for schools in the Kāhui Ako will be to make shifts necessary to address disparity in achievement, accelerate student progress and lift achievement overall.²
- Secondary school achievement data, shows a greater proportion of students are achieving national certificate of educational achievement (NCEA) levels 1, 2, 3 in this Kāhui Ako then nationally.
- While Māori as a group achieve less well than other groups, Māori girls are making significantly greater progress than other groups. While the percentage of Māori boys achieving in NCEA remains relatively static there are good increases in the number of Māori boys gaining Vocational Pathway awards.
- Pasifika students achieve well at NCEA level 1, however, there has been a decline in Pasifika boys' achievement at level 2 and for Pasifika boys and girls at level 3.
- The challenge for schools in the Col will be to make shifts necessary to address disparity in achievement, accelerate student progress and lift achievement overall.³

² 2016, Education Review Office - Massey Community of Learning Report 2016 pg. 1

³ 2016, Education Review Office - Massey Community of Learning Report 2016 pg. 1- (appendices A)

Data Dive Analysis

The Tiriwā Kāhui Ako Leadership group consisting of the school's Principals, Senior Managers, Ministry of Education Support Team, and then also an Expert partner met over 18 Months and held "Data Dives" of the Kāhui Ako Data and using Data Driven dialogue from the International Ontario leadership Certificate.

We unpacked our Kāhui Ako infographic that helped us set both the language and parameters that we would use to dive into our National Standards 2014-2016 and NCEA 2014-2016. We agreed to use Effective School Evaluation developed by the Education Review Office and the Ministry of Education. We took notice of our learner achievement patterns and trends across our schools. Through this investigation we identified our priority learners in each school and across the Kāhui Ako. This helped to refine what we were noticing and supported us as leaders to look at what we were doing in each of our schools as interventions – supports for these learners. It was through this collaborative sensemaking process that we were able to get an idea of what we could do together differently as Leaders with our learners, parents, family, whānau and community.

The Reading, Writing, Maths and NCEA achievement data was analysed for our Kāhui Ako. Literacy data had an important trend that showed a dip across the Kāhui Ako for years 3-4 and 6-7. The Maths data also showed a trend of underachievement for Māori and Pasifika boys across some year levels throughout Kāhui Ako.

A review of the Treasury 2016 Vulnerable Children's Report and the 2017 Health Promoting Schools Well Being Report highlighted to us that unless we addressed the health and well being issues that confront our Kāhui Ako, our community will not be able to effectively enable our learners academic potential and address our achievement challenges.

Baseline Academic Data

The baseline data that was used for the Massey Kāhui Ako datadive included data collected from 2015 to 2017 including; National standards, the MoE infographic, Stand down and Suspension data, Learning Support data, Secondary Tertiary Transition tool - profile ERO - Massey Community of Learning Report 2016, Health Promoting Schools (HPS) – Wellbeing tool was used to form our Achievement Challenge.

Year 1-8 2017 National Standards Achievement Baseline Data

Aggregated Year 1-8 Data for Reading

Individual school break down can be found in the appendix

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	185	11.1%	403	24.2%	757	45.5%	319	19.2%	1,664
Māori	53	9.5%	145	25.9%	261	46.7%	100	17.9%	559
Pasifika	80	13.7%	147	25.2%	278	47.6%	79	13.5%	584
Asian	34	13.0%	48	18.4%	124	47.5%	55	21.1%	261
European	23	8.5%	62	22.9%	108	39.9%	78	28.8%	271
Male	117	13.1%	227	25.4%	394	44.0%	157	17.5%	895
Female	68	8.8%	176	22.9%	363	47.2%	162	21.1%	769

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	19	10.1%	78	41.3%	75	39.7%	17	9.0%	189
After 2 years at school	22	10.7%	78	37.9%	65	31.6%	41	19.9%	206
After 3 years at school	15	11.1%	36	26.7%	64	47.4%	20	14.8%	135
End of Year 4	28	11.2%	52	20.9%	118	47.4%	51	20.5%	249
End of Year 5	32	14.4%	43	19.4%	107	48.2%	40	18.0%	222
End of Year 6	24	11.4%	49	23.3%	94	44.8%	43	20.5%	210
End of Year 7	13	7.5%	33	19.1%	99	57.2%	28	16.2%	173
End of Year 8	26	13.5%	28	14.6%	84	43.8%	54	28.1%	192

Insights and areas to investigate further from Data Analysis for Reading:

Learners	% and # Learners b/wb				Collaborative Sense Making
	2014	2015	2016	2017	
Total	38.1% (647)	36.1% (664)	41.4% (771)	35.3% (588)	2016 – 2017 significant shift for all groups from wb/b to at/above
Female	30.2% (235)	31.5% (272)	36% (320)	31.7% (244)	Stable pattern over the 3 years for girls in the Kāhui Ako
Male	44.6% (412)	40.1% (392)	45.7% (451)	38.5% (344)	Boys have a 7% plus disparity compared to girls that has fluctuated over the past 4 years
Māori	41.1% (211)	35.3% (200)	43.1% (260)	35.4% (198)	Māori achievement has had a 4-7% rise and fall over the past 4 years
Pasifika	39.7% (246)	42.9% (285)	46.8% (316)	38.9% (227)	Pasifika achievement has had 3-7% rise and fall over the past 4 years
European	33.3% (105)	27% (88)	31.4% (99)	31.4% (85)	European achievement data has stabilised over the past 2 years

Noticing: What took place across the Kāhui Ako in 2016? From a systems and process level what may have contributed to the data dip?

