

Te Ara Bucklands Beach Kāhui Ako



Whakamuri te ngaru, whakamua te matau

'The wave behind, the fish hook ahead'



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Kāpehu
2021 - 2023

Vision	Our Values
Many paths to success	Manākitanga: Leading with moral purpose Pono: Having self belief Ako: Being a learner Awhinatanga: Guiding and supporting

Intent

To function as a collaborative and inclusive community, empowering well-being for all students, teachers and whānau. We will provide a supported agile pathway to grow learner well-being by drawing communities together, developing leadership and sharing expertise.

Who are we?

Te Ara Bucklands Beach Kāhui Ako consists of six schools: four primary schools, one intermediate and one secondary school located in East Auckland.

Process challenges

The central professional challenge for teachers is to simultaneously manage the complexity of learning needs of diverse students (Quality teaching for diverse students in schooling: BES, 2003).

- 1. To develop sustainable systems across the schools, including SENCO identification programmes, transition and ways to engage with the diverse community, through culturally competent practices.*
- 2. To research and implement an effective hauora programme across the kāhui ako.*
- 3. To research and implement effective programmes and pedagogy for neurodiverse students.*

Ko Wai Tātou?

(Who we are - student population end of 2020)

Our Kāhui Ako consists of approximately 5600 students. Of these students the largest ethnicity is Asian and specifically Chinese. Over the past few years, we have continued to have a large proportion of ESOL. Accompanying this, we have also seen a growing rise in Māori and Pasifika families transitioning into our community.

School	Total Roll	Boys	Girls	Māori	Pasifika	Asian	MELA	NZ European	Other
Bucklands Beach Primary School	466	238	228	17	12	221	10	108	98
Bucklands Beach Intermediate	819	426	393	27	24	482	27	253	6
Owairoa	794	406	388	30	26	282	25	293	138
Macleans Primary	486	234	252	31	27	273	72	80	3
Mellons Bay	461	239	222	31	9	210	<small>*(other includes MELA)</small>	165	46
Macleans College	2,595	1,366	1,229	84	51	1,541	53	860	6
Total	5,621	2,909	2712	220	149	3009	187	1759	297

School Profiles

Bucklands Beach Primary:

Bucklands Beach Primary School opened In 1955, as a full primary school with a first day roll of 169. There were few roads at Bucklands Beach, a lot of beaches, and housing subdivisions as we know them had only just begun. The school has changed alot since then and is now a flourishing multicultural decile ten primary school.

BBPS is an inclusive, high performing school, with a very strong vision and set of values that is clearly and consistently expressed by staff and students. We foster the development of authentic, purpose driven learning through our project-based learning approach and a strong

understanding of our responsibility and role in caring for and interacting with our environment. Students are very involved in lots of aspects of school and enjoy opportunities for leadership and initiative, helping to grow excellent citizens. We foster a tuakana teina approach, with younger and older students learning from each other, and believe every child has strengths to offer. It is our job to find those strengths and grow them.

BBPS strives to achieve high levels of academic success, with a strong focus in the key areas of literacy and numeracy, as essential building blocks. Our aim is that all students leave the school with a strong sense of self-belief, with students being proud of who they are and a commitment to be a well-rounded citizen of the world. There is a strong spirit of community at BBPS, with interested parents and enthusiastic students.

Bucklands Beach Intermediate school:

Bucklands Beach Intermediate school (BBI) has a unique character, as it caters for students in the intermediate school years (11-13 years). Even though we have a short time with the students we make the most of every opportunity. We pride ourselves on giving our students the best possible education. Excellence, choice, and being caring are integral to our core philosophy. Our staff are internationally trained and dedicated to promoting life long, reflective learners with a love for learning. Our school is about partnerships with local schools and our parent community.

Historically, BBI was established in 1976 and since then it has grown in size and the demographics have changed. Over the years, our school motto has remained the same, *'Whaia te Tikitiki'* - Reach for the heights - be the best you can be. This is a mantra for all our school community.

Bucklands Beach Intermediate is an International Baccalaureate World School delivering the Primary Years Programme. Our mission is to educate, guide and mentor all students to become successful, internationally-minded, lifelong learners. We believe we offer world class education. More details can be found on the website <https://www.bbi.school.nz/> or on the International Baccalaureate site <https://www.ibo.org/>

Owairoa:

The vision for Owairoa school is symbolised as a Pathway to the Future, where they lead children along the pathway which prepares them for the future and challenges them to continually strive for new horizons. As part of this vision, the school achieves high levels of academic success, especially in the key focus areas of literacy and numeracy.

Providing for each student as an individual is paramount and a great store is placed on the emerging independence of children in their learning. Owairoa has the professional team to provide rich, stimulating, formal childhood learning experiences so necessary in the early years of learning.

As the children progress through the school the school provides a comprehensive programme to cater for their academic, social, spiritual, emotional and physical needs. The school prides itself by encouraging positive interactions with parents through the desire to build and maintain high levels of cooperation between the home and the school. They value the concept of the Owairoa “family” which encompasses the child, staff, parents and the wider community.

Macleans Primary:

Macleans Primary is a dynamic and forward thinking school that places students at the heart of all we do. The Macleans Primary localised curriculum is framed by the New Zealand Curriculum and linked to current research around what initiatives have the largest positive impact on student progress and achievement. We believe all students are active participants in their learning and should have all the necessary information about their progress and achievement to assist them in their learning. We expect all our students to be the central figure in their learning and to work hard towards achieving their learning and extra-curricular goals. Macleans Primary is proud of its strong home-school partnership and we endeavour to involve you, the parent, in all facets of your child's education at Macleans Primary.

