Ki Atua hei te Kororia

To God be the Glory

KingsWay

Westminster

Jireh

Achievement Challenge Approach Plan and

Memorandum of Agreement

for the

Ki Atua hei te Kororia Kāhui Ako

KingsWay School

Luke 2:52

Servant Leaders

Westminster Christian School est. 1981

Educating for Time and Eternity

JIREH

FROM GOD, FOR GOD I ATUA, HOKI ATUA

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Vision

To be a Christian community where our pupils draw on God's strength to be confident, connected, contributing, life-long learners who embody the Christian Special Character of the schools.

Whakatauki

E kore hoki to aho takitoru emotu wawe

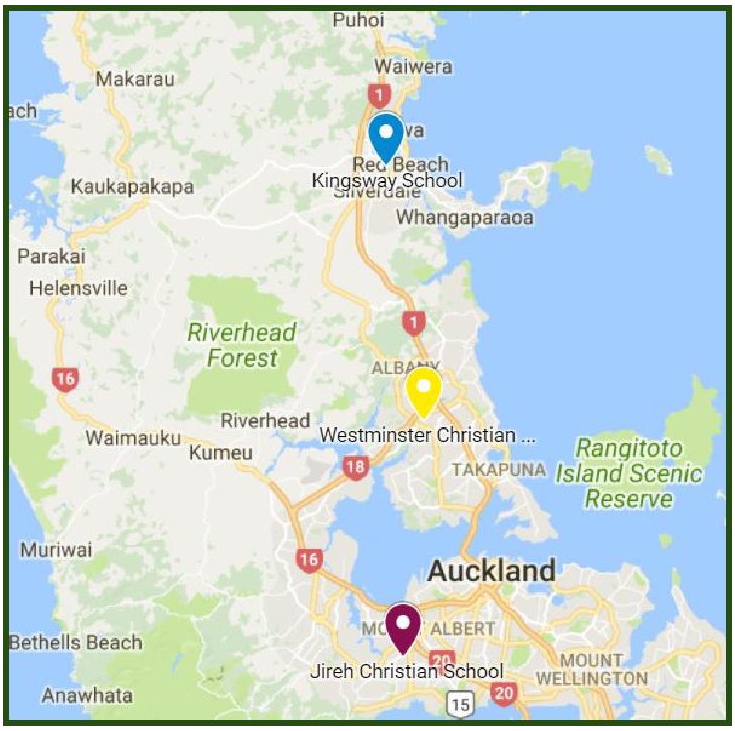
A cord of three strands is not quickly broken. Ecc. 4:12

Shared Purpose and Values

Well established special character that underpin our core values are reflected in all schools :

- To raise achievement for all pupils by sharing and collaborating expertise in teaching and learning.
- To have a shared primary and secondary educational pathway.
- To use effective teaching strategies data to inform and drive our decision making.
- For our young people to be creative, seize opportunities offered by new knowledge and technologies to secure a sustainable future.
- Every learner will leave our schools with dignity, purpose and options for the future.
- Pupils who strong in their own convictions, faith and abilities.
- As special character schools, we value respect, kindness, honesty, openness, collaboration. These values are core to all three schools.

Our Community



Ki Atua hei te Kororia Kāhui Ako consists of a group of three Christian schools, two located on the North Shore and one in Avondale, central Auckland. A large composite school and two primary schools make up this community. One of the primary schools, Jireh Christian School, is newly established. Ninety nine percent of learners in the Kāhui Ako have participated in some form of early childhood education when they start school. The Kāhui Ako are committed to including the full pathway of young people and other educators in their community along the pipeline from ECE to tertiary and beyond.

Jireh School has a strong relationship with local Iwi. KingsWay has established a link with the local Marae and the aims to link Westminster to this partnership.

Ki Atua hei te Kororia Kāhui Ako consists of approximately 1900 students, 80 percent of who are at Kingsway School. Jireh School, a new school opened at the start of 2018 on the previous site of Immanuel Christian School. The former Jireh Christian School was previously a satellite of Kingsway. Kingsway School also hosts the Tau Te Arohanoa Akoranga bilingual kura. Across the Kāhui Ako five percent of students identify as Māori, and four percent are of Pacific heritage. In the last five years the composition of the student population has changed, with increases in the numbers of Māori and Pacific learners and a large increase in the number of students from Asian backgrounds. Overall the Kāhui Ako schools' roll has increased by nearly 200 students. In one school one (30%) third of students speak English as a second or other language.

Kāhui Ako Student Population 1st July 2018								
School	**TOTAL**	**Males**	**Females**	**Māori**	**Pasifika**	**Asian**	**European**	**Other**
Jireh School	214	104	110	24	31	74	66	19
Kingsway School	1290	630	660	66	30	283	803	52
Westminster School	296	140	156	3	3	193	78	18
Kāhui Ako Total	**1800**	**874**	**926**	**93**	**64**	**550**	**947**	**89**

Biculturalism - Whanau/Iwi Partnerships

Noticing:

Family and community. Te Whariki is used in all three ECE Centre's of our COL yet two of our schools do not have strong Iwi/Whanau links. Whanau should have a sense of belonging to their child's learning centre but these links to our bi cultural heritage are limited and need to be developed. Our bi cultural links to the wider community need to be developed also, as our tamariki are missing out on a whole bi cultural connection which is sad.

Investigation:

- Jireh has strong Iwi linkages but KingsWay and Westminster have no Iwi linkages.
- There is an opportunity here to develop a shared understanding of whanau and Iwi partnership.

Priority Actions:

- Build strong Iwi connections to all three schools.
- Foster reciprocal relationships so that as relationships are built both or all cultures become richer in their journey.
- Collaborate across the COL community so that we get the richest connection for all Akonga.
- Get outside support when appropriate.
- Build all three schools in their journey so we all learn together.

Monitoring Impact:

- Our key success indicator will be evidence that Iwi partnerships are being built that are strong within our school and are sustainable.
- A range of appropriate and effective communication strategies will be used to build IWI links.
- All stakeholders will work together to identify strength, needs and goals set in our COL so that goals and learning strategies can be sustainable.
- Look at all pathways, options and support for Iwi growth and participate in informal, collaborative decision making for the best way forward.
- All schools to share information, participate in individual and group learning opportunities that enable them to support strong building of Iwi linkages.
- All schools engage in joint activities and interventions so links and Iwi are sustainable.
- Draw on community Iwi resources and expertise to improve learning opportunities for all Akonga so the capacity for improving learning grows.

Ki Atua hei te Kororia Community of Learning|Kāhui Ako Report, May 2018

Schools in the Kāhui Ako have a positive reporting history with ERO. Currently one school is on a four-to five year return time for their next ERO review, one a three year return time and the third is yet to have its first external evaluation. Kāhui Ako schools are characterised by principals and boards of trustees committed to making a positive difference for students through a faith-based education.

According to the Ki Atua hei te Kororia Community of Learning|Kāhui Ako Report most students achieve very good educational outcomes within the community.

