

WAIUKU KAHUI AKO



2019

Achievement Challenge



He oranga mō te katoa



Waiuku College



VIEW ROAD SCHOOL



Glenbrook School



WAIUKU PRIMARY SCHOOL



PUKEOWAI SCHOOL

KIA KAHA KIA TOA



Otaua Primary School



AKA AKA SCHOOL

We do. We learn.

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Vision

“Working together to grow our Learners and Community”

All ākonga attending a school in our Kāhui Ako will receive quality teaching and support to achieve the expected progress.

Aim

Our Kāhui Ako schools will work together in a collaborative way with students, parents, whānau and community to accomplish the achievement goals.

We will achieve this by working together on four important areas:

- Grow hāuora amongst our learners, whānau and staff
- Develop and nurture effective relationships and partnerships with our community
- Foster equitable learning opportunities and outcomes for all learners
- Ensure sustainable Kāhui Ako infrastructure and systems are in place and are effective

We Value

- Whakawhanaungatanga -
Our relationships and partnerships with the students and community that we serve.
- Mahitahi -
Collaboration; our commitment to work together towards common goals that we have established together
Our collective voice and impact.

Together we can achieve things that we cannot achieve alone.

Waiuku Kahui Ako - Strategic Plan



2019-2021
Working Together to Grow our Learners and Community

Grow hauora amongst our learners, whanau and staff

Key Strategies

Foster equitable learning opportunities and outcomes for all learners

- ✓ Explore the hauora opportunities, services and approaches available to us
- ✓ Review and share best practice, including initiatives related to teacher wellbeing, play and mindfulness

➤ Schools have access to models and initiatives that look after the health and wellbeing of our people

- ✓ Access external initiatives/workstreams made available to the Kahui Ako
- ✓ Establish learner centred opportunities and workstreams

Measures of Success

➤ The Kahui Ako has established relationships and partnerships that contribute positively to student achievement

- ✓ Advocate for, and establish, additional learning support resourcing across our Kahui Ako
- ✓ Strengthen our local Additional Learning Support network
- ✓ Establish a consistent language of learning

➤ Students requiring additional learning support receive comprehensive and effective assistance to enable them to achieve

Ensure sustainable Kahui Ako infrastructure and systems are in place and are effective

Enabling Strategy

- ✓ Set, and commit to, a shared operating structure, reviewed annually
- Kahui Ako structures and systems enable initiatives to be executed effectively and allow a focus on the achievement of our students

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Our Community

The Māori name “Waiuku” comes from a legend that two prominent brothers, Tamakae and Tamakou, vied for the hand of a beautiful high-ranking Waikato chieftainess. Tamakae washed in the wai (water) and uku (a white mud) of the stream that flows into the Manukau Harbour, before he met her. Tamakae won her heart and married her. From then on, the place was named Waiuku.

The local Iwi of Waiuku or Mana Whenua of Waiuku is Te Iwi o Ngati Te Ata Waiohua. A striking statue of Tamakae stands in the township, carved from swamp kauri logs found during some excavation work at New Zealand Steel and gifted to the local iwi, Ngati Te Ata.

Waiuku came into existence as a port in about 1843, and an important trade route between Auckland and the agricultural area of the Waikato. Waiuku later grew as a farming centre and from 1914, it has been a town district of Franklin with now approximately 8,000 people.

A major development for the town was New Zealand's first steel plant at Glenbrook to convert iron sand brought from the black sand deposits at Waikato Heads into steel. The company continues to be a major employer in and influence on the town.

The ethnic makeup of Waiuku is 62.6% European; 26.4% Māori, 4.4% Asian, 3.8% Pasifika and 2.1 other ethnicities.

English is the most commonly spoken language in Waiuku, spoken by virtually the entire population.

Waiuku Kāhui Ako

The group of schools that comprise the Waiuku Kāhui Ako is centred on Waiuku with all schools being within close proximity. These schools have similar demographic characteristics which reflect their local communities.

Schools in the Waiuku Community of Learning have a significant Māori roll (21%) when compared to the national average (15%) and smaller than the national average Pasifika roll (6%) when compared with the national average (20%).

A high number of children entering primary school have participated in early childhood education, 95.5% of Māori students, 91.4% of Pasifika students and 95.6% European/Pakeha students.

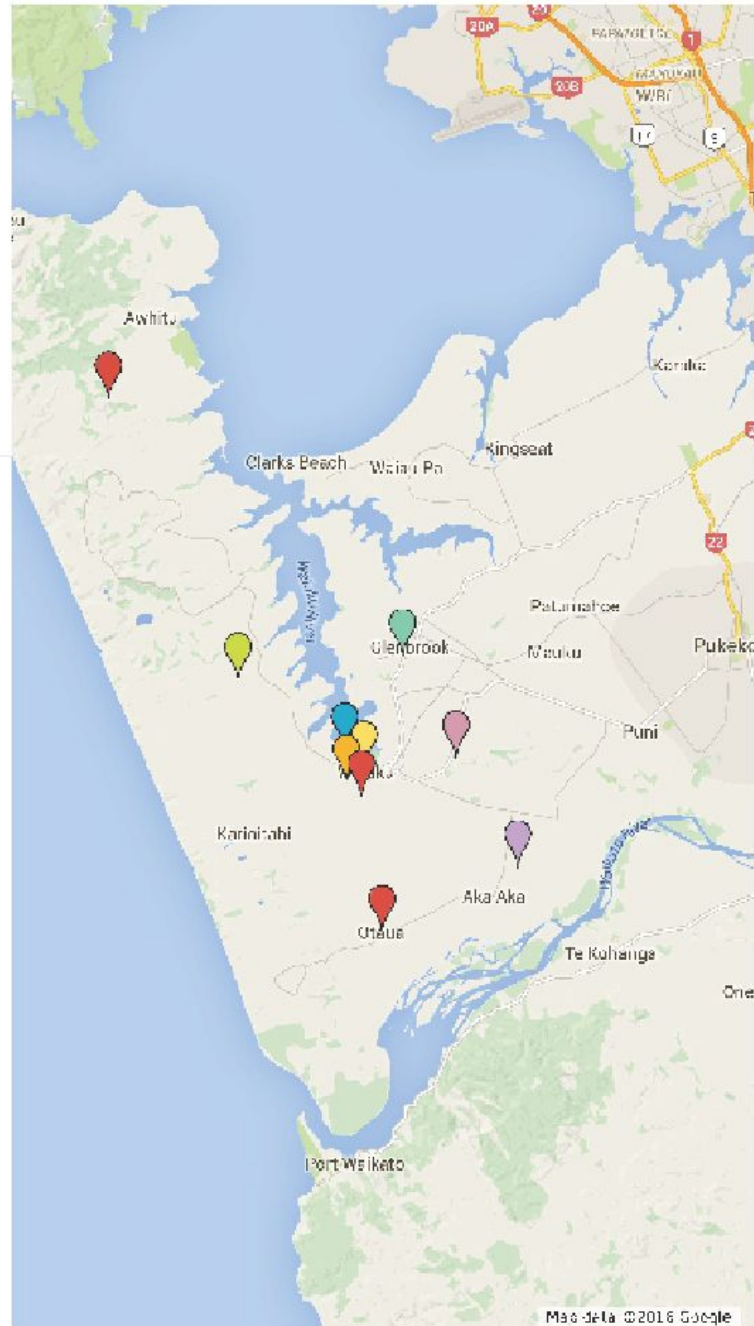
The role of education is to nurture every child’s potential and to support their educational success. Many New Zealand students do very well in education and achieve outstanding results. We have many talented and committed education professionals, parents, whānau, iwi, families and communities who support New Zealand’s students every day. However, there is much room for improvement in how well the education system is performing for particular groups of students and this needs urgent attention and focus for change. Too many Māori students are left behind and disengage from education before gaining the skills, knowledge and qualifications needed to reach their full potential. The negative impact of this on students, their whānau, wider communities and New Zealand is significant. – Ka Hikitia 2013-2017



Waiuku Community of Learning

Waiuku Community of Learning

-  Awhitu District School
-  Waipipi School
-  Sandspit Road School
-  View Road School
-  Waiuku College
-  Glenbrook School
-  Aka Aka Primary School
-  Pukeoware School
-  Otaua Primary School
-  Waiuku Primary School



Review of 2017 -2018 Achievement Challenge

The Waiuku Kahui Ako Achievement Challenge document 2017-2018 set out three theories of improvement through which we attempted to achieve our goals:

‘We will achieve this by working together on three important areas:

Culturally responsive pedagogies- where teachers understand how to work effectively with diverse groups of students.

Collaborative teaching as inquiry to identify the most effective practice to reach the targets for Writing and Mathematics.

Effective transition process to support student achievement in Writing and Mathematics as they move from Early Childhood Education through to Primary School and on to Secondary School.’

Culturally Responsive and Relational Pedagogy

A decision was made to work with the University of Auckland CR & RP team because Waiuku College had established a working relationship with them for a number of years. The Waiuku Community of Learning was allocated 200 hours of PLD. This was one of the first times that the University of Auckland Team Solutions group had used Rongohia te Hau in the primary settings. Eight of the ten schools opted to use the Rongohia te Hau survey as an initial measure of CR & RP in their schools. The remaining two schools were content with their current work in CR & RP and chose not to be involved.

Following the initial survey 5 schools worked with the observation to shadow coach tool as a means for improving culturally responsive and relational pedagogy within their schools.

The Across School teachers and the Within School teachers from these schools worked together to grow capability in using the observation to shadow coaching tool. This involved shadow coaching the ‘new’ coaches, leading whole school workshops aimed at deepening the understanding of CR & CP in their individual settings. Analysis of the multiple measures of Rongohia te Hau was carried out with the Senior leadership of the schools and the Across school team.

Three schools carried out the Rongohia te Hau survey a second time in 2018. This was based on a deepening understanding by the staff of the importance of CR & RP and a greater understanding of the observation to shadow coach process. There was some collaboration between the three schools in terms of sharing expertise and understandings at staff meetings.

From the early data of 2017 & term 1 2018 there was a shift upwards in the number of teachers in the integrating band.

One school is continuing to use Rongohia Te Hau and the Observation to Shadow Coach tool in 2019 as a means to keep improving pedagogy and keeping a focus on Maori students. This school has increased the number of staff confident in using the Shadow Coach tool from 6 (2017) to 15 (2018



Rongohia Te Hau Observation Data Waiuku Kāhui Ako 2017 & 2018

Waiuku Kāhui Ako - November 2018 (with View Road School updated)

	Basic	Developing	Integrating
Kahui Ako – primary only	0 (0%)	27 (47%)	30 (53%)
Kahui Ako - all	0 (0%)	48 (49%)	50 (51%)

Waiuku Kāhui Ako - Previous Data - October 2018 (with Waiuku College updated)

	Basic	Developing	Integrating
Kahui Ako – primary only	0 (0%)	30 (49%)	31 (51%)
Kahui Ako - all	0 (0%)	49 (49%)	50 (51%)

Waiuku Kāhui Ako - Previous Data - T4 2017 / T1 2018

	Basic	Developing	Integrating
Kahui Ako – primary only	0 (0%)	30 (49%)	31 (51%)
Kahui Ako - all	0 (0%)	58 (59%)	41 (41%)

Each school had individual shifts in Rongohia Te Hau. Each school has used this resource to reaffirm that their individual practice is meeting the needs of their learners within their individual school community contexts. As a secondary school Waiuku College is particularly cognisant of the value that Primary School contexts provide for our learners.

