



Henderson
Community of Learning

Te Hapori Whānau Akoranga o
Waipareira

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INTRODUCTION

Vision: Our vision is to create a community of schools where teachers are experts in delivering quality learning and teaching opportunities for all students from early childhood to tertiary.

Our Community

The Henderson Community of Learning / Kāhui Ako is situated in Henderson, West Auckland. Our schools are located deep within West Auckland and are geographically placed within the foothills of the Waitakere ranges, Glen Eden, Sunnyvale and Henderson. Our logo on the front of our application shows pictorially our maunga (Waitakere Ranges), our people clustered together in front of our winding Opanuku river representing the new journey for our cluster of schools. Vineyards, orchards and pastures have historically been a feature of our cluster.

Our early collaboration in 2017 included:

- involvement in Ministry funded PLD for Mathematics which have resulted in improved teaching capability for staff at our schools at that time.
- developing across school moderation of overall teacher judgements for writing which resulted in the creation of an agreed moderation tool. This enhanced our capacity to make sound OTJ for Reading, Writing and Mathematics.

During 2018 and 2019, our within-school teachers, across-school lead teachers, middle and senior school leaders participated in a Ministry funded PLD to improve capability in using coaching and teaching as inquiry. This PLD has allowed us to further develop and embed robust inquiry into teaching practice. We have ethnically and culturally diverse communities and most of our schools share significant Māori and Pacific communities which are reflected in school rolls. Our Community of Learning consists of schools with a diverse range of deciles from two to nine. While our communities are diverse, we share a similar aspiration for our students. All our schools have high expectations for teaching practice and for students' learning and success. Within our community of learning most of our schools have a strong history of positive ERO reviews. National Standard data and NCEA results demonstrate success for groups of students across our schools. However, we still share groups of students whose achievement success is not where we want it to be, even though we currently have some good examples of learning programmes which promote students' language, culture and identity with culturally responsive practices. In particular our data for three groups reveal a need for critical improvement shifts for Māori, Pacific and boys.

Our **Community of Learning** are, in alphabetical order:

Schools	Early Childhood Centres
<ol style="list-style-type: none">1. Bruce McLaren Intermediate School2. Henderson High School3. Henderson South Primary School4. Henderson Valley Primary School5. Oratia District School6. Prospect Primary School7. Sunnyvale Primary School	<ol style="list-style-type: none">1. Blooming Buds Early Learning Centre2. Happy Kids Preschool3. Henderson Kindergarten4. Kidz Matter 2 Us5. Learning Steps Childcare6. Oratia Kindergarten7. Piece of Cake Education8. Pineapples Learning Centre9. Sunnyvale Kindergarten10. Flying Kiwi Preschool

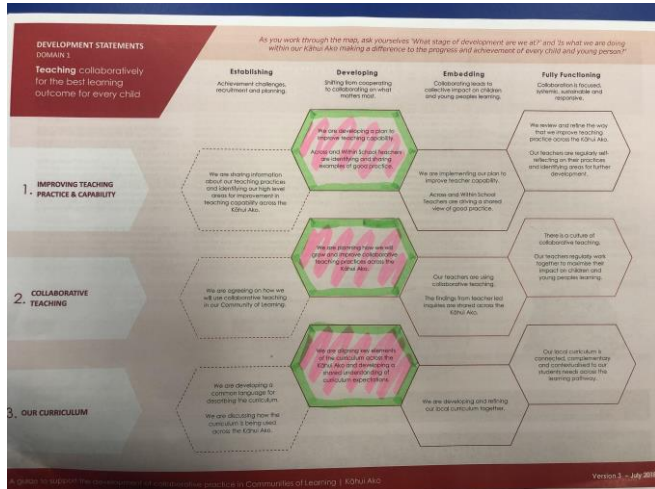
Our schools are close geographically and so many of our students transition from our primary schools to Bruce McLaren Intermediate and then on to Henderson High School. Our Community of Learning aims to strengthen this natural pathway with greater effective collaboration and considered transition programmes.

Henderson Kāhui ako Demographics:

School Name	Māori	Pacific	Asian	NZ European	Other	Total
Henderson High School	254	199	92	405	29	979
Henderson - Teen Parent Unit - He Wero o nga Wahine	-	-	-	-	-	7
Bruce McLaren Intermediate	84	118	25	84	11	322
Henderson South School	101	154	13	4	21	293
Henderson Valley School	69	31	32	205	14	351
Oratia School	88	36	46	350	10	530
Prospect School	134	152	24	25	26	361
Sunnyvale School	132	117	81	81	19	430
Kāhui Ako Total	866	809	313	1155	130	3273

EVALUATION - DEVELOPMENT MAPS

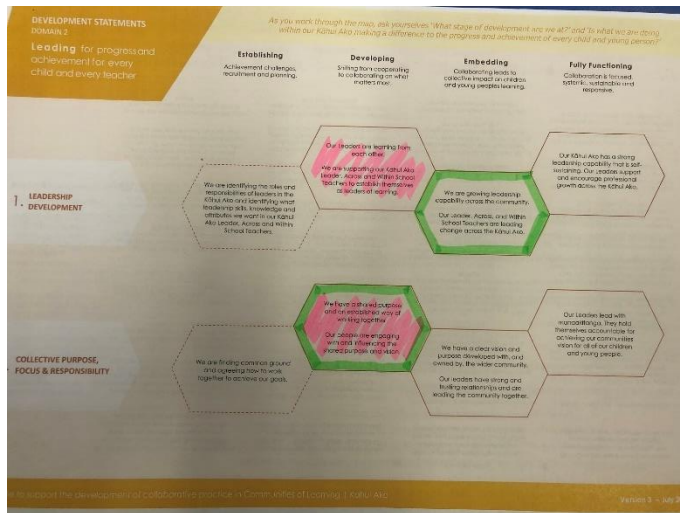
Domain 1: Teaching collaboratively for the best learning outcome for every child



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal – (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
We have a shared vision as to what we would all like to achieve which includes common language for talking about good practice is emerging among the Leader, Across and Within School Teachers and is beginning to be shared across the Kāhui Ako. A shared language of learning about collaborative teaching is emerging across all teachers in the Community of Learning.	Define what “Good Practice” and “Collaborative Teaching” means to each school and as a collective.	Principals /ASL’s/ ISL’s	Beginning of 2021	Farquhar, S. (2003). Quality Teaching Early Foundations: Best Evidence Synthesis Iteration. NZ: Ministry of Education.
	A common understanding to be developed and used across the Kāhui Ako	Principals /ASL’s/ISL’s	Beginning of 2021	Hattie, J. (2015). What Works Best in Education: The Politics of Collaborative Expertise. London, UK: Pearson. • OECD. (2017).
	Develop a plan to share best practice across schools - Mahi ngātahi	ASL’s	Mid 2021	The OECD Handbook for Innovative Learning Environments. Paris, France: OECD Publishing.