- Achievement information in reading, writing and mathematics at Years 1 to 8 across the Kāhui Ako schools shows that students achieve very well against curriculum expectations.
- Gender disparity in favour of girls in literacy is persistent, and is most significant in writing.
- Māori and Pacific students achieve very well. The small numbers of Māori and Pacific students within the Kāhui Ako means that any analysis of patterns of achievement within or across years must be treated with caution.
- At secondary level, National Certificates of Educational Achievement (NCEA) results over the past three years show very high achievement across Levels 1, 2 and 3 and in UE. By the time they leave school over 90 percent of students achieve Level 2 or better, and approximately 90 percent gain UE. The achievement of the small number of Māori and Pacific students is comparable to that of all students.
- Students in the Kāhui Ako have the opportunity to gain Vocational Pathway Awards (VPA).
- School achievement information shows that 44 percent of leavers have gained at least one VPA award.
- Students are leaving school well equipped for tertiary study, further training or employment.
- The Kāhui Ako schools have significant strengths, and useful collaboration will enable them to build on each other's areas of expertise, for the benefit of students.

Common strengths include:

- well established vision and values based on Christian principles
- effective use of achievement information to promote equitable and excellent outcomes for all students
- effectiveness in accelerating the learning of students at risk of not achieving success
- a deliberate focus on pathways for learning across all levels of schooling
- being focused on growing teacher capability through planned and targeted professional learning.

Areas for improvement include:

- working towards parity for boys and girls in literacy
- promoting student ownership of learning and sense of agency
- expanding internal evaluation capability across the Kāhui Ako, at stewardship, leadership and curriculum levels
- building partnerships with tangata whenua to support a bicultural curriculum.

Ki Atua hei te Kororia Working Party Introduction

There have been a number of meetings of the three principals, Ministry of Education advisors, staff and leaders from the three schools. Meetings focussed on:

- Where we are going?
- What we want to achieve?
- How we are going to get there?

We recognise that this is a journey that will take some time, however, our initial journey will focus on;

- Learning from each other.
- Growing together
- Growing in our leadership of learning focussed school
- Raising the professional capabilities of our teachers
- Raising the achievement of our students
- Better prepare our students for the world they will enter into and better prepare our students.
- Develop the character of our students

Data Analysis

Initial meeting focussed on developing 'professional hunches' based on the collective opinion gathered from the representatives of the three schools. These hunches were tested with a wider group and the voice of staff confirmed these initial investigations.

This includes our achievement data as part of our profile but not the defining measure including and not exclusive to:

- Student population data
- Attendance at school events, including parents' evenings
- Student attendance
- ECE participation
- Pastoral data: student behaviour and discipline
- National Standards data
- NCEA L2 and L3 data
- Retention into Year 12 and Year 13
- Parent surveys
- Student surveys
- Curriculum reviews, including staff and student voices
- External surveys eg NZCER Well Being

These hunches were tested with parents, teachers and students through the use of surveys that gathered representative data from Years 1-13. The data was analysed and confirmed the professional hunches that the three areas identified were worthy of consideration.

The three areas of focus are:

- ❖ Wellbeing
- ❖ Learning Support (English Language Learners)
- ❖ Future Focused Dispositions including Key Competencies

The Shared Achievement Challenges

Wellbeing

1. Rationale

Wellbeing is vital for student success and is strongly linked to learning. New Zealand and international research shows that many school factors influence student success. Although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent.
A leading Australian researcher, Dr Donna Cross, describes wellbeing as "the oil of learning" and importantly research demonstrates that wellbeing is not fixed and can be increased. (Quinlan, *'NZ Principal'* September 2017). This hope-filled dynamic stance fits well within our Christian faith viewing all people as made in the image of God, growing and developing to become all God designed our students to be.

ERO states that the desired outcomes for student wellbeing are:

- Students have a sense of belonging and connection to school, to whānau, to friends and the community.
- Students experience achievement and success.
- Students are resilient – have the capacity to bounce back.
- Students are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers.
- Students are physically active and lead healthy lifestyles.
- Students are nurtured and cared for by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options and work through problems.
- Students feel safe and secure at school; relationships are valued and expectations are clear.
- Students are included, involved, engaged, invited to participate and make positive contributions.
- Students understand their place in the world, are confident in their identity and are optimistic about the future.

(Source: Te Pakiaka Tangata – Strengthening student wellbeing for success. MOE Nov 2017, pg 15)

There has been widespread concern in New Zealand Schools about the rise in anxiety amongst students. In the recent OECD (2017) report of Students' Wellbeing, the statistics for anxiety show that 72% of New Zealand students reported that they feel school-work related anxiety (compared to the OECD average of 56%). An article in *The Listener 8 Feb 2018* highlights the connection between assessment-driven curriculum and assessment anxiety and identifies stress as the biggest challenge for them students. In a recent survey of New Zealand Secondary Schools (*School counselling conversations: clients and their concerns - November 2018)*, anxiety was identified as the top equal issue (alongside school and family issues) lead students seeking school counselling. Anecdotal evidence from our school counsellors, teachers, students and parents indicate that students across our three schools from primary to secondary encounter more struggles with anxiety and are less resilient when encountering difficulties.

We are interested in ways we can stem this flow of anxiety, increase levels of resilience and hence enhance student wellbeing and learning. We want to inquire about the factors related to **higher levels of anxiety**, as the *Wellbeing@school student survey* results do not match our hunches.

Hunches such as: [KL1]

- Related to performance expectations and comparison (assessment-driven curriculum)
- Faster pace of life
- Device and social media use and influence on peer and family relationships, comparison
- Reduced resilience - student easily overwhelmed when facing challenges
- Impacting students' level of "hope"
- Fear of the future - uncertainty in future jobs that do not yet exist
- Family issues - parents' expectations and understanding of education assessment system
- Inability to integrate faith into every day challenges

In addition, we are interested in the level of **learner agency** and student voice our students experience and the degree their sense of agency correlates to their level of wellbeing. According to the *OECD report April 2018*, "Agency implies a sense of responsibility to participate in the world and, in so doing, to influence people, events and circumstances for the better".

1. Do our students feel they can exercise agency with their learning?
2. Do they feel empowered to speak up, ask for help or say how they are feeling?
3. Are they able to influence the school culture through their voice and participation?
4. Are our students as ERO describes "included, involved, engaged, invited to participate and make positive contributions"?

2. What does our evidence tell us ?

Each school in the Ki Atua hei te Kororia Kāhui Ako has gathered data from the whole student population present on the day of survey (not sample evidence). The instrument used to gather this baseline data was the *Wellbeing@school student survey*, which is available for Years 1 upwards.

*The Wellbeing@school **student** survey* overall data indicated largely positive results in the following areas.

A. A School-wide climate and practice
B. Teaching and Learning
C. Community Partnership
D. Pro-social student culture and strategies
E. Maintain an anti-bullying culture

Shown on the attached document you will notice:

- **Red font**: 40% and more as a negative factors
- **Blue font: 75% more as a positive factors**

Two trends of concern across all schools in the Ki Atua hei te Kororia Kāhui Ako emerged from the *Wellbeing@school **student** survey, under the "Pro Social Culture" category, namely:*

- "Students always stand up for others if someone is hassling them"
- "I can say how I'm feeling when I need to"

(please see attached *Kahui Ako STUDENT Wellbeing – data)*

*The Wellbeing@school **teacher** survey* overall data indicated largely positive results in the following areas.

