

Ngā Kura mo te ako o Whangarei

Community of Learning | Kāhui Ako (Group 2)

ACHIEVEMENT CHALLENGES

2019 - 2021

Collaborative Pathways Empowering Learners

Ngā ara mahi tahi i whakamana ngā ākonga



MAUNU SCHOOL

To develop the lifelong joy of learning

Kia tupu pūmau te hākoā mītauranga



Onerahi Primary School

Together We Shape Our Future



Otaika Valley School

Together we grow

Respect • Unique • Responsibility • Up to Me



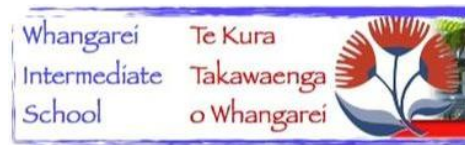
**WHANGAREI
PRIMARY SCHOOL**



WHANGAREI HEADS SCHOOL
SINCE 1855



Morningside School Empowering Learning · Whakamana Akoranga



Whangarei Te Kura
Intermediate Takawaenga
School o Whangarei



WHANGAREI BOYS' HIGH SCHOOL
DEVELOPING BOYS INTO FINE MEN

Geckos Early Learning Centre	Geckos (The Nest) Early Learning Centre	Okara Educare	Norfolk Street Educare	He Waka Eke Noa
BestStart Maunu Village	BestStart Westend Kindy	Giggles Learning Centre	Hora Hora Kindergarten	Mairtown Free Kindergarten
Manaia View Kindergarten	Raumanga Kindergarten	Onerahi Free Kindergarten	Parihaka Kindergarten	Stepping Stones Preschool
KiwiKids Early Learning Centre	Three Little Birds Mill Road	Kereru Kindy Too		

Our Vision

Collaborative Pathways Empowering Learners

Ngā ara mahi tahi i whakamana ngā ākonga

Our Goals

Strengthen student competency and confidence through increased language skills

Strengthening student wellbeing for success

Strengthen learning pathways that promotes bi-culturalism and the cultural identity of our learners

ACHIEVEMENT CHALLENGE

Oral and Written Language

From ECE to Year 13, students confidently and competently working at the required entry level of the NZ Curriculum at key transition points

ACHIEVEMENT CHALLENGE

Hauora

Develop a common knowledge and understanding around HEART (Hauora, Engagement, Achievement, Retention and Transition) to support and sustain student wellbeing through their education pathway

ACHIEVEMENT CHALLENGE

Culturally Responsive Pedagogies

Build learning capacity and achievement around the use of culturally responsive pedagogies underpinned by a growth mind-set

OUTCOME

To enable every student to achieve at their highest potential by supporting student wellbeing; equipping them with the expected skills and dispositions for a successful transition from ECE into primary; and working at the expected National Curriculum level at the point of transition between primary school to intermediate, and on to secondary school.