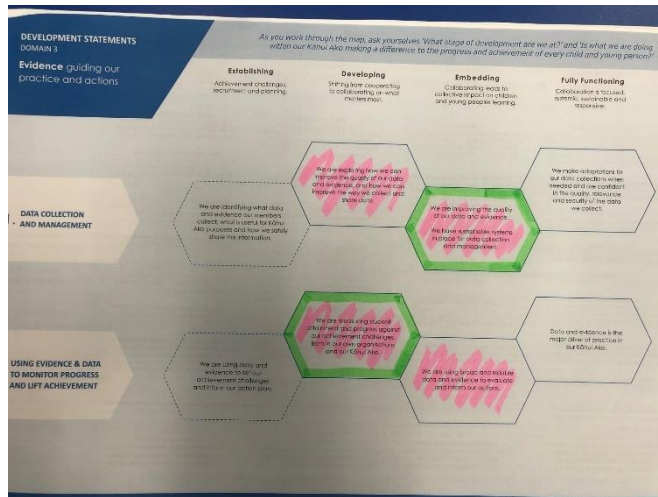
Domain 2: Leading for progress and achievement for every child and every teacher



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
A range of leaders across the Community of Learning know each other, have open communication, and have opportunities to work together to improve performance across the Kāhui Ako.	ISL to meet regularly and an email list to be established	Principals/SALT's/ISL's/Senior Management	End of T1 2021	ERO report : Conceptual framework to help support Communities of Learning with international evidence about effective collaboration in education communities.
	Shared understanding of how we are going to meet the goals. Creating opportunities to share more success stories. Establish Professional learning groups.	Principals/ASL's/ISL's/Senior Management	End of T1 2021	Kotter, J. (1995). Leading change: Why transformation efforts fail, Harvard Business Review, 73(2), 59-67.

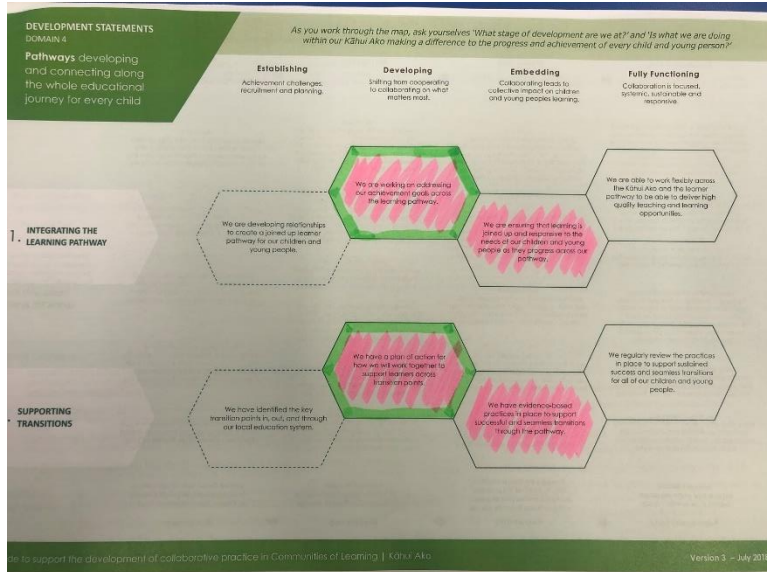
Domain 3: Evidence guiding our practice and actions



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal – (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
<p>Across school moderation is improving the quality, reliability and validity of data collected.</p> <p>The Kāhui Ako is using a range of evidence to critically evaluate the impact that is being made on raising attainment.</p>	Focusing on a variety of tools like Rongohia te Hau, IPT tool, Student voice around transition and well being which will give us a full picture of the student (Not just Academic)	Principal/ASL's	T2 2021	Explore what other Kāhui Ako are doing by looking at their endorsed achievement challenges
	Clarity what data is collected and for what purpose.	Principals/ASL's/Senior Management/ Selected Expert's in Schools	T2 2021	
	Moderation across the Kāhui Ako to develop a shared understanding around the curriculum expectations.	Principal/ASL's/Senior Management/ Selected Experts in Schools	Mid 2021	
	Collecting and analysing qualitative data and quantitative data to inform our future planning.	Principal/ASL's/Senior Management/ Selected Expert's in Schools	T2 2021	

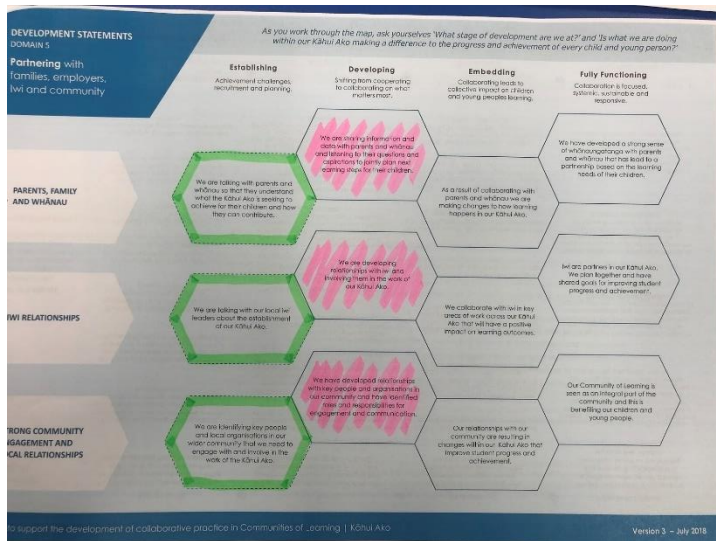
Domain 4: Pathways developing and connecting along the whole educational journey for every child



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal – (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
The Community of Learning has clear and well supported pathways of learning and a connected and seamless approach for their children and young people to progress across them. The members ensure that robust, high quality information is shared about their learners across transitions and this information is trusted and valued.	Define Pathways and ways to support transitions.	Principal/ASL's/Senior Management/Selected Expert's in Schools/Teachers	Mid 2021	Revisit NZC Update 9 - Effective learning pathways and consider it in context of your community of Learning.
	Identifying valid information that will aid transition	Principal/ASL's/Senior Management/Selected Expert's in Schools/Teachers	Mid 2021	The FindMyPath website (http://vp.org.nz/) has information about education pathways and qualification to job information and careers in six Vocational Pathways.
	Develop Kāhui Ako Graduate Profile			

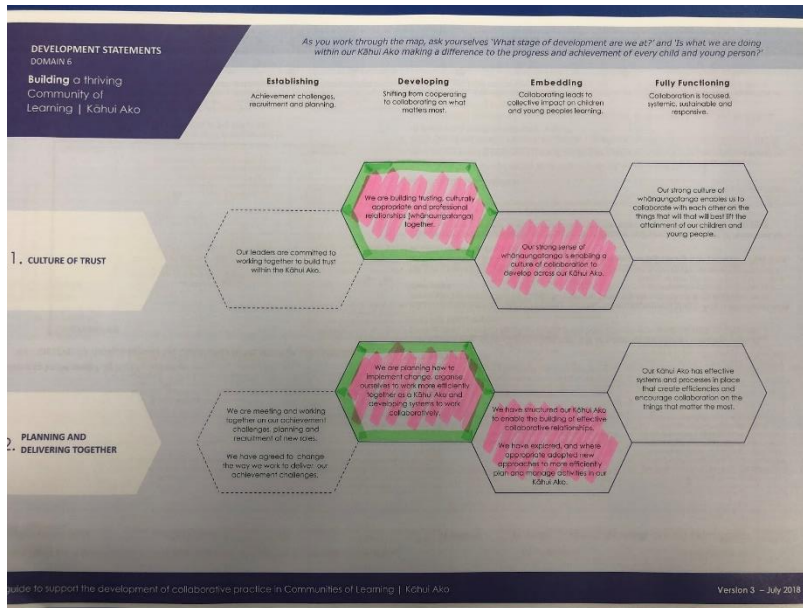
Domain 5: Partnering with families, employers, Iwi and community



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal – (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
Parents, family and whānau are aware that their child's education provider is in a Community of Learning and what this means – both in regards to being part of a learning pathway and the benefits of collaborating to lift achievement.	Targeted community gatherings with whānau will be organised on an individual school basis. Schools will be encouraged to timetable these hui's once a year in March.	All	2020 to 2023	'Connecting with Māori Communities' from the Te Kotahitanga eBook Collection outlines findings from research literature concerning how schools can establish relationships with whānau, hapū and iwi. Making powerful connections is a determining factor that values whānau aspirations.
The Kāhui Ako is listening and learning about the aspirations, priorities, data and information from the wider community and, where practical, incorporates them into achievement challenges and detailed planning.	Gathering community voice and then using it to guide future decisions and practice.	All	End 2021	A rich set of resources developed as part of the NZ Curriculum online that include case studies, helpful tools and exemplars.
				A resource on TKI that lays out helpful steps and strategies for partnering with parents, family and whānau as well as the wider community.

