

KĀHUI AKO  
SCHOOLS



KĀHUI AKO  
EARLY LEARNING



**Lancaster**  
Learning Centre



# Te Ara Whetū Kāhui Ako

*Mā te korowai aroha,  
Ka puawai ngā tangata.*

Through enveloping people  
with respect  
people will flourish

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*This is a 'living' document. We expect our thinking and aspects of our journey will change and evolve over time as we explore the elements of both our vision and achievement challenges. Our intention is for the journey to be a collective one, guided by the contributions from all within our learning community, encompassing and respectful of all cultures and individual beliefs. We will maintain the integrity and purpose of our partnership with the Tiriti of Waitangi and the unique and special aspect of Te Ao Māori.*

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# 1. Introduction: Our Purpose

*Mā te korowai aroha,  
Ka puawai ngā tangata.*

Through enveloping people with respect/ appreciation  
People will flourish

Gifted by Anaru Morgan - MAC Facilitator 2019

## Our Name: Te Ara Whetū

Te Ara Whetū - Path Guided by the Stars, relates to the migration of the Mangō (dogfish shark) who uses the stars during Matariki to guide them into the lush bays surrounding Beach Haven to breed. Our name was developed for our Kāhui Ako by Matua Mark Smith, a member of our local community who has spent the last 15 years within the Kohanga Reo movement, teaching and supporting ākonga. Our name reflects our aspirations for Wellbeing for Success.

## Vision for the Kāhui Ako: Wellbeing for Success

The Te Ara Whetū Kāhui Ako has a vision to create successful and clear educational pathways for all ākonga across our cluster, with a focus on all aspects of wellbeing - cultural, physical, emotional, social and academic.

We want our ākonga to be “competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Te Whariki, MOE, 2017, p.5).

Ensuring a successful pathway is in place is similar in how a GPS works, in that it will allow our ākonga to navigate where they want to go in life by providing them with a variety of different routes, vehicles for wellbeing, and processes for overcoming challenges and change. There is no one-way to get to a destination and likewise, there is no one-way to activate a learning brain. Navigating learning and life from a wellbeing perspective will allow our ākonga to grow their strengths, and use their prior knowledge and experiences to expand their learning brain understanding there are multiple ways to grow, and multiple ways to learn.

## Who we are as a Kāhui Ako

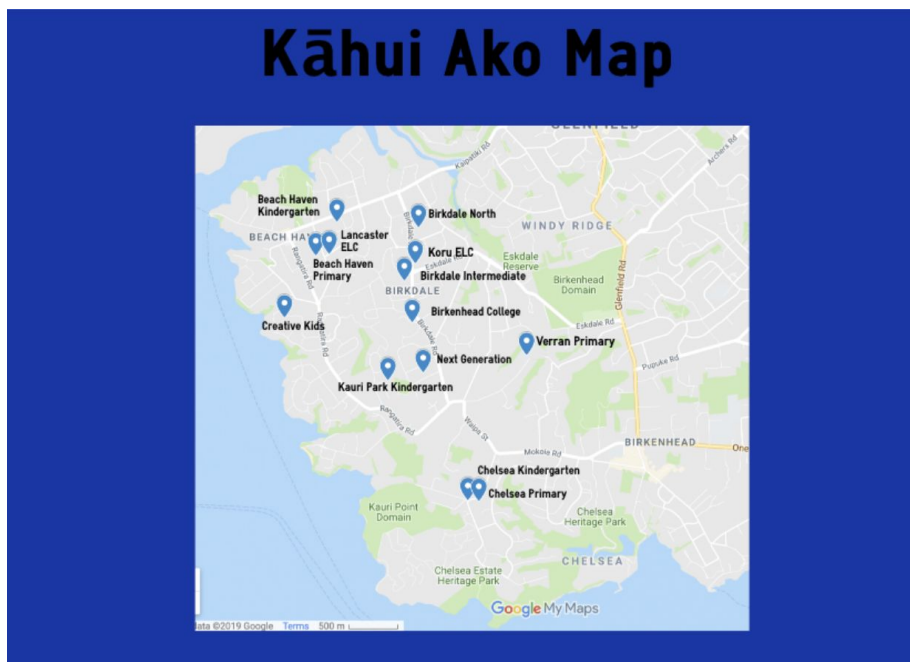
The Te Ara Whetū Kāhui Ako is based on the belief that wellbeing is the basis of success. Our purpose is to improve educational outcomes for our students through the lens of improving five key aspects of wellbeing - social, emotional, cultural, academic and physical. As a Kāhui Ako we are committed to collaborating together to improve akonga/learners wellbeing and achievement in order to reduce disparity.

We are a diverse bicultural and multicultural community which provides a rich platform from which our students can leverage confidence, cultural connectedness, and success through Te Whariki and the Key Competencies, for now and in the future..

We have an ongoing history of collaboration and sharing of best practice across all our settings. Developing a sustainable professional learning community is a key driver. We recognise and value the importance of educationally powerful connections with Whānau and the wider community. We aim for continuous, ongoing improvement that has ākonga wellbeing at its heart. We share a willingness to use research, evidence and teacher as inquiry to guide our theories of improvement. We believe that growing and building teacher and leader capacity and capability is foundational to our success. Each of our centers and schools are teeming with talent that we can leverage to bring our vision to life as we go forward.

Our Kāhui Ako offers our educationalists the opportunity to ensure a coherent educational pathway for learners, and a process to share best practice with others. It is a way to maximise the skills, resources and expertise within our centres and schools to best position the students in our shared community towards success and wellbeing.

The ability to recognise and grow the talent across our cluster through collaborative inquiry, distributed leadership, and ensuring opportunities for learner, teacher, community and leader agency to thrive is important. Diversity is one of our key strengths.



## Who are our Learners - General Data:

Primary / Intermediate / Secondary as of July 1, 2019								
*not NE or who did not enrol in Y7 or 9 at SOY  **after day one  School	Number of Students							
	Māori	Pacifika	NZE	Other	*Students new to school	**Students who left school since the start of 2019	Students on the Pastoral Care Special Education Register	Total: No of students on roll
Beach Haven Primary	122	63	161	51	42	31	126	397
Birkdale North Primary	47	23	33	74	20	13	36	177
Birkenhead College	111	102	251	137	39	48	84	601
Birkdale Intermediate	84	40	251	78	22	26	Not supplied	453
Verran Primary	36	22	141	71	11	16	19	270
Chelsea Primary	25	5	194	167	16	26	49	391
<b>TOTAL:</b>	<b>425</b>	<b>255</b>	<b>1031</b>	<b>578</b>	<b>150</b>	<b>160</b>	<b>314</b>	<b>2289</b>

ECE/ELCS						
ECE / ELCS	Number of Students					
	Māori	Pacifika	NZE	Other	Students with MoE Early Intervention Support	Total: No of children on roll
Chelsea Kindergarten	x	x	20	17	x	41
Kauri Park Kindergarten	x	x	35	21	x	63
Beach Haven Kindergarten	7	x	13	39	x	62
Next Generation Centres	15	x	97	32		145
Koru Early Learning	19	x	9	6	x	37
Creative Kids	8	x	39	13	x	61
Lancaster	x	x	39	10	x	56
Rainbow Corner	x	x	x	x	x	15
<b>TOTAL:</b>	<b>47</b>	<b>14</b>	<b>160</b>	<b>110</b>	<b>16</b>	<b>480</b>

## Ways of working together - Our Values

*Ehara taku toa i te toa takitahi, engari kē he toa takitini*

My success should not be bestowed onto me alone, it was not individual success  
but the success of a collective

Each learning centre and school within our Kāhui Ako has a set of values that are bespoke to our individual communities. As a learning community we acknowledge and uphold these, alongside the Values and Principles inherent within Te Whariki and The New Zealand Curriculum. In addition, we share the following commonalities to those outlined below.

Value:	Comment:
<b>Whanaungatanga Relationships</b>	We value relationships developed through shared experiences and working together collaboratively, which provides everyone with a sense of belonging and connectedness.
<b>Oranga Tinana Wellbeing</b>	We recognise the state of wellbeing and engage collaboratively to influence capability and capacity in this area
<b>Ako Learning</b>	We nurture knowledge and ākonga understanding through effective pedagogy which values collective ways of working together, and reduces disparity across our Kāhui Ako

## Our connections across the wider Kāhui Ako

The Te Ara Whetū Kahui Ako Early Learning Centres and Schools have a long history of working together, in a variety of ways with shared values around success for all ākonga/learners. We are committed to working together to improve ākonga/learners wellbeing and achievement to reduce disparity. We are a diverse bicultural and multicultural community which provides a rich platform from which our students can leverage confidence, cultural connectedness, and success through Te Whariki and the Key Competencies, for now and in the future. We have an ongoing history of collaboration and sharing of best practice across all our settings. Developing a sustainable professional learning community is a key driver. We recognise and value the importance of educationally powerful connections with Whānau and the wider community. We aim for continuous improvement that has learner wellbeing at its heart. We share a willingness to use research, evidence and teacher as inquiry to guide our theories of improvement. We believe that growing and building teacher and leader capacity and capability is foundational to our success. Each of our centers and schools are teeming with talent. Our Kahui Ako offers our educationalists the opportunity to ensure a coherent educational pathway for learners, and a process to share best practice with others. It is a way to leverage the skills, resources and expertise within our centres and schools to best position the students in our shared community towards success and wellbeing. The ability to recognise and grow the talent across our cluster through collaborative inquiry, distributed leadership, and ensuring opportunities for learner, teacher, community and leader agency to thrive is important. Diversity is one of our key strengths.

**It is our aim that by working together collaboratively our;**

Students are:	Leaders are:	Teachers and Support Staff are:	Community are:
<ul style="list-style-type: none"> <li>→ Happy citizens of Aotearoa</li> <li>→ Engaged in all aspects of learning</li> <li>→ Culturally connected</li> <li>→ Confident</li> <li>→ Successful</li> <li>→ Life long learners</li> </ul>	<ul style="list-style-type: none"> <li>→ provided with opportunities to grow their leadership capabilities across the leadership spheres</li> </ul>	<ul style="list-style-type: none"> <li>→ Supported in TAI</li> <li>→ Provided with opportunities</li> <li>→ Connected</li> <li>→ Able to innovate</li> <li>→ Grown to build capability and capacity</li> </ul>	<ul style="list-style-type: none"> <li>→ valued as powerful partners in the educational journey of all akonga</li> </ul>

**We will achieve this by working together to:**

- Focus on wellbeing
- Support diverse learners to be successful
- Create an environment for Future Focussed Learners
- Ensure smooth, effective transitions across our educational pathways

