



ACHIEVEMENT CHALLENGE

Pupuke

Community of Learning - Kāhui Ako



Westlake Boys
High School



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Vision

Our Kāhui Ako vision: we will extend, develop and connect our work as a community to ensure that our young people are; engaged, connected to their community, to the North Shore, to New Zealand and to the world. We want them to develop the competencies and vision to extend those connections throughout their lives.

Our vision is New Zealand's vision; we want our young people to be confident, connected, actively-involved lifelong learners. To this end, 97% of the students in our Kāhui Ako are engaged in education until they are 17+ years old and 75% of them are involved in tertiary education once they leave our schools. (Source: www.educationcounts.govt.nz).

Approximately 98% of students will have participated in formal early childhood education prior to starting school (ERO, 2017). Our schools are at capacity; our communities are largely happy and actively involved in their children's education. The Education Review Office (2017) reports that the schools in our Kāhui Ako ***“provide rich opportunities for students, are well-resourced with high expectations for student achievement with a strong focus on improvement”***.

The opportunity to collaborate as the Pupuke Kāhui Ako provides us with a platform to build on our existing success and focus on areas that can make us stronger.

Our vision starts with the vision of the New Zealand Curriculum (NZC). We have been working with the NZC for nearly ten years. We have developed a good collective understanding of its full implications and are ready to take the next, exciting steps. We are committed to extending the academic success of our young people and to addressing the needs of individual ākonga and specific communities within our Kāhui Ako. In this document, you will see some of the specific goals we have in those areas.

Our achievement challenges are in:

wellbeing, for a happy young person is confident, connected and engaged;

in the development of **key competencies** that will enable our young people to further develop the skills and competencies that strengthen their relationship building and resilience in order to achieve their own form of excellence in their learning; and

in **community engagement** because we know that we all need to be connected to each other if we are to help young people become connected with themselves, with their country, and with each other.

Our focus is on all our ākonga but the uniqueness of our community leads us to give particular attention to our priority learners and new New Zealanders who may bring to their school and ECE other learning challenges in the form of language acquisition and cultural needs to be addressed more fully. The three achievement challenges we have identified will have embedded strategies and drivers to address those needs. An indicator of the effectiveness of the strategies that we adopt will be shown in the levels of achievement of these groups.

Our Community

Wider Community

In this section, we explain the diversity of our community which makes it unique to our area.

Each student, within each whānau, is an individual who is also part of many communities. To respond to our challenges, we need to develop a greater understanding of our communities and know our people so that we can be responsive to them in every way.

Our geographical community forms the northern part of the Devonport-Takapuna local board. Our schools are all in the decile 7-9 range, indicating a relatively prosperous community. However, as much as we do have some affluent families we also have; families who are relatively poor, families new to New Zealand and a large rental population that results in some transience due to high demand for properties.

We are a culturally diverse community and this is reflected in the ethnic composition of our schools as shown in the table below.

Ethnicity	Number	Percentage
Māori	548	7.2%
Pasifika	337	4.4%
Asian	2625	34.6%
Other	334	4.4%
European/Pākehā	3269	43.1%
Total	7590	100%

34% of our student community identifies as 'Asian' and includes significant groups of people with Chinese, Korean, Indian and Filipino heritages in our community, as well as from many other countries in Asia. The proportion of "European/Pākehā" people is a broad classification embracing a wide variety of ethnicities.

Across our geographical community, around 30% of people speak more than one language which is consistent with the Auckland data. In our school communities, the percentage of bilingual students is higher. What this figure doesn't show, however, is the number of children who are 'background' speakers of their parents' first language.

Our wider community demonstrates their ongoing commitment to the values of our kura and their belief in education as a pathway to future happiness, including education in its broadest sense.

Sport forms a huge part of the life of our community, both during the school week and on Saturdays. Most of our young people take part in sporting activities and many of our parents do too. Many in our community are

employed within the sports industry. There is commitment to education beyond the school day: for example, tutoring is common for many of our students.

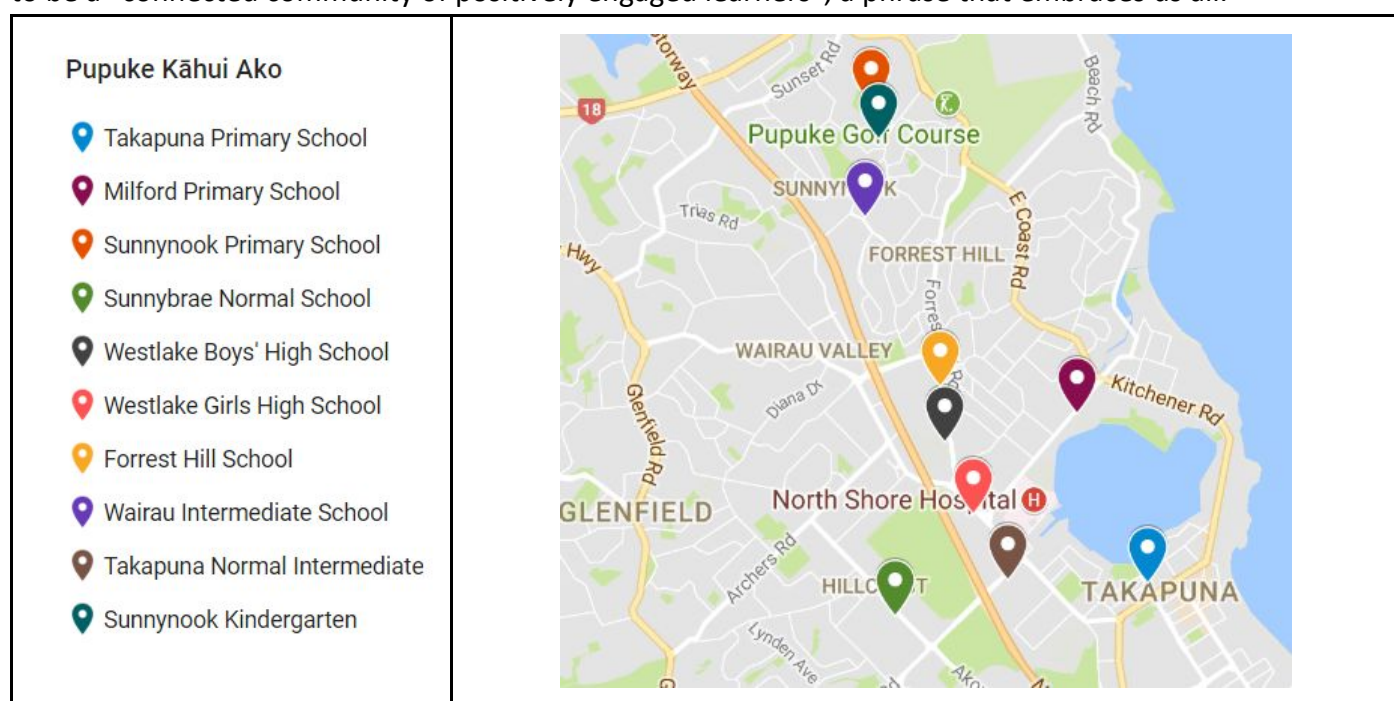
Three iwi have tangata whenua status on the North Shore – Ngāti Whātua, Ngāti Paoa and Kawerau a Maki. In the 2013 census, there were over 30 iwi represented on the North Shore and nearly 30% of Māori living there claim an affiliation to Ngāpuhi. We are all developing our connections to tangata whenua and see those connections as central to building a stronger, more cohesive community of learning.

Our community comprises families from all over the world who have chosen to make the North Shore their home. Many are relatively prosperous although the high decile status of our schools masks the deprivation experienced by some of our whānau. Levels of engagement in school activities are high by most measures though this differs according to sector and the nature of activity. Parents generally have a limited understanding of the educational experience of their tamariki in a New Zealand schooling system but they are supportive and wish to be more committed and involved.

The majority of students from most of the primary schools and intermediate schools attend the two secondary schools which have a population of around 4500 between them. There are significant numbers of students attending these secondary schools who come from outside our community due to an out of zone ballot system. There is a large number of early childhood providers serving our community and Auckland University of Technology (AUT) has a strong presence with its North Shore campus.

We are an Auckland community: cohesive but mobile, diverse and strong.

Our schools and ECE providers have cohesive, responsive goals. We want, as espoused by Sunnybrae Normal, to be a “connected community of positively engaged learners”, a phrase that embraces us all.



Our schools form a cohesive geographical community, stretching from **Takapuna Primary** and **Milford Primary** in the south across to **Sunnybrae Normal School** in the west, and up to **Sunnynook Primary** in the north. Located next to the northern motorway are the two high schools, **Westlake Boys** and **Westlake Girls** and **Forrest Hill School** is a few hundred metres up the hill from Westlake Boys. **Wairau Intermediate** sits in the north of our community; **Takapuna Normal Intermediate** sits to the south. **Sunnynook Kindergarten** is

located to the south of Sunnynook Primary. Students enter our primary schools from many Early Childhood Centres, mostly locally based but significant numbers from the wider central Auckland area.

Shared Purpose and Values

Our purpose is clear. As a community, we will work collaboratively to develop a cohesive response to each individual learner's needs. This will involve developing culturally-responsive approaches to support our learners and whānau so that they can manage each of their social, emotional and intellectual transitions. We will share our knowledge and skills to enable our learners to succeed in their chosen pathways.

We have identified three achievement challenges for our Community of Learning. The strategies we adopt in response to our challenges address our purpose and will enable our learners to succeed in their chosen pathways, informed by our shared values of community, co-operation, engagement and excellence.

1. Wellbeing
2. Community Engagement
3. Key Competencies

We have robust data with which to measure progress in each of our challenges, all of which are directly related to the requirements of the New Zealand Curriculum and embrace every sector in our Kāhui Ako. They are ambitious challenges that represent the priorities and needs of the learners in our community.

Data Analysis used to identify shared Achievement Challenges

In forming our achievement challenges, we investigated a wide range of data. This includes our achievement data as part of our profile but not the defining measure. Our achievement targets require a broader approach.

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

We discuss the specifics of the data below in the individual Achievement Challenges, identifying the details of what the data reveals about our current community and explaining what we would like it to show in the future. There is some general information the data tells us that informs our global thinking:

- Our student population is characterised by diversity, as are our parents. The staff in our kura are less diverse than our community. We need to respond to the needs of each individual child and each individual family in a culturally responsive way. In other words: **we need to increase our understanding of our**

community and our cultural responsiveness. We will use Tātaiako as a guiding principle.

