

PUTARURU COMMUNITY OF LEARNING

| KĀHUI AKO

ACHIEVEMENT CHALLENGE PLAN

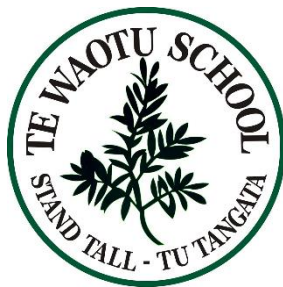


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Introduction

The Putaruru Community of Learning | Kāhui Ako is set in the small rural town of Putaruru and the surrounding districts. Our CoL consists of three schools - two contributing primary schools and one full primary.

The participating schools are *Lichfield Primary*, *Putaruru Primary* and *Te Waotu Full Primary*

In the July 2018 roll count the Putaruru CoL | KA has 417 students. 40% of students are Māori, 52% are New Zealand European and 8% are from other ethnic backgrounds. The percentage of Māori students within schools varies from 3% to 65 %.

				July 2018 Roll	Māori	% Māori	Pasifika	% Pacific
Sch ID	Putaruru - 3 Schools	School Type	Decile	417	165	40	5	0.2
1658	Putaruru Primary School	Contributing	2	206	133	65	2	1
1790	Lichfield School	Contributing	5	81	28	35	1	1
2025	Te Waotu School	Full Primary	7	130	4	3	2	2

