



# **Shared Achievement Challenges & Plan of Approach**

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## Vision

*Our Kāhui Ako will empower ALL learners to continually achieve their personal best, through high expectations, collaboration and sharing of:*

- *Ideas*
- *Creativity*
- *Expertise*
- *Excellence*

Each school within our Kāhui Ako has their own vision, mission and values. There are some similarities, but each school is still quite individual. We believe that the vision for our Kāhui Ako includes what we can do together to make a difference that we can't do as individual schools. We will have greater access to resources and will strengthen connections.

## Shared Purpose

The shared purpose of our Kāhui Ako, comprised of our four schools, is to help create confident, connected, life-long learners who are equipped to happily and creatively participate in and contribute to society. We have a strong focus on the development of the whole child. We aim to raise the achievement of all learners in the Whangaparaoa Peninsula community. Our vision is outlined above.

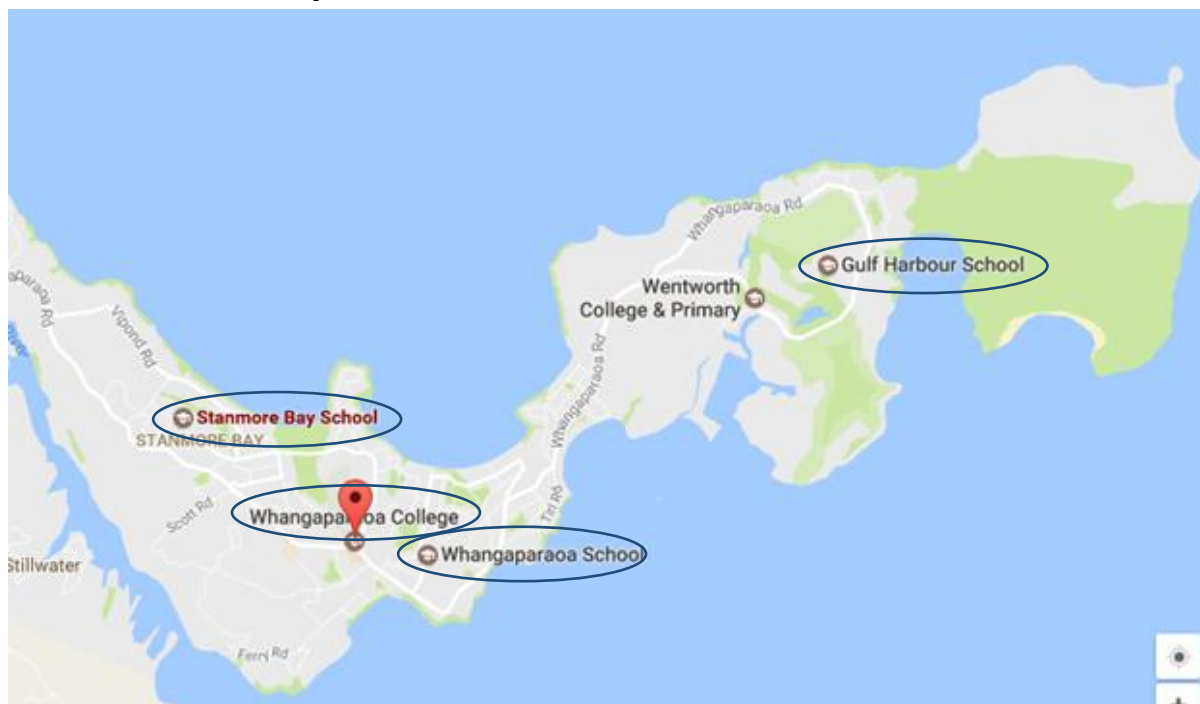
We believe that with a focus on three key strategies, detailed later in our Plan of Approach, together we can make a difference to outcomes for our learners and for their futures:

- **Hauora** - The health, wellbeing and culture of our community of learners is protected and nurtured.
- **Effective Teaching** - Teachers create relationships and an atmosphere whereby learners are engaged, empowered and own their learning.
- **Community and Transitions** - Creating powerful collaborative educational connections across our community, developing a sense of belonging and whanaungatanga (*see Fig. 1, pg 17*)

We will achieve this through a variety of strategies that will be detailed in our Plan of Approach once our Across School Teachers and Within School Teachers are employed and have input. A broad overview of our Plan of Approach is outlined later in this document, but largely we plan to include better professional development opportunities for teachers and other staff, led by the Leader of our Kāhui Ako and our 3 Across School Leaders and 19 In School Leaders and other external facilitators.

Our Kāhui Ako values all-round achievement and wants to ensure that in raising academic achievement, they do not compromise the all-round achievement of learners. Sporting, cultural and other areas of achievement are also important to us.

## Wider Community



The Whangaparaoa Peninsula Kāhui Ako is a network of state schools located on Auckland's Hibiscus Coast and consists of over 3200 learners from Years 1-13. Stanmore Bay School and Whangaparaoa School are well established, while Gulf Harbour School and Whangaparaoa College are relatively new schools. This Kāhui Ako is small, however it is a natural grouping of schools based on the location of the schools on Whangaparaoa Peninsula.

The Community includes three primary schools: Gulf Harbour School, Stanmore Bay School and Whangaparaoa School. Gulf Harbour is a full primary school whereas the other two primary schools are contributing schools. Whangaparaoa College is Year 7-13 and provides the pathway for 56% of students in the area. There is a significant choice factor in the wider North Shore area as there is competition from single sex state schools, a few other state schools and integrated Catholic schools on Auckland's North Shore, as well as a private school on Whangaparaoa Peninsula.