- Attendance at school events is variable. Our data tells us that some events are more popular with some groups of parents than others. This can be linked to ethnicity, language abilities, expectations of the role of the family in education, work occupation and availability. Occupation of our parenting community is further complicated by immigration and can lead to well-qualified people taking work of a different nature to their work in the country from which they came **This analysis indicates that we need to be creative and responsive in how we engage with our community .**
- Our data tells us that attendance is good, particularly in our ECE providers, primary and intermediate schools. In our secondary schools, attendance is also well above average.
- Most children in our community attend Early Childhood Education settings. There are 143 centres within Pupuke Kāhui Ako. Around 80% of the children in these centres move on to a kura within the Pupuke Kāhui Ako. These Early Childhood settings include Education and Care centres, Kindergartens, Home Based providers and Playcentres. **The ECE to school transitional relationship for our families is important.**
- Stand-down and exclusion rates for our kura are generally below national decile averages. However, for Māori and European boys, the rate is much higher than we would like. This measure of engagement suggests that **we need to show a greater level of understanding of restorative practices across all genders and cultures.** It also raises questions for us in **developing stronger partnerships between schools, parents and the community** in the area of young people's behaviour. We expect to see lower levels of stand-downs and exclusions across all student groups and a more inclusive, whānau-centred partnership when engaging with behaviour that challenges institutional expectations as a result of the implementation of this Achievement Challenge.
- National Standards data over the last three years indicates that **Reading** achievement in the Pupuke Kāhui Ako is fairly constant at around 82% "At or Above" the standard. The disparity between boys' and girls' achievement is noticeable with girls outperforming boys by around 5%.
- Trends for **Writing** are similarly constant at around 77% but the difference between boys and girls is more pronounced with the difference favouring the girls at an average of +12%. Asian students' writing is 5% lower than average.
- Trends for **Mathematics** are steady at around 84% with Asian students outperforming most other ethnicities by between 4% (European) and 23% (Pasifika).
- **NCEA Level 2** achievement rates are high in our community. The percentage of Leavers with NCEA Level 2 or above in 2016 is at 97%; an increase of 1% since 2014. There is little difference between male and female achievement at NCEA 2 level. Māori female achievement mirrors this achievement but Māori males lagged behind in 2016 at 79% although the number of Māori male leavers in the cohort was only 29 in 2016. Pasifika rates of attainment were over 80% with males at 83% and females at 92%. The data shows solid performance over the last 3 years for all ethnicities.
- **NCEA Level 3** achievement for leavers in 2016 was high at 82%; this was more than 20% above the

national total. There was no significant difference between male and female performance. Māori and Pasifika rates were lower at around 60%. Although higher than national rates, this indicates work is needed.

The data suggests that **we need to strengthen our learning pathways for Māori and Pasifika students to ensure that they are meeting their goals for higher education.**

- Retention data shows that the community is good at establishing pathways for and with most of its students. 96% of students left school aged either 17 or 18 and around 90% of students stay into Year 13, well above national figures. Māori and Pasifika students are slightly more likely to leave school earlier than their peers, but the differences are small.
- All of the schools in the Kāhui Ako self review their curriculum and the Education Review Office (ERO) has recognised the strength of the processes in each one. The data from the curriculum and teaching and learning reviews suggested strength in the secondary schools in subject knowledge and understanding but some **weaknesses in the teaching of wellbeing**. In both secondary schools, there were questions raised about the ways students' cross-curricula competencies were being developed. There was a strong desire amongst staff and students to strengthen links between learning areas. **We need to strengthen our teaching of well being and ways in which we develop students' competencies.**
- The Kāhui Ako has engaged in a number of reviews and surveys, both in collaboration with each other and with other institutions and within single institutions. One recent example was the CaDDANZ Research Team of Massey University at Westlake Boys: ESOL Students' Sense of School Belonging, Inclusion and Wellbeing. The data shows differential engagement in kura, both from students and from parents. Our conversations have uncovered a strong interest in exploring wellbeing and developing practices across our community.

This brief high-level analysis of a variety of data has pointed us collectively in the direction of three Achievement Challenges

1. Well Being
2. Community Engagement
3. Key Competencies.

We have chosen to set targets based on a NZCER Survey that all of our schools and ECE conducted for both Wellbeing and Community Engagement. An Overall Teacher Judgement (OTJ) was conducted with our teachers and a sample group from each year level based on the New Zealand Curriculum's Key Competencies of Thinking, Managing self, Relating to others and Using language, symbols and texts. These forms of gathering baseline data indicate we need to start a more robust inquiry as a Kāhui Ako once our Across School and In School teachers are employed in these key roles

The connections we are making between these three Achievement Challenges, and some of the differences we see in achievement and in retention, mean that we see that our challenge is to improve our collective practice in these areas: the impact of this will include, but not be limited to, an impact on achievement. We have therefore set academic targets in the areas of Reading, Writing and Maths for our Y1-8 priority learners

including Māori, Pasifika and English as Second Language Learners (ESOL) students.

The Shared Achievement Challenges

Our achievement challenges are bold and transformative. They are a very clear response to the Vision, Principles and Values of the New Zealand Curriculum. We have called upon a wide range of data in devising and forming our challenges and a similarly wide range of data in order to measure progress. The shared achievement challenges are a response to our community and to the priorities established by the Board of Trustees (BOT) in each of the kura in our Kāhui Ako. We have actively sought the voices of our parent community represented by the Board of Trustees and our teachers by hosting fully combined Kāhui Ako meetings. Student voice has been captured in the NZCER surveys that have been collated and analysed. Early Childhood Education providers and their children have contributed significantly to our thinking around these challenges.

1. Wellbeing

Well-being is fundamental to all activities in our schools and early childhood services, and central to the vision, values and principles of the New Zealand Curriculum and Te Whāriki. If our young people are to be confident, connected, actively-involved lifelong learners, they need to feel happy and secure, have equitable learning opportunities and have their culture, language and identity recognised and valued. Recent research on well-being indicates that positive wellbeing can protect against mental health challenges that face many young people and can predict classroom engagement and academic achievement.

“Wellbeing is vital for student success.

Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences”. (ERO Wellbeing for success: A Resource for Schools, March 2016)

A leading Australian researcher, Dr Donna Cross, describes wellbeing as “the oil of learning” and importantly research demonstrates that wellbeing is not fixed and can be increased. (Quinlan, ***NZ Principal*** September 2017)

The Pupuke Kāhui Ako has a strong commitment to working with students and their families and whānau to improve student learning. Underpinning student learning is a strong sense of wellbeing; a sense of belonging; knowing that teachers care about them and believe that all students can learn. This Achievement Challenge will focus on evaluation and improvement of student wellbeing across the Pupuke Kāhui Ako.

Each school in the Kāhui Ako has gathered data from their student population using a random sampling process. The instrument used to gather this baseline data was the ***Wellbeing@school student survey*** which is available for Years 4 upwards. In one case an additional survey was conducted to collect data on student

workload around NCEA assessments. A modified version of the survey was used in the Early Childhood service.

The results are compiled in the tables below.

Quantitative and Qualitative Data Analysis on the NZCER Well Being Survey

Link: [NZCER Well Being Collated Survey Results](#)

School-wide climate and practices									
Rationale: Students have the agency to have a voice and influence the school wide practices.		Strongly Disagree		Disagree		Agree		Strongly Agree	
		No.	%	No.	%	No.	%	No.	%
ECE	Do you know how you should treat other children?	1	4.5%	1	4.5%	10	45%	10	45%
	Is everyone at kindy nice to each other?	0	0%	7	27%	12	46%	7	27%
	Is it ok to hit someone?	13	50%	10	38%	3	11%	0	0%
	At kindy do you get a turn at talking?	0	0%	1	.1%	5	50%	4	40%
YEARS 4-6	At school everyone knows what to do if someone is being hurt or bullied.	13	1.7%	138	18.2%	357	47%	252	33.2%
	Students have a say at what happens at school	23	3.0%	105	13.8%	446	58.7%	186	24.5%
	Teachers ask for our ideas about how students can get on better with each other	106	3.2%	84	11.1%	374	49.3%	277	36.5%
YEARS 7-8	At school everyone knows what to do if someone is being hurt or bullied.	7	4.2%	30	17.9%	94	56.0%	37	22%
	Students have a say at what happens at school	12	7.1%	29	17.3%	101	60%	26	15.5%
	Teachers ask for our ideas about how students can get on better with each other	8	4.8%	37	22%	84	50%	39	23.2%
YEARS 9-10	At school everyone knows what to do if someone is being hurt or bullied.	7	4%	58	33.5%	85	49.1%	23	13.3%
	Students have a say at what happens at school	14	8.1%	53	30.5%	86	50%	19	11%
	Teachers ask for our ideas about how students can get on better with each other	7	4%	67	38.7%	84	48.6%	15	8.7%
YEARS 11-13	At school everyone knows what to do if someone is being hurt or bullied.	16	6.8%	87	37.2%	109	46.6%	22	9.4%
	Students have a say at what happens at school	31	13.2%	84	35.7%	106	45.1%	14	6%
	Teachers ask for our ideas about how students can get on better with each other	20	8.6%	92	39.5%	102	43.8%	19	8.2%

Insights from Data Analysis:

Between 20 and 40% of students do not know how to deal with bullying situations. This appears to increase at secondary school. Students do not feel that have a say in what happens at school. This increases at secondary level. Helping students to relate better to one another

Areas to further investigate:

Can the data be broken down into ethnicity and gender? Would this assist us to target areas of need?

How can we increase student agency yet still meet the demands of the curriculum? How can we assist students to better manage their relationships with each other?

Teaching and Learning

Rationale: Importance of building meaningful relationships where teachers have an understanding of the learners and demonstrate they care thus the learner will be more engaged and interested in the learning.		Strongly Disagree		Disagree		Agree		Strongly Agree	
		No.	%	No.	%	No.	%	No.	%
ECE	Do the teachers listen to you?	0	0%	4	15.3%	16	61.5%	6	23.1%
	Are the teachers at kindy nice to everyone?	0	0%	4	15.3%	15	57.6%	7	26.9%
	Do you know what to do if someone at is mean?	0	0%	5	16.1%	18	58.0%	8	25.8%
	Do the teachers at kindy care about you?	1	3.8%	3	11.5%	15	57.6%	7	26.9%
YEARS 4-6	Teachers make learning interesting	23	3%	79	10.4%	301	39.7%	356	46.9%
	Teachers care about how I feel	20	26%	75	9.9%	315	41.5%	349	46%
	At school, I am taught how to manage my feelings like if I get angry	25	3.3%	100	13.2%	360	47.6%	271	35.8%
YEARS 7-8	Teachers make learning interesting	8	4.8%	24	14.3%	96	57.6%	40	23.8%
	Teachers care about how I feel	4	2.4%	24	14.2%	87	51.5%	54	32.8%
	At school, I am taught how to manage my feelings like if I get angry	8	4.8%	31	18.6%	96	57.5%	32	19.2%
YEARS 9-10	Teachers make learning interesting	8	4.6%	47	27.2%	100	57.8%	18	10.4%
	Teachers think all students can do well	8	4.6%	50	28.9%	78	45.1%	37	21.4%
	At school, I am taught how to manage my feelings like if I get angry	13	7.6%	59	34.3%	81	47.1%	19	11%
YEARS 11-13	Teachers make learning interesting	17	7.3%	81	34.3%	120	51.5%	15	6.4%
	Teachers think all students can do well	20	8.5%	81	34.6%	115	49.1%	18	7.7%
	At school, I am taught how to manage my feelings like if I get angry	27	11.6%	93	40.1%	99	42.7%	13	5.6%

Insights from Data Analysis:

Teachers make learning interesting - at secondary school a significant percentage of students disagree with this statement.