Vision and Values

Our Vision

Growing successful learners, strengthening our learning community

Whakatipu ākongā kairangi, e whakakaha ana i to tātou hapori ako

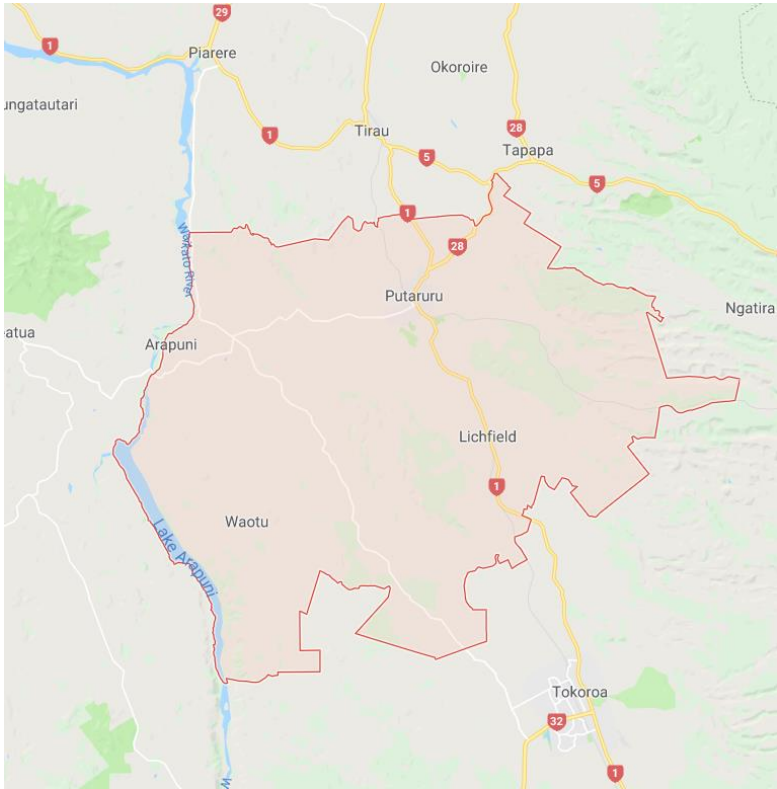
Our Values

All that we do will be underpinned by the values of

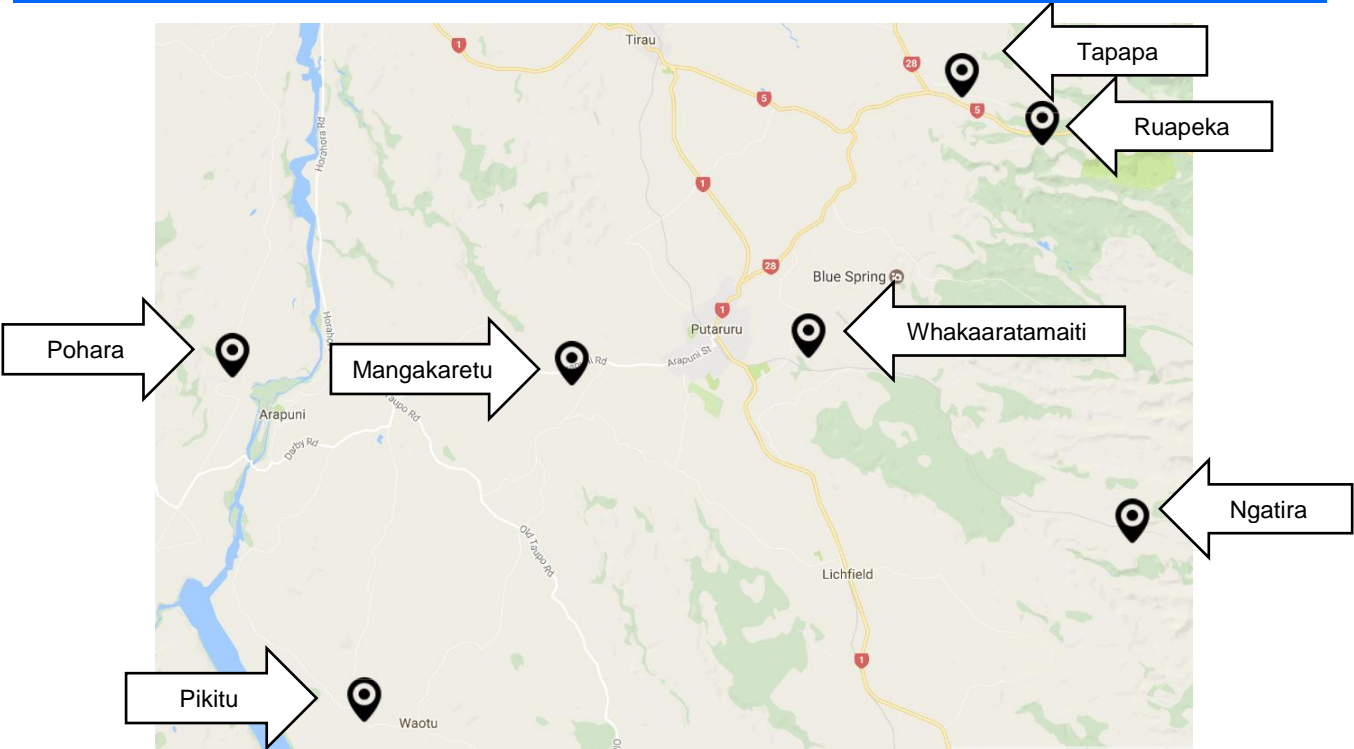
Respect – Whakaute

Integrity – Tapatahi

Map of Putaruru Community of Learning | Kāhui Ako



Map of Putaruru Marae



The schools of the Putaruru Kāhui Ako are situated within the rohe of Ngāti Raukawa. The schools all have links to 1 or more of the 7 local marae.

Collaboration

The Putaruru Kāhui Ako provides an opportunity for the community to work together to share our best educational practices designed to raise student engagement and achievement. In doing so we aim to celebrate successes in learning and address learning challenges as they arise.

We can build on past collaboration. As a group of schools, we have a long history of working together for the benefit of our students. We have had a strong Principals Association that meets regularly. Junior and senior cluster teacher groups have been running for many years. These groups meet once a term to share practice, moderate work or carry out professional development relevant to their areas of the school.

An ECE and Junior teacher group has been running in the district since 2009. Recently they have been working together to develop a common understanding of what they would expect each child to know at 5 years as they transition from Early Childhood Education to Primary School. We have introduced the concept of the Kāhui Ako with them and they are keen to be involved moving forward.

Our Journey

Our long history of working together will help us to form a very successful Kāhui Ako.

- Early in 2015 the Principals started exploring the idea of forming a Community of Learning in our district.
- The Principals held regular meetings and consulted with their Boards of Trustees.
- An Expression of Interest was sent to the Ministry of Education in July of 2015.
- 2016 was spent clarifying our ideas and coming to an agreement on how to move forward together.
- A combined Board of Trustee meeting was held in September 2016 to share the journey so far and to consult with the trustees.
- A combined schools staff meeting in October followed this meeting.
- A meeting with representatives from Raukawa was held.
- Principals, a Board chair and a representative from The New Appointment National Panel person were part of the appointment group for the lead principal.
- The Lead Principal was appointed in March 2017.
- Tirau Primary withdrew from the CoL in April 2017
- Regular CoL Principals meetings have continued to be held.
- The lead principal has attended Kāhui Ako Lead Principal Hui throughout 2017 and 2018
- We have consulted with Louis Armstrong, Cultural Education Lead, Education Representative from Raukawa.
- Putaruru College withdrew from the CoL in late 2017
- In May 2018 with Ministry of Education support Putaruru Primary, Te Waotu and Lichfield schools moved forward together to continue with the Kāhui Ako.
- In October 2018 the principals met with Louis Armstrong, Cultural Education Lead, Education Representative from Raukawa.

Iwi and Kāhui Ako Partnership

What are the aspirations of Iwi for Māori in education?

All three schools in the Putaruru Community of Learning/Kāhui Ako belong to a unique and interesting history, full of diversity, culture and turmoil. This history has been told through the Raukawa Iwi. Iwi are the holders of Māori cultural knowledge of Putaruru and the wider district. It is through and from Iwi that our Kāhui Ako can access the information and support necessary to provide effective education inclusive of Māori identity, language and culture.

We have been fortunate to engage and strengthen an authentic partnership with Raukawa through Louis Armstrong Raukawa; Cultural Education Lead. This has allowed us to collaborate and talk about the iwi aspirations they have for Māori in education.

Desired Outcomes For Raukawa:

- Students know who Raukawa are, know the significant sites and the stories behind them, know the genealogy of Raukawa and how it is significant to oneself.
- Students value who and where they are. They are able to build their own identity so they exhibit pride in knowing who they are and where they come from.
- Respect for their community. Students have a strong sense of community and contribute to the community through relating well to others in informal and formal situations in both Māori and non-Māori worlds.
- Schools celebrate significant Māori events i.e.: Te wiki o te reo Māori, Matariki, and utilise Raukawa to support these celebrations.
- The Waikato River is of cultural significance to Raukawa - Raukawa are able to support learning around the Waikato River and environmental issues it is facing.
- Utilise the resources Raukawa have written (children's books which share the stories of Raukawa)
- Alternative ways for students to practise their learning (homework can be imposing on families and can learning be less imposing).
- Ensure schools have a Cultural Diversity Policy - *Cultural diversity is one of eight principles in The New Zealand Curriculum that provide a foundation for schools' decision making. The principle of cultural diversity calls for schools and teachers to affirm students' different cultural identities, and incorporate their cultural contexts into teaching and learning programmes. (tki.co.nz)*
- Engage with parents/whanau - support and help how they can take an active part in their child's education.

Building students' identity, and pride in that identity, will lead to more students succeeding at a higher level.