We have 31 ECEs based on the Whangaparaoa Peninsula that contribute to our primary schools. These ECEs do not have formal achievement data to share at this stage, however, we have invited them all to be informally involved in our Kāhui Ako and to have representation at our meetings. We will be exploring in the future how we can track learner progress from ECE to primary school. Two ECE representatives have been elected by the ECEs to attend our Kāhui Ako meetings.

It is the intent of our Kāhui Ako to explore and extend relationships with ECE, tertiary and industry to ensure that we are creating the lifelong learners mentioned in our purpose statement. We value the importance of strong links with family, whanau, iwi to build a collective powerful support for our children and young people. Our schools already have links with our local marae in Silverdale, Te Herenga Waka o Orewa, and will continue to explore opportunities for our learners with the local kaumatua.

## Kāhui Ako Members

**Table 1: 1 March 2017 roll**

School	School I.D.	Decile	NZ Pakeha	Māori	Pasifika	Asian	African	Other	Total Learners
Gulf Harbour School	6920	10	247	32	9	34	45	92	459
Stanmore Bay School	1513	8	471	42	9	15	22	25	584
Whangaparaoa College	6763	9	1052	173	39	138	65	12	1479
Whangaparaoa School	1571	9	479	54	14	34	17	112	710
TOTAL			2249	301	71	221	149	241	3232

## Branding and Logo

We believe the branding of ourselves as a new and collaborative entity is significant for the unity of our community. The Kāhui Ako Management Team decided to run a logo competition that was open to all our learners, teachers and the wider community. There was significant interest and we decided on two winning logos as our finalists, designed by a learner and a staff member. The DRAFT logo on the cover page of this document is a combination of these two finalists collaborately working together. This is a journey of discovery and is still evolving and we believe we will come up with an appropriate image that best represents our Kāhui Ako in time. Two of the of the original finalist logos are below.

### Finalist Number 1

#### Meaning:

**Tree roots** - represents the foundation of learning.

**Tree trunk** - represents unity - all the branches connect to the same trunk

**Tree branches** - represents the schools and how they branch out from the same trunk.

**Water/ocean** - represent the geological location of the schools

**White bird** (more seagull to represent the geological location.) It also represents achievement

**Sail Boat** - 'All in the same boat' and it also represents exploration in learning.

**Whales tail** - (Māori symbolism) Represents strength and speed. Also represents the origin of 'Whangaparaoa', which means 'whale's bread.'

**Rising Sun** - represents 'new day' / 'new beginning'

**Clear blue skies** - represents an open mind to new ideas and creativity.



## Finalist Number 2

### Meaning:

The belief is that this logo embodies strength, togetherness, and a solid future for the Whangaparaoa Peninsula Kāhui Ako. Even though all four schools are stand-alone great schools that by joining together they combine their talents and strengths to serve our community by providing a cohesive approach to learning from childhood to young adulthood.

**Shape:** It is a C shape that represents the Community. The four curls (that represent the four schools) are all slightly different but together they form one entity. The square shape is an element that is present in all the schools emblems.



**Colours:** The colours are all taken from the Whangaparaoa Peninsula Kāhui Ako schools, they blend together showing the cohesiveness of the four schools that make up the CoL. The dark blue background symbolises the solid foundation that the Whangaparaoa Peninsula Kāhui Ako is formed on.

We believe that, as our Kāhui Ako develops, we will gain a collective understanding and agreement about the branding that will best represent us and shows us as a collective unit.

## Data Analysis

The Principals and Leader of our Kāhui Ako analysed data from our National Standards assessments (Years 1-8) our eAsTTLe assessments (Years 7-10, Whangaparaoa College only), NCEA assessments (Years 11-13) and University Entrance data (Year 13). Information from a Year 13 Leavers' Survey has also been analysed (2016). From the analysis of this range of data, the Kāhui Ako has identified that there are a number of students who are at risk of not being ready to meet the demands of the curriculum. There are also inequitable outcomes for some groups of students. It is with this in mind that the achievement challenge targets have been set in the three areas of Writing Years 1 to 10, Mathematics Years 1 to 10 and Post Secondary Success: University Entrance.

## The Shared Achievement Challenges

An overview of our shared achievement challenges, to be achieved by 2020 are below and then followed by specific targets in tables for each school.

### 1. Writing

Our Kāhui Ako is aiming for 85% of our learners in **Years 1-8** across our community to achieve At or Above the National Standard in **Writing**.

This will mean shifting 196 learners from **Below to At or Above** by 2020.

We will be particularly focussing on raising the achievement of **Males** and **Māori** learners in Writing. We will also be aiming to increase the number of learners achieving At to achieving Above the standard.

This will mean accelerating 162 learners from **At to Above**.

We are also aiming for 85% of our learners in **Years 7-10** to achieve **At or Above** the national mean in **eAsTTLe** Writing.

This will require a **shift of 68 learners across Years 7 and 8**.

*Note: eAsTTLe Writing assessments will be introduced at Years 9 and 10 to enable monitoring of writing progress across Years 7-10 and therefore Years 9 and 10 targets will be established in 2018 during the implementation phase.*

### 2. Mathematics

We are aiming for 85% of our learners to achieve at or above the National Standard in **Mathematics** by 2020.

This will mean shifting 131 learners from **Below to At or Above** by 2020.

