



Howick Coast Kāhui Ako Refreshed Achievement Plan 2022 - 2024

Ehara taku toa, he takitahi, he toa takitini

My success should not be bestowed onto me alone,
as it was not individual success but success of a collective



Our Vision

A collaborative, future focused community empowering all ākonga to excel

Our Mission:

We commit to -

- Harness community expertise at all levels.
- Commit to effective collaboration across our community
- Strengthen relationships that support partnership in learning between whanau and school.
- Grow akonga capabilities and competencies
- Strengthen pathways and transitions through our community
- Develop shared, reflective and culturally responsive, effective pedagogy
- Strengthen leadership capabilities across the community of learning.
- Engage in meaningful appreciative inquiry as a means of celebrating our strengths and achieving our dreams
- Build coherence across and within our schools so that we collectively set goals and achieve our targets.
- Develop learner agency across all schools so that our students achieve success in future focused environments

Our Values:

The Howick Coast Kāhui Ako values the following collaborative approach to ensure equity of outcomes for all students:

- Listening to voice of all to challenge assumptions and share expertise for the benefit of our students
- The commitment of all to the agreed norms of behaviour when we are working together.
- Collective loyalty to the vision and mission
- Presence and open mindedness in collaboration
- Open Dialogue
- Listening to understand
- Inquiry that is appreciative, strength based, solution oriented
- A spirit of adventure
- Accountability of all in the community
- Transparency of action
- Respect and trust
- Empathy

Our Strategies:

1. **Leadership** with collaboration and coherence (including Growth Coaching)
2. **Effective Pedagogy** (includes Future Focus, Student Agency, Culturally Responsive Practices)
3. **Pathways and Transitions** (includes Community Involvement)

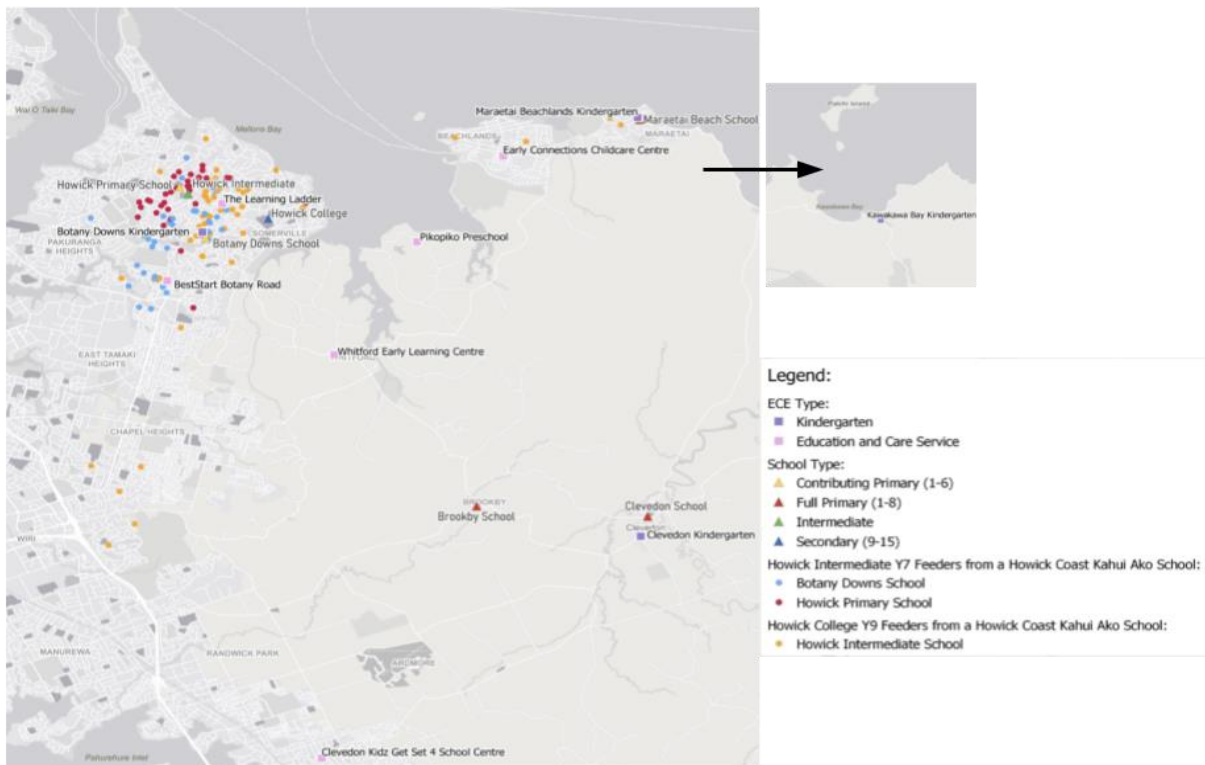
Our Context

Tangata Whenua

The Howick Coast Kāhui Ako is geographically spread through Howick and the Pohutukawa Coast. It is situated in the very heartland of the Ngāi Tai/Ngāti Tai iwi who have held mana whenua, and mana moana here continuously since their ancestors arrived on the 'Tainui' waka and married into their people that were already residing and maintaining āhi kā roa in this and surrounding districts.