Staff and students live our school mission statement of 'Together The Best We Can Be'. The Macleans Primary Values emphasise 'learning to live together', 'learning to learn' and 'learning to be'. We live and work by the Values in all aspects of school life. Macleans Primary School is an inclusive, caring school where staff, parents and students all work together to develop our future citizens and leaders.

Mellons Bay Primary:

Mellons Bay School was opened in February 1960 as a small community school in a coastal setting. It has retained a strong sense of community despite it now being an urban school with approximately 500 students. Past and present students and family maintain strong links with the school. The Board of Trustees, Parent Teacher Association and staff value this commitment highly and appreciate greatly the ongoing support of the wider community.

The school has maintained a strong positive culture throughout the years. It is mindful of long-standing traditions and values and ensures these are always considered as improvements to learning opportunities are made.

To prepare each student for the next stage in their learning journey, we endeavour to support them to become independent, enthusiastic learners with a thirst for knowledge. The vision underpins everything the school community sets out to achieve. It is the community's wish that Mellons Bay students leave the school with a love of learning and a desire to continue the learning journey. The students are taught to be reflective practitioners who recognise the importance of being in charge of their own learning. To achieve this there needs to be a strong partnership between the school and home.

Macleans College:

Macleans College has earned a reputation as a world-class school with students that deliver results of the very highest standard and with the values and attributes that prepare them for successful lives beyond school.

One of the special features of Macleans College is our Whānau house system. Each student belongs to a Whānau that provides a supportive and welcoming environment in which to thrive.

Students enjoy a huge range of extra-curricular activities which allow for participation from the social level through to elite programmes. We are very proud of the quality of our teaching and support staff. They are capable professionals who also care for the all-round development and well-being of our students.

Our Kāhui Ako Inquiry Model

This model has been developed in accordance with our proximity to and strong connection to the beach. We consulted with local iwi to build our whakatauki. Our inquiry approach is based on hunches, baseline information and prior knowledge. Through questioning, actions and data gathering, we will hook into new ideas and take new actions.



Data Analysis Used to Identify Shared Achievement Challenges

To form our achievement challenges, we investigated a wide range of data (see appendix A for a full breakdown). This includes our achievement data as part of our profile, but not the defining measure.

Our achievement targets require a broader approach.

- Student population data including funded ESOL students
- Student attendance
- Pastoral data: student stand-downs and exclusions, number of students receiving Ministry support and in-school support
- Writing results - primary OTJ, secondary NCEA results
- Well-being data from NZCER
- Target student data in maths and writing

Writing data end of 2020 - NCEA and OTJ writing

	Total number of students	Percentage not at cohort expectation in writing (currently achieving below or well below)	Funded percentage of students who are ESOL
Years 1 - 8	2645	31%	32%
Years 9 & 12	1089	13%	4%

See appendix B for full breakdown)

Achievement Challenges

Our challenges were determined with reference to the government National Learning Priorities. Considering these, our teaching staff will be encouraged to adopt one of the areas below as part of their growth learning appraisal.

1. To improve achievement in writing, through developing effective pedagogical approaches to ensure all ākonga have barrier-free access.

2. We will ensure all ākonga transition positively between and throughout education settings.

3. To grow hauora and resilience in all learners.

Achievement Challenge 1:

To improve achievement in Writing, through developing effective pedagogical approaches to ensure all ākonga have barrier-free access.

Rationale:

The number of neurodiverse and gender diverse students coming through school is increasing and our understanding is increasing. Further learning is needed across the school community in order to provide a discrimination-free environment that caters for neurodiverse students. Every student needs to leave our Kāhui Ako with the ability to confidently express themselves, whether it be ideas, feelings or future goals. As a Kāhui Ako, we need to develop the best inclusive and culturally responsive practice to support all learners to achieve in writing (and across the curriculum).

1. Baseline writing achievement data from 2020: Through writing, we will promote reflection and communication of metacognition.

All schools, except for Macleans College, have a high number of funded ESOL students, which creates a rich mix of world experiences and cultures for teachers and students to learn from. Many students arrive with limited English in primary in particular and some to intermediate. Research has shown that students who have had four to five years immersed in English at school, with effective support and teaching, will often be achieving at the same level or above the level of those students who are native English speaking speakers (Cummins, 2000). We have included all students in our data, knowing that for a portion of our children, they have not achieved expected standard yet, due the fact that they are still learning English.

Historically, we have moderated across schools, and it will be important to go through this process again. This will help our schools recognise the validity of our data. Currently, our hunch is that this is an area where we can directly influence student achievement. By having leaders work to establish consistent understanding of levels of writing in the curriculum and upskilling teachers to have a thorough understanding of the writing across levels, we will work to have consistency of assessment and an increased level of understanding of how to progress students by teachers.

2. We will work to ensure that barriers to learning are minimised. We will consider access to technology and resources alongside access to financial support (from MoE, voluntary organisations, grants, local businesses).

A wondering is; “does having your own device or access to a device improve writing outcomes?” We will work towards understanding the needs of our students and the areas that may cause roadblocks to their learning. Examples of these at present are home life - lack of routines at home or even lack of a safe home environment, gender issues, learning barriers and any specific learning needs or wellbeing needs. Programmes will be investigated such as Arrowsmith, STEPS, voice to text, and the most effective will be rolled out across schools. We

hope to secure support from local businesses to fund programmes such as Arrowsmith or Learnfast, which show considerable benefit in reading and writing, but are financially beyond our reach currently. PD will be sought for teachers on working with neuro diverse learners and their families.

3. Leaders will investigate research-based best practice when developing writing skills. i.e. the process of [writing](#) linking to understanding and reading, Write that Essay, etc to be introduced to schools. The intermediate school and the college use an online writing programme. Leaders will investigate whether it would be useful for them to share these programmes with the primary schools.

