

South Eastern Christian Kāhui Ako

Refreshed Memorandum of Understanding 2023-2027





South East Christian Kāhui Ako

'Forward in Faith Together'
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Introduction to Our Community of Learning

The South East Christian Kāhui Ako (SECKA) nurtures a faith based education across South and East schools and provides a strong pathway of achievement for our learners. United by our motto, “Forwards in faith, we work together, sharing our ideas, our best practice and our inquiries to ensure relevant outcomes for our students’ futures.

Our Schools

Since the conception of the Kāhui Ako (2016) the schools in our community (Elim Golflands Campus, Elim Botany Campus, Elim Mt Albert Campus, Kingsgate Primary School, Our Lady Star of the Sea, St Mark’s Catholic Primary School, Sancta Maria Catholic Primary School and Sancta Maria College) have worked together to create a Christ centred Kāhui Ako. In 2019 and 2020, six Early Childhood Centres joined our Kāhui Ako. These include Pakuranga Baptist Kindergarten, Marian Early Childhood Centre, Panmure Bridge Childcare, Trinity Kindergarten and Treetops Early Learning Centre.

The table below reflects our roll as of July 2021.

School	Māori	Pasific	NZE	Asian	MELAA	Total
Sancta Maria College	58 (6%)	119 (11%)	203 (20%)	574 (55%)	84 (8%)	1038
Sancta Maria Catholic Primary School	13 (3%)	70 (18%)	9 (2%)	267 (67%)	38 (10%)	397
Our Lady Star of the Sea School	32 (8%)	23 (6%)	126 (32%)	195 (49%)	21 (5%)	397
St Mark’s Catholic Primary	15 (7%)	31 (15%)	33 (16%)	113 (55%)	14 (7%)	206
Elim Christian College	68 (5%)	78 (6%)	561 (45%)	505 (41%)	40 (3%)	1252
KingsGate School	11 (9%)	35 (30%)	55 (47%)	0 (0%)	17 (14%)	118
Pakuranga Baptist Kindergarten	3 (8%)	5 (13%)	9 (23%)	15 (38%)	7 (18%)	39
Marian Early Childhood Centre	2 (8%)	8 (31%)	3 (12%)	9 (35%)	4 (15%)	26
Panmure Bridge Childcare	13 (40%)	7 (21%)	3 (9%)	7 (21%)	3 (9%)	33
Trinity Kindergarten	1 (2%)	0 (0%)	17 (28%)	22 (37%)	20 (33%)	60
Treetops Early Learning Centre <small>Botany Junction</small>	5 (6.5%)	13 (17%)	5 (6.5%)	50 (66%)	3 (4%)	76



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TOTAL	221	389	1024	1757	251	3642
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Our intention is to continue to build on the strengths that already exist in our community. This includes a Christ-centred perspective (a focus on the person of Jesus) which unites our schools and is intentionally woven into all aspects of our curricula. This helps our students to naturally make links between what they are learning in the classroom and their faith at home.

A continuing trend across all schools is the increasing diversity of cultures within our communities, leading to a significant increase in the number of English Language Learners.

Our vision, mission and values attest to this.

Our Vision

Our vision is to be a Christ-centred learning community, working together to grow our ākonga to reach their full potential for God's glory.

Our Mission

Our mission is to:

1. Enhance equity and excellence
2. Nurture agentic lifelong learners through faith in action
3. Collaborate for better outcomes for all



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Our Values



Our Prayer

Gracious God,

Thank you for the gift of today.

Refresh me.

Invite me to discover Your presence in each person that I meet, and every event that I encounter.

Teach me when to speak and when to listen,
When to ponder and when to share.

In moments of challenge and decision, attune my heart to the whisperings of Your Wisdom.

As I undertake ordinary and unnoticed tasks,
Gift me with simple joy.

When my day goes well, may I rejoice.

When it grows difficult, surprise me with new possibilities.

When life is overwhelming, call me to quiet moments to restore Your peace and harmony.



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May my living today, reveal Your Goodness.



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Sharing Our Journey

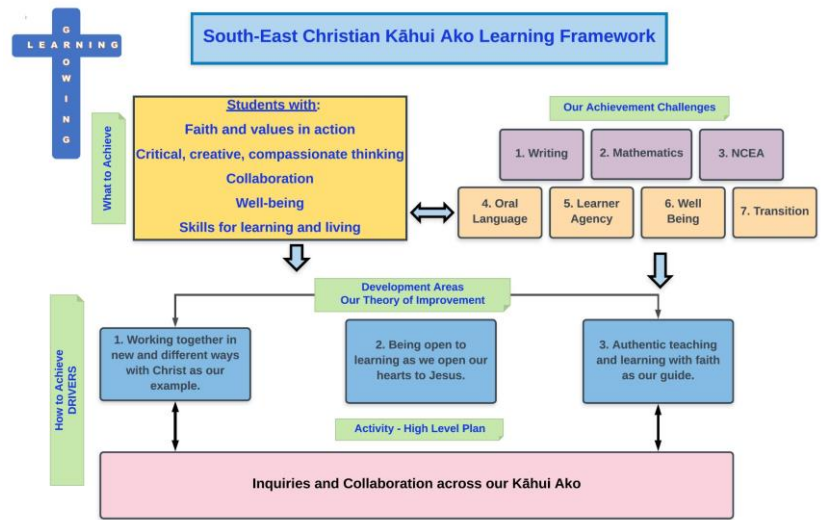
Our Kāhui Ako journey began in September 2016. Despite the unique natures and journeys of our schools, from the beginning the connecting link between us has been our faith.

2016 - 2017

Our initial leadership group of Principals and Senior Leaders came together regularly during the establishment phase. Determined to progress with a 'slower is faster' mentality, this core group developed the first SECKA Learning Framework.

2018 - 2019

In the next phase, working groups were established to support the development of our Memorandum of Understanding achievement challenges. Next, Across School Teacher and Within School Teacher roles were established. ASTs guided and supported the inquiry process of WSTs over the course of two academic years. Our Kāhui Ako worked with an expert partner who guided us along the journey until 2019.



2020 - 2021



In 2020 an extensive review was undertaken which gave life to a new Learning Framework. This review gathered the voice of our students, our teachers and other stakeholders in our Kāhui Ako and from this emerged valuable feedback which was used to establish a new Learning Framework and operational approach.

Five key work streams surfaced, giving life to this new Learning Framework. Our learning framework encompasses a holistic approach to raising positive outcomes for all learners.

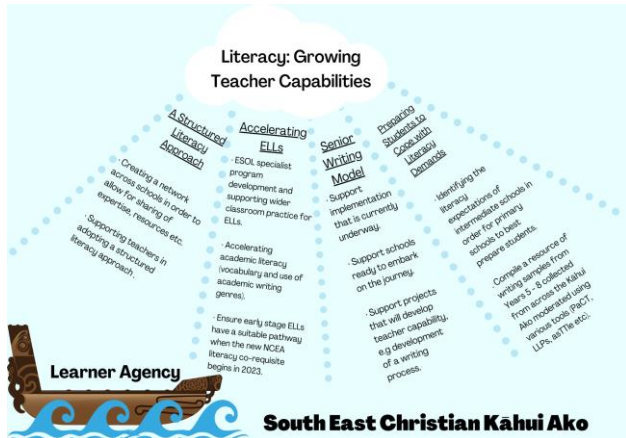
The mahi continued with a new team of ASTs supporting the work streams identified in the clouds of the Learning Framework diagram (see Workstream mahi plans below). The work that sits within these workstream



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'plans on a page' evolved over time reflecting the differing and varied needs and knowledge of the people who aligned themselves with each workstream. COVID-19 across this period greatly impacted the work of the Kāhui Ako with lockdowns and Red Level Alerts preventing us from working collaboratively together and implementing inquiry interventions.



MEASURING IMPACT



ANALYTICS

Design and implement an across school learning analytics system to:

Accurately collect and aggregate our schools' achievement and learner agency data into a unified dataset.

Analyse the data with respect to negotiated parameters.

And then display the data to the right people in the right format.

AGENCY

Deepen our understanding of learner agency as an educational concept by:

Fostering a shared understanding of agency including its importance, origins and dimensions.

Developing a research based Student Agency Model.

Developing and deploying a survey instrument to track agency levels.

Developing and launching data visualisation dashboards to displaying real time agency data

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ECE Transitions/ Active Learning

Strengthen active learning pedagogy, using the expertise of ECC and supporting junior primary teachers

Explore more ways we can integrate common practices and interventions to support relationships and transitions

Strengthen relationships between early childhood and primary teachers

LEARNER AGENCY

Pacific

Affirm identity through culture and language

Awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners

Enhanced well-being through authentic relationship building

Enabling SECKA community to take coordinated action to become culturally competent with Pacific learners

Establishing and maintaining collaborative and respectful relationships and behaviours that enhance learning and well-being for Pacific learners

Partnering with families to strengthen relationships

Talanoa opportunities with parents, students to design education opportunities so that aspirations for learning and employment can be met

SECKA celebrations of art, music, storytelling, etc

LEARNER AGENCY

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Cultural Narrative

The Koru - represents new beginnings, journeys and growth

Develop a Cultural Narrative for each school

Engaging with mana whenua and connecting to their stories

Whakapapa

Local stories, wataa, whakatauki, and more

Landmarks, historical events, geographical features

The many unfurling koru at different stages represent each of our kura, all on different journeys towards developing a cultural narrative



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2022 - present

In 2022 the scope of the AST role broadened to include support of WSTs who were conducting inquiries in their workstream to include the provision of regular hui that was open to all in the Kāhui Ako to engage in sharing and collaborative sense making. In doing so, the ASTs have worked to widen the 'touch' of the Kāhui Ako to include as many participants as possible.

- We added a SECKA newsletter (Week 5 and Week 10 of each term) to keep all staff across the Kāhui Ako informed of the work happening across the Workstreams.
- SECKA calendar established and shared with all staff to keep informed of events
- We set up websites for each workstream holding research, data, WST inquiries and rich resource compilations to support teachers in their teaching as inquiry journey across the Kahui Ako
- Workstream Hui and Zui (Zoom hui)
 - Structured Literacy
 - ECE play based learning
 - ECE/New Entrant Transitions
 - Moderation working group to unpack the LPFs in writing
 - SELO funded PLD workshops
- Implemented a spiral of inquiry framework to support the work of WSTs

Across 2022 the AST team has also worked extensively on the background work to inform the refresh of this Memorandum of Understanding which has given life to a new framework, operating model and achievement challenges which you will see later in this document.



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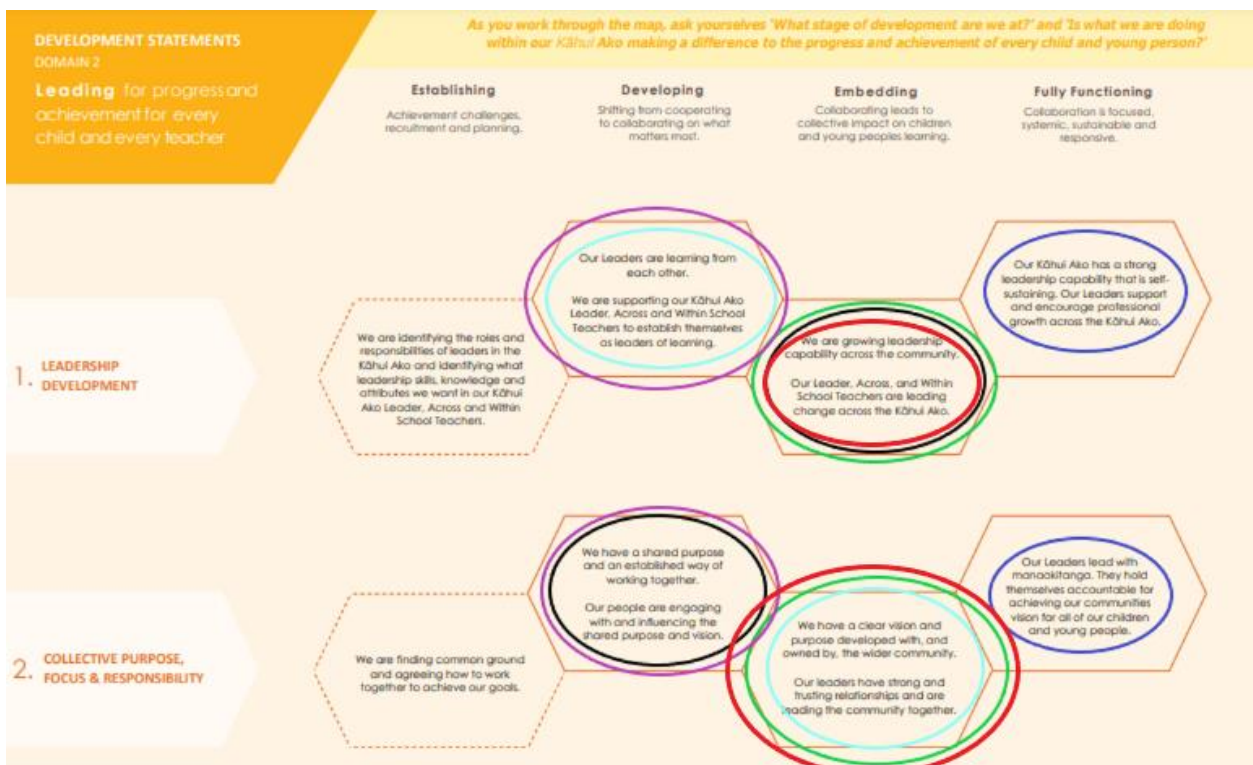
Consultation on Next Steps

In the first half of 2022, school leadership teams were asked to identify two domains from the Development Statements for Kāhui Ako: one domain leadership teams believe our Kāhui Ako was the strongest in; and one domain leadership teams believe will stand to make the most gains in, going forward. There was emphasis away from selecting our lowest performing domain, but rather, to select the domain that requires work but in which we can realistically make gains in.