## 2. Consultation Process - *what we have found*

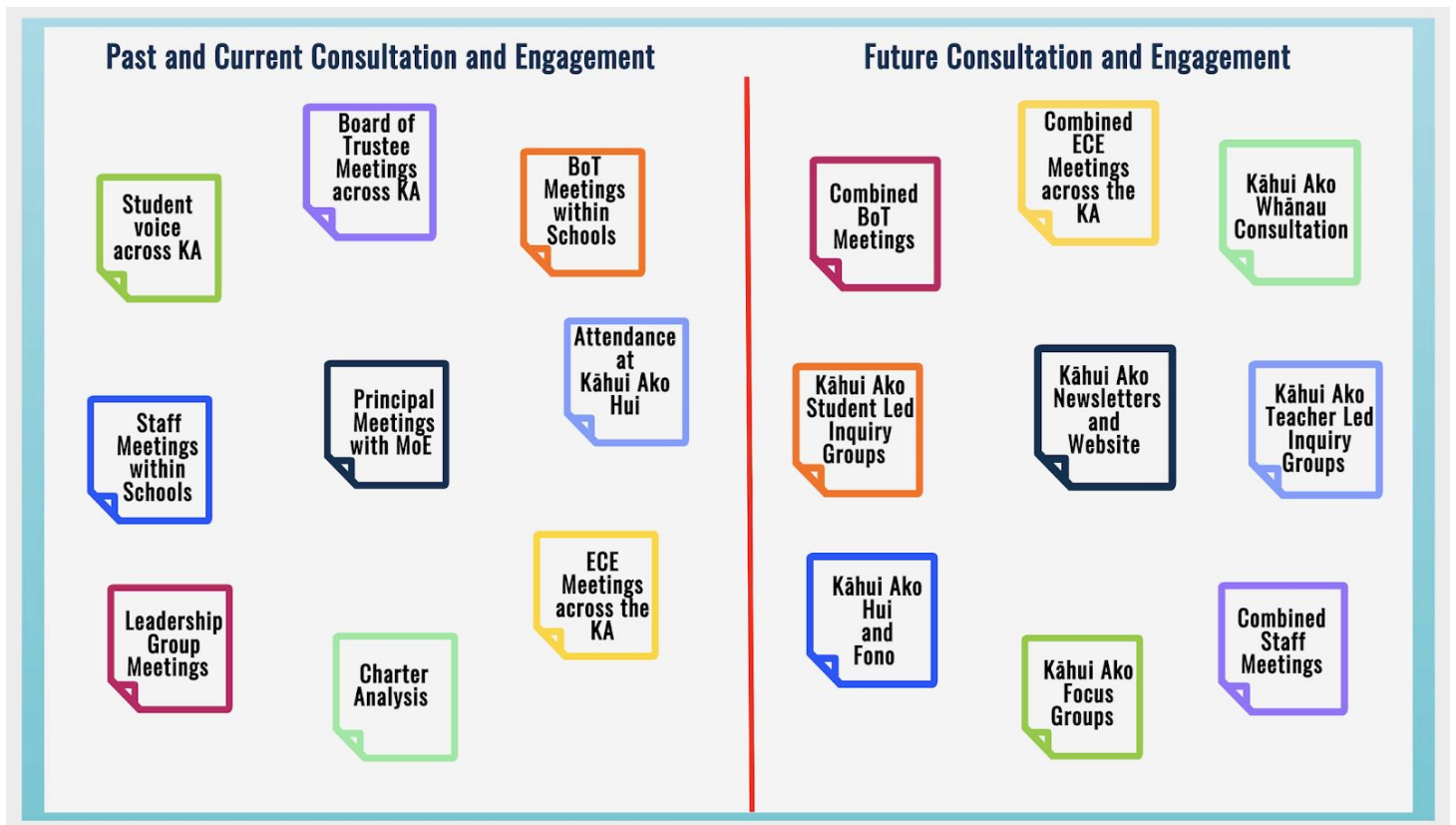
*Whāia te mātauranga hei oranga mō koutou*

Seek after learning for the sake of your wellbeing

### Rationale

Engaging with stakeholders is an important foundational belief of our Kāhui Ako, and will be an ongoing process that will help embed our Vision going forward. Working together with our shared community and across our community networks will allow our Kāhui Ako to collectively work together to improve all aspects our students wellbeing across our learning pathway.

Engagement with our community, formally and informally, has occurred in numerous ways and is planned to continue into the future in order to ensure that what we are doing is sustainable and continues to meet the needs of our diverse community .








## Education Review Office (ERO) Combined Report

One of the processes our Kāhui Ako used as a data point was the ERO report that the Review Office produced based on the information they had on file, about our schools and early learning providers. The ERO data was able to highlight a number of commonalities in regards to the strengths of our learning pathway, and point to some next steps and possible areas to work on. This information assisted our working group to develop the Vision and three Achievement Challenges.

### Summary of ERO Findings



**Kāhui Ako ERO findings:**  
*Findings from the ERO report, produced for the Kāhui Ako to outline what is working well, and areas that could be further investigated or improved upon.*

**Common Strengths**

- Student Agency
- Acceleration
- Evidence based disparity measures
- Evaluative Capability
- Collaborative Teacher As Inquiry (TAI)
- CRRP (Culturally Responsive Relational Practice)
- Settled, positive, supportive learning Environments
- Transition

**Potential Achievement Challenge Areas**

- Transition
- Partnerships
- A cohesive local curriculum
- Reducing disparity

**Potential Drivers**

- CRRP
- Cultural awareness, language, connectedness and identity
- Curriculum Evaluative capability
- Data literacy
- Self Review
- Deliberate acts of teaching/acceleration p
- Inquiry learning (TAI - Teacher as Inquiry)

## Student Voice

The purpose of our Kāhui Ako is to improve outcomes for our students, and because our Kāhui Ako is all about students, their thoughts and voice around our shared Vision and three Achievement Challenges was important. A focus group from each school and a smaller group of students from Early Childhood were asked questions that related to the Vision and Achievement Challenge.

Student Voice Questions:

**On Wellbeing** - what does wellbeing mean to you? What could we do?

**On Supporting Diverse Learners** - What are some helpful things that teachers/schools do to help support student learning and wellbeing? What more could they do?

**On Transitions** - What should schools or teachers know about when you transition? What might make the next step in your schooling easier? What could have made it easier in the past? When you moved into your new school/class, was it easy or hard?

**On Future Focussed Learning** - What do you think is important to learn about when you think about the future?

## Summary of the Student Voice Findings

**TRANSITIONS** 


What should schools or teachers know about when you transition? What might make the next step in your schooling easier? What could have made it easier in the past? When you moved into your new school/class, was it easy or hard?

- Know our culture and if we speak more than 1 language
- Understand shifting into a new school/class is hard
- Share teaching styles
- Know our personality
- Help us make new friends
- Know our strengths and weaknesses
- Match teaching style to the student
- What achievements we have had
- If we have allergies etc
- Our preferred learning styles
- Know our pepeha, whakapapa, mihi
- Know what we believe in
- Stop teaching the same things

@@@@@@@@@@@@@@@@

Keep you with friends  
Buddy you up  
Give us choice  
Tech  
Help us get ready  
Support us if we are behind in our learning  
Access to tech  
BYOD  
Teachers you can trust  
Trust us  
Schedules are hard  
Learn our language  
Trial day at the intermediate



**WELLBEING** 


What does wellbeing mean to you? What more could we do?

- Being confident in learning
- Knowing what to do
- Being safe at school
- Resilience
- Being fit and healthy
- Sports
- Feeling safe
- People you can trust
- Maintaining relationships
- Being mentally healthy
- Being independent
- Being kind, courageous
- Being able to make your own choices
- Manners
- Respectful of cultures
- Being a risk taker
- More Play
- Having familiar things

**FUTURE FOCUSED LEARNING** 

What do you think is important to learn about when you think about the future?

- How to access information
- Help us explore our options
- Give us opportunities to try new things
- Learn about jobs
- Group and independent learning
- Learn about interviews and being confident
- How to Manage self (key competencies)
- Learning to adapt
- Opportunities to explore tech like coding
- How to save the ecosystem
- How to care for people and the earth
- How to be a good citizen (eg voting)
- Bring more experts from the outside in
- Expo
- Prepare us and keep us up to date with changes especially technology
- Encourage us to work outside our comfort zone
- Learn about life (money, taxes, looking after ourselves and paying the bills)


**SUPPORTING DIVERSE LEARNERS** 

What are some helpful things that teachers/schools do to help support student learning and wellbeing? What more could they do?

- Teachers who care
- Teacher Aides
- Counsellors
- Māori class
- Supportive teachers
- Understand us culturally (ESOL classes)
- Give us opportunities
- Groups (Kapa Haka etc)
- Involving family
- Night school options
- Challenging learning
- Give advice
- Make it fun

@@@@@@@@@@@@@@@@

- Learn different languages
- Ask us what we think
- More 1-1 support (TA/Tutor)
- More fitness
- More fun
- The Arts
- Give us a chance to practice
- More cultural days
- Let us keep our teachers
- Keep our parents in the loop
- Slow learning down - not cram it
- Teachers who like their job



\* The findings from our student voice were used to create a bespoke Wellbeing Survey that we used to collect Wellbeing Data from across our Kāhui Ako.

## Going forward: Next Steps in the Consultation Process

Going forward, it is our intention to canvass parents and to look more deeply into the transition process in the following ways:

- ❖ Consultation with parents across the sector to canvass the 'user experience' for them between, and across schools
- ❖ Discussions with teachers to look at the successes and challenges involved in transition across and within our pathway
- ❖ Developing a 'best practice' resource kit within each Achievement Challenge
- ❖ In-depth hui/fono/consultation with Whānau and members of our community as our Kāhui Ako progresses

### 3. Achievement Challenges - *what matters to us*

#### Rationale for choosing Achievement Challenges and Drivers for Success

As a Kāhui Ako, we wanted our Achievement Challenges to provide our students, staff and community with opportunities to experience success in the following three areas:

- Future Focussed Learning
- Transitions (across, within and outside our Kāhui Ako)
- Supporting Diverse Learners (with a focus on Māori and Pasifika learners)

The overarching and predominant driver for these three Achievement Challenges is the lens of Wellbeing for Success. Wellbeing was determined as a connecting commonality across all schools and centres. Given the importance of Wellbeing as a success factor in our communities for learning and life ([Dalzeil et al. 2019](#)), the Kāhui Ako set to finding some baseline data. It was quickly identified that our schools and centres do not use a consistent tool to determine well being currently. Using the outcomes from the Student Voice survey, a bespoke Wellbeing Survey was constructed and administered across a sample of students from ECE through to Secondary.

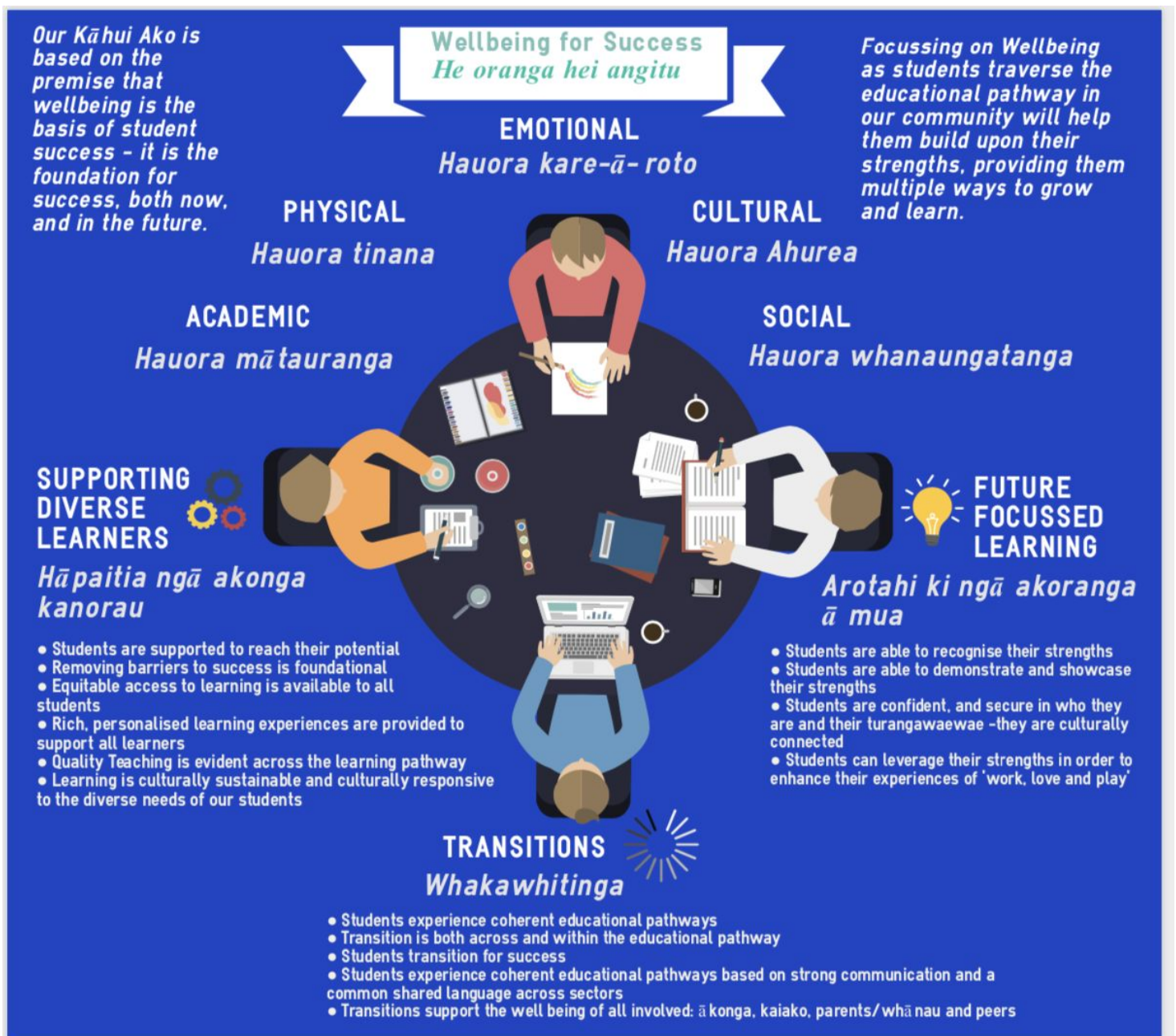
#### The Learning and Wellbeing Framework

