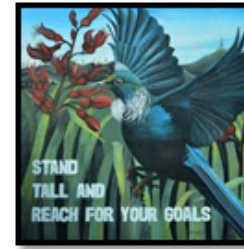
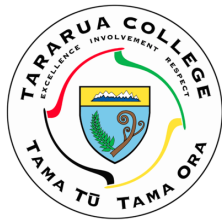




# Tararua Kahui Ako 2020 - 2023 Achievement Challenge Plan



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## **Our Shared Vision Statement**

To collaboratively enrich, accelerate and celebrate the education and achievement of all children in the Tararua Kāhui Ako.

# **Background**

## **Our Journey...**

The Tararua Kāhui Ako comprises 12 schools; one year 9-13 College with twelve contributing full primary schools, including one state integrated full primary school. The Tararua Kāhui Ako covers a wide geographical area. The college and three primary schools are within the Pahiatua township, with eight primary schools placed within a 55km radius of Pahiatua. Many schools are rurally located, or in smaller townships. The schools range in roll size from approximately 10 – 380 students, with the majority of schools considered small rural schools, with less than 100 students. The Tararua Kāhui Ako caters for approximately 1300 students with 35% being of Maori descent.

The following schools form the Tararua Kāhui Ako: Alfredton, Ballance, Eketahuna, Kumeroa, Makuri, Mangatainoka, Pahiatua, Papatawa, St Anthony's, Tararua College, Woodville and Pongaroa.

As a Kahui Ako we are passionate about creating the best learning community for all the students and families of the Tararua. We believe our collective role is to help make each school the strongest version of themselves so our community can select the school that best suits them. This collective approach works to ensure that if students move between TKA schools, there is no loss in educational achievement and schools are able to easily share information. As a group we are also passionate about meeting the many and varied needs of our community. As a collective we are able to source and fund professional learning that helps develop ourselves as leaders and our teachers to better meet these needs. We are working hard to create a community where schools with similar needs work together to strengthen the teaching practice whilst also providing a community of teachers.



## Summary of Tararua Kahui Ako journey

2016	2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Schools and Boards come together to discuss creating a Community of Learning in the Tararua</li> <li>13 schools form the Tararua Kāhui Ako</li> <li>Protocols agreed</li> <li>Achievement Challenges started to be developed based on National Standards</li> </ul>	<ul style="list-style-type: none"> <li>Development National Standards Achievement Challenges continued</li> <li>Agreement reached with all schools</li> <li>Slow progress to build Knowledge and understanding across the TKA</li> <li>Agreed a Common purpose - Teaching Inquiry in order to lift student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning focus on Teaching as Inquiry.</li> <li>Schools met in small subgroups to work with WST and AST</li> <li>Launching of other community initiatives to develop student achievement - Agency forum / Kaihautū</li> </ul>	<ul style="list-style-type: none"> <li>TKA worked with change manager Gabrielle Wall</li> <li>New leadership model agreed upon</li> <li>3 model approach chosen by Principals as new model for leadership</li> </ul>	<ul style="list-style-type: none"> <li>New Co-leads appointed</li> <li>New Achievement Challenges agreed</li> <li>Wellbeing PLD funded and provider engaged</li> </ul>

# The structure of the Tararua Kahui Ako

Group name	Role	Tasks and responsibilities
<b>Leadership Group</b>	<ul style="list-style-type: none"> <li>● Commitment to the Kāhui Ako</li> <li>● Allowing time and supporting staff to engage in the Kāhui Ako (e.g. meetings, PLD etc.), and supporting collaboration amongst staff.</li> <li>● Transparency and communication with staff.</li> <li>● Collaboratively working together to lead learning.</li> <li>● Align in-school strategic goals and PLD with Kāhui Ako vision and achievement challenges.</li> <li>● Actively consider strengths that could be shared and weaknesses that could be addressed through active collaboration with other Kāhui Ako members.</li> </ul>	<ul style="list-style-type: none"> <li>● Meet twice a term.</li> <li>● Review, develop and monitor achievement challenges.</li> <li>● Set strategic direction.</li> <li>● Set the vision for the Kāhui Ako.</li> <li>● Consultation.</li> <li>● Attend every meeting.</li> <li>● Devolve responsibility to Lead principals.</li> <li>● Each principal leads the direction of TKA within their own schools.</li> <li>● Ensuring there is a shared purpose.</li> <li>● Providing data and evidence of progress and achievement relating to the AC.</li> <li>● Communicate positively to staff/BOTs in individual schools.</li> <li>● Meeting the expectations prior to LG meetings and adding input.</li> <li>● Ensuring school goals/aims fit with the Kāhui Ako's.</li> <li>● Lead the direction of Tararua Kāhui Ako within own schools.</li> <li>● Release staff to attend Kāhui Ako meetings.</li> <li>● Communicate with staff and community about Tararua Kāhui Ako.</li> <li>● Be an active member and participate in meetings.</li> <li>● Make the 'what and why'.</li> <li>● Support TKA focus/ aims alive in their own schools.</li> </ul>
<b>Lead Principal(s)</b>	<ul style="list-style-type: none"> <li>● Provide leadership in building effective</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that the work required to achieve the</li> </ul>

	<p>collaboration in the Kāhui Ako.</p> <ul style="list-style-type: none"> <li>● Facilitate the ongoing development and implementation of a shared Kāhui Ako vision and achievement plan.</li> <li>● Support the professional growth of Kāhui Ako principals, leaders and teachers.</li> <li>● Provide leadership in the use of professional expertise across schools to meet the Kāhui Ako achievement challenges.</li> <li>● Build and strengthen relationships with all stakeholders through open and transparent communication.</li> </ul>	<p>above occurs.</p> <ul style="list-style-type: none"> <li>● Leading effectively – communicating and gathering perspectives.</li> <li>● Hold others accountable.</li> <li>● Delegate tasks when appropriate.</li> <li>● Oversee the workstreams.</li> <li>● Data reporting.</li> <li>● One point of communication to Principals – share out, point of contact.</li> <li>● Do the HOW.</li> <li>● Manage finances.</li> <li>● Complete MoE paperwork and requirements.</li> <li>● Liaise with PLD providers.</li> <li>● Make level A and B decisions.</li> <li>● Monitor and ensure progress of the strategic plan.</li> <li>● Induct and support new principals.</li> <li>● Create relationships and connections with schools/principals.</li> </ul>
<p><b>Stewardship Group</b></p>	<ul style="list-style-type: none"> <li>● Stewardship Group is the kaitiaki/guardians of the Kāhui Ako.</li> <li>● They have oversight of the vision, progress against the achievement challenges and the growth and development of the Kāhui Ako, on behalf of the Kāhui Ako and its wider community.</li> <li>● They share and gather information from their diverse sector viewpoints for the growth and development of the Kāhui Ako.</li> <li>● The group represents the community, so all sectors have the opportunity to be heard and involved.</li> <li>● The group provides feedback on the information</li> </ul>	<ul style="list-style-type: none"> <li>● Meet twice a year: hui to start the year about direction/goals, mid-end of year to share progress reports.</li> <li>● Consultation with community - all sector viewpoints.</li> <li>● Hold an annual hui.</li> <li>● A monitoring role.</li> <li>● Hold the Kāhui Ako to the path that has been set by being informed by the Leads. Feeding back to the community, and from the community, to the Leadership.</li> <li>● High level information regarding progress and</li> </ul>

