

Refreshed Achievement Challenges



Schools



Introduction

The Te Roopu Pourewa Community of Learning was initiated in 2017. It consists of 5 Schools in total, 4 Primary Schools (Kohimarama, Orakei Primary, St Thomas', Stonefields School) and 1 secondary School (Selwyn College).

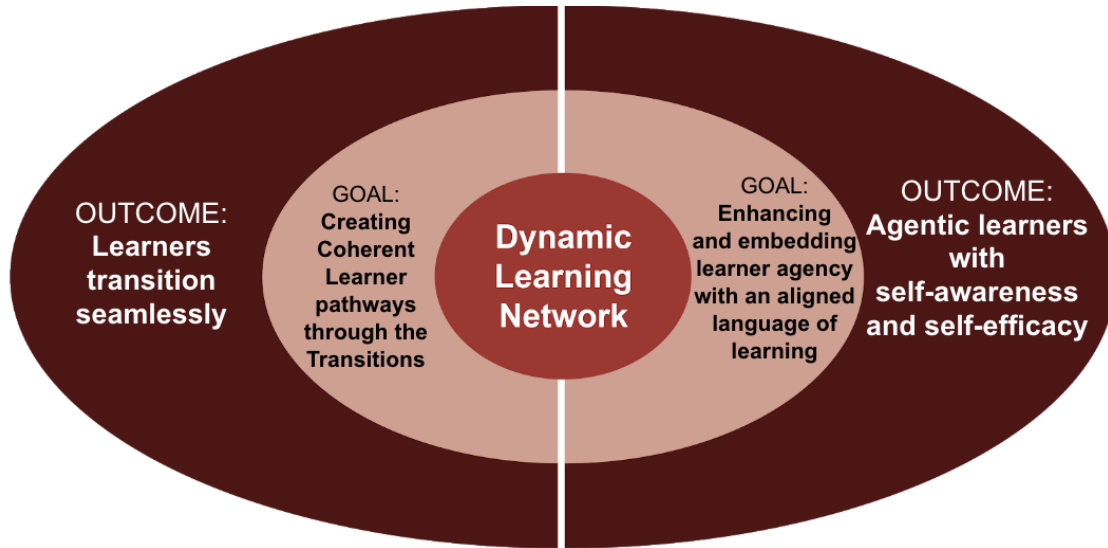
The Kāhui Ako has experienced significant change since inception, there have been four lead Principals to date. The changes experienced will be illustrated throughout this document.

Vision

Te Roopu Pourewa engaged a SpringBoard Trust Change Manager in 2018 to help co-construct a vision for the Kāhui Ako.



The vision for the Kāhui Ako was agreed upon which is 'Coherent Pathways to Future Opportunities'. The image below outlines the two key strategic goals we agreed to pursue to work towards achieving our vision aspiration.

Coherent Pathways to Future Opportunities



Strategic Initiatives

A number of strategic initiatives were brainstormed during the strategic meetings with Springboard Trust. Through a series of three strategic meetings, Principal's prioritised the following initiatives to meet the strategic goals and the expected outcomes were outlined. [Click here](#) to view the full sized strategic document.

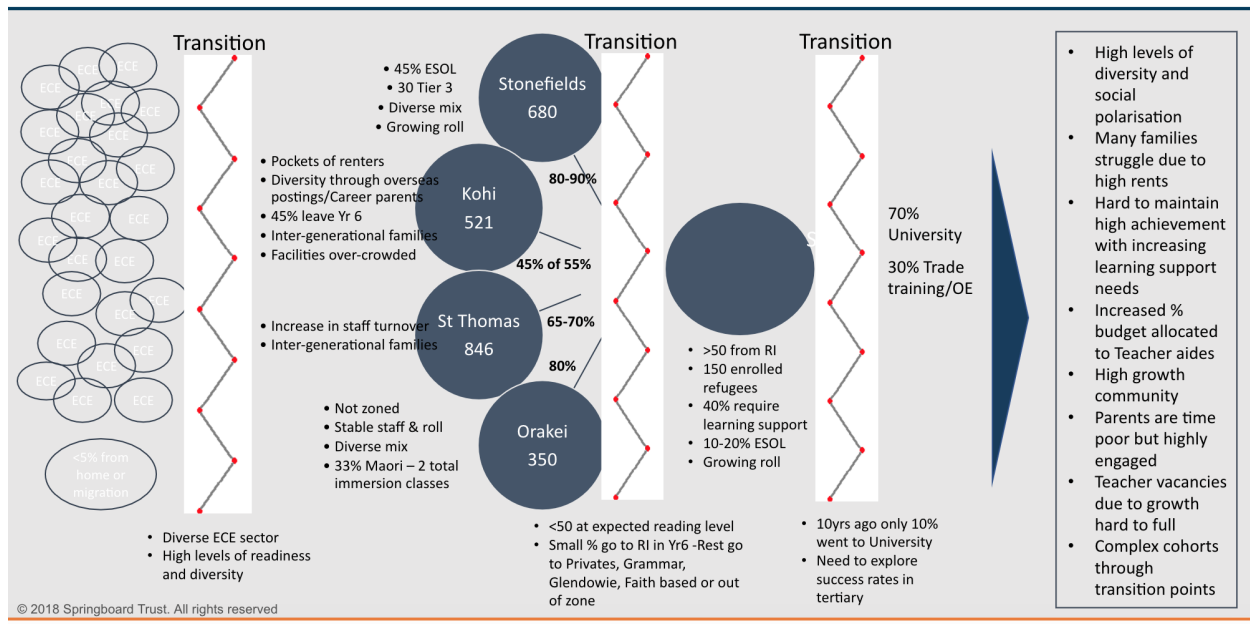
GOALS	INITIATIVES	EXPECTED OUTCOMES
 <p>Creating coherent Learner Pathways through the transitions; with initial emphasis on core curriculum</p>	<ul style="list-style-type: none"> • Define, design and implement key elements of pathway alignment • Enhance the coherency of our pathways for students with identified learning support needs • Share data and insights as well as teaching and learning practices that support the ongoing development of each of our learner's achievement and agency 	<p><i>Learners transition seamlessly</i></p>
 <p>Enhancing and embedding Learner Agency; with an aligned language of learning</p>	<ul style="list-style-type: none"> • Map the alignments and continue to develop each Te Roopu Pourewa school's languages of learning • Evaluate the impact of our learner agency practices and identify and share what is working • Build teachers' capabilities in rich learning design 	<p><i>Agentic learners with self-awareness and self-efficacy</i></p>

Kāhui Ako Demographic Data

Schools have engaged in a number of activities to more deeply understand one another's contexts. Principal's and ASL leaders visited each school to hear about their vision and current school strategy. A workshop was also facilitated by Judy Newcombe in 2018 from Springboard Trust to outline each school

demographic picture and to understand the challenges and opportunities in each school context. The below image provides a summary of what was revealed through this workshop. The right hand column summarises the common challenges in our Kāhui ako. [Click here](#) to view the full sized document.

Te Roopu Education Eco-system



1. Systems and processes

Purpose: Effective systems and processes were developed to foster collaboration across all stakeholders. This has been an integral part of the successes of the Kāhui Ako.

Time

Clarifying what we might work on together as a Kāhui Ako and what we will work on in our own school contexts has continued to generate robust dialogue. Ensuring we are spending time efficiently and productively when meeting together has been talked about at length. The yearly overview of dates is a key document to ensure the key groups - Principal's, ASL WSL and working groups are meeting regularly enough to create momentum in implementing the strategy.

Role Clarity and Membership

Role clarity for WSL and ASL was drafted in 2018 and has been recently revisited and reviewed in October 2019. The updated rendition was shared and further discussed in Term 1, 2020.

Working Groups were established for each strategic initiative. Experts have been engaged in each working group at points of time to support the implementation of the strategy.

- Agency Working Group
- Coherent Pathways in Writing

Professional Learning Groups (Secondary and Primary) have also been used as a forum for the WSLs to share inquiries and insights.

- With School Teachers PLG (Primary)
- With School Teachers PLG (Secondary)

Expectations of role and membership continue to be revisited and further discussed to ensure clarity.

Communication

Google apps underpin the communication across schools. Google calendars are relied upon to monitor attendance at face to face meetings. Shared docs, presentations are worked on collaboratively to support collaborative work. Google hangouts and other effective methods of meeting and increasingly being embraced.

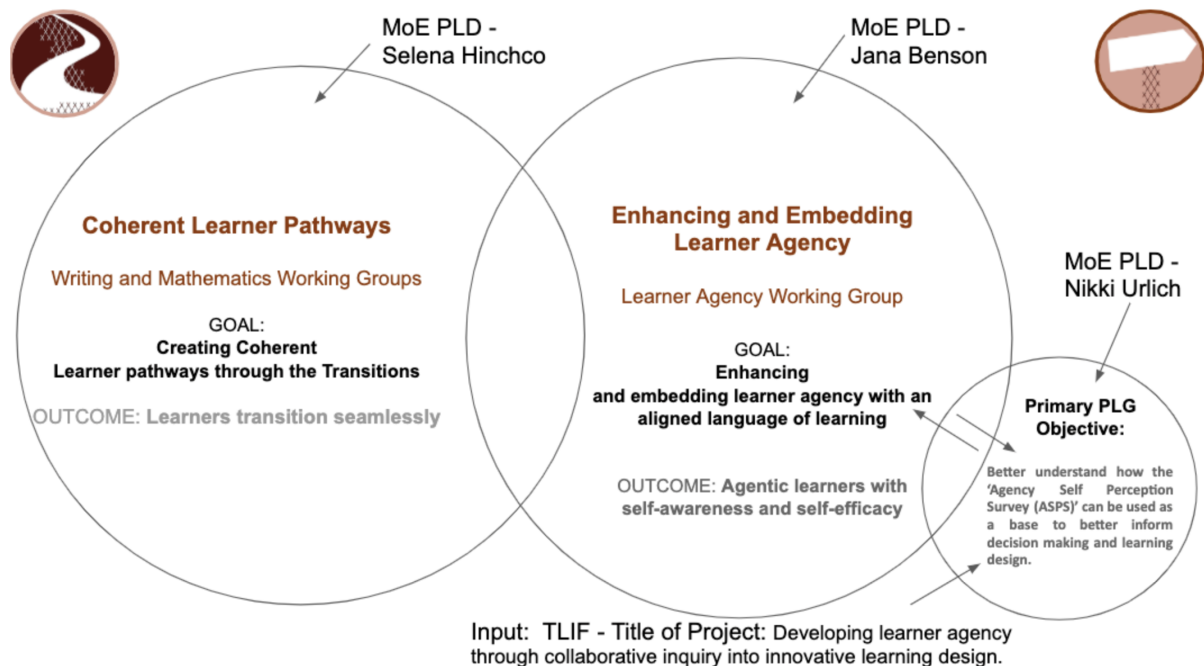
Face to face meetings are programmed and email is relied on to ensure transparent communication between face to face meetings.