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



We rated ourselves on the continuum at	Establishing – Developing – Embedding – Fully Functioning.
We are currently sitting at	Establishing – Developing – Embedding – Fully Functioning.

Developmental Goal – (what next?)	Actions required	By who?	By when?	Support, resources, other requirements
Trust across the learning pathway enables and supports members to work collaboratively on tackling the achievement challenges. The Community of Learning has a level of trust that extends well beyond the leaders and into the staff, Boards of Trustees, learners, families and whānau and wider community including iwi.	Mahi ngātahi, facilitator meetings, ISL contact, AP/DP group meet regularly. Review Achievement challenges with various stakeholders. Cultural festival (Hendy Fest) to be established in 2021 Connections being made with Te Kawerau a Maki.	ASL's/Sc hools/IS L's	On Going	Advice and guidance for building a thriving Community of Learning , including bundling of services and sharing resources. Promoting collaborative cultures provides ideas and reflections for leaders in building collaboration. Collaboration to improve learner outcomes : A guide on what the evidence tells us about building collaboration across schools to lift student attainment. Supporting Māori learners : Ideas, guides and further resources for Building a partnership based on understanding and respect between teachers, parents, whānau, hapū, and iwi will support all Māori students to achieve success as Māori.

It is the intention of our Kāhui Ako that we will take into account where we have positioned ourselves at the end of 2020 and aim to reassess where we have added value by the end of 2021. Our strength lies in Domain 6 and 3. There is a need to focus on Domain 1 and 5 as a future goal. Domains 2 and 4 are at an embedding phase. After the Henderson Kāhui Ako Development Maps were reviewed in late 2019, the ASLs compiled a list of actions to be taken. Below is a list of these actions under each domain. The ones in bold have been actioned, or are currently being actioned.

Early in 2020, the roles of the ASLs were modified so that they held responsibility for one of the three achievement challenges. As a result, gains are being made in these areas that relate directly to Domains 3 and 4. By also modifying our approach to our termly hui, we have been able to address actions in Domains 1 and 2. This leaves the lead team with six further actions to work towards for the remainder of the year, and a seventh to consider when we next review the achievement challenges.

ACHIEVEMENT CHALLENGES -Analysis of variance

Achievement Challenge 1: Raise achievement for all, including our at risk students, by improving teacher practice across all our schools.			
Reading goal	What progress has been made?	Reasons for the variance and why did it happen	Where to next?
<p>The goal was to raise achievement by 2% each year in each identified cohort</p> <p>At the end of 2019, 71% of all primary and intermediate students were at or above curriculum expectation</p> <p>Māori were achieving 67%</p> <p>Pacific 68%</p> <p>Male 67%</p> <p>Female 76%</p>	<p>Reading - Data shows an improvement over the last year of 7%.</p> <p><i>Is this a good result?</i> Yes</p> <p>Comparing the reading achievement of females and males - The achievement outcomes in reading for females and males indicate small decreases when compared to the end of 2018. With this trend is an achievement gap between female ākonga and their male peers of 9%. This gap is a 1% increase from the end of 2018. But boys have improved by 7% overall</p> <p>Achievement of Māori ākonga - Māori ākonga achievement in reading is lower than their peers by 4%. But there has been an 8% improvement.</p> <p>Achievement of Pacific students - Pacific learners' achievement in</p>	<p>The coaching professional development provided and attended by all schools in the Kāhui Ako had a different roll out in each of the schools. Some schools had only leaders and ISL involved in the sessions, some had a greater number. But all were using the coaching to improve teacher practice. Some schools linked this to individual or group inquiry. A few also continued by taking it a step further and introduced 'story hui' as a way of sharing the knowledge with others within the school. The depth of understanding and implementing deep teacher inquiry still varies across the Kāhui Ako.</p> <p>A bank of 'experts' in each school was identified with the view of sharing experts across schools.</p> <p>As a Kāhui Ako the ISL shared their inquiries in the format of presentations to BOT, principals, ASL and other ISL.</p>	<ul style="list-style-type: none"> • To implement a Special Needs register for three tier levels to cater for students in our schools in this area of need; <ol style="list-style-type: none"> 1. In class 2. In school 3. MOE funded students • To establish a PLD for teachers in our Kāhui Ako based on Mahi Ngātahi. We have 14 learning groups that include facilitators that set the scene for professional discussions. From these discussions teachers cross-pollinate information, resources and examples of great practise across the Kāhui Ako. This is also to promote and grow leaders. • To invite Prof Melanie Riwai-Couch to provide development for our Kāhui Ako Principal's and ASLs on Treaty centric topics.

	<p>reading is slightly lower than their peers by 3%.</p> <p>Primary and Intermediate students: At the end of 2019 in Reading there were 28%/163 students that were well below or below. This is an improvement of 7.8%/163 students from 35.8%</p> <p>2019. Māori = 42.9% to 32.72% a 10.18% improvement / 213 students . Pacific=45.1% to 31.25% a 13.75% improvement / 290 students</p> <p>Male=32.48% and improvement of 8.48% / 176 students Female=23.74% / 276 students</p>	<p>A hui with all principals, ASL, ISL, APs/DPS was held to identify what went well and what improvements could be made:</p> <ul style="list-style-type: none"> -the knowledge, skills and talents of the DPs/APs were not being utilised -presentations did not bring about as much discussion and change to teacher practice. -data parameters were not tight, particularly around target students. -a lot of teachers in schools did not know what was happening in our Kāhui Ako as it was seen as something the ASL and ISL did. -there was very little sharing of best practice across schools. 	<ul style="list-style-type: none"> • ASLs are providing in school support with their focussed areas of expertise; <ol style="list-style-type: none"> 1. Transition 2. Culture 3. Data <p>The ASLs have formulated action plans which have been co-constructed with senior lead teams and Principals which have focussed on the needs of the school, based on the challenges of the Kāhui Ako.</p> <ul style="list-style-type: none"> • Our ISLs are supporting our challenges by continuing to promote coaching, best practice, and culturally responsive pedagogies for teachers to improve practise and catering for target children across the curriculum in individual schools.
Achievement Challenge 2: Writing			
<p>At the end of 2019, 68% of all primary and intermediate students were at or above curriculum expectation Māori were achieving 64% Pacific 65% Male 60%</p>	<p>Writing - A determined focus across our schools throughout 2019 has resulted in a 5% increase when compared to data from the end of 2018. Four of our schools have seen an average of 8.5% increase in achievement for their students in this area which is encouraging.</p>	<p>ISLs have been working in their respective schools focusing on target students that are struggling with writing. Teachers are also gaining a stronger understanding on how they can improve their pedagogical knowledge. ASLs have been instrumental in monitoring and supporting ISLs in their roles as school experts. The challenge for schools is to</p>	<ul style="list-style-type: none"> • To ensure that we have rigorous data we need to moderate our writing across the Kāhui Ako • Build up a team across all schools to drive consistency of data across the Kāhui Ako • Use the information from the IPT tool and Rongohia te Hau tool to look at the areas of pedagogical