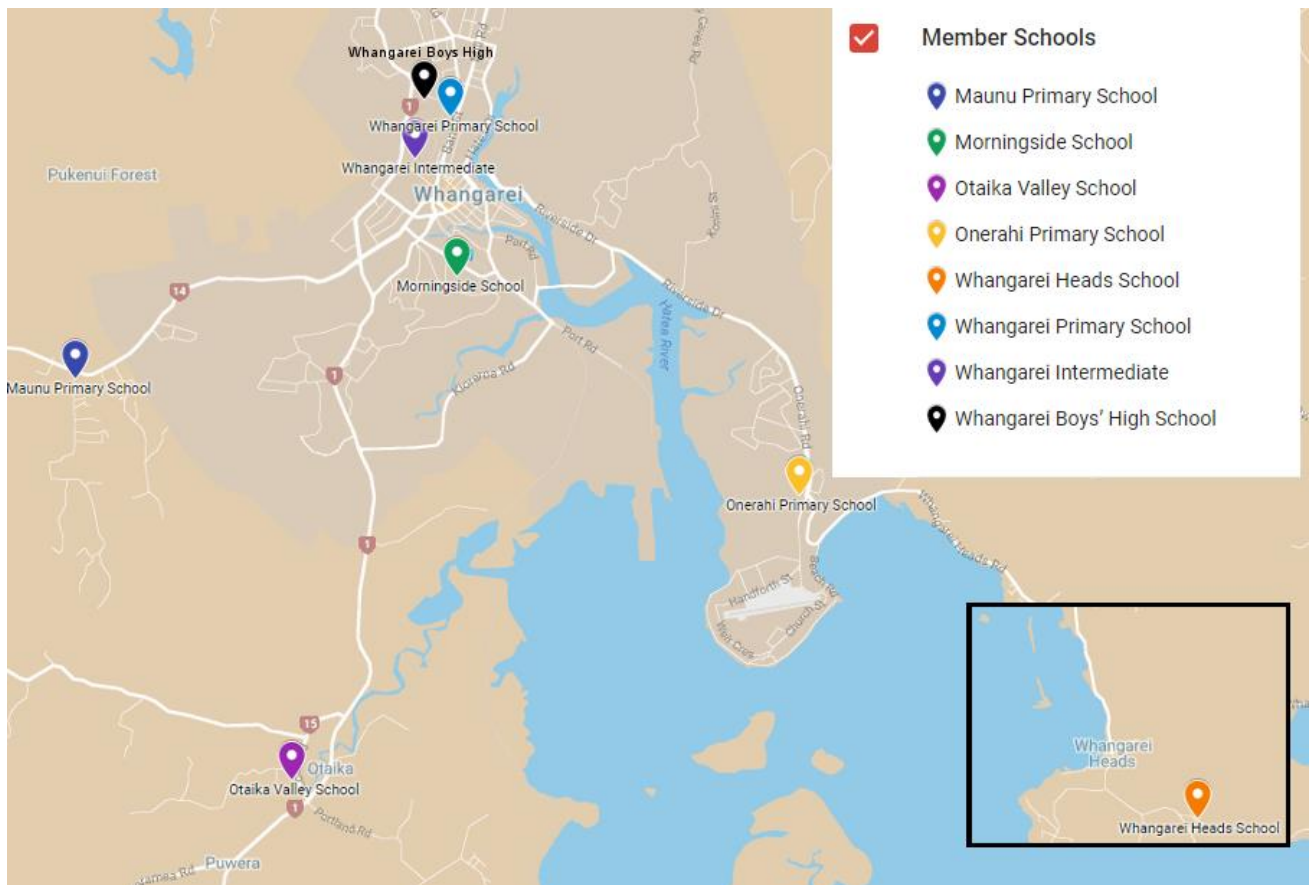
Our Profile

Overview:

The Whangarei Kāhui Ako (Group 2) is made up of eight schools located in Whangarei City, and 18 early childhood education centres (ECE). Five schools are contributing primary schools, one is a full primary school, one is an intermediate school and one is a boys' high school.

The member schools and ECE are spread out across a radius of 17km around central, eastern, and southern Whangarei. There has been some collaboration between a number of the ECE and schools, in terms of developing transition programmes. Five of the schools are part of the Whangarei Asian Languages Cluster.

Most of the children from the primary schools in the CoL | Kāhui Ako transition to Whangarei Intermediate School and then to a variety of secondary schools in the Whangarei District.



Our Community:

The Whangarei Kāhui Ako (Group 2) is a large community of learning, with 3,835 students. The Whangarei district has experienced a significant growth in its population over the past three years, with many families returning to Northland as a result of increased employment opportunities and more affordable housing than that which is available in larger centres such as Auckland. There has been a similar growth in the number of families that are new to the region, including immigrant families for whom English is not their first language. It is anticipated that this group will increase for socio and economic reasons.

European/Pakeha are the largest demographic group with 48%, closely followed by Māori who make up 41% of our Kāhui Ako' population. There is a small, but growing number of children from families who have immigrated to New Zealand in recent years, representing 7% of our school enrolments.