Teachers care about how I feel and for older students teachers think all students can do well. The data is showing that students don't think their teachers care enough or have as much confidence in their ability to learn as we would hope

At school I am taught how to manage my feelings (like if I get angry) - disagreement with the statement increases with age.

Areas to further investigate:

How can we work better with our students to bring greater partnership in their learning? What does it look like when teachers show confidence in their students' ability to learn? What does caring about how a student feels look like? How can we help our students to better manage their feelings? The data shows that students at higher levels of schooling do not think that teachers help with this. Do we need to explore this further?

Pro-social student culture and strategies									
Rationale: The key themes that comes across is being inclusive with respect for self, peers and staff - cultural respect and tolerance Building on empowering students to know others and self. There appears to be a need to build on grit and resilience.		Strongly Disagree		Disagree		Agree		Strongly Agree	
		No.	%	No.	%	No.	%	No.	%
ECE	All children at kindy treat each other nicely	0	0%	2	7.6%	16	61.5%	8	30.7%
	Children at kindy are nice to the teachers	1	4.5%	0	0%	19	73%	6	23%
	If you get hurt at kindy will a teacher help you	0	0%	0	0%	17	73%	8	34.7%
	If a child is new, do the children look after them	0	0%	1	4.5%	18	75%	5	20.8%
	Other children and teachers at kindy scare you	6	24%	15	60%	4	16%	0	0%
YEARS 4-6	Students treat each other with respect	25	3.3%	139	18.4%	439	58.2%	151	20%
	Students include others who have been left out or ignored	33	4.4%	154	20.5%	378	50.3%	186	24.8%
	If I have a problem with another student, I feel like I can ask teachers for help.	37	4.9%	103	13.7%	312	41.5%	299	39.8%
YEARS 7-8	Students treat each other with respect	9	5.4%	46	27.5%	87	52.1%	25	15%
	Students include others who have been left out or ignored	10	6%	42	25.1%	84	50.3%	31	18.6%
	If I have a problem with another student, I feel like I can ask teachers for help.	9	5.4%	25	14.9%	89	53%	45	26.8%
YEARS 9-10	Students treat each other with respect	5	2.9%	52	30.4%	106	62%	8	4.7%
	Students include others who have been left out or ignored	7	4.1%	68	39.8%	80	46.8%	16	9.4%
	If I have a problem with another student. I feel like I can ask teachers for help.	10	5.8%	56	32.7%	79	46.2%	26	15.2%
YEARS 11-13	Students treat each other with respect	12	5.2%	76	32.9%	125	54.1%	18	7.8%
	Students include others who have been left out or ignored	21	9.1%	101	43.9%	96	41.7%	12	5.2%
	If I have a problem with another student, I feel like I can ask teachers for help.	30	13%	83	35.9%	96	41.6%	22	9.5%
Insights from Data Analysis: Treating one another with respect - this appears to decrease with age									

Inclusive behaviour - this appears to decrease with age
 Managing relationships - older students less likely to ask for help from teachers

Areas to further investigate

Do we need to drill down on this further to see whether it is a more gender or ethnic based issue? How do we help our students to build their relationship skills and be more tolerant and inclusive of others?

Aggressive student culture

Rationale: Student culture predominantly strong, concern for some in building resilience and an understanding of what inclusive means.		Never		1 or 2 times a year		1 or 2 times a month		1 or 2 times a week		Almost every day	
		No.	%	No.	%	No.	%	No.	%	No.	%
ECE	Do other children at kindy call you names?	3	12.5%	15	62%	5	28.8%	1	4.1%	3	12.5%
	Do other children at kindy kick, punch, or hit you?	6	24%	17	68%	1	4.0%	1	4.0%	6	24%
	Do other children at kindy say mean things about how you look?	6	23%	14	53.8%	5	19%	1	4.5%	6	23%
	Do other children at kindy say mean things about your family?	3	12.5%	16	66.6%	4	16.6%	1	4.1%	3	12.5%
	Do children at kindy listen to each other?	0	0%	2	8.0%	16	64%	7	28%	0	0%
YEARS 4-6	Do other students put you down, call you names /tease you in a mean way?	261	34.9%	192	25.7%	131	17.5%	93	12.4%	70	9.4%
	Do other students tell lies or spread rumours ?	321	43%	189	25.3%	100	13.4%	74	9.9%	63	8.4%
	Do other students hit, push, or hurt you in a mean way?	386	51.7%	154	20.6%	85	11.4%	77	10.3%	45	6%
YEARS 7-8	Do other students put you down, call you names /tease you in a mean way?	61	36.5%	56	33.5%	29	17.4%	16	9.6%	5	3%
	Do other students tell lies or spread rumours ?	89	50.3%	45	26.8%	20	11.9%	6	3.6%	8	4.8%
	Do other students say rude things about your culture and family?	104	62.3%	39	23.4%	15	9%	6	3.6%	3	1.8%
YEARS 9-10	Do other students put you down, call you names /tease you in a mean way?	72	42.6%	44	26%	27	16%	17	10.1%	9	5.3%
	Do other students tell lies or spread rumours ?	99	58.6%	49	29%	11	6.5%	8	4.7%	2	1.2%
	Do other students say rude things about your culture and family?	107	63.3%	34	20.1%	13	7.7%	6	3.6%	9	5.3%
YEARS 11-13	Do other students put you down, call you names /tease you in a mean way?	113	48.9%	47	20.3%	36	15.6%	21	9.1%	14	6.1%
	Do other students tell lies or spread rumours ?	119	51.7%	62	27%	25	10.9%	22	9.6%	2	9%
	Do other students say rude things about your culture and family?	134	58.3%	50	21.7%	27	11.7%	10	4.3%	9	3.9%

Insights from Data Analysis:

Some evidence that these aspects are more prevalent with younger students.

Areas to further investigate:

Gender and ethnic breakdown - a breakdown by school worth exploring to see where the greater need is.

Achievement Challenge Targets for Wellbeing

School wide climate and Practice

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Everyone knows the school rules about behaviour	760	544	71.5	574	75.5	608	80.5	650	85.5	106	14%
At school everyone knows what to do if someone is being hurt or bullied	760	609	80.1	624	82.1	632	83.1	647	85.1	38	5.0
Students have a say in what happens at school	760	632	83.1	647	85.1	662	87.1	670	88.1	38	5.0
Everyone thinks our school values are important (like respect for others)	759	650	85.6	665	87.6	680	89.6	688	90.6	38	5.0
Teachers ask our ideas about how students can get on better with each other	759	651	85.7	666	87.7	682	89.9	688	90.7	37	5.0
Years 7-8	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Teachers ask our ideas about how students can get on better with each other	168	123	73.2	126	75.2	135	80.2	143	85.0	20	11.8
Everyone knows the school rules about behaviour	168	123	73.2	126	75.2	135	80.2	143	85.0	20	11.8
Everyone thinks our school values are important (like respect for others)	168	124	73.8	126	75.2	135	80.2	143	85.0	19	11.2
Students have a say in what happens at school	168	127	75.5	135	80.2	138	82.2	143	85.0	16	9.5
At school everyone knows what to do if someone is being hurt or bullied	168	131	77.9	135	80.2	138	82.2	143	85.0	16	7.1
Years 9-10	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Teachers ask our ideas about how students can get on better with each other	173	99	57.2	112	65.0	130	75.0	147	85.0	48	27.8
Students have a say in what happens at school	172	105	61.0	112	65.0	129	75.0	146	85.0	41	24.0
At school everyone knows what to do if someone is being hurt or bullied	173	108	62.4	112	65.0	130	75.0	147	85.0	39	22.6
Everyone thinks our school values are important (like respect for others)	173	117	67.6	121	70.0	130	75.0	147	85.0	30	17.4
Everyone knows the school rules about behaviour	173	117	67.6	121	70.0	130	75.0	147	85.0	30	17.4
Years 11-13	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Students have a say in what happens at school	235	120	51.0	153	65.0	176	75.0	200	85.0	80	34.0
Teachers ask our ideas about how students can get on better with each other	233	121	51.9	151	65.0	175	75.0	198	85.0	77	33.1

At school everyone knows what to do if someone is being hurt or bullied	234	131	55.9	152	65.0	176	75.0	199	85.0	68	29.1
Everyone thinks our school values are important (like respect for others)	235	157	66.8	165	70.0	176	75.0	200	85.0	43	18.2
Teachers and students care about each other	235	173	73.6	176	75.0	188	80.0	200	85.0	27	11.4

Achievement Challenge Targets for Wellbeing Teaching and Learning

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
At school, I am taught how to manage my feelings (like if I get angry)	756	631	83.4	388	85.0	658	87.0	665	88.0	34	5.0
Teachers always behave how they would like us to behave	759	653	86.0	404	88.0	683	90.0	691	91.0	38	5.0
Teachers make learning interesting	759	657	86.5	668	88.0	683	90.0	691	91.0	34	5.0
Teachers care about how I feel	759	664	87.4	668	88.0	683	90.0	698	92.0	61	5.0
Teachers treat students fairly	758	666	87.8	667	88.0	682	90.0	697	92.0	61	5.0
Years 7-8	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
At school, I am taught how to manage my feelings (like if I get angry)	167	128	76.6	130	78.0	137	82.0	142	85.0	14	8.4
Teachers treat students fairly	168	135	80.3	138	82.0	141	84.0	143	85.0	8	4.7
Teachers make learning interesting	168	136	80.9	138	82.0	141	84.0	143	85.0	7	4.1
Teachers always behave how they would like us to behave	168	136	80.9	138	82.0	141	84.0	143	85.0	7	4.1
Teachers care about how I feel	169	141	83.4	143	85.0	145	86.0	149	88.0	8	4.6
Years 9-10	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
At school, I am taught how to manage my feelings (like if I get angry)	172	100	58.1	112	65.0	129	75.0	146	85.0	46	26.9
Teachers treat students fairly	173	111	64.1	121	70.0	130	75.0	147	85.0	36	20.9
Teachers always behave how they would like us to behave	173	114	65.8	121	70.0	130	75.0	147	85.0	33	19.2
Teachers think all students can do well	173	115	66.4	121	70.0	130	75.0	147	85.0	32	18.6
At school, I am taught what to say or do if students are hassling or bullying me	172	115	66.8	112	70.0	129	75.0	146	85.0	28	18.2
Years 11-13	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
At school, I am taught how to manage my feelings (like if I get angry)	232	112	48.2	150	65.0	174	75.0	197	85.0	85	36.8
Teachers treat students fairly	234	118	50.4	152	65.0	176	75.0	199	85.0	81	34.6
Teachers think all students can do well	234	133	56.8	152	65.0	176	75.0	199	85.0	66	28.2

Teachers make learning interesting	233	135	57.9	151	65.0	174	75.0	198	85.0	63	27.1
At school, I am taught what to say or do if students are hassling or bullying me	232	139	59.9	150	65.0	174	75.0	197	85.0	58	25.1