Collaborative Teaching as Inquiry

Each school has deepened their individual understanding of teaching as Inquiry within their school community context. We look forward to sharing these individual contexts across the Kahui Ako and share good practice.

There were several challenges that hindered implementation of collaborative teaching as inquiry across schools. Schools were at widely differing places on the continuum of teacher competency using collaborative teaching as inquiry. Different language was employed from school to school. Some principals did not prioritise teaching as inquiry in their schools. Some schools believed that they were effectively inquiring in their own contexts and did not need to share. Synchronised time was also not made available for teachers to work together.

Initial evidence was collected at a 2017 In-School hui where all ten schools shared their experiences and evidence. From there one school who had expertise shared their findings and plans at two other schools. This ignited a shift in their practice which saw professional learning groups established and a change to using the spiral of inquiry model.

Collaborative teaching as inquiry was an agenda item at the termly In-School meetings. In-school teachers shared their personal and school inquiries. This expanded into a meeting where all ten schools were invited to share best practice to the whole teaching community. Five teachers presented their inquiry findings.

20/01/2019

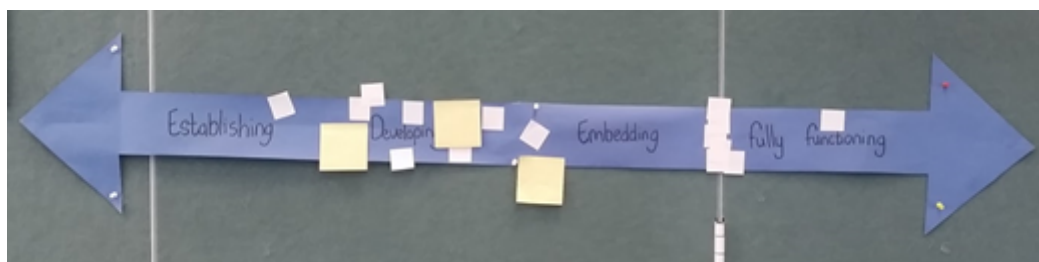


By the end of 2018 there was a significant shift in two schools in teachers’ inquiry abilities and collaborative practices. Also there was a shift in all schools understanding and confidence in collaborative teaching as inquiry.

This resulted from the influence of the Glenbrook School story which led to some staff members at each school building their knowledge and capabilities to lead inquiry. We collected teacher and student voice that evidenced this shift.

Table of Within School Teachers understanding & confidence in using Inquiry 2017 - 2018

Understanding & confidence in using inquiry	Establishing	Developing	Embedding	Fully Functioning
Term 2 2017	1	7	6	1
Term 2 2018	0	5	9	1



Transitions

The 2017-18 Achievement Challenge believed that by improving student transitions, especially from Primary schools to College, would see better student outcomes in terms of literacy and numeracy.

The results are yet to be gathered (2019) but the improved and increased communication between the primary school Year 7-8 teachers and relevant teachers at the College has definitely improved. Two major meetings and termly network meetings were held with many of the teachers from Year 7/8 and Junior TIC’s from the college. Over the two years, all schools had representatives at these

meetings. These meetings allowed for sharing of resources, ideas and networking about the English, Mathematics, Social Science and Physical Education curriculum areas.

A reinvigorated orientation programme was a major achievement in 2018. Teacher and student voice from the beginning of 2018 indicated that orientation from Year 8 into the College was needed. This evidence was gathered from four surveys; Year 9 & 10 survey, Yr 7/8 teacher voice and Whanau survey.

Example of student voice; *“they could’ve let us spend a day at college during one of the school days, so we could get a feel of how it works”.*

“felt that they would really benefit from an orientation day at college during their year 8 year. Similar to being prepared to attend technology at View Road School.”

Whanau Voice Summary - Responses tended to follow a theme;

- *Computer Issues*
- *The class the students will be in*
- *Information regarding procedures, how college works, class, timetable, money issues, bullying.*

All schools participated in the 2018 orientation programme, with positive feedback from all involved. The Year 9 College pastoral team indicated a wealth of information was collected during the visits making class selection easier and gaining additional information for the learning support and Kaitautoko programmes. There has been increased sharing of knowledge, more coherent systems in place and shared events, which has brought the community of schools together.

The next step would be to use these connections to build more coherent curriculum pathways at the Year 8/9 transition. Another potential next step would be to focus on priority groups like Maori learners to examine their experiences of the transition process and to see what impacts occurred across their learning.

A major collaboration between four schools is the shared use of Kaitautoko. This team focuses on priority learners in terms of Maori and Pasifika families across the community. They make connections with the students and whanau and provide additional Te Reo and tikanga support in these schools.

A constructive transition point was the Art/Technology group. This group of Year 7/8 and College teachers shared curriculum units, ideas and pedagogy. They met four times over 2017/2018. Hopefully this will continue, but it may need a dedicated Within School teacher to lead this work.

There was a thriving ECE/NE network that we met and discussed opportunities with, yet did not begin to formally plan to include them in the Waiuku Kāhui Ako at that stage.

Measurement data

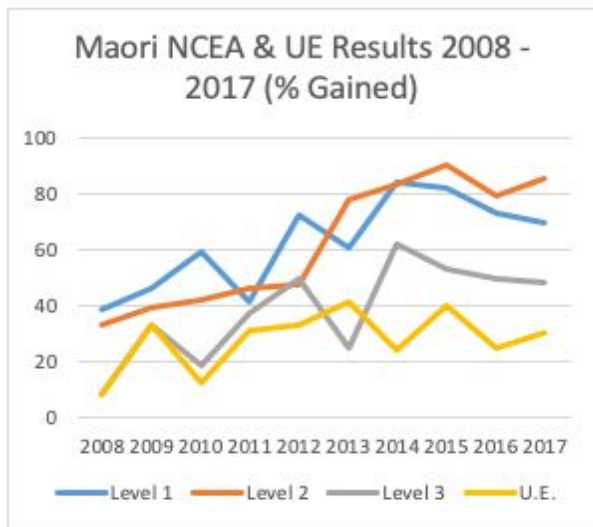
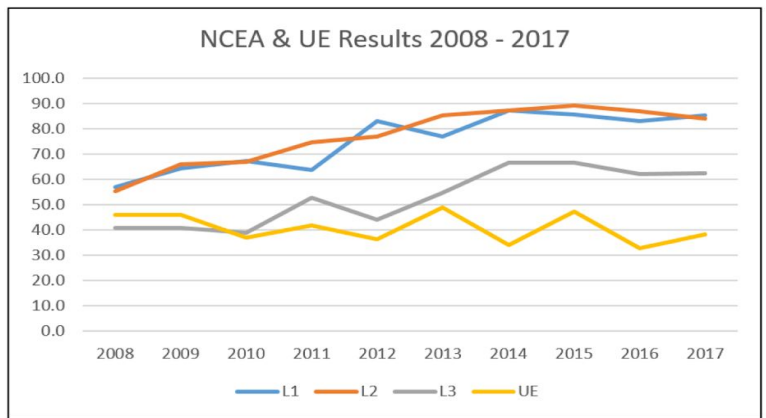
The initial measurement data was based on National Standards data for the primary schools involved and NCEA level 2 for the secondary school.

With the removal of National Standards our individual Primary Schools have spent the past two years mapping their reporting of student achievement to the curriculum levels of the NZC. This change in reporting was captured in each individual school's AOV. This is an iterative process that we look forward to aligning through our updated Achievement Challenges. We have collated well being data using the NZCER survey tool and are using that as our baseline data for our Well being challenge in 2019-2010- see appendix 1.

2008 – 2017 NCEA Data

Achievement of students on the roll for the Year level - 2008 – 2017

NCEA & University Entrance Results (% Gained)				
Year	L1	L2	L3	UE
2008	57.1	55.5	41.0	46.2
2009	64.3	66.2	41.0	46.0
2010	67.2	66.9	38.9	37.0
2011	63.8	74.8	52.8	41.7
2012	83.1	77.1	44.0	36.3
2013	77.0	85.4	54.7	49.1
2014	87.4	87.4	66.7	34.2
2015	85.8	89.3	66.7	47.2
2016	83.2	87.1	62.1	32.8
2017	85.3	84.0	62.5	38.3



Maori NCEA & U.E. Results (% Gained)				
	Level 1	Level 2	Level 3	U.E.
2008	38.7	33.3	8.3	8.3
2009	46.3	39.1	33.3	33.3
2010	59.4	41.9	18.8	12.5
2011	41.4	46.2	37.5	31.3
2012	72.4	47.4	50.0	33.3
2013	60.9	77.8	25.0	41.7
2014	84.3	83.3	61.9	23.8
2015	82.1	90.2	53.3	40.0
2016	73.3	79.2	50.0	25.0
2017	69.7	85.7	48.5	30.3



Summary of challenges encountered 2017-2018

The effective development of sustainable Kāhui Ako infrastructure and systems only started towards the end of 2018 and have not been embedded. The process of building trust and strengthening relationships after the influence of competitive models and Tomorrow's Schools, took up a significant amount of time and resource in the initial 2 years. This process is ongoing and we are moving positively towards better collaboration. Common language and measurement tools are not yet in place.

A challenge in creating a coherent collaborative team of Across School and In School teachers was that there was no shared time or understanding of what the roles and responsibilities were for each group. There was a lot of negotiation in allocating time for meetings, this improved in 2018 as understanding of the community increased. Some schools interpreted the Achievement challenge to meet the needs of their own setting.

A final survey for 2017-18 Waiuku Kāhui Ako was administered by the expert partner. The aim was to see how teachers felt about the impact of the Kāhui Ako and to plan for increased engagement. 54% of Teachers responded to the survey at the end of 2018.

The general themes were that over half understood the Achievement challenge but there needed to be more communication, a stronger buy in to the Kāhui Ako, stronger links between the PLD and purpose of the Kāhui Ako and agreed processes for measuring progress.

Kahui Ako wide survey data regarding 2016-2018

Survey of Teachers

This should be treated as a 'baseline' survey of where things are at now, and used to plan for better engagement for the next 2 years.

Key (using the 1-5 rank.)

1= Not at all.....5=
Highly

54% completion rate within the week.

- We think that this is a good level of response and the overlap in the responses suggest that we can see the main themes coming through clearly. We can have confidence in the results
- Only one (small) school did not respond. Good level of response from the rest
- A wide range of responses to the question 'Do you feel a part of the Kāhui ako'. 47% scored 1 or 2, 22% scored 4 or 5. We should plan for this to be much stronger within the next 12 months
- 57% scored 1 or 2 in answer to 'to what extent is the KA delivering on its promise of better educational outcomes for ākonga. 18% scored 4 or 5
- Main reasons for these scores are: low buy-in from schools to the KA; PLD and collaborative work has been good but has not reached many teachers as yet; still in the honeymoon period; the theory of improvement is not well understood or perhaps articulated across the KA so that teachers are not connecting the KA actions to changes in priority student outcomes. TOI/SOI does not seem to connect the PLD with changed achievement
- Only 23% of teachers felt that the KA was helping them to support learning of ākonga better.

