



MATARUAHOU
Napier City Kāhui Ako

Our Community

Mataruahou Napier City Kahui Ako is set in the Hawkes Bay, and ranges from Kereru Primary school in the South to Tutira Primary School in the North. It was formed early in 2016.

It currently comprises 3 kindergartens in the Napier area, along with two contributing primary schools, five rural schools, two full primary schools, an intermediate and three secondary schools. One of the full primary schools is a catholic school and one of the secondary schools is a Catholic girls' high school. The other two secondary schools are a girls' high schools and a boys' high school.

The majority of the students from all of the schools attend one of the secondary schools for their secondary education.

Learning Centre	Designation
Eskdale School	Full Primary rural
Napier Central School	Contributing Primary urban
Napier Intermediate School	Intermediate urban
Port Ahuriri School	Contributing Primary urban
Nelson Park School	Contributing Primary urban
St Patricks Napier School	Catholic Full Primary urban
Sherenden School	Full Primary rural
Pukehamoamo School	Full Primary rural
Tutira School	Full Primary rural
Kereru School	Full Primary rural
Te Pohue School	Full Primary rural
Sacred Heart College	Catholic Girls High School
Napier Girls High School	Girls Secondary school
Napier Boys High School	Boys Secondary School

The Kahui Ako has been in place since early 2016 and currently has a Lead Principal, six Across School Teachers and 30 Within School Teachers. We have had four challenges in Science, Maths, Junior Literacy, Senior Literacy and one sub challenge of Transition.

Mathematics Challenge Summary Report

Prepared by Liz Greene -Across School Teacher

Executive Summary

The way mathematics is experienced at school can have long term impacts on students' attitude towards mathematics and the connections that they are able to make to real-life mathematical situations. The mathematics challenge focuses on building student capabilities and a positive mathematical disposition through effective pedagogical approaches.

Mataruahou Napier City Kāhui Ako

'Successful mathematics' is defined as:

- *Equitable opportunities in mathematics for all learners*
- *Learner development of a positive mathematics identity, including a mathematical mindset and positive disposition*
- *Engagement in a variety of mathematical tasks that challenge the learner and build mathematical understandings*
- *Continued academic progress in the area of mathematics*
- *Teacher inquiry into practices which support the mathematical success of all learners, with particular attention to priority learners*

What ERO says:

- Students demonstrate strong mathematical understanding and skills in order to achieve success under all learning areas across the NZ curriculum
- Implementing a variety of research based strategies and approaches to improve mathematics
- Developing responsive programmes to promote learner agency, engagement and success in mathematics
- Use a variety of teaching approaches to improve mathematics at different year groups
- Working collaboratively to improve students' mathematics as they transition through and across school

What the Best Evidence Synthesis (BES) Effective Pedagogy in Mathematics says:

Current research findings show that the nature of mathematics teaching significantly affects the nature and outcomes of student learning. This highlights the huge responsibility teachers have for their students' mathematical well-being.

Pedagogical Approaches that engage learners and lead to positive outcomes for students

- Caring classroom communities that are focused on mathematical goals help develop students' mathematical identities and proficiencies.
- Effective teachers provide students with opportunities to work both independently and collaboratively to make sense of ideas.
- Effective teachers plan mathematics learning experiences that enable students to build on their existing proficiencies, interests, and experiences.
- Effective teachers understand that the tasks and examples they select influence how students come to view, develop, use, and make sense of mathematics.

- Effective teachers support students in creating connections between different ways of solving problems, between mathematical representations and topics, and between mathematics and everyday experiences.
- Effective teachers use a range of assessment practices to make students' thinking visible and to support students' learning.
- Effective teachers are able to facilitate classroom dialogue that is focused on mathematical argumentation.
- Effective teachers shape mathematical language by modelling appropriate terms and communicating their meaning in ways that students understand.
- Effective teachers carefully select tools and representations to provide support for students' thinking.
- Effective teachers develop and use sound knowledge as a basis for initiating learning and responding to the mathematical needs of all their students.

Achievement Challenge:

To raise the standard of mathematics so that: 95% of students achieve NZC level 4 by the time they transition into Year 9 with particular attention to priority learners.

End of 2017 Year 8 data Mataruahau Napier City Kahui Ako		
Number of students at/above expectation	Total Number of Year 8 students	Percentage of students at/above expectation
206	278	74.1%

Currently, the collective data across the Kahui Ako shows that the Mathematics Achievement Challenge for 2018 was aspirational. However, measures have been achieved towards developing consistency in practice throughout our time as a Community of Learning (refer to the Action Plans). As a Kahui Ako we have recognised the need for further professional development in the area of Mathematics moving forward and have applied for the Developing Mathematical Inquiry Communities PLD to begin in 2019.