We believe that the foundation for student success is to have a strong sense of wellbeing/hauora. For the students in our Te Ara Whetū community, a secure sense of wellbeing is demonstrated when the following five notions of wellbeing are in place:

- **Hauora Ahurea** - Cultural Wellbeing - *engagement in cultural activities, sharing intergenerational knowledge, and having a strong sense of identity, belonging and language development* ([Dalziel et al. 2019](#))
- **Hauora Whanaungatanga** - Social Wellbeing - *knowing we belong, fostering positive relationships, being cared for and caring for others, and sharing*
- **Hauora Tinana** - Physical Wellbeing - *being healthy in mind in body, and able to care for our bodies*
- **Hauora Mūtauranga** - Academic Wellbeing - *engagement in learning, experiencing success and academic attainment in learning areas, having high educational aspirations* ([Widlund et al. 2018](#))
- **Hauora Kare-ū-rotu** - Emotional Wellbeing - *being resilient, responding positively to challenges, setbacks and change by 'bouncing forward', being a problem solver and having a positive mind-set where there is hope for now and the future*

Wellbeing/hauora is a key underpinning of the New Zealand Curriculum and Te Whāriki, embodied through its Vision, Principles, Values and through the Key Competencies. The OECD Learning Compass 2030 talks about Wellbeing as a 'shared destination'. With this in mind, Wellbeing for Success underpins all aspects of our learning framework. It sets both the vision and drives the purpose. Our three Achievement Challenge focus areas: Supporting Diverse Learners, Future Focussed learners and Transitions, are derived from our desire to support wellbeing across our Kāhui Ako.

The following infographic is a visual representation of how Wellbeing interrelates to our three Achievement Challenges.



## Initial 'Data Dive' as part of exploring the rationale for our Achievement Challenges

### Te Ara Whetu Akonga Demographics Survey Results

#### Gender



	Color	Label	Value
1	Blue	Male	461.00
2	Red	Female	458.00

#### Year Level



	Color	Label	Value
1	Yellow	ECE	31.00
2	Orange	Yr 1-3	303.00
3	Green	Yr 4-6	447.00
4	Cyan	Yr 7-8	21.00
5	Blue	Yr 9-10	53.00
6	Magenta	yr 11-13	71.00

#### Ethnicity



	Color	Label	Value
1	Yellow	NZE	582.00
2	Green	Māori	145.00
3	Blue	Pacifika	118.00
4	Purple	Other	97.00

#### School



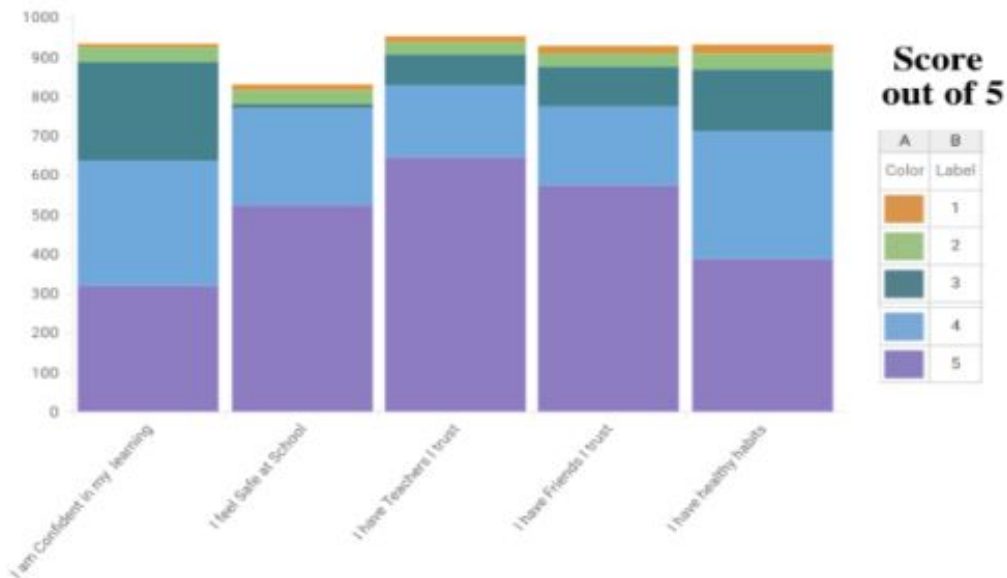
	Color	Label	Value
1	Light Green	BIS	21.00
2	Brown	BC	121.00
3	Yellow	CPS	200.00
4	Blue	BHPS	301.00
5	Purple	VPS	212.00
6	Pink	ECE	31.00
7	Red	BNS	43.00

**Summary:** A total of **942 students participated in the survey**, ranging from ECE students to year 13 students. The largest respondents came from the primary schools. There was an even mix of male and female respondents, with a fairly representative mix of our community ethnicity, Pakeha and Māori students were the two largest groups, followed closely by Pacifica.

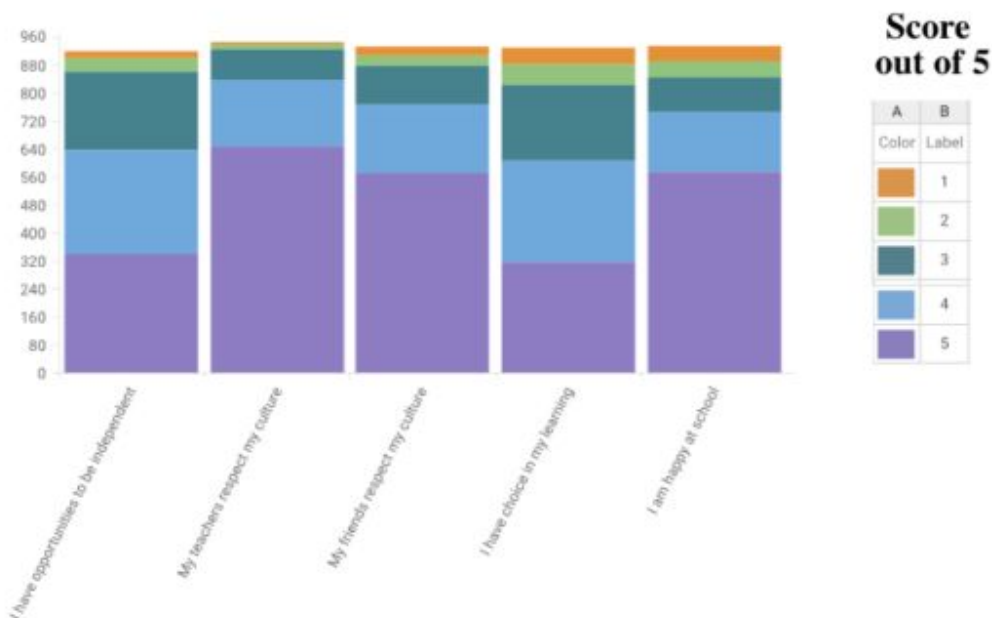
#### Survey Questions on a Scale of 1 (lowest) to 5 (highest) related to the Achievement Challenges

- I am confident in my learning
- I feel safe at school
- I have teachers I trust
- I have friends I trust
- I have healthy habits
- I have opportunities to be independent
- My teachers respect my culture
- My friends respect my culture
- I have choice in my learning
- I am happy at school

## Te Ara Whetu Akonga Question Survey Results



**Summary:** The majority of students across the Kāhui Ako (scoring 4-5) indicate that they are confident in their learning, feel safe at school, trust their teachers and friends and engage in healthy habits. Areas for future investigation include looking at ways to improve students confidence in learning, secure friendships and engaging in healthy habits.



**Summary:** Whilst the results show the majority of our students across the Kāhui Ako indicate that they are happy at school and feel culturally respected, these results also indicate that further investigation into the above areas are worthy. In particular, independent learning opportunities and the opportunity to experience choice, will be important elements going forward.



## Te Ara Whetu Overall Academic Achievement Data

**Links to Wellbeing and Achievement Challenges:** The disparity in achievement outlined below links to all three Achievement Challenges, in particular the focus on supporting our diverse learners.

The below tables are collated whole Kāhui Ako data. Individual school break down can be found in the Appendix

### Aggregated 2018 Year 1-8 Data against NZC for Reading

COHORT	Well below / Below		At		Above		Total Cohort
	No	%	No	%	No	%	
All Students	268	16.4%	847	51.6%	526	32.0%	1641
Māori	79	23%	189	55%	75	22%	342
Pasifika	34	21%	94	59%	32	20%	160
Male	166	19%	448	52%	251	29%	865
Female	110	14%	398	51%	268	35%	776

**Insights from Data:**

Across the Kāhui Ako the majority of students experience success in Reading. Areas for future investigation are around addressing the disparity within the Kāhui Ako around the Māori and Pasifika data and the disparity between males and females.

### Aggregated 2018 Year 1-8 Data against NZC for Writing

COHORT	Well below / Below		At		Above		Total Cohort
	No	%	No	%	No	%	
All Students	338	21%	1017	62%	286	17%	1641
Māori	94	27%	209	61%	40	12%	342
Pasifika	60	38%	90	56%	10	6%	160
Male	196	23%	517	60%	152	17%	865
Female	122	16%	490	63%	164	21%	776

**Insights from Data:**

As for Reading, the majority of students experience success in Writing. Areas for future investigation are around addressing the disparity within the Kāhui Ako in relation to Māori and Pasifika data and the disparity between between males and females.

### Aggregated 2018 Year 1-8 Data against NZC for Mathematics

COHORT	Well below/ Below		At		Above		Total Cohort
	No	%	No	%	No	%	
All Students	293	17.8%	925	56.4%	423	25.8%	1641
Māori	89	26%	184	54%	69	20%	342
Pasifika	56	35%	91	57%	13	8%	160
Male	149	17%	459	53%	257	30%	865
Female	165	21%	445	57%	166	21%	776

**Insights from Data:**

As for Literacy, the majority of students experience success in Math.

Areas for future investigation are around addressing the disparity within the Kāhui Ako, with a focus on the Māori and Pasifika data and the disparity between girls and boys.



## Challenge One: Future Focussed Learning

*For the students in our community to be able to recognise, demonstrate, showcase and build upon their strengths in order to articulate 'who am I, what is my turangawaewae?'  
- so that our students are able to enhance their experiences of 'love, work and play'.*

### **Moral Purpose:**

For our students to be confident, connected, actively involved, lifelong learners (pg 8 NZC) experiencing learning that 'engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity' (pg 9 NZC).

### **Wellbeing Through Future Focussed Learning Vision**

A focus on Future Focussed learning improves wellbeing by nurturing confidence and understanding of learners' strengths and capabilities. We want our students to learn and gain qualifications, but also flourish and know their place in the world, so they will contribute as future citizens who will be happy and enjoy life.