- In answer to the question ‘How well are the (AST) support roles working to help you inquire into and find ways to improve your teaching?, 33% of teachers scored a 4 or 5
- In answer to the question ‘How well are the (WST) support roles working to help you inquire into and find ways to improve your teaching?, 33% of teachers scored a 4 or 5
- In answer to the question ‘How well are the (PLD Facilitator) support roles working to help you inquire into and find ways to improve your teaching?, 33% of teachers also scored a 4 or 5
- The answers to these three questions above is very similar and suggests that those who have worked with these support roles do value them, but that most have had limited contact?
- To the question ‘if you believe you are teaching better, in what ways have you changed your teaching?’ there were 53 responses. A number of these said that they had not changed, some said that they had but that it had nothing to do with the PLD, and the remainder were quite explicit about what they had changed. This quote captures much of the tone of the others:

We are on our own individual journey. I have taken on board all my learning in PLD as well as from the inputs from our regular staff meeting where we discuss ways to be better teachers. We also have periodic teaching observations (my peers and our school leaders have observed my teaching) which give us more ideas on how to change and improve

- 54% of respondents said that they knew what the AC was
- 30% of respondents said that they would know when the AC had been met or substantial progress towards it had been made. This shows the reality of the KA not having established an agreed modus for measuring progress.
- There were many comments about how things could be improved. In Summary, these cover: better communication across the KA; stronger buy-in to the KA by all schools/principals; a stronger purpose to the KA that all can feel is actually of vital importance to the whole community; a coherent theory of improvement in which all staff can see the link between the purpose of the KA and how the PLD should help to meet that purpose ... with agreed processes for measuring progress

Survey of Support Role teachers

11 AST and WST responded.

- 3 were totally clear about their roles, the others still had areas of fog re purpose.
- All felt that the KA could do better to deliver better outcomes for ākonga – for essentially the same reasons as given by teachers – lack of impact on all teachers practice and through to ākonga, variable impact across schools. However, especially with the AST, there is a sense of definite progress in building the framework and network across schools needed to begin to start to deliver on the KA promise
- In answer to the question ‘to what extent are you getting the support you want from the (AST)?’, the comments were generally very supportive of the capability and effect of the ASTs, with some comments about more modelling, more visibility, sharper sense of direction and fuller communication. It is well worth exploring ways to address these comments.
- In answer to the question ‘to what extent are you getting the support you want from the (WST) of each school you are working in?, the responses were also positive and noted as having an impact. Improvement oriented remarks were about variable commitment by all the WST, and some lack of role clarity
- In answer to the question ‘to what extent are you getting the support from the (principal) of each school you are working in?, the responses were also positive with some comment about clarity of goals and variability of support between schools.

- In answer to the question ‘to what extent are you getting the support from the (PLD Facilitator)?’, the responses have been positive except for some desire for more contact with them.
- The answers to these three questions above is very similar and suggests that those who have worked with these support roles do value them
- Overall, the ASTs and WSTs have found themselves (positively) challenged and excited by their roles, have felt that the mahi is important and that there is a sense that progress is being made in terms of having a positive impact on teaching and that this will flow through to student progress and achievement but that there is still much to do.
- Like the teachers, measurement of progress towards meeting the AC is seen as a big issue that needs addressing.

Overall, there was a wealth of information to provide a baseline from which to build a strategic plan for 2019 that will enable the Kāhui ako revise its AC and theory of improvement, agree on and implement measurement processes, and be able to show progress against baseline. (this data was not used by principal group when engaging with the change management process)

Strengths developed 2017-2018

A collaborative culture and relational trust was well developed between Across School and Within School teachers. Year group network meetings have enhanced teacher collaboration beyond their own context. A number of other strengths were developed-See analysis below;

Waiuku Kahui Ako - October 16, 2018

Strength Analysis of our Kahui Ako (10 principal’s feedback)

Strengths

- Has brought people together
 - o Across schools
 - o Secondary / primary school
 - o Relationships being developed
 - o Opportunity to see ourselves outside of a “competitive environment”
- Provided opportunities to share resources / skills
 - o Kapa Haka
 - o Mentors for Maori boys
 - o Te Reo teacher
- Provided opportunities to lead / develop leadership skills
 - o Within School Teachers
 - o Leading year group meetings etc
- Collegial support
- Cross sector model – within town. Eg. With employers, business association
- Opportunities for ECEs engagement
- Opportunities for lobbying for TEO / ITOs with satellites closer to Waiuku. Even Pukekohe/ Tuakau.

Post 2018

The Principals decided that a new approach was needed if the Waiuku Kahui ako was to be successful. They took up the MOE change management offer to revise the strategic direction and challenges that would make the most difference to our communities' tamariki. They used the learnings that were gained by the challenges that arose in the last 2 years and collaborated on a joint Kaupapa

“What can we do better together, that we cannot do as individual schools”. Below is the beginning of our new journey

2019 Revised Waiuku Kāhui Ako Achievement Challenges(3)

1. Grow hāuora amongst our learners, whānau and staff

- Explore the hāuora opportunities, services and approaches available to us
- Review and share best practice, including initiatives related to teacher well being, play and mindfulness

2. Develop and nurture effective relationships and partnerships with our community

- Access external initiatives/workstreams made available to the Kāhui Ako
- Establish learner centred opportunities and workstreams, including the opportunity for the localisation of our curriculum

3. Foster equitable learning opportunities and outcomes for all learners

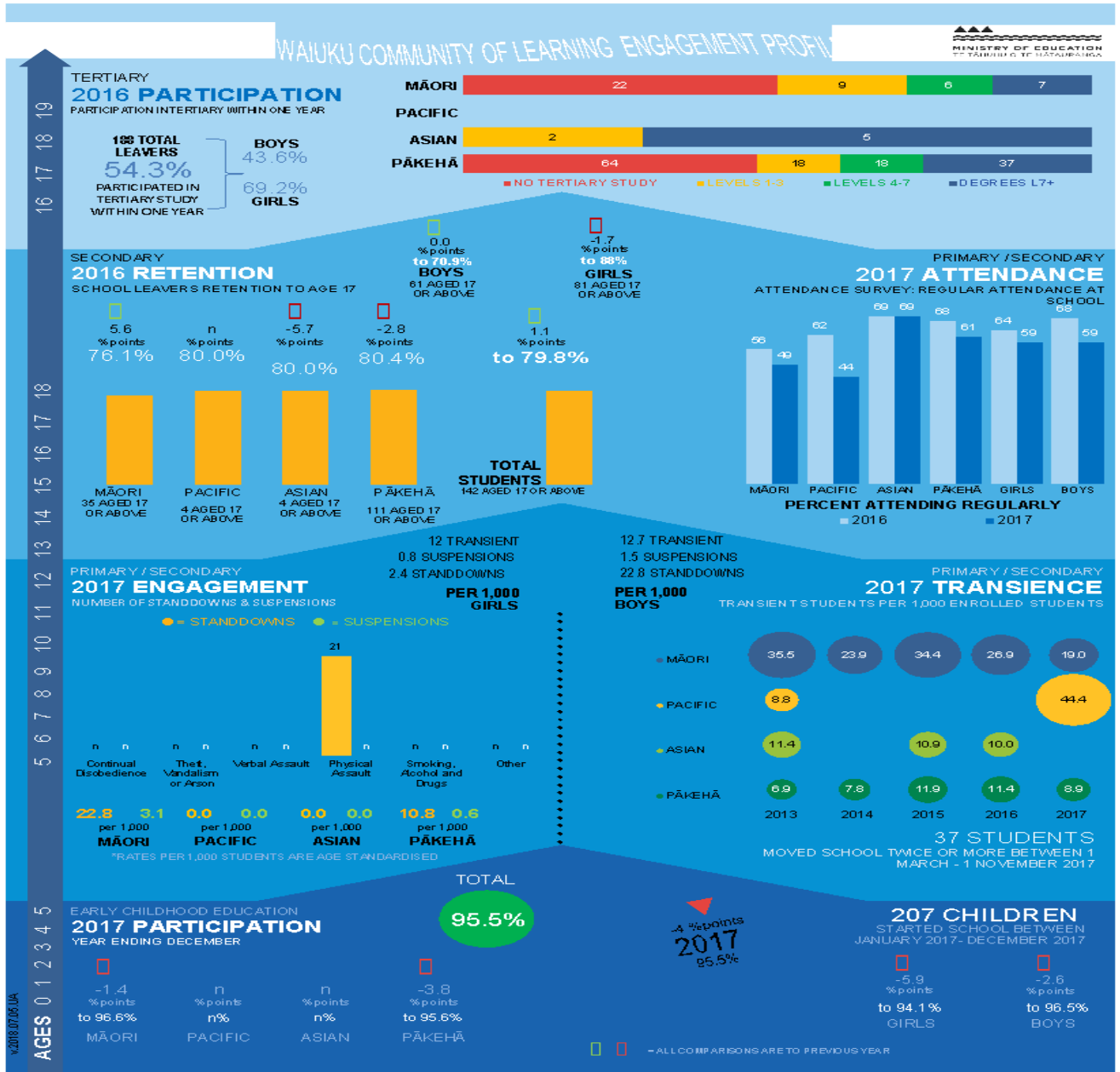
- Advocate for, and establish, additional learning support resourcing across our Kāhui Ako
- Strengthen our local Additional Learning Support network
- Establish a consistent language of learning

Waiuku Kāhui Ako Strategic Workstream

4. Ensure sustainable Kāhui Ako infrastructure and systems are in place and are effective

- Set, and commit to, a shared operating structure, reviewed annually
- Kāhui Ako structures and systems enable initiatives to be executed effectively and allow a focus on the achievement of our students

Initial Supporting Data: Infographics- latest data from MOE



Waiuku Kāhui Ako Achievement Challenges

Process Target One:

Grow hāuora amongst our learners, whānau and staff

Schools have access to models and initiatives that look after the health and well being of our people

Strategic initiatives

- Explore the hāuora opportunities, services and approaches available to us.
- Review and share best practice, including initiatives related to teacher well being, student play and mindfulness

Rationale Why grow Hāuora?

Well being is vital for student success and strongly linked to learning in NZ and international research shows that many school factors influence student success. Although there is no single measure for student well being the factors that contribute to it are interrelated and interdependent.

The Waiuku Kāhui Ako community is concerned that the level of hāuora amongst our learners, whānau and staff is not as high as it can be. Our belief is that, as a result, this lower than optimal hāuora impacts negatively on the progress, learning and achievement for our learners.

Our next step is to take a baseline measure of well being (NZCER WellBeing Survey or HPS) that will allow us to analyse with greater certainty what aspects of hāuora should best be focussed on for improvement and therefore, advance our strategic initiatives.

The findings of ERO

ERO states that the desired outcomes for student well being:

- Students have a sense of belonging and connection to school, to whānau, friends and the community.
- Students experience achievement and success.
- Students are resilient – have the capacity to bounce back.
- Students are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers.
- Students understand their place in the world, are confident in their identity and are optimistic about the future.

‘Children and young people learn best when they feel accepted, when they enjoy positive relationships with their fellow learners and teachers, and when they are able to be active, visible members of the learning community.’ Ministry of

Education

Well being Survey - baseline data set for Kahui Ako

The three W@S Surveys/tools are described below.

The Wellbeing@School Student Survey

The Wellbeing@School Student Survey collects data from students. There are two Student Surveys: Primary (Y5-8) and Intermediate/Secondary (Y7-13).

Both surveys are anonymous. They ask students questions about their views of school and the strategies they and their school already use to promote caring and safe behaviours. The surveys also collect data on students' experiences of different types of behaviours.

School Self-Review Tool (SSRT)

The SSRT is an audit tool designed to support school staff to review current school practice. It helps to identify areas of strength as well as next steps in regard to promoting a safe and caring social climate. The tool encourages dialogue between staff.