We will be particularly focussing on raising the achievement of **Girls** and **Māori** learners in Mathematics. We will also be aiming to accelerate the number of learners achieving **At to Above** the standard,

This will mean accelerating 117 learners from **At to Above**.

To ensure that Year 9 and 10 progress is also monitored, we are aiming for 85% of our learners in Years 7-10 to achieve **At or Above** the national mean in eAsTTLe Mathematics.

This will require a shift of 176 learners across Years 7-10 **Below to At or Above**

### 3. Post secondary Success: Univeristy Entrance

We are aiming to increase our University Entrance roll based pass rate from 58.7% to 70% by 2020. This will require an **increase of 11.3%** and a **shift of 21 learners**.

*Note: We will also be exploring other methods of measuring and improving our learners' post secondary success other than just the measure of Univeristy Entrance.*

## Achievement Challenge 1: Writing

Our data analysis shows that achievement in Writing needs to improve. For baseline data we have used National Standards for Years 1-8. We are aiming to shift **196** learners from Below to At or Above by 2020.

Achievement Challenge 1: Writing											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
All Students	1981	1487	75%	1683	85%	196	10%	1553	78%	1619	82%
Males	984	666	68%	837	85%	171	17%	724	74%	782	79%
Females	997	821	82%	846	85%	25	3%	830	83%	839	84%
Māori	263	189	72%	223	85%	34	13%	200	76%	211	80%
Asian	104	82	79%	89	86%	7	7%	84	81%	86	83%

For our Achievement Challenge in Writing to be met, the number of learners needing to shift from Below the Standard to At or Above in each **School** is shown in the table below.

ALL Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	353	269	76%	300	85%	31	9%	279	79%	289	82%
Stanmore Bay	554	433	78%	471	85%	38	7%	446	81%	459	83%
Whangaparaoa College	377	258	68%	320	85%	62	17%	279	74%	300	80%
Whangaparaoa School	697	527	76%	592	85%	65	9%	549	79%	571	82%
Total	1981	1487	75%	1683	85%	196	10%	1553	78%	1619	82%

### Māori Learners

We are aiming for an improvement in achievement for Māori learners. This will require a shift of **34** Māori learners from Below to At or Above the Standard. The number of learners that each school will need to shift is shown in the table below.

Māori Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	35	25	71%	30	85%	5	14%	27	77%	29	83%
Stanmore Bay	79	63	80%	67	85%	4	5%	64	81%	65	82%
Whangaparaoa College	52	31	60%	44	85%	13	25%	35	67%	39	75%
Whangaparaoa School	97	70	72%	82	85%	12	13%	74	76%	78	80%
Total	263	189	72%	223	85%	34	13%	200	76%	211	80%



## Males

Males' Writing results have been declining steadily since 2014 and therefore is a priority. (2014: 73.8%; 2015: 72.1% 2016; 67.7%).

We are aiming to shift **171** boys from Below to At or Above the Standard by 2020.

Male Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interim Target (2018)		Interim Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	168	120	71%	143	85%	23	14%	128	76%	136	81%
Stanmore Bay	294	212	72%	250	85%	38	13%	225	77%	238	81%
Whangaparaoa College	181	104	57%	154	85%	50	28%	121	67%	138	76%
Whangaparaoa School	341	230	67%	290	85%	60	18%	250	73%	270	79%
Total	984	666	68%	837	85%	171	17%	724	74%	782	79%

## ACHIEVERS BECOMING HIGH ACHIEVERS

In addition to our targets for increasing the number of learners into At and Above the standard, we also want to accelerate the number of learners achieving Above the Standard. Below is data showing 2016 achievement data and targets for the Kāhui Ako as a whole and for individual schools.

### All Schools in the Kāhui Ako

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in Writing: All Schools in the Kāhui Ako									
Writing	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	85	4.29%	221	11.14%	1143	57.71%	536	27.07%	1981
All Students 2016	110	5.55%	384	19.38%	1113	56.18%	374	18.88%	1981

**Target:** Accelerate the learning of 162 learners who are currently At to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in Writing: Gulf Harbour School									
Writing	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	11	3.00%	44	12.46%	222	62.89%	77	21.81%	353
All Students 2016	14	3.97%	70	19.83%	213	60.34%	56	15.86%	353

**Target:** Accelerate the learning of 21 learners who are currently At to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in Writing for <b>Stanmore Bay School</b>									
Writing	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	8	1.44%	78	14.08%	376	67.87%	92	16.61%	554
All Students 2016	10	1.81%	111	20.04%	352	63.54%	81	14.62%	554

**Target:** Accelerate the learning of 11 learners who are currently At to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in Writing for <b>Whangaparaoa School</b>									
Writing	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	38	5.50%	70	10%	418	60.00%	174	25.00%	697
All Students 2016	38	5.50%	132	18.90%	421	60.40%	106	15.20%	697

**Target:** Accelerate the learning 68 learners who are currently At the Standard, to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in Writing for <b>Whangaparaoa College (Y7-8)</b>									
Writing	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	28	7.43%	29	7.69%	127	33.69%	193	51.19%	377
All Students 2016	48	12.70%	71	18.80%	127	33.70%	131	34.75%	377

**Target:** Accelerate the learning 62 learners who are currently At the Standard, to Above the Standard.

### eAsTTLe Writing Y7-10 at Whangaparaoa College

To ensure that Writing progression is being monitored across Years 7-10, eAsTTLe goals have also been set. We are aiming for **85%** of learners in Years 7-10 to be achieving at or above the national mean in eAsTTLe. This will mean a shift of 68 learners across Years 7 and 8.