The domain identified as the strongest was: Domain 2 - Leading for progress and achievement for every child and every teacher.

The domain identified as requiring work was: Domain 4 - Pathways developing and connecting along the whole educational journey for every child.

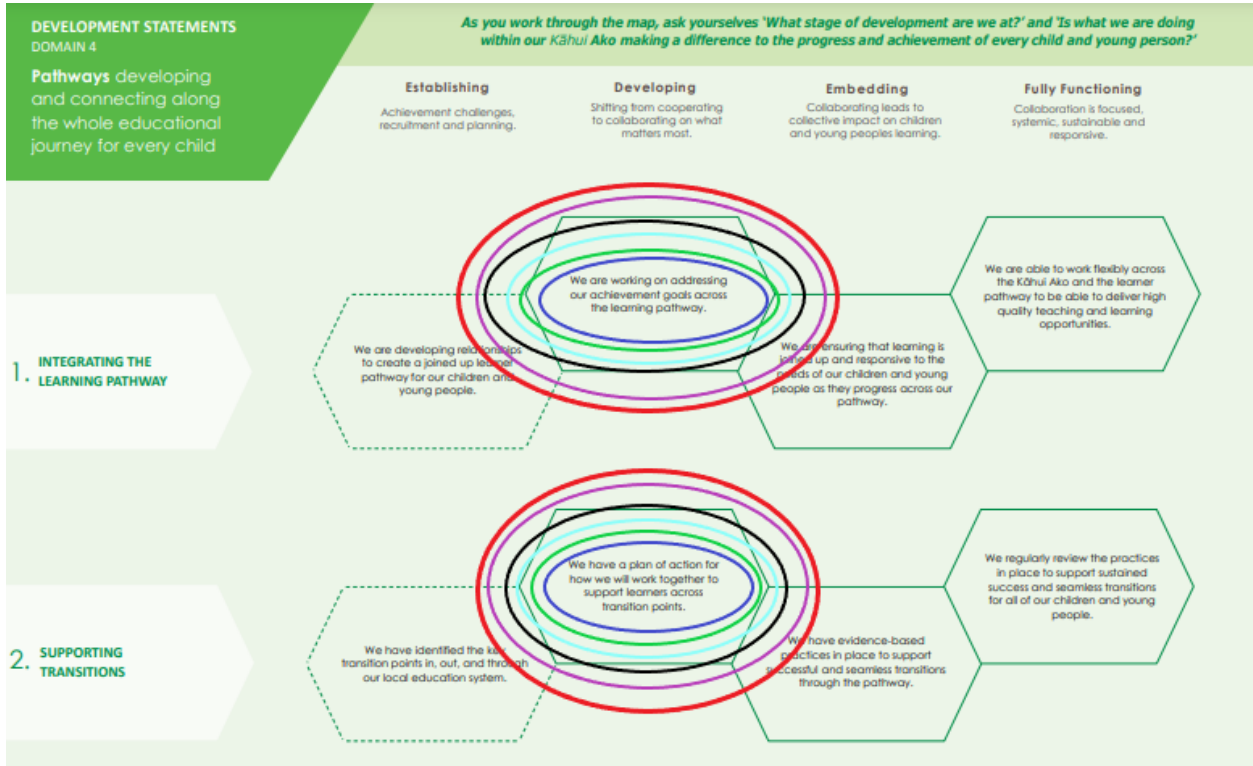
The following is Development Statements are an amalgamation of the Board of Trustees' voice on the two domains that were selected by leadership teams in schools. Each domain was reviewed to ascertain what progress has been made and how this was known. Additionally, next steps for each domain were identified as a way of progressing the Kāhui Ako into the future.





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In addition to this, we conducted community voice Surveys to help us understand what is seen as important across our schools. These included Parent, Teacher and student surveys:

Community Voice Surveys



Teacher Survey

We asked our teachers, 'What capabilities do children and young adults need, to be ready, willing and able to thrive into the future?'

Resilience and agency were important next steps to build in our students according to our teachers.

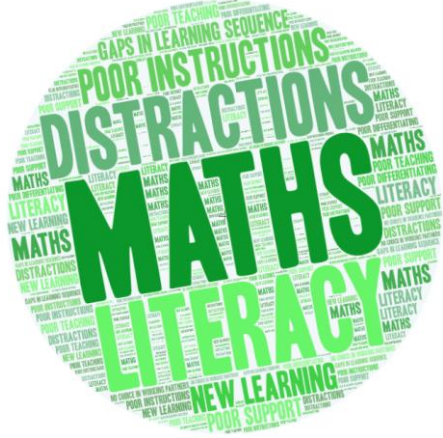


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Student Survey

We asked our student population what enables learning for you. Although on the surface the responses were encouraging, we noted that there was a distinct lack of student agency elements in their answers. We have reflected on this and determined that we need to continue to build agency as a Kāhui Ako.



Students also reported that Maths and Literacy were the most challenging aspects of their learning they are faced with. This gives us the mandate to continue with work in these curriculum areas.



Parent Survey

We asked parents the following question:
'What capabilities do children and young adults need to be ready, willing and able to thrive into the future?'

Parents were very clear that, in their opinion, **resilience** is a critical element for their child's future success in the adult world. **Critical thinking** also featured highly.



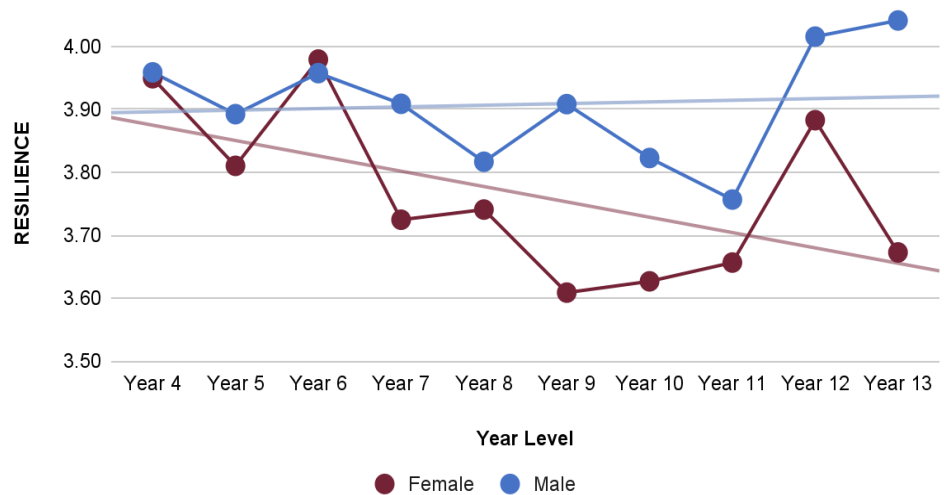
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The Student Resilience Survey

As resilience was a common theme in the voice we gathered, we employed an empirical instrument to shed further light on the state of resilience in our student population. To this end, a shortened form of the Student Resilience Survey (SRS) was administered to students from years 4 - 13 across the Kāhui Ako. The results of this survey revealed three important trends.

Resilience: Females vs Males by Year Level



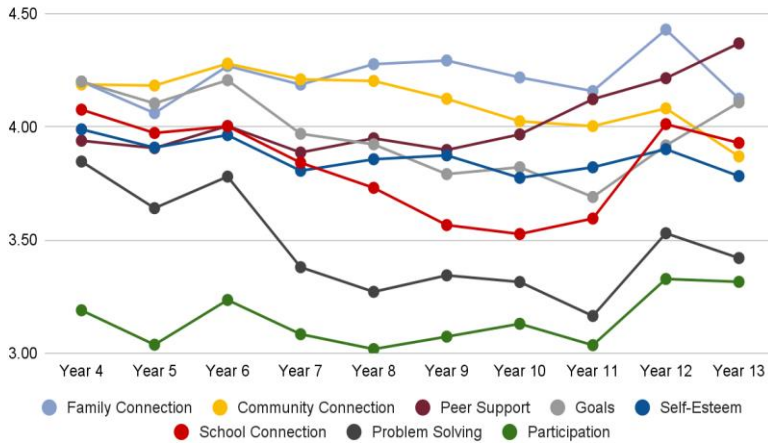
- Firstly, resilience was measured relatively highly with an average of 76% per student.
- However, the average resilience of each cohort decreased from years 4 to 13. These results suggest that our students' resilience capability weakens as they journey through their schooling.
- Thirdly, the average resilience of our female students is noticeably lower than male students in nine of the ten cohorts surveyed.



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Resilience: Average of all Protection Factors by Year Level



In addition to this, of the seven protection factors measured by the SRS, the lowest factors were undoubtedly:

- “participation at home and school” and
- “problem solving”.

In particular, the aspects of ‘participation’ and ‘problem solving’ are inherently related to the agency related factors of self-concept (sense of belonging) and self-efficacy.

Writing and Numeracy Data (Years 1 - 10)

A final data source were the end of year OTJs for writing and numeracy (for years 1 - 10). We asked, “What percentage of our students in the “Below” category are disproportionately (greater than 10%) represented in the end of year OTJs (2022)?

Writing Results

In years 1 - 6, we found that Māori students were disproportionately represented in the ‘below’ category for writing at every grade level (except year 2). Similarly, Pacific students were overrepresented at year 6. In the Middle Years, that is, years 7 - 10, Pacific students were overly represented in the ‘below’ category at each year level. In both the junior and middle years, our boys are struggling with writing.

Numeracy Results

Our numeracy results revealed that both Māori and Pacific students were overrepresented in the below category in years 1 - 6. (In particular, the year 3 cohort). In years 4 and 5, European students were below. In the middle years, Māori, Pacific and MELAA students were below. Girls in years 5 and 6 were weaker than the boys but in years 7 - 10 there were no gender differences.

Next Steps

SECKA Kotahitanga 2023-2027

Our refreshed ‘kotahitanga’ narrative describes how we stand together as one in unity.

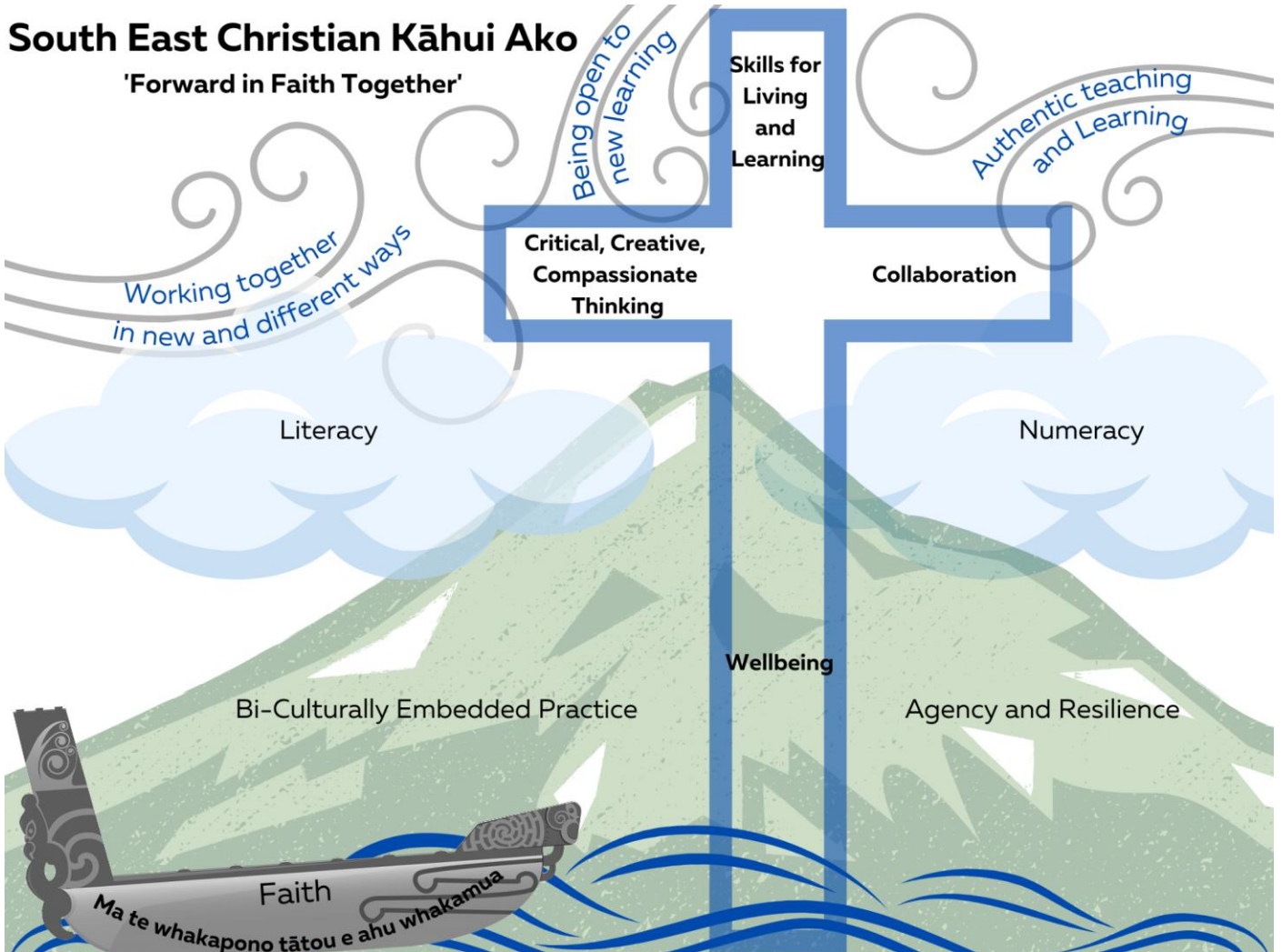


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Our Kotahitanga Kōrero

Our Faith (Whakapono) brings us together and sits in the middle to show who we are and our reason for being. The four corners of the cross convey our faith and values in action. It is an immovable force that will weather all storms and remain central to our identity.