	<p>shared, and on other topics which may be raised.</p> <ul style="list-style-type: none"> <li>• Stewardship group is involved along with other Kāhui Ako leaders to make the appointment of the lead principal and across school.</li> </ul>	<p>goals.</p> <ul style="list-style-type: none"> <li>• Disperse information to other boards.</li> <li>• Work at a board level.</li> <li>• Attend Kāhui Ako community/board events.</li> <li>• Be on the appointment panel for Lead and AST.</li> <li>• Provide community feedback to Leads.</li> <li>• Point of contact for the school community.</li> </ul>
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## Our challenges





## **Challenge One: Hauora and Wellbeing**

We want to increase the Staff and Student understanding of personal Wellbeing and see an increase in their positive responses to the Wellbeing or [Rongohia te Hau](#) indicators.

### **What are we noticing?**

All 12 Kahui Ako schools have consistently noted increased levels of anxiety, stress and mental health issues in our students and staff. The student group, across all schools, display evidence of the impact of trauma and transience, issues related to self harm and suicide and these issues are neither decile, context or cultural specific. Complex behavioural issues have become more common in all schools and these are compounded by mental health concerns. We recognise student wellbeing has a direct impact on student achievement, as Cohen and Greier (p3, 2010) state “a safe, caring, participatory and responsive school climate provides the optimal foundation for learning.” We also know that attendance levels can be negatively impacted by both student and staff levels of wellbeing and mental health.

This area has long been under served by support agencies and families, and schools and communities often struggle to access support. The Kahui Ako have been very proactive with these concerns and holds a termly Support Agency meetings. This connects a wide range of support agencies and is where commonalities and issues are discussed and help sought. Even with this process in place, support is limited and often piecemeal. The lack of support and the complex nature of student and family issues has a direct impact on teachers workload and wellbeing. Teachers are now balancing increasingly challenging behaviours and wellbeing concerns in students while also trying to manage their own levels of wellbeing.

Our questions and wonderings about Hauora and well being are:

- Do our students and staff lack strategies to support their own mental health and wellbeing?
- Does a lack of ownership over learning impact wellbeing and will clear learning steps positively impact this?
- How does poor levels of wellbeing impact on student achievement and attendance?
- Does a lack of cultural identity and sense of self add to poor levels of wellbeing and mental health?

### **Why this challenge is important**

Students feeling settled and engaged in school as a vital foundation for learning. When students feel they belong in school, there is an increase in participation and learning; along with less fear of judgment from other students or the teacher (Watson, 2005, London Review of Education).

A “student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour.” (ERO, 2016, Wellbeing for Success). Positive feelings, strong relationships at school, resilience, and a high level of satisfaction can be enhanced by:

- shared values and vision underpin a commitment to promote students’ wellbeing
- the school’s curriculum is designed to engage and connect to students
- students are engaged actively in wellbeing initiatives
- wellbeing is actively monitored, and
- our systems enable us to respond effectively to wellbeing issues

The challenges young people face are increasingly complex and although they cannot solve many of these issues, the schools and ECEs in this Kāhui Ako can be a safe haven for children and adolescents as they mature. Pastoral care is a significant aspect of the work in all our schools, although regular and consistent access to agencies remains a challenge.

## **Key activities based on inquiry**

### **Scanning:**

- We have agreed, across the Kahui Ako, to use Rongohia te Hau as a baseline measure of student wellbeing.
- We will use this tool to gather starting point results
- We will gather achievement entry data
- We will gather attendance information sourced from each school

### **Learning:**

- We will undertake professional development to further build teaching practice and capability to build wellbeing in their students
- Across School Teacher will be used to identify examples of good practice occurring in schools to share across the Kahui Ako.

### **Action:**

- Develop a clear, shared understanding and definition of Wellbeing
- Develop, clarify and identify practices that build student levels of wellbeing and develop success criteria with staff
- Staff PLD to include a focus on building wellbeing in students
- Staff PLD to include a focus on building high levels of staff wellbeing
- Foster in-school expertise through the Within School Teachers using critical conversations and coaching
- Develop shared professional learning opportunities and observations across the Kahui Ako

- Share resources and programmes where appropriate
- Ensure close connections with other agencies are developed and continued to be prioritised through the Agency support meetings

**Action:**

- Gather baseline and progress data using Rongahia Te Hau and Attendance data?
  - Mid 2021
  - Mid 2022
  - End of year 2023

Use this data to amend planned actions and foci as needed.

# Challenge Two: Cultural Responsiveness

All students will have a strong sense of who they are, their culture, language and identity. Schools and teachers will support and affirm this.

## What are we noticing?

There is a strong desire across all Kahui Ako schools to develop cultural responsiveness in their staff, schools and community. Whilst this area has a range of cultures the dominant cultural practice is white middle class approach. Whilst there is some development in cultural responsiveness in different schools this is not fully developed, rigorous or consistent across the Kahui Ako- although the desire to create this is. We know that students who have a strong sense of self and feel accepted and valued for who they are display higher levels of academic achievement and engagement and show higher levels of wellbeing.

Our questions and wonderings about Cultural Responsiveness are:

- Do our students have a strong sense of identity?
- Do they feel their identity is valued and accepted at school?
- Is there cultural bias in our schools?
- Does whanau and the wider community feel included and valued in their child's educational journey?
- Do our ways of engaging with whanau and the wider community reflect their needs?
- Do our teachers fully understand and practice culturally responsiveness?
- Is there disparity between achievement and attendance between Maori and Non Maori students?