Our Kura

- 1-6 Howick Primary
 - 1-8 Maraetai Beach School
 - 1-8 Clevedon School
 - 9-13 Howick College
 - ECE Piko Piko Pre-School, Whitford Early Learning Centre, Clevedon Kindergarten, Clevedon Kidz, Kawakawa Bay Kindergarten, Maraetai/Beachlands Kindergarten, Botany Downs Kindergarten, Early Connections Beachlands, The Learning Ladder Howick, Kids Crafty Club Howick, Best Start Botany Road
- 1-6 Botany Downs School
 - 1-8 Brookby School
 - 7-8 Howick Intermediate



Total number of students: **4412**

Māori students: **535**

Pasifika students: **340**

Asian:

893

School	Māori	Pasifika	Asian	MELAA	Other	European	IFP	Total	Boys	Girls
Howick College	266 (13%)	194 (9%)	376 (18%)	32 (2%)	3 (0%)	1138 (55%)	61 (3%)	2070	1032 (50%)	1038 (50%)
Botany Downs School	19 (3%)	31 (5%)	242 (42%)	29 (5%)	1 (0%)	246 (43%)	6 (1%)	574	302 (53%)	272 (47%)
Brookby School	28 (24%)	4 (3%)	6 (5%)	1 (1%)	3 (3%)	75 (64%)	0 (0%)	117	61 (52%)	56 (48%)
Clevedon School	79 (21%)	10 (3%)	27 (7%)	10 (3%)	0 (0%)	258 (67%)	0 (0%)	384	192 (50%)	192 (50%)
Howick Intermediate	51 (11%)	54 (11%)	106 (23%)	26 (6%)	0 (0%)	234 (50%)	0 (0%)	471	248 (53%)	223 (47%)
Howick Primary School	43 (12%)	37 (10%)	116 (32%)	12 (3%)	0 (0%)	152 (42%)	2 (1%)	362	192 (53%)	170 (47%)
Maraetai Beach School	49 (11%)	10 (2%)	20 (5%)	25 (6%)	0 (0%)	330 (76%)	0 (0%)	434	223 (51%)	211 (49%)
Total	535 (12%)	340 (8%)	893 (20%)	135 (3%)	7 (0%)	2433 (55%)	69 (2%)	4412	2250 (51%)	2162 (49%)

Howick Coast Kāhui Ako Profile 2020

Educational achievement is highly valued by parents and Whānau and this is reflected positively in the data for our attendance, behaviour and secondary participation. Schools and Early Learning Services within this community are already high performing learning environments, proud of their academic, sporting and cultural successes.

Learning Support Cluster

2018 saw the successful establishment of a Learning Support Cluster with 12 learning support coordinators (LSC) employed across our seven, plus one other school. Learning Support Coordinators (LSCs) are an integral part of a more flexible and joined-up approach to learning support, the “Learning Support Delivery Model”, which is already being implemented across New Zealand. The LSCs work alongside teachers and with specialist providers and parents to ensure children and young people receive the support they need to learn. They are full time, qualified teachers and focus on identifying the learning support that students need. Ministry of Education staff will then be responsible for accessing the supports and services that are required. Beachlands school, who withdrew from the Kāhui Ako, has one LSC allocated from our cluster.

Our Strategies

As part of the Kāhui Ako review and refreshment, the leadership team has focused our original enablers to three key areas around which we aim to build significant coherence through effective collaboration. The work that has already begun under these places, and the Kāhui Ako in a strong place to move forward with purpose and commitment in alignment with our mission and values. Coaching underpins every strategy, guiding our improvement from a full coaching approach that embraces self determination, regular conversations and reflection, strengthening team

Leadership with collaboration and coherence

The Kāhui Ako leadership team meets twice a term, collaborating fully on all decisions made. The past several years have seen all seven schools developing coaching as a way of being through shared professional learning. A successful PLD application across the Kāhui Ako has meant that Growth Coaching training has been available to all leadership teams in all schools. The Kāhui Ako ran a research project on the implementation of Growth Coaching and the identified next steps will clearly underpin our programmes of work in this area moving forward. There is commitment from all schools in the community to advance coaching and build sustainable practice as part of our theory of improvement for identified achievement challenges.

We have a commitment to **Te Tiriti O Waitangi** and have started the journey to some degree in our schools with the expectation that this collective understanding will ultimately impact all learners within our community. The SELO contact has a strong bicultural approach which will be powerful in increasing our learning opportunities for deeper understanding of our individual and collective commitments to honouring Ti Tiriti.

The Across School Leaders meet regularly and provide opportunities for Within School Teachers to collaborate through regular hui. The establishment of a South East Auckland Cluster of Kāhui Ako has provided multiple opportunities for collaboration and leadership across a wider forum of teachers. This has strengthened leadership of the Across School Teachers as has their initiative to lead a PCT development programme to embed effective practice across the Kāhui Ako through our beginning teachers. Moving forward, we look for opportunities to collaborate and grow leadership at all levels with an understanding that this will ultimately lead to improved outcomes for our students.

Effective Pedagogy

Ensuring effective pedagogy and coherence across every classroom in every school is a key enabler to raising student achievement. Effective pedagogy in this Kāhui Ako encompasses an understanding of the importance of a future focus as we develop and refine our local curriculum. This includes global competencies/ capabilities that current research indicates are vastly important for all students to develop in order to take their place in future societies. We are committed to culturally responsive pedagogy which ensures all students enjoy and achieve success with their identity and culture upheld with respect and dignity. We promote student agency as a key component of a future focused curriculum in all schools across the Kāhui Ako.