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The wind (Tawhirimātea) represents the drivers of our learning framework. From a light zephyr to a howling gale the wind will drive the force of change for our Kāhui Ako.

Our iwi share the waka (Tainui) as we paddle forward in faith (whakapono) - working as one we grow in learning together.

The clouds (kapua) blow on the wind (Tawhirimātea's breath). They are shapeshifters and journey through the skies sustaining life and the direction of our journey. At any given time the cloudscape changes, as our needs evolve.

The mountain (maunga) is the foundation that shapes the landscape in which we work.

The clouds (kapua) embrace the mountain (maunga). Working together, supporting and bringing life to each other.

The wind, the clouds and the paddlers all affect the performance of our waka. Together we are strong and can work through the pitching and rolling of the journey.

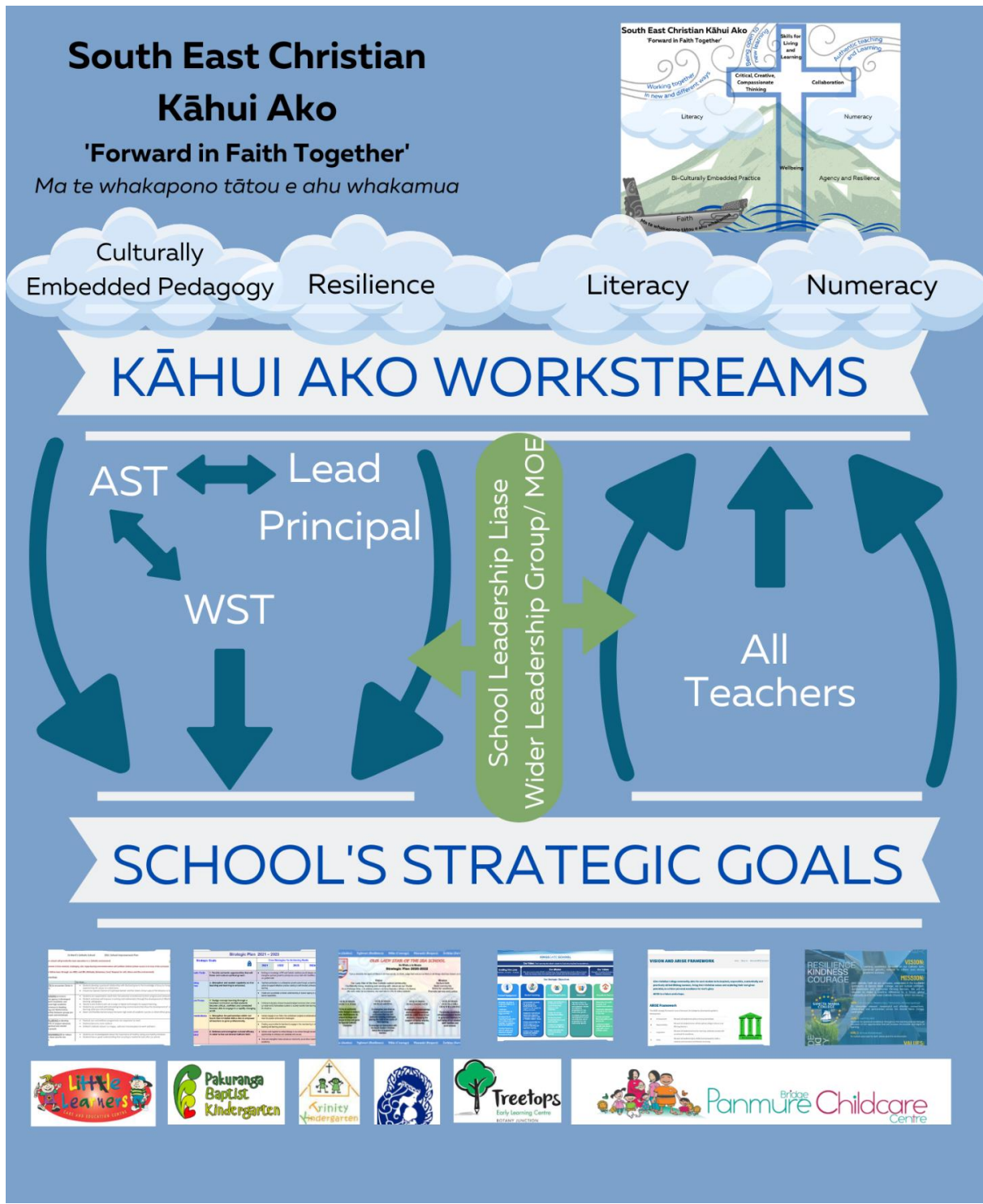
Ma te whakapono tātou e ahu whakamua - Forward in faith together.



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Our Operation Model for Collaboration





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Our Kāhui Ako Kotahitanga is at the top featuring the workstreams that have emerged from our review.

At the bottom are our Kāhui Ako members – 6 schools and 5 Early Childhood Centres – each unique, each with their own strategic goals, tapping into and accessing the Kāhui Ako workstreams where they align with their strategic direction and inquiry work.

The mechanism in between, uses our ASTs and WSTs to draw the work of the Kāhui Ako into each school - mobilising the expertise across our schools with the opportunity to engage in collaborative sensemaking for the benefit of the inquiry process in each school.

The key strategy of our Kāhui Ako is this collaborative inquiry approach.

All teachers are invited to join this collaborative sensemaking by joining a workstream to benefit from the sharing of experience, practice, readings, and the exploration of agentic factors which can make a difference to the outcomes of our students.

School leadership teams, leadership liaise staff, the Ministry of Education advisers and liaise staff support the journey, ensuring communications are shared, needs are identified, and support put in place.

In structuring our Kāhui Ako in this manner, we aim to broaden the reach of the Kāhui Ako, enabling more personnel across the 6 schools and 5 ECEs to gain the benefit of the process of collaborative sense making.



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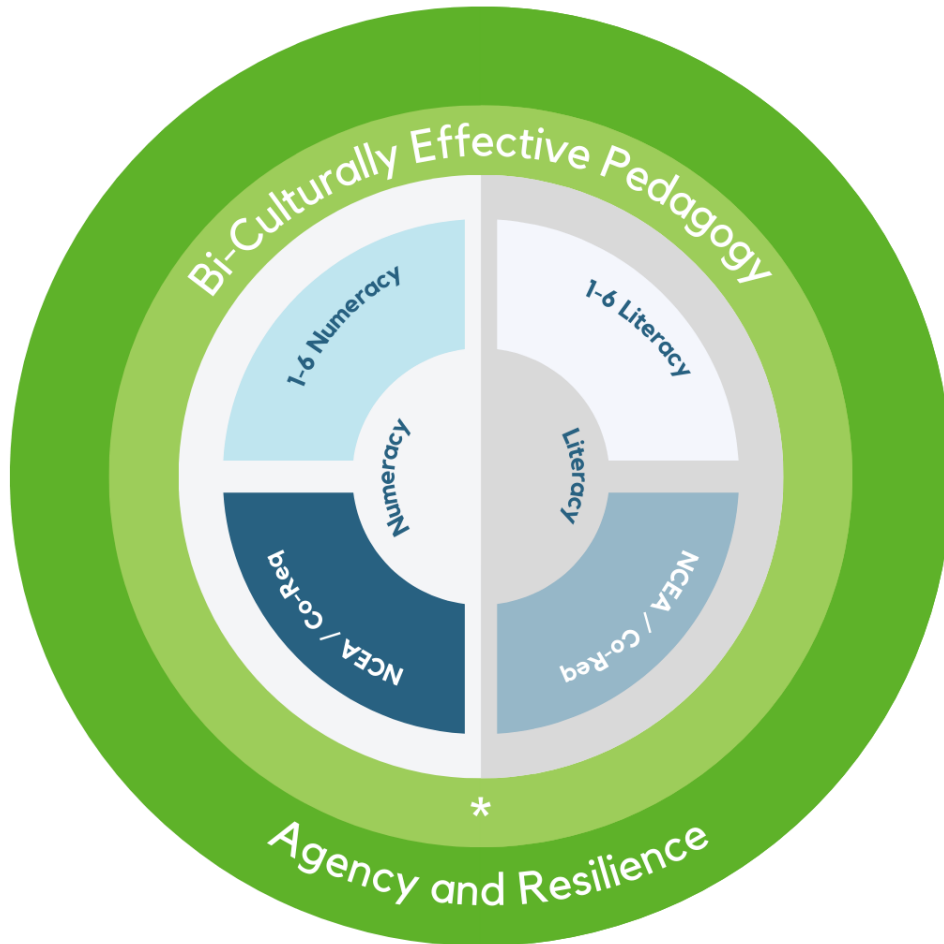
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Our Learning Framework Focus 2023



* ECE work within the areas of Agency and Bi-Culturally Embedded Pedagogy

As an AST team working within each of these areas, we are activators of connection; mobilising expertise and enabling collaboration across each school for the betterment of all.



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So what next for our Kāhui Ako in terms of achievement challenges?

For a full detailed [analysis of variance](#) for previous achievement challenges, please refer to the appendix, page 36 - 54.



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New Achievement Challenges

Based on the surveys conducted and the data collected we have set the following achievement challenges with the aim of building numerate and literate students who are grounded in their cultural identity and are able to show resilience when faced with life's challenges.

Achievement challenges	
Achievement Challenge 1: Building Culturally Embedded Practice	To build capability in the use of bi-culturally embedded practices to increase our students' / ākonga understanding and knowledge of Te Ao Māori in its unique place in Aotearoa New Zealand.
Achievement Challenge 2: Building Resilience Capability	To foster increasing resilience in students with the goal of promoting overall well being, student agency and academic achievement.
Achievement Challenge 3: Building Capability in Literacy	To improve student / ākonga achievement in literacy by developing effective (research based) pedagogical approaches that align with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.
Achievement Challenge 4: Building Capability in Numeracy	To improve student / ākonga achievement in mathematics and statistics by developing effective (research based) pedagogical approaches that aligns with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.



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Achievement Challenge 1: Building Culturally Embedded Practice

Faith in Christ Jesus is what makes each of you equal with each other, whether you are a Jew or a Greek, a slave or a free person, a man or a woman - Galatians 3:28

'Ehara taku toa i te toa takitahi, engari he toa takitini.'

"My strength is not as an individual, but as a collective"

Concepts

According to the Education Hub, culturally responsive teaching is about making learning at school and in ECE relevant and effective for learners by drawing on students' cultural knowledge, life experiences, frames of reference, languages, as well as their communication styles (Education Hub, 2023). Adopting a culturally embedded practice (CEP) means making what students know, and how they know it, the foundation of our teaching and learning cycle. CEP is beneficial for all students, particularly when there are significant differences between the world of the teacher and the world of the child.

Culturally embedded teaching recognises and deeply values the richness of the cultural knowledge and skills that students bring to the classroom as a resource for developing multiple perspectives and ways of knowing. Teachers communicate, validate and collaborate with students to build new learning from students' specific knowledge and experience. Understanding key documents, such as, Tātaiako, Ka Hikitia and Tapasā support teachers in embedding culturally embedded practices into all learning environments.

While student diversity is increasing, the Ministry of Education reports there is a general lack of diversity amongst New Zealand's teachers. Most schools, teachers, curriculum documents, and texts reflect, transmit and reproduce the discourse, knowledge and values of the mainstream culture. This means that cultural gaps between students and teachers, when left unaddressed, can lead to misunderstandings of teacher / kaiako expectations on the part of the student / ākonga, or of student learning behaviour and general behaviour on the part of the teacher.

Key elements

- Connecting with families
- Connecting with communities
- Use students' cultural knowledge, perspectives and skills as a resource for teaching
- Create a safe and supportive environment and build strong relationships
- Encourage a discursive curriculum and enable student self-determination
- A sense of belonging (Self-Concept)
- Strengthening mana for resilience and wellbeing



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Just imagine if...