## Why this challenge is important

Students who feel a strong sense of belonging, and connection to their identity and culture, engage more successfully in their learning. Students need to recognise themselves in their learning environment. Schools who are inclusive ensure all our students feel welcomed and can participate in all aspects of school life. We note the close link between the cultural diversity principle and the inclusion principle in the New Zealand Curriculum. In Quality Teaching for Diverse Students in Schooling (2003) it is recommended that teaching be responsive to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students.

Inequitable systems can exist in schools for different groups for a complex range of reasons, such as socio-economic factors, deficit theorising, lack of deliberate professional learning, unresponsive programme design or poor relations with whānau and community.

Inequity, racism and a disparity of outcomes are national problems. A 2018 report *Education matters to me: Experiences of tamariki and rangatahi Māori* (Office of the Commissioner for Children and New Zealand School Trustees Association), the young people said they wanted schools to:

- “Understand me, understand my world and te reo Māori”
- Make sure “I ... feel comfortable and safe to explore my culture”
- Get to know them and to “give them a chance to perform well. They told us they feel burdened with negative stereotypes, and they believe these stereotypes impact how they are treated.”
- Relationships are vitally important.

We recognise that for our students to have a strong sense of who they are, their culture, language and identity, we must recognise and celebrate the social, cultural and historic contexts of each student. We can only do this when we have educationally powerful connections with our communities.

## **Building educationally powerful connections with our communities**

Across the Tararua Kāhui Ako we want to build respectful, powerful, mana oritē partnerships within our community. This is in line with the Education Review Office that encourages us to move beyond promoting ‘home-school partnerships’ (Bull, Brooking, & Campbell, 2008) to ‘educationally powerful connections’ that are focused on student learning and progress (Education Review Office, 2015). It is a move toward relationships that reflect the concept of mahi tahi- working together as a team for the educational success of a student. This focus on relationships based on learning rather than involvement in the school is a movement towards more equitable relationships where power and agency are shared rather than controlled by one partner (Lareau & Horvat, 1999; Souto-Manning & Swick, 2006; Whyte & Karabon, 2016).

## **Possible model for a move towards engagement**

Goodall and Montgomery (2013) propose a continuum of parental engagement that has three stages- parental involvement with the school, parental involvement with schooling and parental engagement in learning. Whilst called a continuum, this process is not designed as a linear pathway due to the wide range of interactions, needs and aims of all involved. Instead it is a flexible continuum where schools and families

move between stages depending on the event or activity, while aiming to predominantly work in the third stage of 'parental engagement in learning' for the betterment of their students.

When a school operates in the first stage (parental involvement with the school) information is controlled and disseminated by the organisation to parents and whilst parents may become involved in different activities these are instigated and designed by the school. This stage is characterised by the holding of power and agency by the school and is a stage where many schools begin their journey towards 'parental engagement in learning'. Parental involvement with schooling (the second stage) can occur at school or in the home and its focus is on schooling and the interchange of information between parents, school and students. This stage gives all involved an improved understanding of the learner as funds of knowledge from all stakeholders are shared and the responsibility for supporting the student is distributed equally between home and school. In the third stage of the continuum ('parental engagement in learning') parents have the greatest exercise of power and agency. Whilst their decisions and interventions may be informed by the school, the choice to act and how to address these needs resides with the parents. In this stage parents choose to engage with their child's learning not because of notices, instructions or calls from schools but because they see this as part of their role as a parent. The school no longer retains all the power and agency for learning and teaching where a parent is 'allowed' to help, instead parents are fully engaged in the process of learning themselves (Goodall & Montgomery, 2013).

## **Key activities based on inquiry**

### **Scanning:**

- We have agreed, across the whole Kahui Ako, to use the Rongohia te Hau to measure cultural relationships and responsive pedagogy.
- We will use Rongohia te Hau to gather baseline and ongoing data.
- We will discuss using Goodall and Montgomery's 3 stage model of parental involvement to assess our own schools
- We will gather achievement entry data in maths, reading and writing
- Explore conducting a White Spaces audit in schools
- We will develop focus questions from analysed tools to ask samples of students in focus age groups

### **Learning:**

- We will undertake professional development to further build teaching practice and capability in relation to Cultural responsiveness and the creation of learning based relationships with families and whanau
- Across School Teacher will be used to identify examples of good practice occurring in schools to share across the Kahui Ako.

**Action:**

- We will develop, clarify and identify practices that reduce cultural bias and build student levels of being valued for who they are and all that they bring.
- We will develop clarify and identify practices that build parental involvement in a child's learning
- Staff PLD to include a focus on student agency and community engagement
- Foster in-school expertise through the Within School Teachers using critical conversations and coaching
- Develop shared professional learning opportunities and observations across the Kahui AKo
- Share resources and programmes where appropriate
- Ensure close connections with other agencies are developed such as iwi groups.

**Action:**

- Gather baseline and progress data at
  - Mid 2021
  - Mid 2022
  - End of year 2023

Use this data to amend planned actions and foci as needed.



## **Challenge Three: Clear learning progressions for students and teachers that develops agentic learner**

Students will be agentic learners who can articulate their learning strengths, areas of need and next learning steps and make decisions based on these.

### **What are we noticing?**

As our world has changed, the need for innovative, creative adults who are able to adapt, self manage and show high levels of self efficacy is evident. We need to develop agentic learners who own the learning process and understand that they are in control of their learning and lives rather than the passive learners of the past. For this to occur there must be clear learning progressions students can understand and access so they are able to identify their own needs and strengths and set goals based on this. Clear learning progressions also build teacher capability and enable effective planning and assessment practices. For this to occur future focused pedagogical practices must be developed across our schools and ownership of learning must begin to be shared. Students who have high levels of wellbeing and feel strong in their own cultural identity are more able to become active rather than passive learners. Agentic learners display higher levels of attendance, wellbeing and achievement.

Our questions and wonderings about learning progressions and student agency are:

- Do our students understand how their learning should progress over their time at school?
- Who do students feel have responsibility for their learning?
- Can students identify their own strengths, areas of development and next steps in learning?
- Do students understand the importance and purpose of learning?
- Do our students feel they have a voice in their learning?
- Are teachers building agency in their classrooms?
- Do teachers understand the importance of Agency and have the pedagogical practices to build this?
- Do teachers understand learning progressions?