Open and transparent conversations operate at the Principal/ASL meetings. Individuals speak up and there is a good level of physiological safety.

2. Collaboration across Kāhui Ako

A number of opportunities have been enacted throughout the past two years of the Kāhui Ako to promote and enhance collaboration between the five schools. These are varied and diverse in nature and are outlined below under the headings of: Coherent pathways, Learner agency, PLGs and Kāhui Ako as a whole.

The following diagram illustrates the connection between and specific goals pertaining to the first three headings. These groups were led by the ASLs with the support of PLD facilitators.



Coherent Pathways

The vision for Te Roopu Pourewa was ‘Coherent Pathways for future opportunities’. With this in mind, a Coherent Pathways Working group was created for writing which related to one of the Achievement Challenges. The group consisted of representatives from across all five schools within the Kāhui Ako (primary and secondary). One outcome of this group was ensuring seamless transitions for students throughout the Kāhui Ako. To support the working group, a MoE contracted facilitator was engaged. The group looked at curriculum understanding of writing. The overall aim of this work was to build shared understandings of expectations in writing and to co-construct ‘progression markers’ and exemplars at key transition points, beginning with the Level 4, Year 8-9 transition.

The writing group has worked collaboratively sharing progressions and exemplars for discussion and cross-moderation, thus increasing understanding of ‘progression markers’ at key transition points. Currently the group is collaborating on developing a complete package of progressions, examples, effective practices and resources. Additionally, the group is co-constructing documentation of the process (of the Coherent Pathways writing group) so that this can be replicated and transferred to other transition points such as Y3-4 and Y11-12 in writing, and then into other learning areas.

Learner Agency

The Learner Agency Working Group has approximately 12 participants from across the four primary schools. The group has focussed on enhancing and embedding learner agency with an aligned language of learning. An outcome of this group is to have agentic learners with self-awareness and self-efficacy. The primary schools have developed an aligned language through the use of agency capabilities, schools are using the capabilities to gather impact of students' self perception of their agency. A tool has been

designed and implemented (for three consecutive years) to gather insights and make correlations to different information needs of our Kāhui Ako for Year 4 - 8 learners. A focus of collaborative conversations to date for primary schools has been to understand how the 'Agency Self Perception Tool (ASPT)' can be used as a base to better inform decision making and learning design. The learner agency working group has also worked collaboratively to understand and determine the principles that underpin the design of 'rich opportunities for learning' that grow opportunities to increase agency. The learning design for Term 2 2020 will see all primary schools contributing to a rich learning opportunity 'Storytelling of our community and local iwi' with shared objectives.

Professional Learning Group (PLG)

The Professional Learning Group worked with 10 WSLs from the four primary schools. The primary objective of the group was to better understand how the agency self perception survey (ASPS) can be used as a base to guide better decision making and learning design. During our time working as a PLG, external facilitation was contracted to support the building of leadership capacity. In addition to this, all WSL were offered the opportunity to complete a 'Growth Coaching' course. In 2019 the WSLs ran two collaborative workshops for staff from the primary schools, which were well received and will continue this year. As a group we agreed that the WSL are transformational influencers who share practice, design and thinking to lead change with their colleagues. A focus throughout 2020 will be to share insights from teachers inquiries, to grow collaborative capacity which leads to individual and across school innovation.

3. Achievement Challenges Analysis of Variance

Achievement Challenge 1: Yr 1-8

Mathematics (1)

Lift the achievement in Year 1-8 Mathematics to 94% (1697/1806); a 9.4% difference by the end of 2019. This means moving at least 155 additional learners.

These 155 learners include:

- a shift of 28/39 Maori learners so that 175/186 (94%) are At or Above the National Standard
- a shift of 30/35 Pasifika learners so that 80/85 (94%) are At or Above the National Standard
- a shift of an additional 97/190 other learners so that 1443/1535 (94%) other learners are At or Above the National Standard.

Mathematics (2)

Increase the number of learners achieving Above National Standard in Mathematics from 31.5% (569/1806) to 40% (722/1806) by the end of 2019. We have identified 40% as being aspirational across the Community and to demonstrate our commitment to ensuring all learners progress. This is a shift of at least 153 learners.

Writing Achievement Challenge

Lift the achievement in Year 1-8 Writing to 90% (1625/1806), a 9% difference by the end of 2019. This means moving 162 additional learners.

These 162 learners include:

- a shift of 23/43 Maori learners so that 167/186 (90%) are At or Above the National Standard
- a shift of 23/32 Pasifika learners so that 76/85 (90%) are At or Above the National Standard
- a shift of an additional 116/268 other learners so that 1382/1535 are At or Above the National Standard

What progress has been made?	How do we know	Where to next?
<p>Mathematics Y 1-8 Based on roll growth Te Roopu Pourewa Kāhui Ako has sustained achievement levels despite roll growth of 131.</p> <p>We are short of the Mathematics (1) target by -7.6%.</p>	<p>2015 data reflected 85.4% at/above to 2019 data 86.4% an improvement of 1%.</p> <p>Data for 2019 showed this for the whole Yr 1-8 cohort.</p>	<p>2019 data identifies (43/76) 56.6% of Pasifika students are at/above compared to ALL students (1916/2218) 86.4%.</p> <p>We will be seeking longitudinal insight into the cohort that has been with us for 5 years and their performance and reviewing cohort data for Maori over the 5 years.</p> <p>We will be digging deeper to understand the relationship between attendance and</p>

<p>Mathematics Y 1-8 (Above) Data 22% of our Y 1-8 students achieved 'Above' in Mathematics. The target was 40% We are short of the Mathematics (2) target by - 18%</p>	<p>2015 Data reflected 31.5% Above in Mathematics to 2019 Data - 22% Above</p>	<p>student achievement.</p>
<p>Writing Our Target was 90% and at the end of 2019 we had 78.3% working at and above</p>	<p>1739/2222 at or above</p>	<p>Writing focus required across the board.</p> <p>Specific writing focus Maori (69.3%) and Pasifika (50%)</p> <p>We will conduct a deeper analysis of this data to understand the number of ESOL students who have joined since the achievement challenge was set.</p>

<p><u>Achievement Challenge 2: Year 10</u> Mathematics - Number Strategies We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Mathematics – Number Strategies to 90% (199/222). This is a difference of 15%. This will mean moving an additional 32 learners. These additional learners will include:</p> <ul style="list-style-type: none"> ● 14 Maori learners so that 28/31(90%) will attain level 5 ● 18 other learners. <p>Statistical Literacy and Investigation We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Mathematics – Statistical Literacy and Investigation to 90% (199/222). This is a difference of 19%. This will mean moving an additional 42 learners. These additional learners will include:</p> <ul style="list-style-type: none"> ● 12 Maori learners so that 28/31(90%) will attain level 5 ● 30 other learners. <p>English – Formal Writing We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in English – Formal Writing to 90% (199/222). This is a difference of 7%. This will mean moving an additional 15 learners. These additional learners will include:</p> <ul style="list-style-type: none"> ● 9 Maori learners so that 28/31(90%) will attain level 5
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- 4 other learners.

Social Science

We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Social Science – Demonstrate Cause and Consequence in formal writing to 90% (199/222). This is a difference of 8%. This will mean moving an additional 16 learners.

These additional learners will include:

- 3 Maori learners so that 28/31(90%) will attain level 5
- 13 other learners.