- All teachers / kaiako actively reflect on their bi-cultural and wider cultural knowledge and teaching assumptions related to culture.
- All students and visitors to classrooms can identify they are in a New Zealand classroom.
- All teachers / kaiako learn about their students' culture and use their students' cultural knowledge, perspectives and skills as a resource for teaching.
- All schools / kura are safe and supportive environments.
- All teachers / kaiako and students / ākonga are able to build strong relationships despite cultural differences.
- All schools / kura connect with all families.
- All schools / kura protect and promote Te Ao Māori.
- All schools / kura and kaiako honour Te Tiriti o Waitangi.
- All schools / kura connect with their communities and local iwi.
- All our students / ākonga believed in themselves as learners (self-efficacy).
- All our students / ākonga experienced increased educational outcomes.
- All students / ākonga express a strong sense of belonging at school.
- All students / ākonga have a strong sense of self and strong resilience.

Bi-Culturally Embedded Practice (BiCEP)

Achievement Challenge: To build capability in the use of bi-culturally embedded practices to increase our students' / ākonga understanding and knowledge of Te Ao Māori in its unique place in Aotearoa New Zealand.

Rationale:

As a Christ-centred Kāhui Ako, we aim to work together to lift the capabilities of all teachers / kaiako to grow our ākonga to reach their full potential for God's glory. Through this, we seek ways to promote Te Ao Māori and Mātauranga maori, deepen our knowledge of the cultural narratives within our schools and honour a living treaty through bi-cultural teaching.

As such, we recognise that Aotearoa New Zealand is privileged to be the one and only home of the Māori culture (Te Ao Māori). For this reason, although we are a multicultural country, it is, first and foremost our responsibility as treaty partners to protect, participate in and work in partnership to promote Te Ao Māori. Therefore, our achievement challenge focus is focused on the development of Bi-Culturally Embedded Practices (BiCEP).

Actions: (Theories of Improvement)

Measurements:



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- Develop an understanding of where our Kāhui Ako is positioned in regards to BiCEP (conduct a teacher survey).
- Develop a common understanding (definition) of BiCEP.
- Facilitate professional development on BiCEP using resources 'Treaty People' and 'CORE Education'.
- Development of a resource page on the Kāhui Ako website that provide a kete of resources to support teacher
- Engage with Whānau and our community about BiCEP (conduct hui).
- All schools / kura deepen their understanding of their own cultural narratives/school pepeha.
- Include BiCEP components within relevant WST inquiries.
- ECE and primary teachers engage in SELO funded workshops that focus on developing culturally responsive ways of working alongside Māori whanau, implementing local curriculum to Te Ao Māori and further explores some key documents such as Tātaiako and Ka Hikitia.
- Develop and strengthen relationships with iwi in our rohe.
- Promote professional learning opportunities to engage with the Mātauranga Māori elements of the refreshed New Zealand Curriculum.

Teacher Survey

- In-house survey for teachers

Student Resilience Survey (subscales)

- School Connection

*Although this is a teacher pedagogical achievement challenge we believe that student outcomes in this area of our resilience survey will shift as a result of this mahi.

Goals:

Measure	2022	2025 Target	2027 Target may change based on 2025 outcomes
Show a 9% increase in the School Connection aspect of the Student Resilience Survey (SRS). (n = 1434) (Shift 130 students).	76.6% (1098/1434)	81.1% (1162/1434)	85.6% (1228/1434)



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Achievement Challenge 2: Building Resilience Capability

Romans 5:3 - 4

When we have learned not to give up, it shows we have stood the test. When we have stood the test, it gives us hope. (NLV)

"Inā kei te mōhio koe ko wai koe, I anga mai koe I hea, kei te mōhio kow, kei te anga atu ki hea."

"If you know who you are and where you come from, you will know where you are going."

Māori Whakatauki

Concepts

Resilience, "the capacity to adapt well when faced with adversity or stress" (Education Hub, 2022), is a vital life skill that equips our students to navigate and overcome adversity. This is an important capability which sets them up for greater success in their academic and personal lives. Having said this, resilience is viewed by experts in the field as not simply a capacity but rather "a process with many moving parts" (L. Stemmet, personal communication, August 26, 2022). In other words, resilience is conceptualised as a series of actions and attitudes over a period of time in response to perceived or real adversity.

Viewed in this way, resilience can be seen to incorporate several of the non-cognitive factors of learner agency illustrated on our SECKA Agency Model as well as several well known New Zealand based models such as Te Whare Tapa Wha (Durie, 1984) and the Mana Model (Webber & Macfarlane, 2020) used by [Mitey](#). Specifically, resilience can be seen to consolidate the agency related factors of self-concept, self-efficacy, self-control, self-discipline as well as the capacity to regulate metacognition (thinking strategies) and affect (emotion) in response to adverse circumstances. In this way, an achievement challenge focused on 'resilience' builds on our previous agency work.

Importantly, current research is emphasising the importance of both agency (as taking active responsibility for oneself) and character as paramount in fostering resiliency (L. Stemmet, personal communication, August 26, 2022). As a faith based community of learning, it is fitting that we place an emphasis on the building of character and living Christian values as an effective way for our Kāhui Ako to foster increased resilience in our students.

Key elements

The table below summarises key elements of resilience drawn from a range of international and New Zealand based resilience models, featured in our schools and across our Kāhui Ako. The elements of each model have been summarised into four main themes



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Non-Cognitive Themes	Special Character	International Models		New Zealand Models		
	Luke 2:52	Agency Model (Farrington et al., 2012; Nagaoka, 2015)	SRS Protective Factors (Lereya et al., 2016)	Mana Model (Webber & Macfarlane 2018, 2020)	Te Whare Tapa Wha Model (Durie, 1984)	The HEeADSSS Psychosocial Assessment Model
Connection	Favour with Man (Relationships)	Academic Mindsets <i>Self-concept</i> (Sense of belonging)	Participation in home and school life	Mana Whānau (Connection to 'position')	Taha Whānau (Family and Social Well-being)	Belonging School Life Home Life
			Family Connection School Connection Community Connection Peer Support	Mana Ūkaipō (Connection to place and people)		
Confidence	Wisdom (Mental and emotional) and	Academic Mindsets <i>Self-efficacy</i> (eg. growth mindset) Learning Strategies <i>Self-regulation</i>	Self-Esteem Goals and aspirations	Mana Motuhake (self-belief, goal setting, perseverance)	Taha Hinengaro (Mental and emotional) and	Self-care
Character	Stature (Physical)	Academic Perseverance <i>Self-discipline</i> <i>Self-control</i>	Problem Solving	Mana Tū (courage, self discipline, humility and tenacity)	Taha Tinana (Physical)	Mental Health Sexuality
Culture	Favour with God (Spiritual)			Mana Tangatarua (Bi-cultural skills)	Taha Wairua (Spiritual)	



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Just imagine if ...

- All our students / ākongā felt connected.
- All our students / ākongā were confident.
- All our students / ākongā had strong character and skills.
- All our students / ākongā are grounded in their culture and see their culture reflected in their classroom and school environment.
- All our students / ākongā were able to adapt to difficult situations.
- All our students / ākongā could problem solve
- All our students / ākongā were agentic
- All our students / ākongā had goals they were working towards
- All our students / ākongā were able to emotionally regulate
- All our students / ākongā show themselves compassion when they make mistakes.
- All our students / ākongā are able to maintain appropriate perspectives in challenging situations.
- All our students / ākongā view appropriate challenges as learning opportunities
- All our students / ākongā participated in home and school life
- All our students / ākongā have strong self esteem
- All teachers / kaiako were highly skilled in building resilience in ākongā.
- All schools / kura foster an environment of resilience

Building Resilience Capability

Achievement Challenge: To foster increasing resilience in students with the goal of promoting overall well being, student agency and academic achievement.

Rationale:

- Resilience is a vital life skill that equips our students to navigate and overcome adversity, leading to greater success in their academic and personal lives. This includes creating coherent pathways through important transition points in a student's learning journey (as found in results from our SRS student survey), from ECE to primary, primary into secondary and further on to tertiary. A student's level of resilience is indicated by factors such as strong **connections** to family, school, and community, a healthy **self-confidence**, the development of **character**, and connection to **culture**. By fostering these elements, we can increase our students' capacity for resilience and help them reach their full potential.
- Recent pilot surveys of our SECKA parent and student population have indicated that in addition to academic achievement, resilience is an area of development identified as important for our students and their futures.

Actions: (Theories of Improvement)

Development of a Common Practice Model

- To develop, publish and disseminate a Kāhui Akō

Measurements:

Student Resilience Surveys

- Data from the 2022 Resilience survey will be used to implement events and professional



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<p>wide common practice model of resilience.</p> <ul style="list-style-type: none"> To foster a Kāhui Akō wide shared language (including a definition) with respect to resilience. <p>Professional Development</p> <ul style="list-style-type: none"> ToD Keynote address from resilience expert To actively support the Te Whare Tapa Wha / Mitey Programme in participating schools Design, publish and promote 'tools' for resilience building (eg. Learning Maps etc.) <p>WST Inquiries</p> <ul style="list-style-type: none"> To include aspects of the common practice model in appropriate WST inquiries. <p>Community Engagement</p> <ul style="list-style-type: none"> Strengthen school / home connections by engaging parents in hui regarding resilience building in their tamariki. 	<p>development etc to target building up resilience factors that received lower scores.</p> <ul style="list-style-type: none"> All students from Yr 4-13 will be surveyed annually to follow and analyse trends. <p>Panorama Learner Agency Surveys</p> <ul style="list-style-type: none"> Self-efficacy Self-concept Self-discipline Self-control <p>The Good Space Surveys / Tool</p>
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Goals:

Measure	2022	2025 Target	2027 Target may change based on 2025 outcomes
Show a 6% increase in the Problem Solving aspect of SRS. (n = 1434). (Shift 86 students).	69.6% (998/1434)	72.6% (1041/1434)	75.6% (1084/1434)
Show an 6% increase in the Self-Esteem aspect of the SRS. (n = 1434). (Shift 86 students).	77.4% (1110/1434)	80.4% (1153/1434)	83.4% (1196/1434)
Show a 6% increase in the Goals aspect of the SRS. (n = 1434). (Shift 87 students).	79.4% (1139/1434)	82.4% (1181/1434)	85.4% (1226/1434)
Show a 6% increase in the Overall Resilience score of the SRS. (n = 1434). (Shift 86 students).	76.4% (1096/1434)	79.4% (1139/1434)	82.4% (1182/1434)



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Achievement Challenge 3: Building Capability in Literacy

“May the God who gives endurance and encouragement give you the same attitude of mind toward each other that Christ Jesus had.” *Romans 15:5*

“Whāia te mātauranga hei oranga mō koutou.”

“Seek after learning for the sake of your wellbeing.”

Concepts

Improving literacy outcomes for our students / ākonga will have widespread benefits. Good literacy levels are key to all other learning areas as well as the ability to fully participate in society. High levels of literacy are also associated with better mental health, economic prosperity and civic participation.

Building literacy capability in our teachers will contribute towards equitable outcomes for all students. Our goal is for all students to have access to quality teaching and learning in order to become proficient in reading, writing and oral language.

Key Elements

- Science of reading
The science of reading represents an extensive body of research that has been developed over the past 50 years, drawing on a variety of fields, including education, developmental psychology, neuroscience, and literacy. This research is based on thousands of studies conducted in multiple languages, providing us with the empirical data required to understand how the brain learns to read.
- A structured approach to literacy
Structured literacy is a teaching approach that is consistent with the science of reading. It involves highly explicit and systematic teaching of all important components of literacy, which are critical for successful reading.
- Collaborative moderation practices in writing
Moderation is a collaborative process that enables teachers to reach a shared understanding of student achievement and progress. Through cross-school moderation, teachers can work together to clearly define and understand learning progressions in writing. This improves the reliability and consistency in teacher decisions about student learning and deepens their knowledge of the curriculum.
- NCEA literacy corequisite
The NCEA literacy corequisite is a new set of standards that will directly assess foundational literacy. Students will need to pass these standards in order to achieve any level of NCEA qualification.



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Just imagine if ...

- All teachers/kaiako are knowledgeable and well prepared to deliver a rich and engaging Literacy curriculum aligned with the refreshed NZC and Common Practice Model.
- All students/ākonga understand that literacy helps us in our everyday lives and decisions and are key to many areas of knowledge and practice.
- All our students / ākonga leave school as proficient communicators, readers and writers.
- All our students / ākonga leave school with literacy capabilities that enable them to fully participate in society in a constructive and fulfilling way.
- All our students / ākonga receive the best literacy instruction informed by research.
- All our students / ākonga are successful in the NCEA Literacy corequisite at Year 10.
- All of our teachers / kaiako have access to professional development to grow their understanding of research based best practice models.

Building Literacy Capability

Achievement Challenge

To improve student / ākonga achievement in literacy by developing effective (research based) pedagogical approaches that align with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.