A. School-wide climate and practice
B. Teaching and Learning
C. Community Partnership
D. Pro-social student culture and strategies
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The following trends of concern across all schools in the Ki Atua hei te Kororia Kāhui Ako emerged from the *Wellbeing@school **teacher** survey, namely:* (*Kahui Ako TEACHER Wellbeing – data All)*

- Professional learning supports staff to recognise the four different types of bullying behaviours and the difference between violence and bullying.
- Professional learning promotes teaching strategies and activities that build students' capacity to relate well to others (e.g., the use of role plays or drama to explore topics such as difference and diversity or conflict).
- I regularly set up learning experiences that enable students to be actively involved citizens (e.g., documenting history through interviewing senior citizens, doing environmental projects or working to support disaster appeals).
- We run sessions for parents and whanau about ways they can support students to relate well to others (e.g., training in conflict resolution or restorative conversations).

3. How will we address this challenge?

In order to test our 'hunches' around levels of anxiety and learner agency we want to use an agentic approach prioritising student voice and contribution to guide our process.

We intend to:

- Co-construct a plan of action
- Consult with stakeholders (students, whanau and staff)
- Analyse and examine research documents that informed the wellbeing rationale
- Conduct focus groups of students across all levels to ask them to comment on the results of the wellbeing@school student survey and ask them to highlight the areas they believe would make the greatest improvement to student wellbeing in our school
- Consider qualitative data (interviews, focus groups, etc.) as sources of evidence due to the discrepancy between our hunches and the wellbeing@school student survey results

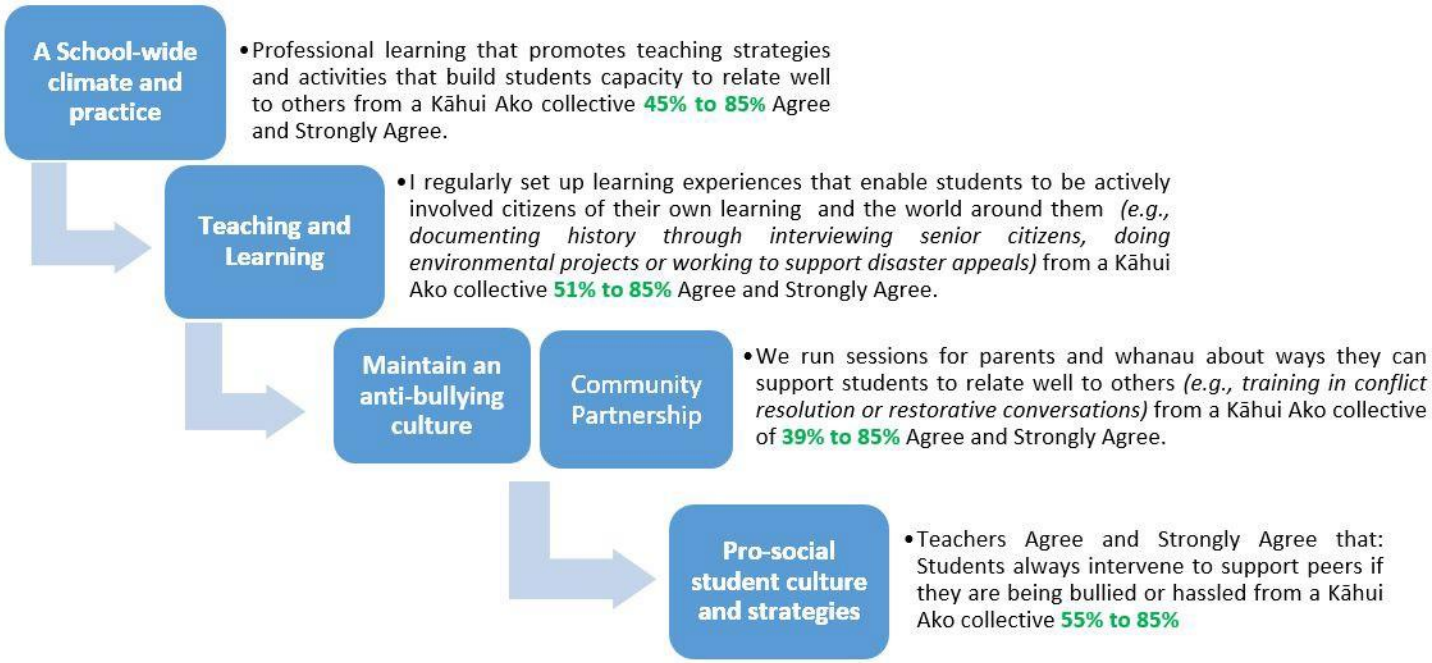
Consider Professional Learning that supports staff in area of:

o Recognition of bullying behaviours
o Teaching strategies and activities that build student capacity
o Measurement tool to determine the effectiveness of learning experiences in relations to involves citizens
o Different tools for student behaviour management to replace sarcasm and put downs

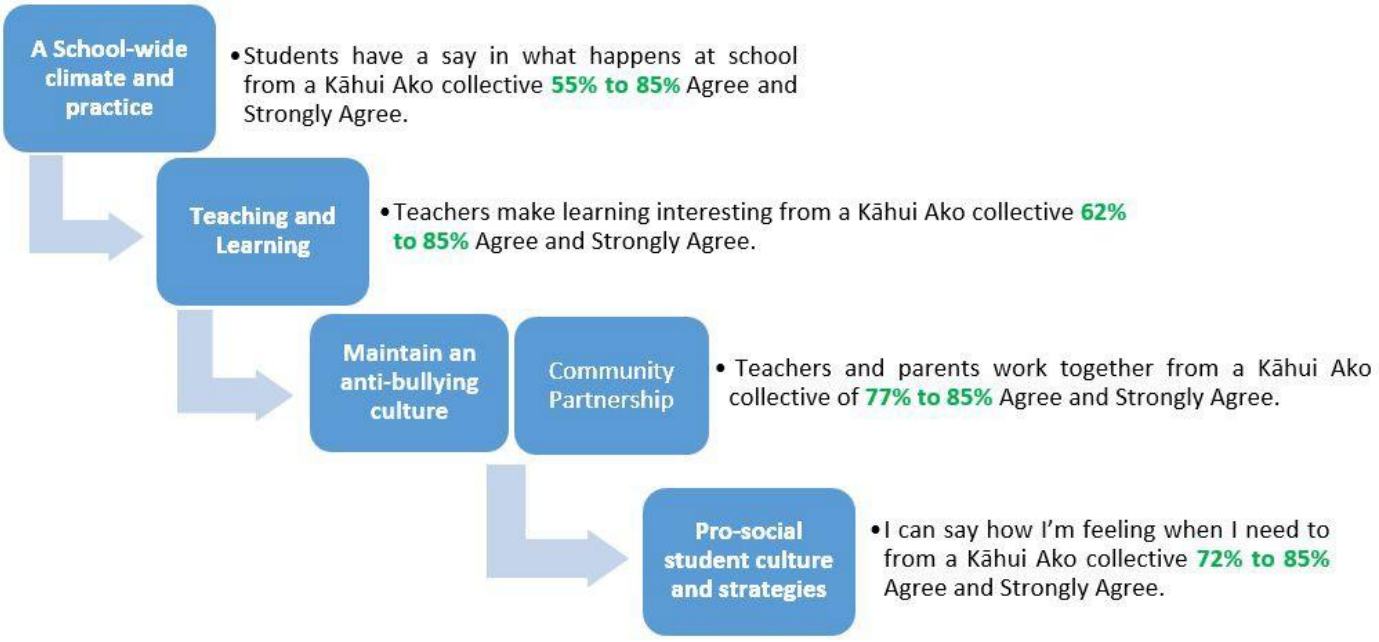
· Strategize a plan of action and targets
· Resource, introduce, implement and embed the plan