What progress has been made?	How do we know	Where to next?
<p>Mathematics Y10 Number: 91% of Year 10 students reached the target. 88% of the Year 10 Maori cohort reached the target</p> <p>Statistics: 87% of our Year 10 students attained the target (A difference of -3%. 82% of our Y10 Maori students attained the target.</p> <p>English - Formal writing Y10 90% of Year 10 Maori learners attained Level 5 in 2019</p> <p>77% of Year 10 students attained Level 5 in writing in 2019</p>	<p>Year 10 students results analysis</p> <p>Selwyn College End of the Year Yr9 - 87% (2017)- Yr 10 -85% (2018) There is a difference of -10 students Yr 9- 80% (2018) - Yr 10 - 71% There is a difference of -9 students Maori learners achieved higher than the rest of the cohort</p>	<p>Please note that this breakdown in data is a means to explain why Algebra could be a possible target for the Kāhui Ako Year 10 Algebra (and Y9)</p> <p>Year 9-10 (2017-20 18) showed significant growth for the cohort showed sustained achievement Year 9-10 (2018-2019) showed a dip in the data of -10%</p> <p>A stronger focus on Algebraic thinking in Year 7-10 across the CoL with a Matched Cohort data breakdown</p> <p>Further explore the success of Maori learners achieving. Develop a common understanding across the Kahui Ako.</p>

	School Data	
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<p><u>Achievement Challenge 3: NCEA</u></p> <p>Level 1</p> <p>We aim to lift the number of learners achieving NCEA Level 1 Course Endorsement Certificates to 91/151(60%) by the end of 2019. This is a shift of 6.4%. We have identified 60% as an initial target and will review this in 2017. This will mean moving an additional 10 learners.</p> <p>These additional 10 learners will include:</p> <ul style="list-style-type: none"> • 6 Maori learners so that 13/21 (62%) attain NCEA Level 1 Course Endorsement Certificates • 4 Pasifika learners so that 14/23 (61%) attain NCEA Level 1 Course Endorsement Certificates <p>Level 2</p> <p>We aim to lift the number of learners achieving NCEA Level 2 to 130/141(92%) by the end of 2019. This is a shift of 5%. This will mean moving 7 additional learners.</p> <p>These additional seven learners will include:</p> <ul style="list-style-type: none"> • 2 Maori learners so that 21/23 (91.3%) Maori learners achieve NCEA Level 2 and • 5 other learners so that 109/118(92.3%) other learners achieve NCEA Level 2. 		
What progress has been made?	How do we know	Where to next?
<p>Level 1</p> <p>NCEA level 1 target was exceeded by 2% which is significant for the whole cohort</p> <p>Level 2</p> <p>NCEA level 2 target was achieved.</p> <p>Maori data showed 77% students were successful.</p>	<p>Of the 2019 roll 62% of students gained Level 1 endorsement</p> <p>11/29 - 38% Maori achieved endorsement and 5/17 - 29% Pasifika achieved endorsement <i>(Endorsement - Students who achieve 50 or more credits at Merit or Excellence across all subjects at that Level of NCEA)</i></p> <p>NCEA data</p>	<p>Continue to close the gap for Maori and Pasifika students achieving endorsements</p> <p>Achieve equitable outcomes for all cohorts.</p>

Achievement Challenge 4: University Entrance

We aim to lift the number of learners attaining University Entrance to 96/135 (71%). This is a difference of 4.6%. This will mean moving an additional 5 learners.

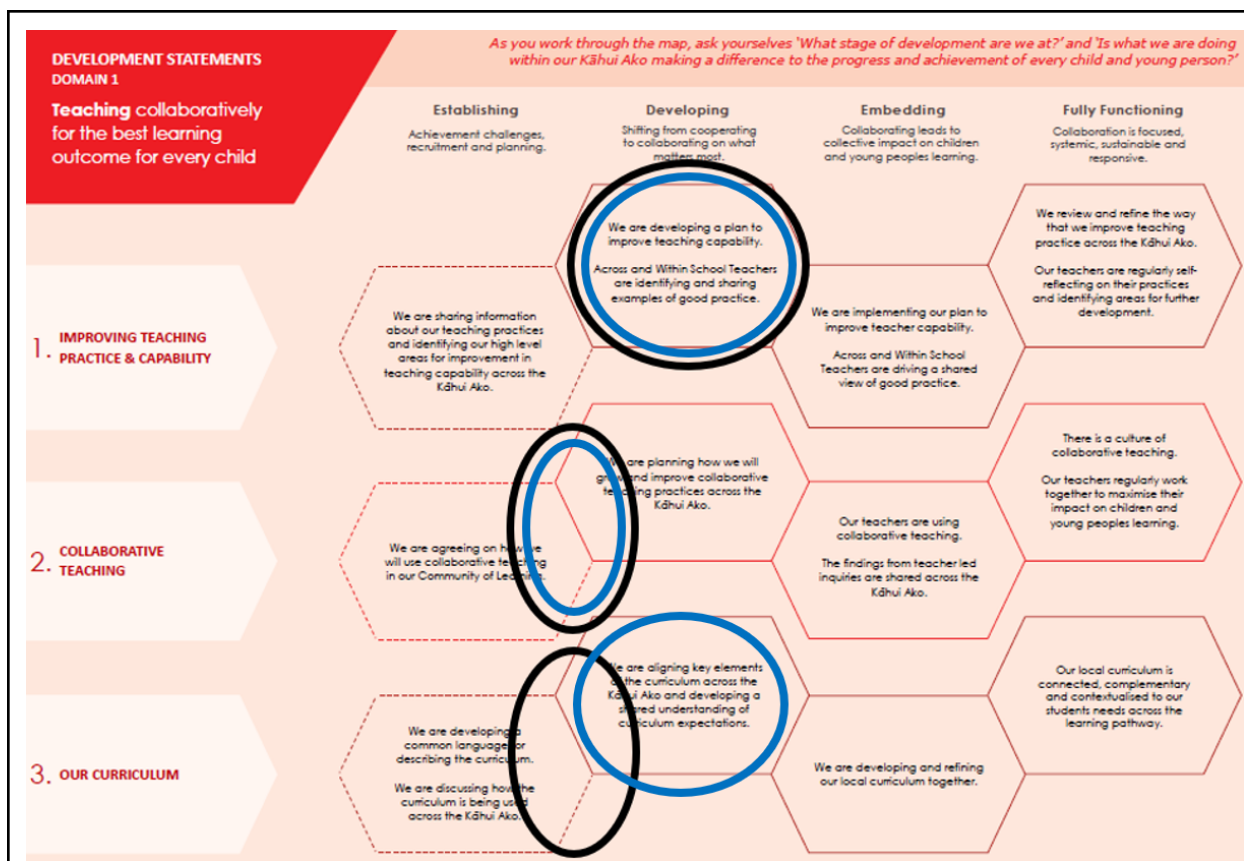
These additional five learners will include:

- 1 Maori learner so that 9 of 13(69.2%) Maori learners will attain University Entrance and
- 4 Pasifika learners so that 12 of 17 (70.5%)Pasifika learners will attain University Entrance.

What progress has been made?	How do we know	Where to next?
<p>74% of Year 13 students achieved University Entrance. This was an increase of 3% on the target of 71%.</p> <p>Within this data set Maori exceeded the target of 73%, an increase of 4% over the target and 89% for Pasifika a significant increase of 18% over the target of 71%</p>	<p>Data provided by Selwyn College</p>	<p>Continue to close the gap for Maori and Pasifika students and achieve equitable outcomes</p>

4. Evaluation of the Development Statement Domains 1-6

The following six diagrams present a time one/time two reflection of each development statement. Time one was taken in April 2018 and was collated by the Kāhui Ako principals and ASLs. Time two was captured in 2019, as part of the evaluation process, and was also collated by the same group. Each domain was reviewed to ascertain what progress has been made and how this was known. Additionally, next steps for each domain were identified as a way of progressing the Kāhui Ako into the future.



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019)

Domain 1: Teaching collaboratively for the best learning outcome for every child

- 1. Improving teaching practice and capability: Developing - Some progress**
- 2. Collaborative teaching: Establishing- Significant progress**
- 3. Our curriculum: Developing - Early stages**

What progress has been made?

- Coaching offered to teachers of both primary and secondary to inform teaching and inquiries
- Shared expectations have been developed for WSLs; WSLs reflecting on shared expectations
- The work of aligned capabilities in Agency PLD piece is shaped across Kāhui Ako

How do we know?

- Coaching in 2019
- Shared inquiries set up for 2020

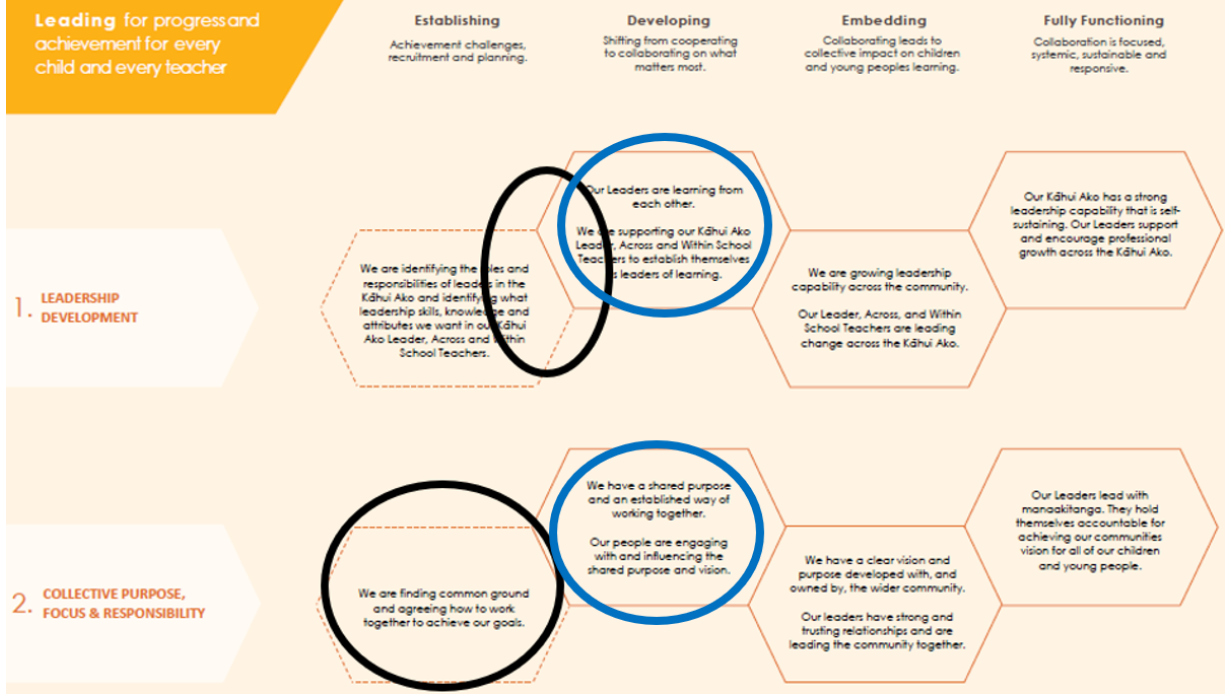
Next steps:

- Investigate and develop common shared understanding of effective teaching/learning/assessment cycles.
- Opportunities to share teaching practices, improving teacher practice and capability through collaborative teaching
- Further explore opportunities to have a shared/common understanding of what best practice looks like, to share learning designs, to understand what our learners say - student voice opportunities?
- Established a system for shared/collaborative inquiries
- Opportunities for individual school PLD that support strategic goals. Agency PLD not leveraged or backmapped in school contexts necessarily.
- Differentiated opportunities such as a focus on AFL.
- Coherent focus on Tal informed by ASPT then informing learning design. Developing a shared understanding of Tal expectations/framework.