Achievement Challenge Targets for Wellbeing

Pro-social student culture and strategies

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Students include others who are being left out or ignored	751	564	75.0	601	80.0	616	82.0	638	85.0	74	10
Students always stand up for others if someone is hassling them	754	573	75.9	603	80.0	618	82.0	641	85.0	68	9.1
Students treat each other with respect	754	590	78.2	603	80.0	618	82.0	641	85.0	51	6.8
I can say how I am feeling when I need to	749	591	78.9	599	80.0	614	82.0	637	85.0	46	6.1
Students are good at listening to each others' views and ideas	753	598	79.4	602	80.0	617	82.0	640	85.0	42	5.6
Years 7-8	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
I can say how I am feeling when I need to	167	110	65.8	125	75.0	134	80.0	142	85.0	32	19.2
Students treat each other with respect	167	112	67.0	125	75.0	134	80.0	142	85.0	30	18
Students include others who are being left out or ignored	167	115	68.8	125	75.0	134	80.0	142	85.0	27	16.2
Students always stand up for others if someone is hassling them	166	116	69.8	124	75.0	133	80.0	141	85.0	25	15.2
Students are good at listening to each others' views and ideas	167	123	73.6	125	75.0	134	80.0	142	85.0	19	11.4
Years 9-10	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Students always stand up for others if someone is hassling them	171	87	50.8	128	75.0	137	80.0	145	85.0	58	34.2
Students include others who are being left out or ignored	171	96	56.1	128	75.0	137	80.0	145	85.0	49	28.9
I can say how I am feeling when I need to	171	103	60.2	128	75.0	137	80.0	145	85.0	42	24.8
If I have a problem with another student, I feel I can ask teachers for help	171	105	61.4	128	75.0	137	80.0	145	85.0	40	23.6
Students treat each other with respect	171	114	66.6	128	75.0	137	80.0	145	85.0	31	18.4
Years 11-13	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
Students include others who are being left out or ignored	230	108	46.9	173	75.0	184	80.0	195	85.0	87	38.1
Students always stand up for others if someone is	231	116	50.2	173	75.0	185	80.0	196	85.0	80	34.8

hassling them											
If I have a problem with another student, I feel I can ask teachers for help	231	118	51.0	173	75.0	185	80.0	196	85.0	78	34
I can say how I am feeling when I need to	231	123	53.2	173	75.0	185	80.0	196	85.0	73	31.8
Students treat each other with respect	231	143	61.9	173	75.0	185	80.0	196	85.0	53	23.1

Achievement Challenge Targets for Wellbeing Aggressive Student Culture

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6	Sample Cohort Number	Never / 1 or 2 times a year Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Do other students put you down, call you names, or tease you in a mean way?	747	453	60.6	486	65.0	560	75.0	635	85.0	182	24.4
Do other students leave you out or ignore you on purpose?	747	489	65.4	523	70.0	560	75.0	635	85.0	146	19.6
Do other students tell lies or spread rumours about you?	747	510	68.2	560	75.0	598	80.0	635	85.0	125	16.8%
Do other students hit, push or hurt you in a mean way?	747	540	72.2	560	75.0	598	80.0	635	85.0	95	12.8%
Are you bullied by other students?	747	572	76.5	798	80.0	612	82.0	635	85.0	63	8.5%
Years 7-8	Sample Cohort Number	Never / 1 or 2 times a year Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Do other students put you down, call you names, or tease you in a mean way?	167	117	70.0	125	75.0	134	80.0	142	85.0	25	15%
Do other students leave you out or ignore you on purpose?	167	122	73.0	125	75.0	134	80.0	142	85.0	20	12%
Do other students tell lies or spread rumours about you?	168	134	79.7	126	80.0	138	82.0	143	85.0	9	5.3%
Do other students say rude things about your culture or family?	167	143	85.6	145	87.0	147	88.0	150	90.0	7	4.4%
Do other students call you gay to put you down, or are they rude to you because of your sexuality?	168	146	86.9	148	88.0	151	90.0	153	91.0	7	4.1%
Years 9-10	Sample Cohort Number	Never / 1 or 2 times a year Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Do other students put you down, call you names, or tease you in a mean way?	169	116	68.6	127	75.0	135	80.0	144	85.0	28	16.4%
Do other students leave you out or ignore you on purpose?	169	135	79.8	135	80.0	139	82.0	144	85.0	9	5.2%
Do other students say rude things about your culture or family?	169	141	83.4	147	87.0	149	88.0	152	90.0	11	6.6%
Do other students tell lies or spread rumours about you?	169	148	87.5	149	88.0	152	90.0	154	91.0	6	3.5%
Do other students use cell phones (like texting) or the internet to be mean to you or spread rumours?	169	151	89.3	152	90.0	155	92.0	159	94.0	8	4.7%
Years 11-13	Sample Cohort Number	Never / 1 or 2 times a year Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Do other students put you down, call you names, or tease you in a mean way?	231	160	69.2	173	75.0	185	80.0	196	85.0	36	15.8%
Do other students tell lies or spread rumours about	230	181	78.6	184	80.0	189	82.0	196	85.0	15	6.4%

you?											
Do other students say rude things about your culture or family?	230	184	80.0	189	82.0	191	83.0	196	85.0	12	5%
Do other students leave you out or ignore you on purpose?	231	191	82.6	194	84.0	199	86.0	201	87.0	10	4.4%
Do other students hit, push or hurt you in a mean way?	231	204	88.3	206	89.0	208	90.0	215	93.0	11	4.7%

2. Community Engagement

Community engagement is one of eight principles in The New Zealand Curriculum that provide a foundation for schools' decision making. The principle of community engagement calls for schools and teachers to deliver a curriculum that is meaningful, relevant and connected to students' lives. Community engagement is about establishing strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning. Te Whāriki, New Zealand's Early Childhood Curriculum, (2017) Principles three and four - Family and Community and Relationships identify the wider world of family and community as being integral to the child's learning.

The New Zealand Curriculum states that curriculum design and review requires a clear understanding of the values and expectations of the community. It is intended that the interests and needs of students and the values and aspirations of parents and wider community informs school curriculum design. Effective community engagement is imperative in this process.

Te Whāriki asserts that children learn through responsive and reciprocal relationships with people places and things. It is through these relationships that collaborative aspirations, ventures and achievements are identified and valued. When culture, knowledge and community are acknowledged and affirmed and people in their lives support them across settings, they learn and develop best (Te Whāriki, 2017).

Community engagement is 'meaningful, respectful partnership between schools and their parents, whānau, and communities ... focused on improving the educational experiences and successes for each child.' (ERO, 2008)

The *School Leadership and Student Outcomes BES* found that the most effective home-school partnerships are those in which:

- parents and teachers are involved together in children's learning
- teachers make connections to students' lives
- family and community knowledge is incorporated into the curriculum and teaching practices.

The *Family and Community Engagement BES* found that the most effective partnerships:

- treat families with dignity and respect and add to family practices, experiences, values, and competencies
- build on the strong aspirations and motivation that most parents have for their children's development
- offer structured and specific suggestions rather than general advice
- provide group opportunities as well as opportunities for one-to-one contact (especially informal contact)
- empower those involved by fostering autonomy and self-reliance within families, schools & communities.

Research shows that student outcomes are enhanced when links are made between the student's learning at school and other contexts important to the student, particularly home and community settings. As schools work with the National Standards, teachers and school leaders need to consider the ways that they communicate with whānau and

communities about their children’s motivation, progress, and achievement.

Aspects of the Wellbeing@school NZCER survey relate to Community Engagement and these items give us a guide to our levels of community engagement and identify areas to address.

Quantitative and Qualitative Data Analysis on the NZCER Community Engagement Survey

Link: [NZCER Community Engagement Collated Survey Results](#)

Community Partnerships Early Learning								
Rationale: to strengthen home-school partnerships and build culturally-responsive pedagogies	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
My family and teachers at kindy are nice to each other?	0	0	0	0	16	61.5%	10	38.4%
Teachers at kindy are always friendly to my family?	0	0%	1	4.0%	17	65.3%	8	30.7%
Teachers at kindy are interested in me and my family?	0	0%	3	11.1%	13	48.1%	11	40.7%
Teachers at kindy are interested in children from other countries?	1	4.0%	6	24%	12	48%	6	24%
At kindy we are encouraged to play with each other?	0	0%	0	0%	18	69.2%	8	30.7%

Community Partnerships Years 4-6								
Rationale: to strengthen home-school partnerships and build culturally-responsive pedagogies	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Teachers are interested in my culture or family background.	30	4.0%	162	21.3%	385	50.7%	182	24.0%
At school, we are encouraged to get on with students from different cultures or backgrounds.	11	1.4%	52	6.8%	316	41.6%	381	50.1%
Teachers get on well with students from different cultures and backgrounds.	12	1.6%	54	7.1%	313	41.2%	380	50.1%
Students get on well with other students from different cultures.	16	2.1%	94	12.5%	379	50.3%	265	35.1%
My parents, family, and whanau always feel welcome at school.	10	1.3%	41	5.5%	337	45.1%	360	48.1%
Teachers and parents work together.	16	2.1%	80	10.7%	372	49.7%	280	37.4%
My parents and teachers respect each other	4	0.5%	17	2.3%	279	37.3%	447	59.8%

Outside school, I have a parent or adult who I can go to if I am upset.	30	4.0%	67	9.0%	236	31.6%	414	55.4%
In the area where I live, people get on with each other.	37	5.0%	79	10.6%	352	47.1%	279	37.3%
Total	166	2.4%	646	9.5%	2759	44%	2988	44%

Insights from Data Analysis:

Significant numbers (25%) of children feel their teachers are not interested in their culture or family background.
 Teachers and parents are not seen as working together by around 13% of students
 Strong neighbourhoods - around 16% not seen as such

Areas to further investigate:

Building culturally responsive relationships - is this linked to ethnicity or non-specific? How can we help our teachers alleviate this lack (or apparent lack) of interest?
 What do stronger parent teacher relationships look like and what do they look like for students?