The SSRT has two components:

- a School Self Review Tool (SSRT) of which one copy is completed by the review team, and
- a Teacher Survey which is completed by individual teaching staff.

The SSRT and the Teacher Survey both include a range of parallel questions about different aspects of school life:

- school-wide leadership, climate, policies, and practices
- how teachers teach, and what happens in classrooms
- student culture and behaviour, and
- how connections are made with the school community.

Measures

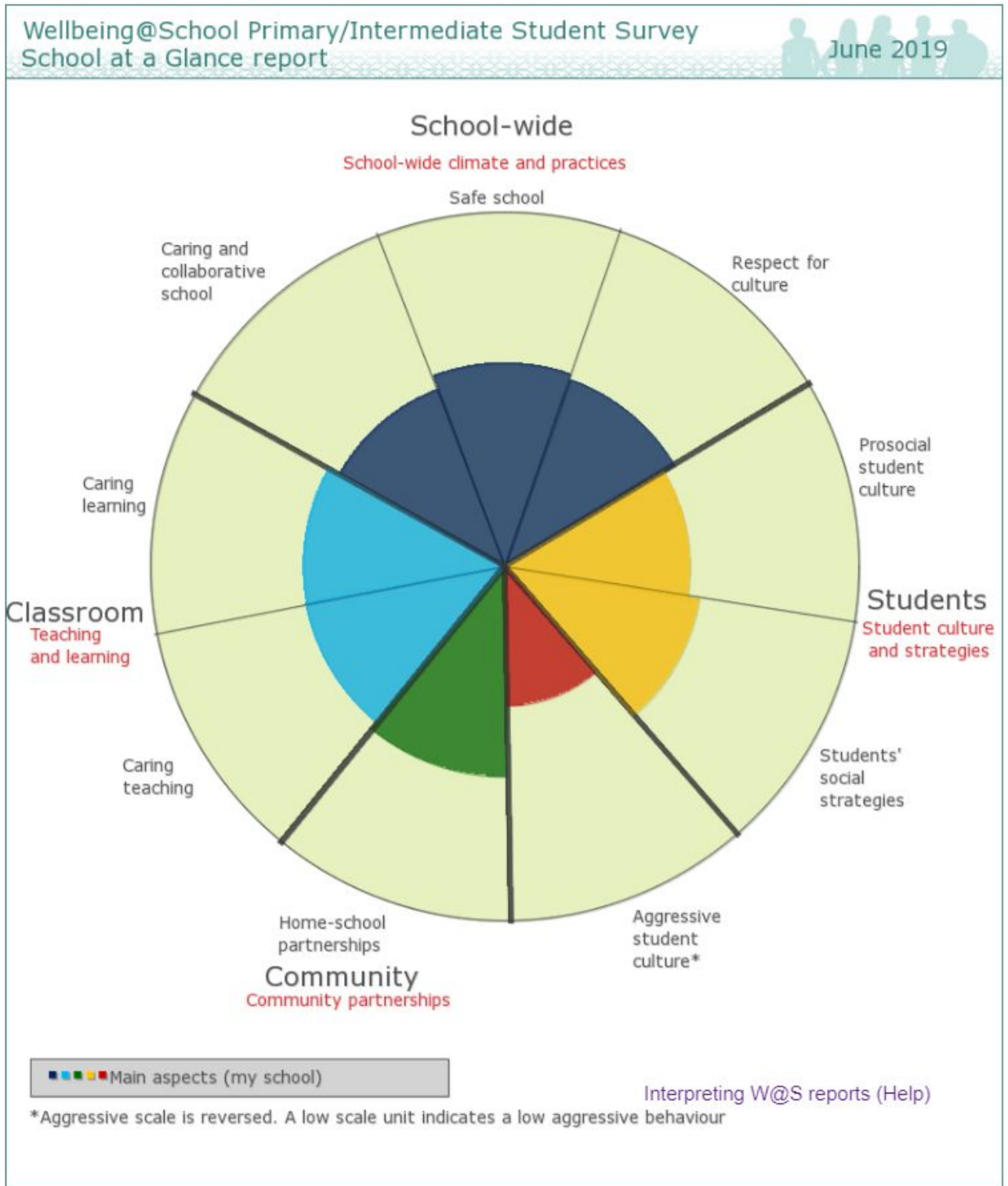
- Staff well being survey implemented Term 1 2019 and Term 1 2020.
- Student well being survey implemented Term 1 2019 to inform strategic Kahui Ako directions.
- A whānau well being survey implemented Term 1 2019 to inform strategic Kahui Ako directions.
- Identify and analyse trends and patterns of the qualitative data.
- Explore hāuora/well being models to share good practice and create opportunities.

Targets

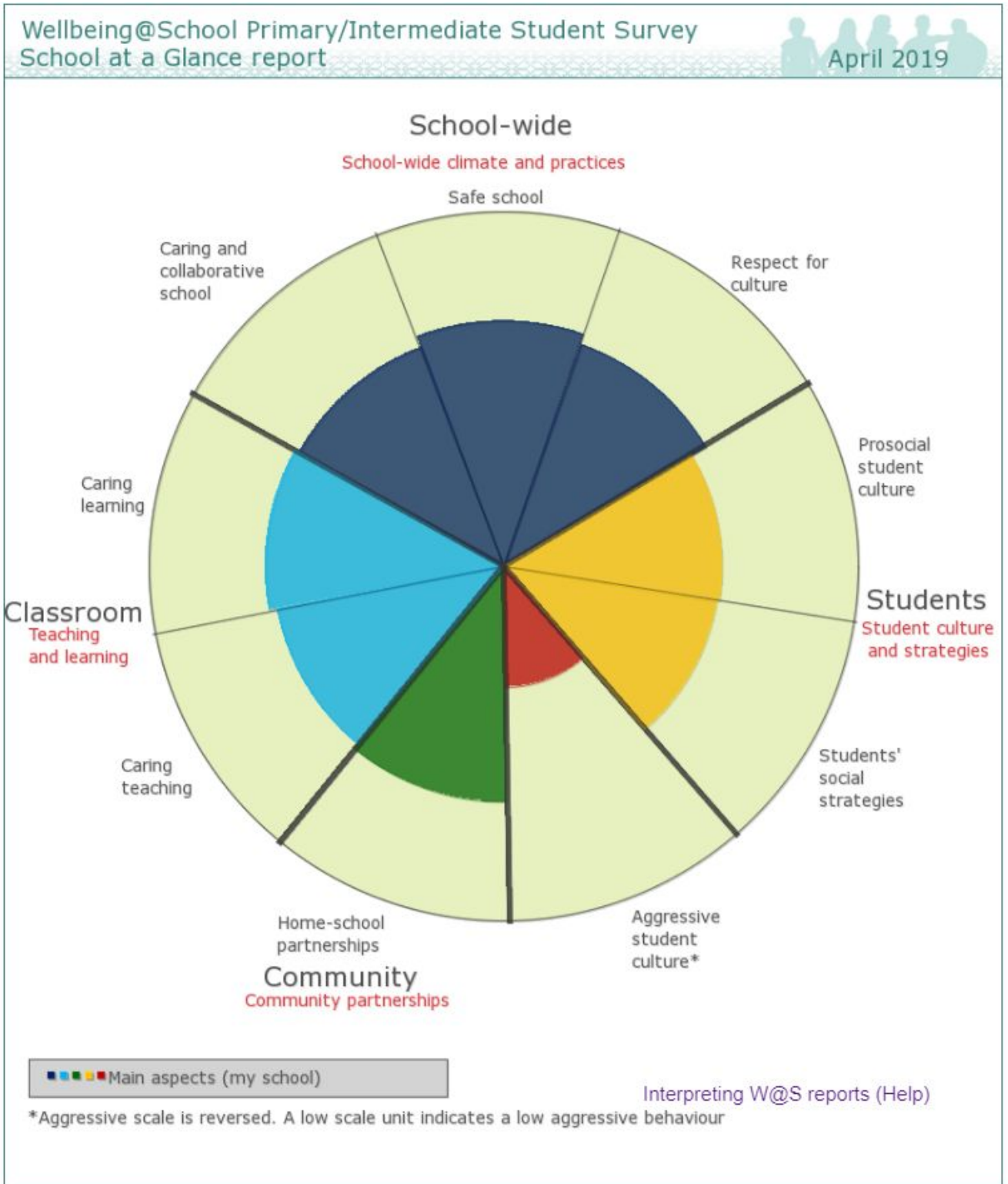
- To have Kahui Ako wide baseline data by term 3 2019
- to have set an improvement target by End of term 3 2019
- to have a 10% improvement shift in student well- being, identified by the baseline data, in term 3 2020

School Wellbeing Baseline Data (7 of 10)