Wellbeing 2021 Aspirational Targets

Teachers Targets



Students Targets



Learner Support (English Language Learners)

1. Rationale

Diversity is a defining feature of our world in this time of increasing globalisation and migration, and it is reflected in our communities. The learning environment is no exception. New Zealand ranks third among OECD countries for the highest proportion of overseas born residents (OECD, 2017) and Auckland city now has one of the highest proportions of immigrants of any city in the OECD. (ERO, April 2018)

It is a common value across our three schools to provide a high level of support and nurturing to all students. Community engagement, cultural diversity, inclusion and a future focus are key features of the New Zealand Curriculum that relate to language diversity. Anecdotal reports from teachers indicate a need for support to find strategies and interventions to address the needs of English Language Learners in an inclusive learning environment.

Across our community, the following percentages of our enrolments are English Language Learners:
Westminster Christian School: 25%
Jireh Christian School: 37%
Kingsway School: 18%

The increase in the number of ESOL funded students from 2016-2018 can be seen in the table below:

Funding Period	Jireh Christian School	KingsWay School	Westminster Christian School
2016 P1		29	51
2017 P1		92	65
2018 P1	40	92	85

Our perceived high percentage of English Language Learners requires that adaptations and accommodations are made to ensure that all students have equal opportunities to access the curriculum, as set out in the Universal Design for Learning Framework. Our Kahui Ako wants to seek ways to respond to the language and cultural needs of our multicultural community and to address any barriers which these might pose for learning. These barriers include student transition on entry to New Zealand and adapting to the requirements of a new curriculum, unfamiliar methods of assessment and different approaches to teaching and learning as well as family perceptions of what constitutes successful learning. Involving family, caregivers, teachers and students in a collaborative process is an important goal as we determine how to deliver strategically planned acts of teaching and a variety of opportunities to acquire, practise and apply knowledge and use of the English language. Proficiency goals should entail more than functional language use and an ability to access the academic curriculum requirements. It is important that students are equipped to share opinions and ideas, engage in debate, recognise and respond to the needs of others and articulate their choices.

2. What does our evidence tell us ?

The ESOL Priority Learners continue to underperform and are unable to access the curriculum due to language barriers. The analysis of ESOL student achievement data raises complex questions and cannot be interpreted in a linear fashion. Progress in the four strands of the ELLP (Speaking, Listening, Reading and Writing) is multi-faceted and can depend on a number of influential factors:

- Students' first language (L1) proficiency
- Students' prior English Language Learning opportunities (tutoring/ social interaction with English speakers/ previous school experiences)
- Age at which the student enters New Zealand education
- The language spoken at home
- Students' main caregivers

3. How will we address this challenge?

To succeed in school and society, young learners need to be able to use the spoken and written languages of the curriculum to become proficient thinkers and communicators. Their ability to communicate using oral language helps them learn more effectively, apply their learning through problem solving, and address intellectual challenges using abstract symbols, analysis and synthesis. Using language, symbols and texts is a central competency in 21st century life. (ERO, February 2017)

Despite the perceptions of many teachers, instruction can be designed that will benefit all students. Research (Geay et al., 2013) has shown that an increased presence of learners who do not speak English as their home language is not detrimental to the educational attainment of native English speakers. On the contrary, a diverse mix of learners can potentially enrich each other's world through their unique cultures and sense making. (ERO, April 2018)

The explicit, purposeful teaching of vocabulary will be beneficial for all students and can improve the Comprehension skills of English first language speakers. Vocabulary plays a critical role in learning to read and comprehending what is read. (Carnine et al., 2006)

In our commitment to support ALL students in their English literacy progress, our challenge is to develop a tool which will be used to gather baseline data to inform our understanding of:

a) parent/caregiver involvement in students' vocabulary acquisition.

And

b) teacher training, attitudes and practices regarding the explicit teaching of vocabulary.

Once our understanding is established, the second part of our challenge is to develop teacher practice and parent/caregiver participation in the development of students' vocabulary and to provide a vocabulary teaching intervention, accordingly. Data from the PAT assessment tool and the English Language Literacy Progressions will be used to track student progress. Anecdotal reports indicate that the areas of speaking and listening receive less instructional time, particularly as students move towards NCEA assessment where Reading and Writing skills are targeted due to the nature of assessment. There will be a specific focus on the impact of a vocabulary and oral language intervention on students' 'Listening' and 'Speaking' achievement.

Targeted ESOL students will improve in their personal literacy results by at least 10% per year. This will be measured by diagnostic testing appropriate to the age and needs of the students.

Future-focused dispositions including Key Competencies

1. Rationale

The global crisis reveals that there are a high youth unemployment rate and a shortage of people with critical skills. Key Competencies are the key to learn and they need to be integrated across the curriculum, they do not stand alone. As teachers, we need to adapt our pedagogy in response to the ever-changing world environment. Students need to be prepared for the 21st century as research predicts that people will work 17 jobs and have 5 careers in their lifetime.

The focus needs to change where we look beyond success as a purely academic achievement. Our education system needs to meet the demands of the future. In the past, the choice for students was either academic or non-academic. The Key Competency skills are employability skills. Employers are looking for these skills and they are important for students who will create and innovate in the future. These are not separate or stand-alone; they are key to learning and belonging in every area. Students need to be able to think critically, be problem solvers, and be creative and curious.
Our aim as a COL is to help teachers and students to meet these demands in the future.

OECD positions paper states:"Students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices). The use of this broader range of knowledge and skills will be mediated by attitudes and values (e.g. motivation, trust, respect for diversity and virtue). The attitudes and values can be observed at personal, local, societal and global levels. While human life is enriched by the diversity of values and attitudes arising from different cultural perspectives and personality traits, there are some human values (e.g. respect for life and human dignity). We have noted that those who implement any intended model need to have a clear sense of what a key competency is (and indeed, is not) , and respect for the environment, to name two that cannot be compromised.

What does our evidence tell us?

Each school collected data from teachers, students and parents about the perceived level of key competencies (see appendix). In most cases, parents rated their children more highly than the students did themselves. Teachers were slightly less positive than students when rating the key competencies of students.

Insights from our evidence:

The data indicates that students are displaying positive traits in most of the key competencies across all 3 schools (evidenced by answers of agree or really agree in excess of 75% in most cases). However, it would appear that the trends are not really improving as they advance from Y1-13. Moreover, it is difficult to determine from the data whether there is an accurate understanding of the essence of a key competency. In some cases, it would appear that our survey is not robust enough to determine the data we require. We would need to develop a tool to address this.