Aggregated Year 1-8 Data for Writing

Individual school break down can be found in the appendix

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	170	10.2%	532	31.8%	779	46.6%	191	11.4%	1,672
Māori	53	9.5%	197	35.3%	260	46.6%	48	8.6%	558
Pasifika	63	10.8%	197	33.7%	263	45.0%	62	10.6%	585
Asian	15	8.9%	31	18.5%	92	54.8%	30	17.9%	168
European	26	9.7%	76	28.3%	125	46.5%	42	15.6%	269
Male	118	13.2%	318	35.5%	378	42.2%	81	9.1%	895
Female	66	7.5%	254	28.9%	443	50.4%	116	13.2%	879

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	9	4.8%	58	30.9%	108	57.4%	13	6.9%	188
After 2 years at school	11	5.4%	66	32.4%	112	54.9%	15	7.4%	204
After 3 years at school	12	8.8%	52	38.2%	68	50.0%	4	2.9%	136
End of Year 4	26	10.5%	85	34.4%	104	42.1%	32	13.0%	247
End of Year 5	43	19.3%	80	35.9%	75	33.6%	25	11.2%	223
End of Year 6	30	14.3%	59	28.1%	82	39.0%	39	18.6%	210
End of Year 7	12	6.9%	58	33.5%	84	48.6%	19	11.0%	173
End of Year 8	22	11.5%	52	27.1%	84	43.8%	34	17.7%	192

Insights and areas to investigate further from Data Analysis for Writing:

Learners	% and # Learners b/wb				Collaborative Sense Making
	2014	2015	2016	2017	
Total	48.4% (823)	45.7% (840)	48.2% (905)	42% (702)	2016 – 2017 significant shift for all groups from wb/b to at/above
Female	36.2% (281)	37% (320)	39.8% (354)	36.4% (320)	Girls had a 1-3% rise and fall over the past 4 years with a 3.4% shift into at and above 2016-17
Male	58.7% (542)	53.2% (520)	55.7% (551)	48.7% (436)	Disparity compared to girls. Has decreased from 22.5% in 2014 to 12.3% in 2017 of learners moving from below to at and above
Māori	54.1% (278)	48.8% (277)	53.1% (320)	44.8% (250)	Māori achievement has had an 8.3% shift from below to at/above 2016 – 2017
Pasifika	48.5% (300)	47.2% (314)	49.7% (335)	44.5% (260)	Pasifika achievement has had a 5.2% shift from below to at/above 2016 - 2017
European	45.4% (143)	42.3% (138)	44.6% (141)	38.0% (102)	European data has had a 6.2% shift from below to at/above 2016 - 2017

Noticing: Has the achievement gains that have been made in Writing across the Kāhui Ako a result of similar interventions for targeted learners, and or is it a result of a concerted focus on boys writing?

Aggregated Year 1-8 Data for Mathematics

Individual school break down can be found in the appendix

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	161	9.7%	470	28.3%	835	50.3%	195	11.7%	1,661
Māori	62	11.1%	167	29.9%	283	50.6%	47	8.4%	559
Pasifika	57	9.8%	180	30.9%	295	50.6%	51	8.7%	583
Asian	11	6.6%	35	21.0%	83	49.7%	38	22.8%	167
European	21	7.8%	65	24.1%	135	50.0%	49	18.1%	270
Male	96	10.8%	252	28.2%	426	47.7%	119	13.3%	893
Female	65	8.5%	218	28.4%	409	53.3%	76	9.9%	768

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	4	2.1%	32	17.1%	148	79.1%	3	1.6%	187
After 2 years at school	12	5.9%	70	34.1%	110	53.7%	13	6.3%	205
After 3 years at school	11	8.4%	44	33.6%	67	51.1%	9	6.9%	131
End of Year 4	16	6.5%	75	30.5%	121	49.2%	34	13.8%	246
End of Year 5	48	21.6%	71	32.0%	66	29.7%	37	16.7%	222
End of Year 6	36	17.1%	45	21.4%	97	46.2%	32	15.2%	210
End of Year 7	14	8.1%	55	31.8%	79	45.7%	25	14.5%	173
End of Year 8	18	9.4%	57	29.7%	82	42.7%	35	18.2%	192

Insights and areas to investigate further from Data Analysis for Mathematics:

Learners	% and # Learners b/wb				Collaborative Sense Making
	2014	2015	2016	2017	
Total	39.3% (688)	40.4% (743)	44.3% (833)	38% (631)	All groups had a significant shift 2016 – 2017 this was evident for all groups of learners from well below/below to at/above and within the Kāhui Ako. This is an area that needs to be investigated, 2016 seen 236 students graduate from Year 8. Which impacted on the total for 2017 with a drop in student total of 218 from 1879 to 1661
Female	37.4% (290)	39.1% (338)	43.7% (389)	36.9% (283)	Girls had a significant shift into at and above from 2016-2017 of 6.8% or 106 learners moved from well below/below to at/above
Male	58.7% (542)	53.2% (520)	55.7% (551)	48.7% (436)	Boys disparity when compared to girls has decreased from 22.5% in 2014 to 12.3% in 2017 of learners moving from below to at and above
Māori	54.1% (278)	48.8% (277)	53.1% (320)	44.8% (250)	Māori achievement has had an 8.3% shift from below to at/above 2016 – 2017
Pasifika	48.5% (300)	47.2% (314)	49.7% (335)	44.5% (260)	Pasifika achievement has had a 5.2% shift from below to at/above 2016 – 2017
European	45.4% (143)	42.3% (138)	44.6% (141)	38.0% (102)	European achievement data has had a 6.2% shift from below to at/above 2016 – 2017

Noticing: To support our learners in Maths should we be looking at teaching literacy and numeracy (maths) through all curriculum areas, not stand alone concepts?