4. Given our heavy ESOL role, best practice is to be shared across the kāhui Ako and teacher aides will receive training together. A network could be established and time provided for those working with ESOL students to work together and have the opportunity to be part of the transition of ESOL students across settings.

5. Cultural capability needs to be developed across the kāhui Ako, to ensure we are engaging with our Māori and Pasifika whānau in the best way. Trial ideas like the whānau education planner, to establish and develop a plan collaboratively, and get an in-depth understanding of the aspirations of the whānau, home life and how we can work together. Create opportunities for whānau across the kāhui ako to come together and korero.

How will it be measured / targets

- Currently, 77% of students are working at or above the expected curriculum level. By the end of 2024, 87% of all students (another 425 students) will be working at or above the expected curriculum level for writing.
- Currently, 76% of Māori and Pasifika students are working at or above the expected curriculum level. By the end of 2024, 87% of all students (another 10 students) will be working at or above the expected curriculum level for writing.

Achievement Challenge 2:

By building whānau and community connections, we will ensure all akonga transition positively between and throughout educational settings.

Rationale:

Historically, our community makeup has changed rapidly at such a pace, that as educators we have struggled to make strong connections with the new ethnicities that have been introduced. Whilst this is important, we still need to recognise the history of our area and the bi-cultural heritage of Aotearoa. In doing so, we will need to have many community meetings and consultations. We would also hope to bring different ethnicities together and ensure we are leading and teaching in a culturally competent way.

We have identified the need for the strong leadership of the transition process to ensure consistency of process and communication across the schools. There also needs to be effective communication between Principals who are working with the same whānau across settings. Schools need to provide opportunities for parent education and understanding of current thinking and ways to best support the wellbeing of their children, as well as learning from different cultural communities so we can bring this into school and the classroom.

Current Status:

1. Each school works individually with different ethnic groups in their own setting.
2. We all have a solid understanding and programmes to transition students into our schools. We need to look at this process within our schools (from year group to year group) and across our schools to ensure the journey of transition is safe, consistent and successful, and meets the needs of all students.
3. Our SENCOs and DPs work together to discuss specific students. A database across our schools would be helpful to ensure this information is not lost as personal leave and can be revisited.
4. Each school currently talks with a family or support service about the specific need of a student. A future step would be for the schools to work together so that schools with siblings talk as a team with the family and support services.
5. Students who are not deemed needy enough to be picked up by the Ministry, but require extra support are being catered for in a variety of ways across school settings. This group of students are going to need support in their new school to meet expectations.
6. There is currently no data on transition, as we feel it needs to be collected early in term one going forward.

Baseline Data

Combined School Data - Appendix C for breakdown

	Number of students not funded by the ministry who are below achievement expectation in writing at the end of 2020	Number of students not funded by the ministry who are below achievement expectation in maths at the end of 2020	Number of students who are Māori and Pacific learners, not funded by the ministry , who are below achievement expectation in writing at the end of 2020		Number of students who are Māori and Pacific, not funded by the ministry , who are below achievement expectation in maths at the end of 2020	
			Māori	Pasifika	Māori	Pasifika
Combined Schools						
Primary Years 1 to 8	546	431	41	32	49	27
College Years 9 & 12	206	280	7	6	27	11
Total	752	711	48	38	76	38

Data Collected

Data to be collected

- Identify how many students, who receive no funding from the ministry, are not yet meeting cohort expectations in writing and maths and fall into the below category.
- Identify how many Maori and Pacific students with additional needs, who receive no funding from the ministry or extra assistance, are not meeting cohort expectations in writing and maths.

Targets

Target: Another 25% of each group of students identified below, will meet cohort expectation by the end of 2024					
	2020	2021 (Covid) 2022	2023	2024	Target
Number of students not funded by the ministry who are below achievement expectation in writing	752	670	590	564	188 more students to meet writing expectation
Number of students not funded by the ministry who are below achievement expectation in maths	667	611	545	500	167 more students to meet maths expectations
Number of students who are Māori, not funded by the ministry , who are below achievement expectation in writing at the end of 2020	57	52	48	43	14 more students to meet writing expectations
Number of students who are Pasifika, not funded by the ministry , who are below achievement expectation in writing at the end of 2020	39	35	32	29	10 more students to meet writing expectations
Number of students who are Māori, not funded by the ministry , who are below achievement expectation in maths at the end of 2020	78	72	65	58	20 more students to meet maths expectations
Number of students who are Pasifika, not funded by the ministry , who are below achievement expectation in maths at the end of 2020	44	41	37	33	11 more students to meet maths expectations

1. Data on transitions through a survey will be collected in early 2022 and going forward to inform how it can better be developed.
2. A website will be set up for our kāhui ako, so parents can see the pathway through our kāhui ako and know what to expect. The website can also have ideas for supporting transition through the different stages of schooling.
3. Te Rito to be rolled out across the kāhui ako to allow for smooth transitions and sharing of previous information.

4. Leaders can get teacher feedback on what information they need and look at the timing of transition talks e.g. it would be useful for the new teacher to talk with the previous teacher after they have been teaching the class for three weeks and have started to get to know the child.
5. Leaders can establish consistent formats for sharing information across settings.
6. Leaders can also collect and deliver feedback on how previous settings can better prepare students for their transition.

Achievement Challenge 3:

To grow hauora and resilience in all learners.

Rationale:

Collectively we are a high achieving group of schools. After working with the Springboard Trust, we identified that our collective areas of need are to develop the teaching of well-being strategies and supporting diverse learners amongst our diverse ethnic community. Recent research on well-being indicates that positive wellbeing can protect against mental health challenges that face many young people today. Positive wellbeing can also predict classroom engagement and academic achievement.