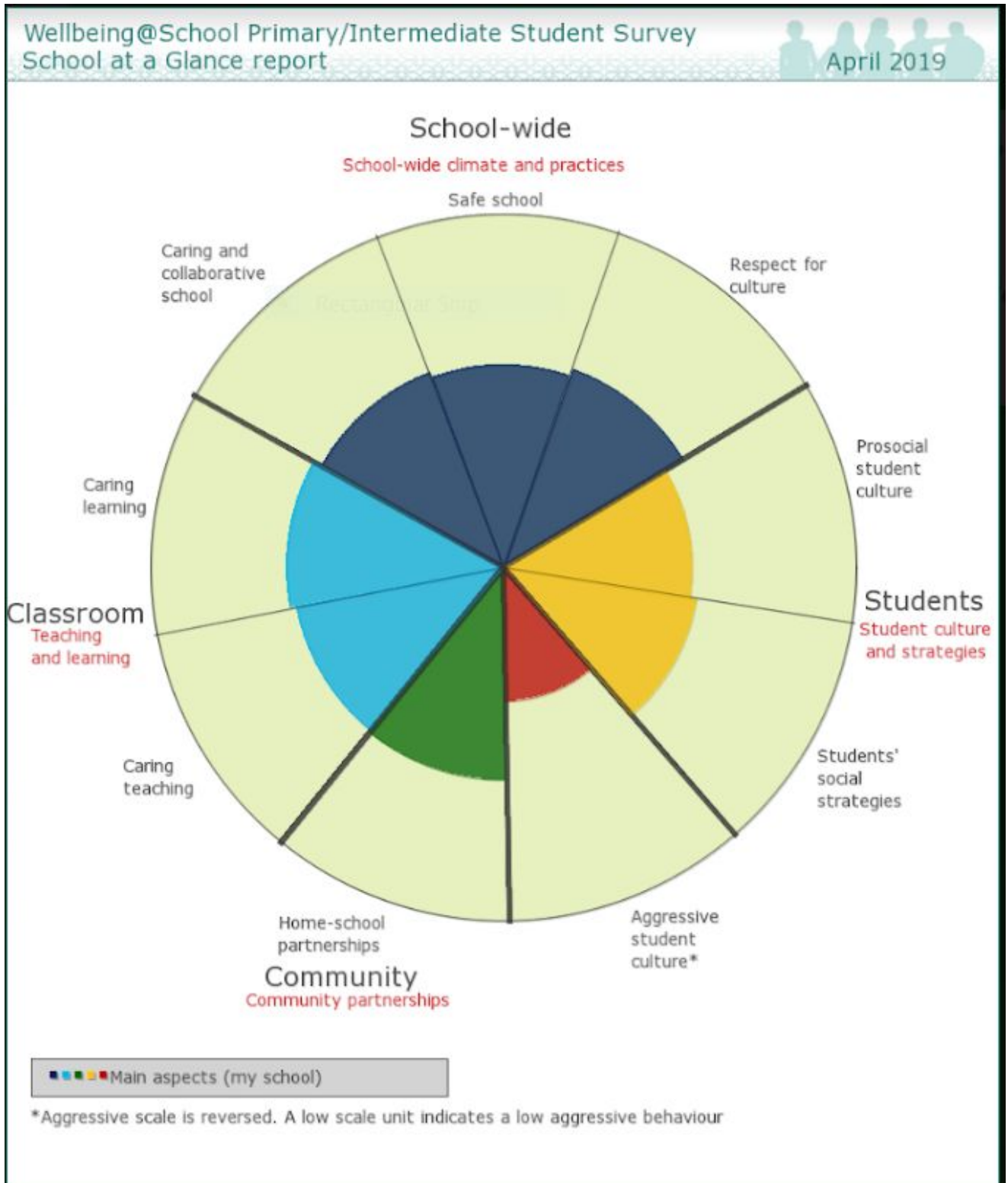
School A



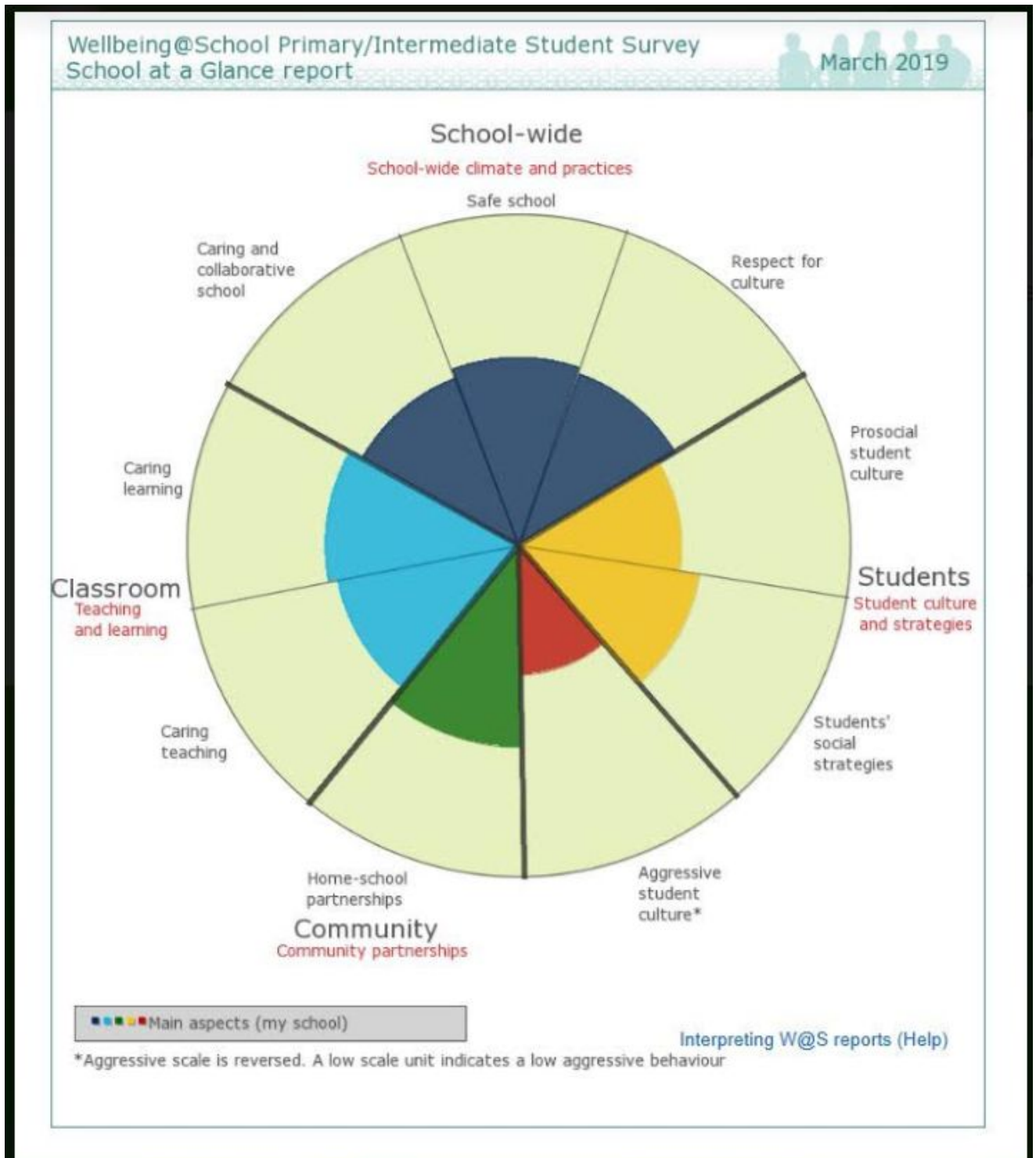
School B



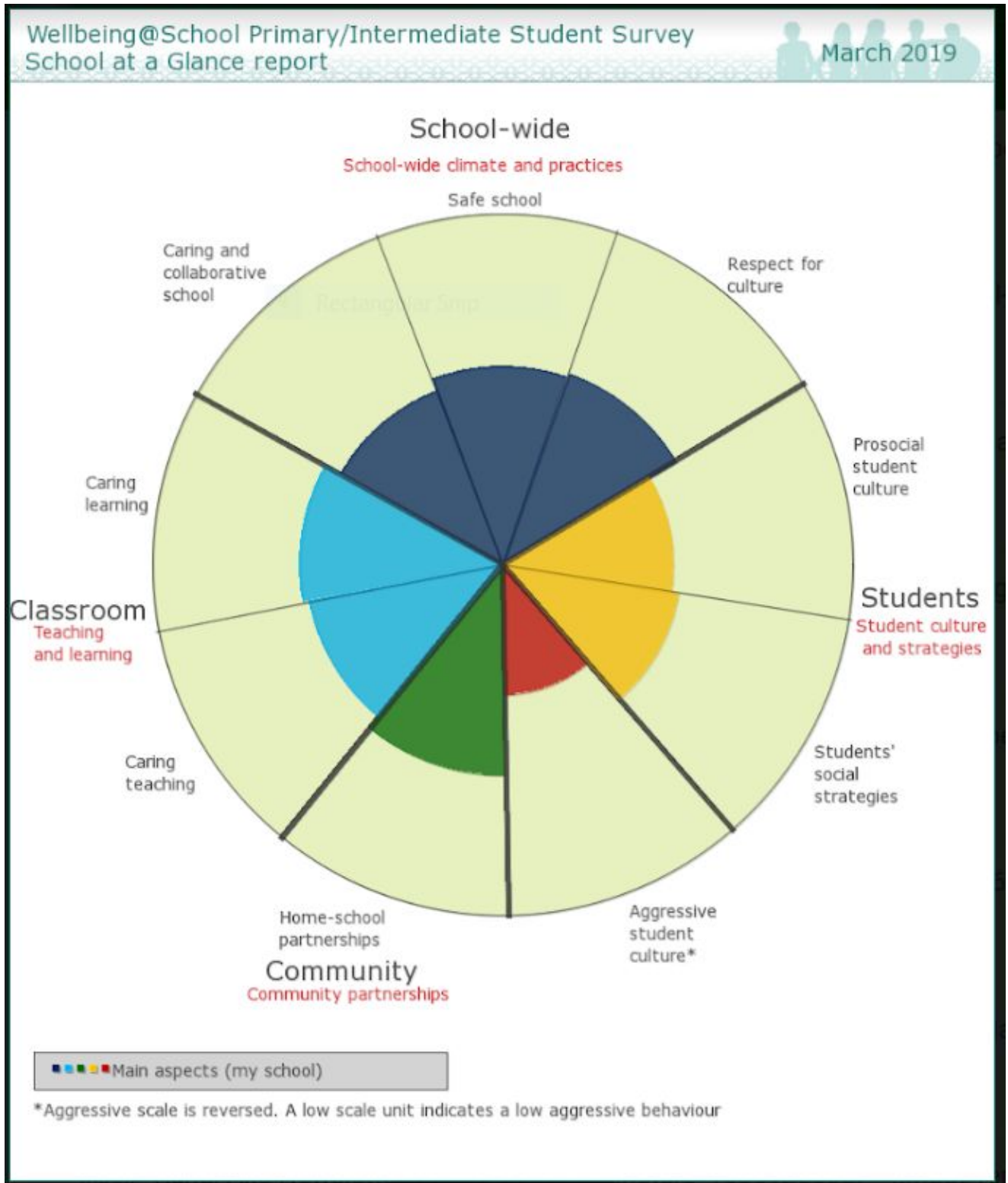
School C



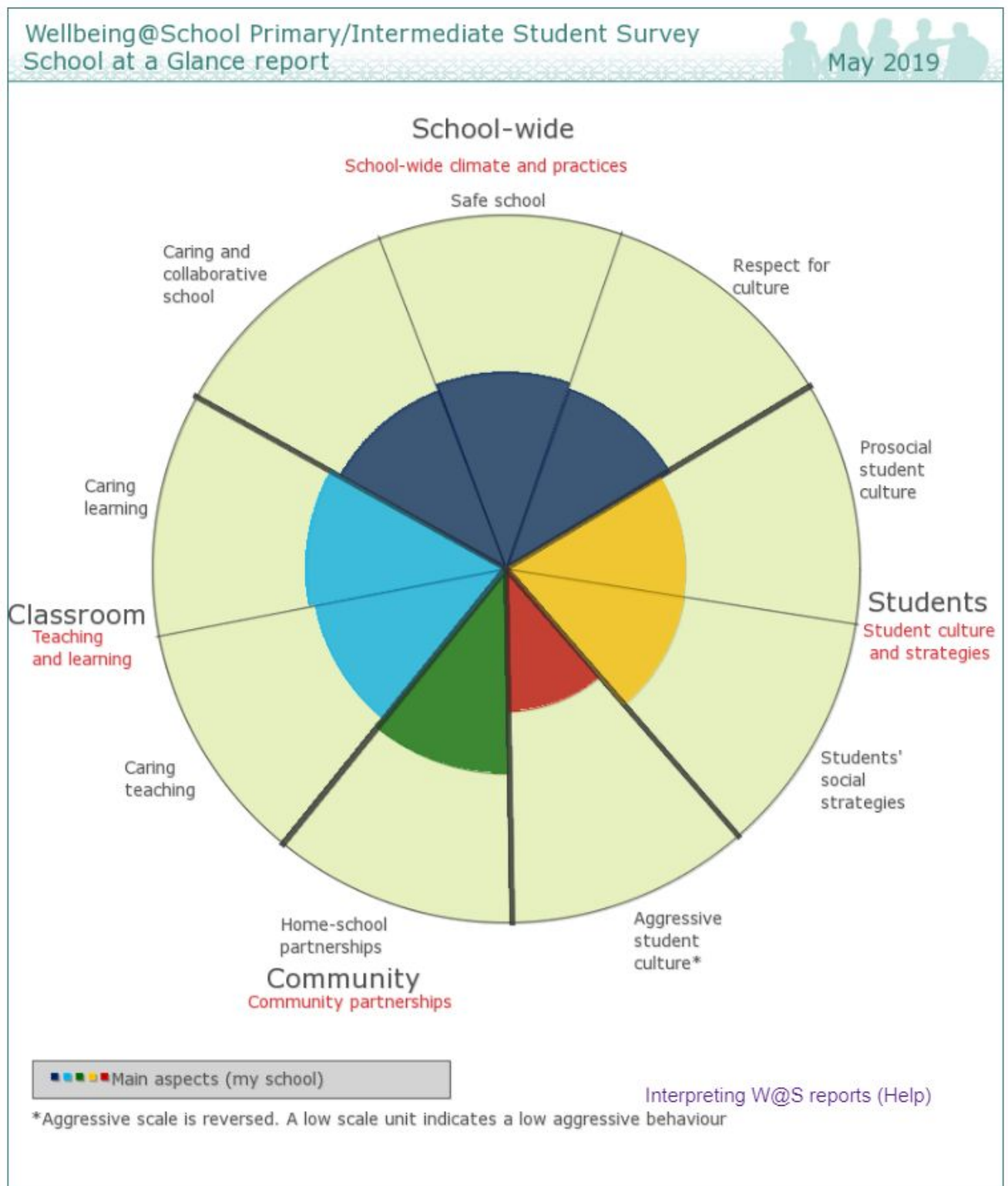
School D



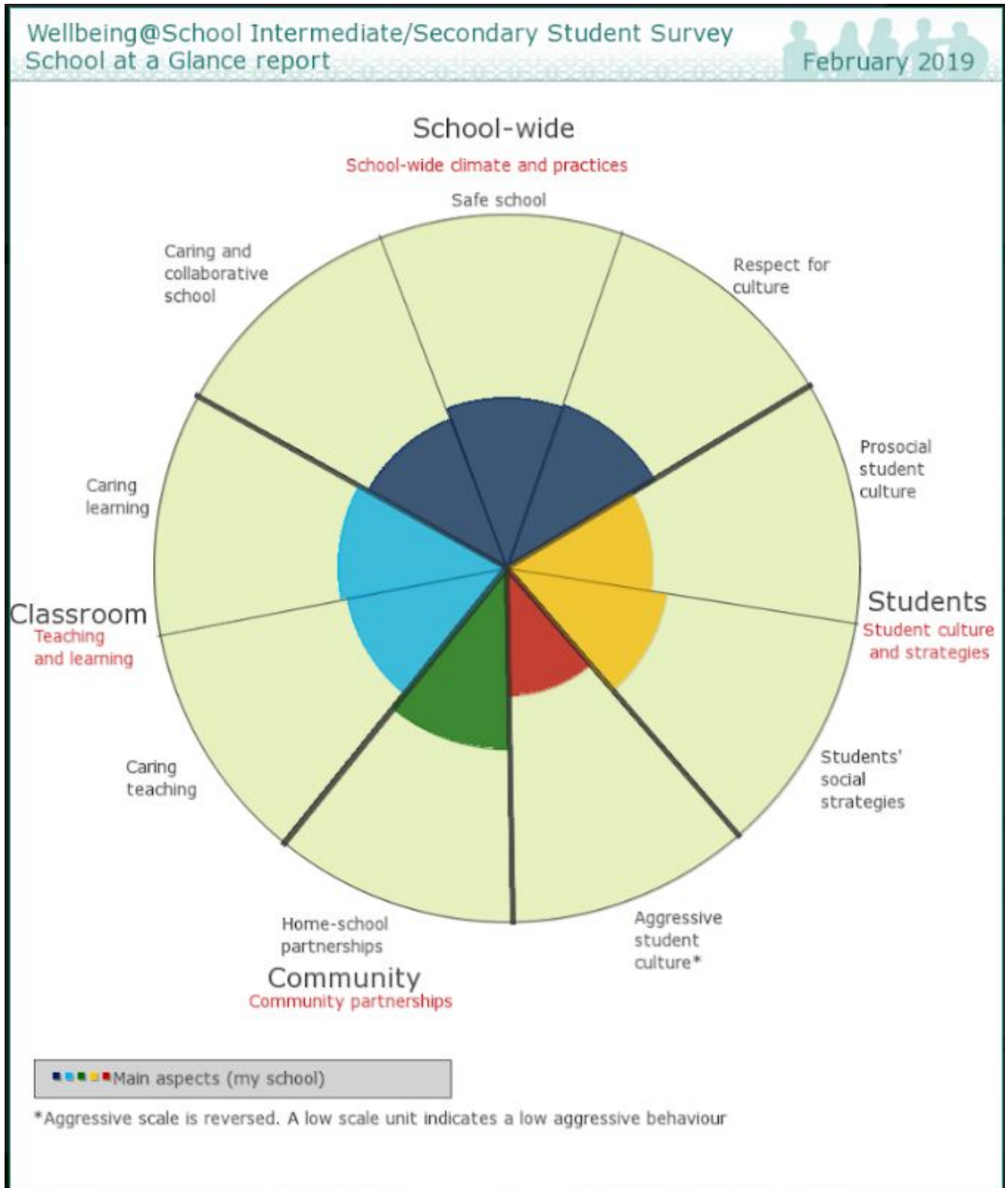
School E



School F



School G



Process Target Two

Develop and nurture effective relationships and partnerships with our community

The Kāhui Ako has established relationships and partnerships that contribute positively to student achievement

Strategic initiatives

- Access external initiatives/workstreams made available to the Kāhui Ako
- Establish learner centred opportunities and workstreams

Rationale Why?

Enabling all students to find relevance and engagement with their learning is an ongoing struggle for schools. Better utilising local contexts, relationships, partnerships and whānau connections, so that the kāhui ako designs its own local curriculum that is responsive to each individual student should increase engagement.

Using the Relationships for Learning tool Local Curriculum Design online package will help meet these goals. The Relationships for Learning tool helps strategically focus on the community relationships that can support the learning of all ākonga in the Kāhui Ako. The Kāhui Ako can enrich learning opportunities for ākonga by:

- fostering new learning-focussed relationships within your Kāhui Ako and with the wider community
- sharing key relationships and community resources

Focussing on relationships in this way will also help us achieve our well being goals, as the Education Review Office found that leaders at schools with an extensive approach to student well being:

“gave priority to developing working relationships with a wide variety of people and community organisations. These relationships were not just used for moments of crisis but were also important for the day-to-day wellbeing of students. The community contributed to the curriculum. Examples include students working with local iwi to restore a wetlands or develop resources about local history, and students working with students from other schools to solve local transport issues.”

Measures

- Network meetings, ECE & NE, Year 1 & 2, Year 3 & 4, Year 5 & 6, Year 7-9, once a term to inform, influence and guide pathways for our learners and the development and review of a local curriculum.
- ECE Cluster established by the end of 2019 to inform, influence and guide pathways for our learners and the development and review of a local curriculum.
- Localised curriculum resource shared by the end of 2020 to inform teacher practice
- Gather lived experience and voice from focus learners and their whanau to inform learner centred opportunities and workstreams

Targets

- A survey of partners (students, whanau, community and iwi) by term 1 2020 shows at least 75% perceive relationships to be effective and contribute positively to student achievement
- Follow up surveys in term 2021 to show a 10% improvement in partner relationships
- The Kāhui Ako map relationships and partnerships with key stakeholders (iwi, whanau

communities, tertiary, business) that contribute to student progress and achievement to inform next steps

Process Target Three

Foster equitable learning opportunities and outcomes for all learners

Students requiring additional learning support receive comprehensive and effective assistance to enable them to achieve.

Strategic initiatives

- Advocate for, and establish, additional learning support across our Kāhui Ako
- Strengthen our local Additional Learning Support network
- Establish a consistent language of learning