Community Partnerships Years 7-8

Rationale: to strengthen home-school partnerships and build culturally-responsive pedagogies	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Teachers are interested in my culture or family background.	4	2.4%	38	22.8%	101	60.5%	24	14.4%
At school, we are encouraged to get on with students from different cultures or backgrounds.	2	1.2%	11	6.6%	86	51.5%	68	40.7%
Teachers get on well with students from different cultures and backgrounds.	4	2.4%	12	7.2%	87	52.1%	64	38.3%
Students get on well with other students from different cultures.	4	2.4%	18	10.9%	107	64.8%	36	21.8%
My parents, family, and whanau always feel welcome at school.	2	1.2%	11	6.6%	94	56.3%	60	35.9%
Teachers and parents work together.	3	1.8%	22	13.3%	100	60.2%	41	24.7%
My parents and teachers respect each other	2	1.2%	4	2.4%	87	52.1%	74	44.3%
Outside school, I have a parent or adult who I can go to if I am upset.	4	2.4%	9	5.4%	58	34.9%	95	57.2%
In the area where I live, people get on with each other.	5	3.0%	12	7.2%	89	53.3%	61	36.5%
Total	30	2%	137	9.1%	809	54%	523	34.8%

Insights from Data Analysis:

25% of students in this age group also consider their teachers not to be interested in their culture or family background
 Students consider that there is mutual respect between their parents and teachers and work together

Areas to further investigate:

Look at ways in which teachers can become more culturally responsive to individual students

Community Partnerships Years 9-10

Rationale: to strengthen home-school partnerships and build culturally-responsive pedagogies	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Teachers are interested in my culture or family background.	14	8.1%	67	38.7%	75	43.4%	17	9.8%
At school, we are encouraged to get on with students from different cultures or backgrounds.	4	2.3%	20	11.6%	102	59.3%	46	26.7%
Teachers get on well with students from different cultures and backgrounds.	2	1.2%	12	6.9%	125	72.3%	34	19.7%
Students get on well with other students from different cultures.	2	1.2%	24	14.0%	120	70.2%	25	14.6%
My parents, family, and whanau always feel welcome at school.	0	0.0%	10	5.9%	115	67.6%	45	26.5%
Teachers and parents work together.	2	1.2%	49	28.8%	98	57.6%	21	12.4%
My parents and teachers respect each other	0	0.0%	5	3.0%	119	70.4%	45	26.6%
Outside school, I have a parent or adult who I can go to if I am upset.	0	0.0%	11	6.5%	72	42.4%	87	51.2%
In the area where I live, people get on with each other.	3	1.8%	9	5.3%	115	67.6%	43	25.3%
Total	27	1.7%	207	13.4%	941	61.2%	363	23.6%

Insights from Data Analysis:

- There is a noticeable increase in the numbers of students who consider that their teachers are not interested in their culture and family background - almost double that of intermediate and primary students.
- 30% of students do not think that their teachers and parents work well together. This is a marked increase from what younger students think.
- Students do consider that there is mutual respect between parents and teachers but they do not think that parents and teachers work together (30%)

Areas to further investigate:

This marked increase in students feeling that their teachers are less interested in their culture or family background needs further investigation. Is it because they see more teachers each day and for less time?
 How do our results compare with national data?
 Can we probe into this further by breaking down for years 9 and 10 separately?
 Are there any gender or ethnic differences?
 How can we work towards improving this?

Community Partnerships Years 11-13

Rationale: to strengthen home-school partnerships and build culturally-responsive pedagogies	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Teachers are interested in my culture or family background.	23	9.8%	108	46.0%	97	41.3%	7	3.0%
At school, we are encouraged to get on with students from different cultures or backgrounds.	8	3.4%	38	16.3%	135	57.9%	52	22.3%
Teachers get on well with students from different cultures and backgrounds.	4	1.7%	31	13.3%	165	70.8%	33	14.2%
Students get on well with other students from different cultures.	10	4.3%	48	20.8%	142	61.5%	31	13.4%
My parents, family, and whanau always feel welcome at school.	5	1.9%	54	20.5%	169	64.0%	3	13.6%
Teachers and parents work together.	12	5.2%	90	39.0%	116	50.2%	13	5.6%
My parents and teachers respect each other	3	1.3%	13	5.6%	175	75.8%	40	17.3%
Outside school, I have a parent or adult who I can go to if I am upset.	10	4.3%	21	9.1%	131	56.7%	69	29.9%
In the area where I live, people get on with each other.	7	3.0%	24	10.4%	148	64.1%	52	22.5%
Total	82	3.8%	427	13.5%	1278	60.2%	333	15.7%

Insights from Data Analysis:

Over 50% of students at these year levels do not think their teachers are interested in their cultures or family background. Around 20% of students do not think teachers encourage them to get on with students of other cultures nor do they think that students get on well with students from other cultures (approximately 25%). There is a big jump in the numbers who disagree with the statement that their parents and whanau feel welcome at school (22%). Almost half consider that parents and teachers do not work together.

Areas to further investigate:

Why is the increase so marked for students at these year levels? Is there a link with gender or ethnic groups? How can we build better community partnerships?

Achievement Challenge Targets for Community Engagement

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture or family background.	759	567	74.7	607	80.0	622	82.0	645	85.0	109	10.3
Students get on well with other students from different cultures	760	644	84.7	654	86.0	661	87.0	687	90.0	43	5.3
Teachers and parents work together	759	652	85.9	660	87.0	668	88.0	699	90.0	47	5.0
Teachers get on well with students from different cultures and backgrounds	754	693	91.9	701	93.0	716	95.0	726	96.0	33	5.0
At school we are encouraged to get on with students from different cultures or backgrounds.	748	697	93.1	711	95.0	718	96.0	723	98.0	29	5.0
My parents, family and whanau are always welcome at school.	748	697	93.1	711	95.0	718	96.0	735	98.0	38	5.0
Years 7-8	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture or family background.	167	125	75.8	134	80.0	167	82.0	142	85.0	17	10.8
Teachers and parents work together	166	141	84.9	142	86.0	146	88.0	150	90.0	9	5.1
Teachers get on well with students from different cultures and backgrounds	167	151	90.4	154	92.0	157	94.0	159	95.0	8	5.0
At school we are encouraged to get on with students from different cultures or backgrounds.	167	154	92.2	157	94.0	159	95.0	162	97.0	8	5.0
My parents, family and whanau are always welcome at school.	167	154	92.2	157	94.0	159	95.0	162	97.0	8	5.0
Years 9-10	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture or family background.	173	92	53.0	112	65.0	130	75.0	142	85.0	50	32.0
Teachers and parents work together	170	119	70.0	128	75.0	136	80.0	145	85.0	26	15.0
Students get on well with other students from different cultures	171	145	84.7	147	86.0	150	88.0	153	89.0	8	5.0
At school we are encouraged to get on with students from different cultures or backgrounds.	172	148	86.0	151	88.0	155	90.0	157	91.0	9	5.0
Teachers get on well with students from different cultures and backgrounds	173	159	92.0	163	94.0	166	96.0	168	97.0	9	5.0
Years 11-13	Sample Cohort Number	Strongly Agree / Agree Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture or family background.	235	104	44.2	153	65.0	176	75.0	200	85.0	96	40.8
Teachers and parents work together	231	129	55.8	150	65.0	173	75.0	196	85.0	67	29.2
My parents, family and whanau are always welcome at school.	231	172	74.4	185	80.0	189	82.0	196	85.0	24	10.6
Students get on well with other students from different cultures	231	173	74.8	180	78.0	185	80.0	196	85.0	23	10.2

At school we are encouraged to get on with students from different cultures or backgrounds.	233	187	80.2	191	82.0	196	84.0	198	85.0	46	5.0
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3. Key Competencies

Key competencies are the capabilities and dispositions people have and need to develop to live and learn and face challenges today and in the future. Key competencies matter because they support dispositions that will enable young people to learn well now and to go on learning throughout their lives. Key competencies matter more because students need to become more adaptive to change and agile in their thinking and ways they work together and with all members of society. Since our education systems were first established there has been enormous change in the nature of societies, change in the nature of work, change in how knowledge is viewed and change in technologies; to name just a few. Those changes, and the certainty of ongoing change, have implications for the type of education our young people require and the focus of the teaching and learning they experience. The key competencies take account of those changes - they put today's students at the centre and bring a future-focussed perspective to teaching and learning.

“The key competencies, with their focus on reflection, challenge both teachers and learners to think carefully about the ways in which aspects of culture impact on learning” (Hipkins, R (2006) *The Nature of the Key Competencies. A Background Paper.* Wellington: NZCER Press). Key competencies and Wellbeing are linked and play an important part in enabling learning.

Learners need to establish baseline competencies in order to improve their mathematical and literacy capabilities that are fundamental to building successful lives. The only way we will achieve this is empowering learners to build agency over their world. It is no longer sufficient for students to merely acquire knowledge and master skills. Students need opportunities to develop their capability as users of knowledge and skills in wide-ranging contexts now and in the future. Once learners develop competencies, they can take greater agency over their learning, become more confident and learning will improve across reading, writing and mathematics as well as the other learning domains within the New Zealand Curriculum. As learners develop increased understanding and the ability to apply their understanding, they can be innovative and ingenious and solve increasingly challenging problems.

The Early Childhood Curriculum Te Whāriki describes explicit connections between the Goals and Strands of the Early Childhood Curriculum and the New Zealand Curriculum. Te Whāriki sees learning dispositions and working theories as closely interrelated with the learning areas and key competencies in the NZ Curriculum. Underpinning the curriculum document is the vision that children grow 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 Whāriki, 2017).

Developing the Key Competencies in our learners enables them to better:

- Work with diverse others and ideas, in rapidly changing social conditions
- Develop critical, self-managing, systems thinking
- Learn who to trust when knowledge claims conflict
- Work together to make a difference
- Use multi modal communication methods
- Use knowledge to carry out meaningful tasks
- Be able to use multiple literacies

- Adapt skills into actions matched to new contexts
- Respond appropriately to cultural settings

The Pupuke Community of Learning - Kāhui Ako teachers were asked to collate data on the reporting of Key Competencies in their reporting to parents and caregivers. The Early Childhood Service based its data on the New Zealand Early Childhood Curriculum Te Whāriki.

These data are displayed in the tables below.

Quantitative and Qualitative Data Analysis on the NZC Key Competencies

Links: [Sunnynook Kindergarten Raw Data](#); [Takapuna Primary School Raw Data](#), [Milford Primary School Raw Data](#), [Sunnynook Primary School Raw Data](#), [Sunnybrae Primary Raw Data](#), [Forrest Hill Primary Raw Data](#), [TNIS Raw Data](#) [Westlake Boys Raw Data](#)

Key Competency 1: Managing Self									
Rationale: Are reliable and resilient, act independently, and are self-motivated		Consistently		Usually		Sometimes Beginning to		Not Yet Rarely	
		No.	%	No.	%	No.	%	No.	%
YEARS 4-6	School A: Takapuna Primary	73/150	49%	54/150	36%	23/150	15%	0/150	0%
	School B: Milford School	64/150	43%	63/150	42%	20/150	13%	3/150	2%
	School C: Sunnynook School	64/150	43%	38/150	25%	34/150	23%	15/150	9%
	School D: Sunnybrae School	74/200	37%	84/200	42%	36/200	18%	6/200	3%
	School E:Forrest Hill School	139/213	65%	57/213	27%	17/213	8%	0/213	0%
	Total	414/863	48%	296/863	34%	130/863	15%	24/863	3%
YEARS 7-8	School F: Takapuna Normal Intermediate	36/100	36%	40/100	40%	20/100	20%	4/100	4%
	School G: Wairau Intermediate	38/90	42%	37/90	41%	9/90	10%	6/90	7%
	Total	74/190	39%	77/190	41%	29/190	15%	10/190	5%
YEARS 9-10	School H: Westlake Girls	73/386	19%	287/386	74%	26/386	7%		
	School I: Westlake Boys	310/936	33%	575/936	62%	51/936	5%		
	Total	383/1322	29%	862/1322	65%	77/1322	6%		

Insights from Data Analysis:

The range of results from schools varies from 8% - 32% for the “sometimes/beginning to” and “not yet/rarely” This is whole school analysis however some school data show gender differences.

Areas to further investigate:

Awareness of understanding how each KC looks at different levels.

How are we assisting students to develop this KC and subsequently measure their development? Are we using multiple opportunities to make these judgements?

Ponder : Level of understanding / teacher capability of understanding KCs? Are the measures we use objective?

Is there a shared language that we can all use?

Understanding Progressions - What is an expectation at Year 8 level?

Are there ethnic and gender differences?
Is there a relationship between engagement and development of this and other Key Competencies?