Raukawa are in the process of creating a Mana Whenua Knowledge Framework. As a Kāhui Ako we have made a commitment to work with Raukawa on the proposed Kāhui Ako actions. The Raukawa priorities are reflected in the Putaruru Kāhui Ako High Level Plan in this document.

Kāhui Ako Actions

1. Develop a Kāhui Ako action plan to embed Raukawa specific information into the school curriculum through the Mana Whenua Knowledge Framework.
2. Report on progress of the Mana Whenua Knowledge Framework.
3. Engage with and involve ECE to be an active part of the collaborative Kāhui Ako action plan.
4. Develop a Raukawa tikanga policy to provide direction and guidance regarding Raukawa tikanga in Kāhui Ako schools.
5. Promote and support the Raukawa Workshops.
6. Promote whānau resources.
7. Support the development of Kāhui Ako promotions.

Putaruru Kāhui Ako ERO Report 2016

Common strengths include:

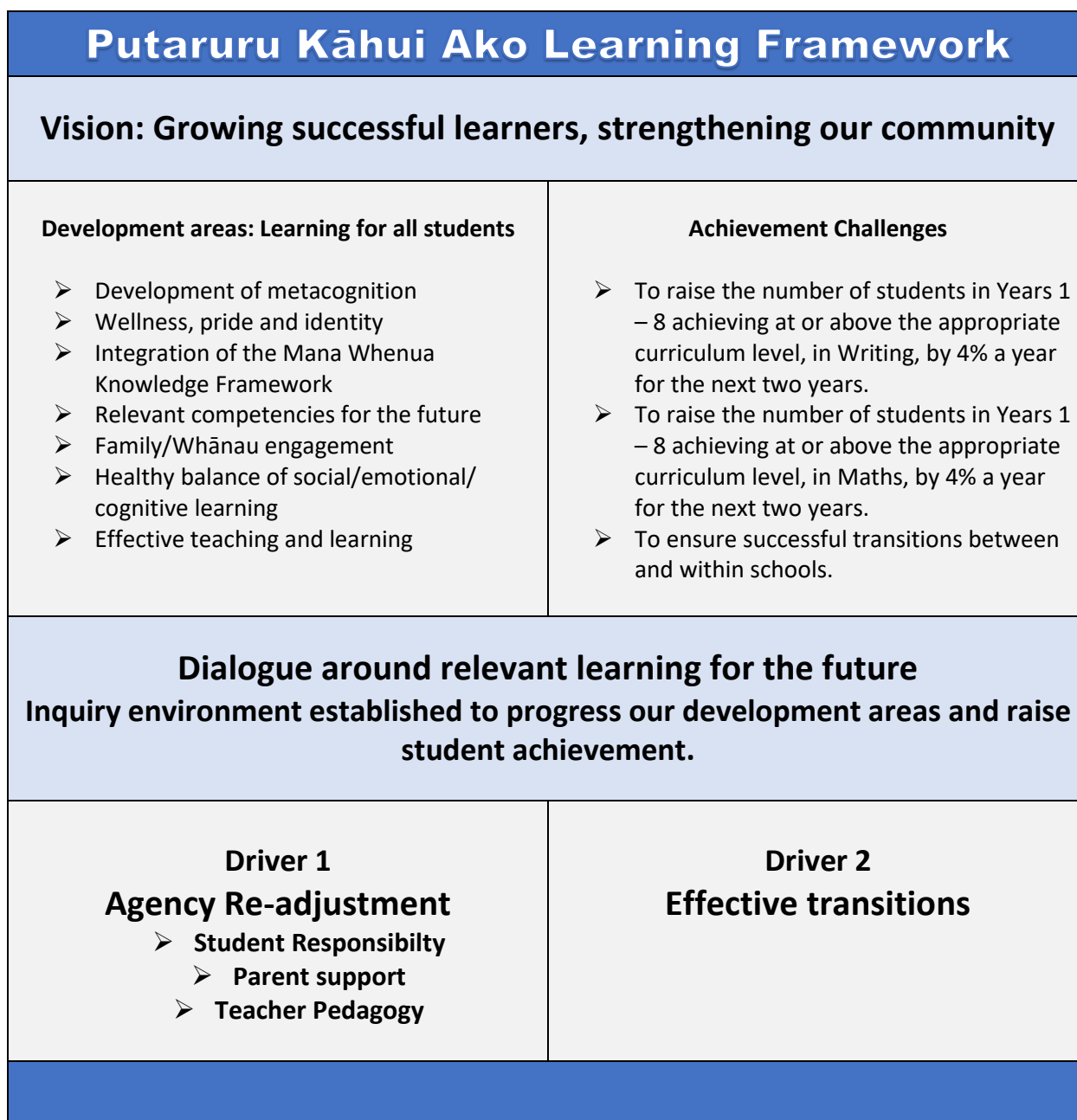
- effective governance in most aspects of school operations
- professional leadership providing clear school direction
- teachers making good use of achievement information
- students who experience a wide range of learning opportunities
- a high level of parental support for schools
- positive school cultures that promote student wellbeing

Areas for improvement include:

- developing agreed expectations for teaching programmes and practice
- strengthening student ownership of their learning
- continuing to develop and strengthen partnerships with local iwi to enhance the Māori perspective in the schools' curricula
- strengthening the interpretation and use of achievement data to inform self-review
- building the capability of leaders and teachers in raising student achievement

Putaruru Kāhui Ako Learning Framework

The Putaruru Learning Framework was developed through ongoing consultation with students, staff, whanau, Raukawa Iwi and analysis of achievement data across the three schools. This process is elaborated in this document as our Learning Framework diagram (below) is explained.



Explanation of our Learning Framework

Vision

The vision: “*Growing successful learners, strengthening our community*” was developed at the beginning of our journey by the school leaders. They envisioned a learning environment that best supported students to become successful learners both now and in to the future. The school leaders believe that by strengthening our community we would be better able to support our students in their learning.