The Mathematics challenge team consists of seven within school teachers who come from Nelson Park School, Port Ahuriri School, St Patrick's School, Napier Central School, Eskdale School, Napier Boys' High School, and Sacred Heart College, and an across school teacher from Napier Intermediate. There are also two teachers who are part of the team who are not official within school teachers. The team is committed to improving practices within their own school and across the Kāhui Ako in order for all students to have equitable opportunities to learn mathematics and experience success in mathematics. The team have developed action plans that contain: goals, outcomes, actions and evaluations.

Recommendations Moving Forward

Looking towards 2019

- Embed the revised Mathematics progressions
- Begin DMIC PLD across the Kahui Ako
- Look more towards the integration of number and strand in teaching practice
- Visits to other schools involved in the DMIC journey
- Equip the mathematics challenge team to provide key support and leadership throughout the implementation of DMIC
- Ponder the development of across school inquiry groups around DMIC
- Investigate and discuss ways of working within the strategic plan 2019-2021

Science Challenge Summary Report

Prepared by Colleen Reid -Across School Teacher

Executive Summary

The Mataruahou Kahui Ako Science Challenge is to build science teaching capacity in our primary and intermediate schools so that: 95% of students achieve NCEA Level 1 Science by Year 11 by the end of 2018.

Our **vision** is to work together to achieve educational success and hauora for every student along our 0 - 13+ pipeline.

Our **mission** is to invest in our ako through personalised teaching, learning and relational pathways, enabling all to contribute, thrive and build a creative, innovative Aotearoa and global community.

'Successful science is defined as:

- *Engagement*
- *Academic results showing progress*
- *Increased confidence and exposure in science, in primary students and teachers*
- *Scientific vocab knowledge and use, and*
- *Literacy skills built into science.*

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.

At all levels, science education fosters students' ability to:

- *display curiosity about the world around them;*
- *demonstrate enthusiasm and excitement about how science works;*
- *take an interest in a particular scientific topic or activity;*
- *pursue scientific interests, without prompting, outside the formal learning environment;*
- *express awe and wonder or enthusiasm about an observation, experience, idea, or explanation;*
- *share with and involve others in their own interest in science.*

Within the context of our Kahui Ako work programme we have focused on the following actions towards achieving the science goals of our strategic plan:

- *Identifying and sharing good practice within our KA schools.*
- *Sharing of knowledge and resources across schools.*
- *Implementing a variety of research based strategies and approaches to improve science*
- *Using a variety of teaching approaches for science at different year groups*
- *Working collaboratively to improve students' science achievement as they transition through and across schools*
- *Developing responsive programmes to promote learner agency, motivation, engagement and success.*

The Science team consists of five within school teachers from Nelson Park School, SHC, NBHS, NGHS, and an across school teacher from Port Ahuriri School. We also have a teacher from Napier Intermediate who attends and participates in meetings. The team is committed to improving practices within their own school and across the Kāhui Ako in order for students to increase their attitude and achievement in science.

The team have developed action plans that contain: goals, outcomes, actions and evaluations. The following action plans span 2017-2018, and are informed by best practice, Kāhui Ako review tools, various forms of data: student voice, teacher voice, year 9-11 science achievement results, anecdotal and evaluations of previous actions and goals.

The following table summarises the most recent Kahui Ako data in Science. This data was collected using year 11 NCEA Level 1.

	<u>2016</u>	<u>2017</u>	<u>2018</u>
<u>NGHS</u>	181/252 = 72%	147/194 = 76%	108/171= 63%
<u>SHC</u>	51/59 = 86%	41/55 = 75%	30/39 = 77%
<u>NBHS</u>	162/222 = 73%	194/254= 79%	154/229= 67%
<u>Total</u>	394/533 = 70%	382/503 = 76%	292/439= 67%

Recommendations Moving Forward

2016-2018 Data Discussion

Overall, 2018 results are lower than previous years (SHC are comparable with 2017). Each year we have a different cohort of students to track.

NBHS have changed the structure of their programme as a result of their 2018 data. They have a mixture of AS (achieve standards) and US (unit standards). For 2019 they have dropped the 'hard' course and brought in more attainable courses, to give a fairer chance for students to achieve NCEA L1 science.

NGHS did not include their Y10 students who achieved NCEA L1 science in 2018 data.

In 2019 NGHS general science class only offers 12 credits currently. This means these students will not be able meet the challenge goal. NGHS are providing programmes to suit the needs of their students. They also have 2 alternate science classes. These classes have 14 credits. NGHS are also developing a STEM programme. To include these students in our 2019 data we are stating **"NCEA Level 1 science requires 14 credits: We aim for 85% of students to attain 14 or more credits (or for a course where fewer than 14 credits are offered, 85% of students attain all credits offered)"**. SHC and NBHS are offering courses that provide 14+ credits.