Transitions and educational pathways

From the inception of this Kāhui Ako, a recognition of the need to address pathways and seamless transitions for all students has been at the forefront of thinking and decision making and this has not changed. Key transition points within the Kāhui Ako have been identified as part of the last four year journey and are being addressed through the development of shared understandings.

We are working towards the goal of “a united local community for all our learners, Whanau, schools and services”. Our implementation plan for Building sustainable relationships with ECE to support seamless transitions and effective pathways for all students from ECE to primary school is here [Implementation/action plan ECE to Primary](#)

An application for SELO (Strengthening Early Learning Opportunities) PLD was successful and so work begins with “KAP Consultancy” mid 2021 to focus on the following areas:

- Being effective pedagogical leaders
- Enhancing the transition to school process with the Howick Coast Kāhui ako
- Designing local curriculum an
- Assessment for learning

Our ECE Centres have networked with junior school teachers, strengthening pathways and developing relationships through hui.

The next steps will be to build coherence in curriculum delivery and shared understandings of effective pedagogy for 3 year olds - 18 year olds. The transition to year 9 has begun to be strengthened by curriculum focus meetings with all relevant parties.

Our leadership teams also recognise that the biggest variance in New Zealand education is within school rather than across school variance hence the need for each and every school to address transitions as part of delivering effective, seamless educational pathways for every student. Every year our students experience a transition as they move class to class within our schools. We are all committed to ensuring coherence of transitions within and across our schools.

Review of 2018-2020 Achievement Challenges

Reading Y0-8					
		2016		2019	
All Students Y 0-8		2366		2226	
Total Year 08 students		145		327	
Total Maori students		249		232	
Total Pasifika students		162		122	
Aim to have by mid 2020		Actual 2016	Actual 2019	Projected shift from 2016 - 2019	Actual shift
90% Y0-8 students at or above	%	81%	82%	9%	1%
	#	1552/1916	1497/1825	172/1916	18/1825
44% Y0-8 students working above	%	36%	32%	8%	4%
	#	374/1041	313/979	76/946	39/979
85% (123 of 145) Y8 students at or above	%	80%	85%	14%	14%
	#	98/123	236/278	17/123	39/278
90% Maori students at or above	%	75%	79%	15%	4%
	#	168/224	165/209	34/224	8/209
90% Pasifika students at or above	%	77%	80%	13%	11%
	#	112/146	88/110	19/146	12/110
Writing Y0-8					
		2016		2019	
All Students Y 0-8		2366		2226	
Total Year 08 students		145		327	
Total Maori students		249		232	
Total Pasifika students		162		122	
Aim to have my mid 2020		Actual	Actual	Projected shift	Actual shift
86% Y0-8 students at or above	%	76%	77%	10%	1%
	#	1439/1893	1474/1914	189/1893	19/1914
30% Y0-8 students	%	20%	22%	10%	1%

working above	#	142/710	147/668	71/710	7/668
86% Y8 students at or above	%	62%	81%	24%	19%
	#	78/125	228/281	30/125	53/281
86% Maori students at or above	%	70%	72%	16%	2%
	#	150/214	144/200	34/214	4/200
86% Pasifika students at or above	%	70%	78%	16%	8%
	#	97/139	82/105	22/139	8/105

Maths Y0-8

	2016		2019		
All Students Y 0-8	2366		2226		
Total Year 08 students	145		327		
Total Maori students	249		232		
Total Pasifika students		162	122		
	2016		2019		
Aim to have by mid 2020		Actual	Actual	Projected shift	Actual shift
90% Y0-8 students at or above	%	82%	81%	8%	1%
	#	1745/2129	1622/2003	170/2129	20/2003
35% Y0-8 students working above	%	27%	28%	8%	1%
	#	224/828	218/779	66/828	8/779
90% Y8 students at or above	%	71%	78%	19%	6%
	#	92/130	229/294	25/130	18/294
90% Maori students at or above	%	72%	74%	18%	2%
	#	161/224	155/209	40/224	4/209
90% Pasifika students at or above	%	75%	77%	15%	2%
	#	110/146	85/110	22/146	2/110

Analysis:

Reading

- Small growth in achievement overall for all students
- Fewer students overall working above
- Y8 students met expectations for improvement
- Increase in Maori student achievement but 11% less than expected
- Pasifika student achievement improvement marginally below expectation (2% below)

Writing

- Small overall increase in improvement across the board
- Small improvement in students working above expectation
- Significant improvement (19%) of Y8 students working at or above

- Small improvement in Maori students at or above
- Significant improvement (8%) of Pasifika student improvement

Maths

- Growth in student achievement fairly static across all year levels
- Minimal improvement in growth of students working above expectation
- Noticeable improvement (8%) of Y8 student results
- Small improvement for Maori students
- Small Pasifika improvement

As a result of the analysis of variance, we have decided to focus on and wanted to acknowledge mahi shared by Te Roopu Pourewa Kāhui Ako :

- Use of the Agency Self Perception Tool - devised and used at Te Roopu Pourewa Kahui Ako with the aim of measuring growth and achievement as a result of increased Agentic behaviour.
 - Use of the tool will be focused on writing to begin with, as a more readily measurable means across the year levels.
 - Across School Leaders will administer the tool initially, training Within School Leaders to continue and monitor results.