- Work with each of these learners, with special focus on Maori and Pasifika whānau to understand their educational experience to give us as a Kāhui Ako baseline information to inform our key strategies moving forward
- Use culturally responsive practices to engage with Maori and Pasifika students (and Whanau) who are identified as at risk of not have equitable outcomes in our school community
- Build an across Kāhui Ako framework to continue working with our learners and their whānau to gauge how effectively the key strategies are enabling their 'educational progress and achievement'
- Use this information to continue and create learner centred opportunities and workstreams

Rationale (Why?)

As a Kāhui Ako we identify our learners (Māori, Pacific, Learners with Special Educational Needs) who do not have access to 'equitable educational outcomes-progress'. In our view, too many of our students individual learning needs are not being met for a variety of reasons. We think that our SENCOs, if given the opportunity to collaborate, will be able to find ways to strengthen our advocacy for more resources, and find better ways of using current resources more efficiently. Shaping a consistent language of learning, focussed around building student agency will make communication at all levels more efficacious

Like a bird is born with feathers, our children are born ready to succeed and reach their individual, unique potential. As whānau, kura and professionals, we wrap our gentle feathers around a child so that they can learn to fly. Ministry of Education

In 2019 Waiuku college has created an equity fund to help 15 Maori Whanau with Year 9 start of school costs (including laptops and uniform) these were identified with collaboration and transition processes with the primary schools, using our Kaitautoko support staff.

Measures

- Interagency network established and operational in 2019
- Learning support network opportunities shared and implemented by Term 3, 2019
- Language of learning developed, agreed and in use across Kāhui Ako by the end of

2019.

- SWis (Social Worker in school) or equivalent community agency providing support to schools-achieved by the end of 2019.

Targets

- All students who need additional learning support are identified by Term 4 2019
- All students who need additional learning support have a One Plan and receive assistance by Term 2 2020
- Students who are identified as needing equitable learning opportunities are monitored and given a targeted resource
- Through these targeted actions see a 10% reduction of learners, with a One Plan, who are achieving below expected levels

Strategic Workstream

Ensure sustainable Kāhui Ako infrastructure and systems are in place and are effective

Kāhui Ako structures and systems enable initiatives to be executed effectively and allow a focus on the achievement of our students

Rationale

Why?

Our review of the first two years of the kāhui showed that we had made limited progress in building systems that allowed all teachers to know that the kāhui was being effective in supporting schools and their learners. Consequently, we need to prioritize greater communicative efficacy.

Strategic initiatives

- Set and commit to, a shared operating structure that is reviewed and developed
- High level of commitment and collaboration within the Waiuku Kāhui Ako
- Transparency of action

Measures

- Teacher voice and feedback survey implemented twice a year.
- Systems established to ensure effective communication with a focus on accelerating learner achievement, by the end of 2019.