<p>Female 77%</p> <p>The goal was to raise achievement by 2% each year in each identified cohort</p>	<p>Is this a good result? Yes! We are seeing some great gains.</p> <p>Achievement of females and males - We still have a discrepancy between male and females by 17%. This is cause for concern.</p> <p>Achievement of Māori ākongā - Our Māori ākongā are achieving 4% lower than non Māori. This is an unacceptable outcome and a concern, although a 15% improvement since the end of last year</p> <p>Achievement of Pasifika students - The achievement of our Pacific students is 3% lower than 'all', but there has been a big improvement of 15% since the end of the previous year.</p>	<p>be able to sustain these levels of improvement. It is vital that schools maintain positive achievement levels in writing in light of the PLD focus allocations. Māori are over represented as underachieving in writing overall. This may be a reflection of programmes in action struggling to align with the needs of this cohort not using a cultural lens. Pacific students have demonstrated a 3.2% improvement. Providing Samoan Bilingual education in our schools has impacted on catering for students in this cohort in a culturally appropriate and meaningful way. We need to optimise opportunities to use regular writing moderation sessions in our schools. This will ensure that the rigor for writing in our schools is strong.</p>	<p>weakness so that we are teaching with culturally strong practices. Also use this data to work on improved relationships between student, teacher and whānau and acknowledge what we see as success and how we celebrate this.</p>
<p>Achievement Challenge: Mathematics</p>			
<p>At the end of 2019, 69% of all primary and intermediate students were at or above curriculum expectation Māori were achieving 65% Pacific 63% Male 68%</p>	<p>Mathematics - Achievement in Mathematics by the end of 2019 shows a gain of 8%.</p> <p>Is this a good result? Yes.</p> <p>Achievement of females and males - The difference in achievement between female and male students</p>	<p>There has been marked improvement in the last 12 months. Evidence suggests that ISLs have impacted upon the pedagogical practises in our schools. Pedagogical content knowledge of teachers:</p> <ul style="list-style-type: none"> ● As part of our Kāhui Ako focus on Mathematics our ISCOL teachers have 	<p>It is envisaged that our Kāhui Ako will maintain the progress made in Mathematics and we will sustain and embed the gains made.</p>

<p>Female 69%</p> <p>The goal was to raise achievement by 2% each year in each identified cohort</p>	<p>is negligible at 1% with girls achieving higher.</p> <p>Achievement of Māori ākongā - Māori ākongā are achieving lower than their peers by 4% which is concerning.</p> <p>Achievement of Pacific students - The achievement of Pacific students is 6% lower than their peers. We are concerned about this also.</p>	<p>been working within their schools with a range of staff members allowing them to lift their pedagogical knowledge of numeracy. Some ISLs have taken staff meetings in order to build teacher capacity on a school wide basis. Coaching and mentoring approaches have contributed to achieve positive outcomes. to achieve this also. Problem-solving approaches to teaching mathematics is also a strong contributor for improvement.</p> <ul style="list-style-type: none"> ● Generally staff in our schools are more confident in their abilities with the teaching of Mathematics but some still need to accept the responsibility of up skilling themselves if they need to. Making OTJs is more consistent, although moderation is still needed to check the validity of the judgments. ● Schools that have applied for Ministry funded PLD in Mathematics can attest to its strong outcomes for staff and students and this has been a contributing factor for lifting student achievement in Mathematics. 	
<p>Achievement Challenge: Henderson High School Leavers data.</p>			

<p>Henderson High School Leavers data. Currently we have 94 of 120 students achieving NCEA level 2 or above. 20 of 24 Māori, 21 of 27 Pacific and 51 of 68 boys. 78.3% of all leavers and 75% of boys. We had considered raising this to 90%. We would need to reach 108 and would be moving 14 students. As this is a small number of students to move we will form an additional Achievement Challenge. We will aim for 85% of leavers leaving school with NCEA Level 3. Of 120 students 58 left without continuing further than NCEA level 2.</p>	<p>Results for Henderson High School As mentioned above, high school results are moderated nationally and students are assessed in relation to the NCEA Levels 1, 2 and 3. The Ministry of Education reports on the achievement of all students at each high school who are enrolled for the year.</p> <p>Results for Henderson High School continue to be good when compared to schools nationally and in particular, the results for Henderson High are much higher than schools of similar decile (1 to 3). This report however, focuses on the results for Henderson High School only.</p> <p><i>Is this a good result?</i> Yes! Results within each year level - Year 11, Year 12 and Year 13 - for 2018, showed some changes. There is a small shift upwards for Year 12 NCEA level 2 across three years and a good shift upward from 2017 to 2018 for Year 11 and 13, (NCEA levels 1 and 3).</p> <p>Achievement of Male and Female ākongā</p>	<p>We are seeing some good results but if there was stronger engagement especially around transitions this could possibly be raised even higher Pasifika students transition from Primary to Intermediate then onto High School. There is a pattern where achievement declines. Some of the reasons for this are listed below.</p> <ol style="list-style-type: none"> 1. There is a lack of partnership between home and school. 2. Parents need to be more informed about pathways for the students. 3. There may be barriers around language. 4. Lack of support at home could vary and therefore inhibit achievement 5. The identification of student needs regarding a decline in student achievement is not robust. 6. Early intervention programmes need to identify more closely on areas of academic concern. 	<p>The Henderson Kāhui Ako Lead Team will re-engage with Henderson High School and ensure there is a focus on transitions and an appointment for an ASL and reaffirm the ISL positions and work.</p> <p>Create opportunities for students to understand and experience future career pathways through partnerships with Tertiary and industries.</p> <p>Explore the possibility of offering credits for students to coach/service in primary schools (for example referee sports, kapa haka/cultural groups)</p> <p>Support transition from high school into tertiary and vocational education.</p>
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	<p>The achievement of male students in Year 11 NCEA Level 1 is very consistent over three years from 2016 to 2018. With the exception of a dip in 2017, the achievement of females at the same level over that time shows similar plateauing.</p> <p>Year 12 NCEA Level 2 achievement for male students show good upwards trend from 2016 to 2018, while the results for Year 13 NCEA Level 3 show a dip from 2017 to 2018.</p> <p>Female achievement of Year 11 NCEA Level 1 through to Year 13 NCEA Level 3 shows an upward shift from 2017 to 2018 and the same.</p> <p>When we compare the achievement of males to females at Henderson High School, we note that females achieve higher than their male peers at all three year (11 to 13) and NCEA levels (1 to 3).</p> <p>The largest achievement gap is at Year 13, where female achievement is 11.3% higher than their male peers.</p> <p>Achievement of Māori ākonga Results within each year level - Year 11, Year 12 and Year 13 - for 2018, showed some changes.</p>		
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	<p>There is a shift downwards for Year 12 NCEA Level 2 from 2017 to 2018 - see Figure 4 below.</p> <p>When compared to their peers, Year 11 NCEA Level 1 achievement for Māori is 3.5% lower than their peers. The Year 12 NCEA Level 2 achievement for Māori is 0.6% lower than their peers - a negligible difference. Year 13 NCEA Level 3 achievement is 2.1% lower than their peers.</p> <p>Achievement of Pacific students Results within each year level - Year 11, Year 12 and Year 13 - for 2018, are varied. At the end of 2018 the Year 11 and 12 NCEA results for Pacific trends upward while the Year 13 results show a significant drop. When compared to their peers, Year 11 NCEA Level 1 achievement for Pacific achievement is 6.1% higher than their peers. Year 12 NCEA Level 2 achievement for Pacific is negligible at 1% lower than their peers. Year 13 NCEA Level 3 achievement is 6.8% lower than their peers.</p>		
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Collaboration across Kāhui Ako