## Why this challenge is important

When learners have clear learning progressions and are agentic about their own learning, their academic success will improve. Students demonstrate the capabilities of living and lifelong learning when they are:

- Agentic – they know why they are learning and how they learn best
- Motivated, inspired and engaged — with the tools and skills to succeed
- Able to adapt and thrive in a changing world
- Critical, informed, responsive citizens
- Well-prepared for a positive and successful future

Future-focused learning should see learners moving from being passive recipients to being active players in the learning process.

Students' ability to adapt, make positive choices and understand themselves as learners is increasingly important. The world is in a state of change, including the changing nature of societies, the nature of work, and in how knowledge is viewed. This has implications for the kind of education our young people require, and the focus of the teaching and learning they experience. The New Zealand Curriculum puts today's students at the centre, and brings a future-focused perspective to teaching and learning (Ministry of Education, 2014).

We want the learners in Tararua Kāhui Ako to be able to recall knowledge and perform skills, also demonstrating the key competencies: capable at thinking, using language, symbols and texts, managing self, relating to others, and participating and contributing. If learners are to become increasingly independent, they will have an active part in designing learning, agreeing progressions and making decisions.

## Key activities based on inquiry

### Scanning:

- We will agree and develop a tool to gather data across the whole Kahui Ako to assess student ability to describe what they are learning, why and next steps
- We will use this tool to gather baseline information that will inform ongoing action planning to inform this achievement challenge.
- We will gather this baseline information once the tool has been developed, we anticipate this will be in early 2021.
- We will repeat the information gathering, using this tool, in 2022 and 2023
- We will develop focus questions to ask samples of students in focus age groups about their learning, their learning progressions and their agency within their learning.

### Learning:

- We will undertake professional development to further build teaching practice and capability in building student agency
- Across School Teacher will be used to identify examples of good practice occurring in schools to share across the Kahui Ako.

- We will seek and examine learning progressions used in other Kahui Ako and schools

**Action:**

- We will develop, clarify and identify practices that build Student Agency
- Staff PLD to include a focus on developing student agency
- Foster in-school expertise through the Within School Teachers using critical conversations and coaching
- Develop shared professional learning opportunities and observations across the Kahui AKO
- Share resources and programmes where appropriate
- Creation of a learning progression in
  - 2021 reading progressions
  - 2022 writing progressions
  - 2023 Maths progressions

**Action:**

- Gather baseline and progress data at
  - Mid 2021
  - Mid 2022
  - End of year 2023

Use this data to amend planned actions and foci as needed.

## **Our Theory of Improvement**

Our journey towards the realisation of our achievement challenges will be underpinned by the levers for change that will be outlined in our Theory of Improvement. Our Theory of Improvement will be built on the Ako: Critical contexts for reform (see Figure 1). Our Kāhui Ako believes, and research affirms that the three contexts within the Ako: Critical contexts for reform model provide the levers for change that will have a high impact on the achievement and well being of our students:

### ***Lever 1 - Cultural relationships for responsive pedagogy***

The climate and the culture of our interactions and practices among students, among teachers, and between teachers and students matter. This means that all relationships are built on notions of respect, care and high expectations. Located within these relationships is our pedagogical practice that builds on learners' prior knowledge and beliefs, values and celebrates the contribution of all and where power is shared between teachers, learners and whānau as all contribute to the learning of others.

### ***Lever 2: Educationally powerful connections***

Learning and educational experiences should not occur in isolation from home and community. We want to ensure that the principle of ako (reciprocal teaching and learning) is fundamental to the collaborations between home and educational institutions. These collaborations will be:

- reciprocal and mutually respectful
- multi-dimensional and responsive to the priorities of the community
- ongoing, with shared information between both groups
- prioritised and embedded in school charters and strategic documents
- strategic and focused on helping parents to support their children's learning.

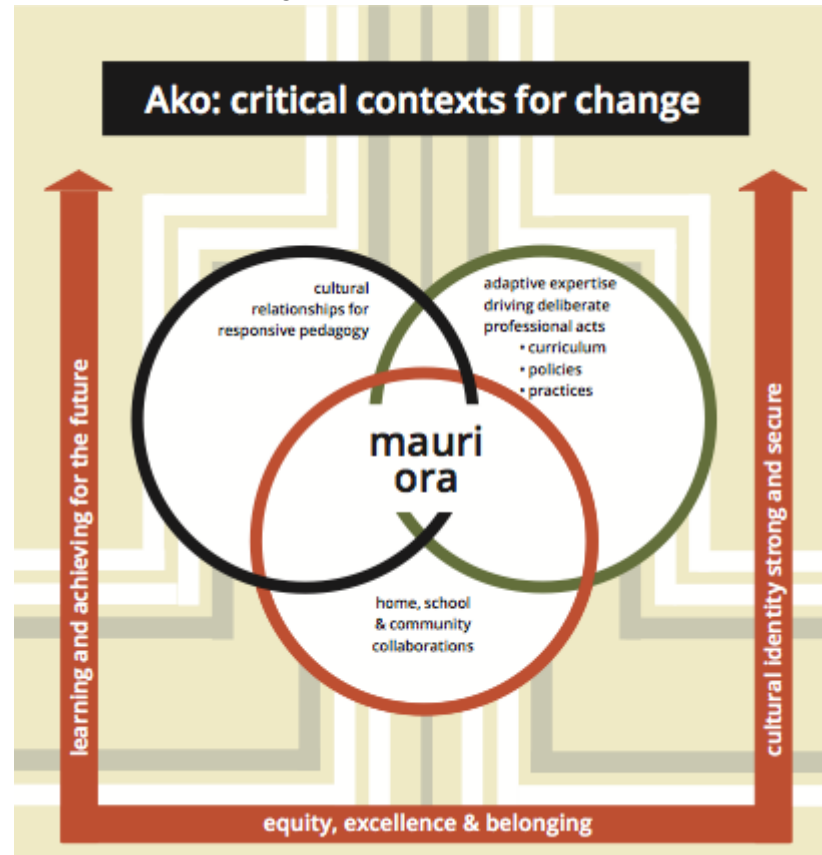
### ***Lever 3: Teachers and leaders are the best that they can be***

We believe that it is the moral responsibility of teachers and leaders to continue to develop and grow their professional practices in order to provide the optimum learning opportunities for all students. This relies on adaptive expertise driving the deliberate professional acts of teachers, leaders and all educational professionals within our community of learning.