Key Competency 2: Thinking

Rationale: Are competent thinkers and problem solvers who question, seek and use knowledge		Consistently		Usually		Sometimes Beginning to		Not Yet Rarely	
		No.	%	No.	%	No.	%	No.	%
YEARS 4-6	School A: Takapuna Primary	69/150	46%	65/150	43%	16/150	11%	0/150	0%
	School B: Milford School	35/150	23%	83/150	54%	30/150	19%	2/150	4%
	School C: Sunnynook School	57/150	38%	52/150	35%	36/150	24%	5/150	3%
	School D: Sunnybrae School	66/200	33%	100/200	50%	30/200	15%	4/200	2%
	School E: Forrest Hill School	107/213	50%	82/213	38%	24/213	12%	0/213	0%
	Total	334/863	39%	382/863	44%	136/863	16%	11/863	1%
YEARS 7-8	School F: Takapuna Normal Intermediate	36/100	36%	35/100	35%	26/100	26%	3/100	3%
	School G: Wairau Intermediate	35/90	39%	31/90	34%	21/90	23%	3/90	3%
	Total	71/190	37%	66/190	35%	47/190	25%	6/190	3%
YEARS 9-10	School H: Westlake Girls	13/386	3%	355/386	92%	18/386	5%		
	School I: Westlake Boys	450/936	48%	419/936	45%	67/936	7%		
	Total	463/1322	35%	774/1322	59%	85/1322	6%		

Insights from Data Analysis:

Variation between schools for "Sometimes/Beginning to" and "not yet/rarely" - from 11% to 29%

Areas to further investigate:

What do we do in our schools to develop this KC ?

Are there gender and/or ethnic differences?

How are we setting learning experiences for our teachers to develop this KC ?

Do all the teachers within each school have a shared understanding of how to assess this KC?

Since there is such great variation between schools can we develop a shared understanding of how to measure this KC across schools?

How can we then moderate across schools?

Key Competency 3: Relating to Others

Rationale: Able to interact effectively with diverse people in a variety of contexts		Consistently		Usually		Sometimes Beginning to		Not Yet Rarely	
		No.	%	No.	%	No.	%	No.	%
YEARS 4-6	School A: Takapuna Primary	81/150	54%	46/150	31%	23/150	15%	0/150	0%
	School B: Milford School	59/150	39%	74/150	49%	14/159	10%	3/150	2%
	School C: Sunnynook School	58/150	39%	52/150	35%	34/150	22%	6/150	4%
	School D: Sunnybrae School	68/200	34%	102/200	51%	26/200	13%	4/200	2%
	School E: Forrest Hill School	107/213	50%	82/213	38%	24/213	12%	0/213	0%
	Total	373/863	43%	356/863	41%	121/863	14%	13/863	2%
YEARS 7-8	School F: Takapuna Normal Intermediate	39/100	39%	39/100	39%	19/150	19%	3/100	3%
	School G: Wairau Intermediate	44/90	49%	24/90	29%	17/90	19%	3/90	3%
	Total	83/190	45%	63/190	33%	36/190	19%	6/190	3%
YEARS 9-10	School H: Westlake Girls	*Currently this school does not report on this competency							
	School I: Westlake Boys	432/936	46%	428/936	46%	76/936	8%		

Insights from Data Analysis:

Variation between some of the primary schools is noticeable. There is more consistency between the two intermediate schools.

Areas to further investigate:

How do we help students develop this competency?

Do transitions impact on this competency ?

Are there gender or ethnic differences that need further exploration?

Wondering - % of students who are at Beginning / sometimes - Are they the same group at this stage in other competencies?

What strategies do we give students to build and manage their relationships with others?

How do our teachers assess this Key Competency? What do they look for?

Can we build a shared language around this?

Do teachers within each school have shared understandings of what each category looks like?

Key Competency 4: Participating and Contributing

Rationale: Can contribute appropriately, and understands rights and responsibilities		Consistently		Usually		Sometimes Beginning to		Not Yet Rarely	
		No.	%	No.	%	No.	%	No.	%
YEARS 4-6	School A: Takapuna Primary	92/150	61%	42/150	28%	16/150	11%	0/150	0%
	School B: Milford School	42/150	28%	79/150	52%	27/150	18%	2/150	2%
	School C: Sunnynook School	57/150	38%	44/150	29%	48/150	32%	1/150	1%
	School D: Sunnybrae School	60/200	30%	96/200	48%	36/200	18%	8/200	4%
	School E: Forrest Hill School	146/213	68%	60/213	28%	8/213	4%	0/213	0%
	Total	397/863	46%	321/863	37%	135/863	16%	11/863	1%
YEARS 7-8	School F: Takapuna Normal Intermediate	44/100	44%	33/100	33%	20/100	20%	3/100	3%
	School G: Wairau Intermediate	42/90	47%	27/90	30%	17/90	20%	4/90	3%
	Total	86/190	45%	60/190	32%	37/190	19%	7/190	4%
YEARS 9-10	School H: Westlake Girls	91/386	24%	271/386	70%	24/386	6%		
	School I: Westlake Boys	443/936	47%	432/936	46%	61/936	7%		
	Total	534/1322	41%	703/1322	53%	85/1322	6%		

Insights from Data Analysis

Variation between some of the primary schools is very noticeable. There is consistency between the two intermediate schools.

Areas to further investigate:

How do we help our students to develop this KC?

Do composite classes in Year 7/8 impact on the development of this KC?

Are there any ethnic differences?

How do transitions affect the development of this KC?

Again - can we share understandings on how we help students develop this KC?

Key Competency 5: Using Language, Symbols and Text

Rationale: Can interpret and use words, images and technologies in a range of contexts		Consistently		Usually		Sometimes Beginning to		Not Yet Rarely	
		No.	%	No.	%	No.	%	No.	%
YEARS 4-6	School A: Takapuna Primary	98/150	65%	33/150	22%	19/150	13%	0/150	0%
	School B: Milford School	48/150	32%	81/150	54%	19/150	13%	2/150	1%
	School C: Sunnynook School	48/150	32%	68/150	45%	34/150	23%	0/150	0%
	School D: Sunnybrae School	56/200	28%	104/200	52%	36/200	18%	4/200	2%
	School E: Forrest Hill School	*Currently this school does not report on this competency in this way							
	Total	250/650	38%	286/650	44%	108/650	17%	6/650	1%
YEARS 7-8	School F: Takapuna Normal Intermediate	46/100	46%	42/100	42%	12/100	12%	0/100	0%
	School G: Wairau Intermediate	43/90	48%	32/90	35%	14/90	16%	1/90	1%
	Total	89/190	46%	74/190	39%	26/190	14%	1/190	1%
YEARS 9-10	School H: Westlake Girls	*Currently this school reports on this competency through curriculum/learning areas using common assessment tasks							
	School I: Westlake Boys	*Currently this school reports on this competency through curriculum/learning areas using common assessment tasks							
Insights from Data Analysis: “Consistently” and “Usually” are consistent between schools (around 80%)									
Areas to further investigate: How are the OTJ’s made?									

Te Whāriki *He whāriki mātauranga mō ngā mokopuna o Aotearoa*

Te Whāriki is the Early Childhood Curriculum and is underpinned by a vision for children who are 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.

STRANDS: The strands describe five areas of learning and development in which the focus is on supporting children to develop the capabilities they need as confident and competent learners.

GOALS: The goals are for kaiako. They describe characteristics of facilitating environments and pedagogies that are consistent with the principles and that will support children's learning and development across the strands of the curriculum. 4 ECE teachers in our Kāhui Ako evaluated 58 children resulting in the following Overall Teacher Judgement (OTJ) as baseline data.

Strands and Goals of Te Whāriki						
Belonging	Sometimes		Often		Consistently	
	No.	%	No.	%	No.	%
Connecting links with the family & the wider world are affirmed & extended	5	8.6%	12	21%	3	5.1%
They know they have a place	5	8.6%	19	33%	4	6.8%
They feel comfortable with the routines, customs and regular events	4	6.8%	16	28%	37	654%
They know the limits and boundaries of acceptable behaviour	7	12%	9	16%	41	71%
Contribution	Sometimes		Often		Consistently	
	No.	%	No.	%	No.	%
There are equitable opportunities, irrespective of gender, ability, age, ethnicity or background	8	14%	12	21%	37	63%
They are affirmed as individuals	6	10%	16	28%	35	60%
They are encouraged to learn with and alongside others	5	8.6%	14	24%	38	66%
Communication	Sometimes		Often		Consistently	
	No.	%	No.	%	No.	%
They develop non-verbal communication skills for a range of purposes	10	17%	8	14%	36	62%
They develop verbal communication skills for a range of purposes	14	24%	13	22%	33	57%
They experience the stories and symbols of their own and other cultures	13	22%	11	19%	31	53%
They discover different ways to be creative and expressive	13	22%	6	10%	34	59%
Exploration	Sometimes		Often		Consistently	
	No.	%	No.	%	No.	%
Play is valued as meaningful learning and the importance of spontaneous play is recognised	5	8.6%	8	14%	42	72%
They gain confidence in and control of their bodies	5	8.6%	5	8.6%	45	78%

They learn strategies for active exploration, thinking and reasoning	9	16%	12	21%	31	53%
They develop working theories for making sense of the natural, social, physical and material worlds	6	10%	13	22%	34	59%

Years 4 - 10 Achievement Challenge Targets for Key Competencies by School

Target: A minimum of 85 % or a minimum 5 % shift over three years

Key Competency 1: Managing Oneself: Increase the proportion of students who are reliable and resilient, act independently, and are self-motivated

Managing Self	Cohort Sample Number	Consistently Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
School A	150	73	49%	98	65%	113	75%	128	85%	55	36%
School B	150	64	43%	98	65%	113	75%	128	85%	64	42%
School C	150	64	43%	98	65%	113	75%	128	85%	64	42%
School D	150	74	37%	98	65%	113	75%	128	85%	54	48%
School E	213	139	65%	149	70%	160	75%	181	85%	42	20%
School F	100	36	36%	65	65%	75	75%	85	85%	49	49%
School G	90	38	42%	59	65%	68	75%	77	85%	39	43%
School H	386	73	19%	251	65%	290	75%	328	85%	255	66%
School I	936	310	33%	608	65%	702	75%	796	85%	486	52%
Total	2235	833	37%	1524	68%	1747	78%	1979	89%	1108	52%

Key Competency 2: Thinking: Increase the proportion of students who are competent thinkers and problem solvers who question, seek and use knowledge

Thinking	Cohort Sample Number	Consistently Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
School A	150	69	46%	98	65%	113	75%	128	85%	58	39%
School B	150	35	23%	98	65%	113	75%	128	85%	93	62%
School C	150	57	38%	98	65%	113	75%	128	85%	71	47%
School D	150	66	33%	98	65%	113	75%	128	85%	62	52%
School E	213	107	50%	138	65%	159	75%	181	85%	74	35%
School F	100	36	36%	65	65%	75	75%	85	85%	49	49%
School G	90	35	39%	58	65%	67	75%	76	85%	41	46%
School H	386	13	3%	251	65%	289	75%	328	85%	315	82%
School I	936	450	48%	608	65%	702	75%	796	85%	346	37%
Total	2235	833	37%	1512	68%	1744	78%	1978	89%	1145	52%