Targets

- Gather stakeholder feedback for effectiveness of systems and infrastructure, Term 4 2019.
- 85% of stakeholders perceive Kāhui Ako structures and systems enable initiatives to be executed effectively and allow a focus on the achievement of our students by Term 3 2020

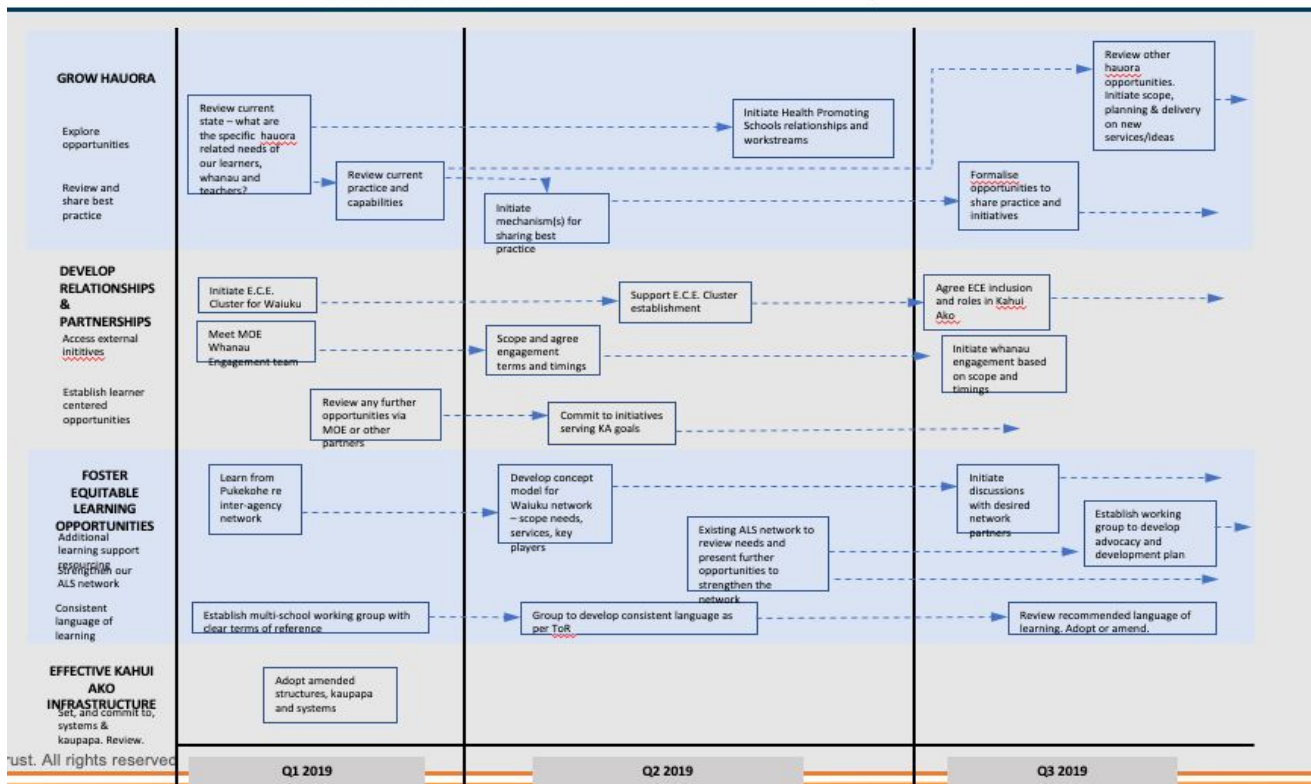


Defining the Strategic Initiatives

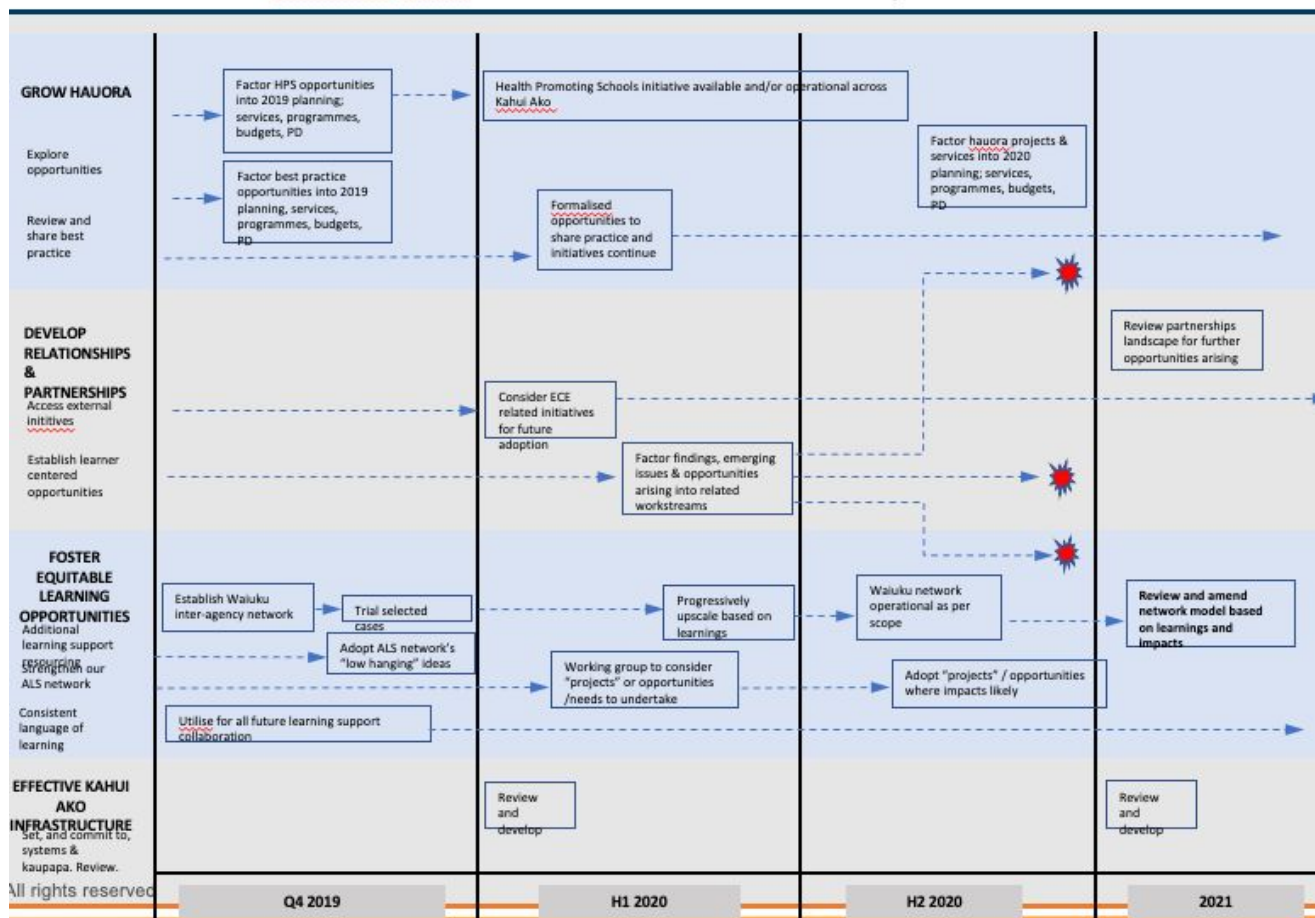


Strategic Initiatives	Descriptions	KPIs
✓ Explore the <u>hauora</u> opportunities, services and approaches available to us	Eg. Health Promoting Schools "Explore" with an intent to take up good opportunities	• Health Promoting Schools programmes available to schools as per road map and evidence of adoption (in whole or part) by at least 50% of schools
✓ Review and share best practice, including initiatives related to teacher wellbeing, play and mindfulness	Share what is effective elsewhere, and undertake joint initiatives where possible	• Evidence of shared practice and initiatives run across schools (with at least 70% of schools involved) • Staff survey in 2020 indicates initiatives are positively impacting on wellbeing
✓ Access external initiatives/workstreams made available to the <u>Kahui Ako</u>	Including; • Establishing an E.C.E. cluster • Utilising MOE Whanau Engagement team	• E.C.E. Cluster established by end of 2019 • MOE Whanau Engagement team work completed by end of 2019
✓ Establish learner centred opportunities and workstreams	Eg. Te Huarahi, little school to big school, town history, "Our Place", community haka	• At least 1 learner centred relationship or partnership committed to in 2019, with evidence that deliverables are impacting learners by the end of 2020
✓ Advocate for, and establish, additional learning support across our <u>Kahui Ako</u>	Including; • An inter-agency network and action group • Shared SWiS resource • Dyslexia training & support • ECE early intervention initiatives	• Interagency network established and operational as per roadmap timings • Approval for SWiS resourcing achieved by end of 2019 • Initiatives identified by working group supported and show evidence of progress
✓ Strengthen our local Additional Learning Support network	A network currently exists; raise its profile, capability and capacity	• Review of ALS network opportunities completed by middle of term 3, 2019. Adoption of first "low hanging" initiatives implemented in 2019
✓ Establish a consistent language of learning	Particularly in relation to additional learning support needs	• Language of learning developed, agreed and in use across Kahui Ako by end of 2019
✓ Set, and commit to, a shared operating structure	Structure to include kaupapa, role descriptions, policies, communication protocols	• Amended structures and kaupapa are in use • 80% of Principals report that structures and kaupapa are positively impacting KA effectiveness and progress

Waiuku Kahui Ako - Initiatives Road Map – Near Term



Waiuku Kahui Ako - Initiatives Road Map – Medium Term



Learning Relationships and Partnerships

Everyone in our community has a voice. We are all partners in learning within our Waiuku Community of Learning, where connections and relationships are important. We recognise the value, mana and ownership of gathering, engaging and working with the voices from students, staff, whānau, Iwi and community.

- We work as whakawhanaunatanga.

“Mehemea ka moemoea ahau, ko ahau anake, Mehemea ka moemoea a tatou, ka taea e tatou.

**If I dream, I dream alone, If we all dream together we can succeed”
Te Kirihaehae Te Pua Herangi (1883-1952) Māori Leader**

Consultation

Consultation is a very important part of the Community of Learning. Boards of Trustees have been consulted and all have agreed to proceed. Each school has consulted with their own communities.

An important principle agreed is that all future consultation will be purposeful and meaningful if we are to successfully engage our communities and our students in the productive process.

20/01/2019



Students, Parents and Whānau

In all approaches we will gather and use the voices of students as well as those of parents, Whānau and the community to assist the Community of Learning to achieve our goals.

Processes will include:

- Gathering student voice to understand what works well to support their learning in the target areas and to support student agency.
- Sharing information about the Community of Learning with parents, Whānau, Iwi, Boards of Trustees and the wider community and seeking feedback about how best to work towards achieving the Community of Learning goals.
- Reports to Board of Trustees on the implementation process as well as progress towards the targets.
- Reporting to parents on the school's progress towards the goals.

Effective transition between schools

Within the Waiuku Kāhui Ako, we recognise the importance of transition at all levels. Transition includes times when a student enters school, changes classes, changes school or prepares to leave. Whilst individual schools have transition programmes in place, the Waiuku Community of Learners will enable all learners to seamlessly transition in, through, and beyond schools. This includes the sharing of information, resources and expertise to support the learner.