Adaptive expertise enables professionals to:

- make the most of the ‘learning opportunity’ – adapting and developing teaching as students engage and interact with the learning
- plan a personalised pathway for learners, and a personalised response to learning needs and aspirations
- make deliberate choices about how they will implement curriculum, policies and practices

Deliberate professional acts occur when educators draw from their professional expertise to make deliberate decisions about what will make the biggest difference for student achievement and well-being.



We will be developing our Theory of Improvement, based on the Ako: Critical contexts for reform model with the Across School Leaders, following their appointment.

## Our measures of progress

We note that the OECD Report on Futures Education 2030 states that " Two factors, in particular, help learners enable agency. The first is a personalised learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others. The second is building a solid foundation: literacy and numeracy remain crucial. In the era of digital transformation and with the advent of big data, digital literacy and data literacy are becoming increasingly essential, as are physical health and mental well-being".

We believe that our 3 goals intertwine and create learners who have high levels of wellbeing, know who they are (and that they are valued for that) and have ownership over their learning. When students feel empowered, agentic and a sense of belonging, we expect to see a resultant increase in the numbers of students who achieve appropriately against the curriculum.

## Key Indicators of Success

As shown on pages 11, 15 and 18 we will use a number of measures and tools to provide ongoing formative information on our progress towards the three achievement challenges. We will report summatively using three key indicators - collated results across the Kāhui Ako from Rongohia te Hau, attendance data and achievement data in reading, writing and/or mathematics (dependent on individual schools' choice).

### **AC 1:** Growth measured through the Rongohia te Hau tool

Rongohia te Hau provides information, triangulated across four data sources, of student experiences and pedagogical practices across schools and early childhood centres. The perceptions of students, teachers and whānau members are gathered through a 13 question survey, the respondents giving their ratings against a series of statements. Seven of the statements relate to school experiences and relationships; six of the statements relate to pedagogical practices.

The fourth data source comes from 'snapshots' of classroom observations.

Each institution (school and early childhood centre) develops their own 5-point continuum of cultural relationships for responsive pedagogy in their own context. Short observations of a purposive sample of classrooms and centres are undertaken by peers, with support from the kāhui ako.

We will report the collated Kāhui Ako results of the Rongohia te hau survey questions - baseline and repeated. We will also report the proportion of observations where practice is rated as a '4' or a '5' - 'lots' or 'full' evidence of cultural relationships for responsive pedagogy across the classroom or centre.

**Progress target**

Once data is gathered from this tool the Tararua Kahui Ako will set a three year target based on the answers to the survey questions. From this baseline data, we will identify the areas of particular concern for the Kāhui Ako and identify the areas of ongoing focus. Each year progress on the survey areas will be reviewed in November and targets will be modified based on the evidence gained through this data.

**AC 2: i)** By the end of 2023 there will be at least a 10% increase in the attendance rates of all age groups who are attending regularly.

Colour Rating	Attendance Percentage
Gold	≥ 80%
Green	≥ 70%
Blue	≥ 60%
Amber	≥ 50%

% Regular attendance by year levels (2019)

Year Levels	TKA		Wellington Region		NZ	
	2019	2023 target	2019	2023 target	2019	2023 target
1-6	69.5%	80%	62.5%	75%	59.9%	70%
7-8	64.3%	75%	63.2%	75%	61.1%	75%
9-13	47.4%	60%	53.9%	65%	53.1%	65%

ii) Rongohai te Hau focus questions

We will collect baseline data using the following four questions from Rongohia te Hau

Q1: In my school, it feels good to be me.

Q7: Teachers care about me

Q9: Teachers expect that I will achieve.

Q10: Teachers know how to let me learn.

A focused target will be developed from the baseline information collected by the end of Term 2 2021

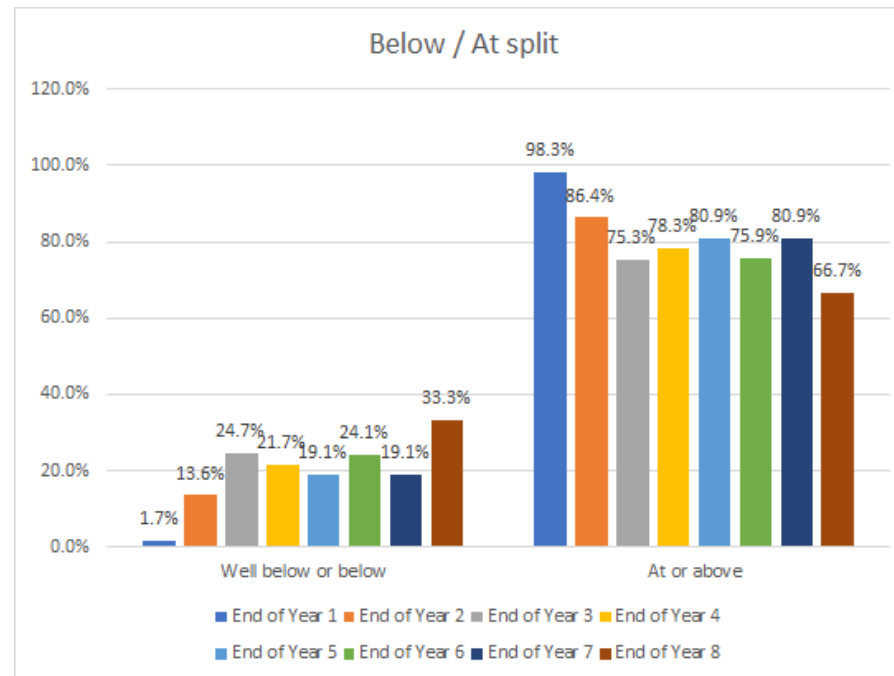
**AC 3:** Mathematics and writing

We will focus on the year groups of 4, 8 and 10.