Ethnicities data April 2018

	Total	European	Māori	Pasifika	Asian	MELAA	Other	Intern-ational
Maunu School Decile 8	326	213 65%	50 15%	8 2%	46 14%	9 2%	0	0
Morningside School Decile 3	332	108 32%	203 61%	11 3%	5 1%	5 1%	0	0
Onerahi School Decile 4	526	265 50%	218 41%	12 2%	19 3%	12 2%	0	0
Otaika Valley School Decile 4	152	108 68%	37 23%	3 2%	2 1%	2 1%	0	0
Whangarei Boys High School Decile 5	1160	592 51%	462 39%	30 2%	50 4%	14 1%	5	7
Whangarei Heads School Decile 8	108	97 89%	7 6%	0	2 1%	1	1	0
Whangarei Intermediate Decile 4	645	252 39%	332 51%	24 3%	28 4%	6	3	0
Whangarei School Decile 4	586	237 40%	253 43%	31 5%	53 9%	5	0	7
All Schools in Kāhui Ako	3835	1872 49%	1562 40%	119 3%	205 5%	54 1%	9	14

Education Review Office Report

The Education Review Office report on the Whangarei CoL | Kāhui Ako (Group 2) (July 2017)¹ noted the following common strengths and areas for improvement.

Common strengths include:

- Positive working relationships with whānau, including developing partnerships focused on student learning.
- Internal evaluation that guides strategic planning.
- Curricula designed to develop the whole person.
- Support for developing teachers' capability to help learners whose progress needs to be accelerated.
- Inclusive school cultures that celebrate student diversity.
- Well-led and governed schools.

¹ ERO (2017). Nga Kura mo te ako o Whangarei Community of Learning | Kāhui Ako (Group 2)

Our Vision

Collaborative Pathways Empowering Learners

Ngā ara mahi tahi i whakamana ngā ākonga

That our learners are competent and confident communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. As a Kāhui Ako, we recognise the critical importance of the collaborative partnerships that exist between our ECE, schools, whanau, and wider community in effecting a smooth and continuous learning journey for our young people.

It is our job to work collectively to make sure that the well-being of children and students is supported – whether they are at home, in the community or at school in order to meet the conditions needed to help them learn, grow, and develop a positive sense of self.

Outcomes

A review of our achievement data for the years 2016 and 2017 demonstrates an average of 72% of our students were achieving at or above in writing across the two years, while an average of 78% achieved at or above in both Reading and mathematics. A review of NCEA data across the two years demonstrates that an average of 79% of students achieving Level 2 or above.

Our ideal is to have at least 82% of Year 1-13 learners achieving at or above the expected level for their ages in the foundation areas of reading, writing and maths. This goal will be achieved by supporting student wellbeing; equipping them with the expected skills and dispositions for a successful transition from ECE into primary; and working at the expected National Curriculum level at the point of transition between primary school to intermediate, and on to secondary school.

Rationale for shared Achievement Challenges

The Whangarei Kāhui Ako (Group 2) is committed to providing equitable opportunities for all students across the learning pathway and have developed achievement challenges which align to our school wide targets for increasing levels of student engagement, and raising both progress and achievement for all learners.

An extensive analysis of the data was carried out at a range of levels using National Standards and NCEA results from 2016 and 2017. While much of the data up to NCEA Level 2 was in line with national averages, other data related to student engagement indicates that more can be done to realise our Kāhui Ako vision of educating empowered learners. Although the results for Māori boys are improving, there is an academic achievement gap between Māori boys and their non-Māori counterparts, particularly in measures such as university entrance and Level 3 endorsements. A review of the last three years of data from 2015 – 2017 demonstrates

that attendance and retention are consistently lower than the national average across the sector, while stand-downs, suspensions and exclusions are higher.