DEVELOPMENT STATEMENTS
DOMAIN 2

Leading for progress and achievement for every child and every teacher

As you work through the map, ask yourselves "What stage of development are we at?" and "Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?"



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019)

Domain 2: Leading for progress and achievement for every child and every teacher

1. Leadership Development: **Developing - Significant progress**
2. Collective Purpose, Focus & Responsibility: **Developing - Early stages**

What progress has been made?

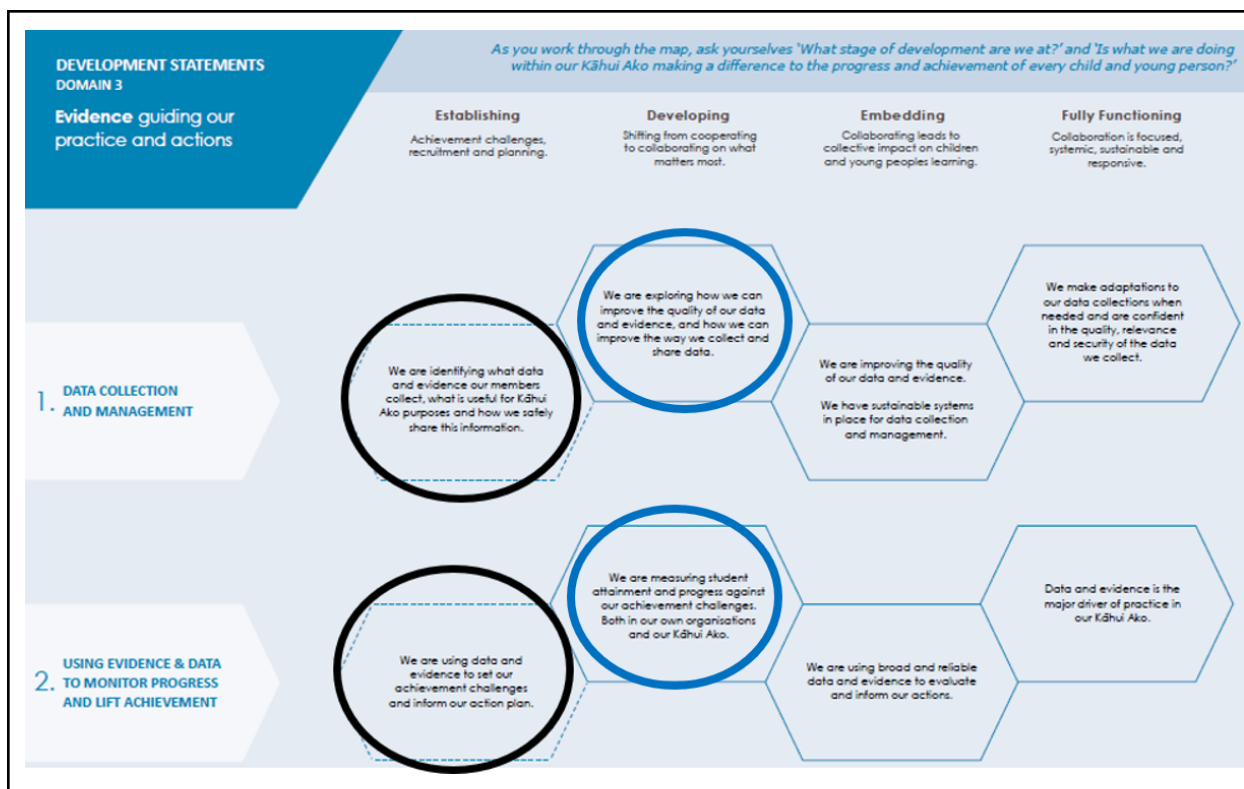
- Growth in school specific best practice and leadership capability, with the ability to influence back into each school context
- The Kahui Ako has developed even with all the leadership change. Expectations of leadership have been re-established, the WSL role revisioned showing clarity of purpose/role.

How do we know?

- Survey feedback

Next steps:

- Further influence impact of collaboratives and initiatives back in each school context (for example: Writing group/Agency)
- Growing, deepening relationships to capitalise on strengths - agency WG/writing WG/design rich learning opps, bird song, local stories.
- Wider learners, community and whanau engagement and understanding of Te Roopu Pourewa strategy and activities - done to rather than done with community; school holds power.



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019)

Domain 3: Evidence guiding our practice and actions

- 1. Data collection and management: Developing - Some progress**
- 2. Using evidence and data to monitor progress and lift achievement: Developing - Some progress**

What progress has been made?

- We collect data annually, analyse the data and compare with the previous year as a Kāhui Ako. Beginning to explore and analyse Maori/ Pasifika. Communication about in-depth data insights

How do we know?

- All the schools have data which inform teaching and learning

Next steps:

- Achieve a common understanding of key transition points - use the data
- We are collecting the data as a Kāhui Ako and are yet to analyse in depth across our Kāhui Ako. Next step is to Collect and analyse data both with individual schools and Kāhui Ako (two ways)
- Increase data literacy for teachers
- Investigate wider moderation in other learning areas
- Ensure the data is meeting our information needs across the Kāhui Ako - Teachers/School/Community
- Analyse and apply information/data for accelerating improvement

DEVELOPMENT STATEMENTS
DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'



2019 Development Statements review (key: Blue circles 2019- not reviewed in 2018)

Domain 4: Pathways developing and connecting along the whole educational journey for every child

1. Integrating the learning pathway: **Establishing - Significant progress**
2. Supporting transitions: **Establishing - Early stages**

What progress has been made?

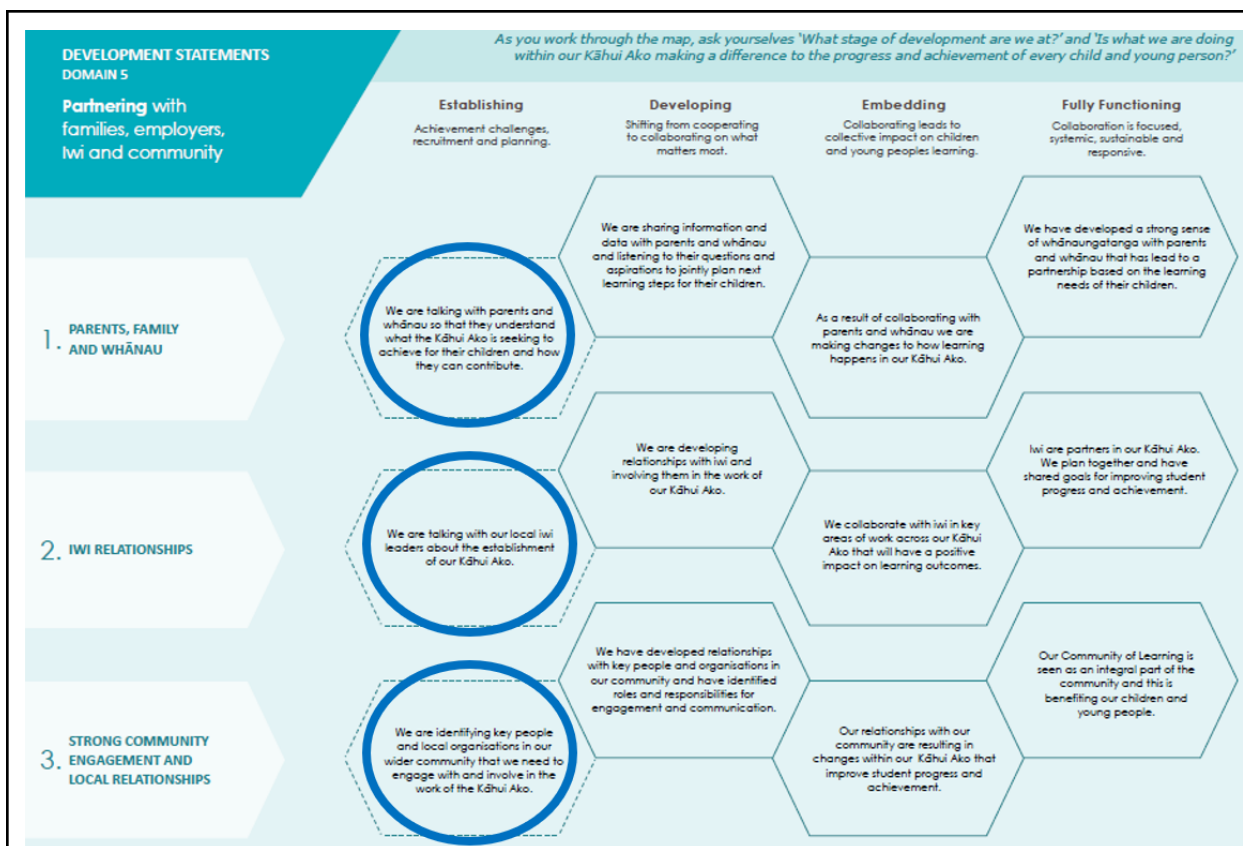
- Connection made through Writing Working Group - pieces of work that spans pathway
- Some understanding and clarity about the secondary's engagement. Although the priorities are different, there are different drivers/constraints, there have been attempts to create pathways

How do we know?