Under the umbrella of our vision, we have selected our Development Areas, Achievement Challenges and Drivers for change as a result of the trends observed across our community of learning evidenced by the following:

- Achievement Data
- Consultation with students, whanau and staff
- Consultation with Raukawa

The principals from our Kāhui Ako began by looking at our 2017 National Standards data to identify our academic challenges. Then, from a survey of students, families and staff, as well as principals’ observations of activity and relationships in their schools, it became clear to the school leaders that transitions, student engagement and whānau engagement needed to be represented in our Achievement Challenges. The survey is discussed in this section.

Development Areas: Learning for All Students

Survey of Students, family/whanau and school staff

We surveyed our students, family/whānau and teachers to find out what they believe our children need to know to prosper and grow to become happy, healthy and successful learners now and in the future.

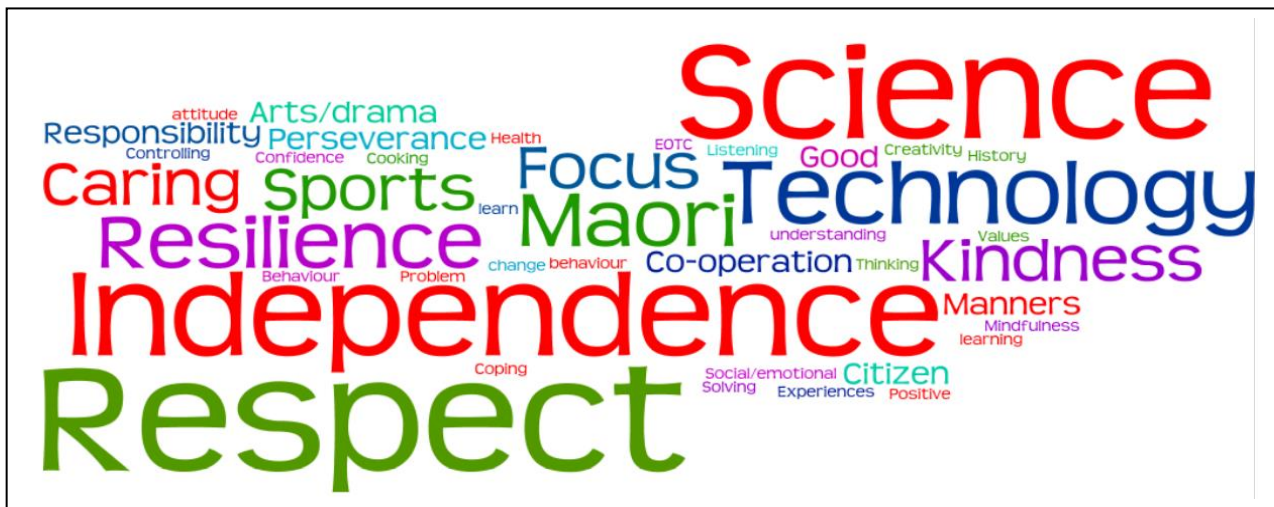
Respondents were approached personally and via an online survey. Responses came from a cross section of our community.

We asked all three groups the following 3 questions.

- What do we need our students to learn (in addition to the core areas of Reading, Writing and Maths)?
- What supports students to learn?
- What would make learning more effective?

Question One: What we need to learn.

What do we need our children to learn (in addition to the core areas of reading writing and maths)?



- Discussion of the information
 - Parents and students have indicated a considerable need for further understanding the place of metacognition in learning and that a great deal of development is required in this area. Students, as well as their parents, and teachers had diverse views about the value of meta learning. Parents and students indicated that they most highly valued knowledge content areas and were less familiar with the reflective and adaptative aspects of learning and associated competencies valued by teachers.
 - There appears to be a demand for a focus on wellness with many bells ringing in relation to a desire to create kind, caring communities. Some specific information made reference to mindfulness, understanding behavioural impacts, and stresses attached to managing behaviour. There was also a demand for student learning support with the diverse range of student needs that now exist within our community.
 - A concentration on content knowledge. Community responses were based on what education was like for parents.

- Framing for future learning
 - Increased focus on metacognition in addition to academic areas.
 - Curriculum re-design based on needs and interests.

The difference in view between school leaders and parents indicated that we need to engage in dialogue with the wider community and exchange information about our views of preparing students for the future environment that is different from the ones for which most parents and teachers would have experienced. This means that our focus needs might usefully shift from comprising primarily knowledge that robots can handle, to include metacognition, character and skills that stretch our learning beyond knowledge areas. The development of these foci can be progressed through learning-focused dialogue between leaders, teachers, students, families and whānau about what is relevant for the future.

Question Two: Support for student learning

What supports students to learn?