Te Kāhui Ako o Tiriwā At and Above 2017 National Standards for Target Setting

Individual school break down can be found in the appendix

	READING			WRITING			MATHS		
	At or above		Total students	At or above		Total students	At or above		Total students
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number
All Students	1,076	64.7%	1,664	970	58.0%	1,672	1,030	62.0%	1,661
Māori	361	64.6%	559	308	55.2%	558	330	59.0%	559
Pasifika	357	61.1%	584	325	55.6%	585	346	59.3%	583
Asian	179	68.6%	261	122	72.6%	168	121	72.5%	167
European	186	68.6%	271	167	62.1%	269	184	68.1%	270
Male	551	61.6%	895	459	51.3%	895	545	61.0%	893
Female	525	68.3%	769	559	63.6%	879	485	63.2%	768
	At or above		Total students	At or above		Total students	At or above		Total students
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number
After 1 year	92	48.7%	189	121	64.4%	188	151	80.7%	187
After 2 years	106	51.5%	206	127	62.3%	204	123	60.0%	205
After 3 years	84	62.2%	135	72	52.9%	136	76	58.0%	131
End of Year 4	169	67.9%	249	136	55.1%	247	155	63.0%	246
End of Year 5	147	66.2%	222	100	44.8%	223	103	46.4%	222
End of Year 6	137	65.2%	210	121	57.6%	210	129	61.4%	210
End of Year 7	127	73.4%	173	103	59.5%	173	104	60.1%	173
End of Year 8	138	71.9%	192	118	61.5%	192	117	60.9%	192

Priority Students from this data we have set additional sub cohort Achievement Challenge targets for ethnicity, gender and year level equity for Māori, Pasifika and Male students in Reading, Writing and Mathematics. Year 2 for Reading and Year 5 for Writing and Mathematics.

Year 1 - 8 Achievement Challenge Targets for Reading

Target : A minimum of 85% or a min 5% shift over three years - individual school break down can be found in the appendix

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1664	1076	65%	1189	71%	1302	78%	1415	85%	339	20%
Males	895	551	62%	622	69%	693	77%	762	85%	211	24%
Females	769	525	68%	568	74%	611	79%	653	85%	128	17%
SUB COHORT PRIORITY LEARNER TARGETS											
Māori	559	361	65%	399	71%	437	78%	475	85%	114	20%
Pasifika	584	357	61%	404	69%	451	77%	496	85%	139	24%
Year 2	206	106	51%	129	63%	152	74%	175	85%	69	33%

Year 1-8 Reading Aspirational Targets:

Our achievement challenge in reading is to lift the achievement of all Y1-8 learners from 64.7% (1076/1664 learners) in 2017 to 85% (1415/1664 learners) in 2020. This is a 20% lift in achievement moving 339 learners from below to at and above.

Reading sub cohort learner targets; we noticed in our data dive that boys were achieving lower than girls over a 3 year period, and that Māori and Pasifika were over represented in underachievement, therefore we are focussing on the following:

- We will lift Male achievement across Y1-8 from 62% (551 learners) in 2017 to 85% (762 learners) in 2020, that is a shift of 211 boys across the Kāhui Ako from below to at and above
- We will lift Māori achievement across Y1-8 from 65% (361 learners) in 2017 to 85% (475 learners) in 2020, that is a shift of 57 learners across the Kāhui Ako from below to at and above
- We will lift Pasifika achievement across Y1-8 from 61% (357) in 2017 to 85% (496 learners) in 2020, that is a shift of 139 learners across the Kāhui Ako from below to at and above

Year 1 - 8 Achievement Challenge Targets for Writing

Target : A minimum of 85% or a min 5% shift over three years - individual school break down can be found in the appendix

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
		All Students	1662	961	58%	1112	67%	1263	76%	1414	85%
Males	895	470	53%	568	63%	666	74%	762	85%	292	33%
Females	767	491	64%	544	71%	597	78%	652	85%	161	21%
SUB COHORT PRIORITY LEARNER TARGETS											
Māori	558	308	55%	363	65%	418	75%	474	85%	166	30%
Pasifika	585	325	56%	382	65%	439	75%	497	85%	172	29%
Year 5	215	100	47%	127	59%	154	72%	183	85%	83	39%

Year 1-8 Writing Aspirational Targets:

Our achievement challenge in writing is to lift the achievement of all Y1-8 learners from 58% (961/1662 learners) in 2017 to 85% (1414/1662 learners) in 2020. This is a 27% lift in achievement moving 453 learners from below to at and above.