Rationale

Literacy knowledge, skills, and capabilities are critical for learners to access all aspects of the curriculum and to develop lifelong learning. Unfortunately, literacy achievement has seen a decline in international studies at both primary and secondary levels. In 2016, New Zealand dropped to 33rd place in PIRLS survey, compared to its 1st place ranking in 1970. There is also a widening gap between top and bottom performers, with Māori and Pacific students overrepresented in the lower achievement levels. According to ERO reports, schools must improve their reading and writing instruction, with a stronger focus on oral language development, particularly in the early years of primary school.

Actions (Theories of Improvement)

- Structured Literacy Approaches
- Writing Process Model
- Unpacking the Reading and Writing Learning Progression Framework (LPF) in regular hui
- Integrate agency related factors in Literacy
- Integrate bi-culturally embedded pedagogy in Literacy.
- Integrate resilience elements in Literacy
- Investigating ways to navigate Open AI (chat GPT).
- Supporting the transition for students in identified areas such as, from Y9 - 11, Y6 to 7, ECE to NE/Y1.

Measurements

- Reading OTJ
- Writing OTJ
- NCEA Literacy Co-Req data



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- Within School Teachers conducting collaborative inquiries within the Literacy Workstream. WSTs will be of influence within their own school environment, supported by a network across schools.

Goals:

Measure	2022	2025 Target	2027 Target may change based on 2025 outcomes
Move 6 % of Years 1-10 Pacific students in writing from “developing and approaching” to “meeting and exceeding”. (Shift 26 students).	64% (209/326)	67% (218/326)	72% (235/326)
Move 6 % of Years 1-10 Māori students in writing from “developing and approaching” to “meeting and exceeding”. (Shift 9 students).	70% (127/182)	73% (132/182)	76% (138/182)
Move 6 % of Years 1-6 Māori students in reading from “developing and approaching” to “meeting and exceeding”. (Shift 4 students).	76% (51/67)	79% (53/67)	82% (55/67)
Move 6 % of Years 1-6 Pacific students in reading from “developing and approaching” to “meeting and exceeding”. (Shift 9 students).	82% (112/137)	85% (116/137)	88% (121/137)



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Achievement Challenge 4: Building Capability in Numeracy

Therefore encourage one another and build each other up, just as in fact you are doing
1 Thessalonians 5:11

"Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua."

*"Do not grasp the vine that hangs loose, but hold tight to the parent vine, anchored firmly below to Papa the earth
and above to Rangī the sky."*

Māori Whakatauki

**derived from Marautanga Pāngarau in 1992-1995 and gifted to the NZC developers in 2007*

Concepts

The introduction of the refreshed New Zealand Curriculum, Common Practice Model and NCEA co-requisite is bringing about significant changes to assessments, standards, and achievement objectives, requiring our schools and teachers to navigate a period of transition. To ensure success, it is important to provide support that helps schools and teachers adopt research-based, best-practice pedagogical approaches.

Key elements

- Numeracy - definition - the ability to use mathematics or the application of mathematics in other areas of the curriculum.
- Mātauranga Māori - is a modern term for the traditional knowledge of the Māori people of New Zealand. Māori traditional knowledge is multi-disciplinary and holistic, and there is considerable overlap between concepts.
- Research based pedagogy - is the principle that education practices should be based on the best available scientific evidence, rather than tradition, personal judgement, or other influences. Evidence-based education is related to evidence-based teaching, evidence-based learning, and school effectiveness research.
- Refreshed NZ Curriculum - The New Zealand Curriculum underpins all learning. The curriculum refresh aims to update and provide clarity about the big ideas and the expected learning within each learning area from Years 1 to 13. This is being completed and rolled out in stages from 2022. The release of the Mathematics and Statistics Curriculum is due to be released in Term 2 2023 and implemented by the start of 2026.
- Common Practice Model - Describes the principles and evidence-informed pedagogical approaches that support teaching and learning in literacy, communication, and maths through 'Te Whāriki: Early childhood curriculum' and 'The New Zealand Curriculum'. Broadly speaking, while the New Zealand Curriculum focuses on 'what' is taught, the Common Practice Model focuses on 'how' it is taught. The Common Practice Model is in service to The New Zealand
- NCEA numeracy corequisite
The NCEA numeracy corequisite is a new set of standards that will directly assess foundational numeracy. Students will need to pass these standards in order to achieve any level of NCEA qualification.



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Just imagine if ...

- All teachers/kaiako are knowledgeable and well prepared to deliver a rich and engaging Mathematics curriculum aligned with the refreshed NZC and Common Practice Model.
- All of our teachers / kaiako have access to professional development to grow their understanding of research based best practice models.
- All our students / ākonga receive the best mathematics and statistics instruction informed by research.
- All students/ākonga understand that mathematics and statistics help us in our everyday lives and decisions and are key to many areas of knowledge and practice.
- All students/ākonga understand that mathematics and statistics reward persistence and positivity.
- All of our students/ākonga can use their mathematical and statistical knowledge and skills to contribute to their communities, Aotearoa, the Pacific, and beyond as informed citizens.
- All students/ākonga use Mātauranga Māori and mathematics and statistics help make sense of the world.
- All students/ākonga understand that mathematics and statistics are elegant, explorative, creative, and powerful.
- All students/ākonga regularly undertake engaging, relevant, contextualised tasks.
- All students/ākonga understand that mathematics and statistics have a continuous, evolving human history.
- All of our students/ākonga leave school numerate.
- All our students / ākonga are successful in the NCEA Numeracy corequisite at Year 10.

Building Numeracy Capability

Achievement Challenge

To improve student / ākonga achievement in mathematics and statistics by developing effective (research based) pedagogical approaches that aligns with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.

Rationale

Numeracy is a critical life skill that plays a crucial role in our daily routines and decision making. From simple tasks like reading a clock or measuring ingredients, to complex tasks like navigating a budget, reading a map, or planning a trip, numeracy is essential. Improving students' numeracy skills can lead to greater success in their future careers, enhance their quality of life, and contribute to the economic growth of the nation.

According to recent Education Review Office reports, high-quality teaching is a key factor in improving students' numeracy skills. Effective teachers use a variety of strategies to engage students, support their learning, and build their confidence in mathematics.

Unfortunately, the latest results from the Program for International Student Assessment (PISA) survey indicate that a significant number of New Zealand students struggle with mathematical concepts. Despite this, 84% of Year 1-10 students and in our Kāhui Ako are currently achieving at or above curriculum expectations in Numeracy. However, it's worth noting that Māori (71%) and Pacific students (66%), in particular, are not performing as well as their peers in mathematics.



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<p>Actions: (Theories of Improvement)</p> <ul style="list-style-type: none"> ● Unpacking the refreshed NZ curriculum ● Ensure a common understanding of the content contained in the NZC, the Common Practice Model and the changing shape of the LPFs. ● Development of a numeracy site resource aligned to the refreshed NZC and Common Practice model. ● Support the use of research based pedagogy aligned with the Common Practice Model in schools. ● Integrate student agency focused teaching in numeracy. ● Integrate bi-culturally embedded pedagogy in numeracy. ● Integrate resilience elements in numeracy ● Within School Teacher conducting collaborative inquiries within the numeracy workstream. WSTs will be of influence within their own school environments supported by a network across schools. ● School led numeracy hui sharing good practice 	<p>Measurements:</p> <ul style="list-style-type: none"> ● Mathematics and Statistics Overall Teacher Judgments ● NCEA External Exams ● Numeracy Co-Requisite 		
Goals:			
Measure	2022	2025 Target	2027 Target <small>may change based on 2025 outcomes</small>
Move 6 % of Years 1 - 10 Pacific students from “developing and approaching” to “meeting and exceeding”. (Shift 25 students).	66.2% (278/420)	69.2 (290/420)	72.2% (303/420)
Move 6 % of Years 1-10 Māori students from “developing and approaching” to “meeting and exceeding”. (Shift 14 students).	71% (165/232)	74% (160/232)	77% (179/232)

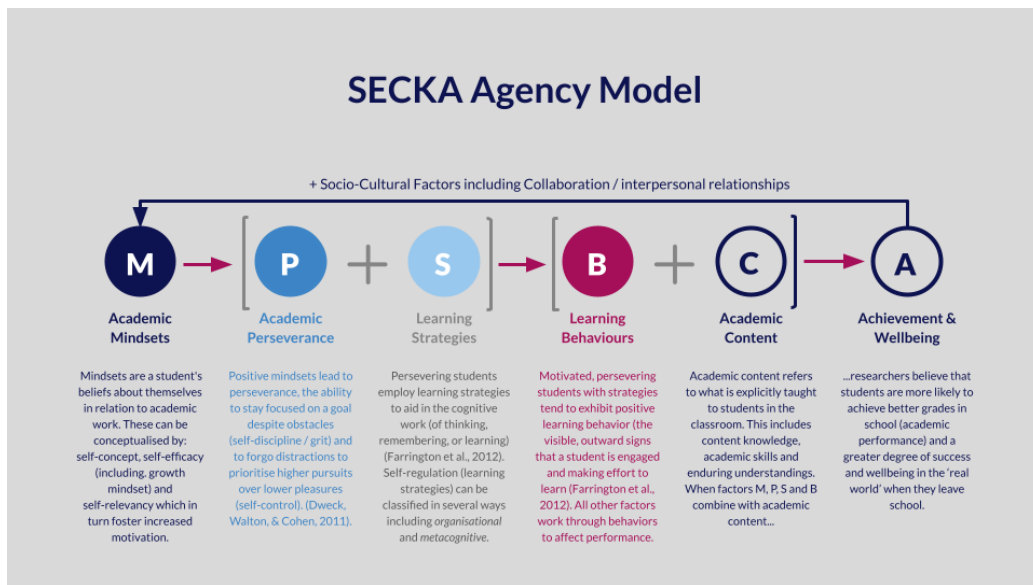


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Key Drivers - Activating our Workstreams

The SECKA Agency Model



The Four Cs





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Reporting Progress

SECKA will report progress over time to key stakeholders in the following ways:

- Wider Leadership Meetings (Principal's, DPs and Senior Leaders)- twice termly updates on workstream activity. Annual update on data against targets in each workstream.
- SECKA newsletter circulated to all SECKA staff- termly updates on workstream activity. Annual update on data against targets in each workstream.
- Combined Board Meeting for Trustees across all SECKA schools - annual update on workstream activity.
- Principal Board Reporting to individual Boards - annual update on data against targets in each workstream.



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MOU Signatories

Sancta Maria College

Principal

Sancta Maria Catholic Primary School

Principal

Our Lady Star of the Sea School

Principal

St Mark's Catholic Primary

Principal

Elim Christian College

Principal

KingsGate School

Principal

Pakuranga Baptist Kindergarten

Principal

Marian Early Childhood Centre

Principal

Panmure Bridge Childcare

Principal

Trinity Kindergarten

Principal

Treetops Early Learning Centre (Botany Junction)

Principal

Presiding Member

Presiding Member

Presiding Member

Presiding Member

Presiding Member

Presiding Member

Presiding Member

Presiding Member

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Presiding Member

Presiding Member



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Appendix - Analysis of Variance

Data Collection Procedures

In reviewing this analysis, it is important to acknowledge that the writing data collected during the setup phase of our Kāhui Ako was less trustworthy than our current data. This is due to the fact that some schools reported earlier (mid-year) where other schools reported later, even end of year data. In addition to this, in the early days of our Kāhui Ako our schools weighted their OTJs differently.

Over time, these data collection anomalies have been identified and addressed at our wider leadership meetings. As a result, a set of Kāhui Ako wide data protocols have been developed and adhered to. As a result of this, our data collection procedures have become consistent across our Kāhui Ako which in turn has produced more accurate and reliable data. Therefore, it is important to keep in mind that our pre 2020 writing data was collected prior to the establishment of our data protocols.

In addition to this, the impact of the Auckland Covid-19 lockdowns and time away from classrooms is a further issue which should be considered especially when referencing our NCEA data.

Original Achievement Challenges

The analysis in the section below reports on our student progress against the original Kāhui Ako Achievement Challenges set in 2017. These included a writing challenge, a mathematics challenge, an NCEA challenge and a learner agency challenge.



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Challenge 1: Writing

Writing in Years 1 - 8

Goal 1: Shift 10% of year 1 - 8 students from “below and well below” to “at or above”.
 (From 1531/ 1922 to 1724 / 1922)

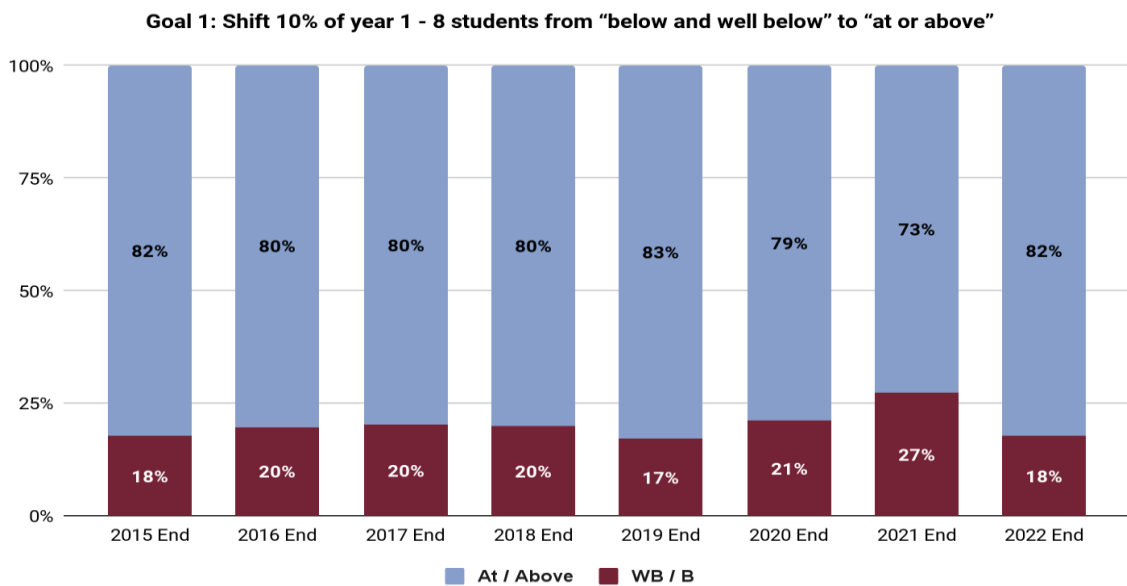
Goal 1a: Shift 13.7% (17 students) of Year 1 - 8 Maori students to “at and above”. (From 87/122 to 104/122).