➤ Discussion of the information

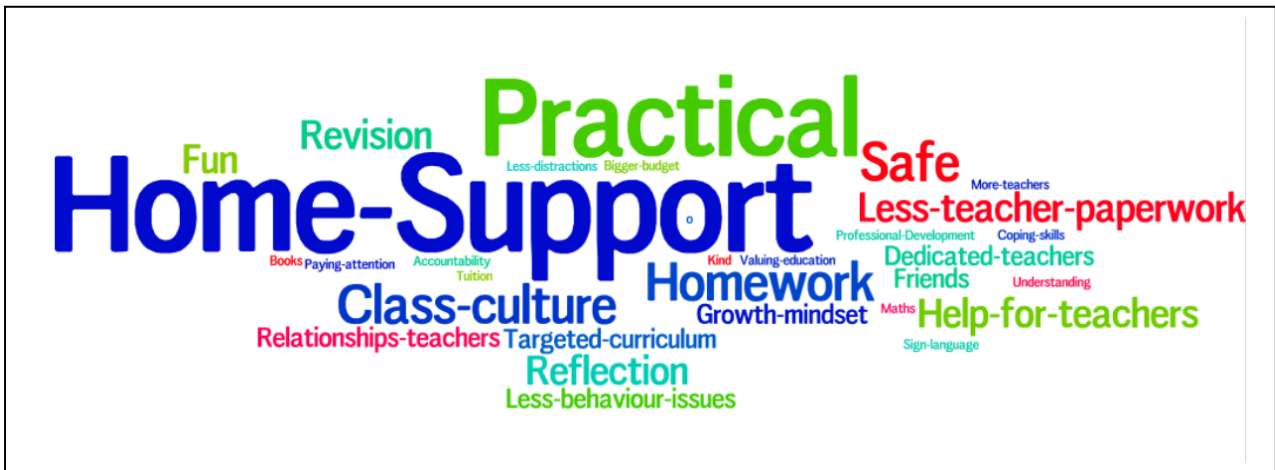
Question two provided valuable information about supporting students and also provided an opportunity to raise important questions for the Kāhui Ako moving forward.

- The role of the family, whānau is hugely important and showed double the ratings of next areas from teachers and parents.
- Positive support comes through, particularly from students.
- Quality and effectiveness of teachers is important for effective learning.
- The support of friends and classmates indicates a need to clarify the nature of friend/classmate interactions i.e. social, emotional, cognitive considerations.
- We all agree on the importance of family and whānau. We need to unpack the views of the stakeholders around learning supports. Do we share the same view? We need to ensure a shared understanding of effective support.
- The same could be said about the value of friends/colleagues. We also need to ensure there is a shared understanding of the value of friends and colleagues.

Considerable dialogue is required between leaders, teachers, students, families, whānau. Together we must learn about what we mean by effective teaching, quality family support, positive supports.

Question 3. Effective learning and teaching

What would make learning more effective?



➤ Discussion of information

- Importance in the role of the family and whānau in supporting student learning.
- Relevance, hands-on, fun learning – creating learning that has purpose.
- Relationships with teachers is critical.
- Teacher wellbeing was highlighted and will be considered as part of the ongoing work of the Kāhuo Ako.

Summary of survey results

The key messages emerging from the survey results were:

1. Traditional views of education are prevalent, in particular, views and valuing of metacognition in teaching and learning differ between teachers and student and their parents.
2. Respondents to the survey placed value on wellness of students and teachers.
3. Involvement of family/whānau was viewed as a strong determinate of learning.
4. Students are seeking positive support.
5. Quality teaching supports learning.
6. Supportive relationships support learning:
 - With peers
 - With teachers
7. Engagement is enhanced by relevant, fun, purposeful and hands-on learning activity.

It became apparent as we discussed the data from the survey that we need to have an open dialogue with our students, families/whānau and teachers around what is relevant learning for the future.

Ensuring we have the same understanding will help us to move forward as a united group.

ACHIEVEMENT CHALLENGES

Achievement Challenges

- To raise the number of students in Years 1-8 achieving at or above the appropriate curriculum level, in Writing, by 4% a year for the next two years.
- To raise the number of students in Years 1 – 8 achieving at or above the appropriate curriculum level, in Mathematics, by 4% a year for the next two years.
- To ensure successful transitions between and within schools

The first two challenges are based on data relating to the recent academic achievement of our students. Refer to Appendix One.

As principals, we used the analysis of our 2017 student achievement data from our 3 schools to set our achievement challenges. The data shows that a continual focus is needed on raising achievement in Writing and Mathematics across the Kāhui Ako. By raising the overall literacy and numeracy levels of Years 1 – 8 students we will help prepare them to succeed at NCEA Level 1, 2, 3 and as they move into further study or employment.

The third challenge is based on data reflecting student movement in and out of our schools, with one of the schools documenting a 66% and 71% turnover of students respectively per year for the last two years. Our Kāhui Ako intends to establish baseline data relating to transitions from Early Childhood providers via individual parent/caregiver contact.

For data relating to transitions within schools, we intend looking at critical points within the student pathway such as from Year 3 to Year 4 and from Year 6 to Year 7. We will be gathering achievement data to analyse with regard to the expected trajectory of progress. Our hunch is that currently there is a negative impact in terms of student achievement, as measured by curriculum expectations throughout the curriculum. Once data is collected and analysed, the exact figures will be identified. We aim to lift and ultimately eliminate any negative impact. Success will be indicated by more than 80% of students maintaining their expected trajectory by the end of 2020.

Analysis of 2017 National Standard Data

Analysis of our Putaruru Kāhui Ako National Standards data for 2017 shows that in all three areas of Reading, Writing and Maths we have approximately 30% of our students that are not achieving at the expected standard. There is an obvious disparity between Maori and European students and between boys and girls.

Reading

In reading 72% of all students are achieving at or above the expected level. There is a disparity between our Māori and European students and between our boys and girls. 67.2% of Māori are achieving at or above the expected level compared to 78.3% of Europeans while 68.1% of boys are achieving at the expected level compared to 76% of girls.

Writing

In Writing 67.5% of all students are achieving at or above the expected level. There is a disparity between our Māori and European students and between our boys and girls. 63% of Māori are achieving at or above the expected level compared to 72.1% of Europeans while 58.7% of boys are achieving at the expected level compared to 84.8% of girls.

Maths

In Maths 70% of all students are achieving at or above the expected level. There is a disparity between our Māori and European students and between our boys and girls. 62.4% of Māori are achieving at or above the expected level compared to 78.3% of Europeans. In this area it is the girls that are not doing as well as the boys with 71.8% of boys achieving at the expected level compared to 67.8 % of girls.