Within school team members to continue:

1. Identifying and sharing good practice within our KA schools.
2. Sharing of knowledge and resources across schools.
3. Implementing a variety of research based strategies and approaches to improve science
4. Using a variety of teaching approaches for science at different year groups
5. Working collaboratively to improve students' science achievement as they transition through and across schools
6. Developing responsive programmes to promote learner agency, motivation, engagement and success.

Recommendations in light of strategic plan 2019-2021...

Continue focus on increasing teacher capacity (particularly primary level) for teaching effective science.

Inquire into how science can engage and accelerate learning in literacy, maths, and technology.

To explore how to make science success for all students, eg. making science "more 'learner-centred', more relevant to students' existing experiences and interests, more connected to authentic, 'real world' contexts, and more cognisant of what we know about how people actually learn new things" (Inspired by Science, NZCER, 2010).

Explore science in the context of STEM (Science Technology Engineering Maths) to increase student awareness of STEM careers and the skills and dispositions needed to succeed.

Junior Literacy Challenge Summary Report

Prepared by Rose Gilmour -Across School Teacher

Executive Summary

We are supporting students to demonstrate a strong understanding in Literacy, and to master the skills required to achieve success across all learning areas of the NZC.

We are implementing a variety of inquiry based strategies and approaches to improve literacy.

We are developing a responsive programme to promote learners agency, engagement, motivation and success.

We are using a variety of teaching approaches in Literacy with different year groups to achieve success.

We are working collaboratively to improve student Literacy as they transition through our schools.

Mataruahou Napier City Kāhui Ako

'Successful Literacy' is defined as:

- Engagement in class
- Student agency
- Academic results showing progress
- Students able to voice their learning and communicate for a wide range of purposes and audiences.(NZC)
- Continuation of progress - no plateau or dip
- Hauora
- Whanau involved

Factors that are key to ensuring success in Literacy are:

Relationships

- Communication and interactions within and across schools
- Trust, belief and enthusiasm

Knowing the learner

- Shared understanding of how students learn across all curriculum levels in Literacy
- Continuity of learning because the data is trusted, robust, shared and understood
- Focus is on the whole child, i.e. what supports the learner to succeed?

Expectations

- Students and educators know and understand the Literacy Progressions
- Teachers who see themselves as learners
- All students progress

Data

- Data is easily shared, understood and trusted
- Early awareness of students requiring additional support: learning, behaviour, social, emotional
- Focus on 'soft skills': dispositions and competencies, as well as academic

Priority Learners

- Identify (early) those students at risk
- Track and monitor their progress, including attendance, engagement, behaviour, academic...

FUN! 'Nothing great has ever been achieved without enthusiasm' Ralph Waldo Emerson

(Mataruahou Kāhui Ako, 2017/2018)

The Junior Literacy team consists of five Within School teachers from St Patrick's, Port Ahuriri, Napier Intermediate School, Napier Central, Sherenden, two interested teachers, who are not Within Schools, one from Napier Central and one from Pukehomoamoā, and an across school teacher from Nelson Park School. The team is committed to improving practices within their own school and across the Kāhui Ako in order for students to experience success in Literacy.

	Y4	Y5	Y6	Y7	Y8	Total
2017	81.6%	80.9%	79.9%	62.0%	66.9%	72.4%
2018	78.1%	84.6%	80.4%	67.0%	60.2%	72.8%

Analysis

A shift of -2% between 2017 to 2018

4 schools have improved

2 schools have declined

The greatest incline was 11.7%

The greatest decline was 7.2%

3 schools are in the 80% plus range

2 schools are at target for the goal Y4-8 85% plus

Further breakdown of Data: <https://docs.google.com/spreadsheets/d/106TzGWrJA-lfDO5ZYGJfJfJV6AD3QumW8YX1ACA5dM/edit#gid=0>

Recommendations Moving Forward

To ensure the focus remains on success for all in Literacy, within and between schools, and in particular for priority learners, the Literacy team have identified key recommendations that continue to build on the goals as outlined in the 2018 Action Plan:

1. Sharing of best practice and use of 'experts' within and without the Kāhui Ako.
2. Development of a student/learner profile to support the transition of Literacy learning and next steps.
3. Continue moderating, assessing and learning with the Literacy Progressions across the sectors, i.e. common learning language to grow student agency and teacher effectiveness. Use the Literacy Progressions as the 'boundary object'.
4. Alignment of Across the Curriculum Literacy practices across sectors by creating opportunities for peer observation, conversation, and collaborative planning.
5. Monitoring and tracking priority learners and measuring the impact of Literacy stages and standards, within individual schools and across the Kāhui Ako.
6. Build 'data' knowledge and trust between schools to reduce the amount of initial testing.
7. Build a digital platform for assessment that is accepted and understood.
8. Continue to grow and establish relationships and consult with Kahui Ako schools and the wider community.
9. Strategically resource personnel for collaboration and consultation, e.g. rural schools, experts in dyslexia, phonics programmes.
10. Continue to build up a bank of successful resources/activities/strategies and approaches to share across the Kāhui Ako.