*Note: eAsTTLe Writing assessment has been occurring in Years 7 and 8 and is being introduced in Years 9 and 10 in 2018.*

Achievement Challenge 1: eAsTTLe Writing Y7-10 Whangaparaoa College					
Year 7			Year 8		
% at or above national mean 2016	% at or above national mean 2020	No. to shift	% at or above national mean 2016	% at or above national mean 2020	No. to shift
75	85	22	57	85	46

**Target:** Accelerate the achievement of 68 learners across Years 7 and 8 to achieve above the national mean for eAsTTLe in Writing.

## Achievement Challenge 2: Mathematics

For baseline data we have used National Standards for Years 1-8. Our data analysis shows that achievement in **Mathematics** needs to improve across our Kāhui Ako.

Achievement Challenge 1: Mathematics											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
All Students	1989	1560	78.4	1691	85%	131	6.6	1611	81%	1651	83%
Males	987	797	80.7	839	85%	42	4.3	809	82%	829	84%
Females	1002	763	76.1	851	85%	90	8.9	792	79%	822	82%
Māori	263	186	70.7	226	86%	40	15.3	205	78%	213	81%
Asian	46	37	80.4	37	87%	3	6.6	37	80%	37	80%

For our Achievement Challenge in Mathematics to be met, we need to shift **131** learners from Below the Standard to At or Above across the Kahui Ako.

ALL Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	353	282	79.9	300	85%	18	5.1	290	82%	293	83%
Stanmore Bay	554	471	85%	488	88%	17	3.0	476	86%	482	87%
Whangaparaoa College	385	262	68.1	308	80%	46	11.9	277	72%	293	76%
Whangaparaoa School	697	545	78.2	593	85%	47	6.8	558	80%	576	83%
Total	1989	1560	78.4	1691	85%	131	6.6	1611	81%	1651	83%

### Māori learners

Māori learners' Maths results have been declining steadily since 2014. (2014: 77%; 2015: 72.3%; 2016: 70.7%).

We are therefore aiming for an improvement of achievement in Maths for Māori learners. This will require a shift of **31** Māori learners from Below to At or Above by 2020.

Māori Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	35	22	63%	31	88%	9	25%	25	71%	28	80%
Stanmore Bay	79	68	86%	71	90%	3	4%	69	87%	70	89%
Whangaparaoa College	52	26	50%	36	70%	10	20%	29	56%	32	62%
Whangaparaoa School	97	78	80%	87	90%	9	10%	81	84%	84	87%
Total	263	194	74%	225	86%	31	12%	204	78%	214	81%

## Female Learners

Females' Maths results have been declining steadily since 2014.

(2014: 81.6%; 2015:78.8% 2016: 76.1%).

We are aiming to improve female Mathematics achievement by shifting **89** girls from Below to At or Above by 2020. The number of girls that each school will need to shift is outlined in the table below.

Female Learners											
School	Total learners	Baseline (2016)		Target (2020)		Shift Required		Interm Target (2018)		Interm Target (2019)	
		#	%	#	%	#	%	#	%	#	%
Gulf Harbour	185	145	78%	157	85%	12	7%	149	81%	153	83%
Stanmore Bay	260	212	82%	221	85%	9	3%	215	83%	218	84%
Whangaparaoa College	201	139	69%	171	85%	32	16%	150	75%	161	80%
Whangaparaoa School	356	267	75%	303	85%	36	10%	279	78%	291	82%
Total	1002	763	76%	852	85%	89	9%	793	79%	823	82%

## ACHIEVERS BECOMING HIGH ACHIEVERS

In addition, we want to accelerate the learning of **117** learners who are currently At the Standard to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in the <b>Kāhui Ako</b>									
Mathematics	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	75	3.78%	211	10.59%	1129	56.78%	571	28.71%	1989
All Students 2016	108	5.43%	321	16.14%	1106	55.61%	454	22.83%	1989
<b>Target:</b> Accelerate the learning <b>117</b> learners who are currently At the Standard to Above the Standard.									

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in <b>Gulf Harbour School</b>									
Mathematics	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	6	1.70%	47	13.31%	221	62.61%	79	22.38%	353
All Students 2016	12	3.40%	59	16.71%	223	63.17%	59	16.71%	353
<b>Target:</b> Accelerate the learning <b>20</b> learners who are currently At the Standard, to Above the Standard.									

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in <b>Stanmore Bay School</b>									
Mathematics	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	6	1.08%	55	9.93%	356	64.26%	137	24.73%	554
All Students 2016	8	1.44%	75	13.54%	364	65.70%	107	19.31%	554
<b>Target:</b> Accelerate the learning <b>30</b> learners who are currently At the Standard, to Above the Standard.									

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in <b>Whangaparaoa School</b>									
Mathematics	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	25	3.60%	70	10.00%	390	56.00%	209	30.00%	697
All Students 2016	25	3.60%	127	18.20%	390	56.00%	155	22.20%	697

**Target:** Accelerate the learning **54** learners who are currently At the Standard, to Above the Standard.

Achievement Challenge 1: ACHIEVERS BECOMING HIGH ACHIEVERS in <b>Whangaparaoa College (years 7 and 8)</b>									
Mathematics	Well below		Below		At		Above		Total
	#	%	#	%	#	%	#	%	#
All Students 2020	38	9.87%	39	10.13%	162	42.08%	146	37.92%	385
All Students 2016	63	16.40%	60	15.60%	129	33.50%	133	34.50%	385

**Target:** Accelerate the learning **13** learners who are currently At the Standard, to Above the Standard.

### eAsTTLe Mathematics Y7-10 at Whangaparaoa College

To ensure that Mathematics progression is being monitored across Years 7-10, eAsTTLe goals have also been set. We are aiming for **85%** of learners in Years 7-10 to be achieving at or above the national mean in eAsTTLe.