Drivers

Student engagement is an area that all schools have identified as an area of concern. We believe that increasing student engagement in their learning will lead to increased levels of achievement in both numeracy and literacy. In order to increase students' engagement in learning activity, we have proposed two drivers for our initial activity. We expect that if students and others involved in their learning are supported to take an active role in the teaching and learning activity and if the pathway through school is seamless and exciting, students will engage and succeed.

Driver 1 - Agency re-adjustment

The survey responses clearly showed that the participants believe that learning is a partnership between the student, the home and the school. Students will be encouraged and supported to take greater responsibility for their own learning. There will be a focus on developing effective pedagogy where teacher actions promote student agency. A focus on enhancing home school partnerships with family and whānau to establish a shared responsibility for promoting successful educational outcomes for all students. The three-way foci indicates a need for students, teachers and parents to make appropriate adjustments to their agency around the learning. Some will need to increase their responsibilities, others will need to step back and allow others to do more. These decisions will be an important part of the meta-cognitive conversations that are necessary over the next few years.

Driver 2 - Effective Transitions

A focus on improving understanding of important transitions points within our Community of Learning to ensure effective transitions and a seamless learning pathway. Developing a better understanding of the range of transitions our learners move through in their learning will enable us to focus on creating coherence. Our local Early Childhood/Junior Teachers group have been working together for many years. In 2017 they were working to develop a common understanding of what they would expect each child to know at 5 years as they transition from Early Childhood Education to Primary School. We aim to build on this initial work to ensure the transition of our children from ECE to primary, from level to level, school to school and primary to secondary is as seamless as possible.

High Level Plan

The high level plan that will guide more specific Kāhui Ako activity has been informed by review of academic data, student, parent/whanau and teacher survey and consultation with Raukawa Iwi. Inquiries and collaborations will be established to understand more about and progress the two achievement challenges and the two drivers we have identified. While the inquiries and collaborations will involve a broad and open process, the key development areas identified through the survey will be considered as possible dimensions to explore. These are:

- Development of metacognition
- Wellness, pride and identity
- Integration of the Mana Whenua Knowledge Framework
- Relevant competencies for the future
- Family/Whānau engagement
- Healthy balance of social/emotional/ cognitive learning
- Effective teaching and learning

The process of progressing these development areas and the achievement challenges that we have prioritised at this time will comprise three phases.

- a. The first phase is to explore the learning environment from the viewpoint of those involved (e.g. students, family/whānau, teachers and community) and identify some key influences on learning in the selected inquiry area.
- b. The second phase will involve implementing collaborative practices associated with these key influences to find out what is effective.
- c. In the third phase we will diffuse the useful ideas through the Kāhui Ako and embed them in our everyday teaching and learning activity.

There is no fixed length to each phase as this will depend on the nature and extent of the inquiry. For example, some inquiries and collaborations may take only part of a year while others may extend over 2-3 years (e.g. Transition).

The measures noted in the High Level Plan are those that we will use to determine overall success of our achievement challenges. Those conducting inquiries will use specially selected measures to determine the immediate success of practices, events or environments. These will be determined by the tasks at hand and may include quantitative and/or qualitative information.

LEARNING AREA 1: Writing

GOAL: To raise the number of students in Years 1 – 8 achieving at or above the appropriate curriculum level, in Writing, by 4% a year for the next two years.

Phase 1: Inquire and analyse	Phase 2: Trial and evaluate	Phase 3: Diffuse and Embed
Form collaborative inquiry groups to: <ul style="list-style-type: none"> Discover what supports students to engage in writing. Identify practices associated with writing success. Explore the various ways writing can be assessed and monitored. 	Implement and review practices identified through inquiry and analysis as probably supports for writing. Draw conclusions from the implementation about supportive practices.	Share knowledge about supportive practices and activity with the Kāhui Ako through the leader/ASL/WSL structure. Work with school staff to embed the supportive practices into regular teaching and learning.

MEASURES:

Writing achievement will be measured using data gathered from teacher observations, learning progressions, and writing samples, to make an OTJ against the expected curriculum level. These were the measures used to make teacher judgements for the data used as baseline.

LEARNING AREA 2: Mathematics

GOAL: To raise the number of students in Years 1 – 8 achieving at or above the appropriate curriculum level, in Mathematics, by 4% a year for the next two years.

Phase 1: Inquire and analyse	Phase 2: Trial and evaluate	Phase 3: Diffuse and Embed
Form collaborative inquiry groups to: <ul style="list-style-type: none"> Discover what supports students' engagement and motivation in mathematics Identify practices associated with mathematics success. 	Implement and review practices the inquiry and analysis process suggested may supports for mathematics. Draw conclusions from the implementation about supportive practices.	Share knowledge about supportive practices and activity with the Kāhui Ako. Work with school staff to embed the supportive practices into regular teaching and learning.

MEASURES:

Mathematics achievement will be measured using data gathered from JAM, Gloss, PAT, e-asTTle, teacher observations, learning progressions and maths samples to make an OTJ against the expected curriculum level. These were the measures used to make teacher judgements for the data used as baseline.

LEARNING AREA 3: Agency re-adjustment

GOAL: To support students, teachers and parents/whanau to assume agency in relation to learning and teaching.