Writing sub goals; we noticed in our data dive that boys' achievement has risen from 41.3% (381 learners) in 2014 to 51.3% (459) in 2017, this is a 10% (78 learners) shift from below to at and above. The boys are still 12.3% behind girls' achievement. Māori and Pasifika are over represented in underachievement, therefore we are focussing on the following

- We will lift boys achievement across Y1-8 from 61% (545 learners) in 2017 to 85% (762 learners) in 2021, that is a shift of 217 boys across the Kāhui Ako from below to at and above,
- We will lift Māori achievement across Y1-8 from 59% (330 learners) in 2017 to 85% (474 learners) in 2021, that is a shift of 144 learners across the Kāhui Ako from below to at and above.
- We will lift Pasifika achievement across Y1-8 from 59% (346) in 2017 to 85% (497 learners) in 2021, that is a shift of 151 learners across the Kāhui Ako from below to at and above.
- We will lift Year 5 achievement for all ethnicities from 47% (100 learners) in 2017 to 85% (183 learners) in 2021, this is a shift of 83 learners within the Kāhui Ako from below to at and above

Year 1 - 8 Achievement Challenge Targets for Mathematics

Target : A minimum of 85% or a min 5% shift over three years - individual school break down can be found in the appendix

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1662	1030	62%	1158	70%	1286	77%	1414	85%	384	23%
Males	895	545	61%	617	69%	689	77%	762	85%	217	24%
Females	767	485	63%	541	71%	597	78%	652	85%	167	22%
SUB COHORT PRIORITY LEARNER TARGETS											
Māori	558	330	59%	378	68%	426	76%	474	85%	144	26%
Pasifika	585	346	59%	395	68%	444	76%	497	85%	151	26%
Year 5	215	104	48%	130	60%	156	73%	183	85%	79	37%

Year 1-8 Mathematics Aspirational Targets:

Our achievement challenge in Maths is to lift the achievement of all Y1-8 learners from 62% (1030/1662 learners) in 2017 to 85% (1414/1662 learners) in 2021. This is a 23% lift in achievement moving 384 learners from below to at and above.

Maths sub goals; we noticed in our data dive that boys' achievement has risen from 41% (378 learners) in 2014 to 39% (348) in 2017, this is a 2% (30 learners) shift from below to at and above. The boys are still 2.1% behind girls' achievement. Māori and Pasifika are over represented in underachievement, therefore we are focussing on the following:

- We will lift boys achievement across Y1-8 from 61% (545 learners) in 2017 to 85% (762 learners) in 2021, that is a shift of 217 boys across the Kāhui Ako from below to at and above.
- We will lift Māori achievement across Y1-8 from 59% (330 learners) in 2017 to 85% (474 learners) in 2021, that is a shift of 144 learners across the Kāhui Ako from below to at and above.
- We will lift Pasifika achievement across Y1-8 from 59% (346) in 2017 to 85% (497 learners) in 2021, that is a shift of 151 learners across the Kāhui Ako from below to at and above.
- We will lift Year 5 achievement for all ethnicities from 48% (104 learners) in 2017 to 85% (183 learners) in 2021, this is a shift of 79 learners within the Kāhui Ako from below to at and above

Massey High School 2017 Achievement in NCEA and UE

Roll- Based Overall Results			
Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 University Entrance
80%	92%	81%	51%

Roll- Based Gender and Ethnicity Results			
Cohort	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Male	74%	90%	74%
Female	89%	94%	82%
Asian / Other	99%	100%	100%
NZ European	85%	94%	76%
NZ Māori	89%	81%	63%
Pasifika	77%	93%	75%
NCEA Certificate Endorsement Results			
Achieved	68%	76%	66%
Merit	20%	15%	19%
Excellence	12%	9%	15%
NCEA Cumulative Literacy and Numeracy Results			
Literacy	90%	96%	99%
Numeracy	91%	95%	99%

Massey High School NCEA and UE Achievement Challenge Targets

OVERALL AIM 1: To have at least 95% of Year 11 students achieving NCEA Level 1 by 2020

By the end of 2021 we will lift this achievement to 100% of students achieving NCEA Level 1.

Achievement Challenge Targets for NCEA Level 1											
COHORT	Cohort Number	Baseline Data 2017		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	373	298	80%	336	90%	354	95%	373	100%	75	20
Males	199	147	74%	171	86%	165	83%	199	100%	52	26
Females	174	155	89%	165	95%	171	98%	174	100%	19	11
Asian / Other	69	68	99%	68	99%	69	100%	69	100%	1	1
NZ European	121	103	85%	111	92%	116	96%	121	100%	18	15
NZ Māori	89	79	89%	85	95%	87	98%	89	100%	10	11
Pasifika	94	72	77%	84	89%	89	95%	94	100%	22	23

OVERALL AIM 2: To have at least 98% of Year 12 students achieving NCEA Level 2 by 2020

By the end of 2021 we will lift this achievement to 100% of students achieving NCEA Level 2.

Achievement Challenge Targets for NCEA Level 2											
COHORT	Cohort Number	Baseline Data 2017		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	359	330	92%	345	96%	352	98%	359	100%	29	8
Males	183	165	90%	174	95%	179	98%	183	100%	18	10
Females	176	165	94%	171	97%	174	99%	176	100%	11	6
Asian / Other	48	48	100%	48	100%	48	100%	48	100%	0	0
NZ European	118	111	94%	114	97%	117	99%	118	100%	7	6
NZ Māori	98	79	81%	88	90%	93	95%	98	100%	19	19
Pasifika	95	91	93%	82	97%	94	99%	95	100%	4	7

OVERALL AIM 3: To have at least 95% of Year 13 students achieving NCEA Level 3 by 2020

By the end of 2021 we will lift this achievement to 100% of students achieving NCEA Level 3.

Achievement Challenge Targets for NCEA Level 3											
COHORT	Cohort Number	Baseline Data 2017		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	321	260	81%	289	90	305	95	321	100	61	19
Males	145	107	74%	126	87	136	94	145	100	38	26
Females	176	144	82%	160	91	169	96	176	100	32	18
Asian / Other	73	73	100%	73	100	73	100	73	100	0	0
NZ European	112	85	76%	99	88	105	94	112	100	27	24
NZ Māori	62	41	63%	51	82	56	91	62	100	21	37
Pasifika	74	56	75%	65	88	70	94	74	100	18	25

OVERALL AIM 4: (Long term goal): To increase the number of students leaving with University Entrance.