Research tells us that wellbeing, or lack thereof, has a clear influence on student attendance and engagement; and in turn, academic achievement (Hancock, et al; 2013. Ireland-Smith, 2017). Similarly, the evidence is clear that completion of upper secondary education is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community. It is therefore imperative that our Kāhui Ako act to ensure learning is relevant and challenging for our students, particularly for 'at risk' learners. We need to set high expectations and work together as a community to promote student wellbeing, and resilience to equip them with their own positive strategies they need to become lifelong learners.

As a Kāhui Ako, we have identified three core achievement challenges that are designed to fulfil our shared vision of '*Collaborative Pathways Empowering Learners*':

1. Strengthen student competency and confidence through increased language skills

Competency and confidence in all aspects of language and literacy has been identified as a key area of need for the learners in our Kāhui Ako. This is borne out in our National Standards data where writing is clearly the weakest of the three disciplines, particularly for boys. Concerns exist at secondary level that some of our Year 9 students are not adequately equipped with the oral language and writing skills required in this phase of their education to access the complexities of the New Zealand Curriculum. This concern is shared by school leaders at each transition phase in the learner's pathway.

A review of transition data, i.e. students transitioning from Year 6 into Year 7 (intermediate) and Year 8 into 9 (secondary), suggests a disconnect in the expectations that students encounter at the subsequent level in their educational pathway in writing. Whereas 18.2% of learners are identified as being below their expected level at the end of Year 6, double this number (36%) are identified as being below in the Year 7 mid-year data. At the time of entry testing in Year 9, this figure balloons to 56% of learners working at below their expected level in writing.

Consensus exists from ECE through to secondary level that limited oral language skills is a key contributing factor to underperformance for many of our students. While this is most evident in writing, we recognise that developing oral language skills and increased vocabulary will have a major impact on all aspects of learning.

To address these concerns, school leaders and teachers will develop appropriate programmes to equip students with the oral language, vocabulary and writing skills required at each phase of their educational pathway, and to support the growth of language acquisition to reduce the negative impact on learning.

Achievement Challenge: Oral & Written Language

From ECE to Year 13, Students confidently and competently working at the required entry level of the NZ Curriculum at key transition points

2. Strengthen student wellbeing for success

Data related to student engagement indicates that more deliberate focus is required to realise our Kāhui Ako vision of empowering learners. A review of the last three years of data from 2015 – 2017 demonstrates that attendance and retention are consistently lower than the national average, while stand-downs, suspensions and exclusions are higher. The drop in academic achievement data for a number of our students as they move through their educational pathway also amplifies this concern around student wellbeing.

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences (Noble & Wyatt; 2008).

Given the critical importance that student wellbeing plays, the starting point for achieving this strategic goal will be to complete an inquiry in 2019 into our practices with the support of an external expert to identify best practice. The inquiry findings will be used to identify specific interventions that can be used over the subsequent two years to raise outcomes. Our aim is to foster a shared definition of what wellbeing is across our Kahui Ako, and to agree ways of sharing expertise and practices amongst schools; particularly with the view of creating greater continuity and alignment in practices.

A related key factor in addressing concerns around wellbeing, engagement and achievement can be addressed through strengthened transition processes. We recognise that poor transition can create anxiety, social issues, or disengagement, impacting learning and achievement. To create ideal conditions for seamless transitions, we similarly recognise that there are social and academic issues that need to be addressed in order to: develop a sense of belonging; build resilient behaviours; and increase motivation, academic performance, relationship development and group cohesiveness. Our Kāhui Ako will work collaboratively to inquire and develop systems and processes that ensure the wellbeing of students is the paramount priority. Our aim is to design an effective seamless learner curriculum pathway where:

- Effective strategies to build wellbeing of students in the school context will be developed and shared
- Strategies are developed to more effectively communicate and collaborate with external agencies and family/whanau to ensure all students receive effective and timely support.
- Learning links across educational environments will be strengthened by robust dialogue, learning conversations and data from students, parents and whanau around their transition experiences and students experience culturally responsive approaches across all aspects of their schooling
- Across sector sharing of information through the transition points - feedback, data and next steps will be rigorously operationalised and embraced