### **Wellbeing Through Future Focussed learning Measures**

As a Kāhui Ako we will measure the shift in wellbeing that occurs from our focus on Future Focussed learning by:

- ❖ Student voice - culture (whakapapa/mihi)
- ❖ Student owned learning journey (eg Seesaw/LincEd)
- ❖ Education Counts Data
- ❖ Nga Kete - destination data for school leavers
- ❖ Māori / Pasifika data on leavers (NCEA data)

### **Success Indicators for Future Focussed Learning:**

Our students are:

- ★ Agentic
- ★ Motivated
- ★ Critically informed and responsible citizens
- ★ Strengths and solutions focussed
- ★ Able to adapt and thrive, confident in their abilities and strengths
- ★ Culturally centred

## **Future Work**

Once appointed, our Within School Leaders and Across School Leaders will be expected to;

- Complete an inquiry into effective methods that capture/develop/demonstrate development in the KCs/Dispositions
- Develop exemplars/examples for consistency
- Work with KA to develop a set of progressions
- Support groups of teachers inquiring into this arena - looking at what's happening already in local curriculum - and where to next
- Leading across KA professional development in this arena
- Undertake appropriate stakeholder consultation

## **Opportunities for student led inquiry across our Kāhui Ako may include:**

Student inquiry groups across the Kahui Ako

- Y-Tech - Youth TEC
- Entrepreneurship - connections with business
- Enviro/global issues
- Sport/health - inquiry into participation

## **Current Reality:**

Results from our student voice showed that students were interested in having opportunities to explore a wider variety of future focused options. They also indicated that the following areas were important to them as they progress through the learning pathway:

- Being introduced to and understanding what it means to be a good citizen
- Learning about options for future work, what their strengths are and how they might leverage these strengths later in life
- Understanding how to 'survive in the world after school' - they wanted to know how to cook, pay their bills and live as an adult
- Having more choice about what they learn

It is interesting to note that our student voice results were similar to the Wellbeing Survey results, which showed that although students are mostly happy at school, they were looking for further opportunities to be independent and have choice in their learning.

## **Evidence**

Our Evidence shows that one of the key areas of work going forward is to determine which is the best way to capture meaningful data in this area. Currently, there is no consistent measure of how schools report on the Key Competencies or how ECE/ELC report on the strands of Te Whariki.

The results (see above) from our Wellbeing Survey indicate that further investigation into how schools support student choice and agency in their learning, and how they provide and promote independent learning opportunities would be advantageous.

## How Schools and ECE/ELC report on the Key Competencies and Te Whariki Strands

Primary/Intermediate/Secondary	
<b>How we report on the KCs</b>	<p><b>How schools comment on:</b></p> <ul style="list-style-type: none"> <li>• thinking</li> <li>• using language, symbols, and texts.</li> <li>• managing self.</li> <li>• relating to others.</li> <li>• participating and contributing</li> </ul>
<b>Via Formal Reports using a Scale</b>	<p>3 Schools report using some kind of scale eg:  <i>Developing, Consolidating, Strong</i>  <i>Beginning, Sometimes, Mostly</i>  <i>Developing, Usually, Consistently</i></p>
<b>Via Formal Reports using a comment</b>	<p>Two schools use a more generalised comment as part of reporting to parents            One of the schools also uses a scale</p>
<b>Other</b>	<p>KCs are part of planning schemes of work and Inquiry plans            Via OTJs</p>
ECE/ELC	
<b>How we report on Te Whāriki Strands</b>	<p><b>How ECE/ELC report to parents on the Te Whariki strands:            (Wellbeing, Belonging, Contribution, Communication, Exploration)</b></p>
<b>Reporting via Learning Stories</b>	<p>All the ECE/ELCs use learning stories and online assessment reporting tools such as Story Park</p>
<b>Other</b>	<p>On the walls, in portfolios, via newsletters, through planning</p>

### Stakeholder Voice

Going forward, it is envisaged that we will use the across school teachers to get an overview of the situation across schools in this arena. This would assist the Kāhui Ako to get a clearer picture of what is happening within schools and what is required to support student independence and choice in their learning opportunities. This information can then be incorporated into developing a consistent more community survey which will include investigating the following:

- What does wellbeing mean to you, your students and community
- What is important to learn about
- What does future focused mean to you

## **Links to the Treaty**

*Participation* - students and Whānau will be active participants in ensuring the learning journey is 'fit for purpose' for them as they navigate all aspects of schooling, and how the design of their schooling journey ensures they are successful both now and in the future

*Protection* - protecting our students identity, language, and culture are key elements ensuring student success across our community

*Partnership* - partnerships are crucial to the success of this Achievement Challenge, where many partnerships will be needed to be formed and nurtured within schools, across schools and within the wider community.

## **Desired Future Reality:**

In the future, our students across our Kāhui Ako will be able to recognise, demonstrate, showcase and build upon their individual strengths in order to articulate 'who am I, what is my turangawaewae?' They will be confident, and able to use these strengths as they navigate the future worlds of love, work and play.



## Challenge Two: Effective Transitions that support student success

*To ensure there are coherent pathways that enable the students in our community to transition successfully across, within and beyond our learning community.*

### **Moral Purpose:**

Effective transitions for learners across the educational pathway and within schooling are critical to the development of a student's self-worth, confidence, resilience and ongoing success at school. Ensuring that our communities' students' wellbeing across all domains is supported during transition will assist our students in establishing and maintaining relationships, educational engagement and to experience continuity in learning.

The Education Review Office (2015) states that strong learning foundations and a sense of identity and belonging can contribute to transition being a successful experience. ERO found that the most effective practices supporting children as they approach transition to school included:

- a responsive and holistic curriculum focused on dispositional learning, independence and social competence
- assessment information that makes children's strengths, dispositions and interests visible, identifies their progress and shows continuity of learning over time
- relationships with parents and whanau, and other important adults, focused on learning and supporting the child (including their language, culture and identity)
- collaborative relationships between teachers in services and schools so expectations, philosophies and curricula are shared, valued and understood
- evidence of the impacts of processes and practices around transition, with self-review resulting in positive changes in support for children

### **Wellbeing Through Effective Transitions that Support Student Success Vision**

A focus on effective transitions that support student success improves wellbeing by helping akonga feel safe, secure and empowered. Strong relationships are established between the akonga, kaiako, parents/whanau and peers, so learning is continuous.

The identity of akonga is affirmed and the curriculum builds on the learning experiences that the child brings with them, their funds of knowledge - children's previous interests, strengths, prior knowledge and dispositions for learning are known and used to develop relevant and responsive learning for children.

A strong dispositional focus contributes to the identity of akonga as competent learners (ERO, 2015). Dispositions include characteristics such as persisting with difficulty, taking risks, being curious, taking responsibility, developing trust, playing fair, asking for help and sharing knowledge.

## **Wellbeing Through Effective Transitions that Support Student Success Measures**

As a Kāhui Ako we will measure the shift in wellbeing that occurs from our focus on effective transitions by:

- ❖ Talking to the people involved (akonga, whanau kaiako), what can we do better together? What is working? How did they feel while transitioning?
- ❖ Surveys/Conversations with people and whanau
- ❖ RTLB Data
- ❖ SE - TA Communication

## **Success Indicators for Transitions that Support Student Success:**

Our students are:

- ★ Settled
- ★ Happy
- ★ Supported
- ★ The needs of students are well communicated so that the new setting is prepared and able to cater for the diverse needs of students and plan for smooth transitions for success

## ***Smooth transitions occur when:***

- There is an effective information sharing systems in place (between ECE/ELC and parents, ECE/ELC and schools, schools and intermediate, intermediate and college, college and tertiary/work options, and within schools between classes) that are based on quality, relevant information and clear communication
- Children have a sense of themselves as confident learners
- teaching and assessment is culturally responsive
- Children feel comfortable with new routines, customs, events and expectations.
- The uniqueness of every akonga is acknowledged and included
- Whānau are involved and children make links between home and learning settings
- Children have agency and contribute to their own learning.

## **Future Work**

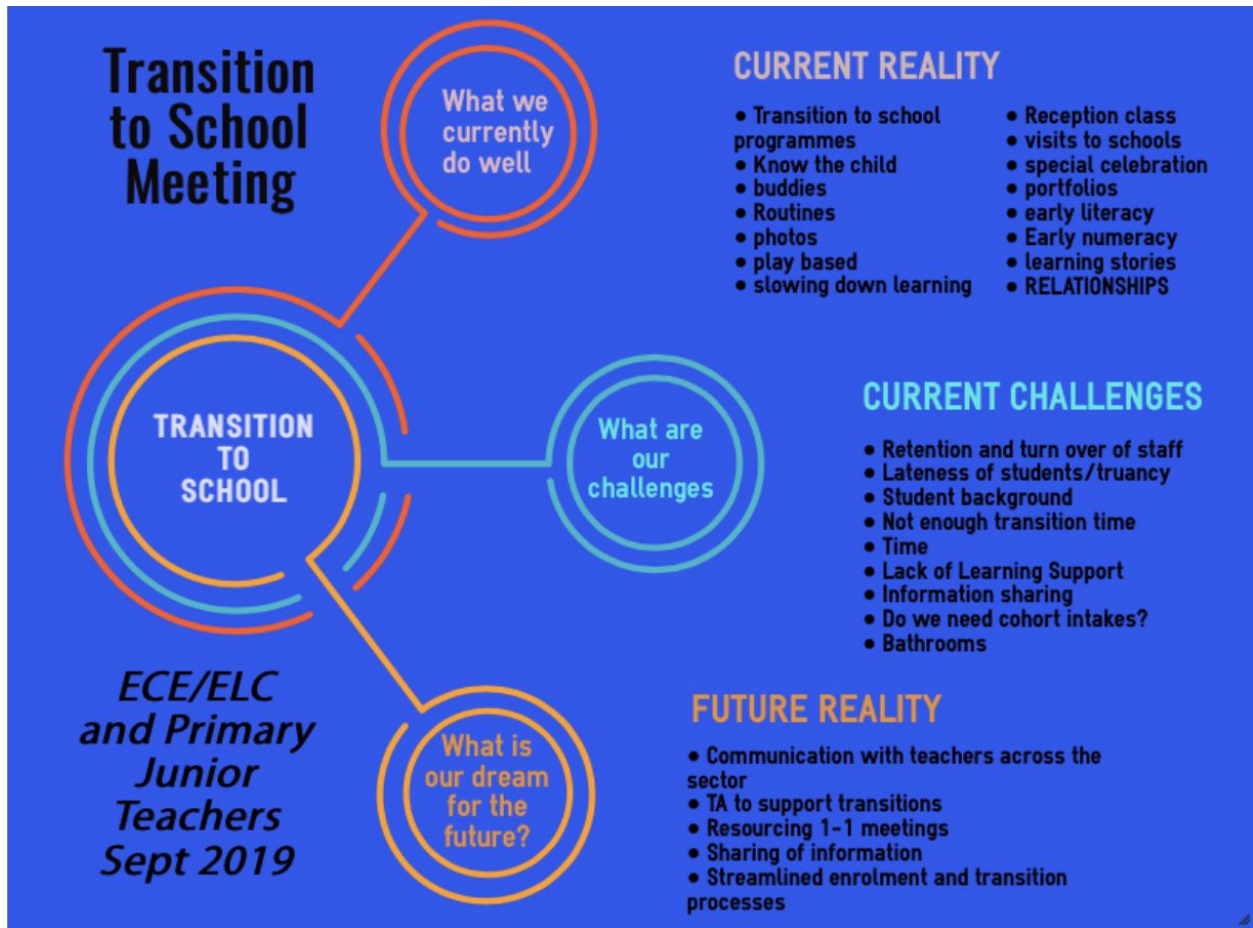
Once appointed, our Within School Leaders and Across School Leaders will be expected to:

- Collect the data and talk with the people involved. What is happening in terms of transitions at the moment? How are all involved feeling about it? What else do they think we can do in order to improve?
- Develop a common shared language that can be used across sectors to support communication and sharing of information.
- Develop strategies that could work within each setting alongside the people involved.
- Share information across the clusters so that everyone is aware of what is expected.