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

The Te Ara Bucklands Beach Kāhui Ako has a strong commitment to working with students and their whānau to improve student learning and wellbeing. Underpinning student learning is a strong sense of wellbeing; a sense of belonging; knowing that teachers care about students and believe in all students' potential to learn. This achievement challenge will focus on evaluation and improvement of student hauora across our Kāhui Ako.

The Kāhui Ako consulted with some key stakeholders which included teachers, students and Senior Leaders to identify what the current state of wellbeing is across the Kāhui Ako currently. Senior leaders agree that there is a rise in students refusing or feeling unable to attend school and the reluctance to take on challenges is increasing, especially since COVID. Anxiety is on the rise and the ability to support students through school counsellors and the Ministry is getting more difficult as services are stretched. Our community is growing and changing. As a result of this, we are experiencing diversity in socio-economic status, neuro-diversity, learning

experiences and ethnic background. With these changes come varied parenting styles, varied cultural and religious beliefs and varied views around education.

We collected attendance data and numbers of students being supported by the Ministry of Education.

Each school in the Kāhui Ako has gathered data from their student population using a Well Being Survey designed using a selection of the NZCER questions plus some additional questions to suit our Kāhui Ako. Primary sampled years 4 - 8, and secondary had a separate survey which was given to the whole school. Lifting wellbeing across our community will influence the academic achievement of our students.

Data to be collected:

- Repeat well being survey

Well-Being Survey Results from Primary / Intermediate				
	Strongly disagree	Disagree	Agree	Strongly agree
I feel I belong at this school	1.5%	6.9%	61.1%	30.5%
I feel safe at this school	1.7%	8.2%	55.9%	34.3%
At school everyone knows what to do if someone if being hurt or bullied	3.7%	22.1%	52.1%	22.1%
Students have a say in what happens at school	4.3%	22.5%	56.1%	17.1%
I'm proud of my culture	.7%	2.5%	30.8%	66%
Teachers and students care about each other	1.8%	9.8%	56%	32.4%
The buildings and outdoor areas are looked after	2.4%	12%	51.6%	34%
I know how I learn best	0.9%	8.2%	52.3%	38.6%
Teachers believe I can achieve	1.1%	4.8%	51.3%	42.8%
Teachers treat students fairly	5%	17.2%	48.6%	29.2%
Teachers act and behave how they would like us to act and behave	3.7%	17.9%	49.6%	28.8%
Teachers try to make learning interesting	1.8%	9.9%	46.6%	41.8%

Teachers and staff care about me and how I am feeling	3.6%	13.2%	53.9%	29.3%
Teachers follow up on my questions or take action when needed	1.4%	11.1%	57.5%	30%
Teachers always show respect to students	2.6%	17%	46.4%	34.1%
Teachers ask for students ideas	2.4%	8%	54.1%	35.6%
Teachers offer different ways of learning and presenting work	1.2%	8.3%	51.4%	39.2%
My family members are involved in my learning	5.2%	14.3%	49.5%	31.1%
I can choose when I go to bed	27.9%	35.1%	23%	14.1%
I have limited screen time (including phone time)	15.4%	25.9%	33.4%	25.3%
I feel comfortable to be myself at school	7.6%	17.5%	47%	28%
I eat regular healthy meals	2.4%	9.7%	54.3%	33.7%

Targets

See green data below. Our targets relate to students being involved in their learning, students being comfortable to be themselves and knowing and feeling confident to get help.

Targets from Well-Being Data for Primary & Intermediate				
Question	Agree / Strongly agree	Projected progress 2022	Projected progress 2023	Projected progress 2024
Students have a say in what happens at school	73.2%	80%	85%	90%
At school everyone knows what to do if someone is being hurt or bullied	74.2%	80%	85%	90%
I feel comfortable to be myself at school	75%	80%	85%	90%

Teachers treat students fairly	77.8%	80%	85%	90%
Teachers act and behave how they would like us to act and behave	78.4%	80%	85%	90%
Teachers always show respect to students	80.5%	85%	87%	90%
Teachers and staff care about me and how I am feeling	83.2%	85%	87%	90%
Teachers follow up on my questions or take action when needed	87.5%	88%	89%	90%
Teachers and students care about each other	88.4%	89%	90	90%
Teachers try to make learning interesting	88.4%			
Teachers ask for students ideas	89.7%			
Teachers offer different ways of learning and presenting work	90.6%			
I feel I belong at this school	91.6%			
I know how I learn best	94.1%			
Teachers believe I can achieve	94.1%			

Targets: To engage with whānau around learning and educate ways to ensure tamariki are ready for learning and safe.

Targets to work collaboratively with whānau				
Question	(disagree or strongly disagree)			
I can choose when I go to bed	37.1%	60%	75%	90%

I have limited screen time (including phone time)	58.7%	70%	80%	90%
My family members are involved in my learning	80.6%	85%	87%	90%
I eat regular healthy meals	88%			

Well-Being Survey Results from Secondary School				
Questions	Strongly disagree	Disagree	Agree	Strongly agree
I can manage to keep up with classwork	1.7%	11.6%	67.7%	19%
I can manage to keep up with homework	3.7%	19.2%	63.5%	13.7%
I feel safe at Macleans College	1.6%	8%	65.7%	24.7%
Bullying is NOT okay at Macleans College	1.1%	3%	29.2%	66.8%
If someone bullies me at Macleans College, I know what to do	1.8%	14.4%	59.6%	24.2%
I feel I can ask a member of staff at Macleans College for help if I am being bullied or hurt.	6.8%	24.7%	50.9%	17.6%
Staff at Macleans College show respect to students	4.2%	16.8%	61.5%	17.5%
Students at Macleans College show respect to staff	1.3%	14.6%	70.2%	13.9%
I feel safe when I am going to or from school?	0%	3.7%	60.6%	34.8%
Staff at Macleans College treat students fairly	6.4%	28.9%	54%	10.6%
Students and staff at Macleans College care about each other	3.1%	20.7%	64.3%	11.9%
Macleans College celebrates the good things students do	1.9%	8.9%	62.3%	26.9%