We believe that key competencies need to be addressed at all levels because in the senior school we are seeing evidence of need in all areas as shown in the table below. Concerns that arise at secondary may be nested in younger years and therefore need attending at all year levels. In the primary and middle years, it is possible that thinking and participating and contributing need targeted focus. Our hunch is that in the senior school managing self is the key competency which may need most targeting.

A very obvious outlier to all data is the influence of devices and social media. It is definitely a hunch that devices and social media are distracting learning which is supported in our survey. What is most troubling is that social media is definitely affecting the confidence of our students. This is very difficult to target, but we should consider how we teach our students to be good digital citizens and, in fact, digital leaders in using social media as a platform to outwork our values and Christian character. The need for a robust programme to teach students about acceptable online behaviour has been well supported in our parent survey on sex and sexuality education earlier this year where most parents felt that teaching about appropriate online behaviour should be addressed in the early primary years and every year after that.

Kāhui Ako collated Key Competencies Indicators selected from surveys due to results.	**2018 Baseline Data**		**2021 Aspirational Target of 85% or a 10% shift**	
Some indicators	**Teacher** Agree or Really Agree	**Student** Agree or Really Agree	**Teacher** Agree or Really Agree	**Student** Agree or Really Agree
Primary				
Y1-3 Thinking:Do you have more questions after a class lesson?	66%	44.6%	85%	85%
Y4-6 Thinking: Do you have more questions after a class lesson?	83%	62.6%	93%	85%
Middle School				
Y7-9 Participating and contributing: I have the confidence to answer questions during class time.	74.9%	69.9%	85%	85%
Some indicators	**Teacher** Agree or Really Agree	**Student** Agree or Really Agree	**Teacher** Agree or Really Agree	**Student** Agree or Really Agree
Senior School				
Thinking:I challenge the basis of truth, assumptions and perceptions	55.5%	75.1%	85%	95%
Thinking: I am intellectually curious	63.6%	75.9%	85%	85%
Relating to others: Social media affects their confidence positively	28.8%	41%	85%	85%
Relating to others: I interact effectively with a diverse range of people in different contexts	59.5%	79.6%	85%	85%
Managing Self: Is self–motivated and has a “can do” attitude	65%	61%	85%	85%
Managing Self: Is prepared and organised for learning	71%	61%	85%	85%

Participating and contributing: Is actively involved in the wider community	53%	58%	85%	85%
Participating and contributing: I balance “in” and “out” of school roles and responsibilities	64.8%	65.3%	85%	85%
Language, Symbols and Text:I can effectively communicate a message using words, images, symbols, movement, text and language	77.2%	85.5%	85%	95%
Language, Symbols and Text: Social media distracts my learning	84.1%	41.5%	95%	85%

NOTE: In every school at every year level (apart from Y1-3), the key competency which does not seem to need attention is that of using language, symbols and text. Because this competency is embedded in all our other curriculum, it seems to be covered very well. Our hunch is that the other key competencies need to be intentionally taught and that teacher need upskilling in the area.

What needs further exploration?

- A tool to gather more accurate baseline data to measure key competencies.
- Baseline data to measure how accurate the understanding of the key competencies is amongst all stakeholders(students, parents and teachers).
- Raising teacher awareness of intentionally teaching KCs. Provide strategies to improve acquisition of the key competencies within each curriculum area at each level.
- Educating parents in the KCs so that we have a reciprocal /collaborative parent partnership. In addition teachers and parents also need to be equipped to assist students in becoming more resilient. Education for teachers and parents need to be explored. Relevant information needs to be shared with parents to help them to understand the importance of developing future focused skills as well as achieving the formal NCEA qualification or national testing standards.
- Equip Teachers and Parents https://parents.education.govt.nz/primary-school/learning-at-school/key-competencies/)
- How do we report on KCs? We need to develop robust assessment practices for KC. Do all the teachers within and between each school have a shared understanding of how to assess this KC? How can we then moderate across schools?
- The disparity between teacher and student perceptions needs further investigation

Drivers of Our Kahui Ako

The following drivers will underpin progress towards our achievement challenge:

Effective Transitions

There will be strong pathways for our pupils. This is at early childhood, starting school, changing levels in a school, transferring to another school, Primary to Intermediate, Intermediate to Secondary and post Secondary to Tertiary education. We will establish across schools' criteria and protocols for effective transition.
Student Agency
We want our pupils to haver ownership of their learning, where everyone is empowered to learn with appropriate resources and strategies.
How? Pupils understanding what they are learning, why they are learning, asking questions about their learning, negotiating next learning steps.

Culturally Responsiveness

We want to value the diversity of our students with the richness found in languages and heritage of their home countries. We want to appreciate our pupil's language heritage.

Collaborative Learning

We want our pupils to have a shared commitment to raising achievement. This will involve us working out problems with resulting solutions together so we can transform thinking and raise expectations for success for all. This also involves us being globally aware, technologically competent and the ability to problem solve.
Monitoring
Monitoring will focus on these aspects:
- Implementation of the plan and targeted actions
- Implementation of change process across the COL
- Systems and processes to gather evidence of shifts in pedagogy, school practices, student voice, whanau engagement and data.

Plan of Approach for targeting Priority Akonga

Noticing:
Targeted and priority Akonga are those who have been identified as not experiencing success at school to the level of which they are capable.
These include tamariki who are below or well below National Standards and curriculum levels. Those include special needs learners and those with a range of gifted skills.
All of those tamariki deserve the opportunity to make accelerated progress.

Why take on the challenge?
Everyone has a right to experience success. We need to provide strong links within the community to facilitate meaningful access to the services required where possible. Pathways/relationships will be stronger if each of our Akonga has success at their level.

Investigation:
We need to identify barriers to learning for our targeted and priority tamariki.

What is our priority action?
Work collaboratively with MOE to ensure all Akonga are receiving equitable support.
Carry out and analyse to see if these tamariki are on what defines them as targeted and priority Akonga.
Review data across schools:
- how many targeted pupils,
- what is currently occurring and
- what we want it to look like

Create a plan (IEP) that enables each pupil to experience improved achievement
Progress of each Akonga will be measured against their individual plan (IEP).
We need accurate teaching and pedagogy.
The evidence gained / teaching done must be of a sustainable model.

Evaluation
Lead Principal will work closely with the across-leaders to develop an effective model for evaluation. This will focus on:
- Beginning and end-of-year data with commentary on its significance in relation to targets with termly review.
- Evidence of changes in pedagogy and school practices.
- Student, parent, whanau and teacher voice.
- Analysis of the outcomes in relation to the targets
- Next steps for each school and CoI.
- Identify areas that needs stronger focus.
- Each school is responsible for their own data.

Reporting
Lead Principals will coordinate the preparation of reports for the BOTs, they will cover:
- Targets and priorities
- Key aspects of implementation
- Beginning and end date, commentary in relation to targets
- Emerging evidence of change in pedagogy and school practices
- Issues arising
- Resources required

Community Involvement
We want powerful connections to all parts of our communities involving our whanau and parents. This gives us more resource and enhances our pupil's outcomes. How? Assist Boards and staff to work together. Community and local resources are accessible shared and used. This includes our rich culture resources.