Opportunities for student led inquiry across our Kāhui Ako may include:

- Possible buddy systems (tuakana teina). What do akonga think the other children need to know before they transition into their school or class?
- How do they feel about transitions, and what do they feel is important?
- What was difficult? What do they want to know?

**Current Reality:** See below.



## Evidence

Our evidence shows that there is a high percentage of students that experience transience within our community.

## School Leaver Data

Group	Number of Leavers in %					
	2017			2018		
	ALL	Māori	Pacific	ALL	Māori	Pacific
% with NCEA L1 or above	94.3%	91.3%	86.2%	95.6%	95.7%	92.6%
% with NCEA L2 or above	87.1%	87%	75.9%	89.0%	78.3%	81.5%
% with NCEA L3 or above	57.9%	47.8%	37.9%	57.4%	43.5%	29.6%

% of Pacific leavers who have achieved NCEA L2 and the % with NCEA L3 is well below that for All leavers and also below that for Māori. The number of Pacific students enrolled at the secondary level is relatively low, which is reflected in the percentage variation from year to year. Similarly, the % of Maori leavers with NCEA L2 and % with NCEA L3 is below that for ALL leavers.



## Progression to tertiary

This data captures all leavers one year and also two years after leaving school, to show how many have enrolled in a tertiary programme to date.

### One year after leaving school:

Data is expressed in numbers (some very small numbers, means % data is not viable)

Birkenhead College highest tertiary qual study level leaver data						
Year left school	2016			2017		
Group	ALL	Māori	Pacific	ALL	Māori	Pacific
Enrolled Deg L7 or above	48	6	4	39	1	4
Enrolled non-degree L4-7	15	1	3	20	4	3
Enrolled L1-L3	11	4	2	23	5	3
Not enrolled in tertiary	53	15	9	58	13	19
Total	127	26	18	140	23	29

### Two years after leaving school:

Data is expressed in numbers (some very small numbers, means % data is not viable)

Birkenhead College highest tertiary qual study level leaver data						
Year left school	2015			2016		
Group	ALL	Māori	Pacific	ALL	Māori	Pacific
Enrolled Deg L7 or above	53	5	7	45	5	4
Enrolled non-degree L4-7	15	0	4	18	1	2
Enrolled L1-L3	5	2	3	5	1	2
Not enrolled in tertiary	69	14	18	59	19	10
Total	142	21	32	127	26	18

The number of leavers, who have enrolled in tertiary programmes to date at NZQF Level 4 or above (Certificate, Diploma or Degree) also reflects some equity differences for Maori and Pacific leavers. Lower rates of progression to tertiary education are a likely consequence of lower rates of achievement at NCEA L2 and L3. Retention in tertiary programmes and completion of qualifications also varies according to ethnicity.

Participation in degree level tertiary education has long been known to be influenced by a student's socioeconomic status, level of achievement at school, and their parents educational achievement ([Meehan, Pacheco & Pushon, Productivity Commission, 2017](#)). A number of tertiary education models have focussed on better supporting priority groups to access tertiary education eg. student support and mentoring programmes ([pg. 78 Issues paper New Models of tertiary education](#))

Planning to meet the skills required for 'The Future of Work' has led to innovative thinking around tertiary education, vocational training and careers education. including nano degrees, micro-credentials, school-industry partnerships, teacher Edternships, student internships and new models of secondary tertiary partnerships eg. 3+2 models ([pg. 72 Issues paper New Models of tertiary education](#))

## **Links to the Treaty**

*Participation* - students and Whānau are key active participants in the process and development of successful transitions to school

*Protection* - protecting our students' identity, language, and culture are key elements ensuring student success across our community, as they transition across the pathway

*Partnership* - partnerships are crucial to the success of this Achievement Challenge, as both students and Whānui play pivotal roles in supporting success to flourish

## **Desired Future Reality:**

In the future, it is important for our students to have a sense of belonging where their identity, language, culture and values are embraced, valued and strengthened. We want for all akonga to feel connected and known; to feel they have a strong positive and reciprocal relationship with their teacher and can trust them; have positive social interactions; feel secure and empowered when transitioning; see their learning experiences as positive and enjoy learning; feel safe and comfortable to take risks, ask questions, share ideas with others (children and adults), search for answers; know the rules and what is expected of them; have a growth mindset; feel that their culture and languages are known, acknowledged and respected. We want for all children to thrive.

We want whanau to feel welcome and empowered to have an active part in the transitioning process; to feel supported, to know that the knowledge and aspirations they have for their children are acknowledged and valued, feel they can converse with the teacher and vice versa - together build a picture of the child. Have access to information about the different educational settings and feel empowered to make the best choice for their children, to know what is expected and how to support their children.

We want kaiako to have the time to get to know students and their family, share knowledge about akonga between settings and classes in order to know them better before they start, to know how students learn and adapt teaching styles/practices to meet the needs of different akonga (access to professional development and professional conversations across sectors).

## **Links to the other AC Areas:**

Having a deeper knowledge and understanding about transitions will help kaiako support children and families through what can be a challenging and scary time, enhancing the wellbeing of all involved. It will also support kaiako to be more responsive to the interests and strengths of akonga, which links to future focussed learning.

The focus on transition supports learning for our diverse learners because successful transition reduces stress on the students and whānau of diverse learners, and ensures the appropriate information sharing, systems and support structures are in place.

Ultimately, the success of our Kāhui Ako graduates will be measured by their destinations beyond school and their ability to navigate their future world. Future focussed learning is strongly linked to the Transitions Challenge.



## Challenge Three: Supporting Diverse Learners

*For the students in our community to reach their potential by removing the barriers to success, embracing their cultures, ensuring equitable access and opportunity to rich learning experiences, personalised learning and quality teaching across the learning pathway.*

### **Moral Purpose:**

It is important that all ākonga are inspired to reach their potential, where learning is based on their culture, needs, strengths and aspirations of both learners and whānau. Relationship based pedagogy is at the heart of this challenge, and encompasses all key relationships within, outside and beyond the educational environment. Reducing disparity for our learners is key.

### **Wellbeing Through Supporting Diverse Learners Vision**

A focus on supporting diverse learners improves wellbeing by creating an environment that allows multiple ways to get to a predetermined destination, we are ensuring that we are addressing all well-being needs - social, emotional, educational, etc. Making adaptations to classroom programmes we are catering for diverse learning needs and while these changes are *necessary for some learners it will be beneficial for all learners*. Natural variability is the rule, not the exception. (Nature reserve not garden.)

### **Wellbeing Through Supporting Diverse Learners Measures**

A focus on Supporting Diverse Learners supports wellbeing by

- ❖ Inclusiveness survey
- ❖ Gather information from school SENCOs (Pastoral care register etc..)
- ❖ Gather a sample of voice from children, teachers and community
- ❖ Achievement data - longitudinal study
- ❖ Look at tiered systems that schools use so that we can align these.

### **Success Indicators for Supporting Diverse Learners:**

Our students are:

- ★ confident in their identity, language and culture as a citizen of Aotearoa New Zealand
- ★ socially and emotionally competent, resilient and optimistic about the future
- ★ successful lifelong learners
- ★ Students are engaged and experiencing success in their learning journey
- ★ participating and contributing confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future

## **Future Work**

Once appointed, our Within School Leaders and Across School Leaders will be expected to;

- Investigate ways that we can engage the community that will support this AC. Look at ways other schools have done this and see if we can transfer any of this knowledge into our setting.
- Explore and investigate current attitudes, systems, teacher/school capacity as part of their scoping in regards to this AC.
- Identify strengths within classes, schools, communities to then share with the wider Kahui Ako.
- See where and how they can best support teachers.
- WSL - create opportunities to share what they are doing. (Open morning, lead meetings.) Drivers within their own school
- ASL - coaching, researching, scoping, gathering information, bringing back to the stewardship group, bringing SENCOs together, making connections, organise community events, supporting WSL but others as well, add onto the website - links... Drivers across the community
- Look at ways that the community could fund a social worker to be available for families across the community.

## **Opportunities for student led inquiry across our Kāhui Ako may include:**

Developing our own Kāhui Ako version of:

- 10 ways to teach me
- Cultural - my heritage/ who am I
- Belonging
- Beach Haven/Birkdale Inquiry
- Diversity
- Engagement
- Knowing myself and how I learn
- My Learning Profile

These undertakings would reflect the results from our Wellbeing Survey.

## **Evidence**

Our Evidence shows there are currently 17% (from the available data) of our Kāhui Ako students represented on our schools Special Needs/Pastoral Care registers.

Our 2017 RTLB data showed that:

- The majority of referrals are for learning
- The majority of referrals are Male
- Māori and Pasifika made up the majority of referrals

In contrast, our 2018 RTLB data showed that:

- There were more referrals for learning and behaviour than the previous year
- Referrals for Females we're slightly more Males which is in contrast to the previous year
- Māori and Pasifika are still over represented in the referrals

In addition our RTLB data shows that students receive support from a variety of different services. Around 5% of our ECE/ELC students receive Early Intervention support.

## Te Ara Whetu Overall IRF Funding and Suspension Data Results (as found in the Appendix)

### Kāhui Ako Total IRF Applications:

Total Number of IRF Applications		
Year	2017	2018
Total	13	12

Across the Kāhui Ako schools are needing to access Interim Response Funding to respond to the behavioural needs of students. Of the 25 applications, the bulk of these (19) came from the Primary Schools. This data supports our wonderings around how students with challenging behaviour are best supported when transitioning in and across our Kāhui Ako.

Further investigation from our ASL and WSL team can look at the reasons for referrals, the supports schools required, how cases were resolved and what learnings can be taken from this further investigation, this aligns with our vision for Wellbeing and our Supporting Diverse Learners and Transition Achievement Challenges.

### Stakeholder Voice

Our Kāhui Ako team looked carefully at the student voice gathered and used this to frame our questions and wonderings about diversity. Going forward we need to consult with SENCO's, teachers, students and the community. It is envisaged that we will use the Inclusive Practice survey which will provide a lot of this information, and it is expected the ASL teachers will lead this.

Over the next 12 months ASLs will collect and collate other information to see if there have been shifts and changes.

### Links to the Treaty

*Participation* - students and Whānau will be active participants in ensuring the learning journey is 'fit for purpose' for them as they navigate all aspects of schooling

*Protection* - protecting our students identity, language, and culture are key elements ensuring student success across our community

*Partnership* - partnerships are crucial to the success of this Achievement Challenge, where many partnerships will be needed to be formed and nurtured within schools, across schools and within the wider community.

### Desired Future Reality:

In the future, our students will be well supported in their learning journey, and enabled to reach their potential by removing barriers to success, where students are secure within their cultures, and where they have equitable access and opportunity to rich learning experiences. These learning experiences will be personalised to their learning and they will be based on quality teaching across the Te Ara Whetū Kāhui Ako learning pathway.

## 4. Measures - how we will show a difference

Many of the measures with the three achievement challenges will need to be constructed as part of the scoping and inquiry work as outlined in the rationale section.

### Measures through the Te Ara Whetuū Student Survey

We will monitor progress towards our targets once the Achievement Challenges are endorsed and a key feature will be how success in each AC improves Wellbeing. The vehicle for monitoring progress of Wellbeing will be using the Kāhui Ako Wellbeing survey.