- Survey feedback
- Writing Group feedback positive

Next steps:

- Deepen the understanding of what the work looks like to have potential to transfer to other learning areas
- Tricky to choose what we do and don't engage with as time is a limited resource. Where do we place our energy?



2019 Development Statements review (key: Blue circles 2019- not reviewed in 2018)

Domain 5: Partnering with families, employers, iwi and community

- 1. Parents, family and whanau: Establishing - Some progress**
- 2. Iwi relationships: Establishing - Early stages**
- 3. Strong community engagement and local relationships: Establishing - Some progress**

What progress has been made?

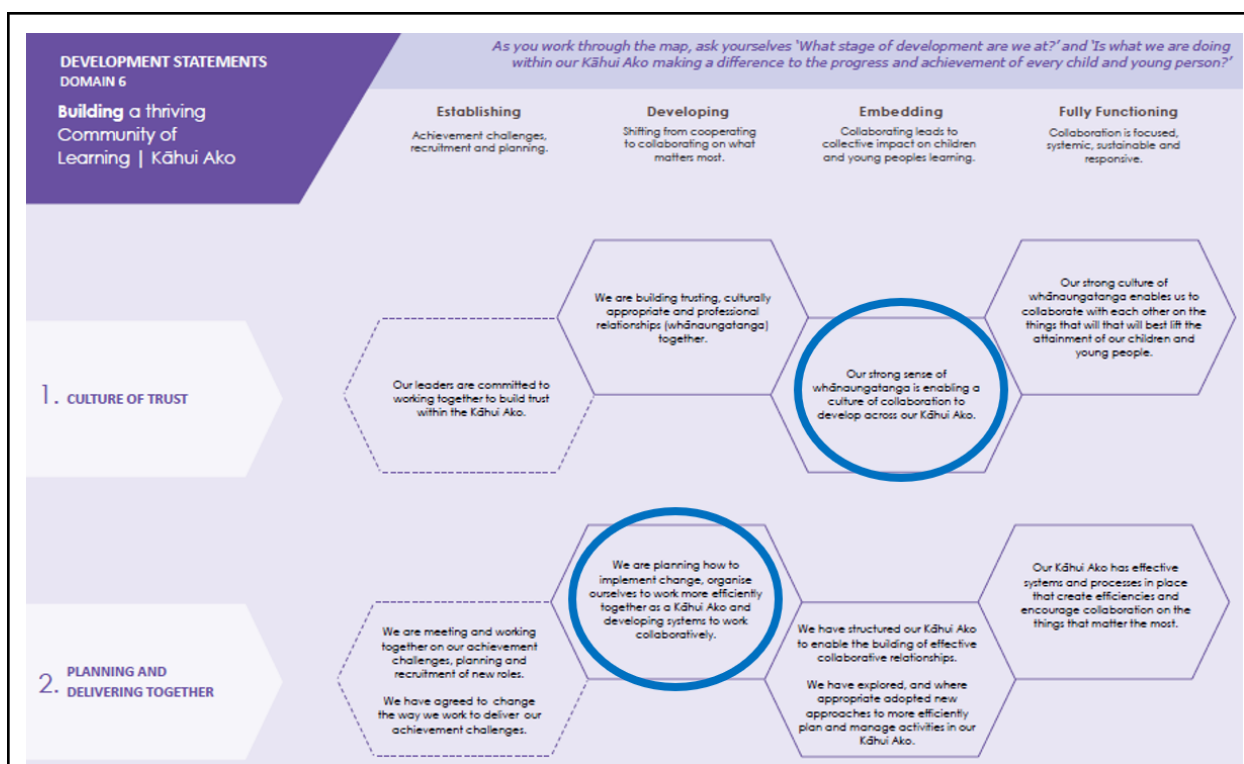
- Kahui Ako newsletters - one written termly
- Early connections with Orakei Marae - both Kāhui Ako and Iwi have shared common goals and aspirations
- Exploration of Rich Learning Opportunities - 2019 Birdsong

How do we know?

- Board of Trustees/staff

Next steps:

- Starting with Rich Learning Opportunities in Term 2 2020; use this to better enable iwi relationships, community engagement, local relationships and partnering with parents, family and whanau
- Investigate to what extent the newsletters are shared and expand on this
- Continue to develop stronger links with Iwi - develop MoU with Iwi, Whaia Maia, link to 5001 members, MoU job for all stakeholders, Iwi reflection on AC



2019 Development Statements review (key: Blue circles 2019 - not reviewed in 2018)

Domain 6: Building a thriving Community of Learning/Kāhui Ako

- 1. Culture of trust: Embedding - Some progress**
- 2. Planning and delivering together: Developing - Some progress**

What progress has been made?

- Writing is an example of the vertical collaboration that improves outcomes for learners
- The four primary schools work in a collaborative, trusting environment, 'high trust model', relationship is progressing well in the last 12 months - a connectedness is felt
- In terms of the working groups, there is a connection (between all schools) in a coherent pathway - stories and resources are being shared.

How do we know?

- Survey feedback
- Kāhui Ako meetings/discussions

Where to next?

- Searching for the next common purpose - what do we work on together, how many can we focus on at once/what do we prioritise to improve outcomes/what will we get the most leverage from

5. Leadership development

In 2018 the Kāhui Ako submitted an application for MoE PLD funding with the aim of facilitating leadership development across our Kāhui Ako. The application was successful and the Kāhui Ako received 200 hours. These hours were distributed across the Achievement Challenges and used to support the different working groups and PLGs that were in place. The focus of the PLD further developed the Writing Coherent Pathways, allowed for growth coaching for WSL and ASLs, further development of Rich Learning Opportunities and Agency pedagogy, and the growth of leadership capacity and capability.

Additionally, the Kāhui Ako utilised the support of Springboard Trust who were engaged as a Change Manager. The Change Manager was integral in supporting the principals and ASL to refocus and redefine the Kāhui Ako strategy.

Other PLD opportunities have been utilised by both ASL and WSL, such as attendance at conferences. The Kāhui Ako Board of Trustees were invited to an NZSTA event which focussed on inducting new board members.

6. Impact

The Kāhui Ako has been operational for the last three years. A range of material has been reviewed in order to ascertain the impact of the work carried out to date and to provide clarity of the areas of priority focus moving forward.

Kāhui Ako reflection and sharing of practice has had an impact within individual schools with regards to pedagogy and next steps. Schools have been ready to take next steps in creating systems and processes, in the flipping of pedagogy to support agency, and to implement tools and strategies such as progressions. Examples of this have been: Progressions at St Thomas's, Graduate Profile at Stonefields, SchoolTalk at Orakei and Kohimarama, and the deepening use of Selwise at Selwyn College.

The ASLs have played a major role within the Kāhui Ako, firmly establishing their roles and themselves as being key to the growth of the Kāhui Ako as a whole. As part of this evaluation, the ASLs were asked to construct surveys to ensure a range of voices were heard and some measure of impact could be explored. Each ASL took responsibility for certain survey creations, distribution and analysis. This analysis was then cross-checked by fellow ASL and the expert partner to confirm robust analysis and ensure clarity of findings. Below are the collated summaries of these surveys demonstrating impact, challenges to consider and identification of future direction for the Kāhui Ako.

Learner Agency survey:

Overall the responses to the Learner Agency Working Group were extremely positive. 100% teachers from the group (12 responses) responded and 100% felt that the work of the group was aligned to and focussed on the strategic initiatives and had a positive impact on their professional learning. Working Group participants were asked for their prior understanding and current understanding of Learner Agency and Rich Learning Opportunity. There was a 33% positive shift in people's understanding of Learner Agency and a 34% positive shift in people's understanding of Rich Learning Opportunities. Respondents attributed this to being a part of the Learner Agency Working Group.

Responses to this survey indicated that there is a need to further develop their own use of the ASPT (Agency Self Perception Tool). Further developing the capability of the working group will better enable them to lead this work and understanding of the tool back in their own schools.

Possible recommendations resulting from the Learner Agency Survey:

The data reflects the need for consolidation and continuing the current Learner Agency initiatives within the Working Group. In general respondents recommended that the work of the group continues especially in the ASPT and the Rich Learning Opportunities. Respondents indicated that shifting their

own and other teachers' capability of using the ASPT would see the capabilities used more effectively for designing learning and Rich Learning Opportunities.

Coherent Pathways survey:

The responses from the teachers were generally positive and 88% of the teachers have indicated that the work of the Coherent Pathways Writing group was aligned and focused on the strategic initiatives, which in turn reflects the Kāhui Ako Achievement Challenges. Respondents mentioned gaining the trust of the participants in the group, use of a common language across schools and cross-moderation as some of the successes.

Teachers stated that the collaboration across the schools has given them clarity around Progressions, a deeper understanding of Y7-10 learners and how to support learners as they transition from Year 8 to Year 9. They found it beneficial working with their colleagues in both secondary and primary schools and have alignment between the schools of the Kāhui Ako.

Possible recommendations resulting from the Coherent Pathways survey:

Teachers would like to continue with the Writing working group and develop the Level 4 (Year 8-Year 9) transition kit to include 'what cannot be left to chance', teaching strategies/effective practices and resources. Teachers have stressed the importance of having a practical action plan for the working group. They would like the group to refine the Coherent Writing Pathways and use them in the classroom and report back to the group. Additionally teachers recommended that Mathematics and Reading become a focus as well.