Teachers think all students can do well	4.8%	25.4%	53.9%	15.9%
Teachers always behave how they would like us to behave	8.2%	31.2%	49.7%	10.9%
If I was bullied online, I would like help from Macleans	No - 57.9%		Yes - 42.1%	

Question	Almost every day	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never or hardly
Have other Macleans College students been rude to you because you learn in a different way to them?	0%	2.3%	5.4%	11.6%	78.8%
Have other Macleans College students used cell phones (like texting) or social media (like instagram - snapchat) to bully you?	0%	1.5%	4.4%	10.4%	82.3%
Have other Macleans College students said sexual things you do not like, or touched you in a way that made you uncomfortable?	2.5%	0%	4%	9.7%	81.3%
Have other Macleans College students called you gay to put you down, or been rude to you because of your sexuality?	3.1%	2.7%	3.2%	6%	85%
Have other Macleans College students made racist comments about you?	3%	3.2%	5.9%	18.5%	69.4%
Have other Macleans College students put you down, called you names, or teased you in a mean way?	7.2%	7.8%	12%	21.8%	51.2%
Have other Macleans College students left you out or ignored you on purpose?	3.8%	6.3%	11%	21.3%	57.5%

Have other Macleans College students hit, pushed, or hurt you in a mean way?	0%	2.4%	4.4%	10.1%	81.2%
Have other Macleans College students told lies or spread rumours about you?	2.9%	4.4%	8.7%	24.8%	59.2%
Have other Macleans College students taken or broken your belongings in a mean way?	0%	0%	3.1%	11.2%	83.6%

Targets from Well-Being Data for Secondary School

Question	Agree / Strongly agree	Projected progress 2022	Projected progress 2023	Projected progress 2024
Teachers always behave how they would like us to behave	60.6%	70%	80%	90%
Staff at Macleans College treat students fairly	65%			90%
I feel I can ask a member of staff at Macleans College for help if I am being bullied or hurt.	68.5%			90%
Teachers think all students can do well	69.8%			90%
Students and staff at Macleans College care about each other	76.2%			90%
I can manage to keep up with homework	77.2%			90%
Staff at Macleans College show respect to students	79%			90%
If someone bullies me at Macleans College, I know what to do	83.8%			90%
Students at Macleans College show respect to staff	84.1%			90%
I can manage to keep up with classwork	86.7%			90%
Macleans College celebrates the	89.2%			

good things students do				
I feel safe at Macleans College	90.4%			
I feel safe when I am going to or from school	95.4%			
Bullying is NOT okay at Macleans College	96%			

1. There is a clear need to understand what respect looks like between teachers and students across settings. Leaders will need to collect student voice to understand examples of where this is not happening.
2. Leaders need to share their findings and professional learning needs to be planned to unpack what respectful and culturally competent relationships are with all students. Part of this is to develop a strong understanding of neurodiverse students, how they might respond differently and need to be treated differently to maintain a respectful relationship.
3. Leaders could lead staff to establish what respect does and doesn't look like in their setting, to give a benchmark to refer back to.
4. Leaders could investigate a tool, like Pulse, to continue to gather student and staff feedback. This would also help leaders identify where further support is needed for both staff and students.

Plan of Approach

Our collective strengths to build on include:

- Capable and experienced school leaders who provide opportunities for teachers to develop their leadership potential and grow their professional capabilities
- High achievement across our schools in relation to curriculum expectations and mostly very engaged students
- Strategic planning and resourcing that is aligned to targeting the identified needs of learners who are achieving below curriculum expectations
- Generally well engaged parents and whānau who are developing learning partnerships with their school, to support improved outcomes for ākonga
- Inclusive environments and good opportunities for all ākonga to experience success, with an increasing focus on recognising disparity and promoting equity.
- Staff will complete P.D. related to values, wellbeing and cultural capability.
- Comparative data will be analyzed and trends will become apparent for future goals.
- Parent/Student/Staff digital safety, wellbeing and neurodiversity, lessons/engagements, tutorials, community evenings and professional development will be embedded into school and strategic plans and annual cycles.

Theory of Improvement

Our theory of improvement describes what we aim to improve for learners (based on what we have found out about our learners thus far) and our planned strategies for improvement. Having an agreed understanding and consistent collaborative approach implemented across the Kāhui Ako should enable us to achieve our goals.

Collaborative Inquiry

Te Ara Bucklands Beach Kāhui Ako will use a collaborative inquiry approach, with regular evaluation to guide improvement across schools. The theory underpinning collaborative inquiry is to address students' needs not as individuals, but as a collective of educators with diverse experiences and expertise. Achievement will be sought through a co-ordinated and collective effort. (Donohoo and Velasco, 2016, Robinson 2014)

Collaborative inquiry recognises and values teachers as drivers for school improvement, as opposed to teachers who need improving. Our Kāhui Ako will be supported by the systemic approach of collaborative inquiry which include the following principles:

- Having clear goals and maintaining focus on those goals
- Formulating meaningful inquiry questions to drive improvement
- Engaging in and unpacking varying theories of actions
- Developing a collaborative theory of action
- Planning data and evidence collection throughout the inquiry
- Teacher learning through collaborative analysis of student work and voice
- Measuring progress consistently, regularly and using for evaluation of effectiveness

Culturally Responsive Pedagogy

Culture consists of both visible and invisible elements, with the invisible driving the visible. Visible cultural characteristics include behaviours and practices including food, language, dance, music etc. Invisible cultural characteristics include perceptions, attitudes, values, beliefs, world views and morals. While the former is easy to see, it is the latter that influences decision making and problem solving processes (Bishop et al, 2007). Therefore it is imperative that teachers develop cultural competencies to engage with and validate student's culture, in order for them to actively participate in learning.