Currently 51% of Year 13 students are gaining University Entrance (Source NZQA data 2017).

Therefore a long term goal beyond 2017 would be the following: We will aim to move this to 70% of students by 2021.

Drivers and Theories of Improvement



We believe our purpose is focused on enabling learners, whānau and teachers, to successfully access the Curriculum. We need to therefore ensure that the Haerenga (Journey) of learning is based on strong foundations

The learner needs their whānau and community to ensure their Hauora (Well Being) is always fully supported, Taha Tinana, Taha Hinengaro, Taha Whanau, Taha Wairua, as all these elements are integral to the success of a learner. The Well Being of our learners and the whanau are supported by the Kāhui Ako by utilising iMOKO, Health Promoting Schools, Resiliency and by ensuring best teacher practice in the form of Dialogic Teaching / Relationship Based Learning and Culturally Responsive Pedagogy.

The Pou are the drivers for each learner's Haerenga, High Expectations, Community Engagement, Leadership, Inclusive Practices, Innovative Collaboration and Inquiry. It is envisioned as a Kāhui Ako that all Stakeholders work together to ensure the integrity of each Pou, and our collective contribution to the journey of every

learner. The Pou provide opportunities for Educationally Powerful Relationships and ensure Responsive Curriculum, Effective Teaching and opportunity to learn.

Plan of Approach

Our Common Strengths to Build On:

ERO also identified the following as our Common strengths⁴ which has informed the creation of our Pou (deliverables) inspired by on Professor Mason Durie’s model of Wellbeing – Tapawha⁵ School cultures that promote high expectations, student wellbeing and increasing student engagement - HIGH EXPECTATIONS

- Good community consultation and a growing role for families and whānau in school life – ENGAGEMENT
- Governance and Leadership which is increasingly using evidence to align values, vision, priorities and goals in strategic planning – LEADERSHIP
- Improving use of assessment and achievement data to identify priority groups and their needs and plan relevant and focused professional learning and development, and other initiatives – INQUIRY
- Greater opportunities for collaboration planning and reflecting on student needs – INNOVATIVE COLLABORATION
- Valuing self review as a tool for improvement – INCLUSIVE PRACTICE & INQUIRY

Our drivers and theories of improvement underpin our strategic planning, thinking and actions, and are the interconnecting constructs of our whare, as described above (our drivers and theory of improvement). It is recognised and acknowledged that each of our schools comes with a strong set of beliefs about engagement, pedagogy and community engagement that they have developed collaboratively, encompassing their charter and understanding of their student achievement, health and well-being and community data. Our focus on effective leadership, teaching and learning and well-being will be enhanced and inspired by these drivers and informed by the Nature of Learning: Using Research to Inspire Practice (OECD 2010), and the Education Review Office: Effective School Evaluation Indicators (ERO July 2016).

⁴ ERO.....

⁵

Tuapapa - *Community Well-Being*

In recent years, policy documents both in New Zealand and internationally, have emphasised strengthening the links between schools and the communities they serve as a way of improving the quality of state education (Bull, Brooking, & Campbell, 2008).

Our New Zealand Curriculum (Ministry of Education, 2007) has community engagement as one of the eight principles boards of trustees and the leadership are asked to consider in their decision making process.

We consider community well-being as a critical foundation that we will build upon. We believe that within community well-being sits the principles of community engagement. The community, within our context means 'all' - students, teachers and leadership, whānau, Iwi, hapu and our wider community. It is by further enhancing the quality of our collective well-being and engagement and our deliberative focus on acts of collaboration and quality learning experiences, through authentic relationships, do we believe we collaboratively drive a vision of academic achievement, relational trust and health and well-being for 'all'.

Our strategic actions:

- Work in collaboration with health and education advocates and agencies, and our whānau and families to support, engage and build upon our collective strengths to achieve our community aspirations.
- Commit to, plan and engage in research informed professional learning and development that is reciprocal (Ako) in nature, develops relational trust and is collaborative. It will also have our community narrative as a key mechanism for evaluating our collective's impact.
- Ensure we have a deliberate focus on strengthening the learning and transition pathways for all across the Kahui Ako.

Whariki - Our Woven Mat



The symbolic representation of the whariki is significant within a Maori context. It is within that symbolism and significance that we weave together 'Tatou hotaka' - our programmes that will begin to inform our collaboration and guide our relational engagement across the Kahui Ako.

Critical to our belief about the weaving of our whariki, is the deep understanding of the relationship between each strand as it overlaps other strands to build a coherent and collaborative platform. We recognise that there are strands that will be woven in as our story continues to evolve.

E kore e taea e te whenu kotahi ki te raranga, i te whariki kia mōhio tātou kia tātou.

The tapestry of deep understanding cannot be woven by one strand alone.

Our strategic actions:

- Explore, advocate and invest in high quality learning programmes that develop the capacity of the community and has a demonstrative impact on academic achievement, community health and wellbeing, and build toward cultural sustainable learning practices
- Create 'continuous 'disruptors ' that challenge our current paradigm about effective leadership, teaching and learning and community engagement practices.