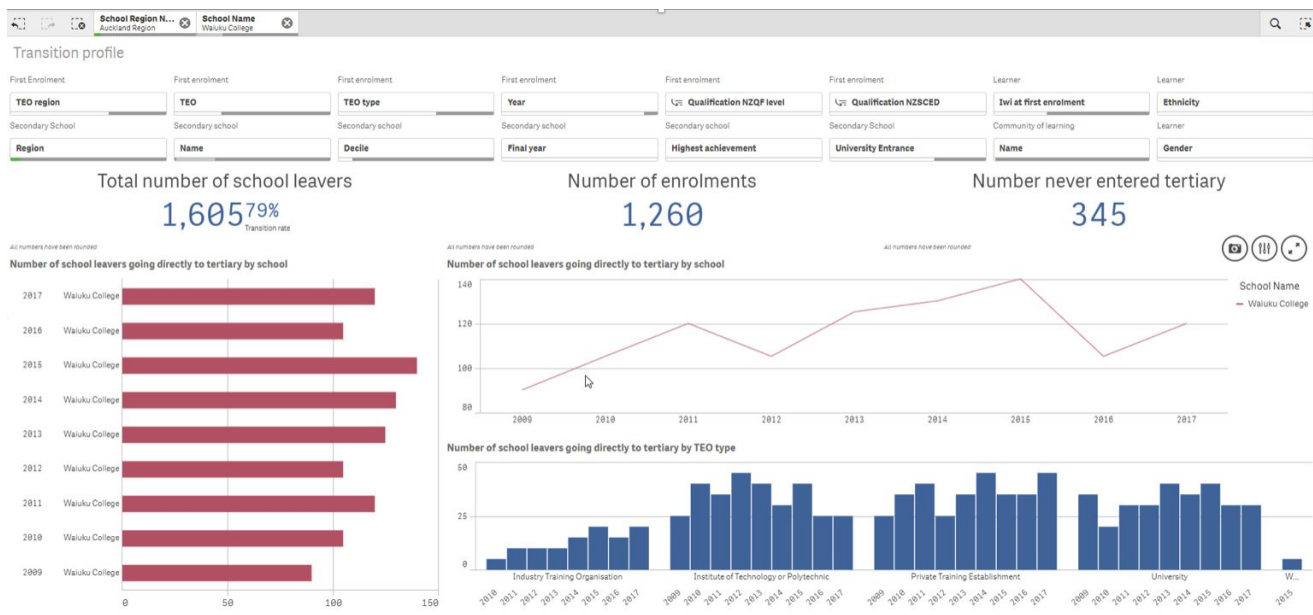
Teachers and school leaders will be able to build shared understandings about pedagogy and about each school's community, centred around the best ways to meet the learning needs of our Māori and Pasifika students and working in partnership with parents and whānau.

This will enable us to identify current barriers to effective transition and to devise innovative approaches to help students move confidently into the next stage of their education.

More effective transition could include, but is not limited to the following:

- Sharing of knowledge about individual students between schools and agencies to ensure information about individuals and groups of students is retained as they move from one school to another.
- Interactions between schools and events which mean students, parents and whānau become familiar with a next level school before the student moves to the new school.
- A more coherent approach to teaching and learning as students move through the schools in the cluster. One of the major benefits of the community will be the opportunity to develop more effective processes to support students as they move from primary and intermediate into secondary schools.

This work will be linked to the Coherent Pathways tool - this tool is about learner continuity – it will help Kāhui Ako ensure that learners experience as smooth a transition as possible as they move from early childhood through to the end of their secondary schooling and onwards to tertiary training.



Wāiuku Kāhui Ako Kaupapa

We value

- Collaboration; our commitment to work together towards common goals that we have established together
- Our collective voice and impact. Together we can achieve things that we cannot achieve alone
- Our relationships and partnerships
- The students and community that we serve

We aim to

- Grow hāuora amongst our learners, whānau and staff
- Develop & nurture effective relationships and partnerships with our community
- Foster equitable learning opportunities and outcomes for all learners
- Ensure sustainable Kāhui Ako infrastructure and systems are in place and are effective

We'll achieve this because of our

- Collaboration, our respectful and professional relationships and our commitment to engage, contribute and listen
- Willingness to lead, own the strategy, and be accountable
- Growth mindset. We are solutions focussed
- Collective resources: people, places, time and funding



And so, as a Kahui Ako, we will

- Uphold the vision, goals, initiatives and kaupapa of the Kāhui Ako
- Operate with a fit for purpose structure, reviewed annually
- Have clear purposeful discussions, with agreed actions, leading to clear and achievable outcomes
- Be diligent, attend meetings, be prepared and courageous when required



Implementation and Monitoring

Planning for Implementation

All parties will collaborate on the plan developed to meet the Waiuku Kahui Ako Achievement Challenge.

Principals will consult with and share with their own school Boards of Trustees and communities the relevant aspects of the Kahui Ako.

Monitoring

Monitoring will include the following aspects:

Monitoring and Evaluating progress in relation to the achievement challenge/s

- The outcomes in relation to the goals
- Identification of effective strategies
- Next steps for individual schools and for the Community of Learning as a whole
- Identifying the areas that need stronger focus
- Whether there are any areas requiring additional support, including professional development, needed to continue the work around the challenge or point to another related or different focus.

Reflection

- Aspects that worked well
- Aspects that need to be continued possibly with adaptations in future work
- Things that should be changed for future work together
- Identifying any areas for further support/advice in working together as a Community of learning.

Evaluation

This will include:

- Beginning and end of year data about student achievement, with reference to the significance of these in relation to the targets.
- Gathering emerging evidence of changes in pedagogy and school practice or culture
- Reflective student, parent and teacher voice will be sought to drive further developments and identify focus areas
- This information will give us evidence about what worked, what hasn't and will inform the next step implementation plan.

Waiuku Kahui Ako Measuring Student Outcomes 2019-2020 Achievement Challenges

<u>Goals</u>	<u>Measures</u>
<p><u>Hauora</u></p> <ul style="list-style-type: none"> ● Student resilience levels are high ● Students feel they are valued and have a sense of connectedness to their school environment ● Teachers feel supported in their role ● Strengthened relationships and connections between all members of the school community 	<ul style="list-style-type: none"> ● Student voice ● Attendance Data ● Stand down Data ● Suspension Data ● Teacher voice ● Whanau voice
<p><u>Relationships/ Partnerships</u></p> <ul style="list-style-type: none"> ● ECE/ School ● Primary/ Secondary transition point ● Local Curriculum Resource ● Network Meetings 	<ul style="list-style-type: none"> ● Transition to school Coherent pathways tool ● Teacher Observation ● Parent voice/Student Voice ● Website with Relevant Social Sciences Resources at Relevant Curriculum Levels ● Digital links to the owners of stories telling their story. ● Teacher evaluation documentation
<p><u>Equitable Outcomes</u></p> <ul style="list-style-type: none"> ● Fair outcomes, treatment, and opportunities for all students. Ensuring equity in education is a necessary component in narrowing the achievement gap. ● SENCO support ● Professional Development around needs in classrooms ● Useful and practical tips to adapt pedagogy ● Culturally responsive pedagogy ● Mentoring programme for new SENCOs ● Combined agencies and connections ● Teachers who feel confident in their knowledge and understandings and can ensure equitable outcomes for all learners. 	<ul style="list-style-type: none"> ● SN registers that reflect or exceed national averages ● Student voice surveys - Culturally responsive practices are being implemented at individual schools ● Student/whanau voice ● Kahui Ako wide PD opportunities ● In Focus Action Groups - sharing expertise



Reporting

The Kahui Ako Leadership will co-ordinate the preparation of reports for Schools, Board of Trustees and the community. These will be supplied regularly through the year. These reports will cover:

- Priorities and goals
- Key aspects on implementation
- Evidence of changes in pedagogy and school practice or culture
- Issues arising.
- Areas of future and/or further development will be identified.

Charters

The Community's achievement challenges will be reflected in each member school's charter and reported in their annual reports.

- Schools will include challenges specific to their level of schooling ie Secondary schools will include those goals specific to them and Primary schools will include their specific goals.

Selection and Appointment process

The national panel for appointments was used to ensure applicants met the national criteria for selection.

WST appointments process completed before the end of Term 1 2019.

AST appointments process completed before the end of Term 4 2020

The MOE requirement is to have the updated Achievement Challenge (2019-2020) proposal endorsed and the Memorandum of Agreement signed by end of term one.

All school staff will be given a copy of the achievement challenge

Roles and Responsibilities

Kāhui Ako leadership role (Todd Malcolm)

The role of the Community of Learning Leadership role is to:

- Offer leadership in building productive collaboration within the Community of Learning.
- Facilitate the agreement of shared achievement objectives.
- Support the professional growth of leaders and teachers
- Offer leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with the other principals in the Community
- Report on progress towards meeting the achievement goals of the Kahui Ako to schools, their Boards and the community.

Kāhui Ako Across school teacher role (Deb Rei, Emma Heaford, Jessica Simons)

The Community of Learning teacher (across community) role will include:

- Across schools teachers supporting improvements in student achievement and well being by strengthening teaching and leadership practices.

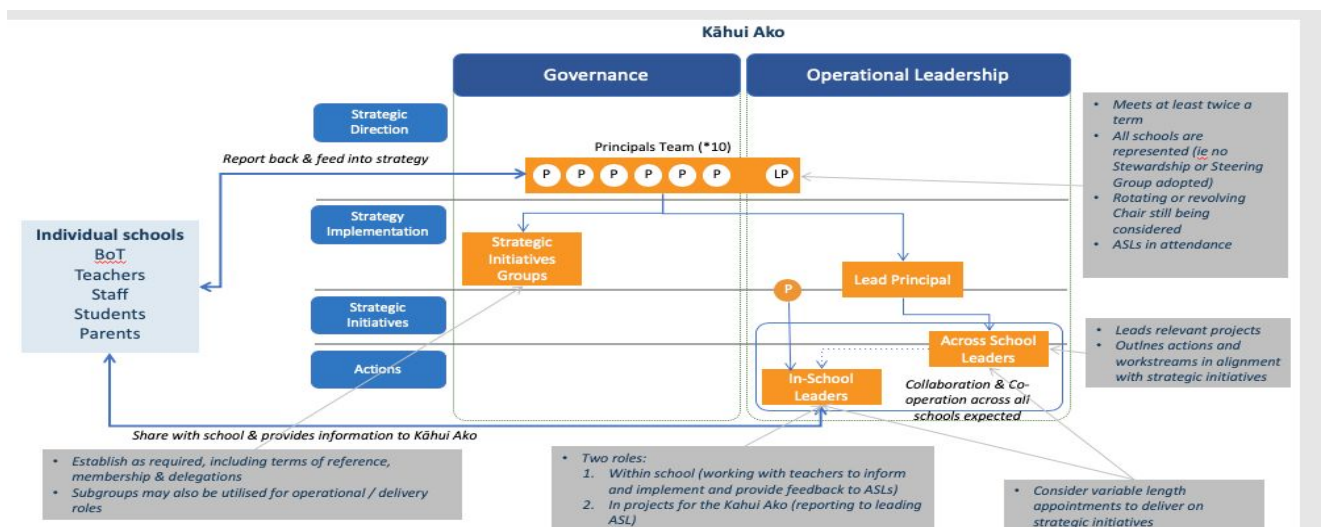
- Use their skills and knowledge in new ways across their Community of Learning | Kāhui Ako. AST learn with and from their colleagues in cycles of inquiry and improvement.
- Teachers are also given time and support to develop and encourage the sharing of effective practices that improve educational achievement.
- Promoting effective strategies and teaching practice across the Community of Learning that work towards our achievement challenge goals.
- Meeting regularly with and report to the Kāhui Ako Leader and across school teachers for collaborative planning.
- Working with the within schools teachers to develop strategies to support each school to meet its specific needs in relation to the Achievement Challenge.
- Identifying, modelling and effectively sharing examples of effective strategies which accelerate learning for priority students as well as all students.
- Developing and reflecting on effective strategies of supporting the professional learning of teachers

Kāhui Ako Within school teacher role

The Community of Learning teacher (within school) will include:

- Working with other teachers (including those from other members of their Community of Learning) to help identify and respond to challenges in practice, and support the Community of Learning objectives.
- Promoting effective strategies and teaching practice.
- Within School Teachers learn with and from their Kahui Ako colleagues using cycles of inquiry.
- Teachers are given time and support to develop and encourage the sharing of effective practices that improve educational achievement.
- Meeting regularly with and report to the Across School Leaders and Kāhui Ako Leader for collaborative planning

Waiuku Kāhui Ako Structure



20/01/2019