Secondary Literacy Challenge Summary Report

Prepared by Rachel Read – Across School Teacher

Executive Summary

We are supporting students to master the skills required to achieve success across all learning areas developing literacy skills, and will empower and enable our school leavers to achieve Level 2 NCEA.

We are sharing and implementing a variety of strategies and approaches to improve the teaching of literacy across learning areas and levels across the Kāhui Ako.

We are developing a responsive programme to promote learners' agency, engagement, motivation and success.

We are using a variety of teaching approaches in literacy to ensure all learners succeed in NCEA.

We are working collaboratively across the Kāhui Ako schools to improve literacy as learners transition through our schools.

'Successful Literacy' is defined as:

- Engagement in class
- Student agency
- Academic results showing progress
- Students able to voice their learning and communicate for a wide range of purposes and audiences.(NZC)
- Continuation of progress
- Hauora for all learners

Factors that are key to ensuring success in Literacy are:

Relationships

- Communication and interactions within and across schools
- Trust, belief and enthusiasm

Knowing the learner

- Shared understanding of how students learn across all curriculum levels in Literacy
- Continuity of learning because the data is trusted, robust, shared and understood
- Focus is on the whole child, i.e. what supports the learner to succeed?

Expectations

- Educators know and understand the Literacy Learning Progressions and Learning Progression Frameworks
- Teachers who see themselves as learners
- All students progress

Data

- Data is easily shared, understood and trusted
- Early awareness of students requiring additional support: learning, behaviour, social, emotional
- Focus on 'soft skills': dispositions and competencies, as well as academic

Priority Learners

- Identify (early) those students at risk
- Track and monitor their progress, including attendance, engagement, behaviour, academic...

The Secondary Literacy team consists of six Within School teachers from NGHS (2), NBHS (3) and Sacred Heart College (1) and an Across School teacher from Napier Girls' High School. The team is committed to improving practices within their schools and across the Kāhui Ako for students and teachers to build their knowledge and understanding of best practice when it comes to developing literacy skills.

The team has developed the Action Plan, as well as individual action plans that contain: Actions, Resources, Time Frame, Obstacles, Desired Outputs and Evaluation. The Action Plan is informed by best practice, Kāhui Ako review tools, various forms of data: student voice, teacher voice, anecdotal and evaluations of previous actions and goals and operational strategies.

Progress Towards Secondary Literacy Achievement Challenge 2016-2018

Challenge: To raise the standard of literacy (especially writing) so that: 95% of school leavers achieve NCEA Level 2 or above by 2018

	<u>2016</u>	<u>2017</u>	<u>2018</u>
Total	517 / 556 = 93%	487 / 535 = 91%	476 / 534 = 89%
	NBHS / NGHS / SHC combined	NBHS / NGHS / SHC combined	NBHS / NGHS / SHC combined

Note: Using the revised challenge for 2019-2021 which aims for 90% of school leavers (481/534) achieving UE Literacy, the 2018 data was:

- 331/402 (82.3%) of Year 13 School Leavers from NBHS/NGHS/SHC combined achieved UE Literacy.

Recommendations Moving Forward

To ensure the focus remains on success for all in literacy, within and between schools, the Literacy team have identified key recommendations that continue to build on the goals as outlined in the 2018 Action Plan:

1. Sharing of best practice and use of our in-house experts within the Kāhui Ako, through collaborative Teaching as Inquiry and sharing findings and strategies for the improvement of fundamental literacy skills.

2. Continue to improve the NCEA Level 1 and Level 2 pass rates (and UE Literacy pass rates) across the Kāhui Ako by utilising the data to target priority learners.
3. Continue moderating, assessing and learning with the Literacy Learning Progressions, i.e. common learning language to grow student agency and teacher effectiveness, with primary, intermediate and secondary teachers all building understanding and capacity.
4. Alignment of across curriculum literacy practices across learning areas and levels by creating opportunities for peer observation, conversation, and collaborative planning.
5. Monitoring and tracking priority learners and measuring the impact of literacy standards, within individual schools and across the Kāhui Ako.
6. Build 'data' knowledge and trust between schools to reduce the amount of initial testing.
7. Continue to grow and establish relationships and consult with Kahui Ako schools and the wider community.
8. Continue to build up a bank of successful resources/activities/strategies/approaches to share across the Kāhui Ako (from within and through the PLD of external providers such as Write that Essay)

Transition Challenge Report

Prepared by Pip Simmonds/Kane Boulton – Across School Teachers

Executive Summary

The way transitions are experienced not only makes a difference to the children in the early months of a new situation, but may have a much longer-term impact - socially, emotionally and academically. The transition challenge focuses on students' 'continuity of learning', well-being, engagement, as well as rates of attendance.