Professional Learning Groups survey:

WSL from the four primary schools were invited to complete a Professional Learning Group (PLG) survey. 78% of WSL completed the survey. 86% of WSL think the work of the PLG has been aligned and focussed on the strategic initiatives that relate to our Achievement Challenges. WSL believe the PLG has had an impact on their school by exposing them to new ideas and learning. It has provided them with a range of research and experts as well as an opportunity to collaborate. Some teachers have improved their understanding of what learner agency is and enhanced their personal teaching design to foster agentic learning. Additional learning has included being more aware of new innovative teaching styles and current academic learning.

It is noted that 57% of WSL did not agree that the PLG has had an impact on their school. This could be attributed to challenges that WSL identified such as finding time to participate that does not conflict with other commitments in their schools. WSLs have identified their future challenge will be to follow through with across school initiatives between PLG meetings, as well as considering how to take what has been learnt, to make an impact in their own schools.

The analysis team found it interesting that some teachers chose not to identify any opportunities or goals for the future. This could be an area to interrogate further in order to understand the reasons behind this choice.

Possible recommendations resulting from the PLG survey:

Further clarity for WSL may be required to support the implementation of initiatives of the Kāhui Ako and what WSL should/could focus on. There is an opportunity here for ASL to focus at the end of PLG/Working Groups on key takeaways and or implementation/initiatives.

Principal survey:

The respondents expressed that they had gained much from being involved with the Kāhui Ako. Specific mention was made of collegiality, connection, sharing data, insights and practices, coherent pathways group collaboration, sharing with colleagues how they tackle challenges and accessing expertise as being some of the benefits/successes of participating in a Kāhui Ako. Respondents noted that they had supported their WSL/ASLs with coaching, release time for PLD and have provided opportunities to share their learning with the rest of the staff in their schools.

The principals stated that the Agency Self Perception Tool, Learning Progressions, transitions, Design of rich opportunities for learning, developing and embedding Selwise (language of learning) and School Talk as some of the successful initiatives used in their schools to gain traction with the Kāhui Ako strategy. Challenges identified were finding a common purpose and the different ways in which the secondary school and the primary schools operate.

Possible recommendations resulting from the principal survey:

There were a variety of possible future considerations offered by respondents. A recurring theme was in relation to communication both from a strategic perspective of ensuring clear communication (and positive collaboration) with all schools, but also within each school themselves - particularly from WSL to the wider school staff. A strongly suggested need was evident for effective dialogue within the Kāhui Ako to explore opportunities and find common platforms for both secondary and primary to collaborate on and work from. It was noted that some positive moves have been made in this direction to date.

All staff survey:

The data collected illustrates an opportunity to improve and further enhance the communication of Achievement Challenges and Initiatives of our Kāhui Ako to all staff throughout our schools. Of particular note was the 47% of respondents who indicated they were aware of the Achievement Challenges and the 49% who were aware of the Kāhui Ako initiatives. This data highlights that there are many staff who have no knowledge of what the Kāhui Ako is trying to achieve. In order to increase engagement and collaboration we suggest communication should be a clear priority moving forward. It was interesting to note that approximately 60% of respondents indicated they were aware of the PLD opportunities in the Kāhui Ako and that information was well communicated. It would appear from this data that staff are seeing that our PLD opportunities are not directly connected back to what the Kāhui Ako is attempting to achieve. Additionally, half of the respondents indicated that being part of a Kāhui Ako has influenced/impacted their school. Such a statistic is interesting and deserves further investigation, as there is little indication whether staff considered this positive or negative nor further unpacking as to what the nature of the influence/impact had been.

Qualitative responses were varied, however a significant number of responses highlighted collaborative workshops and professional learning as beneficial or a success they have experienced within the Kāhui Ako. A strongly represented aspect was the Learner Agency Self Perception Tool. 87% of staff were rated

as either early or emerging users of the tool. The development of staff to apply this tool and to use it when designing learning has been noted as a possible next step for the Kāhui Ako.

Possible recommendations from the staff survey:

A number of staff find the communication within the Kāhui Ako challenging. This has the potential to lead to disinterest, lack of engagement and commitment to the Achievement Challenges of the Kāhui Ako. Communication challenges with the wider school community could be a reason for staff noting future opportunities and goals for the Kāhui Ako being more specific to individual school 'needs'. Clarity of communication will need to be considered moving forward. Of interest collaborating with ECE and ensuring positive transitions from ECE to primary school was a consideration offered by staff for the future.

WSL/ASL survey:

Respondents noted the Kāhui Ako as developing traction and becoming more effective. The challenge now is to move into consolidation and become highly effective. Although communication was an area which seemed to rate highly (as being 'effective'), qualitative comments offered deeper insight, which suggested further work to be completed in this area. An additional challenge which has been uncovered by this survey, is the impact of these roles on normal teaching workloads. Although not evident in the ratings, specific comments in the qualitative responses highlighted this as an area for further consideration. For example:

"Trying to get to all the meetings and trying to support our In-School COL leaders so they are not feeling overloaded with work especially as they are also trying to run their classroom and some teams"

"Lack of direction, some stumbling blocks in communication"

"Within school teachers stepping up and leading some of the traction of the CoL - perhaps there hasn't previously been enough clarity. I think also with lot's of change in leadership and key personnel this has created some rough water. At times the work has felt like it has largely been on the shoulders of a few rather than many"

ASL and WSL clearly showed through both their ratings and their statements, that personal growth from participating in these roles has been seen. Collaboration and the sharing of educational thinking with others across the Kāhui Ako were strongly represented areas of impact.

"Collaborating, sharing, problem solving, discussing etc our COL vision and unpacking this around what this looks like within in our own schools"

"Sharing, collaborating, discussing - Has been an immense learning experience so far; Understanding what is happening in other schools in our Kāhui Ako and other CoLs in the region. Being part of the Kāhui Ako has provided opportunities to understand teachers' and leaders' thinking. Implementing the CoL initiatives across our schools and within our own schools and classrooms"

It was interesting to note comments regarding further need to develop leadership skills and the clarity of responses in that this is a continuing journey, and so additional support will be needed moving into the future. One respondent noted the need to 'back-fill' leadership growth, to ensure that future ASL and WSL staff are ready to step into these positions easily. This is supported by comments where respondents were 'understanding where they fit' and being challenged by their thinking of *"having enough understanding to feel as though I can make relevant and useful contributions"*.

Possible recommendations from the WSL/ASL survey:

The challenge for the ASL and WSL team moving forward will be to prioritise key recommendations from this survey and liaise with the principal team to ensure goals are achievable but also manageable. Communication will certainly be an area for consideration both within the ASL/WSL team but also the wider communication/consultation with staff across the Kāhui Ako. The call for consolidation should not be ignored. Respondents strongly supported the collaborative activities which have gone before, but also appear to want further opportunities to embed the thinking further before steaming forward into new initiatives; (the word 'continue' appeared many times throughout qualitative responses). With clarity of focus and clear direction outlined for all, the ASL/WSL team will be able to further support staff across the Kāhui Akoto engage with the initiatives.

Wonderings as the Kāhui Ako moves forward:

- How might the indicators from the ASPT be used to inform a collective focus and/or measure shift ie. "I know where I learn best", "I use information from assessments to help me learn"
- Interrogating the indicators/unpacking the language/interpreting the questions from the ASPT
- Is the Kāhui Ako culture healthy enough to interrogate data across all schools?
Trust/honesty/openness to the insights
- To ensure continued expansion of communication and action within each school, it is suggested aht all meetings need to finish with the question - what will this work mean for you and your school? That the first agenda item for each subsequent meeting will be feedback from this question from each school