Key Competency 3: Relating to others: To increase the proportion of students who are able to interact effectively with diverse people in a variety of contexts

Relating to Others	Cohort Sample Number	Consistently Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
School A	150	81	54%	98	65%	113	75%	128	85%	47	31%
School B	150	59	39%	98	65%	113	75%	128	85%	69	46%
School C	150	58	39%	98	65%	113	75%	128	85%	70	46%
School D	150	68	34%	98	65%	113	75%	128	85%	60	40%
School E	213	107	50%	138	65%	160	75%	250	85%	143	67%
School F	100	39	39%	65	65%	75	75%	85	85%	46	46%
School G	90	44	49%	58	65%	68	75%	77	85%	33	39%
School H	*Currently this school does not report on this competency but intends on doing so moving forward										
School I	936	432	46%	608	65%	702	75%	796	85%	364	39%
Total	2235	844	38%	1258	56%	1457	65%	1720	77%	876	39%

Years 4 - 10 Achievement Challenge Targets for Key Competencies by School

Target: A minimum of 85 % or a minimum 5 % shift over three years

Key Competency 4 : Participation and Contribute: To Increase the proportion of students who are able to contribute appropriately, and understands rights and responsibilities											
Participate and Contribute	Cohort Sample Number	Consistently Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
School A	150	92	61%	96	65%	113	75%	128	85%	36	24%
School B	150	42	28%	96	65%	113	75%	128	85%	86	57%
School C	150	57	38%	96	65%	113	75%	128	85%	71	47%
School D	150	60	30%	96	65%	113	75%	128	85%	68	38%
School E	213	146	68%	138	70%	160	75%	181	85%	35	17%
School F	100	44	44%	65	65%	75	75%	85	85%	41	41%
School G	90	42	47%	59	65%	78	75%	77	85%	35	43%
School H	386	91	24%	251	65%	290	75%	328	85%	237	61%
School I	936	443	47%	608	65%	702	75%	796	85%	353	38%
Total	2235	975	41%	1505	67%	1757	79%	1979	89%	1004	48%
Key Competency 5: Using Language, Symbols and Text: To Increase the proportion of students who are able to interpret and use words, images and technologies in a range of contexts											
Using Language, Symbols and Text:	Cohort Sample Number	Consistently Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
School A	150	98	65%	96	65%	113	75%	128	85%	45	20%
School B	150	48	32%	96	65%	113	75%	128	85%	80	48%
School C	150	48	32%	96	65%	113	75%	128	85%	80	48%
School D	150	56	28%	96	65%	113	75%	128	85%	72	57%
School E	213	*Currently this school does not report on this competency in this way									
School F	100	46	46%	65	65%	75	75%	85	85%	29	39%
School G	90	43	48%	59	65%	68	75%	77	85%	34	37%
School H	386	*Currently this school does not report on this competency in this way									
School I	936	*Currently this school does not report on this competency in this way									
Total	2235	339	15%	508	23%	595	27%	674	30%	335	15%

Year 1-8 Priority Learner Academic Targets

The following analysis and tables are for the literacy and numeracy academic goals. We believe by concentrating on the three achievement challenges of Wellbeing, Key Competencies and Community Engagement that the academic results of our students will improve, especially for our community's priority learners: Māori, Pasifika and English as a Second Language.

2016 Aggregated Year 1-8 Priority Learner Data For Writing

Priority Learner Target Groups - Māori, Pasifika and ESOL

There was 3,113(1,50 Females and 1,612 Males) in Years 1- 8 in the Pupuke Kāhui Ako in 2016.

1,622 of the 3,113 students (52%) are classified as Priority Learners for this Kāhui Ako.

Priority Learner COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
Māori	8	3.2%	46	18.2%	168	66.4%	31	12.3%	253
Pasifika	5	3.3%	27	18.0%	102	68.0%	16	10.7%	150
ESOL	74	6.1%	245	20.1%	703	57.7%	197	16.2%	1,219
Total	87	5.1%	318	16.6%	973	59.9%	244	15.0%	1,622

Baseline Data for Analysis for Writing by Cohort are achieving At or Above National Standards

199 of our 253 (78.6%) Māori learners.

118 of our 150 (78.6%) Pasifika learners.

900 of our 1,219 (74%) ESOL learners.

1,021 of our 1,622 (63%) of All Priority learners

Year 1 - 8 Achievement Challenge Targets for Writing for Priority Learners

Target : A minimum of 85% or a minimum 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Māori	253	199	78.6%	202	80%	210	83%	215	85%	16	6.4%
Pasifika	150	118	78.6%	120	80%	125	83%	128	85%	10	6.4%
ESOL	1219	900	74.0%	975	80%	1012	83%	1036	85%	136	11.0%
Total	1622	1217	75.0%	1298	80%	1346	83%	1379	85%	162	10.0%

All Priority Student Achievement All learners will make accelerated progress in Writing by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 1217 of our 1622 (75%) learners “At” or “Above” the standard to 1379 of our 1622 (85%). Across all schools, this will be an increase of 162 learners (10.0%).

Māori Achievement: Māori learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 199 of our 253 (78.6%) learners “At” or “Above” the standard to 215 of our 253 (85%). Across all schools, this will be an increase of 16 learners (6.4%).

Pasifika Achievement: Pasifika learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 118 of our 150 (78.6%) learners “At” or “Above” the standard to 128 of our 150 (85%). Across all schools, this will be an increase of 16 learners (6.4%).

ESOL Achievement: ESOL learners will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the language deficit that currently

exists. In Years 1-8 there will be a sustained increase from 900 of our 1219 (74%) learners “At” or “Above” the standard to 1036 of our 1219 (85%). Across all schools, this will be an increase of 136 learners (11.0%).

2016 Aggregated Year 1 -8 Priority Learner Data For Reading

Priority Learner Target Groups - Māori, Pasifika and ESOL

Priority Learner COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
Māori	8	3.3%	35	14.4%	147	60.5%	53	21.8%	243
Pasifika	5	3.3%	27	18.0%	86	57.3%	32	21.3%	150
ESOL	68	5.6%	215	17.6%	586	48.0%	351	28.8%	1,220
Total	81	5.0%	277	17.1%	819	50.7%	436	27.0%	1,613

Baseline Data for Analysis for Reading by Priority Learner Cohort are achieving At or Above National Standards

200 of our 243 (82.3%) Māori learners.

118 of our 150 (78.6%) Pasifika learners.

937 of our 1220 (76.8%) ESOL learners.

1255 of our 1613 (77.8%) of All Priority learners.

Year 1 - 8 Achievement Challenge Targets for Reading for Priority Learners

Target : A minimum of 85% or a minimum 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Māori	243	200	82.3%	204	84.0%	207	85.0%	212	87.3%	12	5.0%
Pasifika	150	118	78.6%	120	80.0%	125	83.0%	128	85.0%	10	6.4%
ESOL	1220	937	76.8%	976	80.0%	1013	83.0%	1037	85.0%	100	8.2%
Total	1613	1255	77.8%	1300	80.5%	1345	83.3%	1377	85.3%	122	7.5%

All Priority Student Achievement All learners will make accelerated progress in Reading by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 1255 of our 1613 (77.8%) learners “At” or “Above” the standard to 1377 of our 1613 (85.3%). Across all schools, this will be an increase of 122 learners (7.5%).

Māori Achievement: Māori learners will make accelerated progress in Reading by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 200 of our 243 (82.3%) learners “At” or “Above” the standard to 212 of our 243 (87.3%). Across all schools, this will be an increase of 12 learners (5.0%).

Pasifika Achievement: Pasifika learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 118 of our 150 (78.6%) learners “At” or “Above” the standard to 128 of our 150 (85%). Across all schools, this will be an increase of 10 learners (6.4%).

ESOL Achievement: ESOL learners will increase their achievement in Reading across all areas of the curriculum by the

end of 2020 in ways that will engage them in a range of authentic contexts to bridge the language deficit that currently exists. In Years 1-8 there will be a sustained increase from 937 of our 1220 (76.8%) learners “At” or “Above” the standard to 1037 of our 1220 (85.0%). Across all schools, this will be an increase of 100 learners (8.2%).

2016 Aggregated Year 1 -8 Priority Learner Data For Mathematics

Priority Learner Target Groups - Māori, Pasifika and ESOL

Priority Learner COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
Māori	11	43.3%	44	17.4%	165	65.2%	33	13.0%	243
Pasifika	10	6.7%	38	25.3%	79	52.7%	23	15.3%	150
ESOL	14	1.1%	97	8.0%	651	53.4%	457	37.5%	1219
Total	35	2.0%	179	10.6%	895	53.3%	513	30.5%	1612

Baseline Data for Analysis for Mathematics by Priority Learner Cohort are achieving At or Above National Standards

198 of our 243 (81.4%) Māori learners.

102 of our 150 (68.0%) Pasifika learners.

1108 of our 1219 (91.0%) ESOL learners.

1408 of our 1612 (87.3%) of All Priority learners.

Year 1 - 8 Achievement Challenge Targets for Mathematics for Priority Learners

Target : A minimum of 85% or a minimum 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Māori	243	198	81.4%	202	83.0%	207	85.0%	210	86.4%	12	5.0%
Pasifika	150	102	68.0%	113	75.0%	120	80.0%	128	85.0%	26	17.0%
ESOL	1219	1108	91.0%	1121	92.0%	1146	94.0%	1170	96.0%	62	5.0%
Total	1612	1408	87.3%	1436	89.1%	1473	91.4%	1508	93.5%	100	6.2%

All Priority Student Achievement All learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 1408 of our 1512 (87%) learners “At” or “Above” the standard to 1508 of our 1612 (93.5%). Across all schools, this will be an increase of 100 learners (6.2%).

Māori Achievement: Māori learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 198 of our 243 (81.4%) learners “At” or “Above” the standard to 210 of our 243 (86.4%). Across all schools, this will be an increase of 12 learners (5.0%).

Pasifika Achievement: Pasifika learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 102 of our 150 (68.0%) learners “At” or “Above” the standard to 128 of our 150 (85%). Across all schools, this will be an increase of 26 learners (17.0%).

ESOL Achievement: ESOL learners will increase their achievement in Mathematics across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the language deficit that

currently exists. In Years 1-8 there will be a sustained increase from 1108 of our 1219 (91.0%) learners “At” or “Above” the standard to 1170 of our 1219 (96.0 %). Across all schools, this will be an increase of 62 learners (5.0%).

Plan of Approach

Our collective strengths to build on include:

- Capable and experienced school leaders who provide opportunities for teachers to develop their leadership potential and grow their professional capabilities
- Students who are achieving well overall in relation to expected standards and are generally very well engaged in relevant and responsive learning programmes
- Strategic planning and resourcing that is aligned to targeting the identified needs of learners who are achieving below expected standard
- Generally well engaged parents and whānau who are developing learning partnerships with their school, to support improved outcomes for ākonga
- Positive implementation of digital learning tools and approaches
- Inclusive environments and good opportunities for all ākonga to experience success, with an increasing focus on recognising disparity and promoting equity

Drivers and Theories of Improvement

The following drivers and theories of improvement outline the “How” and “What” of our next steps, underpin our thinking and are based on what we have discovered thus far and ways we approach improvement. Each school and ECE comes with a set of beliefs about pedagogy that they have developed collaboratively and our work now turns to the ways and means that we will employ to collaborate to meet our challenges.