Effective 'transition' practices between and within schools support the kaupapa of the NZC. In this document:

- The Key Competencies are aligned with the dispositions of Te Whariki as well as the Tertiary Competencies
- Teaching as inquiry is the vehicle to improve pedagogy
- The vision has us focused on creating students who are *confident, connected, actively involved lifelong learners*.

The Education Review Office (ERO) has found six factors that contribute to successful transitions. Effective schools focus on:

1. Understanding the features and importance of education transition

Wellbeing and learning must be maintained throughout transitions. A student's transition can be complicated by the social, emotional and physiological changes that can negatively impact on their learning.

2. Preparing well for successful transitions

Staff at both primary and secondary schools have important roles in supporting the transitions of all students.

3. Providing additional support for vulnerable students

New Zealand students who are most vulnerable include Māori, Pacific, those with special education needs and those from low-income families.

4. Using effective transition processes

The time students take to transition varies for individual students and is dependent on how long each one takes to feel they are included and are learning.

5. Introducing a curriculum that responds to the diversity of students

Transitions are more successful when students' learning is seamless as they move from primary to secondary schools.

6. Ongoing monitoring and review of transition processes

Monitor how well individual students have adjusted and the progress made.

'Successful transition' is defined as:

- *Engagement in class, good attendance, involvement in extra-curricular*
- *Academic results showing progress*
- *Well-being, happy, healthy students*
- *Sense of belonging*
- *Parents involved*
- *Continuation of progress - no plateau or dip*
- *Positive relationships*

Factors that are key to ensuring a successful transition are:

Relationships

- Communication and interactions across schools
- Building relationships during transition visits, interviews, orientation, focus on 'ako'
- Links made with whanau

Knowing the learner

- A shared understanding of how students learn across all curriculum levels
- Continuity of learning because the data is robust, shared and understood
- The focus is on the whole child, i.e., what supports the learner to succeed?

Expectations

- Students and whanau know and understand expectations: learning & social
- Induct students into the school culture, including academic language, e.g. essays
- Tuakana teina relationships

Data

- Easily shared data is understood and trusted
- Early awareness of students requiring additional support: learning, behavior, social, emotional
- Focus on 'soft skills': dispositions and competencies, as well as academic

Priority Learners

- Identify (early) those students at risk
- Track and monitor their progress, including attendance, engagement, behavior and academic
- Communicate to problem-solve any issues with student, whanau, teachers, HODs, Deans, etc.

(Mataruahou Kāhui Ako, 2018)

The Transition team is committed to improving practices within their school and across the Kāhui Ako for students to experience smooth and successful transitions, with a particular focus on priority learners.

The team has developed action plans that contain: goals, outcomes, actions, and evaluations. Transition weaves into all of the achievement challenges and as such the other across school leaders are informed of the progress of the team, so there is alignment. The action plan is informed by best practice, Kāhui Ako review tools, various forms of data: attendance, student voice, teacher voice, anecdotal and evaluations of previous actions and goals and operational strategies.

Attendance Data Mid 2018		
*percentage of students attending school regularly (attending school 90% of the time)		
All: 64.1%	Maori: 49.4%	Pasifika: 56.9%

Attendance broken down into Years 1 - 13												
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
70.1%	72.8%	70.8%	71.6%	72.6%	70.7%	65.3%	58.5%	60.4%	63.3%	67.2%	59.6%	48.4%

- Attendance rates are fairly stable across Years 1 - 6 at around 70 - 72% of students attending school 90% of the time
- The percentage of students attending school regularly in decreases by about 12% from Year 6 to Year 8, with a slow increase again through Years 9, 10 and 11 before decreasing again in Year 12 and 13.
- 10% of all Maori students across our Kahui Ako are attending school less than 70% of the time, 20% are attending less than 80% of time
- Many absences are explained but not justified, eg. travel during the school term
- In primary schools, many absences are not for extended periods of time but often a day a week, or a day a fortnight simply to stay at home
- Many schools are reporting that lateness is an issue for a number of families

Moving Forward

To ensure the focus remains on smooth successful transitions within and between schools, in particular for priority learners, the transition team has identified key recommendations that continue to focus on the following:

- Sharing of best practice and use of 'experts' within the Kāhui Ako, e.g. utilise the Career Adviser to support schools use of the career management competencies
- Continuity of learning across the sectors, i.e. ECE into school, Y6 into Intermediate, Y8 into secondary, with a strong focus on 21stC skills
- Monitoring and tracking priority learners and measuring the impact of transition processes, within individual schools and across the Kāhui Ako
- Build 'data' knowledge and trust between schools to reduce the amount of initial testing
- Establishing relationships and consulting with junior school leaders, Kindergarten Association, Curriculum Champion, other ECE providers
- Strategically resource personnel for collaboration and consultation
- Partner with whānau during the transition process and build up a bank of successful strategies and approaches to share across the Kāhui Ako.