Achievement Challenge: [Hauora](#)

Develop a common knowledge and understanding around HEART (Hauora, Engagement, Achievement, Retention and Transition) to support and sustain student wellbeing through their educational pathway

3. Strengthen learning pathways that promotes bi-culturalism and cultural identity of our learners

Māori represent a significant part of our school population at 41% of school enrolments. There is also a steadily growing population of children from immigrant families, currently representing 7% of enrolments. As a Kāhui Ako, we recognise that efforts to improve student engagement and to raise achievement can only be achieved if we acknowledge that all participants in the classroom are culturally located individuals and that all interactions and learning are culturally defined.

A key goal for our Kāhui Ako is to focus on developing culturally competent teachers who are able to use the learner's culture(s) as resources to inform and facilitate teaching and learning process, further strengthen relationship building, and to create an enabling environment that promotes a strong sense of identity and confidence. Our aim is to build learning capacity, coupled with a growth mind-set that all learners can and will succeed. We understand that leader and teacher pedagogies will need to continue to develop and change in order to engage and motivate learners.

Because we do not have a clearly defined understanding of the approaches that each school is utilising in relation to culturally responsive pedagogies, the starting point for achieving this strategic goal will be to undertake an inquiry in 2019 into our practices with the support of an external expert to identify best practice. The inquiry findings will be used to identify specific interventions that can be used over the subsequent two years to raise outcomes. Our aim is to foster a shared definition of what culturally responsive practice is across our Kahui Ako, and to agree ways of sharing expertise and practices amongst schools; particularly with the view of creating greater continuity and alignment in practices.

Achievement Challenge: Culturally Responsive Pedagogies

Build learning capacity and achievement around the use of culturally responsive pedagogies underpinned by a growth mind-set

The key purpose of Kāhui Ako is to work collaboratively to raise student achievement. Crucial to this process are the drivers of change that will focus our collaboration. Teacher inquiry, and the work of in-school and across school teachers working in partnership will drive our school transformation and improvement efforts. This approach is founded on the theory that to address student learning needs, we can no longer depend on individual effort, but on the collective expertise and experience brought about by a team of educators working together around a shared challenge and/or opportunity.

Our shared vision, goals and achievement challenges will be addressed through a coordinated and collective effort that focuses on sustained growth and improvement to ensure greater on-going success for all learners in our Kāhui Ako. We anticipate that our appointed across school leaders will take responsibility for these three key goals and work with the 'within school' leaders and a governance group of the principals to coordinate and establish new ways of working with a focus on bringing about changes in student outcomes and engagement. A key set of tools and data base will be established in order to track and monitor the interventions so that there is a set of evidence that can be used to determine on going change and developments required.

[Nga Kura mo te ako Whangarei \(The HUB\)](#)

Nga Kura mo te ako o Whangarei, otherwise known as the HUB, represents a commitment by the five Communities of Learning/Kāhui Ako that are operating in the Whangarei area to collaborate together wherever feasible. This collaboration recognises that there will be opportunities where we can share our learnings and expertise across our Kāhui Akos for the benefit of all learners; students and staff.

The HUB has identified student wellbeing as an agreed area of focus across the five collaborating Communities of Learning/Kāhui Ako.

The Whangarei Kāhui Ako (Group 2) is committed to actively supporting the HUB and identifying areas for collaboration.

Baseline Data

Attendance Data 2015 - 2017

	2016 NZ All	Kāhui Ako Whangarei (Group 2)
2017	63%	56%
2016	67%	63%
2015	70%	63%

Percentage of students that regularly attend school

Retention Data 2015 - 2017

	2016 NZ All	Kāhui Ako Whangarei (Group 2)
2017		
2016	84%	78%
2015	85%	73%

Percentage of students that stayed at school until 17 years old or above

Stand-down, suspension & exclusion Data 2015 - 2017

	Stand-Downs		Suspensions		Exclusions	
	2016 NZ All	Kāhui Ako Whangarei (Group 2)	NZ Average	Kāhui Ako Whangarei (Group 2)	NZ Average	Kāhui Ako Whangarei (Group 2)
2017						
2016	21	22	4	5	1	2
2015	19	30	4	6	1	3