Teacher Effectiveness
We want our learners and teachers to reflect on their teaching practice, model consistent teaching practice, collaboration that leads to success for all our learners.

How? Sharing of data to all stakeholders. The community would know the evidence based upon which our analysis rests and be able to support their pupils on meeting targets. We will have a shared common understanding of achievement and progress. This will also involve extending a culture of inquiry across our Kahui Ako. This will also enable our CoL to build teacher capacity. Across school data team to gather, interpret and analyse data to inform prioritising of resourcing and tracking of progress for all students.
Tools include ICAS, PAT, National Standards, Learning Progress, NCEA, NZCER, Scholarship.

Digital Mastery
Lead teachers across schools form a digital network to share knowledge, practices, resources, teaching strengths.
Promote use of digital technologies for learning.

Priority Learners
These learners in our context are Maori, Pasifika students with special needs and English Language Learners.
The data team will track and monitor the learning progress of their students for leadership teams and teachers to respond accordingly.
Applying understanding of student's attitudes and aptitudes that impact on their success.

Character Development
Our Christian schools are focussed on the whole person and particularly their character developing as they progress from children to adults who will have a positive impact on our society.
Focus on God, Devotions and prayer.
These are vital components of our Christian journey with God, as we weave our Christian special character through our curriculum and CoL.

Monitoring and Evaluation

Monitoring of progress towards achievement of the achievement challenge is to be done including:

- Student Voice
- Student voice will be valuable in assessing how well they are engaged in each learning opportunity, Alongside this, surveys will be used where appropriate and formative assessment practices will be used to assess and review student engagement in learning.
- Whanau Voice
- We will survey whanau voice as we consider how whanau consider their tamariki to be engaged in the achievement challenge

Value Added Tracking

Students will be identified and tracked to determine the value added progress
Student Management Students
Consistent use of SMS system with their processes and practices will be tracked.
Reporting Strategies: All data will be tracked, evaluated and discussed across the Kahui Ako

Kāhui Ako Organisation and Structure

Lead Principals

The Kahui Ako has elected to adopt a shared leadership model. This will be shared by Kent Wilson (Westminster School) and Graeme Budler (KingsWay School). The lead principals provide overall accountability and communication. Each principal is responsible for the staff within their own schools and is charged with the responsibility of updating their BoTs and communities as part of their regular reporting cycle..

Other roles include:

Stewardship Role: This role is a pastoral role which aims to develop collegiality and to maintain momentum on a day to day basis between the different stakeholders and leaders represented in the Kahui Ako. The time release will be negotiated by the principals. This role reports to either of the school lead principals as and when appropriate.

Across School Teachers: It has been agreed that these positions will come from KingsWay School as this school has the teacher capacity to support these roles. These positions are key to developing strategies, analysing data and monitoring emerging trends.

Within School Teachers: These positions ensure that the pedagogy and strategies are implemented throughout their own schools.

Dual Leadership Professional Relationships, Values and Engagement – Mahi Tahi

Values: Each leader Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.

Relationships: Each leader demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community and its home/iwi communities, and beyond the Community.

Engagement: Each leader activates and develops educationally powerful connections towards shared goals across the Community and its communities, and beyond the Community of Learning.

Dual Leadership purpose: Offering leadership in building productive collaboration within the Community.

Establish strong links, through the Tumuaki, with each kura/school in the Community.

Identify, with leaders within the Community, any specialist expertise needed to support:

- the development of a shared culture of collaboration
- responsiveness to cultures within the Community

Facilitate agreement within the Community about the structures and processes that will be used to:

- manage and coordinate (resources and activities)
- make the Community's decisions
- develop cohesiveness amongst all involved
- strengthen participation of students, parents, whānau and wider community
- promote student achievement and well-being.

Use the Community's shared achievement challenges plan to establish clarity of roles, responsibilities and accountabilities between schools and the Community, including respective responsibilities for representing the Community as a whole and in relation to the community plan in each kura/school.

Work with kura/school leaders to ensure the coordination of the activities of the schools or kura in meeting the objectives of their shared achievement challenges plan.

Promote collective responsibility for student achievement and well-being within schools and kura and across the Community.

Dual Leadership purpose: Facilitating the agreement of shared achievement objectives.

Support kura/school leaders to identify potential shared long-term and short-term achievement objectives.

Facilitate with kura/school leaders and Boards the development and implementation of the agreed shared achievement challenges plan.

Offer advice to kura/school leaders within the Community to support the objectives of the plan.

Together with kura/school leaders and teachers identify the knowledge and skills that teachers and leaders need in each kura/school and across the Community in order to meet the needs of students in relation to the shared achievement objective.

Facilitate planning, with the other kura/school leaders in the Community, to strategically allocate the resources of teaching expertise and Inquiry Time.

Coordinate the activities of the schools and kura in meeting the objectives of the plan.

Work with kura/school leaders to develop a shared approach to reporting on progress.

Report on overall progress on the shared achievement challenges plan.

Dual Leadership purpose: Supporting the professional growth of leaders and teachers.
Facilitate agreement among Kura/School leaders about the design and approaches to the professional learning and development that will develop new skills and knowledge that is needed. In particular the contribution from teacher (across Community) role and school) role. Liaise with kura/school leaders on matters relating to the use and management of teacher (across Community) role and teacher (within school) role and Inquiry Time.
Dual Leadership purpose: Offering leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with other tumuaki/ principals in the Community.
Confirm, together with kura/school leaders and teachers, expertise that will be drawn from within the Community in order to develop the knowledge and skills of teachers to reach shared objectives. Work with kura/school leaders and Boards in the Community in the selection process for teacher (across Community) role and teacher (within school) role, from within the Community, with external advice as appropriate. Participate with others in the learning and development of teachers and leaders.

Dual Leadership Role 1:
Bicultural knowledge and practice inclusive with Professional Learning – ensuring the Kāhui Ako is Culturally Responsive.
Together with kura/school leaders and teachers identify the knowledge and skills that teachers and leaders need in each kura/school and across the Community in order to meet the needs of students in relation to the shared achievement objective. Work with kura/school leaders, in order to facilitate planning for the use of resourcing of teacher expertise and inquiry time, to best meet their school's challenges, in relation to the COL plan. Coordinate the activities of the schools and Kura in meeting the objectives of the plan. Work with kura/school leaders to develop a shared approach to reporting on progress. Report on overall progress on the shared achievement challenges plan. Across the Community of Learning, leads and develops expertise in leadership and teaching in bicultural and/or bilingual Aotearoa New Zealand to achieve the strategic direction to support improved outcomes for Māori students. Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings Māori enjoying and achieving educational success as Māori and leading collaboratively on strategic bicultural initiatives.
Planning for Success – Strategic Planning
Coordinates and leads collective evidence-based inquiry processes to plan, implement and review effectiveness in progressing Community of Learning goals to improve outcomes for diverse (all) learners. Leading negotiations across a range of views on development of collaborative plans and evidence-based cycles of collective inquiry that have resulted in improved outcomes for diverse (all) learners.
Managing and reporting on the resources allocation to the Kāhui Ako
Responsible for the writing of a financial protocols and tracking of the shared Kāhui Ako resources including Leadership Travel Allowances, Induction and mentoring funding, networking funding.