Culturally competent teachers are able to use the learner's culture as a resource to inform and facilitate teaching and learning, while building relationships. Teacher cultural competence involves understanding, respecting and valuing culture, which in turn allows teachers to create an enabling environment that promotes a strong sense of identity, confidence and positive and equal learning partnership. It also means connecting with families to understand their context, understanding historical political history and how that impacts on classroom life. It means challenging personal beliefs and actions, and bringing change when needed (Earl et al, 2008).

Being culturally competent means understanding self identity, confronting bias and upskilling in knowledge of visible cultures, which can be challenging when shifting long held beliefs.

Tātaiako - Cultural Competencies for Teachers of Māori Learners provides a philosophical and practical framework to guide teachers to develop a culturally appropriate and responsive context for teaching and learning, based on the premises of:

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

Further framework is outlined in the NELPS.

The first premise requires a shift in mindset and the second a shift in practice. Both are a requirement in the teaching standards and require commitment from across the Kāhui Ako and opportunities to develop through professional development. As a Kāhui Ako with such a diverse population, we need to develop culturally responsive pedagogy to engage our communities. We will connect with our iwi, strengthen our relationship and connect our learning to local history.

We will also seek opportunities to build relationships and work with experts from a range of cultures from across the community, sharing with whānau the pool of resources that are available who they might feel comfortable to work with. Opportunities for whānau to attend parent evenings in their mother tongue will also be available.

A culturally responsive approach will underpin our work.

By addressing relationships, cultural competence, wellbeing and the most effective ways to teach (especially for our non-neuro typical students who don't qualify for help), our results will increase and our students' wellbeing will also increase and therefore they will be more engaged at school. Our parents will also be more involved and will feel supported to work together with staff.

Developing a Wellbeing Programme for our Kāhui Ako

Wellbeing education has become increasingly important, as students face increased social pressures and the stress of Covid. Schools have adopted and taught strategies, with some schools taking a school wide approach.

Further investigation into our lower scoring aspects of well-being at school, such as student teacher relationships will drive how we work with staff and what professional development we can bring in to improve these areas.

There are a range of wellbeing programmes available, with Pause, Breathe, Smile now being funded by the government. Pause, Breathe, Smile is based on Sir Mason Durie's Te Whare Tapa Whā, which is a culturally responsive approach for our Māori students. Developing a

coherent class based programme to develop student wellbeing will help build relationships, engagement in learning and resilience when facing new learning or challenges. There are a range of other well-being programmes that we would like to explore further.

We need to look at what successful kāhui Ako in other settings are using, including internationally, to enhance wellbeing and resilience, and see what could work in our setting.

Working with partners in these areas can help to focus on building a culture of community wellbeing across our Kāhui Ako. Having consistent language and strategies across settings would be reassuring for students. In doing so, achievement across our schools will improve.

Effective Transitions Between and Into Schools in our Kāhui Ako

Transition experiences vary with a child’s personality and with the transition environment. Each child experiences transition in their own way, and different aspects of the transition process can affect children at different points. For some children, discussion of the changes that are coming can be quite unsettling, whereas other children are not affected by the transition until after they have physically moved from one context to another. Building connections with families prior to and throughout the period of transition helps to support the child’s individual needs. ([Hargraves, Education Hub](#))

Transitioning between schools and for many of our immigrant families, transitioning to a new school and schooling system, involves significant social and emotional change. There are a number of significant transitions over our students’ schooling time.

All of our achievement challenges seek to engage with these transitions, as we see this as a crucial area to success and wellbeing at school.

With the added layer of rich diversity within our Kāhui Ako, we need to plan for both local and mobile families, cultural and linguistic diversity with varying experience of the education system in Aotearoa.

Effective transitions can enrich our community, bringing and sharing rich elements of life experiences and culture. Our job as a Kāhui Ako is to engage with the cultures within our community in responsive ways. This includes introducing and reinforcing our bi-cultural schools.

Having consistent language, values and ways of transitioning between schools can only benefit our students. We need to evaluate what is working currently and identify areas that we could be doing better and we engage with the different cultures across our community.

Developing Teacher Agency

Collectively we will raise teacher agency by:

- Building teachers' pedagogical knowledge through targeted professional development that meets the needs of our learners, with a particular focus on catering for students with learning challenges
- SENCOs share best practice and new initiatives that would work Kāhui Ako wide to be introduced (eg programmes for dyslexic students)
- Explore business support to fund programmes such as Arrow Smith, to support diverse learners.
- Provide PD to all teachers around the variety of student they are likely to be working with, how different challenges present, how to accommodate students in your classroom and how to respond to challenges
- Developing agreed approaches towards moderation, assessment and use of assessment tools in writing, valid and reliable assessment and moderated data, and through tracking of targeted students over time
- Linking good practice to performance management processes (from 2022, as performance management goals are already set for 2021)
- Facilitating collaborative inquiry with the across and in school leaders
- Building strong relationships and sharing good practice across the Kāhui Ako
- Building a Kāhui Ako website of research, support and ideas that can be accessed by all.

Developing Student Agency

As a result of teacher's implementing new strategies and supports while teaching writing to students with learning challenges.

As part of building teachers' pedagogical knowledge of how best to approach the teaching writing for students with learning challenges, the flow on should be that students learn what works best for them and develop agency to implement tools during independent learning e.g. using speech to text for a first draft, or photographing work instead of copying. The balance should shift from being teacher directed to a more self-directed learner approach over time, with students confidently able to articulate how they learn best.