ASLs will collate the results and report back to the Leadership group mid 2022 with the initial results and then mid 2023 with one year of data

Maths Y0-9-10					
Aim to have by mid 2020		2016	2019		
	Total students Y 9	422	418		
	Maori students	52	76		
	Pasifika students	48	51	Projected shift	Actual shift
Year 9					
90% Y9 students at or above	%	79%	67%	11%	12%
	# students	300/380	252/376	41/380	45/376
89% of Y 9 Maori students at or above	%	64%	59%	25%	5%
	#	29/46	40/68	12/46	3/68
89% of Y 9 Pasifika students at or above	%	70%	49%	19%	21%
	#	30/43	22/45	8/43	4/21
Year 10					
Aim to have by mid 2020	Total students Y10	422	421		
	Maori students	52	48		
	Pasifika students	48	33		
80% Yr 10 students at or above	%	66%	79%	14%	13%
	#	222/337	266/337	47/337	44/337
80% Y 10 Maori students at or above	%	57%	74%	23%	17%
	#	23/41	28/38	9/41	6/38
78% Y 10 Pasifika students at or above	%	43%	77%	35%	34%
	#	16/37	20/26	13/37	8/26

Analysis

- Fewer Year 9 students were at and above across the board – all students 12% less, Maori students 5% less and 21% of Pasifika students
- There was a significant improvement in students at and above in year 10, most significantly 34% rise in Pasifika students.

As a result of the analysis of variance Years1 to Year 10 , we have decided to focus on:

- Goal setting
- Use of LSC and Learning support
- Investing in resources
- Explicit teaching of phonemic awareness
- Use of coaching tools
- Specific tracking of target students
- Use of formative assessment
- Problem solving approach in Mathematics
- Review maths and basic facts programmes

NCEA

Aim to have by mid 2020		2016	2019	Projected Shift	Actual Shift
Level 1					
Total Students		451	449		
Male Students		258	219		
85% of all students achieved Level 1	%	77%	83%	8%	6%
	#	294/383	317/382	31/383	23/382
45% of Male students achieved level 1	%	72%	81%	13%	9%
	#	84/116	80/99	15/116	9/99
60% of all students achieved Level 1 with either Merit or Excellence	%	51%	55%	9%	4%
	#	138/271	148/269	24/271	11/269
Level 2					
Total Students		398	433		
Male Students		204	216		
90% of all students achieved Level 2	%	80%	92%	10%	12%
	#	318/398	398/433	40/398	52/433
90% of male students achieved Level 2	%	76%	93%	14%	17%
	#	140/184	180/194	26/184	33/194
52% of all students achieved Level 2 with Merit or Excellence	%	40%	40%	12%	0%
	#	83/207	90/225	25/207	0/225
Level 3					
Total Students		294	331		
Male students		133	149		
90% of all students achieved Level 3	%	81%	77%	9%	-4%
	#	214/264	229/298	24/264	12/298
89% of Male students achieved Level 3	%	69%	72%	20%	3%
	#	81/118	96/133	24/118	4/133
60% of all students achieved Level 3 with either Merit or Excellence	%	51%	34%	9%	-17%
	#	90/176	68/199	16/176	34/199

Analysis:

- There was improvement across the board for students achieving Level 1 and achieving Merit or Excellence
- At Level 2 there was improvement in achieving across all students and male students but no improvement in Level 2 Merit
- 4% fewer students achieved Level 3, however there was a slight improvement (3%) of Male students achieving Level 3 and a notable reduction (17%) in students achieving Level 3 excellence.

As a result of the analysis of variance, we have decided to focus on:

- Implementing Junior curriculum review actions - further expansion of the Innovation programme
- Introduction of online reading programme (ReadTheory) to increase reading mileage and improve comprehension in all Year 9 students - done during Tutor time
- Literacy and Numeracy support classes set up for Year 9 and 10 students requiring support
- Review NCEA assessment curriculum - prepare for the new NCEA standards
- Current leadership Inquiry into Level 3 programmes to support Year 13 students to achieve UE and other qualification pathways
- NCEA Level 1 Unit standard Literacy Programme for Year 11 students in danger of not achieving Level 1 Literacy
- Current leadership inquiry - exploring ways to better support students to gain Merit and Excellence endorsements



Our Proposed Achievement Challenges 2021-2023

Rationale for Selected Achievement Challenges

Howick Coast Kāhui Ako is committed to providing equity for all students across the learning pathway and has

developed achievement challenges which align to our school wide targets for raising both progress and achievement for all children in NCEA levels 2-3, student wellbeing and improving student achievement. We propose to do this through developing coherence of understanding of Student Agency that underpins effective pedagogy both within and across schools.



We will achieve these using our Collaborative Process Model:

will

Achievement Challenge 1	
Increase learner agency across the Kāhui Ako	
Develop shared understanding of student agency across all schools, through use of the Agency Self Perception Tool (ASPT) and apply this knowledge to increasing student achievement in writing at years 4, 6, 8 and 10, specifically targeting boys and Māori and Pasifika students. Once the data collection is consolidated, an alignment between the student agency and writing data will be conducted.	
Strategic	