Dual Leadership Role 2:
Supporting the professional growth of leaders and teachers
Facilitate agreement among kura/school leaders about the design and approaches to the professional learning and development that will develop the new skills and knowledge that is needed, in particular the contributions from teacher ASL and WSL.
Effective teaching and learning
Leads strategic change across the COL that strengthens leadership and teaching capability consistent with the current and relevant research evidence to support the achievement of every student in ways that recognise their identity, language and culture.
Managing of the employment and human resources
The responsibility to coordinate the appointment process and related documentation will be the responsibility of this leader, however, the interview process will constitute a representative panel compiled from all schools.
Communication
The communication with all stakeholders is the responsibility of this leader which includes: managing and sharing data, collating and analysing surveys and coordinating events and news bulletins.

Community of Learning Leadership Code of Practice

- All participants will be committed to strengthening the community of learning.
- All participants will be respectful of each other, regardless of a diversity of views and opinions.
- All participants will undertake to engage and contribute in an informed manner to the Community's discussions.
- All participants will value new learning and treat shared information in a professional manner. This includes using shared data for the purposes for which it is intended.
- In a case of dispute or breakdown in communication, matters will be referred to the Lead Principal of the Community. Where the Lead Principal is involved or unable to resolve differences, the other members of the principals' working party and two appointed board members will meet to identify a way to resolve the concerns.
- All positions of appointment to the Community of Learning agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the Mahurangi Community of Learning.
- Appointments to positions of across-school leadership will involve the collective wisdom of all the members of the principals' working party where an appointee shall work and will always be representative of the spread of schools in the Community of Learning.

APPENDIX

KEY COMPETENCY SURVEY RESULTS - STUDENT										
School	Year 1	Year 2	Year 3	Year 4	Unanswered	Total	Male	Female	Unanswered	Total
Westminster	10	21	15			46	24	22		46
Jireh			24			24	6	18		24
Kingsway	26	15	23	24	4	92	46	42	4	92
Total	**36**	**36**	**62**	**24**	**4**	**162**	**76**	**82**		**162**

THINKING						
QUESTIONS	**Really Agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can you join the things you learn in class?	**90**	**60**	**9**	**2**	**1**	**162**
	55.6%	**37.0%**	**5.6%**	**1.2%**	**0.6%**	**100%**
Can you make good choices in class?	**95**	**63**	**3**		**1**	**162**
	58.6%	**38.9%**	**1.9%**	**0.0%**	**0.6%**	**100%**
Do you feel happy to ask questions in class?	**70**	**63**	**23**	**4**	**2**	**162**
	43.2%	**38.9%**	**14.2%**	**2.5%**	**1.2%**	**100%**
Can you explain your thinking in class?	**58**	**69**	**26**	**8**	**1**	**162**
	35.8%	**42.6%**	**16.0%**	**4.9%**	**0.6%**	**100%**
Do you have more questions after a class lesson?	**54**	**54**	**33**	**20**	**1**	**162**
	33.3%	**33.3%**	**20.4%**	**12.3%**	**0.6%**	**100%**
RELATING TO OTHERS						
QUESTIONS	**Really Agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can you listen to others when they talk?	**123**	**35**	**3**	**1**		**162**
	75.9%	**21.6%**	**1.9%**	**0.6%**	**0.0%**	**100%**
Can you follow instructions from your teacher in class?	**116**	**43**	**3**			**162**
	71.6%	**26.5%**	**1.9%**	**0.0%**	**0.0%**	**100%**
Do your words and actions affect others in your class?	**66**	**66**	**21**	**9**		**162**
	40.7%	**40.7%**	**13.0%**	**5.6%**	**0.0%**	**100%**
Do you respect the ideas of other children in your class?	**95**	**60**	**7**			**162**
	58.6%	**37.0%**	**4.3%**	**0.0%**	**0.0%**	**100%**

MANAGING SELF						
QUESTIONS	Really agree	Agree	Disagree	Really disagree	Unanswered	Total
Do you carry your own bag to school?	131	24	6	1		162
	80.9%	14.8%	3.7%	0.6%	0.0%	100%
Do you look after your own things in class?	84	50	25	2		161
	52.2%	31.1%	15.5%	1.2%	0.0%	100%
Can you finish your work on time?	39	94	26	3		162
	24.1%	58.0%	16.0%	1.9%	0.0%	100%
Do you know the right things to do in class?	112	49	1			162
	69.1%	30.2%	0.6%	0.0%	0.0%	100%
Can you share and take turns in class?	114	39	8	1		162
	70.4%	24.1%	4.9%	0.6%	0.0%	100%
PARTICIPATING AND CONTRIBUTING						
QUESTIONS	Really agree	Agree	Disagree	Really disagree	Unanswered	Total
Is your class a good place for you?	100	46	10	6		162
	61.7%	28.4%	6.2%	3.7%	0.0%	100%
Can you be friends with everyone in your class?	44	72	35	10	1	162
	27.2%	44.4%	21.6%	6.2%	0.6%	100%
Can you work wisely in a group?	73	67	19	3		162
	45.1%	41.4%	11.7%	1.9%	0.0%	100%
Can you talk about your ideas in class?	79	53	23	7		162
	48.8%	32.7%	14.2%	4.3%	0.0%	100%
LANGUAGE SYMBOLS AND TEXT						
QUESTIONS	Really agree	Agree	Disagree	Really disagree	Unanswered	Total
Can you talk easily to others in class?	86	49	22	5		162
	53.1%	30.2%	13.6%	3.1%	0.0%	100%
Do you know how to use iPads in the classroom?	147	13	2			162
	90.7%	8.0%	1.2%	0.0%	0.0%	100%
Can you share your ideas by drawing?	67	53	22	21		163
	41.1%	32.5%	13.5%	12.9%	0.0%	100%
Can you share your ideas by speaking?	97	45	12	7		161
	60.2%	28.0%	7.5%	4.3%	0.0%	100%
Can you share your ideas by writing?	86	47	16	11		160
	53.8%	29.4%	10.0%	6.9%	0.0%	100%

KEY COMPETENCY SURVEY RESULTS - PARENT										
School	Year 1	Year 2	Year 3	Year 4	Unanswered	Total	Male	Female	Unanswered	Total
Westminster	11	19	13			43	19	24		43
Jireh			19			19	3	16		19
Kingsway	27	11	16	21		75	22	52	1	75
Total	**38**	**30**	**48**	**21**	**0**	**137**	**44**	**92**		**137**

Mother	Father	Whanau	Other	Total
36	7			43
14	3	1	1	19
61	13	1		75
111	**23**			**137**