Stand-downs, suspensions, and exclusions per 1000 students

National Standards 2016 - 2017

Percentage of students 'at' or 'above' in WRITING			
	2016 NZ All	2016 Kāhui Ako (Group 2)	2017 Kāhui Ako (Group 2)
ALL	71.2	72.2	70.3
Girls	79.4	80.1	78.4
Boys	63.8	64.3	65.6
Māori	61.6	63.3	
Pasifika		84.0	
European/Pākehā	77.1	78.3	

National Standards 2016 - 2017

Percentage of students 'at' or 'above' in READING			
	2016 NZ All	2016 Kāhui Ako (Group 2)	2017 Kāhui Ako (Group 2)
ALL	77.8	77.5	77.8
Girls	82.1	81.6	81.1
Boys	73.6	73.3	75.1
Māori	68.8	68.1	
Pasifika		86.7	
European/Pākehā	84.2	84.2	

National Standards 2016 - 2017

Percentage of students 'at' or 'above' in MATHEMATICS			
	2016 NZ All	2016 Kāhui Ako (Group 2)	2017 Kāhui Ako (Group 2)
ALL	75.4	76.4	80.0
Girls	75.9	76.1	79.6
Boys	75.0	76.8	80.8
Māori	65.3	67.6	
Pasifika		86.7	
European/Pākehā	80.8	80.9	

Percentage of school leavers with NCEA Level 2 or above

	2016 NZ All	2016 Kāhui Ako (Group 2)	2017 Kāhui Ako (Group 2)
ALL	80.3	82.4	76.4
Girls	82.8	n/a	n/a
Boys	78.0	82.4	76.4
Māori	66.5	70.9	65.9
Pasifika	74.7	72.7	81.8
European/Pākehā	83.7	87.4	77.8

Percentage of school leavers with NCEA Level 3 or above

	2016 NZ All	2016 Kāhui Ako (Group 2)	2017 Kāhui Ako (Group 2)
ALL	53.9	40.9	41.8
Girls	60.3	n/a	n/a
Boys	47.7	40.9	41.8
Māori	33.8	26.7	31.8
Pasifika	43.4	45.5	45.5
European/Pākehā	57.6	45.1	43.3

Transitions Data: Writing

2017 Year 6 students transitioning to Year 7 National Standards WRITING

Level	Well Below	Below	At Level 3	Above
Percentage	2.0	16.2	53.4	28.4
Num of students	5	41	135	72

Year 6 students should be Curriculum Level 3

2018 Year 7 Boys Term 1 / Week 1 e-asTTle Writing

Level	1	2	3	4	5	No Data
Percentage	16%	20%	41%	18%	4%	
Num of students	23	30	59	27	6	

Year 7 students should be: Curriculum Level 3 / early Level 4

2018 Year 9 students Term 1 / Week 1: Writing Entry Test

Level	1	2	3	4	5	No Data
Percentage	0	23%	33%	23%	5%	16%
Num of students	0	54	78	54	12	35

Writing assessed against Curriculum Level – Year 9 should be Level 4 / early Level 5

Transitions Data: Reading

2017 Year 6 students transitioning to Year 7 National Standards READING

Level	Well Below	Below	At	Above
Percentage	2.0	19.1	44.7	44.3
Num of students	5	23	113	112

Year 6 students should be Curriculum Level 3

Year 7 Boys - Reading (Mid-Year) – National Curriculum Levels

Level	1	1.5	2	2.5	3	3.5	4	4.5
Percentage	1%	1%	5%	10%	29%	38%	15%	1%
Num of students	1	1	8	17	18	63	25	1

Year 7 students should be: Curriculum Level 3.5 / early Level 4

2018 Year 9 Boys Term 1: Progress Achievement Test of Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage	6% (45%)	38% (19%)		47% (54%)			7% (19%)		2% (4%)
Num of students	14	34	56	53	41	17	11	5	4

Numbers in brackets provide statistics for all students in the national reference group.