By the end of 2023 there will be an increase of these year groups' in mathematics and writing data by 10%

Writing Attainment (2019)

Year Level	Well below or below	At or above	2023 Target
End of Year 1	1.7%	98.3%	
End of Year 2	13.6%	86.4%	
End of Year 3	24.7%	75.3%	
End of Year 4	21.7%	78.3%	88%
End of Year 5	19.1%	80.9%	
End of Year 6	24.1%	75.9%	
End of Year 7	19.1%	80.9%	
End of Year 8	33.3%	66.7%	77%



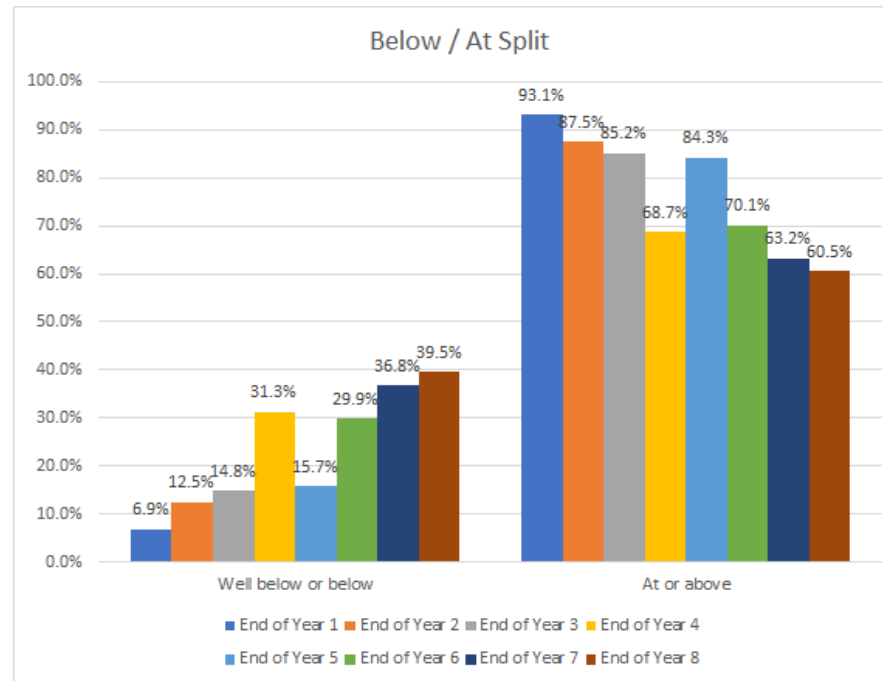


### Writing Attainment (2020)

Year Level	Below NZ Mean	At or above NZ Mean	2023 Target
9	79.7%	20.3%	
10	63.4%	36.6%	47%

### Mathematics Attainment (2019)

	Well below or below	At or above	2023 Target
End of Year 1	6.9%	93.1%	
End of Year 2	12.5%	87.5%	
End of Year 3	14.8%	85.2%	
End of Year 4	31.3%	68.7%	79%
End of Year 5	15.7%	84.3%	
End of Year 6	29.9%	70.1%	
End of Year 7	36.8%	63.2%	
End of Year 8	39.5%	60.5%	71%



### Mathematics Attainment (2020)

Year Level	Below NZ	At or above	2023 Target

	Mean	NZ Mean	
9	81.6%	18.4%	
10	71.6%	28.4%	39%

<b>Year group</b>	<b>Number of students in 2020</b>
Year 4	127
Year 8	128
Year 10	98

Each school will share data based on the above year group and curriculum data. We will monitor progress at all three transition points in our Kahui Ako learner pathways from sampling this data.

This data will be OTJs at or above expected curriculum level for Year 4/Level 2; Year 8/Level 4 and percentage achieving at or above expected curriculum level for Year 10 / Level 5. These align to our Theory of Improvement (See Section 5) and reflect the data reported to our BoTs.

## Alignment to our Strategic plans

	Challenge One: Hauora and Wellbeing	Challenge Two: Cultural Responsiveness	Challenge Three: Clear learning progressions for students and teachers that develops agentic learner
Alfredton School	<ul style="list-style-type: none"> <li>• Staff and students are supported in a safe working environment</li> <li>• Students of interest are noticed and discussed at weekly staff meetings</li> <li>• Profile of Student Council and Student Voice is being raised</li> <li>• Collaborative practice is embraced throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff are valued</li> <li>• Te Reo Maori and Tikanga Maori are evident and positively promoted and supported</li> <li>• Connections between home, school and community are valued and celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Seesaw is integrated in all learning areas and is used by the students, staff and families</li> <li>• Student voice is part of everyday classroom routines and practices</li> <li>• Continuing to develop student agency and assessment for learning practices</li> <li>• Exploring effective teaching practices to accelerate progress in mathematics</li> </ul>
Ballance School	<ul style="list-style-type: none"> <li>• Students and staff are happy and confident at school</li> <li>• to provide an environment that is physically and emotionally safe and supports the wellbeing of our school community</li> </ul>	<ul style="list-style-type: none"> <li>• Students are valued</li> <li>• to build skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Clear student learning steps</li> <li>• student voice is part of our classroom practice and planning</li> </ul>
Kumeroa School	<ul style="list-style-type: none"> <li>• Staff and students work towards collaborative rather than cooperative practices</li> <li>• Mental wellbeing programme researched and created</li> <li>• Increased Student and Teacher Agency and Increased levels of ownership and engagement in students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Students are valued for being them</li> <li>• Connections are made between school and home that focus on mahi tahi rather than being school centric</li> </ul>	<ul style="list-style-type: none"> <li>• Continued growth of Assessment for Learning practices</li> <li>• Clear student learning steps are created for numeracy</li> <li>• Students can articulate their next learning steps, set goals and track their own progress in numeracy</li> </ul>