Goal 1b: Shift 10.6% (19 students) of Year 1 - 8 Pacific students to “at and above”. (From 133/174 to 153/174).

Goal 1c: Shift 11.4% (110 students) of Year 1 - 8 Male students to “at and above”. (711/966 to 821/966).

What progress has been made?

The graphs below represent the writing data we have collected since the end of 2015. In looking at the first graph, our outcomes have remained consistent. It is pertinent to keep in mind the information outlined above with regards to our data journey since 2017.



- In 2015, 18% of Year 1-8 students were judged as being ‘below or well below’.
- This climbed to 20% in 2016, and remained at that level for the next two years. This represents an increase of 2% in the ‘below or well below’ range.
- In 2019, we saw our first bit of progress toward the goal, with a 1% drop, down to 17% of students ‘below or well below’.
- In 2020 and 2021, the numbers of students ‘below or well below’ increased again, which is not unexpected as these were the first of two Covid-disrupted school years.

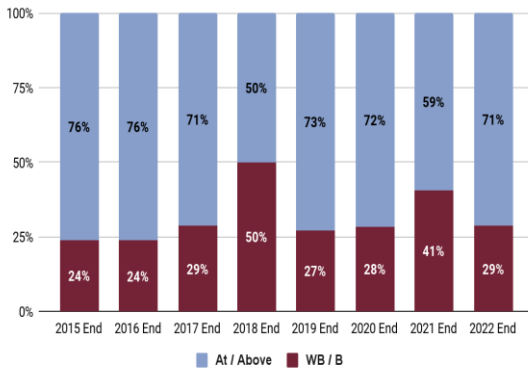


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- In 2022, the first consistent year since covid we can see a drop in students 'below' once again.

Goal 1a: Shift 13.7% of Year 1 - 8 Maori students to "at and above"

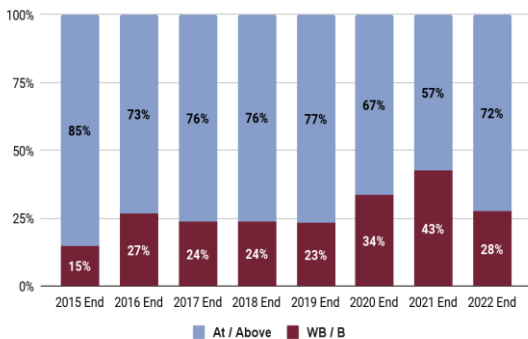


writing

Goal 1a:

- In 2015, 24% of Māori students were 'below or well below'. This is higher than the 18% recorded for the cohort as a whole. In each subsequent year, the same trend is evident.
- After two static years at 24% in 2015 and 2016, there was a sharp spike to 50% in 2017. It is unknown as to what may have caused this, and the spike drops again to 27% the following year.
- As we entered the Covid years, the numbers started to increase again, climbing to 40% 'below or well below' by the end of 2021.
- In 2022 the percentage of below Maori students was further reduced which is pleasing to note.
- It is clear that across the years, our Maori learners are disproportionately represented in the 'below/well below' area in

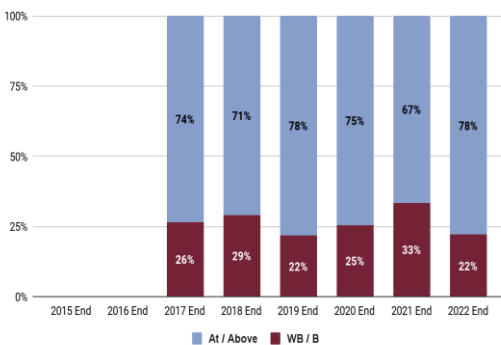
Goal 1b: Shift 10.6% of Year 1 - 8 Pacific students to "at and above".



Goal 1b:

- A similar trajectory to the overall cohort is evident in writing data for Pacific students. Generally there is a significant upward trend in numbers who are 'below or well below', from 15% in 2015, to 45% at the end of 2021, and 28% at the end of 2022
- It is clear that across the years, our Pacific learners are disproportionately represented in the 'below/well below' area in writing

Goal 1c: Shift 11.4% of Year 1 - 8 Male students to "at and above".



Goal 1c:

- Data for this goal only starts in 2017, with 26% of boys 'below or well below'.
- Progress was made towards the goal for the first time in 2019, with a drop to 22%.
- The Covid years (2020, 2021) saw increases of numbers of boys in the 'below or well below' range, with 33% of boys in the category at the end of 2021
- Pleasingly, less boys sat 'well below/below' in 2022



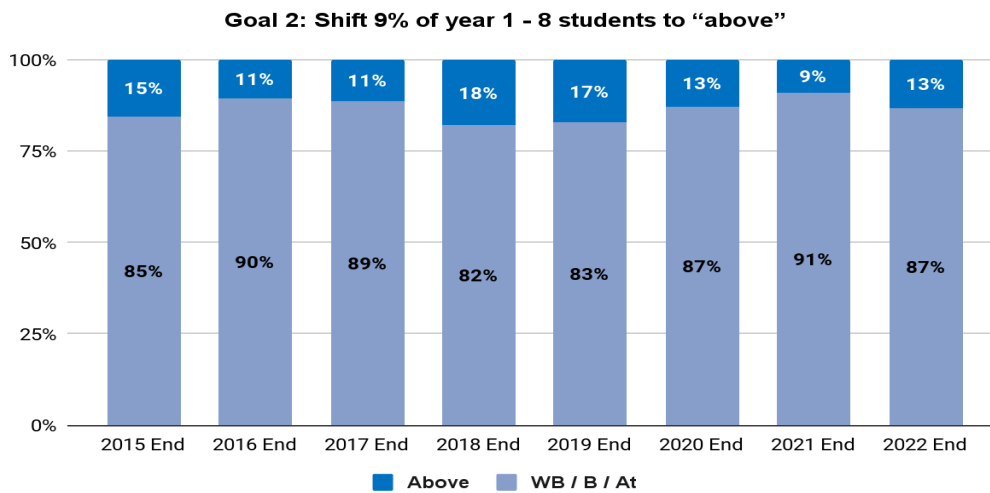
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Goal 2: Shift 9% of year 1 - 8 students to "above" in writing.

What progress has been made?

The graphs below represent the writing data we have collected since the end of 2015. In looking at the first graph, our outcomes have fluctuated year on year. It is pertinent to keep in mind the information outlined above with regards to our data journey since 2017.



- In 2015, 15% of Year 1-8 students were judged as operating above expectation.
- This reduced to 11% in 2016, and remained at that level for the next year.
- In 2018, we saw our first bit of progress toward the goal, with a 7% rise to 18% of students working above and remained similar in 2019, which is pleasing.
- We can see the impact of Covid in 2020/2021 as we see a reduction in those students working above expectations
- In 2022, we see a 4% increase in students working above expectations, the beginning of the post covid recovery process.



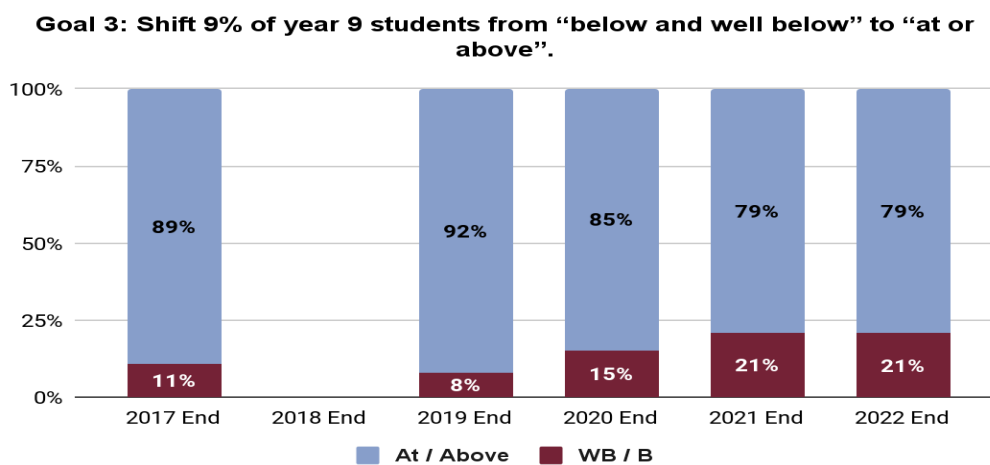
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Writing in Years 9 - 10

Goal 3: Shift 9% of year 9 students from “below and well below” to “at or above”.
 (From 221/248 to 236 /248)

What progress has been made?



- At the end of 2017, 11% of year 9 students were in the ‘below and well below’ range. Progress was made against our goal in 2019, and that number had fallen to 8%.
- However, increasing numbers of students entered the ‘below and well below’ categories in the following three years to the present with an increase to 15% in 2020, then up to 21% in 2021 and 2022



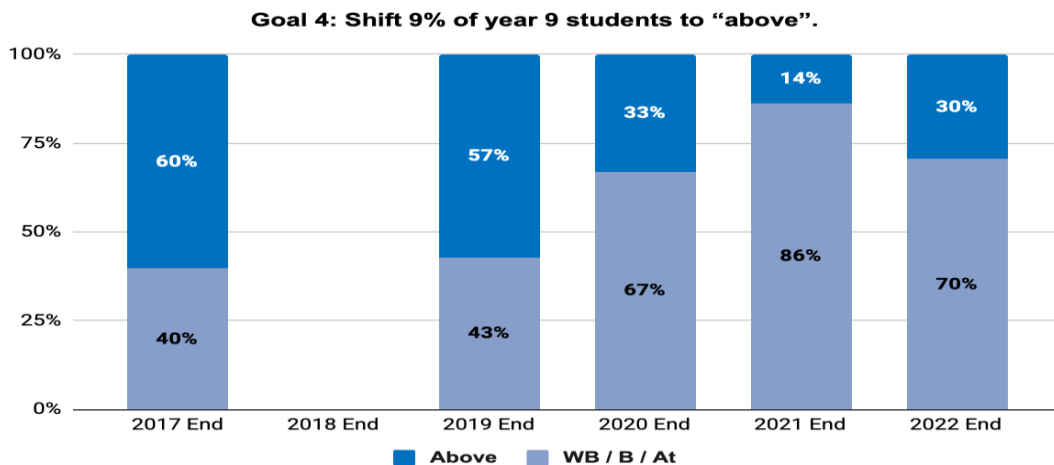
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Goal 4: Shift 9% of year 9 students to “above”

(From 150/248 to 180/248)

What progress has been made?



- In 2017, 60% of students were judged as being ‘above’ standard, with everybody else in the ‘at, below, or well below’ categories.
 - No data is available for 2018
 - In 2019, the percentage of students in the ‘above’ range had dropped to 57%.
 - Noticeable drops in students in the ‘above’ range continued in the covid years of 2020 and 2021.
 - In 2022, there were 30% of year 9s in the ‘above’ category demonstrating a recovery stage from covid
- Please refer to our comment above regarding the development of data protocols between 2017 and 2020 which has impacted this data journey.

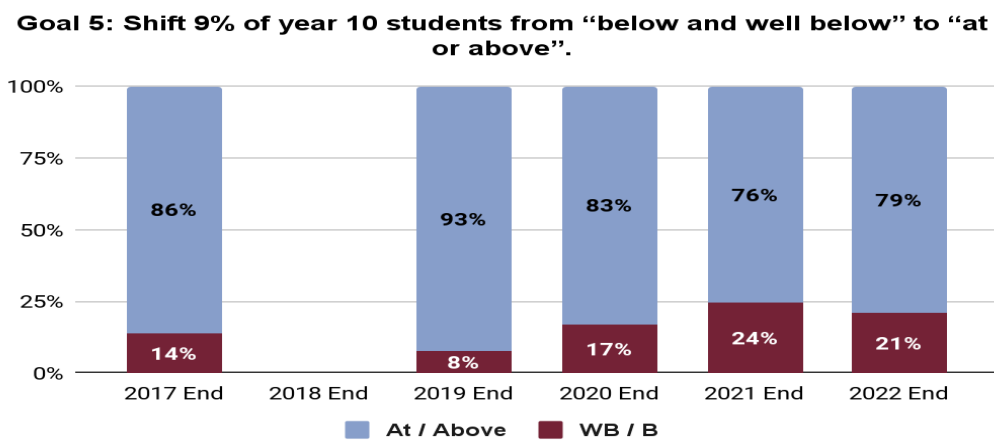


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Goal 5: Shift 9% of year 10 students from “below and well below” to “at or above”
 (From 217/252 to 240/252)

What progress has been made?