Pre Data - results of the Te Ara Whetū Akonga Survey outlined in rationale section

Targets - as below - improvements in the Te Ara Whetū Akonga Survey

Te Ara Whetū Kāhui Ako Akonga Survey											
Aspirational Targets											
A minimum of 85% or a minimum 6% shift over three years											
ECE to Year 13 Total of 942 Students	No of responses	Baseline Data Akonga that scored a 4 or 5		Projected Progress 2020		Projected Progress 2021		Projected Progress 2022		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
I am confident in my learning	933	637	68%	700	75%	746	80%	793	85%	156	20%
I feel safe at school	930	769	83%	790	85%	818	88%	837	90%	68	6%
I have teachers I trust	932	807	86%	820	88%	839	90%	857	92%	50	6%
I have friends I trust	926	774	83%	787	85%	815	88%	833	90%	59	6%
I have healthy habits	931	711	76%	735	79%	773	83%	791	85%	80	9%
I have opportunities to be independent	919	635	69%	689	75%	735	80%	781	85%	146	16%
My teachers respect my culture	925	816	88%	832	90%	851	92%	870	94%	54	6%
My friends respect my culture	926	767	83%	769	85%	805	87%	833	90%	66	6%
I have choice in my learning	929	605	65%	697	75%	743	80%	790	85%	185	20%
I am happy at school	934	745	80%	766	82%	785	84%	803	86%	58	6%

### Measures through Inquiry

Once our Achievement Challenges are endorsed we will engage with our leaders, Within and Across School Leaders and our staff to establish a theory of change and detailed action plan that reflect the chosen Achievement Challenges.

## Measures through Academic Progress

The following tables show the commitment of the Te Ara Whetū Kāhui Ako to aspirational academic progress we are aiming to achieve. We believe concentrating on the three focus areas of our Achievement Challenge will also impact positively on academic success. It is our moral imperative that there is equitable outcomes for our students across both gender and ethnicity.

### Primary and Intermediate School Academic Aspirational Targets

Year 1 - 8 Aspirational Achievement Challenge Targets for Year 1 to 8 Reading											
Target : A minimum of 90% or a minimum 4% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2020		Projected Progress 2021		Projected Progress 2022		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1641	1373	84%	1411	86%	1444	88%	1477	90%	104	6%
Māori	342	264	77%	274	80%	291	85%	308	90%	44	13%
Pacifika	160	126	79%	133	83%	138	86%	144	90%	18	11%
Male	865	699	81%	718	83%	744	86%	779	90%	80	9%
Female	776	666	86%	675	87%	683	88%	698	90%	32	4%

Year 1 - 8 Aspirational Achievement Challenge Targets for Year 1 to 8 Writing											
Target : A minimum of 90% or a minimum 6% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2020		Projected Progress 2021		Projected Progress 2022		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1641	1303	79%	1378	84%	1444	88%	1477	90%	174	11%
Māori	342	249	73%	267	78%	291	85%	308	90%	59	7%
Pacifika	160	100	62%	112	70%	128	80%	144	90%	44	28%
Male	865	669	77%	709	82%	744	86%	779	90%	110	13%
Female	776	654	84%	667	86%	683	88%	698	90%	44	6%

Year 1 - 8 Aspirational Achievement Challenge Targets for Year 1 to 8 Mathematics											
Target : A minimum of 90% or a minimum 6% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2020		Projected Progress 2021		Projected Progress 2022		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1641	1348	82%	1395	85%	1428	87%	1477	90%	129	8%
Māori	342	253	74%	274	80%	291	85%	308	90%	55	16%
Pacifika	160	104	65%	120	75%	136	85%	144	90%	40	25%
Male	865	716	83%	735	85%	752	87%	779	90%	63	7%
Female	776	611	79%	644	83%	667	86%	698	90%	87	11%

## Secondary School Academic Aspirational Targets

**NOTE:** \*Cohort number is current and projected students enrolled in appropriate year level as of October 2019 there would be an expectation of movement with actual student numbers due to roll growth / decline and therefore these tables are a guideline.

University Entrance Literacy Aspirational Achievement Challenge Targets										
Target : A minimum of 75% or a minimum 8% shift over three years										
COHORT	Average 2016-2018 Baseline Data %	Projected Progress 2020			Projected Progress 2021			Projected Progress 2022		
		*Cohort No	%	Number Students	*Cohort No	%	Number Students	*Cohort No	%	Number Students
All Students	76.7%	118	78%	92	119	81%	96	111	85%	95
Māori	61.2%	15	65%	10	16	70%	11	19	75%	14
Pacifika	60.6%	22	65%	14	13	70%	9	18	75%	14

University Entrance Aspirational Achievement Challenge Targets										
Target : A minimum of 75% or a minimum 8% shift over three years										
COHORT	Average 2016-2018 Baseline Data %	Projected Progress 2020			Projected Progress 2021			Projected Progress 2022		
		*Cohort No	%	Number Students	*Cohort No	%	Number Students	*Cohort No	%	Number Students
All Students	53.0%	118	59%	70	119	62%	74	111	65%	72
Māori	35.2%	15	40%	6	16	45%	7	19	50%	10
Pacifika	26.9%	22	35%	8	13	45%	6	18	50%	9

NCEA Level 1 Aspirational Achievement Challenge Targets										
Target : A minimum of 75% or a minimum 8% shift over three years										
COHORT	Average 2016-2018 Baseline Data %	Projected Progress 2020			Projected Progress 2021			Projected Progress 2022		
		*Cohort No	%	Number Students	*Cohort No	%	Number Students	*Cohort No	%	Number Students
All Students	82.4%	111	84%	93	117	85%	99	Currently Year 8	85	Can not predict until enter College
Māori	77.8%	19	80%	15	19	83%	15		85	
Pacifika	72.8%	18	75%	13	15	80%	14		85	

A further aspirational target is for students Achieving NCEA Level 2 (or greater) as the best qualification on leaving school to be equitable across ethnicities especially Māori and Pasifika students.

- Māori from baseline of 78.3% in 2018 to 90% by 2022
- Pasifika from baseline of 81.5% in 2018 to 90% by 2022



## 5. Kāhui Ako Action Plan - *how will we make a difference*

This action plan outlines the nature of our Kāhui Ako inquiries, looking at what is required in the short, medium and long term, as we undertake our work. The pathway each area of work may take is undermined as yet, and so the framework for each inquiry will be determined by the group leading the work - some inquiries may be undertaken using the Spirals of Inquiry, whereas others may be more suited to a Design Thinking Process. These will be determined as our Within and Across School leaders are employed.

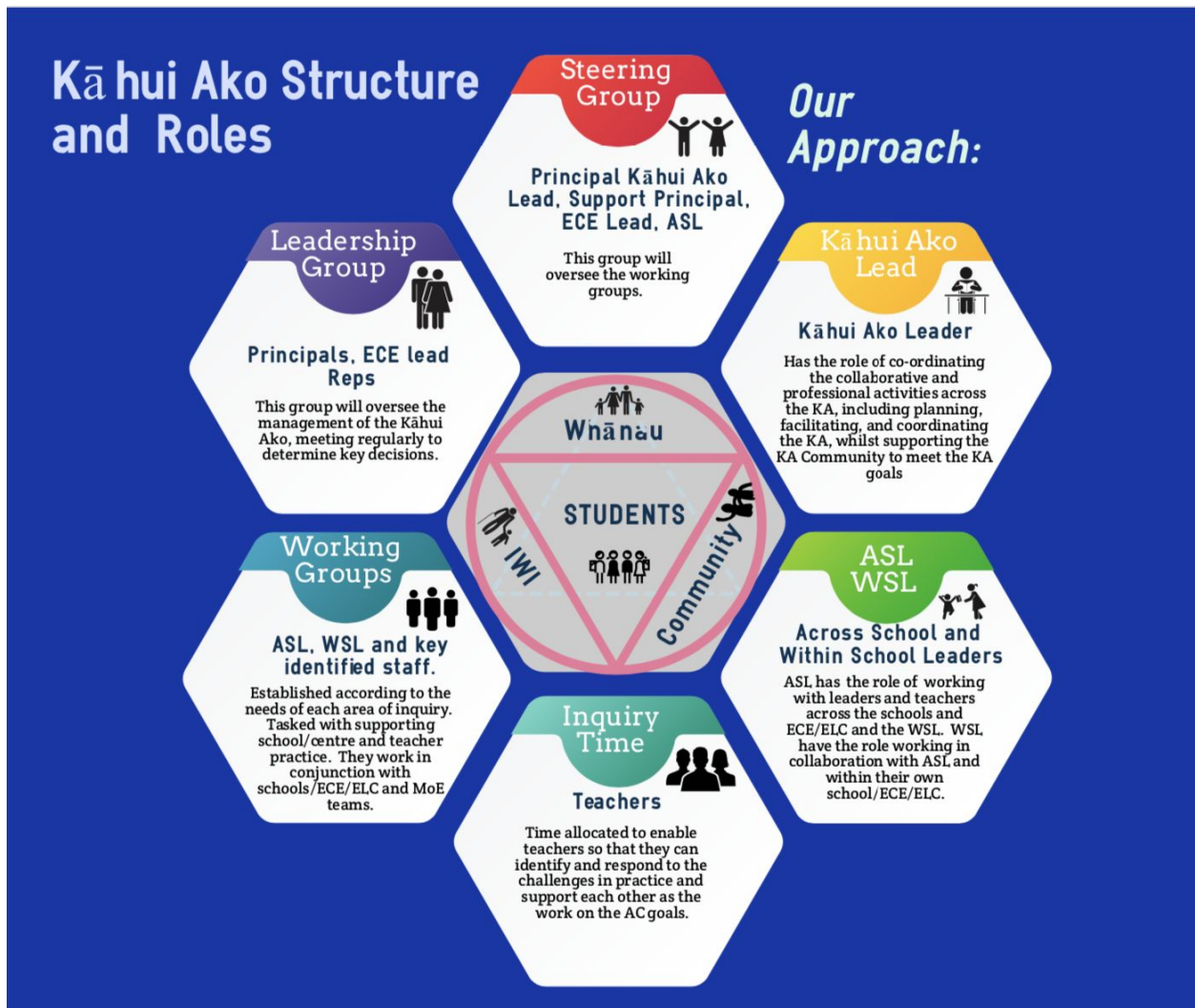
Areas of Inquiry	Short Term	Medium Term	Long Term
<p><i>Achievement Challenge One</i></p> <p><b>Future Focussed Learning</b></p>	<p>Meeting with educators and families in the KA. Building relationships and understanding current practices and future plans.</p> <p>Collect Whānau and Community voice about what is important in relation to future focussed learning.</p> <p>Create a KA baseline data mechanism that can be implemented across the pathway, created from our Student/Whānau Voice, to encompass what is important for our communities.</p> <p>Mapping out a strategic plan to determine where we are we at, and where we want to head, using the OECD Learning Compass 2030 as an underlying framework.</p>	<p>Sharing ideas and information to form alignment across the KA and the ability to create best practise plan.</p> <p>Establish a method of how to measure progress.</p> <p>The creation of a Kāhui Ako Learning Compass framework for our educational pathway, based on the OECD Learning Compass.</p>	<p>Have an effective methodology across the KA which provides differentiation and continuity for our students with the ability to be refined across all levels to meet needs. Robust systems.</p>

Areas of Inquiry	Short Term	Medium Term	Long Term
<p><i>Achievement Challenge Two</i></p> <p><b>Effective Transitions that support student success</b></p>	<p>Gather akonga voice and ideas, how can they lead their transitions and what do they think positive transitions look like?</p> <p>Meeting with teachers to gather their ideas, beliefs and feelings around transitions.</p> <p>Survey parents to gather their ideas on how we can support them and their children better during transitions. Find out what their experiences were like so far.</p> <p>Collect data on what is currently happening across our Kahui Ako in terms of transitions. What is working? What is not? What ideas have we got to share that could work across our Kahui Ako?</p> <p>What is working elsewhere across the country and in other Kahui Ako in terms of transitions?</p> <p>Find out what is the best way to share information and when is the best time?</p> <p>Find out ways in which we can facilitate the sharing of information (e.g. face to face, written form, visit to homes, tech)</p>	<p>Share ideas and findings in order to decide next steps. Analyse the data. What is working and what else can we do?</p> <p>Develop systems to share information across sectors (see the example of the RTLB/LS transition information report). Can we have a format to gather information from teachers, children (children's voice) and whanau before they transition so that this can be shared amongst the ones involved.</p> <p>What shared language can we use? What common values and practices can we focus on?</p> <p>Making sure that all involved understand why the information is needed and so important - we want to be able to give children the best transition possible.</p>	<p>Implement strategies successfully across the Kahui Ako and measure the outcomes for children.</p>