	<ul style="list-style-type: none"> <li>• Student leadership positions created that focus on collaboration</li> </ul>		<ul style="list-style-type: none"> <li>• Student voice is incorporated into classroom practice, planning and assessment</li> <li>• Accelerated progress for a focus group of students in numeracy</li> <li>• Increased levels of ownership and engagement are shown in Bush Schools and Agri.</li> </ul>
Mangatainoka School	<ul style="list-style-type: none"> <li>• Movement and Mindfulness programmes.</li> <li>• PB4L School-wide</li> <li>• Local Curriculum Design.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of improved cultural capability.</li> <li>• Local Curriculum Design.</li> <li>• PB4L School-wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of improved cultural capability.</li> <li>• Local Curriculum Design.</li> <li>• PB4L School-wide.</li> </ul>
Makuri School	<ul style="list-style-type: none"> <li>• Zones of Regulation for development of emotional regulation</li> <li>• IEP programmes and specific strategies ie Social Stories</li> <li>• Developing school values and behaviour through regular conversations with staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through waiata and karakia</li> <li>• introducing Maori Phrases - kei hea etc. in classroom</li> <li>• Planned visits to local Marae</li> <li>• Participation in cultural festival</li> </ul>	<ul style="list-style-type: none"> <li>• development of student knowledge of learning through growth mindset programme</li> <li>• Development of key competency rubric.</li> <li>• learning conversations in the classroom</li> </ul>
Pahiatua School	<ul style="list-style-type: none"> <li>• Students, teacher aides and teachers are happy, safe and confident members of our school community. Everyone supported to self-regulate their behaviour and actions.</li> <li>• Movement and mindfulness integrated into all classroom weekly programmes</li> <li>• Professional development undertaken focused on Anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Māori students will achieve Success as Māori.</li> <li>• Achievement levels of Māori will be equal to or better than NZE students</li> <li>• Work with Kaihautu Group and Rangitane to integrate tikanga, language and local history into school programmes and to ensure school is inclusive and working in partnership.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop teacher knowledge and practice of integrated curriculum delivery – providing resourcing and systems for planning, delivery, assessing and monitoring teacher impact.</li> <li>• Work with the Kahui Ako to ensure positive transitions from pre-schools and to secondary school. All teachers focused on transition points within and between schools.</li> <li>• Review and rewrite Literacy</li> </ul>

	<p>and Depression in students</p> <ul style="list-style-type: none"> <li>• Develop School Wide monitoring of student Wellbeing; provide support and strategies for those that need support (release, specific programmes eg. ABLe, SWiS etc)</li> <li>• Individual Wellbeing Plans for students of concern developed</li> <li>• Teachers build positive relationships with student and whanau and monitor their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Te Reo used in everyday situations and at the expected curriculum level</li> <li>• Develop and live the vision - <i>I belong here. I thrive here. It's my place to stand (Tūrangawaewae).</i></li> <li>• Students are able to experience the value and benefits of making a positive contribution to a working community – enjoying citizenship</li> </ul>	<p>Indicators based on the coherent pathways.</p> <ul style="list-style-type: none"> <li>• Review the assessment and reporting cycle to include student voice, whanau voice and support.</li> <li>• Empower the student and family to plan the learning journey. Ensure planning of student goals for 2021 has had input from families and that they are aware of strategies to support the achievement of these.</li> </ul>
Papatawa School	<ul style="list-style-type: none"> <li>• Papatawa school will provide an environment that is physically and emotionally safe and supports the wellbeing of our <b>WHOLE</b> school community.</li> <li>• Our learning community is characterized by respect, empathy, relational trust, cooperation and teamwork.</li> <li>• We proactively identify and draw on community resources to enhance student learning opportunities, achievement and well-being.</li> <li>• New Behaviour Plan introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Students, teachers, parents and whānau participate in curriculum design, evaluation and decision making.</li> <li>• Students have effective, sufficient and equitable opportunities to learn.</li> <li>• Teaching practices are consistent with culturally responsive and relational pedagogies.</li> <li>• A strength-based approach is taken where leaders and teachers recognise and affirm the diverse identities. Languages and cultures of parents, whānau and the community and actively broker engagement and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, teachers, parents and whānau participate in curriculum design, evaluation and decision</li> <li>• Students have effective, sufficient and equitable opportunities to learn.</li> <li>• Learning Pathways introduced in writing - Learning progression signposts for learners to know, where they are at and where they need to go.</li> </ul>
St. Anthony's School <i>(these are from 2020 Annual Plan)</i>	<ul style="list-style-type: none"> <li>• Continue to develop educationally powerful connections with parents and whanau to learn more about each learner in the wider context;</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding at both governance and management level of how commitment to the principles of Te Tiriti o Waitangi are</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning focus on Progression Frameworks.</li> <li>• Developing consistent understanding, analysis, and</li> </ul>

	<p>develop holistic and authentic learning goals and contexts for learning particularly for those with targeted needs (whether academic and/ or social, emotional target)</p> <ul style="list-style-type: none"> <li>● Develop a plan for the welcoming, inclusion and sense of belonging for families and children as members of the church.</li> <li>● Student voice will be a regular component of the teaching and learning culture of the school</li> </ul>	<p>reflected within the Catholic Church and Catholic School.</p> <ul style="list-style-type: none"> <li>● Ensure both Catholic Social Teaching, Catholic Worldwide view and Te Ao Maori are aligned to every integrated learning unit</li> <li>● Increased use of Te Kohanga Whakawhaiti Marae facilities</li> <li>● Increased cultural identity of Maori within school environment (internal and external)</li> <li>● Explore authentic designs related to our school.</li> <li>● Scaffold learning to 'Turangawaewae' and 'Kaitiakitanga' developments</li> </ul>	<p>moderation of learning assessment evidence against curriculum levels of the NZC</p> <ul style="list-style-type: none"> <li>● Trial, implement, modify 'coherent pathway' matrices developed 2019 for expectations of achievement.</li> <li>● Full exploration of Learning Progression Frameworks and use of these explicitly in teaching and learning</li> <li>● Sustained focus on coherent pathways and transitions between education sectors (key focus for development with Tararua Kahui Ako sub-cluster)</li> <li>● Engage with ECE providers via Tararua Kahui Ako subcluster to develop strategic plan toward transitions between ECE and primary school.</li> <li>● Engage with Tararua College via Tararua Kahui Ako subcluster to develop strategic plan toward improved transitions between primary and secondary school.</li> </ul>
Tararua College	<ul style="list-style-type: none"> <li>● Explore how different layers of school life contribute to creating a safe and caring climate that deters bullying.</li> <li>● Gather information about aspects of our school's culture and working conditions that teachers are positive about, and any aspects that could be strengthened?</li> <li>● Explore how connected and committed our students are to their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop cultural competence and relationships of the whole school community</li> <li>● The whole school community feels a sense of equity, excellence and belonging within a diverse cultural environment</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the integration of subject content to support collaborative learning</li> <li>● Improve Junior School writing &amp; reading</li> <li>● Robust Inquiry process undertaken by all staff following the identified whole school foci</li> <li>● Explore ways to improve student self-efficacy and ambition</li> <li>● Improve professional trust and relationships within teaching staff</li> <li>● Improve attendance</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop a baseline of wellbeing activities for staff and students</li> <li>● Explore creative ways of encouraging whanau involvement in parent/teacher discussions</li> </ul>		
Woodville School	<ul style="list-style-type: none"> <li>● Students and staff are supported in a safe physical and emotional environment.</li> <li>● The school has a PB4L programme based on POWER values Persistence, Organisation Whanautanga, Excellence and Respect.</li> <li>● Student well-being is monitored and concerns recorded on the student management system so all staff are aware.</li> </ul>	<ul style="list-style-type: none"> <li>● The achievement of Maori students will be equal to or better than other ethnic groups.</li> <li>● Te Reo will be used and every day teaching situations</li> <li>● Staff will undergo professional learning and development in culturally responsive practice.</li> <li>● connections between home and school are supported both face to face and digitally</li> </ul>	<ul style="list-style-type: none"> <li>● Students can articulate what they are learning and evaluate themselves against set success criteria appropriate to their age level.</li> <li>● Students learning is supported by digital programs that help track and monitor student achievement for individuals.</li> <li>● Students set learning goals supported by teachers and evaluate their success.</li> <li>● The local curriculum is completed with input from sector groups.</li> </ul>