This will mean a **shift of 176 learners across Years 7-10.**

Achievement Challenge 1: eAsTTLe Mathematics Y7-10 Whangaparaoa College											
Year 7			Year 8			Year 9			Year 10		
% at or above national mean		# to shift	% at or above national mean		# to shift	% at or above national mean		# to shift	% at or above national mean		# to shift
2016	2020		2016	2020		2016	2020		2016	2020	
55%	85%	60	63.98%	85%	34	58.01%	85%	49	69.23%	85%	33

**Target:** Accelerate **176** to achieve at or above the national mean.

## Achievement Challenge 3: Post Secondary Success

### University Entrance

The Senior Learning Team at Whangaparaoa College believe that roll based data is more accurate compared to participation based data, as this is showing learners enrolled at our school, whereas the participation based data is affected by which learners we choose to allow to sit the assessments, or whom we withdraw from entry. It is the philosophy of this Kāhui Ako to allow as many learners as possible the opportunity to “have a go” at assessments and we will not withdraw learners simply to make our results look better. We have therefore used roll based data to set our targets for University Entrance.

We have been liaising with our Secondary Tertiary Lead Advisor with the MOE, and are analysing other post secondary success data. We believe that University Entrance is our first priority for post secondary success target. We have gathered data about where our learners go after leaving secondary education. Of those that choose to study at a tertiary institution, the majority attend either Auckland University or AUT. A smaller number choose to attend either Massey University in Albany, or Victoria University in Wellington. Other learners are spread through a variety of learning institutions and jobs, with a very small number choosing to take a “gap” year. **We will be particularly focused on raising Male achievement in University Entrance.**

Due to the relatively small number of learners in Year 13 (2016 Roll of 189) we expect our University Entrance targets to fluctuate as the trend has shown over past years. It must be noted that the requirements for University Entrance changed in 2014, making it more difficult for some learners to attain. Therefore our target is set with “plus or minus 2%” in mind. Our aspirational target is for 70% of students to gain UE by 2020 an increase of 11.3% and will be above the national average for Decile 8-10 schools.

### University Entrance Roll Based Results and Targets (%)

University Entrance											
Roll Based											
Year	% of males gained U.E.	No. of males gained U.E.	No. of males to shift	% of females gained U.E.	No. of females gained U.E.	No. of females to shift	Total % gained U.E.	Total no. gained U.E.	Total no. to shift	Decile 8-10	Decile 8-10 Shift
2020	55	45	4	81	87	1	70	132	5		
2019	41	41	3	80	86	1	67	127	4		
2018	38	38	3	79	85	1	65	123	4		
2017	43	35	7	78	84	1	63	119	8		
2016	39.1	28		77	83		58.7	111		64.7	-0.4
2015	42.9			53.1			48.1			65.1	3.5
2014	37.1			56.7			48.5			61.6	-4.8
2013	48.1			66.3			58.2			66.4	3.1
2012	49.5			72.7			62			63.3	

## Plan of Approach

### Key Drivers

The Whangaparaoa Peninsula Kāhui Ako believes that collaboration is central to our Community of Learning. Our Kāhui Ako will journey together – spend time together, talking and listening – before we venture to sketch or articulate what collaboration and sharing look like in our reality. The importance of collaboration is reflected in our vision statement earlier in this document and in the following three key drivers that form the foundation of our plan to achieve our challenges.

The achievement challenge targets have been developed to help form a strong basis to measure progress. We are conscious that academic achievement data does not necessarily paint the whole picture of achievement for the learners in our Kāhui Ako. A big part of our initial work together will be to inquire more deeply into the hauora of our learners; how effective teaching practices, including links with community, makes a difference to our students both within and across each of the schools, and into and out of formal education. These key drivers are explained further below.

#### Driver 1 – Hauora

*What do we mean?*

The health, wellbeing and culture of our community of learners is protected and nurtured.

*What do we want to see?*

- Strong relationships and connections.
- Established core values.
- Learners confident in their identity, language and culture.
- Our diverse learners will feel that they are a part of their learning community.

*How could we do this?*

- Our pedagogy will be culturally aware.
- Promote the principles and values inherent in Ka Hikitia and Tataiako.
- We will use our growing understanding of our learners backgrounds and situations as springboards for success.

#### Driver 2 - Effective Teaching

*What do we mean?*

Teachers create relationships and an atmosphere whereby learners are engaged, empowered and own their learning.

*What do we want to see?*

- Positive, innovative learning focused interactions between teachers and learners.
- Fun, play, real life contexts and active learning.

*How could we do this?*

- Teacher PLD which focuses on reflection and inquiry.
- Development of practices which enable teachers to know our learners.
- Setting of high expectations of teachers and of learners.
- Development of a broad and rich curriculum which authentically encompasses all of the values of the NZC.

### **Driver 3 - Community and Transitions**

*What do we mean?*

Creating powerful collaborative educational connections across our community, developing a sense of belonging and whanaungatanga.

*What do you want to see?*

- Successful transitions between, within and beyond educational facilities.
- Developing a strong sense of belonging in a new environment.
- Feeling proud and supported within each setting, and celebrating successes.