Our Pou - High Expectation, Community Engagement, Leadership, Inclusive Practices, Innovative Collaboration, and Inquiry - Haerenga - The Journey

The pou or pou whenua, within a Te Ao Māori context are the historical narrative that tell of leadership, innovation and learning. If we are to use the term 'pou' then we must understand that the narratives within a 'pou' are significant to Māori, as it represents their contributions to the cultural and social fabric of New Zealand. Through our pou, it is our intention to create our 'Kāhui Ako' learner narrative. Narrative is a critical mechanism that enables and drives a responsive and dialogic relationship with the learner (M. Berryman & R. Bishop (2011), that creates a focussed on shared learnings and understandings. It promotes and creates learner agency and inquiries, and has at the heart of it, our 'haerenga - our journey'; interwoven within our collective professional learning approaches and strategies.

Our strategic actions:

- To engage in and promote leadership and learning collaborative professional development across the Kāhui Ako community
- Ensure we embed robust scoping and sense-making design thinking, analysis and planning that is fit for purpose, informed and embedded within all we plan to do across the community
- Have our models of inquiry shape and contribute to the teaching and learning and leadership practices as we work to best understand our own practices and its impact on our learners
- Share, co-construct and create effective teaching and learning practices, knowledge and understanding that is embedded and sustained across our learning programmes
- Implement a scaffolded, informed and effective approach to our digital strategy

Maihi - Educationally Powerful Relationships, Responsive Curriculum, Effective Teaching and Opportunities to Learn

In New Zealand we have a growing body of research showing the impact of educationally powerful connections and relationships on student outcomes in a range of contexts. The research identifies that establishing educationally powerful connections and relationships with parents, families, whanau and communities provides access to a greater range and depth of resources to support the education endeavour; enhances outcomes for all students, in particular those who have been underserved or who are at risk; and achieves large positive effects in terms of student academic and social outcomes. (ERO, School Evaluation Indicators, page 28).

Our focus within Te Kāhui Ako o Tiriwa is to deliberately engage in a community response to this research. To authentically promote and instill a holistic curriculum that is forward thinking, research informed and community driven. Our Maihi represents the outcomes our tuapapa, nga pou and whariki are driving towards.

Our strategic actions:

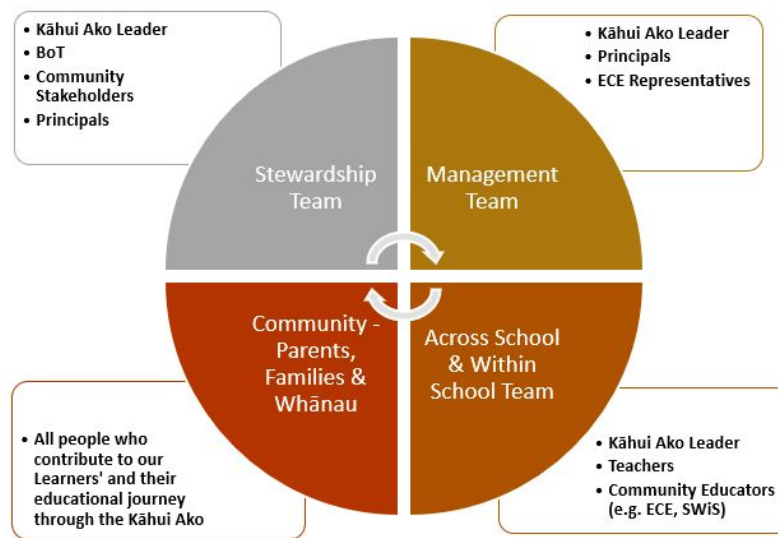
- Ensure robust monitoring and evaluation policy and practices are embedded within our strategy
- The Kāhui Ako leadership promote and undertake ongoing strategic planning that is both short, medium and long term focussed
- Communicate in timely manner that is both fit for purpose and meaningful for the community
- Engage sector representation at all levels

Reporting and Inclusion Framework

The purpose of our reporting and inclusion framework is to explicitly ensure we are valuing our community stakeholders across our Kāhui Ako within this process. By valuing we intentionally mean removing barriers that do not encourage collaboration, engagement, and participation. Our framework strives to aligns to our vision and whakatauki, drivers, theories of change, and, Monitoring and Evaluation framework. We also recognise that inclusion is one of the eight principles set out in The New Zealand Curriculum (Ministry of Education, 2007).

Effective reporting of progress, achievement, health and well-being outcomes requires more than one-way transmission of information from school or teacher to student to parent and wider community. It requires meaningful, ongoing information sharing and engagement processes where the roles and expectations are clearly outlined and are responsive, valued, authentic, transparent and is delivered in a manner that is purposeful from the community perspective. The needs and requirements of the students, parents, families, whānau, and the wider Kāhui Ako must be the driver here.

The reporting and inclusion framework links and incorporates our weaving, whariki metaphor; therefore, should be seen in the overall context of our Achievement Challenge document. It is one of the strands that will continue to be woven within and across what we do.