Initiatives	<ul style="list-style-type: none"> ● ASLs to undertake trials using the ASPT across the Kāhui Ako to develop a shared understanding of the language ● Gather student/teacher baseline data ● Analyse the elements of agency <ul style="list-style-type: none"> ○ Self Awareness ○ Assessment Capability ○ Collaboration ○ Using tools and strategies ○ Resilience ○ Taking Action <p>across the Kāhui Ako to determine the priorities</p> <ul style="list-style-type: none"> ● Focus PLD for teachers around the priority areas ● Focused PLD in the administration of EAsTTLe across the Kāhui Ako to ensure the data is valid.
Rationale	<ul style="list-style-type: none"> ● We believe that student agency is a key component of a future focused curriculum in all schools across the Kāhui Ako. ● Engagement and Independence is an area for focus Years 9 and 10
Measures	<ul style="list-style-type: none"> ● Agency Self Perception Tool - initial to gain baseline data, then administered at the start of 2022, end of 2022, 2023 ● Academic results from writing OTJ
Targets	<p>Writing in years 4,6,8 and 10 We are aiming to increase the number of learners achieving “at curriculum expectation” - 875/1331 66% currently “at and above” we aim to shift this to 1131/1331 85% to at or above, that is 256 additional ākonga .</p> <p>Sub-Targets Based on moving 85% of Below students to AT:</p> <ul style="list-style-type: none"> ● Y4 - 37 Male , 6 Maori and Pasifika and 53 Total Y4 students ● Y6 - 43 Male, 9 Maori and Pasifika and 60 Total Y6 students ● Y8 - 50 Male, 19 Maori and Pasifika and 70 Total students ● Year 9-10 - 43 Male, 27 Maori and Pasifika and 73 total students.

Achievement Challenge 2

NCEA and UE rates improve to meet or exceed NZ current trends

Through the use of targeted tracking, mentoring and NCEA programme review, shifting Howick College 2022-2024 NCEA Year 12 (NCEA Level 2) merit and excellence endorsement rates to meet or exceed the decile 8-10 national rates. In 2020, 23.4% (102 students out of a total number of 438) achieved NCEA Level 2 merit endorsement. We will lift this to 31.4% (138 students out of a total number of 438) by 2024. This will mean shifting 36 additional students. In 2020, 17% (76 students out of a total number of 438) achieved Level 2 excellence endorsement NCEA. We will lift this

to 25% (109 students out of a total number of 438) by 2024. This will mean shifting 36 additional students.

Through the use of targeted tracking, mentoring and NCEA programme review, shifting Howick College 2022-2024 NCEA Year 13 University Entrance achievement rates to match or exceed decile 8-10 rates. In 2020, 62% (223 students out of a total number of 360) achieved NCEA university entrance. We will lift this to 68% (245 students out of a total number of 360) by 2024. This will mean shifting 22 additional students.

<p>Strategic Initiatives</p>	<ul style="list-style-type: none"> ● Establishing processes to identify students from Year 10 who may have the potential to achieve Merit, Excellence and UE ● Working with the LSCs to develop support programmes to mentor students who may have the potential to achieve Merit, Excellence and UE ● Using ASLs to organise professional learning for teachers - how to design courses and teach so students can gain excellence ● Use ASLs to carry out a collaborative leadership inquiry into the issue of poor merit, excellence and UE achievement ● Develop a coaching programme led by within school leaders to support teachers to understand what they could do differently to support students to achieve Merit, Excellence and UE ● Develop a UE tutoring programme led by ex-students who are currently at university ● Use the ASLs and LSCs to strengthen the literacy and numeracy acceleration programme, to ready junior students for the academic rigour of NCEA
<p>Rationale</p>	<p>There is not a culture in Howick College of striving for NCEA excellence. Some students perceive gaining achieved at NCEA as 'enough'. Students do not understand the importance of UE and rank score for university until it is too late. Currently Howick College students are not achieving comparable levels of merit, excellence or UE to similar schools, this disadvantages them when applying for post high school pathways.</p>
<p>Measures</p>	<ul style="list-style-type: none"> ● NCEA level 2 Merit and Excellence endorsement achievement rates for Year 12 2022-2024 ● NCEA UE achievement rates for Year 13 2022-2024
<p>Targets</p>	<p>MERIT ENDORSEMENT</p> <ul style="list-style-type: none"> ● In 2020, 23.4% (102 students out of a total number of 438) achieved NCEA Level 2 merit endorsement. ● We will lift this to 31.4% (138 students out of a total number of 438) by 2024. This will mean shifting 36 additional students. <p>EXCELLENCE ENDORSEMENT</p> <ul style="list-style-type: none"> ● In 2020, 17% (76 students out of a total number of 438) achieved Level 2 excellence endorsement NCEA. ● We will lift this to 25% (109 students out of a total number of 438) by 2024. This will mean shifting 36 additional students. <p>UNIVERSITY ENTRANCE</p> <ul style="list-style-type: none"> ● In 2020, 62% (223 students out of a total number of 360) achieved NCEA university entrance. ● We will lift this to 68% (245 students out of a total number of 360) by 2024. This will mean shifting 22 additional students.

Achievement Challenge 3

Foster equitable learning opportunities and outcomes for all learners

Context

- 2018 saw the successful establishment of a Learning Support Cluster with 12 learning support coordinators (LSC) employed across our seven, plus one other school.
- Learning Support Coordinators (LSCs) are an integral part of a more flexible and joined-up approach to learning support, the “Learning Support Delivery Model”, which is already being implemented across New Zealand.
- The LSCs work alongside teachers and with specialist providers and parents to ensure children and young people receive the support they need to learn.
- They are full time, qualified teachers and focus on identifying the learning support that students need. Ministry of Education staff will then be responsible for accessing the supports and services that are required.
- Beachlands school, who withdrew from the Kāhui Ako, has one LSC allocated from our cluster.
- Students requiring additional learning support receive comprehensive and effective assistance to enable them to achieve, thus moving down or off the Learning Support Register (LSR). *By 2024 we will move all 529 students at least one category*

Strategic Initiatives

- LSC work within schools and across the Kāhui Ako
- Specific support programmes
- Development of LSCs to meet identified needs
- Networking initiatives for LSCs within our Kāhui Ako and across others
- Strengthen our local Additional Learning Support network to include SENCOs and other agencies
- Establish a consistent language of learning across the LSCs and Kāhui Ako
- Work with each of these learners, with special focus on Māori 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 Māori 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 (Register) 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

- We want to show how the inclusion of Learning Support Coordinators influences and improves outcomes for our target students.