THINKING						
QUESTIONS	**Really agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can put together bits of information learned in class	**40**	**94**	**2**			**136**
	29.4%	**69.1%**	**1.5%**	**0.0%**	**0.0%**	**100%**
Can make good choices in class	**55**	**73**	**8**		**1**	**137**
	40.1%	**53.3%**	**5.8%**	**0.0%**	**0.7%**	**100%**
Feels happy to ask questions in class	**59**	**70**	**8**			**137**
	43.1%	**51.1%**	**5.8%**	**0.0%**	**0.0%**	**100%**
Can explain thinking in class	**45**	**83**	**9**			**137**
	32.8%	**60.6%**	**6.6%**	**0.0%**	**0.0%**	**100%**
Has more questions after a class lesson	**19**	**79**	**31**	**2**	**3**	**134**
	14.2%	**59.0%**	**23.1%**	**1.5%**	**2.2%**	**100%**
RELATING TO OTHERS						
QUESTIONS	**Really Agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can listen to other students talking	**47**	**77**	**12**	**1**		**137**
	34.3%	**56.2%**	**8.8%**	**0.7%**	**0.0%**	**100%**
Can follow instructions from teacher	**57**	**78**	**1**			**136**
	41.9%	**57.4%**	**0.7%**	**0.0%**	**0.0%**	**100%**
Knows that their words and action affect others	**48**	**82**	**6**		**1**	**137**
	35.0%	**59.9%**	**4.4%**	**0.0%**	**0.7%**	**100%**
Respects the ideas of other children in class	**40**	**92**	**4**		**1**	**137**
	29.2%	**67.2%**	**2.9%**	**0.0%**	**0.7%**	**100%**

MANAGING SELF						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Carries own bag to school	91	38	8			137
	66.4%	27.7%	5.8%	0.0%	0.0%	100%
Looks after their own things at school	72	55	10			137
	52.6%	40.1%	7.3%	0.0%	0.0%	100%
Can complete all class tasks on time	36	81	15		5	137
	26.3%	59.1%	10.9%	0.0%	3.6%	100%
Knows how to act at different times	46	85	6			137
	33.6%	62.0%	4.4%	0.0%	0.0%	100%
Can share and take turns	66	70	1			137
	48.2%	51.1%	0.7%	0.0%	0.0%	100%
PARTICIPATING AND CONTRIBUTING						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Do you feel they fit in to this class	77	59	1			137
	56.2%	43.1%	0.7%	0.0%	0.0%	100%
Can get along with children who are different from them	70	66	1			137
	51.1%	48.2%	0.7%	0.0%	0.0%	100%
Can work in groups	71	63	3			137
	51.8%	46.0%	2.2%	0.0%	0.0%	100%
Can talk about their ideas	63	68	6			137
	46.0%	49.6%	4.4%	0.0%	0.0%	100%
LANGUAGE SYMBOLS AND TEXT						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Can talk easily to others	65	67	5			137
	47.4%	48.9%	3.6%	0.0%	0.0%	100%
Knows how to use devices in the classroom	72	60			3	135
	53.3%	44.4%	0.0%	0.0%	2.2%	100%
Can share their ideas by drawing	55	75	6	1		137
	40.1%	54.7%	4.4%	0.7%	0.0%	100%
Can share their ideas by speaking	59	72	6			137
	43.1%	52.6%	4.4%	0.0%	0.0%	100%
Can share their ideas by writing	53	74	10			137
	38.7%	54.0%	7.3%	0.0%	0.0%	100%

KEY COMPETENCY SURVEY RESULTS - TEACHER										
School	Year 1	Year 2	Year 3	Year 4	Unanswered	Total	Male	Female	Unanswered	Total
Westminster	11	22	15			48	25	23		48
Jireh			26			26	8	18		26
Kingsway	27	20	25	27		99	50	49		99
Total	**38**	**42**	**66**	**27**	**0**	**173**	**83**	**90**		**173**

THINKING						
QUESTIONS	**Really Agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can put together bits of information learned in class	**57**	**99**	**12**		**5**	**173**
	32.9%	**57.2%**	**6.9%**	**0.0%**	**2.9%**	**100%**
Can make good choices in class	**67**	**78**	**26**	**2**		**173**
	38.7%	**45.1%**	**15.0%**	**1.2%**	**0.0%**	**100%**
Feels happy to ask questions in class	**58**	**73**	**37**	**2**	**3**	**173**
	33.5%	**42.2%**	**21.4%**	**1.2%**	**1.7%**	**100%**
Can explain thinking in class	**49**	**93**	**30**	**1**		**173**
	28.3%	**53.8%**	**17.3%**	**0.6%**	**0.0%**	**100%**
Has more questions after a class lesson	**11**	**66**	**92**	**3**	**1**	**173**
	6.4%	**38.2%**	**53.2%**	**1.7%**	**0.6%**	**100%**
RELATING TO OTHERS						
QUESTIONS	**Really Agree**	**Agree**	**Disagree**	**Really Disagree**	**Unanswered**	**Total**
Can listen to other students talking	**59**	**97**	**16**	**1**		**173**
	34.1%	**56.1%**	**9.2%**	**0.6%**	**0.0%**	**100%**
Can follow instructions from teacher	**76**	**80**	**17**			**173**
	43.9%	**46.2%**	**9.8%**	**0.0%**	**0.0%**	**100%**
Knows that their words and action affect others	**58**	**80**	**29**	**5**	**1**	**173**
	33.5%	**46.2%**	**16.8%**	**2.9%**	**0.6%**	**100%**
Respects the ideas of other children in class	**68**	**84**	**15**	**6**		**173**
	39.3%	**48.6%**	**8.7%**	**3.5%**	**0.0%**	**100%**

MANAGING SELF						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Carries own bag to school	99	61	13	1		174
	56.9%	35.1%	7.5%	0.6%	0.0%	100%
Looks after their own things at school	65	76	27	6		174
	37.4%	43.7%	15.5%	3.4%	0.0%	100%
Can complete all class tasks on time	54	79	37	3		173
	31.2%	45.7%	21.4%	1.7%	0.0%	100%
Knows how to act at different times	58	85	24	6		173
	33.5%	49.1%	13.9%	3.5%	0.0%	100%
Can share and take turns	68	92	13	1		174
	39.1%	52.9%	7.5%	0.6%	0.0%	100%
PARTICIPATING AND CONTRIBUTING						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Do you feel they fit in to this class	95	70	8			173
	54.9%	40.5%	4.6%	0.0%	0.0%	100%
Can get along with children who are different from them	76	85	9	3		173
	43.9%	49.1%	5.2%	1.7%	0.0%	100%
Can work in groups	63	95	14	1		173
	36.4%	54.9%	8.1%	0.6%	0.0%	100%
Can talk about their ideas	69	92	11	1		173
	39.9%	53.2%	6.4%	0.6%	0.0%	100%
LANGUAGE SYMBOLS AND TEXT						
QUESTIONS	Really Agree	Agree	Disagree	Really Disagree	Unanswered	Total
Can talk easily to others	83	77	13			173
	48.0%	44.5%	7.5%	0.0%	0.0%	100%
Knows how to use devices in the classroom	108	64	1			173
	62.4%	37.0%	0.6%	0.0%	0.0%	100%
Can share their ideas by drawing	90	79	3			172
	52.3%	45.9%	1.7%	0.0%	0.0%	100%
Can share their ideas by speaking	82	85	6			173
	47.4%	49.1%	3.5%	0.0%	0.0%	100%
Can share their ideas by writing	83	83	6			172
	48.3%	48.3%	3.5%	0.0%	0.0%	100%