Transitions Data: Mathematics

2017 Year 6 students transitioning to Year 7 National Standards MATHEMATICS

Level	Well Below	Below	At	Above
Percentage	13.2	28.4	40.9	17.5
Num of students	40	86	124	53

Year 6 students should be Curriculum Level 3

Year 7 Boys – Number Strategy (Mid-Year) – National Curriculum Levels

Level	1	1.5	2	2.5	3	3.5	4	4.5
Percentage	0	2%	4%	14%	36%	32%	11%	1%
Num of students	0	3	6	22	58	42	18	2

Year 7 students should be: Curriculum Level 3.5 / early Level 4

2018 Year 9 Boys Term 1: Progress Achievement Test of Mathematics

Stanine	1	2	3	4	5	6	7	8	9	No Data
Percentage	12%	8%	14%	20%	18%	6%	3%	2%	0%	15%
Num of students	13	9	15	21	19	7	4	3	0	16

Students from Whangarei Intermediate and Whangarei Heads School

Strategic Goals and Actions

Strategic Aim:

To ensure that learners have the expected skills and dispositions for a successful transition from ECE into primary; and are at the expected national curriculum level at the point of transition between primary school to intermediate, and on to secondary school.

Actions:

Following the endorsement of our Achievement Challenge a detailed implementation action plan will be developed. Below is a map of the actions that will be utilised to meet our strategic goals. It is the intention each school's individual Charters will align with the Kāhui Ako implementation and action plan, as this is developed and aligned with individual school's priorities and special characters.

Goal	Initial Action
<p>Strengthen student competency and confidence through increased language skills</p> <p><u>Achievement Challenge</u></p> <p>Oral & Written Language <i>From ECE to Year 13, 82% of Students confidently and competently working at the required entry level of the NZ Curriculum at key transition points</i></p>	<ul style="list-style-type: none"> • Appoint an across school teacher • Appoint an external PLD provider through the PLD Fund. The provider should have expertise and experience in working across all sectors of the Kāhui Ako <p><u>Assessment and data moderation/sharing</u></p> <ul style="list-style-type: none"> • Working with internal expertise and an external provider: <ul style="list-style-type: none"> - develop a rubric that describes a backwards mapped set of precise indicators of student competencies, skills and understandings at key transition points in oral language and writing upon which we make decisions - Develop a common set of teaching and assessment tools in oral language and writing for the sharing of data and effective literacy practice - Develop shared moderation of writing across schools to provide consistency in measuring progress and achievement using the Learning Progressions Framework • Develop a profile of the mother tongues that exist within the Kāhui Ako, and the extent to which they are spoken. Consider the specific strategies required in supporting the development of English literacy for those from multi linguistic backgrounds • For those schools participating in the Asian Languages Cluster, further develop learning opportunities in Mandarin language for students <p><u>Professional development</u></p> <ul style="list-style-type: none"> • Develop leadership capacity by providing coaching and mentoring for across and within school teachers through Oral Language & Writing Cluster meetings which support collaborative inquiry approaches focussed on classroom practice • Some schools will continue to engage with self-funded or Ministry funded PLD e.g. Vision Education, Write that Essay, Accelerated Learning in Literacy (ALL). Ensure the learning from these projects are shared through a collaborative inquiry approach and evaluated for effectiveness.