Measures	<ul style="list-style-type: none"> ● Learning Support Register (LSR) to track students moving through levels ● Data collated for students with specific goals and actions ● All students who need additional learning support are identified by Term 3 2021 ● All students who need additional learning support receive assistance by Term 2 2022 ● Students who are identified as needing equitable learning opportunities are monitored and given a targeted resource ● Consistent language of learning established by mid 2022 ● All students on the LSR will show growth and progress
Targets	<p><u>Baseline findings and trends – possible option to explain current LSC and structures in place to support ākonga. Context setting</u></p> <p><u>LSC ACHIEVEMENT CHALLENGE</u></p> <p><u>In 2021, there were 548 students identified on the Howick Coast LSC Cluster Learner Support Register.</u></p> <ul style="list-style-type: none"> ● <u>8% (44/548 students) in Tier 3</u> ● <u>36% (199/548 students) in Tier 2</u> ● <u>56% (305/548 students) in Tier 1.</u> <p><u>By 2024 we will move all 548 students at least one category.</u></p> <p><u>This will mean shifting at least:</u></p> <ul style="list-style-type: none"> ● <u>8% (3/44 students) out of Tier 3.</u> ● <u>36% (72/199 students) out of Tier 2 and into Tier 1 or off the register.</u> ● <u>56% (170/305 students) out of Tier 1 and off the register.</u>
Data Analysis	<ul style="list-style-type: none"> ● Utilising the information gathered in our Cluster Learning Support Register, we want to show movement of students from Tier 3 to Tier 2, Tier 2 to Tier 1 or Tier 1 to off the register, and find an explanation for the shifts.

Process Target - Achievement Challenge 4

Strengthen Transitions and Pathways

Through enabling the development of effective pedagogical leaders, enhancing the transition to school process in Howick Coast Kāhui Ako, designing local curriculum and Assessment for Learning, resulting in retention of students within our pathway.

Strategic Initiatives

- SELO funding to support and work with Early childhood Centres and schools
- PLD funding to support initiatives within schools and between schools
- Our ECE will regularly network with junior school teachers, strengthening pathways and developing relationships through hui.
- Building coherence in curriculum delivery and shared understandings of

	<p>effective pedagogy for 3 year olds - 18 year olds.</p> <ul style="list-style-type: none"> ● Continue the work around transition to year 9 through curriculum focus meetings with all relevant parties. ● Culturally responsive pedagogy promoted throughout Kāhui Ako ● Through ongoing development of Coaching practice: <ul style="list-style-type: none"> ○ Continue to build the capability of senior and middle leaders to observe and provide feedback to teachers ○ Hold high expectations of teachers and students ○ Embed a common language for talking about and examining teaching and learning across the Kāhui Ako to support transitions ○ Continue to support the capability of senior leaders to design and implement coaching programmes that are sustainable and improve outcomes for all students in their schools ○ To continue to equip students with the skills to work together; to reflect on their learning goals (student agency); expand, refine, and build new skills; share ideas; teach one another and solve problems in their school community. ○
<p>Rationale - What is the need to strengthen pathways?</p>	<ul style="list-style-type: none"> ● Our leadership teams recognise that the biggest variance in New Zealand education is within school rather than across school variance hence the need for each and every school to address transitions as part of delivering effective, seamless educational pathways for every student. ● Every year our students experience a transition as they move class to class within our schools. We are all committed to ensuring coherence of transitions within and across our schools. ● Effective pedagogy in this Kāhui Ako encompasses an understanding of the importance of a future focus as we develop and refine our local curriculum ● We are committed to culturally responsive pedagogy which ensures all students enjoy and achieve success with their identity and culture upheld with respect and dignity. ● In school coaching partnerships to support Teaching as Inquiry and Assessment for Learning practices to develop the capacity of teachers to evaluate the impact of changes in practice. There have been a number of leadership changes within the Kāhui Ako since the PLD began.
<p>Measures</p>	<ul style="list-style-type: none"> ● Learner reflections ● Learning resources will be made through active engagement with stakeholders ● Te Whatu Pokea and Te Whare Tapa Wha models of assessment ● Children and whanau actively engaged in the assessment and goal setting for their tamariki. ● Assessment for Learning practice is consistent within and across schools ● Coaching : The use of a rubric which shows progressions of practice from Emerging to Highly Effective. Data will be gathered using observation of practice of all coaches, interviews and achievement data. ● Measuring the number of students coming into the stream from pre-schools

Process Goal	<ul style="list-style-type: none"> ● 11 Early Childhood Centres partnering in our Kāhui Ako with New Entrant teachers ● Whanau across the Kāhui Ako ● Māori and Pasifika students identified and tracked ● Teachers across the Kāhui Ako
--------------	--