- At the end of 2017, 14% of year 10 students were ‘below or well below’.
- No data is available in 2018.
- By the end of 2019, progress against the goal was noted, with a drop to 8% of students ‘below or well below’.
- In 2020 and 2021, numbers in the ‘below and well below’ range increased; the covid years.
- 21% of Year 10 students in 2022 were working within the ‘below or well below’ range.



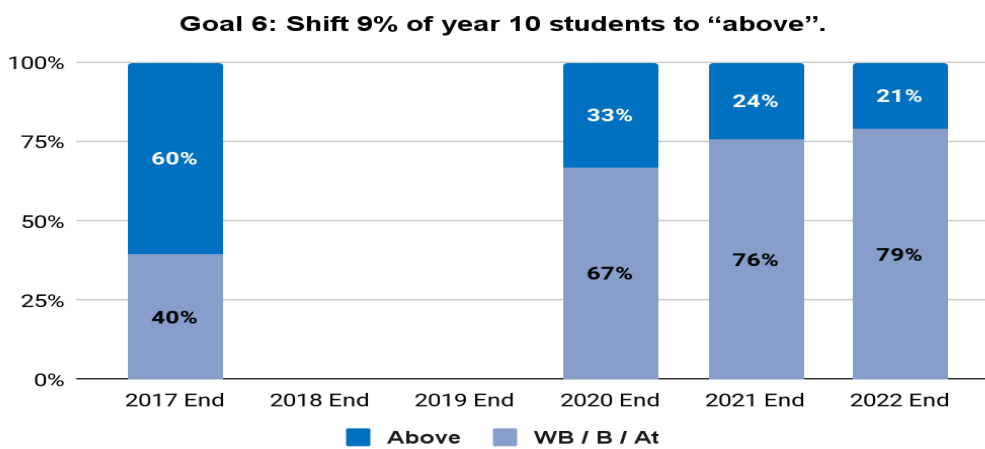
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Goal 6: Shift 9% of year 10 students to "above"

(From 131/252 to 151/252)

What progress has been made?



- In 2017, 60% of year 10 students were judged as being 'above' expectation.
- No data is available for 2018 or 2019.
- By the end of 2020, only 33% of students were judged as being 'above' standard. While this appears a sizable move away from achieving our goal, the initial number of 60% is likely far too high due to inconsistent data protocols .
- Numbers of year 10 students 'above' for writing in 2021 decreased again, to 24%.
- In 2022 we saw a 3% decrease in the number of students in year 10 working at above.



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Challenge 2: Numeracy

Numeracy Goals: Years 1 - 8

Goal 1: Shift 6% of year 1 - 8 students from “below and well below” to “at or above”.

(From 1657/1922 to 1772/1922)

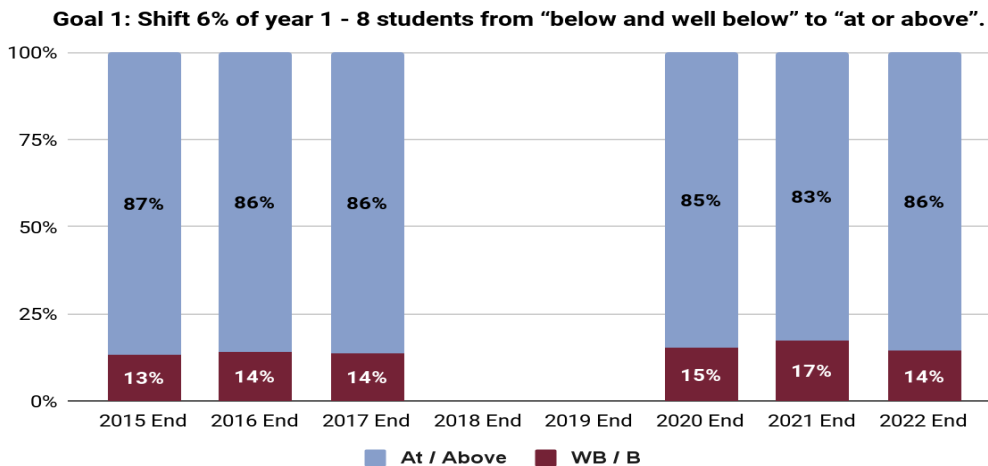
Goal 2a: We aim to lift the achievement of all our Māori students in Mathematics from 79.5% (97/122) to 88.5% (108/122), a 9% shift by the end of 2021. This is a shift of 11 more Māori students (which is part of our target of 115 students overall).

This is a shift of 11 more Māori students (which is part of our target of 115 students overall).

Goal 2b: We aim to lift the achievement of Pasifika students in Mathematics from 73.5% (128/174) to 82.5% (144/174), a 9% shift by the end of 2021. This is a shift of 16 more Pasifika students (which is part of our target of 115 students overall).

This is a shift of 16 more Pasifika students (which is part of our target of 115 students overall).

What progress has been made?



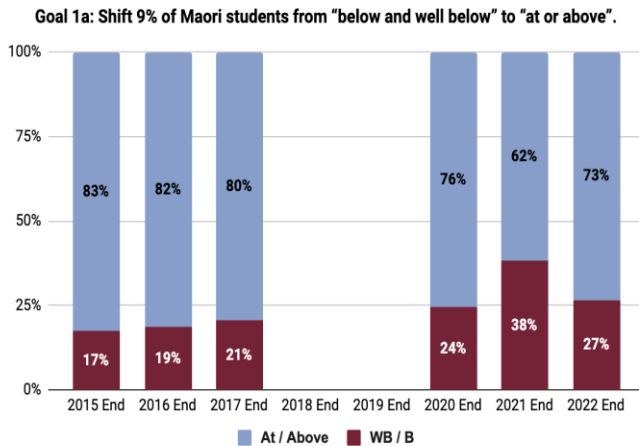
- In 2015 13% of year 1-8 students were achieving at well below or below.
- In 2016 this increased by 1% and remained consistent for 2017.
- There is no data available for 2018 and 2019.
- In 2020 we saw a 1% decrease in the number of students achieving (bringing students achieving at “below” and “well below” to 15%).
- In 2021 we continue to see an increase in the number of students achieving at “below” and “well below” to 17%. The effects of covid can be seen here.



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- Thankfully in 2022 we begin to see a shift in a positive direction, with the number of students at “below” or “well below” decreasing (by 3%) for the first time.



Goal 1a:

- In 2015, 17% of Māori students were ‘below or well below’. This is higher than the 13% recorded for the cohort as a whole. In each subsequent year, the same trend is evident.
- In 2016 and 2017 we see a continuous climb in the number of Maori students that are not achieving.
- There is no data available for 2018 and 2019.
- In 2020 we continue to see a climb in the number of Maori students not achieving, reaching 24%.
- After a constant history of increasing numbers of Maori students not achieving, there was a sharp spike to 38% in 2021. This is likely due to the impact of Covid.
- In 2022 the percentage of “below” or “well below” Maori students began to reduce for the first time which is pleasing to note.

- It is clear that across the years, our Maori learners are disproportionately represented in the ‘below/well below’ area in maths

Goal 1b:

- In 2015, 17% of Pacific students were ‘below or well below’.
- In 2016 and 2017 we see a continuous climb in the number of Pacific students working below or well below
- There is a gap in 2018 and 19 data
- As we entered the Covid years, the numbers working ‘below or well below’ remained steady at 25 and 26%
- In 2022 the percentage of below Pacific students remained steady at 26%
- It is clear that across the years, our Pacific learners are disproportionately maths



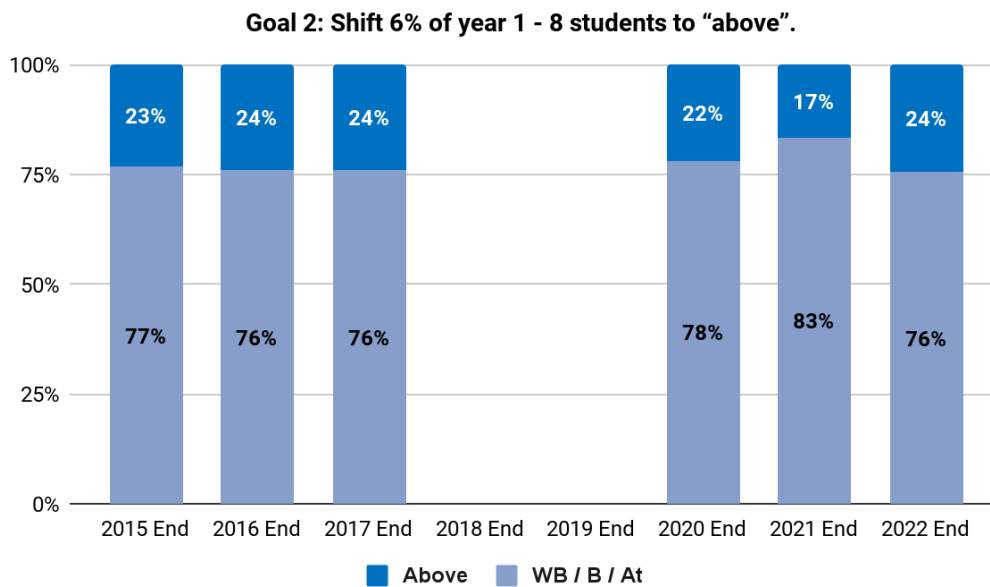
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Goal 2: Shift 6% of year 1 - 8 students to "above".

(From 465/1922 to 581/1922)

What progress has been made?



- Students working at above over the past years have been consistent.
- At the end of 2015, 23% of year 1 - 8 students were working above expectation. This has remained steady over 2016, 2017 and in 2020.
- No data is available in 2018 and 2019.
- In 2021, numbers in the 'above' range decreased; the covid years.
- 24% of Year 1-8 students in 2022 were working within the 'above' range.



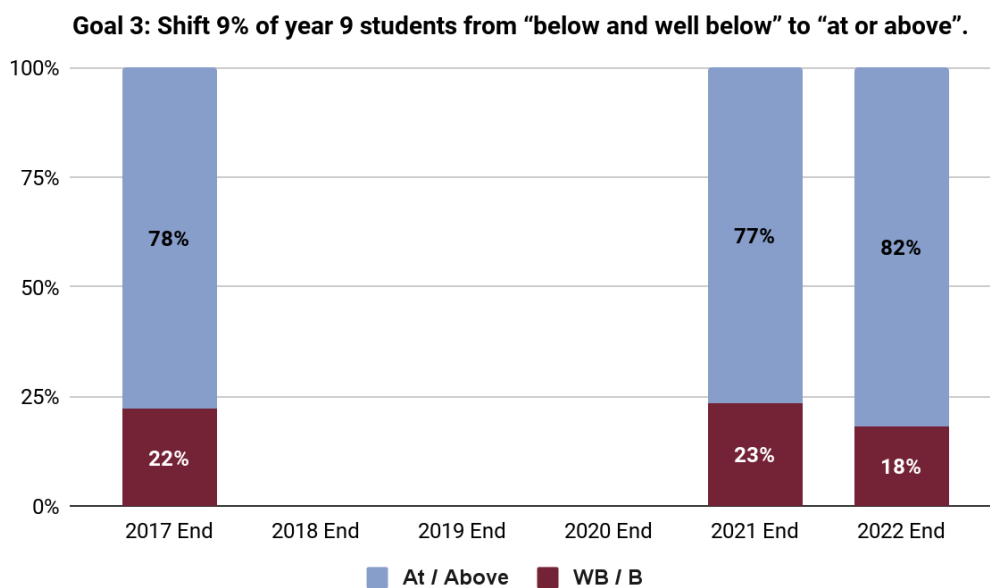
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Numeracy in Years 9 - 10

Goal 3: Shift 9% of year 9 students from “below and well below” to “at or above”.
(From 182/233) to 203/233)

What progress has been made?



- At the end of 2017, 78% of year 9 students were working At or Above expectation.
- No data available for 2018, 2019 and 2020.
- 2021 saw 77% of students in year 9 working At or Above in Numeracy, with a 5% increase by the end of 2022.