- **PLD coaching and inquiry** - Our focus across the Kāhui Ako of training groups of people within each school to learn how to coach in a number of ways. Schools have embedded this in a range of ways into their individual school. Some schools now have this as a part of their structure for inquiring into teaching practice, some have included it into their appraisal system and a few have increased the scope of those participating by including teacher aides, office staff and student leaders. Schools predominately talk favourably about the professional development that has led to staff having more control over their teaching as inquiry goals and the data gathering that sits along this.
- **Kāhui Ako BOT training**- Our focus across the Kāhui Ako is to build capacity in our board members regarding Cultural Responsiveness and Treaty Centric practices in our schools and what this looks like. Board members that attended these sessions which were facilitated by NZ STA found them very useful and informative.
- **Mahi Ngātahi sessions** have been organised and they will be based on a variety of educational topics. It is envisaged that there will be a greater focus on schools collaborating with each other. There are fourteen themes that relate to teaching practise each facilitated by two lead teachers. A discussion question is posed with a linked reading for attendees to read prior to the session. Each session will give participants an opportunity to contribute their ideas and to discuss their contexts.
- ASL have made an excellent start regarding customised professional development in our Kāhui Ako schools. Action plans have been formulated contextually and in consultation with principals' and key stakeholders in our schools.

NEW ACHIEVEMENT CHALLENGES 2020 - 2023

- **Challenge 1:** Raise achievement for all students in Writing by improving teacher practice across all our schools.
- **Challenge 2:** Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders.
- **Challenge 3:** Develop processes and systems that facilitate seamless transitions and information sharing from Early Childhood Education to Tertiary and future pathways.

Achievement Challenge 1: Raise achievement for all students in Writing by improving teacher practice across all our schools.

Rationale	With targeted and improved teacher practice we will see the raising of student achievement. This would include students with specific learning needs. Collective inquiry into our students quantitative and qualitative across the Kāhui Ako will enable us to identify the areas we will need to strengthen in order to better serve our students. Our data is showing that Writing is the area of the curriculum that will need to be strengthened.
What does research say?	We know that if we have powerful and meaningful connections with whānau and students, and staff who understand and implement a culturally responsive curriculum, we can together raise achievement. Russell Bishop and Mere Berryman mention the need for relationships and interactions between teachers and students in the classroom are key to effective teaching of Māori students. Effective teachers take a positive, non-deficit view of Māori students, and see themselves capable of making a difference for them. According to Samu (2006), “quality teaching for Pacific learners requires the development of teachers’ and educators’ in-depth, contextualised knowledge and understanding of their Pacific learners” (p.36).

Goals / Targets

Writing - Years 1- 8

All learners: In 2019, 68% (1492/2194) of our students were 'At or Above' the expected curriculum level. We will lift this to 75% (1645/2194), a 7% shift by the end of 2023. This will mean shifting 153 additional students to 'At or Above' curriculum expectation. We will achieve a 2.3% shift annually.

Māori learners: In 2019, 64% (351/548) of our Māori students were 'At or Above' the expected curriculum levels. We aim to lift this to 75% (411/ 548), a 11% shift by the end of 2023. This will mean shifting 60 additional students to 'At or Above' curriculum expectation. We will achieve a 3.6% shift annually.

Pacific learners: In 2019, 65.3% (386/591) of our Pacific students were 'At or Above' the expected curriculum levels. We aim to lift this to 75% (443/591), a 9.7% shift by the end of 2023. This will mean shifting 57 additional students to 'At or Above' curriculum expectation. We will achieve a 3.2% shift annually.

Male learners: In 2019, 61% (691/1132) of our male learners were 'At or Above' the expected curriculum level. We aim to lift this to 75% (850/1132), a 14% shift by the end of 2023. This will mean shifting 159 additional students to 'At or Above' curriculum expectation. We will achieve a 4.6% shift annually.

NCEA Level 2

All learners: In 2019, 31% (46/148) of our students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 60% (89/148), a 29% shift by the end of 2023. This will mean shifting 43 additional students to Merit or Excellence. We will achieve a 9.6% shift annually.

Māori learners: In 2019, 25% (9/37) of our Māori students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 70% (22/37), a 35% shift by the end of 2023. This will mean shifting 13 additional students to Merit or Excellence. We will achieve a 11.6% shift annually.

Pacific learners: In 2019, 12% (5/41) of our Pacific students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 60% (25/41), a 38% shift by the end of 2023. This will mean shifting 20 additional students to Merit or Excellence. We will achieve a 12.6% shift annually.

Male learners: In 2019, 23% (17/75) of our Pacific students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 60%(45/75), a 37% shift by the end of 2023. This will mean shifting 28 additional students to Merit or Excellence. We will achieve a 12.3% shift annually.

UE Literacy credits

All learners: In 2019, 76% (81/106) of our students have attained the required UE Literacy credits. We aim to lift this to 80 % (85/106), a 4% shift by the end of 2023. This will mean shifting 4 additional students to attain UE Literacy credits. We will achieve a 7.6% shift annually.

Māori learners: In 2019, 57% (13/23) of Māori students have attained the required UE Literacy credits. We aim to lift this to 80%(18/23), a 23% shift by the end of 2023. This will mean shifting 5 additional students to attain UE Literacy credits. We will achieve a 7.6% shift annually.

Pacific learners: In 2019, 56 %(14/25) of Pacific students have attained the required UE Literacy credits. We aim to lift this to 80%(20/25), a 24% shift by the end of 2023. This will mean shifting 6 additional students to attain UE Literacy credits. We will achieve a 8 % shift annually.

<p>Actions - How will we address this challenge?</p>	<ul style="list-style-type: none"> • Kāhui Ako wide local curriculum support for identified areas of need (as identified by the school). • Focusing on at risk students and their learning particularly focusing on Māori, Pacific and boys • Working groups set up to support strategic goals. • Student support agencies are being utilised. • Writing moderation across schools to establish consistency of assessment • Making connections /observations of teachers across the Kāhui Ako to improve practise leading to improvement of outcomes for our target students. • Share learning with current Kāhui Ako who have active pilot projects in place related to shared resourcing. • Collate and compare Mid Year and End of Year data including NCEA data. • Writing moderation across the Kāhui Ako with each school identifying key people to work with this and making a work sample portfolio • Collaborative inquiry across the Kāhui Ako - sharing practice of increased student engagement and achievement in writing • Focus on whānau engagement – whanaungatanga and Ako - Reciprocal Learning (teacher/student) • Learner agency-Students that have expertise in the reo are able to support other students. • Share data with school; identify areas of concern and engage in conversations. • Departments/teachers think tank re strategies and share with the whole school. • Use GROWTH or another useful system to help facilitate meetings • Share: Are there common systems that can be implemented to help; what is working in one department, that could be trialled in another? • Have a team to join the dots between departments; manage tracking of ongoing progress/lack of and what departments are doing/what support is needed that is working/not working; suggest the Kāhui Ako in school teachers might be able to be put to use for this. <p>Learning Support</p> <ul style="list-style-type: none"> • Students with additional needs across the Kāhui Ako are identified for targeted support. Learning support working group set up to lead the collation of data across Kāhui Ako and work with MoE. Continue dialogue with MoE regarding a Kāhui Ako approach to Learning support provision. Develop a strategic direction to implement Learning Support delivery model
<p>Monitoring and evaluation</p>	<p>Facilitators will ensure that there is an evaluation of each Mahi Ngātahi workshop. ASL will debrief with facilitators as to the success and next steps before each new workshop. Overall teacher judgements and NCEA data. Tracking writing achievement within and across schools - mid-year and end of year reporting. Parent, teacher and student voice will be collected to inform future planning.</p>

Achievement Challenge 2: Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders.