Implementation and Monitoring

Planning for Implementation

- All parties will collaborate on the plan developed to meet the Howick Coast Kāhui Ako Achievement Challenge.
- Principals will consult with and share with their own school Boards of Trustees and communities the relevant aspects of the Kāhui Ako.
- Implementation plan link here [Howick Coast Implementation Plan](#)

Monitoring

Monitoring and Evaluating progress in relation to the achievement challenge/s will include the following aspects

- 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.
- Midyear 2022– Principals ASLs review and analyse 2022 data for trends and sign if shifts

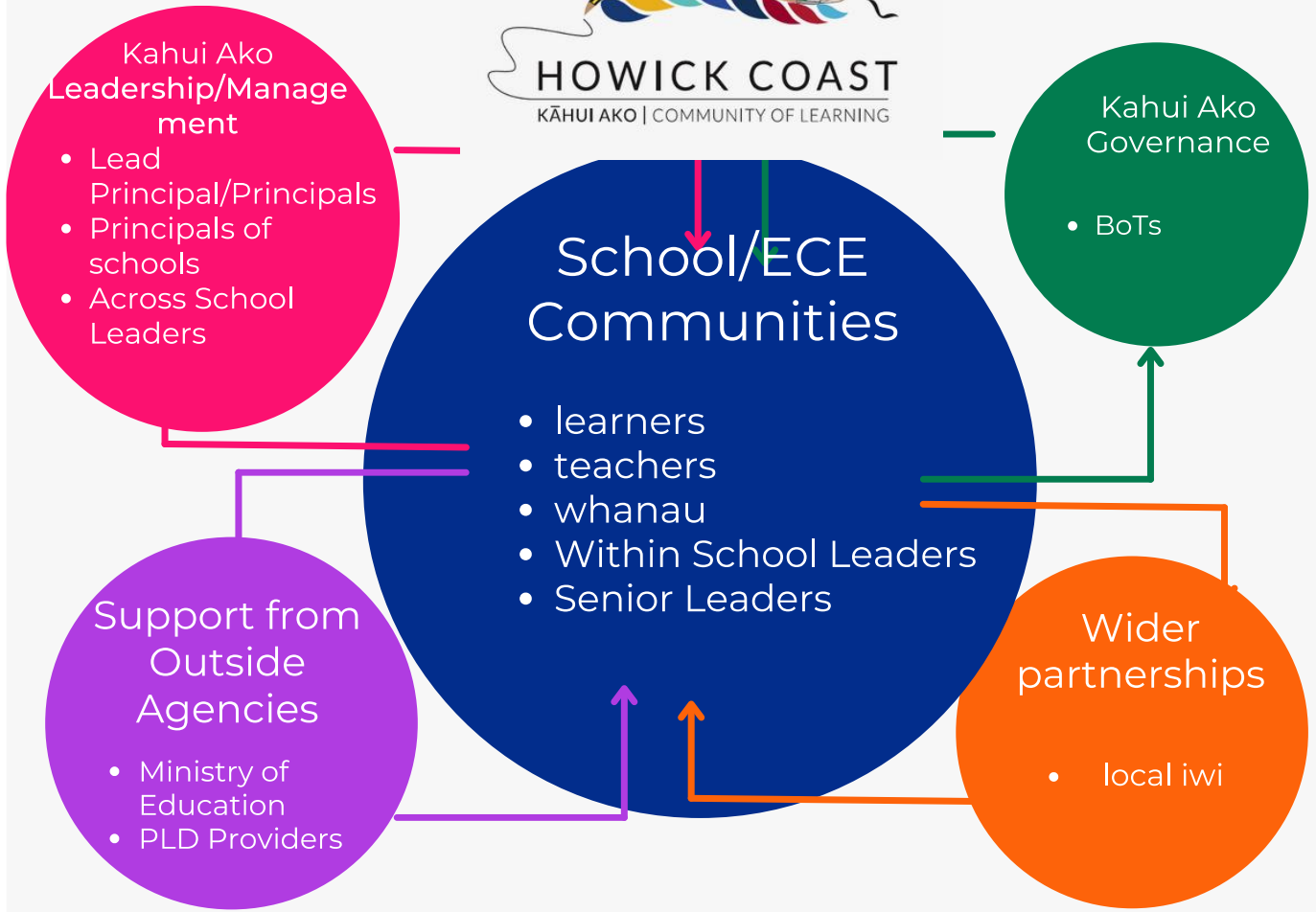
Reflection

- 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 Kāhui Ako.

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.



Howick Coast Kāhui Ako

Memorandum of Agreement 2022-2025

Howick Coast Kāhui Ako - Memorandum of Agreement

The Boards of Trustees and tumuaki/principals of the schools identified below undertake to work collaboratively as a Kāhui Ako (Community of Schools) to raise akonga/student achievement. To fulfill the goals contained within the achievement challenge we have agreed to

Term of Contract

This agreement is for a term of three years commencing Term 2 2022 and ending Term 2 2025

Agreement Review

Six months prior to the end of this agreement, all schools in the Kāhui Ako will formally review whether to continue with its current composition.

Parties (Schools) Involved in this Agreement

- Botany Downs School
- Brookby School
- Clevedon School
- Maraetai Beach School
- Howick College
- Howick Intermediate
- Howick Primary

Working Together through Collaborative Philosophy & Processes

All participants will be respectful of each other's views and opinions.