Stakeholder Group	Reporting and Timeframes
<p>Stewardship Group</p> <p>(Kāhui Ako lead, principals, 1 BoT rep from each school, ECE representative and up to 4 Community Stakeholder representatives)</p> <p>This group will focus on:</p> <ul style="list-style-type: none"> - The overall quality of the collaborations, engagement and progress against Kāhui Ako goals and targets. - Trends and issues across the Kāhui Ako - Supporting, and engaging and creating an ongoing dialogue about the strategy 	<ul style="list-style-type: none"> ● Over a 12-annual cycle, it is expected that the Stewardship group will meet at least 3 - 4 times a calendar cycle. ● A small number of evaluation and insight tools will be utilized and/or developed to capture insights, reflective and data across the Kāhui Ako, that best fits our goals, targets and needs. ● Reporting to the Stewardship group will be in the form of summaries, high-level findings, reflections and potential next steps. ● Please note that the tools listed below is not an exclusive list. These tools will also be utilized, along with others, by the Management team, and Across School teachers. <p>Tools:</p> <ul style="list-style-type: none"> ○ Tool kit for Kāhui Ako (Ministry of Education) ○ Me and my school (NZCER) ○ The Navigator (Cognition Education) ○ Development Maps (Ministry of Education) ○ iMoko ○ Achievement Standard Tools (Ministry of Education)
<p>Management Team</p> <p>(Kāhui Ako Lead Principal, 2 Lead Principal support, ECE Representative, Across School Teachers)</p> <p>This group will focus on:</p> <ul style="list-style-type: none"> - the implementation of the drivers and theory of improvement - quality of the collaborations, engagement and progress across the schools against the Kāhui Ako goals and targets. - PLD and the quality of the impact - Staffing and partnerships that support the drivers and theory of improvement 	<ul style="list-style-type: none"> ● Over a 12-annual cycle, it is expected that the Management group will meet at least 5 - 7 times a calendar cycle. ● Reporting at the management level will consist of both formative and summative information and will incorporate findings from the tools as outlined above ● It is expected that individual schools; through their own reporting to their boards on Kāhui Ako activities, actions and impacts will also be part of the evidence and information the management team will be utilizing.

<p>Across and Within School Team</p> <p>(Kāhui Ako lead principal, across and within school teachers - chosen ECE Representatives)</p> <p>This group will focus on:</p> <ul style="list-style-type: none"> - the implementation of the drivers and theory of improvement - quality of the collaborations, engagement and progress within the schools against the Kāhui Ako goals and targets. - PLD and the quality of the impact 	<ul style="list-style-type: none"> ● Over a 12-annual cycle, it is expected that the Across School Team will be meeting 8 - 12 times over a calendar cycle, and in some cases more; depending on the programme they are implementing at the time. ● The Within School Team will be expected to meet as a whole group 2 - 4 times a calendar cycle, as they will already be heavily involved in school level professional interactions with their colleagues. ● Reporting at Across and Within School Team level will consist of both formative, and summative information and will incorporate professional discussions and inquiry focussed findings and reflections. They will be utilizing a wide range of in-school tools and discussions to inform the impact of their interactions. ● Although they are not expected to utilize all the tools mentioned earlier, it is expected that findings will be shared with the team from their principals and the management team, so that they may be able to weave it into their professional interactions with their colleagues.
<p>Parent, Family and Whanau</p> <p>This group will focus on:</p> <ul style="list-style-type: none"> - The impact, effectiveness and experiences of students, parents, family and whanau within the delivery model of the Kāhui Ako - The quality and impact of the academic, social and health and well-being outcomes for students 	<ul style="list-style-type: none"> ● Over a 12-annual cycle, it is expected that individual Schools and the Kāhui Ako as a collaborative, through the lead principal and the management team, will be reporting to their community on a regular basis. ● It is expected that individual schools, through their current channels of communication, and developing new approaches, will be providing their parents, families and whanau, progress, updates and upcoming information throughout the year. ● The Kāhui Ako, through the lead principal and the management group will also be communication to the Kāhui Ako, via the growing networks and communication channels being explored, created and established. <p>This may take the form(s) of:</p> <ul style="list-style-type: none"> - Newsletters that each school can share with its community - Social media channels – Facebook, Twitter, Kāhui Ako Blog, YouTube channel – for example - Planned Kāhui Ako engagement with stakeholder groups over a calendar period - Stakeholder representative holding their own stakeholder group information update, seeking voice and input sessions.

Monitoring and Evaluation

The priority foci of our “Plan of Approach” for 2018, will centre on;

- A detailed “Plan of Approach” to measure impact of actions taken to ensure the progress and achievement for all of our Learners as identified in our data analysis
- Implementation, monitoring and evaluation of our model
- As a Kāhui Ako making decisions on our common - whole curriculum assessment tools to inform our reporting showing progress and achievement for all of our Learners against the New Zealand Curriculum/Te Whariki

How & Why

We will use the ERO evaluation tools strategic, emergent and regular evaluation

<http://www.ero.govt.nz/publications/effective-internal-evaluation-for-improvement/scope-depth-and-focus>

which will focus on building our Kāhui Ako collective capacity for improvement:

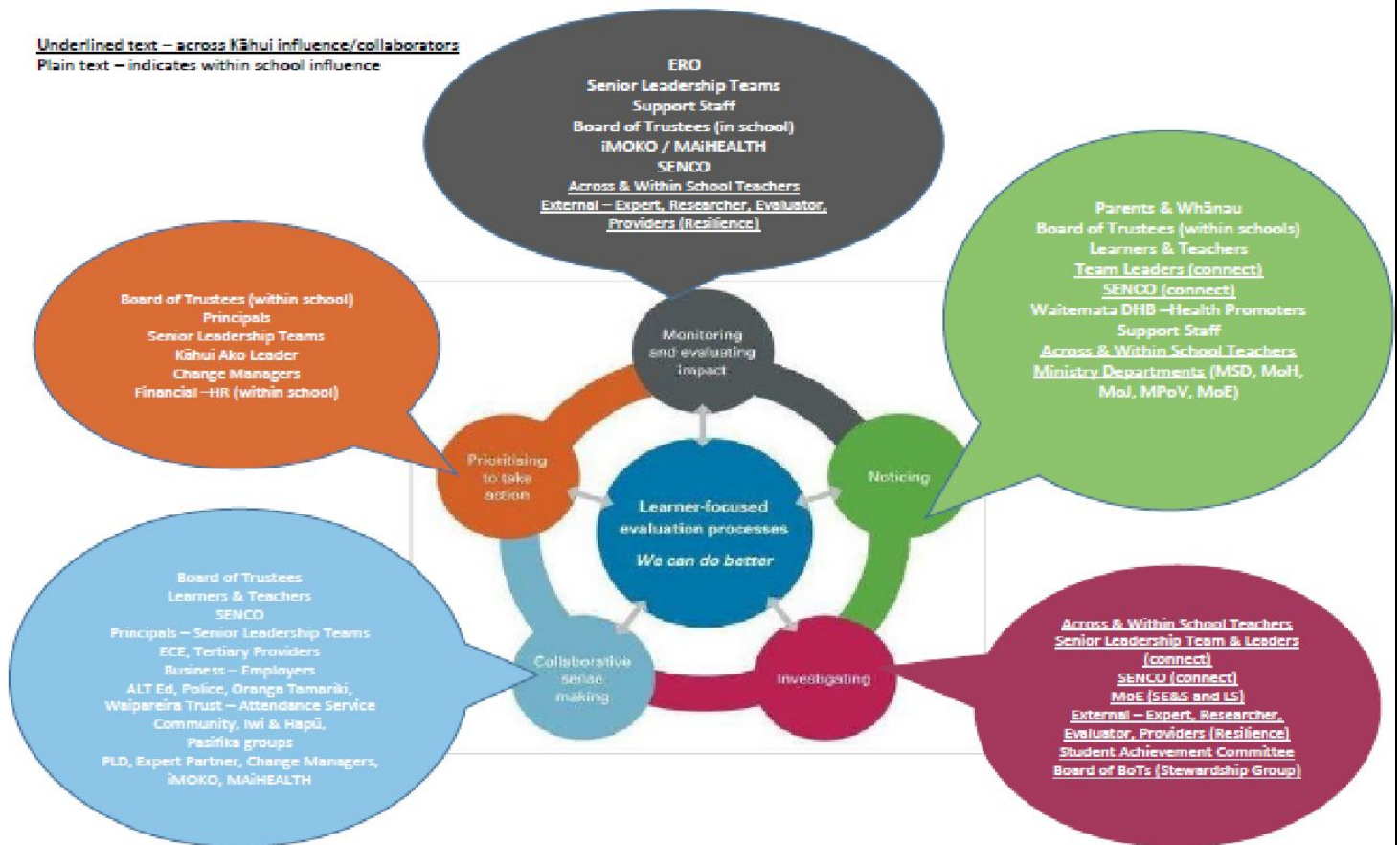
- Learner outcomes
- Leadership for equity and excellence
- Communication and relational trust
- Professional practice

<http://www.ero.govt.nz/publications/communities-of-learning-kahui-ako-collaboration-to-improve-learner-outcomes/>

The ‘Kāhui Ako Monitoring and Evaluation Framework’ below is how we see stakeholders engagement in this process.

The framework is informed by the Effective School Evaluation: *How to do and use internal evaluation for improvement* publication (ERO 2016), as well as our thinking regarding how to authentically bring true partnership with our community stakeholders within this framework.

Underlined text – across Kāhui influence/collaborators
 Plain text – indicates within school influence



WHO will be involved and WHY in our Massey Kāhui Ako Collaboration

The table below outlines how we view the partnership between the monitoring and evaluation framework and our community stakeholders; specifically what the focus, role and engagement that will occur through the framework.

Learner focussed			
<p>It is no coincidence that learners are at the centre of the framework; which only reinforces our approach and focus as a community. This focus is also at the heart of our New Zealand Curriculum and Te Marautanga o Aotearoa.</p> <p>Our clear intent is to have 'learners' are the forefront of our decision-making process. Along with our community, we intent to be deliberate in our actions towards achieving equitable outcomes for all.</p>			
	Focus of this:	Role of the stakeholders	Evaluative questions
Noticing	Constant focus on the learners What is happening to the learners Scrutinising our data sources	Scanning across our environments of influence Recognise and bring understanding to the context	What is going on here? For which learners? Is this what we expected? Is this good? Should we be concerned?
Investigating	Understanding our current data and whether is is fit for purpose Actively seek community perspective Understanding our learners in different contexts	Scoping and taking stock Collaboration on our data sources Identifying potential solutions Seeking community narrative	What do we already know about this? How do we need to still find out? What 'quality questions' should we be asking?
Collaborative Sense-Making	Capability (data literacy) and capacity (people/time) Growth mindset - open to new learning Focus on the 'so what?' Evidence informed decision-making	Scrutinising the data Working with different data sources Drawing on research and grass-root practice	What are our data sources telling us? What do we need to explore further? What can we learn from our community stakeholders?
Prioritising to take actions	Clarity on the potential solutions Determination to achieve equity outcomes for all learners Planning	Considering potential solutions Focus on capability and capacity Prioritizing our resources	What do we need to do and why? What are our options? What strengths do we have to draw on / build on?
Monitoring and Evaluating Impact	Clarity of outcome Monitoring progress Equity of outcomes Evaluating the impact	Focus on the evidence Checking in with our community stakeholders Understanding our progress markers Knowing when to adjust	What is happening as a result of our improvement actions? Which of our learners are benefitting? What are we learning? Can we use this learning in other areas?