*How could we do this?*

- Strengthening relationships.
- Empowering families/whānau to be involved and consulted in order to support and enhance learning.
- Sharing agreed information, including assessment information/data.

The above key drivers will form the basis of a more detailed Plan of Approach that will be developed by the Leader of the Kāhui Ako with the Across School Teachers, once appointed. During this more detailed planning stage, there will be opportunity for learner and teacher voice and input from parents, family/whanau.

We also believe that the key competencies in the New Zealand Curriculum are central to improvement in learner achievement:

- Thinking
- Relating to others
- Using language, symbols and texts
- Managing self
- Participating and contributing

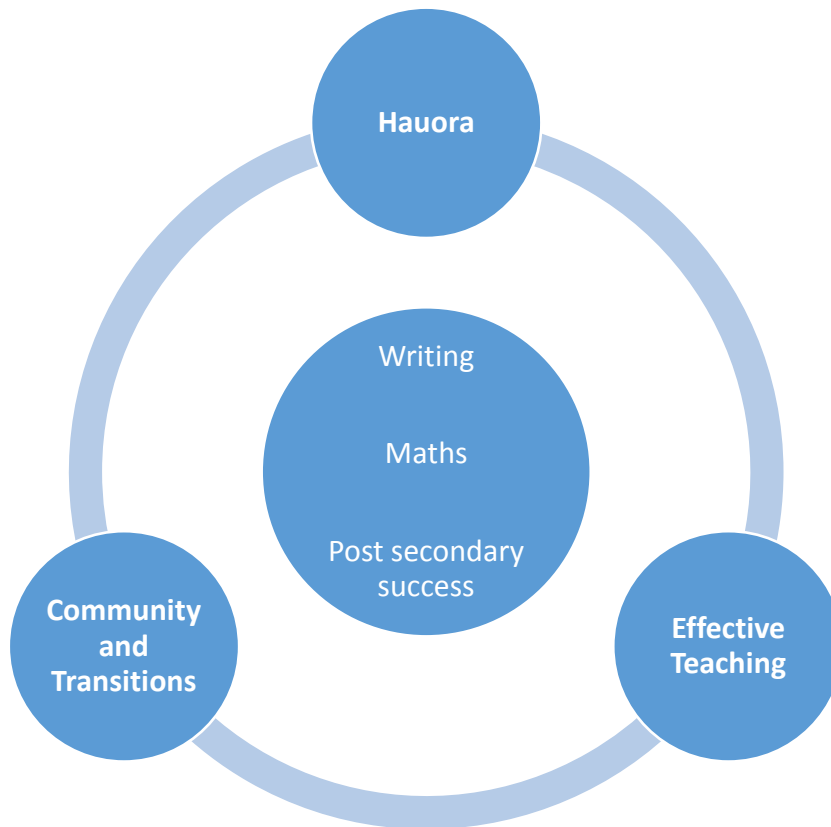
The Te Whariki strands also sit alongside these well and will support us planning transition for learners from early childhood to primary education.

- Strand 1. Well-being – Mana Atua
- Strand 2. Belonging – Mana Whenua
- Strand 3: Contribution – Mana Tangata
- Strand 4: Communication – Mana Reo
- Strand 5: Exploration – Mana Aotūroa



Going forward, there will be reference to relevant aspects of this Kāhui Ako Plan of Approach in each school's charter.

The key drivers will support the achievement challenge targets as shown in the below diagram.



**Figure 1:** Key Drivers Supporting Achievement

## Monitoring and Evaluation

### Monitoring

Monitoring will focus on two aspects:

- Implementation of the plan
- Emerging evidence of changes in Hauora, Teacher Effectiveness, Community and Transitions.

<i>Each group below will engage parent, community, teacher and learner voice in the monitoring and evaluation process where appropriate.</i>	<b>Monitoring, Evaluation, Reporting</b>
<b>Kāhui Ako Governance Group</b> Leader of the Kāhui Ako, 4 Principals, 2 reps from each Board of Trustees	Will receive regular reports to enable monitoring of achievement and trends.
<b>Kāhui Ako Management Team</b> Leader of the Kahui Ako, 4 Principals, 1 Deputy Principal from each school, 2 ECE reps	Will monitor Kāhui Ako achievement and trends and the impact of across school teacher PLD.
<b>Kāhui Ako Working Party</b> Leader of the Kāhui Ako 3 Across School Teachers	Will regularly evaluate the impact of across school PLD focussed on improving achievement (AC targets), and report on achievement and trends to the management team and governance group.
<b>Senior Learning Team in each school</b>	Will monitor on an ongoing basis the impact of the inquiry/project the Within School Teachers are working on.
<b>Within School Teachers</b>	Will regularly evaluate the impact of the inquiry/project they are working on and report to the DP or Team Leader to whom they are responsible, as well as reporting to the Across School Teacher.

\*Note that communication between the above groups will be two-way, in the spirit of Āko.

## **Evaluation**

The Leader of this Kāhui Ako will work with the Principals and the Across School Teachers to develop an effective model of evaluation. This will focus on:

- Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges.
- Emerging evidence of changes in teacher practice.
- Use of student, parent/whanau and teacher voice.

## **Reporting**

The Leader of this Kāhui Ako will coordinate the preparation of reports for the Kāhui Ako Governance Group regularly throughout the year. The Governance Group will be able to share these reports with their respective Boards of Trustees.

These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges.
- Emerging evidence of changes in hauora, teacher effectiveness, community/transitions.
- Issues arising and proposals.