1. Teachers and leaders will approach professional learning with an open, and questioning mind set to build deep knowledge and seek possible solutions.
2. Relationships will be built on respect and challenge. Teachers and leaders will challenge and support each other to improve teaching and learning.
3. All participants will value new learning and critique, and treat shared information in a professional manner.
4. In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme.

Where the leaders are unable to resolve differences the issue will be taken to Leadership Group to process a way forward.

5. All positions of service for the community agree to value the uniqueness of each school in the context of the community of schools. 6. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information.

7. Participants in the Kāhui Ako acknowledge and support Māori as our bi cultural partners as written in the Te tiriti o Waitangi.

Collaborative Process

1. We have identified shared achievement challenges that are relevant to the needs of the students within our schools. **[Link here to the achievement Challenges document]**

2. We have collaboratively developed a shared achievement challenges plan in order to achieve the valued outcome we seek.

3. We will utilise and manage the dedicated resources provided (the Community of Learning leadership and teacher roles and associated Inquiry time) to best implement the plan.

4. We will involve parents, students, families, whanau, and communities in implementing the plan.

Individual Boards will reference our Howick Coast Kāhui Ako achievement plan within their own individual school Charters along with the goals/objectives related to the needs of their own students. 5. We will implement systems for monitoring, reviewing and adapting the plan as necessary.

6. We will establish an operational structure to implement the plan.

Variations

We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

Change to the composition of this Community of Learning

1) Joining: Where a Kura/school is to join our Kāhui Ako, the Ministry of Education is to be informed of this prior to the change taking effect. 2) Withdrawing: Where any Board elects to leave our Kāhui Ako, they will provide notice no later than the end of term two to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following school year. (1) This does not preclude a withdrawing Kura/school from participating in another Kāhui Ako without resourcing during this period of notice.

3) We acknowledge that our agreement to the above clauses have resourcing and employment relations implications for the kura/schools in our Kāhui Ako particularly where one of the roles is employed by a departing kura/school and/or where the departing kura/school is critical to the maintenance of the ākongā/ student pathway within the Community of Learning.

4) Changes to the composition of our Kāhui Ako will require approval by the Ministry of Education.

5) Changes to the composition of our Kāhui Ako will require amendment to the list of signatories to this Agreement.

Disestablishment of the Community of Learning

If prior to the termination date of this Agreement, our Kāhui Ako determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in withdrawing, apply to disestablishment.

Privacy

The Community of Learning Privacy Protocol (as set out below with reference to Appendix 1 of the Community of Learning Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning. All participating Boards and service providers agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students', parents, families, and whānau.

Communities of Learning Privacy Protocol Who is this protocol for?

This protocol is for Boards, tumuaki/principals, kaiako/teachers and other Community members associated with Communities of Learning. It is part of the Memorandum of Agreement that Boards and tumuaki/ principals will sign up to. The purpose of this guide is to provide Communities of Learning with guidance and protocols in relation to information

sharing and privacy of information associated with forming and operating a Community of Learning.

Principles for Sharing Aggregated Information

As part of the formation and operation of Communities of Learning, schools will share aggregated information about their school. There are five key principles that Communities of Learning should apply when sharing aggregated information:

1. Schools should give permission for their information to be used by the Community of Learning and may specify what the information may be used for.
2. The information provided by schools must not include personal information that can be, or could be used to identify an individual ākonga/student or staff member.
3. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information.
4. School information should be accurate, timely and collected using the agreed assessments and methods.
5. The information must be held in a secure manner. Where necessary the kura/school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for Communities of Learning

1. When Communities of Learning request information from schools within the Community of Learning, they should specify what information is required, and for what purpose it will be used.
2. Information provided by schools can only be used for the purpose that it has been collected, unless the kura/school gives permission for it to be used for another purpose.
3. By providing the information, schools are giving permission for their information to be used by the Community of Learning, but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.
4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
5. Communities of Learning should work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.

Who can access aggregated information held by school.

Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information

Communities of Learning will gain access to personal information through the selection of staff to the new Community of Learning roles. There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the new Community of Learning roles as follows:

1. Applicants should be told what personal information about them is being collected and why (see suggested privacy statement below).
2. Applicants should be told who the information will be shared with.
3. Applicants should be given the opportunity to correct or update any information held about them.
4. Applicants' information will only be used for the purpose for which it is collected.

Howick Coast Kāhui Ako Achievement Plan submitted August 2017 Page | 4




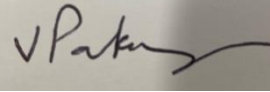
Privacy of personal information for staff occupying Community of Learning roles Staff appointed to the across community of Learning roles will also have access to personal information about staff and students. Staff in these roles should ensure that any personal information about ākonga/students or kaiako/teachers acquired in the performance of their duties is kept confidential or is made anonymous. They will be responsible for ensuring that any information held by them in the performance of their Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that

information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.

Signatories to Howick Coast – Kāhui Ako

School	Logo	Chairperson	Principal	Date
Brookby School		Signed: <i>W Gullard</i>	Signed 	25 July 2022
Botany Downs School		Signed <i>AR Losh</i>	Signed 	25 July 2022

Clevedon School		Signed 	Signed <i>Ech Jullian</i>	31 March 2022
Maraetai Beach School		Signed 	Signed <i>M. W. Keene</i>	3 May 2022
Howick College		Signed 	Signed <i>P B Oe</i>	3 May 2022

Howick Intermediate		Signed 	Signed 	06 May 2022
Howick Primary		Signed 	Signed 	25 July 2022