To improve hauora across the kahui ako we are:

- analysing the data for our Kahui Ako well being survey
- developing an action plan around well being focusing on the following three identified statements/areas for development from the data collected:
 - people in my school are interested in my culture/family background
 - I cope well when things go wrong
 - I get enough rest and sleep

To improve attendance we are continuing to work on an attendance strategy, including improving communication and strengthening partnerships between truancy services, schools and whanau.

Our Journey

- All appointments made by April 2016
- New lead Principal Term 3
- Challenge teams set up and relationship focus for Terms 3 and 4
- Systems and structures set up.
- Initial data collected , collated and analysed
- Action plans formulated within each team
- East Pier
- 2 PLD proposals -1 Secondary Primary

2017

- PLD in Coaching for Across school Teachers May
- Two roadshows
- New Across School teacher appointed
- Development of tools for consistency across the Kahui Ako
- Across school moderation
- Primary PLD across school meetings
- Regular Team meetings to further the Action Plans
- Roll over of lead Principal and Across School teachers
- Very good Cross sector forums

2018

- Newly appointed 2 Across School Teachers Term 2
- Jumbo Day
- New schools came on board
- Action Plans revisited
- Strategic Planning for new Challenges
- Well being survey for each school

2019

- Appointed new Across School Teacher
- Kahui Wide Well Being Survey
- New Challenges
- DMIC PLD
- Write that Essay PLD
- Revisit Action Plans re the strategic Plan
- PLD provided across schools for challenges eg.. Science workshops.

Outcomes

Inclusive relationships across all the schools in the Kahui Ako

Consistent use of assessment tools

Shared Collaborative community created

Smoother Transitions across schools

Greater communication between schools for priority learners.

Greater access to achievement data

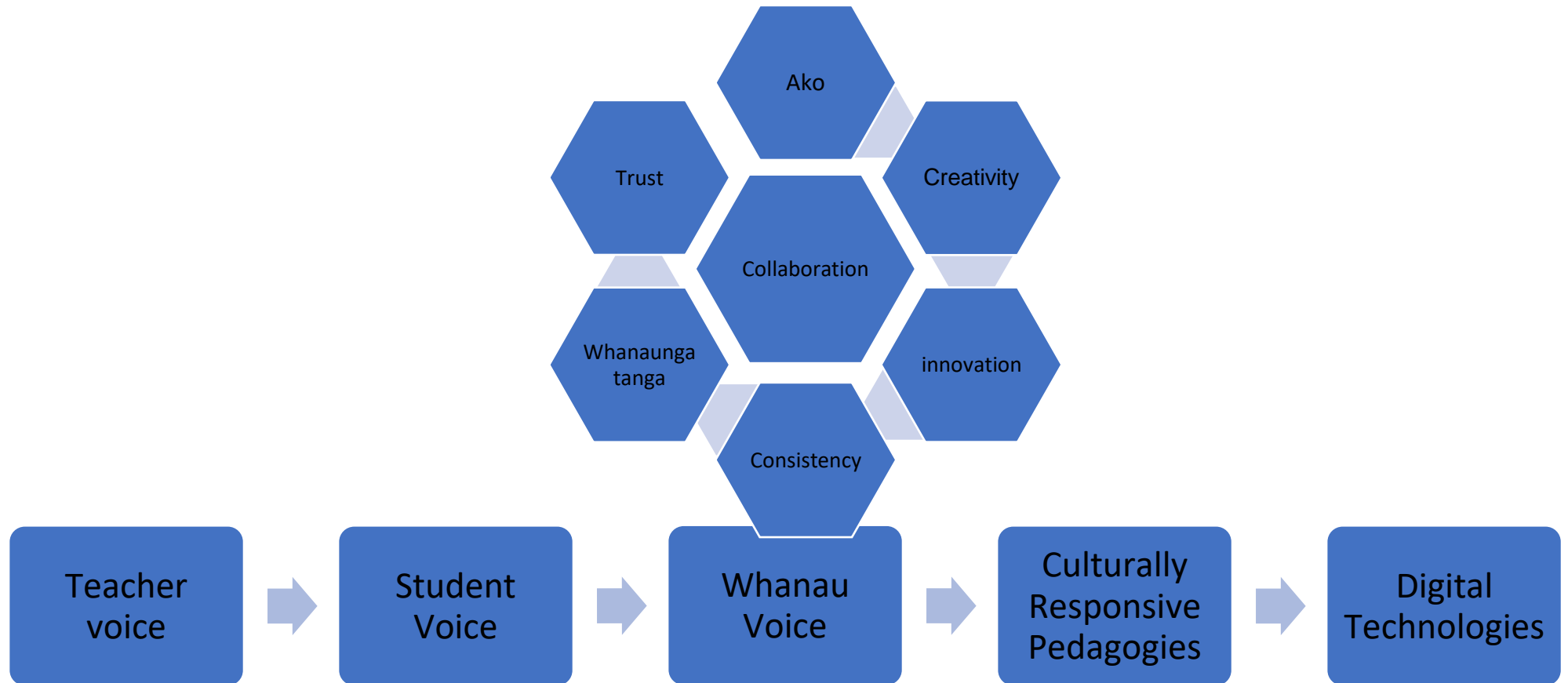
Improved communication between sectors

Greater student voice and student agency

(This Strategic Plan was developed in relation to PLD from the Springboard Trust and is a collaborative document)