It is intended that the Whangaparaoa Peninsula Kāhui Ako, when implementing processes of self-review, will use ERO's evaluation indicators:

- Stewardship
- Leadership of conditions for equity and excellence
- Educationally powerful connections and relationships
- Responsive curriculum, effective teaching and opportunity to learn
- Professional capability and collective capacity
- Evaluation, inquiry and knowledge building for improvement and innovation

When reviewing progress towards our achievement challenges, the Leader of the Kāhui Ako and Across School Teachers will involve the Within School Teachers and engage other teacher and learner voice and engage parents, family and whanau.

The principals in the Kāhui Ako have agreed to appoint someone to one of the Within School Teacher positions to gather and analyse data from the four schools. This will assist greatly with regularly reviewing progress towards our challenges.

Our Plan of Approach will be reviewed on an ongoing basis, however a more formal review will occur annually, most likely in Term 3 to enable any necessary decisions to be made regarding timetabling and staffing for the following year.

## **Kāhui Ako Organisation and Structure**

Each group of people in the structure of our Kāhui Ako is outlined below. The learners come first, and in Figure 2 on the following page, we have ensured they are at the centre of all that we do.

### **Learners**

### **All Teachers in the Kāhui Ako, including relief teachers**

#### **Within School Teachers**

Data Person – 1 position (*\*School to be determined – see information below*)

Gulf Harbour School – 2 positions

Stanmore Bay School – 3 positions

Whangaparaoa College – 8 positions

Whangaparaoa School – 4 positions

YET TO BE APPOINTED – 1 position

#### **Middle Management Staff in Each School**

##### **Kāhui Ako Working Party**

Leader of the Kāhui Ako, 3 Across School Teachers

#### **All Support Staff in the Kāhui Ako**

#### **Senior Learning Team in Each School**

#### **Kāhui Ako Management Team**

Leader of the Kāhui Ako, 4 Principals, 1 Deputy Principal from each school, 2 ECE representatives

#### **Kāhui Ako Governance Group**

Leader of the Kāhui Ako, 4 Principals, Chairperson plus one other representative from each Board of Trustees.

#### **Outside Agencies working with schools in the Kāhui Ako**

#### **Parents, Family/Whanau, Community**

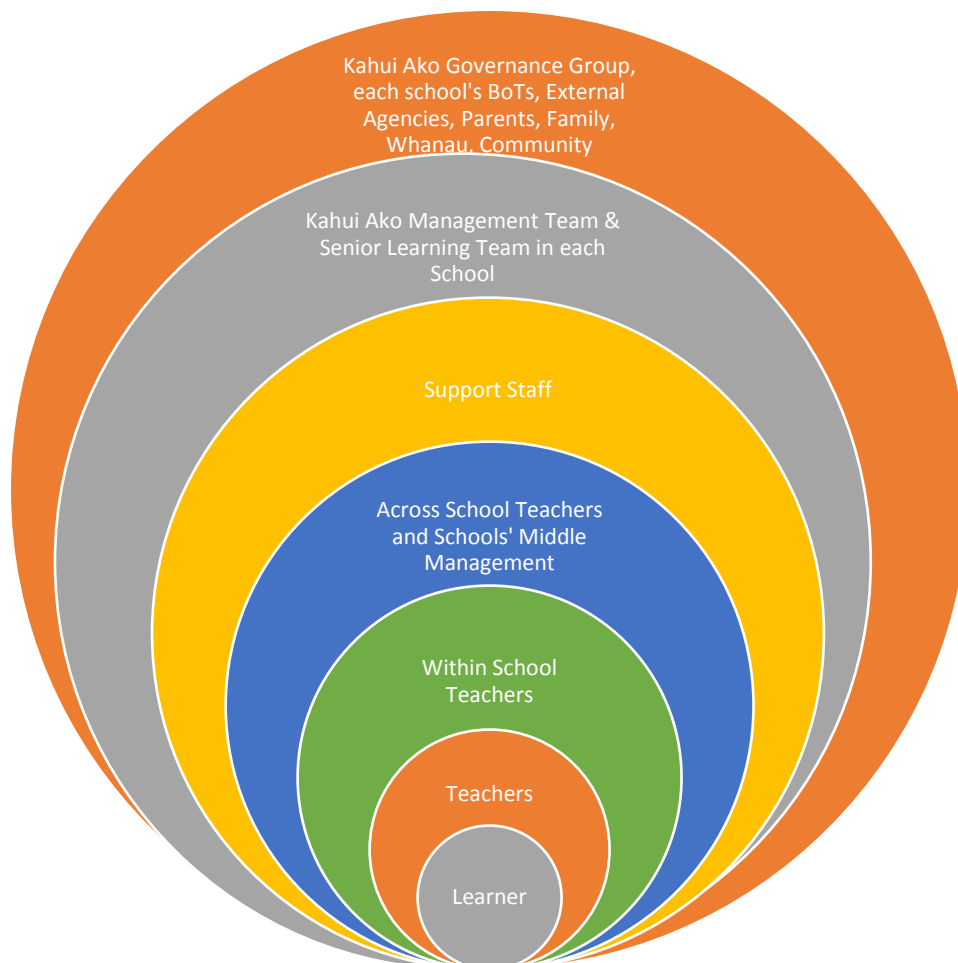
We recognise that it “takes a village” to raise a child and therefore consider everyone in our community as part of our Kāhui Ako and potentially making a difference to learner achievement.

Our four principals agree that achievement is to be used in the greater sense of the word and that we are aiming for well-rounded learners participating and aiming for their personal best in a variety of sporting, academic, cultural and leadership opportunities. The principals also agree that learner wellbeing is important for learners to achieve their personal best.