Areas of Inquiry	Short Term	Medium Term	Long Term
<p><i>Achievement Challenge Three</i></p> <p><b>Supporting Diverse Learners</b></p>	<p>Inclusive practices survey NZCER</p> <p>SENCO-Registers/Pastoral Care - what are schools doing now?</p> <p>How are we engaging with our Maori and Pasifika whanau?</p> <p>How familiar are our teachers with cultural competencies such as Tapasa</p> <p>What information can we get from whanau about how our students learn best?</p>	<p>SEN Registers/Pastoral Care - can we agree on shared language/process for this?</p>	<p>Inclusive practices survey NZCER - shift or change?</p> <p>SEN Registers/Pastoral Care - cluster schools are using same/similar procedures and language around this</p> <p>Reduce disparity of achievement across our cluster</p> <p>Our students are: confident in their identity, language and culture as a citizen of Aotearoa New Zealand socially and emotionally competent successful lifelong learners participating and contributing confidently</p>

## 6. Kāhui Ako Structure and Roles - *who will be involved*

Map showing the roles of Kāhui Ako leadership and other participants



## 7. Monitoring and Evaluation - *how they will be involved*

### **Within School Leaders will:**

- ❖ Collect relevant data annually (eg Inclusive practices survey/NZC data from schools, student and Whānui voice)
- ❖ Identify and track priority learners progress in the priority areas, looking for shifts in disparity
- ❖ Collect and analyse data from their schools Meet regularly with ASL to look at data and progress to date
- ❖ Gather feedback from stakeholders

### **Across School Leaders will:**

- ❖ Collate data from individual schools/ECE/ELC and analyse
- ❖ Identify emerging changes in practice, looking for trends and best practice
- ❖ Work with WSL to support the gathering of feedback and the subsequent analysis of data
- ❖ Report back to the lead Principal

### **Lead Principal will:**

- ❖ Work alongside WSL and ASL to review their recommendations and align the professional learning needs of the Kāhui Ako against this
- ❖ Report back to school and ECE/ELC leaders progress to date, recommendations and emerging learnings and findings
- ❖ Prepare regular reports for BOT's and MoE as required

### **Principals and ECE/ELC leads will:**

- ❖ Support the work of the WSL and ASL
- ❖ Collate and provide data as required
- ❖ Report to their BOT on progress and achievements to date











## 9. Appendix: Raw Data Used for Analysis

## Whole School Data: Achievement against NZC - READING 2018 EOY

School:	Cohort # 1 July 2018	Well Below/Below		At		Above	
School A:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>299</b>	<b>26</b>	<b>8.85%</b>	<b>151</b>	<b>50.55%</b>	<b>122</b>	<b>40.49%</b>
Boys	163	23	14%	83	51%	57	35%
Girls	136	16	12%	63	46%	57	42%
Māori	44	11	24%	15	33%	18	43%
Pacifika	24	4	15%	13	54%	7	31%
School B:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>362</b>	<b>46</b>	<b>12.8%</b>	<b>205</b>	<b>56.5%</b>	<b>111</b>	<b>30.7%</b>
Boys	197	28	14%	120	61%	49	25%
Girls	165	17	10%	85	52%	63	38%
Māori	122	16	13%	76	62%	30	25%
Pacifika	67	15	23%	38	56%	14	21%
School C:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>182</b>	<b>45</b>	<b>25%</b>	<b>115</b>	<b>63%</b>	<b>22</b>	<b>12%</b>
Boys	90	27	30%	52	58%	11	12%
Girls	92	17	19%	63	68%	12	13%
Māori	62	19	30%	40	65%	4	6%
Pacifika	19	6	30%	13	70%	0	0
School D:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>394</b>	<b>42</b>	<b>10.7%</b>	<b>198</b>	<b>50.2%</b>	<b>154</b>	<b>39.1%</b>
Boys	206	25	12.4%	105	50.9%	76	36.7%
Girls	188	17	9%	93	49.4%	78	41.6%
Māori	85	21	24.6%	49	58%	15	17.4%
Pacifika	43	7	16.7%	29	66.7%	7	16.6%
School E:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>404</b>	<b>109</b>	<b>27%</b>	<b>178</b>	<b>44%</b>	<b>117</b>	<b>29%</b>
Boys	209	63	30%	88	42%	58	28%
Girls	195	43	22%	94	49%	57	29%
Māori	29	12	42%	9	31%	8	27%
Pacifika	7	2	29%	1	14%	4	57%
<b>Total for Kāhui Ako</b>	<b>1641</b>	<b>268</b>	<b>16.3%</b>	<b>847</b>	<b>51.6%</b>	<b>526</b>	<b>32.0%</b>

**Whole School Data: Achievement against NZC WRITING 2018 EOY**

School:	Cohort # 1 July 2018	Well Below/Below		At		Above	
School A:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>299</b>	<b>66</b>	<b>22%</b>	<b>152</b>	<b>51%</b>	<b>81</b>	<b>27%</b>
Boys	163	36	22%	78	48%	49	30%
Girls	136	32	24%	75	55%	29	21%
Māori	44	10	23%	20	45%	14	32%
Pacifika	24	15	61%	7	31%	2	8%
School B:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>362</b>	<b>87</b>	<b>24%</b>	<b>228</b>	<b>63%</b>	<b>47</b>	<b>13%</b>
Boys	197	39	20%	122	62%	36	18%
Girls	165	28	17%	107	65%	30	18%
Māori	122	34	28%	77	63%	11	9%
Pacifika	67	27	41%	39	58%	1	1%
School C:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>182</b>	<b>45</b>	<b>25%</b>	<b>126</b>	<b>69%</b>	<b>11</b>	<b>6%</b>
Boys	90	32	35%	53	59%	5	6%
Girls	92	14	15%	70	76%	8	9%
Māori	62	17	28%	45	72%	0	0%
Pacifika	19	7	35%	12	65%	0	0%
School D:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>394</b>	<b>59</b>	<b>15%</b>	<b>240</b>	<b>61%</b>	<b>95</b>	<b>24%</b>
Boys	206	37	18%	128	62%	41	20%
Girls	188	19	10%	101	54%	68	36%
Māori	85	20	23%	51	60%	14	17%
Pacifika	43	10	24%	27	62%	6	14%
School E:	No	No	%	No	%	No	%
<b>Whole School</b>	<b>404</b>	<b>81</b>	<b>20%</b>	<b>271</b>	<b>67%</b>	<b>52</b>	<b>13%</b>
Boys	209	52	25%	136	65%	21	10%
Girls	195	29	15%	137	70%	29	15%
Māori	29	12	42%	16	54%	1	4%
Pacifika	7	1	14%	5	72%	1	14%
<b>Kāhui Ako Total</b>	<b>1641</b>	<b>338</b>	<b>21%</b>	<b>1017</b>	<b>62%</b>	<b>286</b>	<b>17%</b>

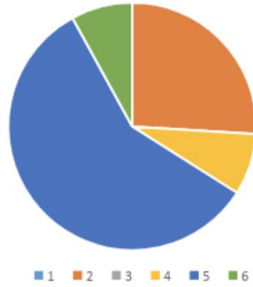
**Whole School Data: Achievement against NZC - MATHS 2018 EOY**

School:	Cohort # 1 July 2018	Well Below/Below		At		Above	
School A:	No	No	%	No	%	No	%
Whole School	299	66	22%	152	51%	81	27%
Boys	163	36	22%	78	48%	49	30%
Girls	136	31	23%	75	55%	29	21%
Māori	44	10	23%	20	45%	14	32%
Pacifika	24	15	61%	7	31%	2	8%
School B:	No	No	%	No	%	No	%
Whole School	362	72	20%	214	59%	76	21%
Boys	197	41	21%	106	54%	49	25%
Girls	165	51	31%	84	51%	30	18%
Māori	122	29	24%	67	55%	26	21%
Pacifika	67	22	33%	39	58%	6	9%
School C:	No	No	%	No	%	No	%
Whole School	182	33	18%	127	70%	22	12%
Boys	90	16	18%	64	71%	10	11%
Girls	92	17	18%	63	69%	12	13%
Māori	62	19	30%	42	69%	1	1%
Pacifika	19	7	35%	12	65%	0	0%
School D:	No	No	%	No	%	No	%
Whole School	394	45	11.4%	198	50.3%	151	38.3%
Boys	206	24	11.8%	93	45.3%	88	42.9%
Girls	188	21	11%	106	56.2%	62	32.8%
Māori	85	20	23.7%	39	45.8%	26	30.5%
Pacifika	43	11	25%	28	66.6%	4	9.4%
School E:	No	No	%	No	%	No	%
Whole School	404	77	19%	234	58%	93	23%
Boys	209	31	15%	117	56%	61	29%
Girls	195	45	23%	117	60%	33	17%
Māori	29	11	39%	16	54%	2	7%
Pacifika	7	1	14%	5	72%	1	14%
<b>Kāhui Ako Total</b>	<b>1641</b>	<b>293</b>	<b>17.8%</b>	<b>925</b>	<b>56.4%</b>	<b>423</b>	<b>25.8%</b>

# 2018 IRF/Stand Down/Suspension Data:

	13 %		12 %	
BIS	1	8	0	0
BC	2	15	3	26
BNPS	1	8	0	0
Verran	2	15	1	8
Beach Haven	6	46	7	58
Chelsea	1	8	1	8

2018 IRF applications %

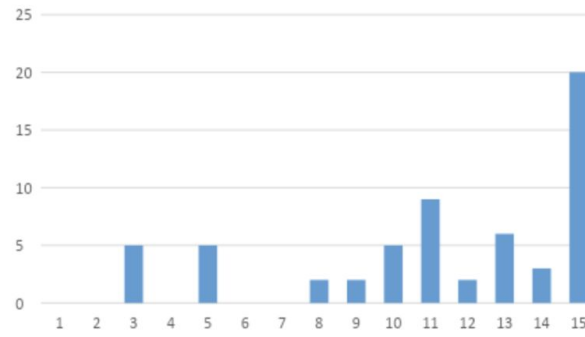


2017 IRF Applications %



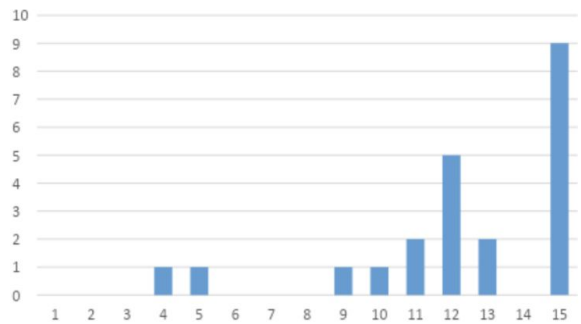
Stand-downs 2018					Year 7-8					Year 9-13				
Year 1-6					Year 7-8					Year 9-13				
Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total
0	0	5	0	5	0	0	2	2	5	9	2	6	3	20