Mataruahou Napier City Kahui Ako Strategic Plan 2019-2021

Success and Hauora for all



Challenge 1: Stem – Maths and Science

Science: To build science teaching capacity in our primary and intermediate schools so that 85% (265/312) of students (with particular focus on priority learners) achieve NCEA Level 1 Science by Year 11, by 2021

Maths: To increase the percentage of students at or above expected levels across the Kahui Ako to 85% (4032/4743), paying particular attention to the mathematics achievement of the (2019) cohorts of Year 5 & 8 students, as well as all Pasifika students.

Challenge 2: Literacy

By the end of 2021 our challenge is to raise the standard of literacy so that 85% of Year 4-8 students (1,256/1,478) with particular focus on our priority learners, are meeting expected reading and writing standards and 90% of school leavers (481/534) achieve UE Literacy.

Challenge 3: Hauora-Transition

To strengthen practices around student wellbeing, and build a sense of turangawaewae across Mataruahou Napier City Kahui Ako

- Attendance data - lift 5% from baseline data end of 2018
- Student survey - lift 10% from baseline data collected beginning 2019

Challenge 1: Stem – Maths and Science

<u>Initiatives</u>	T4 2018	2019	2020	2021
1 Science				
Increasing teacher capacity for teaching effective science (especially in primary schools)	Build a central resource bank of rich contextual tasks.			
		Create a group of interested teachers in meeting regularly for the promotion of science in primary schools	Sharing of good practice.	
	Explore resources to promote literacy skills through a science lens	Partner with Literacy team to inquire into how science can engage and accelerate learning in literacy.		

<u>Initiatives</u>	T4 2018	2019	2020	2021
2. STEM				
Increase teacher and student awareness of STEM careers and the skills and dispositions needed to succeed	Investigate readily accessible resourcing			
		Identify and develop pedagogy that encourages STEM in primary schools		
				Encouraging equitable opportunities involving STEM
3. Maths				
Enhancing teacher capabilities	Developing pedagogy that encourages Mathematical Inquiry Communities			
	Facilitating the use of the Kahui Ako Maths Progressions in teaching and learning			
	Identifying appropriate resources to assist teacher development and student learning			

Junior Literacy Challenge Success and Hauora for All

Challenge: By the end of 2021 our challenge is to raise the standard of literacy so that 85% of Year 4-8 students (1,256/1,478) with particular focus on our priority learners, are meeting expected reading and writing standards and 90% of school leavers (481/534) achieve UE Literacy.

Initiatives	T4 2018	2019	2020	2021
1 Engagement: Literacy Via STEAM				
Crystal-STEAM Learning through Play Carol-STEAM Haley-Science Heidi - STEAM Rose - Learning through Play/Passions up into the senior levels.	Crystal - STEAM challenges during Read Alouds in T4.	Support to create motivating learning environments Support to create Learning through Play/STEM resources optimising literacy. Work to integrate Learning through Play/STEM to foster engagement and purposeful application. Organise visits to other schools experimenting with collaborative approaches, STEAM, strong student agency etc.		
	Carol/Jane T meeting with Colleen from Port re Science Thursday 8/11 at 9.15 am.	Action Literacy via learning through play and what that looks like as students transition up the stages/levels of all curriculums Answer what works for boys and Maori students. Bank of resources set up for staff to access and add to. Create a digital resources that teachers can access, use, review and contribute to.		
2. Hauora: Literacy Progressions transitioning digitally				
Carol-Junior Reading Jane T-Senior Reading Aimee Heidi Haley Rose - Student Agency	14.11.18 Reading Progressions Review Consult with staffs 2019/begin to use/review/	Continue to unpack the progressions in both reading and writing across the COL. Gather student voice, teacher voice, find the road stops Gather student voice, rural, urban, primary, intermediate and high school. Organise visits to schools in the COL to observe the progressions in use. Facilitate, and conduct lessons to demonstrate best practise. Continue to grow our group to lead literacy through hauora, engagement and achievement. Support the development of student agency through a creative, self-directed, collaborative approach. Participate in Write this Essay PD and share the resources and ideas. Spotlight (eTap)		
	Lead staff meetings looking at the Reading Progressions- agreed kid speak format and supporting documents and resources developed for across the COL. PD to grow Student Agency in literacy PD to grow Teacher capacity in literacy			