Monitoring and Evaluating

As a Kāhui Ako, we understand that planning and reporting is a collaborative process. All stakeholders need the opportunity to develop shared goals for what they would like their tamariki to achieve. To support our work in accelerating wellbeing and achievement, we will utilise the ERO's model from Effective Internal Evaluation for Improvement (2016) to collect evidence of the impact of our planned actions to improve teacher and school practices and therefore learning for our tamariki.

The following will be monitored:

- Implementation of the plan
- Implementation of the change process across the Kāhui Ako
- Systems and process to gather evidence of shifts in pedagogy, systems, school practices, student voice, whānau engagement and data
- That the Kāhui Ako goals flow onto each schools annual plan and target

Evaluation

Evaluation and self-review are critical steps to measure impact and allow us to adjust plans and target support iteratively. The Kāhui Ako Co-leaders will work closely with the Across School Leaders once appointed and Senior Leadership teams to develop an effective model for evaluation.

A suggested model is the GPILSEO model, or something similar containing the elements of GPILSEO. This model can help us to understand what a reform initiative requires if it is to bring about sustainable change within classrooms, and also, what is required if it is to be spread to other classrooms. In terms of GPILSEO, this requires:

- **Goal:** A focus on improving the achievement of all targeted students across the school.
- **Pedagogy:** A culturally responsive pedagogy of relations developed across all classrooms, that is then able to be used to inform relations and interactions at all levels within the school and community
- **Institutions:** In order to support this reform, time, resourcing and space must be reprioritised for the development of any new institutions at the school required to support the goals and new pedagogy within classrooms. Organisational structures, such as timetables, staffing, meetings, curriculum implementation and student management systems, may all need to be considered.
- **Leadership:** Leadership that understands and is responsive to the wider social implications of a reform of this kind. Leadership that is also proactive and distributed to ensure GPILSEO is understood and applied across the school's leadership teams.
- **Spread:** A means whereby the reform can be spread to include all staff, and where parents and community can also participate.
- **Evidence:** Specific tools, to monitor the implementation of the reform and provide data for formative and summative purposes, must be developed/accessed and able to be used smartly. Tools need to include student, whānau and teacher voice, and allow regular analysis of outcomes in relation to targets.
- **Ownership:** The whole school, including the board of trustees, must take ownership of all aspects of the reform.

Bishop, R., O'Sullivan, D., & Berryman, M. (2010)

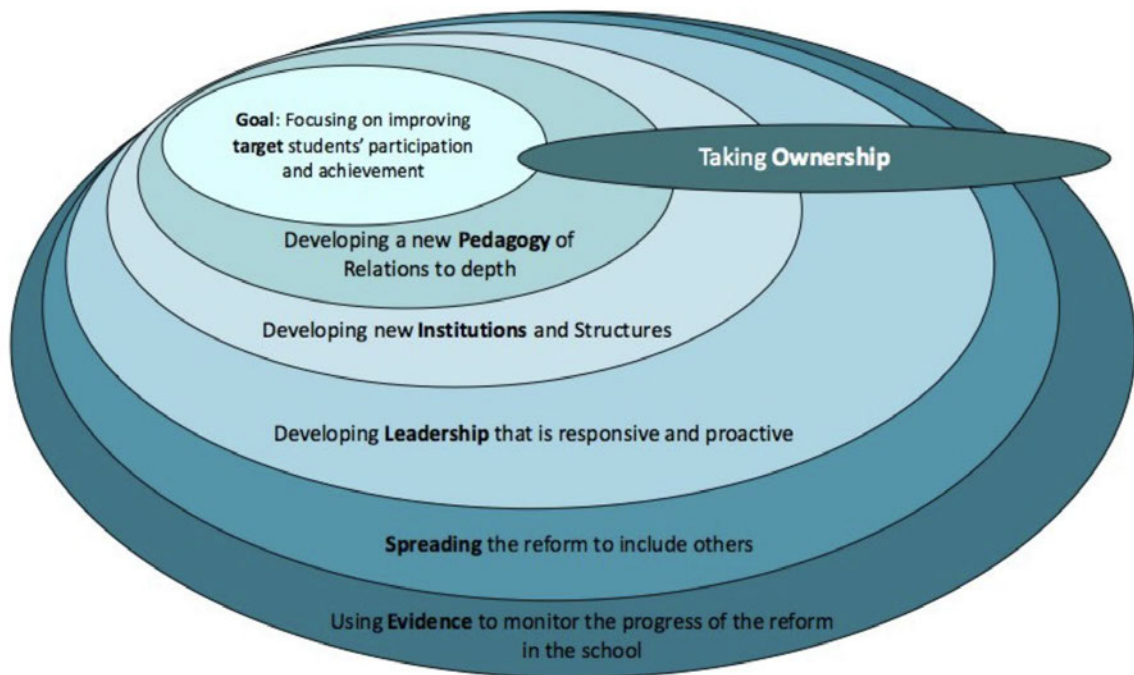


Figure 6: GPILSEO model

Some tools and measures the Kāhui Ako will utilise include:

- Writing OTJ, NCEA
- Wellbeing Survey
- Attendance data

Reporting

The Kāhui Ako Leads will coordinate the preparation of reports for Boards of Trustees throughout the year that will be incorporated into each school's normal reporting procedure. A range of quality qualitative and quantitative data will be collated from across stakeholders and used to inform the reports.

There will also be regular written communication with staff and the community.