1. Collaborative Inquiry

The Pupuke Kāhui Ako will be using a collaborative inquiry approach to professional learning resulting in school transformation and improvement. This approach is founded on the theory that to address student learning needs we can no longer depend on individuals but on the collective wisdom brought about by a team of educators with diverse experiences and expertise. Our achievement challenges will be addressed through a coordinated and collective effort which will help ensure greater success for all students in our Kāhui Ako.

A guiding text will be ***The Transformative Power of Collaborative Inquiry – Jenni Donohoo and Moses Velasco (2016).***

Collaborative inquiry recognises and values teachers as drivers for school improvement as opposed to being the targets of improvement. Our Kāhui Ako will be supported by the systematic approach of collaborative inquiry as outlined by Donohoo and Moses including the following principles:-

- Determining and maintaining a focus
- Formulating our inquiry questions
- Reconciling discrepancies: Theories of Action
- Developing a robust theory of action
- Building appreciation for and capacity to use a variety of assessment data and evidence

- Teacher learning through the collaborative analysis of student work and voice
- Measuring progress, continuous evaluation and reflective dialogue

2. Culturally Responsive Pedagogy

What is culture? It is widely accepted that culture consists of both visible and invisible elements. Visible cultural characteristics include behaviours and practices including language, dance, food, music and architecture.. Invisible cultural factors include perceptions, attitudes, values and beliefs, world views and morals. The visible elements of a culture are driven by the invisible elements of the culture. Bishop et al (2007) in their report to the Ministry of Education on ***Establishing Culturally Responsive Pedagogy of Relations in Mainstream Secondary School Classroom*** suggest that it is also the invisible culture that shapes our decision making and problem-solving processes. In order for all learners to actively participate in and lead their own learning and to have full access to the curriculum, it is imperative that teachers develop cultural competencies to affirm and validate each learner’s culture(s). Cultural competence acknowledges that all participants in the classroom are culturally located individuals and that all interactions and learning are culturally defined.

What is cultural competency? Culturally competent teachers are able to use the learner’s culture(s) as resources to inform and facilitate teaching and learning process, relationship building and professional growth. Teacher cultural competence involves understanding, respecting and valuing culture, which in turn allows teachers to create an enabling environment that promotes a strong sense of identity, confidence and positive and equal learning partnership.

What is cultural responsiveness? Earl et al (2008) in ***Learning from QTR&D Programme: Findings of the External Evaluation*** state that “cultural responsiveness is much more than introducing myths or metaphors into class. It means interacting with their families to truly understand their reality; it means understanding the socio-political history and how it impacts on classroom life; it means challenging personal beliefs and actions; and, it means changing practices to engage all students in their learning and make the classroom a positive learning place for all students”. In order for teachers to fully embrace culturally responsive pedagogy, they must examine their own identity, confront their own personal beliefs and scrutinise their relationships with students and with communities as well as upskilling themselves in their knowledge of visible cultures such as languages and customs. Being culturally responsive is guaranteed to be an uncomfortable experience – No pain, no gain.

How does culturally responsive pedagogy look like in operational terms? ***Tātaiako – Cultural Competencies for Teachers of Māori Learners*** provides a philosophical and practical framework to guide teachers to develop a culturally appropriate and responsive context for teaching and learning.

The premises of Tātaiako are:

- Teachers reject the deficit model which views all cultures other than the dominant cultural group as a handicap
- Teachers have the knowledge and skills to execute the changes in educational achievement

The first premise requires a shift in ***mindset***. The second one requires a shift in ***practice***. Both require a commitment from everyone in our Kāhui Ako and sustained professional development programmes.

As a Kāhui Ako, we are determined to develop culturally responsive pedagogy to engage our communities and

empower our learners to develop key competencies so that they can manage and improve their own wellbeing and make positive contributions towards other people's wellbeing.

3. Adopting a Wellbeing Programme for our Kāhui Ako

Wellbeing education is a relatively new concept although some aspects of wellbeing have been taught in schools for many years in the Health curriculum. It is often an add-on and not a whole school approach.

There are some recent examples of whole school wellbeing programmes and this is an area that we want to explore further. One example is from Geelong Grammar School in Melbourne. It evolved from the work of people such as Martin E.P. Seligman on Positive Education who defines wellbeing using the PERMA model comprising of 5 elements

- Positive emotion (Of which happiness and life satisfaction are all aspects)
- Engagement
- Relationships
- Meaning and purpose
- Accomplishment

Another model developed by Sir Mason Durie called Te Whare Tapa Whā can serve as a guide for our work. Developing classroom based programmes that develop student wellbeing, help build relationships, engagement in learning and resilience can assist our Kāhui Ako to not only improve student outcomes but are directly linked to the strengthening of the Key Competencies.

Working with partners in these areas can help to focus on building a culture of community wellbeing across our whole Kāhui Ako. Discussions have begun with leaders from the New Zealand Institute for Wellbeing and Resilience on how the organisation might support us to build leadership capacity around a strengths based focus and how to commence a wellbeing change process.

4. Effective Transitions for our Kāhui Ako

We define transition as 'change'. A transition is not simply a move from one school to another or from one sector to the next. It can be chronological or cognitive, physical, emotional or social. It might be the development of the ability to think and express oneself conceptually; it could be the recognition that another person's (differing) opinion may be perfectly valid, built on the foundation of another system of thinking. It might be the move from intermediate to high school; a physical movement of such significance that involves social and emotional change. The years of childhood are years of transitions and all of our achievement challenges seek to engage with these transitions.

A transition is informed by the rich diversity of our community. We understand that our community is both rooted and mobile, diverse and with a broadly consistent set of values that underpin our kura. Many families have not lived in the area for more than one generation and many have moved into the area from other parts of New Zealand and other parts of the world. Those who form our community are affected by the experience of significant change.

Transition enriches our community in countless ways. Our community comprises of people who bring so much, and their experiences – of change, as well as of the values they carry with them – create a community

where transition is a rich element of everyone's lives. It means that our community is full of vitality, full of life. Our job as schools is to engage with the community in responsive ways.

Just as we recognise the complexity of our community, we engage with the complexity of these transitions. Transition, as an affirmative, challenging experience, is at the heart of our three shared Achievement Challenges: Wellbeing, Community Engagement and Key Competencies.

5. Developing Teacher Agency

We will focus on raising teacher agency by:

- building teacher capacity through targeted professional development that meets the needs of our learners
- developing agreed approaches to moderation, assessment and use of assessment tools ensuring that consistent, valid and reliable assessment and moderated data is evident across schools and students and tracked and monitored over time
- linking good practice to performance management processes
- encouraging full and authentic participation in self inquiry
- facilitating curriculum collaborations across and within schools in relation to our achievement challenges
- encouraging teachers to build strong relationships within the Pupuke Kāhui Ako

6. Developing Learner Agency

Many our students have signalled that they do not have a say in what happens at school. Students have a greater sense of agency over their learning when they consider that they have more control over it. Building the capacity in our students to become more self directed, purposeful and in control in their learning goes hand in hand with the development of key competencies. Learner ownership of and responsibility for their learning is crucial for our ākonga as they learn to adapt and meet the technological, political and environmental challenges of the 21st Century. This builds a greater sense of connectedness and purpose which provides a protective element to wellbeing.

We will focus on raising learner agency by:

- encouraging students to take greater control over their own learning through nurturing and coaching
- seeking their input into learning activities
- developing curricula that are culturally responsive and pedagogically engaging
- shifting the balance from teacher directed towards a more self-directed learner approach
- assisting our ākonga to develop a growth mindset

Monitoring and Evaluation

As a Kāhui Ako we understand that planning and reporting is a collaborative process. It provides teachers, school leaders and boards with an opportunity to work with parents, families and whānau to develop shared aims and targets for what they want their students to achieve.

To support our work in shift and accelerating ākonga achievement we will utilise the Education Review Office's model as described in *Effective Internal Evaluation for Improvement (2016)* to collect evidence of the impact of our planned actions to improve teacher practice and ākonga learning.

Monitoring will focus on these aspects:

- Implementation of the plan and the targeted plan
- Implementation of change process across the community
- Systems and processes to gather evidence of shifts in pedagogy, school practices, student voice, whānau engagement and data
- Reflecting Kāhui Ako planned actions within each school's and ECE charter – strategic plan, annual plan and targets to raise achievement

Evaluation

Self-review and evaluation is a continuous process throughout the year. Regular monitoring of the achievement and progress of our students allows the Kāhui Ako to adjust the support and resources required to meet our targets.

The Kāhui Ako Lead will work closely with the Across School Leaders and relevant senior leadership in each school and ECE centre to develop an effective model for evaluation.

This will focus on:

- beginning and end of year data about student achievement with commentary on its significance in relation to targets
- evidence of changes in pedagogy and school practices
- student parent, whanau and teacher voice
- analysis of the outcomes in relation to the targets
- celebration of the successes
- next steps for each school and the community
- identify areas that need a stronger focus

Reporting

The Kāhui Ako Lead will coordinate the preparation of reports for Boards of Trustees and the Early Learning Centres throughout the year that will be incorporated into each school's analysis of variance and normal reporting procedures.

These will cover:

- targets and priorities
- key aspects of implementation and resources required

- interim (June) and end of year (November) data about student achievement with commentary on its significance in relation to targets
- emerging evidence of changes in pedagogy and school practices issues arising

The Kāhui Ako Leadership group will facilitate a combined BOT and ECE leadership meeting at least once a year to celebrate progress and inform on next steps to the wider community will have referenced the targets in their own charters and strategic goals. We will continue to collect a range of robust quantitative and qualitative data twice yearly.

Student Voice

- We will continue to gather a range of data including qualitative attitudinal data in relation to ākonga learning, well being, community engagement and teacher practice.
- We will share great examples of student voice collection within individual schools and ECE to develop a culture of ākonga agency.
- We will investigate the development of a student forum group that is across our community and is reflective of all ages, gender and ethnicities based on international research.

Parents, Family and Whānau

- We will investigate the establishment of an across community communication system that will act as a medium for information sharing and celebration.
- Schedule community workshops, seminars and / or conferences to celebrate our learning, our progress, our achievements, our work and our development and to engage in dialogue to help determine next steps.
- Continue to engage the community in qualitative surveys around their experience of their child's learning.

COL Organisation and Structure

Our leadership structure embraces our ākonga through the collective support of teachers, school support staff, in-school and across school leads. We will be guided by the community leadership group consisting of the school Principals, Lead Principal of the Kāhui Ako, senior leadership teams and lead teachers of our ECEs. Our Boards of Trustees will support and help guide our practice and support our initiatives through their annual planning processes and resourcing. Our structure is collaborative and inclusive in nature. We will engage with leaders in research and the Ministry of Education and other professionals such as Expert Partners and Change Managers as is available through Ministry funding to support us in our work.

Pupuke Kāhui Ako Leadership Code of Practice

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