Phase 1: Inquire and analyse	Phase 2: Trial and evaluate	Phase 3: Diffuse and Embed
<p>Form collaborative inquiry groups. Collaborators may consider some or all of the following questions in their inquiries.</p> <ul style="list-style-type: none"> • Find out what people understand as agency • What are the indicators of agency for students? • Consider how the concept of agency aligns with the Mana Whenua Knowledge Framework • Learn about relevant cultural perspectives on agency • Explore the skills, knowledge and attributes students need to take agency • Discover how teachers can be supported to collaborate with students around learning • Learn about how parents can take agency in supporting their students to take agency • Devise ways we can measure agency using the indicators of agency we identify 	<p>Establish learning environments to encourage and support student, teacher and parent/whānau agency based on what was discovered in Phase 1.</p> <p>Draw conclusions about supports for agency for students, teachers and parents/whānau.</p>	<p>Share knowledge about supportive practices and activity with the Kāhui Ako.</p> <p>Work with school staff to embed the supportive practices into regular teaching and learning.</p>
<p>MEASURES:</p> <p>During phase 1 indicators of student agency are to be developed. Brief survey of teachers and parent/whānau agency developed.</p>		

LEARNING AREA 4: Transitions

GOAL: To improve understanding of important transitions points within our Community of Learning to ensure effective transitions and a seamless learning pathway.

Phase 1: Inquire and analyse	Phase 2: Trial and evaluate	Phase 3: Diffuse and Embed
<p>Form collaborative inquiry groups to:</p> <ul style="list-style-type: none"> • Find out about students' experience of transition across ECE/Primary, Primary/High School, School to School and within school. • Discover what supports students' pride and identity development during transition • Learn about what teachers think supports transition • Find out what parents/whānau think supports successful transition. • Examine current research about transitions. <p>Identify key supports for transition.</p>	<p>Share understandings about key supports for transition. Work with teachers across transition points to support students as they move from one setting to another.</p> <p>Conduct follow-up interviews/surveys to make decisions about which practices support smooth transition.</p> <p>Draw conclusions about practices that supports transition.</p>	<p>Share knowledge about supportive practices and activity with the Kāhui Ako.</p> <p>Work with school staff to embed the supportive practices into regular teaching and learning.</p>

MEASURES:

To be determined but will include student, teacher and parent/whānau voice rubrics as well as snapshots of academic progress.

Implementation, Monitoring and Evaluation

Our implementation approach is to co-construct the way forward with our community, not pre-determine things for them. We have already engaged our community to construct the learning framework. We view the framework as a beginning point to start collaborative conversations and drive activity aimed to set up our students for positive futures.

Upon endorsement of this document, we will appoint our new teams of across and within school leads and immediately bring them together with our existing lead teams (Principals, APs, DPs) to discuss our framework and agree on how best to disseminate the ideas across our community. Our inclusive process will probably lead to some adaptations as sense is made of the document.

As indicated in our High Level Plan, we anticipate teachers forming interest groups around learning areas outlined in the framework. Those interest groups could be collaborative inquiry groups, communities of practice, collaborations involving performing arts, culture and identity explorations, environmental improvement projects or other forms of collaboration. Whatever form of collaboration Kāhui Ako members choose to participate, it must serve the purpose of generating new knowledge that can be shared across and even beyond our immediate community.

Measuring effectiveness will be a multi –tiered activity.

Tier one – Participant evaluation. The interest groups that form (teachers with students, families & whānau) will be encouraged to set targets. We will also encourage the groups to use relevant qualitative and quantitative data gathering approaches to monitor progress. Informal and small-scale collaborative activities may have little or no tracking but involve simply enjoying collaborative learning. Formal, long term and high investment ventures (PLD or inquiry funded time and TLIF) will involve participants in more elaborate evaluative measures.

Tier two – Strategic leader evaluation. This type of evaluation concerns the identification of outstanding practice and spreading it across the community. An important part of the across and within teacher roles will be to keep an eye on the collaborative learning activities within and across the schools and out into the communities and support participants to identify effective and inspirational practice. This task is about identifying the gems in learning, which could be teacher practice, student learning practice or parent support practice. The gems could be identified through Student Voice, Teacher Voice, Whānau Voice, student achievement measures, and changes in pedagogy and school practices or culture. Once gems are identified, the across and within school leads' responsibility will be to support inspirational teachers, students, families and whānau to share the knowledge with strategic leaders. Strategic leaders will then make decisions about the best way to diffuse the gems through the community. It is possible that this process will involve resource adaptations. This strategic tier of evaluation focuses strongly on design and diffusion across schools and with community. The lead principal will work with the across and within school leaders to develop an effective model for evaluation.

Appraisal of the new roles will focus on;

- Supporting collaborative activities with and across schools and out into the communities
- Identifying practice gems in learning, teaching and parenting
- Designing ways to diffuse gem practices across the communities
- Ensuring the gems practices are understood and embedded into everyday learning practices

The Kāhui Ako lead principal and across and within school leaders will fine-tune the implementation and evaluation approach.

Reporting

The Kāhui Ako Leader will work with the Across and Within-Schools Teachers in the preparation of reports for Boards of Trustees to be supplied regularly through the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising

Charters

The community's achievement challenges will be reflected in each schools' Charter for 2019.

Performance Management

Each employing board is responsible for the appraisal of the Kāhui Ako Leader, the across school and the within-school teachers.

The Kāhui Ako leader and the across school teacher will have a goal in relation to the Kāhui Ako.

At the end of two years there will be an external appraisal undertaken for the lead principal with input from NANP.

Learning Support

Support will be provided through regular school and Kāhui Ako systems to assist all students within our Kāhui Ako to attend school, engage in school activities and to fully access the curriculum. The schools will partner with the students, their families and agency professionals to foster, learning, equity and inclusion.

Comprehensive individual learning plans cater for children with additional learning needs. Some students may require extra support for learning. Special Education Needs Coordinators (SENCO's) will collaborate with family/whānau to access assistance with programmes or resourcing from Resource Teachers of Learning and Behaviour (RTLB), Resource Teacher of Literacy (RTLit) and the Ministry of Education Learning Support Advisors.