Strengthen inclusiveness, cultural sustainability and increased agency of parents, families and whānau

<p>Rationale</p>	<p>We know that students do much better when education reflects and values their identity, language and culture and they are engaged with their learning. That Māori learners be given the opportunity to engage and realize their own unique potential and succeed in their lives as Māori. In the three areas of reading, writing and maths, Pacific and Māori students continue to be slightly behind their peers.</p> <p>A strong cultural identity is essential to a child's mental, health and well-being. For students from indigenous and minority ethnic groups the development of a cohesive cultural identity is severely challenged in the school environment when your norms and values are not those of the dominant culture. We believe that the foundation for student success is to have a strong sense of wellbeing/ hauora.</p> <p>Hauora Ahurea - Cultural Wellbeing - engagement in cultural activities, sharing intergenerational knowledge, and having a strong sense of identity, belonging and language development (Dalziel et al. 2019)</p>
<p>What does Research say?</p>	<p>Schools need to focus on providing leadership, support, encouragement and professional development for trustees, senior managers and teachers to build their capability in implementing policies and practices that promote success for Māori students. What brings about success for Māori brings success for all.</p> <p>Ministry of Education publications '<i>Tātaiako</i>' and '<i>Tapasā</i>' both outline that whānau, iwi and wider communities are vital foundations for effective teaching, and that learning honours our learners' culture and heritage. These threads are evident in <i>Culture Counts</i>, (Bishop and Glen, 1999).</p> <p>In the report '<i>Educationally powerful connections with parents and whānau</i>' (2015), Education Review Office found that "two-way collaborative working relationships that reflected the concept of mahi tahi - working together towards the specific goal of supporting a young person's success", delivered improved outcomes for ākonga.</p> <p><i>Best Evidence Synthesis</i> suggests effective teaching, evidence-based data, and a tailored approach to the way data is shared with whānau will all make meaningful impacts on student achievement.</p> <p>In the 2018 Education Review Office report <i>Building genuine learning partnerships with parents: Teaching approaches and strategies that work</i>, findings show that when schools engage in "developing genuine and reciprocal learning partnerships with parents and whānau" they see considerable benefit for children. A key component of this is "regular and honest sharing of all achievement and progress information teachers had collected".</p>

Poutama Pounamu. Voices from the Kia Eke Panuku team – Leading the Change. Robust research using the Rongohia te Hau tool gives schools a picture of their pedagogy. No other tool asks ‘how is teaching being done in this school?’ Rongohia te Hau co-constructs the process for understanding classroom practice across a school. The evidence that is gathered tells schools how they can change their pedagogy if they want to make more of a difference for their Māori students. It offers a snapshot - a slice in time - that provides a representative sample across the school that gives a picture of what the pedagogy could look like on any given day. Poutama Pounamu extends opportunities to schools, Kura, communities and Kāhui Ako to ensure that each learner’s prior knowledge and experience provides the foundation from which new learning can build and potential can be released.

We also recognise this as an opportunity to build the capacity across the Kāhui Ako to lead professional learning groups. As such, we are looking to work within the Poutama Pounamu blended learning programme to establish professional learning groups focused on this kaupapa. This will support a group of teachers and leaders, across the Kāhui Ako, to develop their own cultural capability and provide a mechanism through which they are supported to lead this learning with others. This will build a research informed, shared theoretical basis for us to build on. We are wanting to improve achievement levels across the curriculum for our ākonga. By responding to the Rongohia te Hau data (teacher, student, whānau surveys and classroom observation data), we are able to focus on areas of need for our students and also to improve responsive pedagogy for teachers.

We anticipate that we will see higher levels of attendance and engagement that will result in the improvement of student achievement. We are also very mindful that the benefits for our students will be made across the curriculum. Our PLD priorities will focus on progress across the curriculum and the core capabilities to improve teaching and learning. The journey that has commenced this year for our PLD has been very dis-jointed due to Covid -19. It has proven to be very challenging with regards to maintaining momentum. We have had to be responsive to the challenges surrounding the different COVID levels and the lockdown periods.

Goals /Targets	<p>The Inclusive Practice Tool and Rongohia te Hau data shows us that there are particular areas where we need to make gains. We will use the matrix and tool to track our growth.</p> <p>Purpose: The purpose of the 2020 survey was to gather data around student wellbeing post distance learning, as well as gathering data that linked to Achievement Challenge 2: <i>Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders.</i></p> <p>Scope and Method The questions for the Student Wellbeing survey were selected from the IPT that related to student wellbeing. In 2019, the Inclusive Practices Tool (IPT) was completed by Year 5 to 8 students. In 2020, the Student Wellbeing survey was completed by Year 4 to 8 students (773 students), as well as a sample of high school students (49 students). The survey was sent out near the end of Term 2, in order to gather information post distance learning (Covid-19).</p> <table border="1" data-bbox="454 678 2033 1380"> <thead> <tr> <th></th> <th>Current % 2020</th> <th>By the end of 2023</th> <th>Total shift in %</th> <th>Annual shift</th> </tr> </thead> <tbody> <tr> <td>I can be myself at school</td> <td>74%</td> <td>90%</td> <td>16%</td> <td>5.3%</td> </tr> <tr> <td>Teachers listen to the things I am worried about</td> <td>75%</td> <td>90%</td> <td>15%</td> <td>5%</td> </tr> <tr> <td>Teachers listen to my ideas about learning</td> <td>73%</td> <td>90%</td> <td>17%</td> <td>5.6%</td> </tr> <tr> <td>At school, I learn about things I am interested in</td> <td>71%</td> <td>90%</td> <td>19%</td> <td>6.3%</td> </tr> <tr> <td>Teachers ask about my family and culture</td> <td>58%</td> <td>90%</td> <td>32%</td> <td>10.6%</td> </tr> <tr> <td>At school, I learn to accept other people's way of doing things</td> <td>82%</td> <td>90%</td> <td>8%</td> <td>2.6%</td> </tr> <tr> <td>Teachers notice when I do well</td> <td>79%</td> <td>90%</td> <td>11%</td> <td>3.6%</td> </tr> </tbody> </table>					Current % 2020	By the end of 2023	Total shift in %	Annual shift	I can be myself at school	74%	90%	16%	5.3%	Teachers listen to the things I am worried about	75%	90%	15%	5%	Teachers listen to my ideas about learning	73%	90%	17%	5.6%	At school, I learn about things I am interested in	71%	90%	19%	6.3%	Teachers ask about my family and culture	58%	90%	32%	10.6%	At school, I learn to accept other people's way of doing things	82%	90%	8%	2.6%	Teachers notice when I do well	79%	90%	11%	3.6%
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Rongohia Te Hau data

	Māori Students (108)	Non Māori Students (264)	Teachers (123)	Māori whānau (141)	Non Māori whānau (354)
2.In my school I have the opportunities to do all the things I want	16% (17)	24% (64)	33% (40)	55% (78)	49% (173)
3.In my school students like me are achieving	21% (23)	26% (69)	33% (41)	46% (65)	46% (163)
4.In my school Māori students are achieving	29% (31)	26% (68)	28% (34)	29% (41)	14% (51)
5.Teachers in my school know me and I know them	30% (32)	31% (82)	18% (22)	48% (67)	48% (171)
9.Teachers in my classes expect that I will achieve	49% (52)	57% (145)	85% (98)	69% (93)	74% (256)
12.Teachers in my classes let us help each other with our work	35% (37)	36% (93)	52% (60)	51% (69)	45% (154)

The data in the areas of relational items are scoring much lower, particularly for Māori students compared to pedagogical items. We also have disparate data where teachers rate the item more strongly than both Māori and non-Māori. There is also a concern around that non-Māori whānau have scored at a much lower rate with the item 'In my school Māori students are achieving'. The above data shows the results of some of the tests items showing the percentages of 'always'

We will see percentage rates improved to 50% over three years.