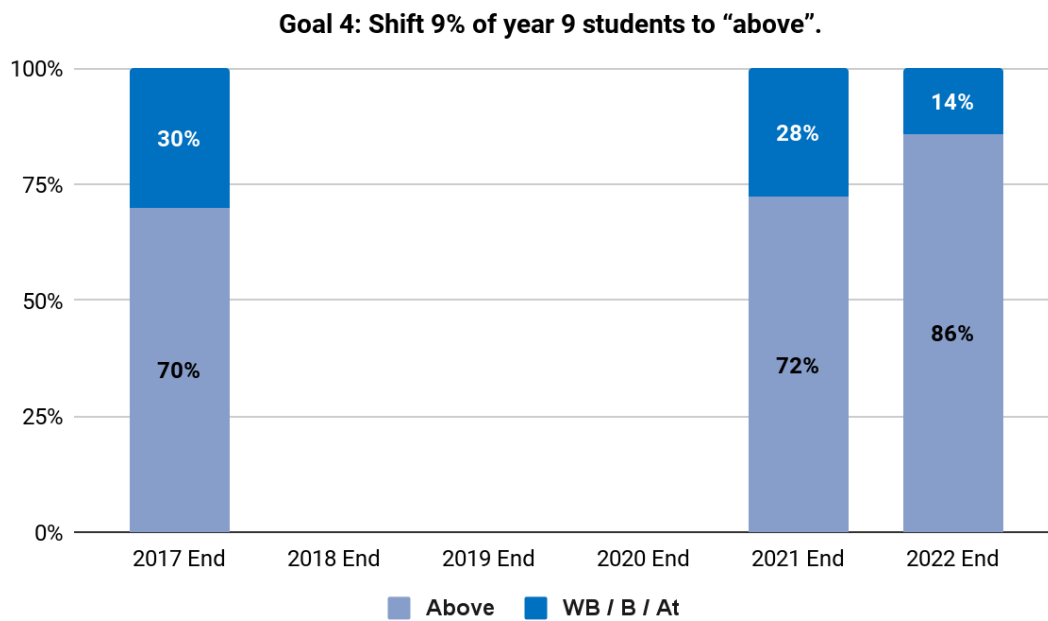


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Goal 4: Shift 9% of year 9 students to "above".
 (From 71/233 to 92/233)

What progress has been made?



- In 2017, 70% of year 9 students were judged as being 'above' expectation.
- No data is available for 2018, 2019 and 2020.
- By the end of 2021, 28% of students were judged as being 'above' standard.
- Numbers of year 9 students 'above' for numeracy in 2022 decreased to 14%, a sizeable decrease from the year before.

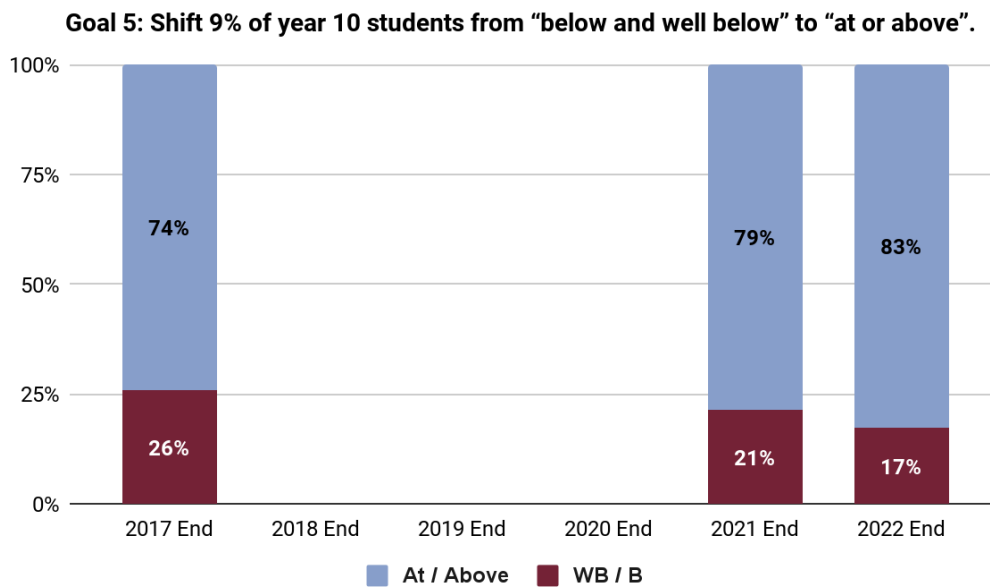


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Goal 5: Shift 9% of year 10 students from “below and well below” to “at or above”.
(From 190/256 to 213/256)

What progress has been made?



- At the end of 2017, 74% of year 10 students were achieving At or Above in Numeracy.
- There is no data for 2018, 2019 and 2020.
- 79% of students in year 10 were judged as working At or Above in 2021. This increased by 4% by the end of the following year (2022).



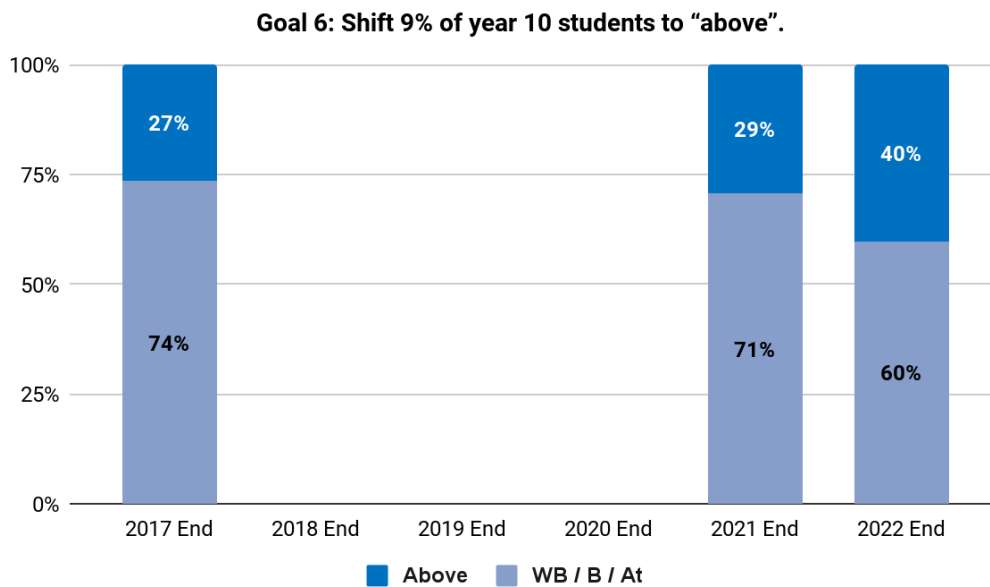
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Goal 6: Shift 9% of year 10 students to "above".

(From 68/256 to 91/256)

What progress has been made?



- In 2017, 27% of year 10 students were judged as being 'above' expectation.
- No data is available for 2018, 2019 and 2020.
- By the end of 2021, 29% of students were judged as being 'above' standard.
- Numbers of year 10 students 'above' for numeracy in 2022 increased to 40%, which is pleasing.



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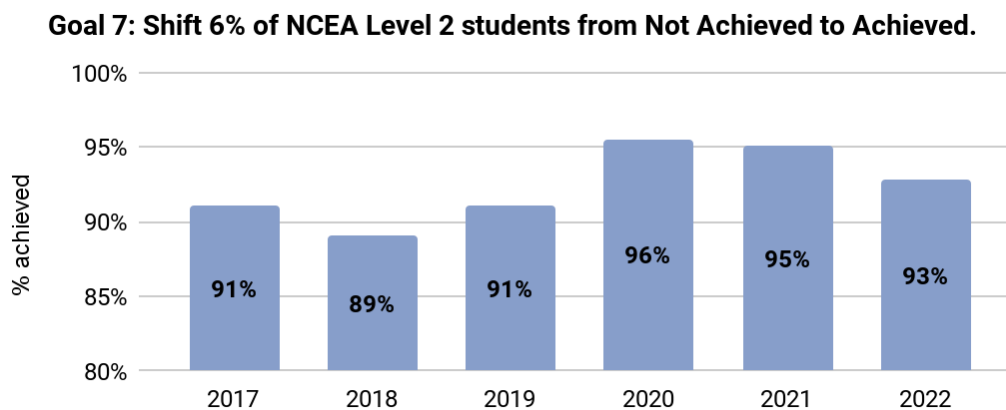
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Challenge 3: NCEA Level 2 and 3

Goal 7: Shift 6% of NCEA Level 2 students from Not Achieved to Achieved.

(From 230/256 to 245/256)

What progress has been made?



- In 2017, 91% of NCEA level students were judged as having achieved NCEA.
- In 2018 this decreased by 2% to 89%.
- In 2019 we saw an increase in the number of Level 2 students achieving NCEA to 91%. This continued to increase (to 96%) in 2020.
- In 2021, 95% of students at Level 2 Achieved.
- It is important to note that in 2020 and 2021, credits were gifted due to the impact of covid.
- In 2022, 93% of students achieved Level 2 of NCEA.

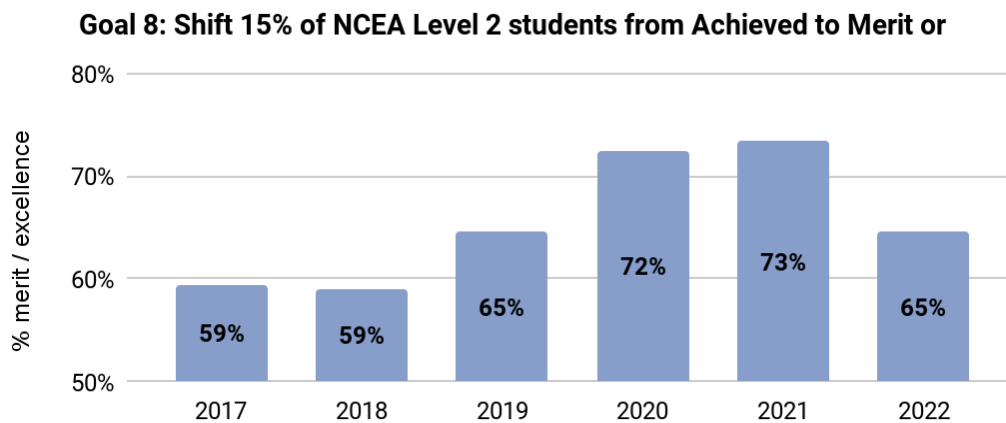


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Goal 8: Shift 15% of NCEA Level 2 students from Achieved to Merit or Excellence.
(From 148/256 to 186/256)

What progress has been made?



- At the end of 2017, 59% of students achieved Level 2 with a Merit or Excellence endorsement.
- 2020 and 2021 saw an increase in endorsements to 72% and 73% respectively.
- In 2022, 65% of students were endorsed. This marks a 6% increase from 2017.



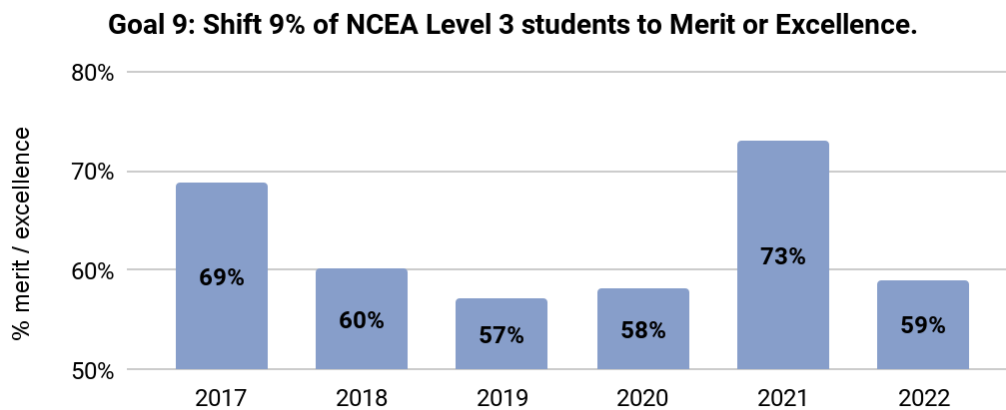
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Goal 9: Shift 9% of NCEA Level 3 students to Merit or Excellence.

(From 117/229 to 137/229)

What progress has been made?



- At the end of 2017, 69% of students achieved Level 3 with a Merit or Excellence endorsement.
- 2018 and 2019 saw a decrease in endorsements to 60% and 57% respectively.
- 2021 saw a large increase in NCEA Level 3 students who were achieving Merit or Excellence in Numeracy. This is largely due to credits gifted to students during a disrupted year of Covid and lockdowns.
- End of 2022 shows 59% of students achieving Merit or Excellence, which is consistent with data from 2019 and 2020.



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Challenge 4: Agency

Goal 1: For all of our students to be aware that they have agency in their learning.

We have no quantitative data to share under this goal. However there is widespread anecdotal evidence to suggest that the development and diffusion of the SECKA Agency Model and our Understanding Agency course has resulted in a shared language in our teachers. During 2020 to 2022 all SECKA WSTs incorporated an agency related factor into their inquiries. Further, seminars on entitled, 'The power of belief', 'The power of belonging' and 'The power of relevance' have been presented to staff groups by ASTs and WSTs at different Kāhui Ako related hui. As a result, it would not be uncommon to hear teachers referring to terms such as 'self-concept' or 'self-efficacy' in their professional conversations and in their learning spaces.

In addition to this, many teachers in our Kāhui Ako have used our agency surveys (adopted from Panorama Education) to track specific aspects of learner agency in their students. It is estimated that over 1000 students from years 4 - 13 have been engaged in this process over the last two years.

We are confident, as a direct result of our effort to build agency capability (knowledge, terminology and awareness) in our teachers, that our student population is increasingly aware that they have agency in their learning.