Code of Conduct

1. All members of the community will undertake to supply data, read documentation and contribute to discussions in a constructive and informed manner.
2. All members of the community will value new learning and treat all new information in a professional manner.
3. All participants will be respectful of each other's views and opinions.
4. In case of a dispute or breakdown of communication, issues will be referred to the leaders of the community. Where the leaders are involved or are unable to resolve differences the other members (Principals) will meet to find a solution and way forward.
5. All positions of responsibility agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.
6. The appointment of teachers to across school positions will involve the collective wisdom of all the leaders in which an appointee shall work.
7. Decisions will be made by group consultation, collaboration and general consensus.
8. The achievement challenges will be relevant for most schools. Where one school does not fit with these challenges an amended challenge may be proposed.
9. To ensure there is consistent and regular flow of communication, if the Principal cannot attend meetings then a delegated representative will be appointed. This representative will have full authority to make decisions related to the Kāhui Ako on the schools behalf.

Appendix 1

National Standards 2017

Maths	Well Below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	No.
All students	27	7.18	86	22.7	236	62.7	27	7.18	376
Māori	19	11.3	44	26.1	96	57.1	9	5.3	168
Pacific	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	5
Asian	0	0	4	40	5	50	1	10	10
NZE/Other	6	3.1	35	18.4	132	69.4	17	8.9	190
Male	12	6.25	42	21.8	120	62.5	18	9.3	192
Female	15	8.1	44	23.9	116	63	9	4.8	184
After 1 year	1	1.5	6	9.5	55	87.3	1	1.5	63
After 2 years	5	8	8	12.9	41	66.1	8	12.9	62
After 3 years	1	1.8	17	32	32	60.3	3	5.6	53
End of Year 4	4	6.1	21	32.3	36	55.3	4	6.1	65
End of Year 5	8	13.3	14	23.3	33	55	5	8.3	60
End of Year 6	6	10.9	15	27.2	32	58.1	2	3.6	55
End of Year 7	1	10	2	20	5	50	2	20	10
End of Year 8	1	12.5	3	37.5	2	25	2	25	8

National Standards 2017

Maths	Below & Well Below	
	No.	%
All students	113	29.8
Māori	19	37.4
Pacific	Redacted	Redacted
Asian	4	40
NZE/Other	41	21.5
Male	54	28
Female	59	32
After 1 year	7	11
After 2 years	13	20.9
After 3 years	18	33.8
End of Year 4	25	38.4
End of Year 5	22	36.6
End of Year 6	21	38.1
End of Year 7	3	30
End of Year 8	4	50

National Standards 2017

Reading	Well Below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	
All students	28	7.4	77	20.4	222	59	49	13	376
Māori	20	11.9	35	20.8	103	61.3	10	5.9	168
Pacific	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	5
Asian	0	0	2	20	6	60	2	20	10
NZE/Other	7	3.6	35	18.4	112	58.9	37	19.4	190
Male	18	9.3	43	22.3	108	56.2	23	11.9	192
Female	10	5.4	34	18.4	114	61.9	26	14.1	184
After 1 year	2	3.1	20	31.7	36	57.1	5	7.9	63
After 2 years	6	9.6	3	4.8	43	69.3	10	16.1	62
After 3 years	4	7.5	12	22.6	31	58.4	6	11.3	53
End of Year 4	6	9.2	16	24.6	35	53.8	8	12.3	65
End of Year 5	5	8.3	13	21.6	37	61.6	5	8.3	60
End of Year 6	4	7.2	12	21.8	29	52.7	10	18.1	55
End of Year 7	1	10	0	0	7	70	2	20	10
End of Year 8	0	0	1	12.5	4	50	3	37.5	8

National Standards 2017

Reading	Below & Well Below	
	No.	%
All students	105	27.8
Māori	55	32.7
Pacific	Redacted	Redacted
Asian	2	20
NZE/Other	42	22
Male	61	31.6
Female	44	23.8
After 1 year	22	34.8
After 2 years	9	14.4
After 3 years	16	30.1
End of Year 4	22	33.8
End of Year 5	18	29.9
End of Year 6	16	29
End of Year 7	1	10
End of Year 8	1	12.5

National Standards 2017

Writing	Well Below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	No.
All students	28	7.4	94	25	228	60.6	26	6.9	376
Māori	19	11.3	43	25.5	101	60.1	5	2.9	168
Pacific	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	5
Asian	0	0	2	20	6	60.0	2	20.0	10
NZE/Other	7	3.6	46	24.2	118	62.1	19	10.0	190
Male	19	9.8	60	31.2	105	54.6	8	4.1	192
Female	9	4.6	34	18.4	123	66.8	18	9.7	184
After 1 year	3	4.7	10	15.8	47	74.6	3	4.7	63
After 2 years	6	9.6	6	9.6	44	70.9	6	9.6	62
After 3 years	4	7.5	16	30.1	29	54.7	4	7.5	53
End of Year 4	6	9.2	22	33.8	35	53.8	2	3.0	65
End of Year 5	1	1.6	22	36.6	33	55.0	4	6.6	60
End of Year 6	6	10.9	11	20.0	34	61.8	4	7.2	55
End of Year 7	2	20.0	3	30.0	3	30.0	2	20.0	10
End of Year 8	0	0	4	50.0	3	37.5	1	12.5	8

National Standards 2017

Writing	Well Below/Below	
	No.	%
All students	122	32.4
Māori	62	36.8
Pacific	Redacted	Redacted
Asian	2	20
NZE/Other	53	27.8
Male	79	41.0
Female	43	23.0
After 1 year	13	20.5
After 2 years	12	19.2
After 3 years	20	37.6
End of Year 4	28	43.0
End of Year 5	23	38.2
End of Year 6	17	30.9
End of Year 7	5	50.0
End of Year 8	4	50.0