Communication will cover:

- Targets and priorities
- Key aspects of implementation and resources required
- Interim and end of year data in relation to student achievement with a commentary on the significance, in relation to data.
- Emerging evidence of changes in pedagogy and school practice issues arising
- Future considerations

The Kāhui Ako leadership group will facilitate a combined meeting with representatives from each BOT at least once a year to celebrate progress and share next steps to the wider community. Next steps will form part of each BOT's strategic and annual plan for the following year.

Student Voice

- We will gather a range of data including qualitative attitudinal data in relation to akonga learning, wellbeing, community engagement and teacher practice.
- We will share examples of strong student voice collection across settings to develop a culture of akonga agency.
- We will investigate the development of a student forum group that is across our community and is reflective of all ages, genders and ethnicities (based on international research).

Whānau and Iwi Engagement

- We will engage with and consult with local iwi connected to our schools to reflect on our plan.
- We will investigate the establishment of an across community communication system, potentially a website, that will act as a medium for information sharing and celebration.
- Schedule community workshops and seminars to support the work we are doing in schools and stimulate the right conversations and give us feedback.
- Engage the community in qualitative and quantitative surveys around their experience of their child's learning and wellbeing.

Kāhui Ako Organisation and Structure

Our structure is collaborative and is guided by the Leadership Group, which consists of School Principals, Lead Principals of the Kāhui Ako and Senior Leadership Teams (APs / DPs). We think it is of utmost importance to keep APs and DPs as part of our Leadership Group, as they drive change in our schools. Boards of Trustees will support and help guide our practice, and support our initiatives through annual planning processes and resourcing. Our structure is collaborative and inclusive in nature and our processes transparent. We will engage with leaders in the community, leaders in research and the Ministry of Education and other professionals to support and guide our work.

Appendices

Appendix A : Initial Data Analysis

	Number of funded ESOL students in 2021	Number of students whose attendance is less than 80% In term 1 2021 (Exclusive of lockdown week)	Number of students who are currently receiving additional within school support (teacher, teacher aide)	Number of students who are currently receiving Ministry funded support (RTL, ed psych etc)	Number of stand downs in 2018, 2019, 2020	Number of permanent exclusions in 2019, 2020
Buckland's Beach Primary	161	9	78 (27 MST maths 40% funded by Ministry, 60% funded by school)	6	, ,	0
Buckland's Beach Intermediate	59	Y7 - 132 Y8 - 70	82	14	, 21, 24	0
Owairoa	154		125	17	0,0,0	0
Macleans Primary	235		55	10	,0,	0,0,0
Mellons Bay	110	6	60	10	0,0,0	0,0,0
Macleans College	28	8	82	6	57, 48, 26	, 0

Appendix B

School	Total number of students	Percentage not at cohort expectation in writing (below and well below)	Funded percentage of students who are ESOL
Buckland's Beach Primary	466	Y2 -9% Y3 - 46% ** Y4 - 11% Y5 - 19% Y6 - 15%	41%

		25%	
Buckland's Beach Intermediate	848	Y7 - 28% Y8 - 19% 24%	7%
Owairoa	818	Y2 - 12% Y3 - 35% Y4 - 25% Y5 - 27% Y6 - 20% 23%	19%
Macleans Primary	513	Y2 - 34% Y3 - 41% Y4 - 35% Y5 - 32% Y6 - 53% 40%	46%
Mellons Bay	522	Y2 - 21% Y3 - 21% Y4 - 11% Y5 - 18% Y6 - 13% 21%	21%
Macleans College Year 9 & 12	Year 9 = 505 Year 12 = 584	Y9 - 16% Year 22%	4%

** High ESOL number in this year group

Appendix C : Baseline Data

Schools	Number of students not funded by the ministry who are below achievement expectation in writing at the end of 2020	Number of students not funded by the ministry who are below achievement expectation in maths at the end of 2020	Number of students who are Māori and Pasifika, not funded by the ministry , who are below achievement expectation in writing at the end of 2020		Number of students who are Māori and Pasifika, not funded by the ministry , who are below achievement expectation in maths at the end of 2020	
			Māori	Pasifika	Māori	Pasifika

Buckland's Beach Primary	Y2 - █ Y3 - 11 Y4 - █ Y5 - 8 Y6 - █ Total - 27	Y2- 10 Y3- 15 Y4- █ Y5- 6 Y6 - █ Total - 38	Total █	Total - █	Total - █	Total - █
Buckland's Beach Intermediate	Year 7 - 102 Year 8 - 82 Total - 184	Year 7 - 88 Year 8 - 54 Total - 142	Year 7 - █ Year 8 - █ Total - █	Year 7 - █ Year 8 - █ Total - █	Year 7 - █ Year 8 - █ Total - █	Year 7 - █ Year 8 - █ Total - █
Owairoa	Y2 - 17 Y3 - 53 Y4 - 34 Y5 - 31 Y6 - 26 Total - 161	Y2 - 23 Y3 - 29 Y4 - 7 Y5 - 18 Y6 - 13 Total - 90	Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █ Total - █	Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █ Total - █	Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █ Total - █	Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █ Total - █
Macleans Primary	Y2 - 22 Y3 - 25 Y4 - 15 Y5 - 16 Y6 - 23 Total - 101	99 Y2 - 34 Y3 - 25 Y4 - 12 Y5 - 17 Y6 - 11	█ Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █	█ Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █	█ Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █	█ Y2 - █ Y3 - █ Y4 - █ Y5 - █ Y6 - █
Mellons Bay	Y2 - 9 Y3 - 12 Y4 - 22 Y5 - 16 Y6 - 14 Total - 73	Y2 - 8 Y3 - 7 Y4 - 15 Y5 - 12 Y6 - 20 Total - 62	█	█	█	█
Macleans College Year 9	80	160	█	█	17	7
Macleans College Year 12	126	120	█	█	10	█
Total	752	711	48	38	76	38

Memorandum of Agreement - REDACTED