Stand-downs 2018

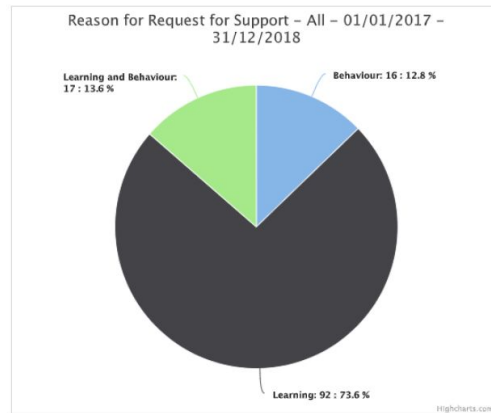
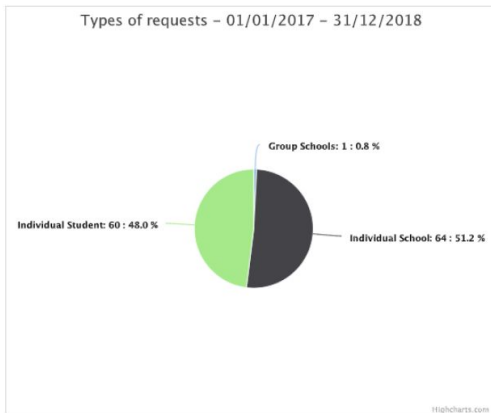
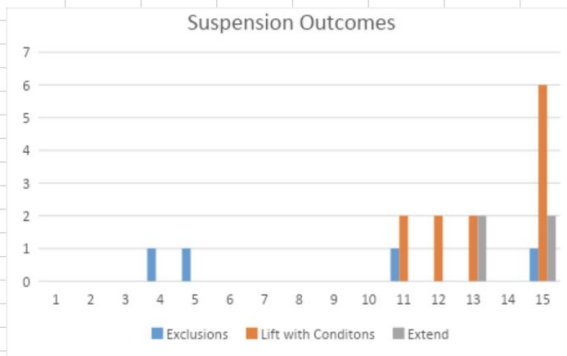


Suspensions 2018					Year 7-8					Year 9-13				
Year 1-6					Year 7-8					Year 9-13				
Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total
0	0	0	1	1	0	0	0	1	1	2	5	2	0	9

Suspensions 2018

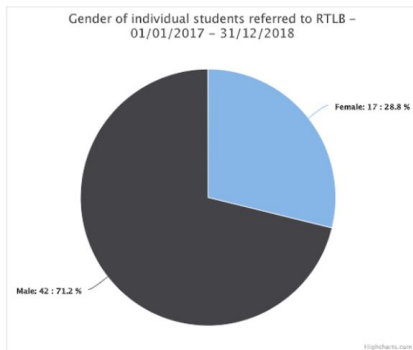


Suspension Outcomes	Year 1 - 6					Year 7-8					Year 9 - 13				
	Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total	Maori	Pacifika	NZE	Other	Total
Exclusions	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1
Lift with Conditions	0	0	0	0	0	0	0	0	0	0	2	2	2	2	6
Extend	0	0	0	0	0	0	0	0	0	0	0	0	2	2	

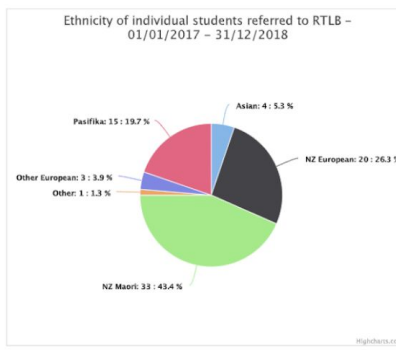


Note:  
*Individual School Referrals include Schoolwide system and Reason for referral Teacher*

capacity referrals



Note: Gender is only recorded on Individual student referrals

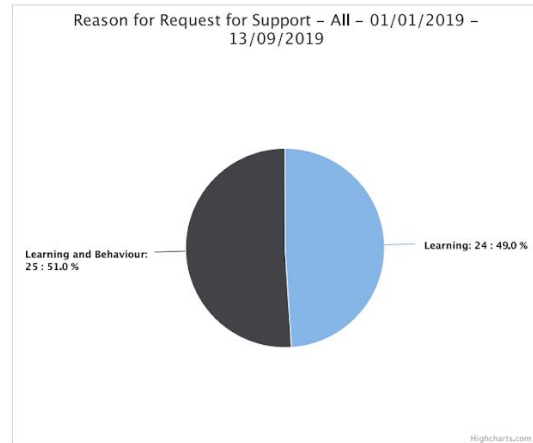
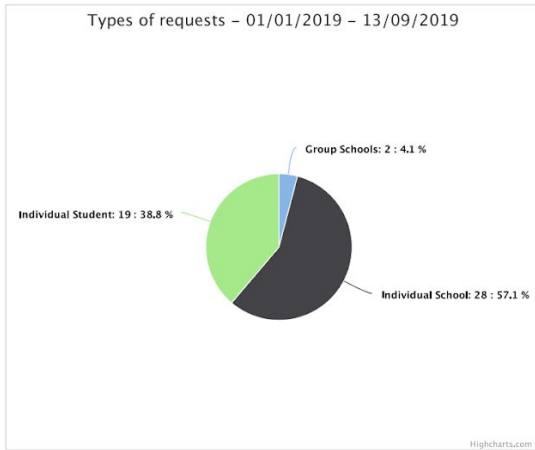


Note: Ethnicity is only recorded on individual student referrals

School	Decile	Roll Size	# RPS	# RPS per 100 Students
Beach Haven Primary School	4	365	37	10.137
Birkdale Intermediate School	6	452	18	3.982
Birkdale North School	5	173	18	10.405
Birkenhead College	6	581	26	4.475
Chelsea Primary School	10	375	10	2.667
Verran Primary School	8	264	16	6.061

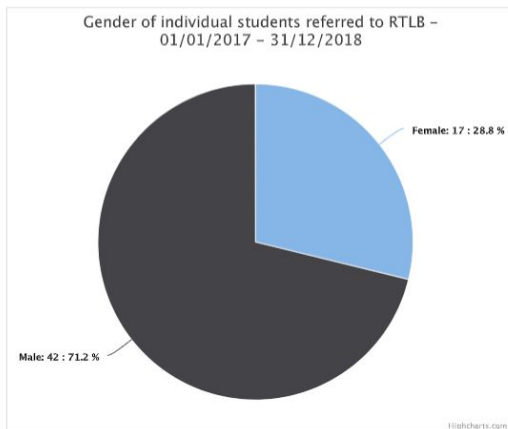
**For the Period January 2019 – 13 September 2019**

**Referrals by type**

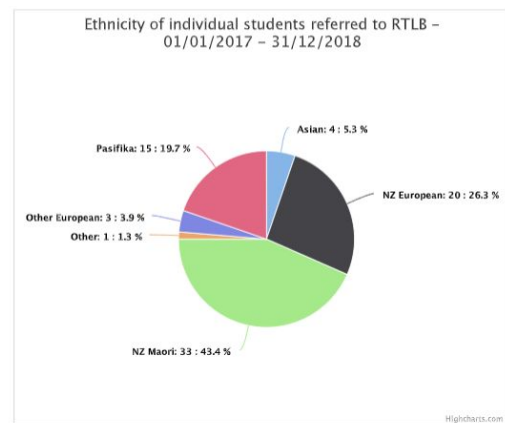


Note: *Individual School* Referrals include Schoolwide system and Teacher capacity referrals.

Reason for Referral



Note: Gender is only recorded on Individual student referrals



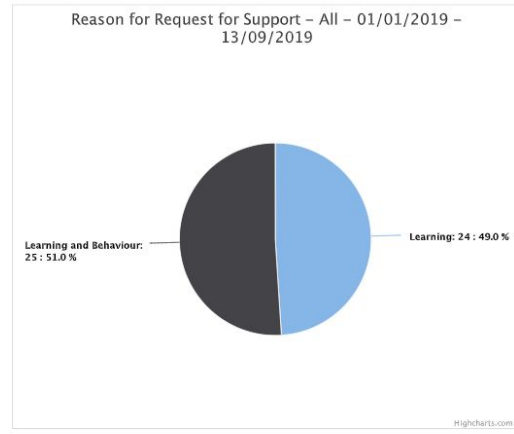
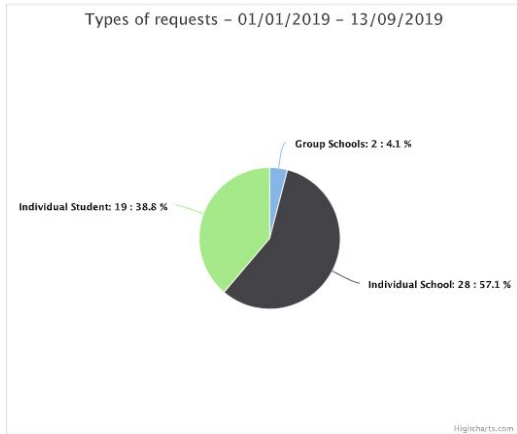
Note: Ethnicity is only recorded on individual student referrals

School	Decile	Roll Size	# RFS	# RFS per 100 Students
Beach Haven Primary School	4	365	37	10.137
Birkdale Intermediate School	6	452	18	3.982
Birkdale North School	5	173	18	10.405
Birkenhead College	6	581	26	4.475
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Verran Primary School	8	264	16	6.061



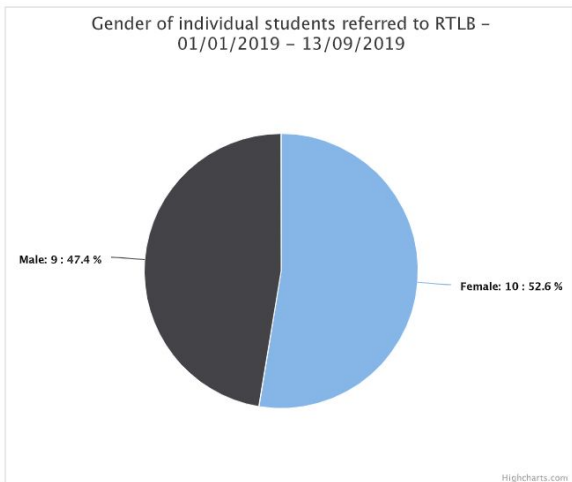
**For the Period January 2019 – 13 September 2019**

**Referrals by type**

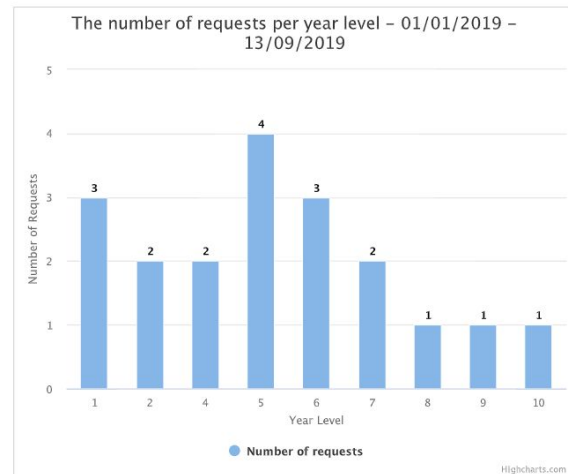


Note: *Individual School* Referrals include Schoolwide system and Teacher capacity referrals.

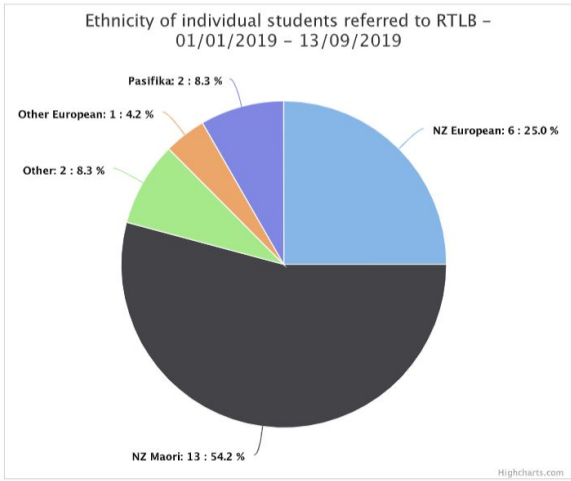
Reason for Referral



Referral gender data



Note: Ethnicity is only collected on individual student referrals



School	Decile	Roll Size	# RFS	# RFS per 100 Students
Beach Haven Primary School	4	365	37	10.137
Birkdale Intermediate School	6	452	18	3.982
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