New Achievement challenges 2021 - 2023

Achievement Challenge 1: Learner Agency : Years 4 - 8

Rationale	<p>In 2019 our Maori cohort from across the Te Roopu Pourewa Primary Schools was on average below the average of all other ethnicities in the six elements of agency;</p> <ul style="list-style-type: none">● Self aware● Assessment capability● Collaboration● Using tools and strategies● Resilience● Take action <p>Of particular note was Collaboration, Assessment capability and Resilience which were 0.2 below the average of all other ethnicities</p>
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<p>Goals / Targets</p>	<p>In Term 1 2020, 1311/1376 (95.3%) of the year 4-8 learners took the ASPT survey. 106/1311 (8.09%) of these learners identified as Māori.</p> <p>The average raw difference in the self perception score between Māori and non-Māori learners across the CoL was -0.06 (1-4 scale), which equates to -2.16%.</p> <p>Each school will reduce this raw difference to 0 by the end of 2022. This means that each school will reduce the percentage difference in the combined raw scores, by the following amounts.</p> <p>Stonefields: 28 Māori: 2.88→3.03 = 5.21%</p> <p>Orakei: 53 Māori: 2.97→3.06 = 3.03%</p> <p>St Thomas: 22 Māori: 2.86→2.97 = 3.15%</p> <p>Kohimarama: 3 Māori: 2.81→2.90 = 3.20%</p> <p>Equity and Achievement Māori Ākonga We aim to close the achievement gap of 12% between the NCEA Level 2 pass rates of our Maori cohort and our whole cohort <i>In 2019, 88.5% or 170 out of our whole cohort of 192 learners gained NCEA Level 2 compared to 76.5% or 13 out of 17 of our Maori cohort. In order to close the gap completely, we need to shift the achievement of 2 of our Maori learners.</i></p> <p>Pasifika Ākonga We aim to close the achievement gap of 10.7% between the NCEA Level 2 pass rates of our Pasifika cohort and our whole cohort <i>In 2019, 88.5% or 170 out of our whole cohort of 192 learners gained NCEA Level 2 compared to 77.8% or 21 out of 27 of our Pasifika cohort. In order to close the gap completely, we need to shift the achievement of 3 of our Pasifika learners.</i></p>																																								
<p>Actions - How will we address this challenge?</p>	<p>Kahui Ako - Combined data Summary Term 1 2020</p> <table border="1" data-bbox="402 1575 1360 1711"> <thead> <tr> <th></th> <th>Self Aware</th> <th>Assessment Capability</th> <th>Collaboration</th> <th>Using Tools & Strategies</th> <th>Resilience</th> <th>Take Action</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Māori Average</td> <td>3.12</td> <td>2.84</td> <td>2.86</td> <td>2.84</td> <td>2.89</td> <td>2.94</td> <td>2.91</td> </tr> <tr> <td>Non-Māori Average</td> <td>3.20</td> <td>2.88</td> <td>2.90</td> <td>2.91</td> <td>2.98</td> <td>3.00</td> <td>2.98</td> </tr> <tr> <td>Raw Difference</td> <td>-0.08</td> <td>-0.04</td> <td>-0.04</td> <td>-0.07</td> <td>-0.08</td> <td>-0.07</td> <td>-0.06</td> </tr> <tr> <td>Percentage Difference</td> <td>-2.55%</td> <td>-1.29%</td> <td>-1.35%</td> <td>-2.48%</td> <td>-2.93%</td> <td>-2.33%</td> <td>-2.16%</td> </tr> </tbody> </table> <p>We are aiming to reduce the difference between the Self efficacy score between Māori learners and all other ethnicities so that they are much more equitable.</p>		Self Aware	Assessment Capability	Collaboration	Using Tools & Strategies	Resilience	Take Action	Combined	Māori Average	3.12	2.84	2.86	2.84	2.89	2.94	2.91	Non-Māori Average	3.20	2.88	2.90	2.91	2.98	3.00	2.98	Raw Difference	-0.08	-0.04	-0.04	-0.07	-0.08	-0.07	-0.06	Percentage Difference	-2.55%	-1.29%	-1.35%	-2.48%	-2.93%	-2.33%	-2.16%
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	<p>We aim to lift the Maori agency self perception with a particular focus on Collaboration, Resilience and Assessment capability elements.</p> <p>The table below represents the equity target to reduce the difference in the combined agency self perception score to 0% by the end of 2022</p> <p>The 2020 score is the combined agency score calculated from the baseline agency survey in Term 1 2020.</p> <table border="1" data-bbox="396 753 1416 1182"> <thead> <tr> <th></th> <th>No. Māori Responses</th> <th>No. non-Māori Responses</th> <th>Non Māori Score</th> <th>2020 Māori Score</th> <th>2020 % Diff</th> <th>2021 Māori</th> <th>2021 % Diff</th> <th>2022 Māori Score</th> <th>2022 % Diff</th> </tr> </thead> <tbody> <tr> <td>SS.</td> <td>28</td> <td>368</td> <td>3.03</td> <td>2.88</td> <td>5.21%</td> <td>2.94</td> <td>3.06%</td> <td>3.03</td> <td>0.00%</td> </tr> <tr> <td>Or.</td> <td>53</td> <td>111</td> <td>3.06</td> <td>2.97</td> <td>3.03%</td> <td>3.00</td> <td>2.00%</td> <td>3.06</td> <td>0.00%</td> </tr> <tr> <td>St T.</td> <td>22</td> <td>427</td> <td>2.97</td> <td>2.86</td> <td>3.15%</td> <td>2.91</td> <td>2.02%</td> <td>2.97</td> <td>0.00%</td> </tr> <tr> <td>Kohi</td> <td>3</td> <td>167</td> <td>2.90</td> <td>2.81</td> <td>3.20%</td> <td>2.86</td> <td>1.38%</td> <td>2.90</td> <td>0.00%</td> </tr> </tbody> </table>		No. Māori Responses	No. non-Māori Responses	Non Māori Score	2020 Māori Score	2020 % Diff	2021 Māori	2021 % Diff	2022 Māori Score	2022 % Diff	SS.	28	368	3.03	2.88	5.21%	2.94	3.06%	3.03	0.00%	Or.	53	111	3.06	2.97	3.03%	3.00	2.00%	3.06	0.00%	St T.	22	427	2.97	2.86	3.15%	2.91	2.02%	2.97	0.00%	Kohi	3	167	2.90	2.81	3.20%	2.86	1.38%	2.90	0.00%
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Monitoring, evaluation and reporting	<p>We will use the Agency Self Perception Tool (ASPT) at the beginning of the year in March and end of year in November. Schools continue to use the tool formatively to inform teacher learning design and decision making .</p> <p>Link to end of 2020 Te Roopu Pourewa report.</p>																																																		

Achievement Challenge 2: Student Support

Rationale	<p>Over the last few years it has become apparent that there is a growing number of learners arriving and enrolling in our Schools with a variety of student support needs. We have met with the MOE Student Support team and have decided it would be beneficial to work together using the Student Support Framework to collectively identify and develop a shared understanding of the need, and collectively pull together strengths and expertise to support the wider kahui ako to resource, develop interventions and and meet the needs of student support learners.</p>
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Goals / Targets	<p>The current student support register numbers in 2021 are as follows in the Te Roopu Pourewa primary Schools - Link</p> <table border="1" data-bbox="414 254 803 495"> <thead> <tr> <th>School</th> <th>Tier 1</th> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>SS</td> <td>106</td> <td>58</td> <td>22</td> </tr> <tr> <td>K</td> <td>27</td> <td>18</td> <td>13</td> </tr> <tr> <td>STh</td> <td>67</td> <td>47</td> <td>18</td> </tr> <tr> <td>O</td> <td>23</td> <td>25</td> <td>7</td> </tr> </tbody> </table> <p>We aim to shift 10% of tier 2 learners to tier 1</p>	School	Tier 1	Tier 2	Tier 3	SS	106	58	22	K	27	18	13	STh	67	47	18	O	23	25	7
School	Tier 1	Tier 2	Tier 3																		
SS	106	58	22																		
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Actions - How will we address this challenge?	<p>We are aiming to create a shared criteria to determine which tier our student support learners are associated with across Te Roopu Pourewa. The intention is to co-design the criteria and develop a robust and reliable shared understanding.</p> <p>We are aiming to create a kahui ako wide student support database base to better understand the community wide needs so that we can strategically prioritise resource, intervention and professional learning across our kahui ako.</p> <p>Link to table</p>																				
Monitoring and evaluation	<p>A shared criteria is created and agreed to across all Schools.</p> <p>Registers of student support will be gathered beginning of each year to track shift from all tiers with a particular focus on Tier 2 to 1.</p>																				

Achievement Challenge 3A: Coherent Pathways -Writing

Rationale	<p>Analysis of data that looked at trends and patterns, from all schools clearly identified a need in Writing. We have used 2019 overall teacher judgement achievement data as our baseline data for Years 1-8 and 2019 end of year overall teacher judgements for Year 9 and 10 Writing. This information is being used to determine our next steps in addressing the achievement challenge. We will use current baseline data as a start point to drill down and identify particular needs to inform our collective, School and individual inquiries.</p>
Goals / Targets	<p>Years 1-8 Achievement:</p> <p>In 2019, 78.3 % (1739/ 2222) of our students were “At or Above” curriculum expectation in Writing for Years 1-8.</p> <p>Each School will lift this by 4%, by the end of 2022. This will mean each school will shift to the following percentage of students achieving at or above the expected level</p> <p>Kohimarama 86.9%</p> <p>Orakei 78.8%</p>

	<p>St Thomas 83.2% Stonefields 79.2%</p> <p>We aim to ensure that every learner from our contributing Te Roopu Pourewa schools is able to access NCEA Level 1 Writing at Curriculum Level 6 by the end of Year 10</p> <p><i>At the end of 2020, 9.65% or 11 of our Year 9 learners from our contributing Te Roopu Pourewa schools were ready for accessing Writing at Curriculum Level 6 in Year 11 in 2022. In order to achieve this target, we need to shift the achievement of 90.35 % or 103 more of these learners.</i></p>
<p>Actions - How will we address this challenge?</p>	<p>Within our overall goal of shifting 89 (4%) students progress in Writing there are 3 sub-goals that are a collective focus. 2 of these goals have an achievement focus, and 1 has an equity focus.</p> <p>Achievement Goals</p> <p>Māori: We aim to lift the achievement of all our Māori students in Writing from where they currently are to each school's target by the end of 2022. This is a total of 20 Students across the Primary Schools.</p> <p>Kohimarama 7.9% (2 students) Orakei 11.7% (9 students) St Thomas 3.2% (1 student) Stonefields 18.3% (8 students)</p> <p>Pasifika students: We aim to lift the achievement of all our Pasifika students in Writing from where they currently are to each school's target by the end of 2022. This is a total of 25 Students across the Primary Schools.</p> <p>Kohimarama 0% (N/A) Orakei 35.9% (8 students) St Thomas 43.8% (14 students) Stonefields 16.1% (3 students)</p> <p>Equity Goal</p> <p>Boys: We aim to lift the achievement of boys in writing to be more comparative to girls achievement in writing so that boys are achieving at the same level as girls in 2022. This is a total of 127 Students across the Primary Schools.</p> <p>Kohimarama 10.2% (25 students) Orakei 5.6% (9 students) St Thomas 13.1% (50 students) Stonefields 13.14% (43 students)</p>
<p>Monitoring and</p>	<p>Overall Teacher judgement using Schools progressions and Tools such as eaTTle and PAT will be carried out mid and end of year to inform progress and next steps.</p>

evaluation	
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Achievement Challenge 3B: Coherent Pathways -Maths