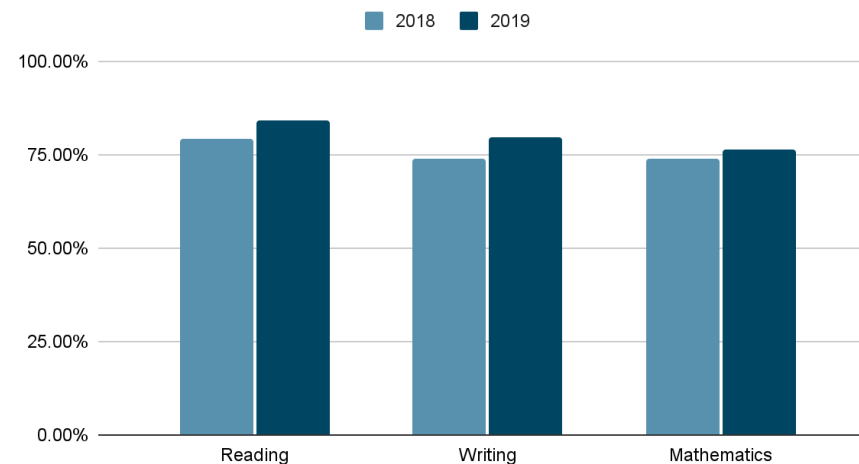
Pongaroa School			
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## Review of Achievement Challenges 2017-2019

- The 2017-2019 Achievement challenges for the Tararua Kāhui Ako were developed following guidance from the Ministry of education and focussed primarily on National Standards in Primary School and NCEA data at year 12 in Secondary School.
- The following is a summary of the data achievement across this period.
  - End of year data collected has shown a general lift in achievement levels in mathematics, reading and writing over the past 3 years.
  - There remains, however, a greater rate of under achievement for Māori students and boys, particularly in writing and mathematics.
  - In reading, 2019 data showed 84.3% of students were achieving at or above the expected curriculum level, an increase of 5% from 2018 figures.
  - Similarly in writing, 2019 data showed 79.7% of students were achieving at or above the curriculum level, up from 74% in 2018.
  - In mathematics, 2019 data showed that 76.4% of students were achieving at or above the curriculum level, up from 74% in 2018.

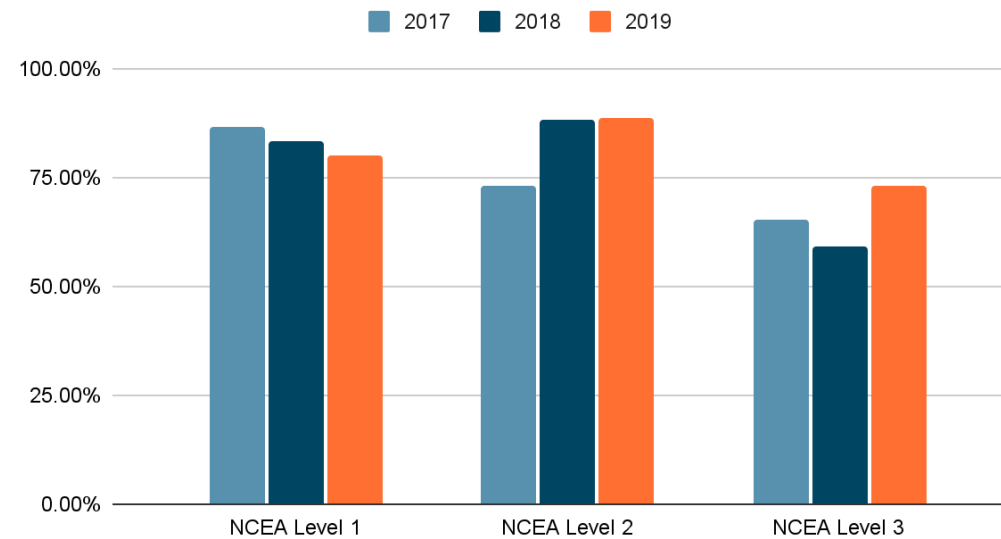
National Standard Data



- The NCEA attainment at Tararua College is summarised below

- Level 1 - Although there has been a slight reduction from 2017 - 2019 from 83.3% - 78.1% this has tracked above a similar decline in both decile 3 and National levels
- Level 2 has improved to above 88% in 2018 and 2019, hitting the target set of 85% attainment at level 2
- Level 3 has shown a general increase over the past 5 years reaching above National levels in 2018 for the first time

## NCEA Attainment



- Over and above the attainment data, anecdotally the biggest improvement across the Kāhui Ako has been a willingness to share information and Collegiality between the schools
- Improved levels of trust between principals has allowed a much more cohesive and collaborative Kāhui Ako.
- The Tararua Kāhui Ako is committed to continuing to focus on the areas of underachievement by focusing on “Clear learning progressions for students and teachers that develops agentic learner”.
- The two keys areas of focus for 2020-2023 being Writing and Maths.
- We will also look at increasing the attendance of our students by developing our cultural responsiveness using the Rongohia Te Hau tool in partnership with Waikato University.