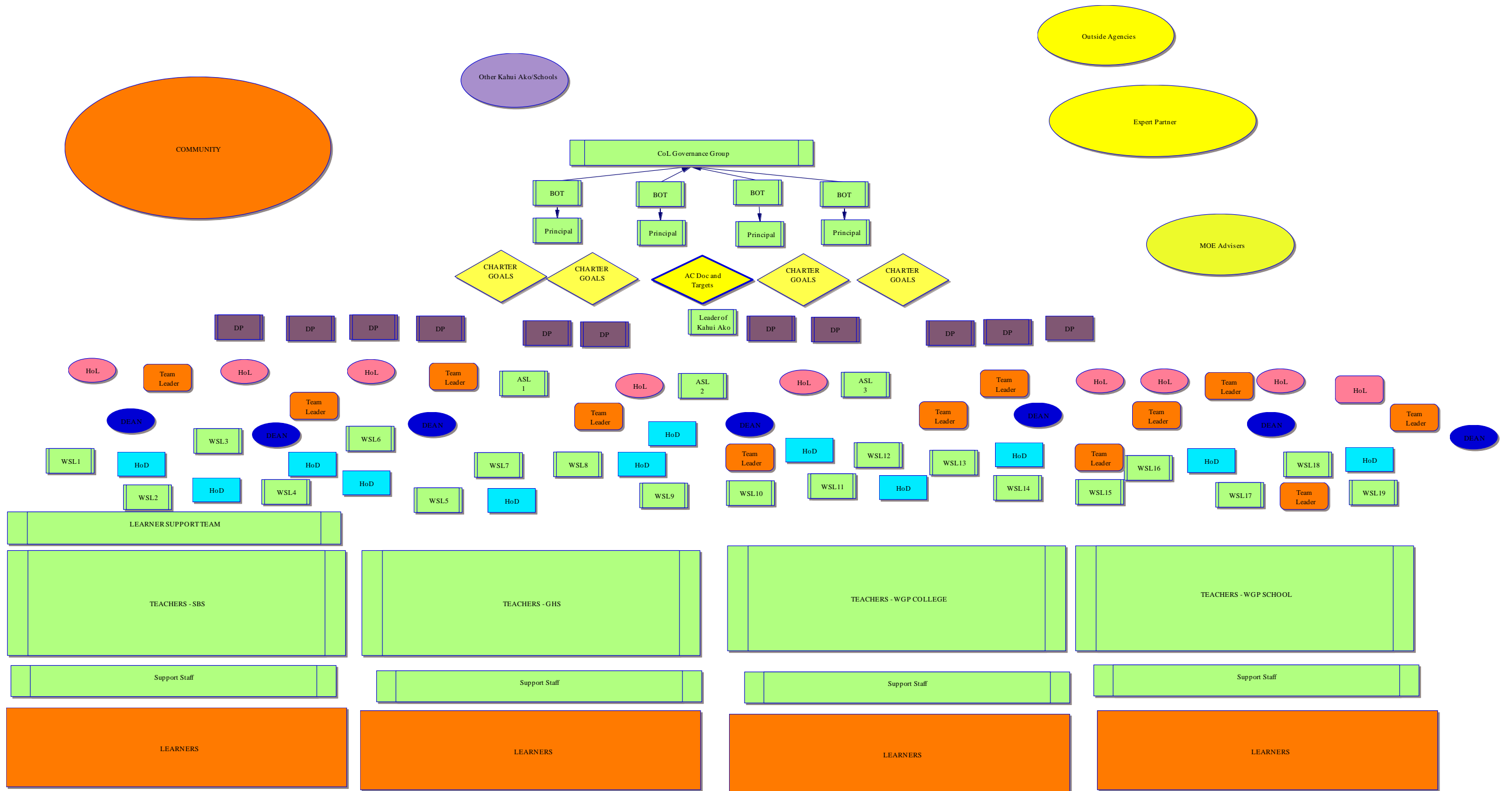
Once the Across School Teachers and Within School Teachers have been appointed, communication protocols will be discussed and a meeting schedule organised. At this time, more detail of the organisation and structure and how the Kāhui Ako will operate will be devised. We are waiting until appointments are made as we are, as yet, unsure of specific roles for some of the appointments.

\*NOTE: The Within School Teacher – Data role - will have a focus on the collection and analysis of **data** from the four schools. The four principals decided to use one of the two “extra” Within School positions, not currently allocated to a particular school, for this purpose. It is intended for this role to include:

- Liaison with staff in each school to gain access to relevant data
- Working with the Across School Teachers and Leader of the Kāhui Ako and Principals to determine which data to collect and analyse
- Determine which software to use to collate and analyse the data
- Research ways that other Kāhui Ako are collating and analysing their data
- Identify trends within the data and provide advice/guidance to leaders within the Kāhui Ako as to what the data is telling us and what actions may therefore be need to be included in our Plan of Approach
- Liaise with MOE advisers to gain access to data collected and analysed by the MOE
- Access sites with relevant data such as the Education Counts and NZQA websites.



The diagram in **Figure 3** shows the organisational structure of our Kāhui Ako and includes everyone in our community. We aim to add to this the channels of communication and communication protocols once our Across School and Within School Teachers are appointed. In the meantime, this diagram has been used to show those in our community where they fit and that we are all working towards the same purpose.



**Figure 3:** Whangaparaoa Peninsula Kāhui Ako Organisational Structure