	<ul style="list-style-type: none"> • Provide professional development opportunities for teachers around effective assessment gathering and analysis in oral language and writing through a collaborative inquiry model <p><u>Inquiry</u></p> <ul style="list-style-type: none"> • Across and within school teachers meet as an Oral Language/Writing Leadership Cluster to engage in collaborative inquiry through professional development that can be shared back to school teachers and leaders • Within school leaders to develop sharing of pedagogical approaches which can be used to compliment and further strengthen teacher practices in their school
<p>Strengthening student wellbeing for success</p> <p><u>Achievement Challenge</u></p> <p>Hauora <i>Develop a common knowledge and understanding around HEART (Hauora, Engagement, Achievement, Retention and Transition) to support and sustain student wellbeing through their educational pathway</i></p>	<ul style="list-style-type: none"> • Engage an external facilitator to undertake an inquiry into the current level of understanding and practice related to student wellbeing across our COL/Kahui Ako • Consider and implement common evidence-informed practices are adopted by our schools in partnership with families and community • Inquire into developing a transition process around HEART (Hauora, Engagement, Achievement, Retention and Transition), which includes. • the use of a common set of assessment tools and analysis practices at points of transition • use of an online learning story of a student’s journey through their ECE, primary, intermediate and secondary education • input from the agencies/people who are involved with the student/family and whānau • alignment of student information systems • sharing of information between schools at points of transition at the end of Term 2 to assist with more accurate prediction of staffing needs for the start of the following year, particularly at intermediate & secondary level • Develop an integrated and unified approach as a Kāhui Ako in partnering with external agencies and organisations such as RTLB services, Oranga Tamariki, Children’s Team and hapu. to strengthen transition for priority learners • Develop a unified approach as a Kāhui Ako to liaise with the MOE to staff our shared learning support needs based on the early identification of cohort e.g. at ECE level / Year 1&2 <p><u>ECE to primary transition</u></p> <ul style="list-style-type: none"> • Map which ECE associations feed into each school • Establish a common point of contact in each school for ECE • Develop a common transition protocol for all ECE and schools, including the use of early visits before the date of transition <p><u>Inquiry</u></p> <ul style="list-style-type: none"> • Develop a rubric to survey students, parents, whanau and teachers to determine how well students transition. The information gathered from this will inform future decisions for increasingly effective transition practices across the Kāhui Ako • Commission a longitudinal study following a cohort

<p>Strengthen learning pathways that promotes bi-culturalism and cultural identity of our learners</p> <p><u>Achievement Challenge</u></p> <p>Culturally Responsive Pedagogies <i>Build learning capacity and achievement around the use of culturally responsive pedagogies underpinned by a growth mind-set</i></p>	<ul style="list-style-type: none"> • Appoint an across school teacher • Appoint an external PLD provider through the PLD Fund. The provider should have expertise and experience in working across all sectors of the Kāhui Ako <p><u>Culturally responsive pedagogies</u></p> <ul style="list-style-type: none"> • Engage an external facilitator to undertake an inquiry into the current level of understanding and use of culturally responsive pedagogies and its interconnectedness to growth mind-set across the Kāhui Ako • Collect student voice data through a survey to measure culturally responsive practices in schools and classrooms and to identify areas of development for teachers and leaders • Survey the needs and aspirations of whānau and iwi and consider how to address these in the Kāhui Ako • Scope and map out the resources, expertise, potential local landmarks that are relevant and local in order to build contexts for learning and support authentic projects to strengthen and sustain best practice • Develop a common use of language and terms that can be utilised across the Kāhui Ako e.g. PB4L, expectations related to growth mind-set • Develop sustainable practices by building and developing expertise of staff • Annual visits by leadership and staff to each other’s schools to keep up to date with and share innovations, challenges, and effective strategies for improving the learning outcomes for Māori students.
--	--

Bibliography:

Hancock, K.J., Shepherd, C., Lawrence, D., Zubrick, S. (2013) Student Attendance and Educational Outcomes: Every Day Counts. A report prepared for the Department of Education, Employment and Workplace Relation (accessed 11/08/18) https://www.telethonkids.org.au/globalassets/media/images/pagessections/news--events/2013/march/final_report_2013.pdf

Ireland-Smith, T. (2017): Learning Does affect student achievement in school. Cognition Education (accessed 11/08/18) <https://cognitioneducation.com/wp-content/uploads/2017/09/HPS-Wellbeing.pdf>

Noble, T. & Wyatt, T. (2008) Scoping study into approaches to student wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. p30.