Rationale	<p>Analysis of data that looked at trends and patterns, from all schools clearly identified a need in Mathematics. We have used 2019 overall teacher judgement achievement data as our baseline data for Years 6-8 and 2019 assessment data for Year 9 and 10 Mathematics. This is the first stage of scanning for our Spiral of Inquiry and will be used for determining our next steps in addressing the achievement challenge. We will use current baseline data as a start point to drill down and identify particular needs to inform our spiral inquiries.</p>
Goals / Targets	<p>Years 6-8 Achievement: In 2019, 28 % (88/313) of our students were “ Above” curriculum expectation in Mathematics for Years 6-8. Collectively we aim to lift this by 4%, each year, an 8% shift by 2022. This will mean each school will shift to the following percentage of students achieving at or above the expected level in 2021.</p> <p>Kohimarama 32.9% Orakei 24.3% St Thomas 34.4% Stonefields 30.6%</p> <p>Junior School Achievement Challenges 2020-2023 We aim to ensure that every learner from our contributing Te Roopu Pourewa schools is able to access NCEA Level 1 Mathematics at Curriculum Level 6 by the end of Year 10 <i>At the end of 2020, 18.5% or 21 of our Year 9 learners from our contributing Te Roopu Pourewa schools were ready for accessing Mathematics learning at Curriculum Level 6 in Year 11 in 2022. In order to achieve this target, we need to shift the achievement of 81.5% or 93 more of these learners.</i></p>
Actions - How will we address this challenge?	<p>Our Current 2019 year 6, 7, 8 data and goals for 2021 and 2022</p>

Year 6

Name of School	Above	Above % in End of Year 6 for Maths	At	At % in End of Year 6 for Maths	Above 2021	Above 2022
Kohimarama	23/76	30.3%	49/76	64.5%	+2 → 25/76 → 32.9%	+3 → 28/76 → 36.8%
Orakei	7/37	18.9%	24/37	64.9%	+2 → 9/37 → 24.3%	+2 → 11/37 → 29.7%
St. Thomas's school	39/125	31.2%	66/125	52.8%	+4 → 43/125 → 34.4%	+4 → 47/125 → 37.6%
Stonefields	19/75	25.33%	47/75	62.7%	+4 → 23/75 → 30.6%	+4 → 27/75 → 36%
All schools	88/313	28%	186/313	59.4%	+12 → 31.9%	+13 → 36%

Year 7

Name of School	Above	Above % in End of Year 7 for Maths	At	At % in End of Year 7 for Maths	Above 2021	Above 2022
Kohimarama	13/44	29.55%	29/44	65.91%	+2 → 15/44 → 34.1%	+2 → 17/44 → 38.6%
Orakei	9/31	29.03%	14/31	45.16%	+1 → 10/31 → 32.3%	+1 → 11/31 → 35.5%
St. Thomas's	23/77	29.87%	32/77	41.56%	+3 → 26/77 → 33.8%	+3 → 29/77 → 37.7%
Stonefields	15/59	25.42%	29/59	49.15%	+3 → 18/59 → 30.5%	+2 → 20/59 → 33.9%
All schools	60/211	28.44%	104/211	49.29%	+9 → 69/211 → 32.7%	+8 → 77/211 → 36.5%

Year 8

Name of School	Above	Above % in End of Year 8 for Maths	At	At % in End of Year 8 for Maths	Above 2021	Above 2022
Kohimarama	9/35	25.71%	24/35	68.57%	+2 → 11/35 → 31.4%	+1 → 12/35 → 34.3%
Orakei	10/32	31.25%	16/32	50.00%	+1 → 11/32 → 34.4%	+2 → 13/32 → 40.6%
St. Thomas's	34/87	39.08%	43/87	49.43%	+4 → 38/87 → 43.7%	+3 → 41/87 → 47.1%
Stonefields	18/54	33.33%	26/54	48.15%	+2 → 20/54 → 37.0%	+2 → 22/54 → 40.7%
All schools	71/208	34.13%	109/208	52.40%	+9 → 80/208 → 38.5%	+8 → 88/208 → 42.3%

We are aiming to increase the number of learners achieving above in Mathematics with a particular focus on building Algebraic thinking, the intention being for more learners to pursue Mathematics at NCEA level 2 and 3.

For Year 6

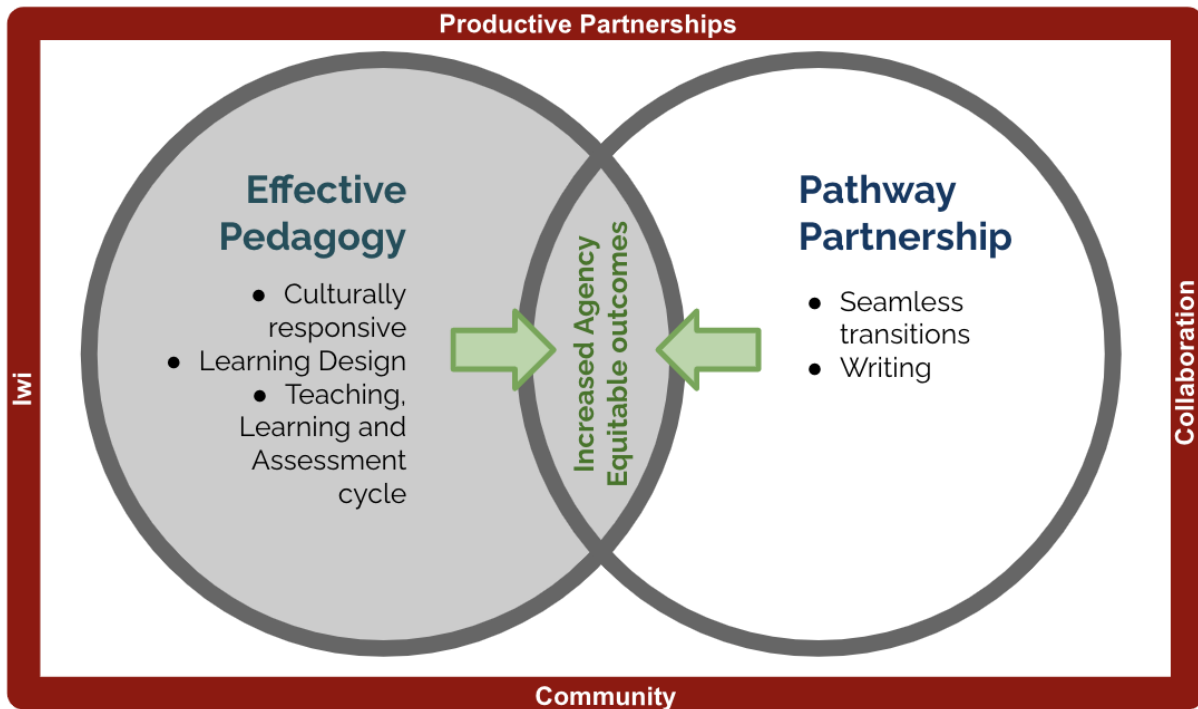
This means shifting 12 learners in 2021 and 13 learners in 2022 from achieving 'at' to 'above'.

Kohimarama 36.8% (5 students)

	<p>Orakei 29.7% (4 students) St Thomas 37.6% (8 students) Stonefields 36% (8 students)</p> <p>For Year 7 this means shifting 9 learners in 2021 and 8 learners in 2022 from achieving 'at' to 'above'. Kohimarama 38.6% (4 students) Orakei 35.5% (2 students) St Thomas 37.7% (6 students) Stonefields 33.9% (5 students)</p> <p>For Year 8 this means shifting 9 learners in 2021 and 8 learners in 2022 from achieving 'at' to 'above'. Kohimarama 34.3% (3 students) Orakei 40.6% (3 students) St Thomas 47.1% (4 students) Stonefields 40.7% (4 students)</p>
Monitoring and evaluation	Overall Teacher judgement using Schools progressions and Tools such as eaTTle and PAT will be carried out mid and end of year to inform progress and next steps.

Theories for improvement / Change levers:

The two theories of improvement which drive Te Roopu Pourewa are partnership and pedagogy. Effective partnerships are reinforced through the importance of whanaungatanga, ensuring respectful relationships in all we do and ensuring high expectations of all participants, learners, staff and leaders in achieving the aims of our Kāhui Ako. Our focus on effective partnerships encompass a sense of community, a drive to be culturally responsive as a community and a dedication toward learner agency. Complimenting partnerships is the unrelenting focus on effective pedagogy, where teachers critically examine their practice to become highly effective in the design of learning and where learners are confident in who they are, are connected, active members in their school communities and beyond. Our focus on effective pedagogy encompass collaborative learning, ensuring the use of a culturally responsive lens by teachers and collaboration of teams and across the Kāhui Ako as a whole. The following diagram illustrates the theories of improvement and integrated drivers.



Evaluation for continuous improvement will strengthen our thriving community:

Our Kāhui Ako will assess progress as a community regularly using the Ministry of Education’s Development maps: Guide to understanding the progress of a Community of Learning/Kāhui Ako (2017).

Monitoring and evaluating the impact of any changes made is crucial to enhance educational outcomes for all students. Through robust analysis of information collected we will be able to ask and answer.

- What has happened as a result of our improvement actions?
- What evidence do we have of our impact?
- Do we need to adjust what we are doing?
- What are we learning here?
- Where to next?

Reporting:

Annual reviews of progress towards meeting the achievement challenges will be carried out and reported on to inform strategic initiatives and direction.

More informal data and information will be collected and shared within working groups e.g. agency self perception snapshots, teacher feedback about the effectiveness of the Collaborative workshops and gathering teacher, learner and whānau voice to evaluate the effectiveness of the kāhui ako.

Termly newsletters will be shared with the whole kāhui ako community to keep participants informed of the activities and progress being made.