1. For staff to have a growth mindset as opposed to a deficit model when thinking about cultural sustainability
2. As a Kāhui Ako to decide what is success for Māori, what does that look like, and how do we celebrate this with students and all whānau
3. Improve cultural relationships for responsive pedagogy

<p>Actions - How will we address this challenge?</p>	<p>Strengthening our local curriculum that values cultural identity as defined by students, whānau and community through Treaty centric leadership and teaching practices and growth mindset.</p> <p>Using the Rongohia te Hau tool, establish the cultural strengths in a school. All leaders and staff, including Kāhui Ako principals, senior school leaders, ASL and ISL participate in Kāhui Ako wide PLD. Student, staff and community surveys will be triangulated against the walk-through observations and then analysed in order to ascertain levels of future development for each kura in the Kāhui Ako.</p> <ul style="list-style-type: none"> • Coaching for teachers is embedded in schools. • Encourage cross-pollination of strengths within the Kāhui ako. • Each school, with the support of Poutama Pounamu, will use the data to form a plan of cultural change • Find the cultural strengths, trends and patterns across the Kāhui Ako to form collective goals and targets • Use of cultural adviser within our Kāhui Ako to support te reo and tikanga. Build a closer relationship with the mana whenua and iwi. Focus on cultural competencies to enact these dispositions • Improved school practices in assessment for learning and cultural sustainability • Schools providing more opportunities for community engagement • Schools to implement robust moderation processes. • Incorporate Culturally Sustainable Pedagogy skills across the Kāhui Ako • Introduce and implement an expert cultural advisor to work alongside schools from term 3 • Culturally sustaining teaching strategies, including stronger community relationships • Localising the curriculum through cultural stories of the area • The leadership team will make overtures with our mana whenua (Te Kawerau a maki) in order to strengthen ties. • The establishment of a Kāhui Ako pepeha which will serve the purpose of being an oral delivery for students that do not have one. • Designing a curriculum that values cultural identity as defined by whānau, community and students.
<p>Monitoring and evaluation</p>	<p>Inclusive Practice Tool</p> <p>Rongohia Te Hau Continuum - triangulating survey data, classroom observations to monitor progress. This process will be repeated to identify progressions.</p> <p>Principals, Senior Lead Team, Across School Lead Team responsible for noting and sharing innovation/ideas implemented</p> <p>Collect data on teaching practice and student achievement and set target</p> <p>Re-survey year 4-6 students using the information from the last IPT survey, focusing on the strengths and weaknesses. This will give us comparative data.</p>

Achievement Challenge 3: Develop processes and systems that facilitate seamless transitions and information sharing from Early Childhood Education to Tertiary and future pathways.

<p>Rationale</p>	<p>Effective transitions for learners across the educational pathway and within schooling are critical to the development of a students' self-worth, confidence, resilience and ongoing success at school. Ensuring that our learners' wellbeing across all domains is supported during transition will assist our students in establishing and maintaining relationships, educational engagement and to experience continuity in learning.</p> <p>A positive start to schooling will achieve long term benefits for children and their families. For students who are vulnerable or at risk, successful transition into school can positively impact their long term success and set the trajectory of their learning journey, for up to the next thirteen years. Genuine, productive relationships among teachers and their students, whānau, iwi and wider communities are vital foundations for effective teaching and learning.</p>
<p>What does Research say?</p>	<p><u>Tuinga te ururua, kia tupu whakarito te tupu o te harakeke! Clear the undergrowth so that the new shoots of the flax will grow.</u></p> <p>Transitions where kanohi kitea (seen faces) are a part of the process of transition shows a shared commitment. The way transitions are experienced not only makes a difference to the children in the early months of a new situation, but may have a much longer term impact, because the extent to which they feel successful (emotional and wellbeing) in the first transition is likely to influence subsequent experiences. Transitions can be difficult when something about the school culture is at odds with the child's experiences.</p> <p>A child's curriculum interest and continuity are two indicators of a successful transition to secondary school. Children need to understand what is expected of them, be prepared for the level and style of work and be challenged to build on progress at primary school.</p> <p>The Education Review Office (2015) states that strong learning foundations and a sense of identity and belonging can contribute to transition being a successful experience. ERO found that the most effective practices supporting children as they approach transition to school included:</p> <ul style="list-style-type: none"> • a responsive and holistic curriculum focused on dispositional learning, independence and social competence • assessment information that makes children's strengths, dispositions and interests visible, identifies their progress and shows continuity of learning over time • relationships with parents and whānau, and other important adults, focused on learning and supporting the child (including their language, culture and identity)

	<ul style="list-style-type: none"> • collaborative relationships between teachers in services and schools so expectations, philosophies and curricula are shared, valued and understood • evidence of the impacts of processes and practices around transition, with self-review resulting in positive changes in support for children.
Targets	<p>Years 1 - 8 Attendance targets</p> <p>In 2019, 49 % (1145 /2318) of our students attend school regularly. We will shift this to 60 %, (1390/ 2318), a 11 % shift by the end of 2023. This will mean shifting 245 additional students from ‘Students attending 80-90%’ to ‘Students attending regularly.’ We will achieve a 3.6 % shift annually.</p> <p>Maori: In 2019, 41 % (250/611) of our students attend school regularly. We will shift this to 60 %, (366/611), a 19 % shift by the end of 2021.</p> <p>This will mean shifting 116 additional students from ‘Students attending 80-90%’ to ‘Students attending regularly.’ We will achieve a 6.3 % shift annually.</p> <p>Pacific learners: In 2019, 44 % (341 /770) of our students attend school regularly. We will shift this to 60 %, (462 / 770), a 16 % shift by the end of 2021. This will mean shifting 121 additional students from ‘Students attending 80-90%’ to ‘Students attending regularly.’</p> <p>We will achieve a 5.3 % shift annually.</p>
High Level Goals:	<ol style="list-style-type: none"> 1. Define ‘transition’ across the Kāhui Ako (Early Childhood Education (ECE)/New Entrants(NE), Year 6/Year 7, Year 8/Year 9, High School/Tertiary(Employment)) 2. Establish expectations for what students will experience/participate in when transitioning 3. Establish expectations for what information is passed on from one kura to the next - what are we sharing and why? What is useful? 4. ‘School ready’ and ‘Curriculum ready’ data used to inform teaching and learning
Actions - How will we address this challenge?	<ol style="list-style-type: none"> 1. Gather information from Early Childhood Education (ECE) centres with regards to attendance. 2. Identify next steps based on the Inclusive Practices Tool (IPT) data, action these and then survey Term 1 2020 after they have just transitioned 3. Gather voice about transition at key points in order to improve transition processes and teaching/learning practice 4. Establish a working group that aims to define transition. Connecting with other Kāhui Ako to look at data and transition patterns in schools.