<u>Initiatives</u>	T4 2018	2019	2020	2021	
3 Achievement: NZ/Global Read Aloud/ Sharp Reading/ Phonics/ Workshops using teacher strengths (Student Agency)					
Carol Scott- Yolanda Soryl Phonics	31.10.18 Visited Global Read Aloud	Leadership of NZ Read Aloud - bringing more people into the kaupapa via staff meetings? Observations of good practise.			
Crystal - Read Aloud/workshops /student agency Haley-Sharp Aimee - workshops	31. 10.18 Visited Sharp Reading	Leadership of Sharp Reading - bringing more people into the kaupapa via staff meetings? Observations of good practise. After consultation with COL schools fund specific programmes eg Sharp Reading, Yolanda Soryl, Global Read Aloud etc			

Challenge 2a: Secondary Literacy

Challenge: By the end of 2021 our challenge is to raise the standard of literacy so that 85% of Year 4-8 students (1,256/1,478) with particular focus on our priority learners, are meeting expected reading and writing standards and 90% of school leavers (481/534) achieve UE Literacy.

<u>Initiatives</u>	T4 2018	2019	2020	2021
1. STUDENT AGENCY & COMMUNICATION				
Utilise Secondary Literacy PLD (with <i>Write that Essay</i>) to build on understanding of best practice of teaching writing strategies	Explicit teaching of Write that Essay writing strategies through externally provided PLD (including Sentences, Paragraphs, Advanced Essay skills)		Embed WTE strategies across Kahui Ako classrooms, by sharing resources and focusing on consistent use of resources across year levels, subjects and schools.	
	Review and continue Literacy Module for all Year 9 boys at NBHS, changing from online platform to using cards. Integrate material which helps writing across the curriculum.		Embed strategies across Kahui Ako classrooms, focusing on consistent use of meta-language across schools and teachers	
2. ENGAGEMENT & ACHIEVEMENT				
Use resources such as Literacy Learning Progressions, Learning Progression Frameworks & PaCT to build on reading and writing levels	Review Literacy Progression in Junior Curriculum	Share strategies, templates & exemplars used to build progression of how students write and build repertoire of <i>Write that Essay</i> paragraph types and sentence types in essays across subjects in years 9 and 10. Support students' Writing Across the Curriculum.		
		Target vocational level courses, building their social conscience and reading and writing strategies to respond.		
		Scholarship writing workshops for 2020 candidates - provide workshops for academic writing and to indirectly support teachers in advance. Run workshops during study lessons in terms 2 and 3.		
		Introduce <i>6 Steps to Reading Comprehension Program</i> with Yr 10 & 11 students.		

<u>Initiatives</u>	T4 2018	2019	2020	2021
		Continue to help Level 2 & 3 students improve exam pass rates and endorsements, including Scholarship.		
		Identify and develop resources from LLP, LPF and PaCT to be used into years 9 & 10 to improve reading levels across the Kahui Ako		
				Using data from PaCT tool, review literacy progression across curriculum at Years 9 & 10, to plan next steps
3. HAUORA & CULTURAL RESPONSIVENESS				
Embed culturally responsive approaches to strengthen pastoral support for Maori learners and target literacy needs.		Expand Manaaki Study Group and marae-based essay writing resource. Meet every Friday for literacy & numeracy support.		
		Facilitate the use of culturally responsive pedagogy across subjects and year levels via PLD		
		Identifying appropriate resources and opportunities to assist teacher development and student learning, targeting priority learners' literacy needs.		

Challenge 3: Hauora and Transition

Initiatives	2019	2020	2021
1. Hauora			
Improve Hauora across the Kahui Ako	Strengthening partnerships with whanau, community and external providers.		
	Investigate and act on initiatives to improve staff well-being.	Building culturally responsive practices to assist both parents, students and staff.	
	Student survey, analyse data within schools and across the community to build an overall picture.	Prioritise next steps according to the analysis of survey data. Travellers programme	
2. Attendance			
Improving attendance across our community	Develop a clearer understanding of what is happening in regards to attendance data across our community.		
		Develop agreed on practices to analyse attendance data.	Develop an 'at risk' register across our Kahui Ako
	Continue to build trust and collaborative relationships across the different sectors in our Kahui Ako		
3. Transition			
Develop effective transition practices across our community	Work with schools and ECEs to look at the Capabilities across the curriculum from the Kahui Ako local design tool. What does this look like in each setting, and across our wider community?		Developing shared pedagogy across our kahui ako that deepens our understanding of effective transitions, development and learning in early childhood education, primary, secondary
	Implement a strategy to work with whanau where attendance is an issue. Team approach - early intervention		
	Positive transitions to ensure coherent and continuous learning is maintained		