	<ol style="list-style-type: none"> 5. Transition processes and programmes across the Kāhui Ako agree to use common understandings. Share learning with other Kāhui Ako groups who have active pilot projects in place related to shared resourcing. 6. Working group to consider what information needs to be passed on from one kura to the next and develop Kāhui Ako wide transition / pathway protocols. 7. Establish a working group that aims to define school readiness, curriculum readiness, Intermediate, High school and Tertiary readiness, career readiness etc, and also facilitates things like observations, tuakana-teina opportunities, cultural exchanges, Professional Learning and Development opportunities. Dialogue, opportunities and action between Early Childhood Education (ECE), primary, intermediate, high school and tertiary vocational pathways. To investigate data from schools to look at Yr 1 and pre-school enrolment data at Early Childhood Education (ECE).
Monitoring and evaluation	<ul style="list-style-type: none"> • Attendance Data • Data of students who have attended Early Childhood Education (ECE) and play centres as opposed to children that don't attend either. • Post lockdown data - wellbeing survey adapted from the Inclusive Practices Tool (IPT) survey • Information from the tool established to gather student voice from students who are transitioning/have transitioned

IPT/Wellbeing data relevant to transition:

	Total	Current number 2020	Current % 2020	By the end of 2023	Total shift in %	Annual shift
This school makes me and my family feel welcome	755	576	78%	90%	12%	6%
I feel I belong in class	754	628	82%	90%	8%	4%
Teachers ask about my family and culture	754	480	58%	90%	32%	16%

OUR APPROACH: CHANGE LEVERS

There are four key aspects to our approach to accelerating the achievement of our priority students

Collaborative Inquiry - “Collaborative inquiry holds the potential to transform learning, leading and teaching”. - Jenni Donohoo

Research has found that kaiako develop and maintain meaningful and valuable improvements in their practice when they are working in collaboration with others who are on similar journeys. They work to develop, track and adjust their pedagogy and leadership in order to meet their shared goals. A growing body of evidence suggests that when kaiako collaborate to pose and answer questions informed by data from their own ākonga, their knowledge grows and their practice changes (David, 2009). When kaiako come together to inquire collaboratively they maintain focus on the goal for longer periods of time, engage in meaningful professional learning and development, and the impact on student achievement is greater. Kaiako work together to question, theorise, identify next steps and actions, and gather evidence around whether their actions have had an impact.

Whānau partnership - Promoting success for Māori students: a schools' progress is a determining factor commonly associated with schools that promote parental and whānau engagement whereby all stakeholders are actively involved in the school and in the students' learning. whānau should have a sense of connectedness and a voice in determining the long-term direction of the school. Points for strong consideration are-

- > how well Māori culture is enhanced at the school
- > how well Māori students' achievement needs are being catered for
- > how well informed whānau were about Māori students' achievement
- > what else the school should do to improve Māori students' success
- > whether they would support the introduction of group meetings for parents of Māori children
- > other things whānau would like to see to enhance Māori culture at the school.

Mā te mahi tahi ka piki kotuku Succeeding Together

In partnership with our community, we will provide a dynamic, safe, learning environment of excellence, which prepares all our students for future challenges and a love of lifelong learning.

Mā te mahi tahi o te kura me te hāpori, ka ako ātātou tamariki i roto i te kura autaiā, kura haumarū hoki kia tū tangata ratou i nga ahuatanga katoa o tō rātou ake ao. Kia whāngaia hoki te hiahia motuhake ki ngā mahi katoa o te ako mo ake tonu atu.

Treaty of Waitangi – Partnership- The Treaty of Waitangi forms part of New Zealand’s constitution. The Treaty principle of **partnership** benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students’ learning, including families, whānau, iwi and other community members. By working collaboratively, kaiako learn to share power, control and decision-making while validating the unique position of Māori as tangata whenua and recognising the contribution Māori make to education.

Learner agency - We want our learners to grow to be active participants and proactive about leading change in their own lives, and the lives of the community and world. We want them to be able to have control of their learning and the power to make decisions within their learning. That the curriculum is culturally relevant and the voice of the learners and their whānau is evident in the learning contexts. *“One way of thinking of learner agency is when learners have the ‘power to act’. When learners move from being passive recipients to being much more active in the learning process, and actively involved in the decisions about the learning, then they have greater agency.”* (Derek Wenmoth, CORE Education 10 Trends). A movement towards increased learner agency with learners also being teachers within the teaching space. Alongside this is the deliberate provision of opportunities for students to strengthen their own connection to their language, culture and identify.

MONITORING/EVALUATION/REPORTING TO THE BOARDS OF TRUSTEES

Monitoring will focus on:

- Implementing the plan (completing tasks and evaluating task completion.)
- Analysing the emerging evidence and data.

Evaluating:

The lead principals, school leaders, and ASLs will work with University of Waikato to develop an effective plan for evaluation with an emphasis on:

- Baseline and end of year data of student achievement including observations with regards to progress towards achieving set targets.
- Documenting and sharing emerging evidence of changes in pedagogy and school practices.
- The inclusion of student, parent and teacher voice.
- Implications for future developments.

Reporting to the Boards of Trustees

The Lead Principal coordinates the preparation of reports for Boards of Trustees to be presented twice per year and address:

- Targeted priorities
- Implementation progress
- Baseline and end of year data of student achievement including observations with regards to progress towards achieving set targets.
- Documenting and sharing emerging evidence of changes in pedagogy and school practices.
- Any additional matters arising from the process of collaboration.

Appendix 1: Years 1- 8 Writing data

	Total	Well below	Well Below	Below	Below	At	At	Above	Above
		Number	%	Number	%	Number	%	Number	%
All	2188	104	4.75%	592	26.06%	1065	48.67%	427	19.52%
Māori	547	41	7.50%	155	28.34%	265	48.45%	86	15.72%
Pacific	591	32	5.41%	173	29.27%	279	47.21%	107	18.10%
Male	1133	80	7.06%	362	31.95%	505	44.57%	186	16.42%

Appendix 2: Wellbeing Survey

	Current % 2020	By the end of 2023	Total shift in %	Annual shift
This school makes me and my family feel welcome	78%	90%	12%	4%
I can be myself at school	74%	90%	16%	5.3%
Teachers listen to the things I am worried about	75%	90%	15%	5%
School staff treat me and my parents with respect	85%	90%	5%	1.6%
Teachers listen to my ideas about learning	73%	90%	17%	5.6%
At school, I learn about things I am interested in	71%	90%	19%	6.6%
I feel I belong in class	82%	90%	8%	2.6%
Teachers ask about my family and culture	58%	90%	32%	10.6%
At school, I learn to accept other people's way of doing things	82%	90%	8%	2.6%
Teachers notice when I do well	79%	90%	11%	3.6%

Appendix 3: Henderson High school NCEA 2019 data

Henderson High school	Total number of students	Not achieved No.	Not achieved %	Achieved	Achieved	Merit	Merit	Excellence	Excellence
				No.	%	No.	%	No.	%
All	148	5	3%	143	97%	23	16%	23	16%
Māori	37	1	3%	36	97%	6	17%	3	8%
Pacific	41	0	0%	41	100%	4	10%	1	2%
Male	75	3	4%	72	96%	9	13%	8	11%
Female	73	2	3%	71	97%	14	20%	15	21%