

WHIRIA TE TANGATA KĀHUI AKO

Achievement Challenge Refresh 2021

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Introduction

This document is the Achievement Challenge Refresh for Whiria te Tangata Kāhui Ako.

We outline the work we have done in relation to our initial achievement challenge (Version 1 15.05.17) and how we will be moving forward to develop our shared purpose, vision and goals.

This document is a continuation of our initial achievement challenge and so should be read alongside this refresh.

Most sections will begin with a brief overview and conclude with a one page summary.

You can find out more about Whiria te Tangata Kāhui Ako by visiting our website:

www.whiriatetangata.school.nz

Vision and Purpose

Our original whakataukī, vision and shared purpose remain important and relevant for where we have been and in our work moving forward for Whiria te Tangata.

Whakataukī: Mā te pā harakeke te rito ka tipu ~ Everyone nurtures the growth of the child.

Vision: Together we will create a community in which all learners succeed and flourish.

Our Shared purpose

- Raise student achievement
- Enhance capabilities of all learners
- All learners to have a sense of pride of where they are and where they come from
- Build relationships and communities based on trust

We will achieve this by working together on the following important drivers:

- Collaborative teacher efficacy - building the efficacy in collaborative ways of working
- Culturally responsive pedagogy - embedding culturally responsive pedagogy
- Learner Agency - developing learner agency
- Powerful learning connections - strengthening learning connections with parents, families, whānau, ākonga and teachers
- Powerful community connections - developing a local curriculum utilising the context provided by the local community, and economic opportunities

Our community

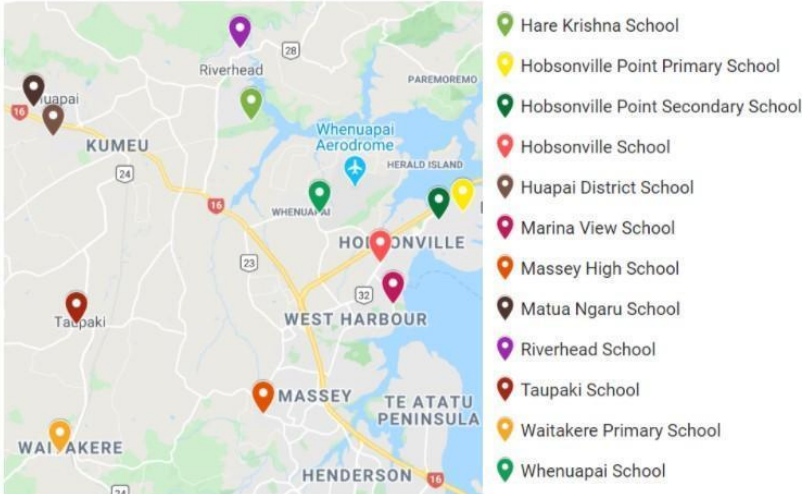
Whiria te Tangata began with 10 schools and are now 12 schools in West Auckland consisting of 9 full primary schools (Years 1-8), 2 co-educational secondary schools (Years 9-13), and one integrated special character school (Years 1-10). Matua Ngaru School and Hare Krishna School joined after the previous achievement challenges were set.

In 2021, Whiria te Tangata will still be 12 schools but Massey High School will be leaving this Kāhui Ako to focus on their work with the Tiriwa Kāhui Ako, and the newly established Scott Point School (Years 1-8) will be joining us.

Vision and Purpose Summary



Our vision and purpose: Summary

<p style="text-align: center;">Whakatauki</p> <p style="text-align: center;">Mā te pā harakeke te rito ka tipu ~ Everyone nurtures the growth of the child</p> <p style="text-align: center;">Vision</p> <p style="text-align: center;">Together we will create a community in which all learners succeed and flourish</p>	<p style="text-align: center;">Our Shared Purpose</p> <ul style="list-style-type: none"> ● Raise student achievement ● Enhance capabilities of all learners ● All learners to have a sense of pride of where they are and where they come from ● Build relationships and communities based on trust
<p style="text-align: center;">Who We Are</p> <p>We began with 10 schools and are now 12 schools in West Auckland consisting of 9 (full) primary schools (Years 1-8), 2 co-educational secondary schools (Years 9-13), and one integrated special character school (Years 1-10).</p>  <p>The map shows the following schools marked with colored pins:</p> <ul style="list-style-type: none"> ● Hare Krishna School ● Hobsonville Point Primary School ● Hobsonville Point Secondary School ● Hobsonville School ● Huapai District School ● Marina View School ● Massey High School ● Matua Ngaru School ● Riverhead School ● Taupaki School ● Waitakere Primary School ● Whenuapai School 	<p style="text-align: center;">Our Drivers</p> <p>We will achieve this by working together on the following important drivers:</p> <ul style="list-style-type: none"> ● Collaborative teacher efficacy - building the efficacy in collaborative ways of working ● Culturally responsive pedagogy - embedding culturally responsive pedagogy ● Learner Agency - developing learner agency ● Powerful learning connections - strengthening learning connections with parents, families, whanau, akonga and teachers ● Powerful community connections - developing a local curriculum utilising the context provided by the local community, and economic opportunities

Narrative on the Drivers

Our Ways of Working

We took time to build the relationships and establish the culture of Whiria te Tangata. This involved working with principals, associate principals and deputy principals throughout our establishment phase. We accepted the fact that we needed to go slowly and that relationships needed to come first.

We wanted to look at ways we could build a collective culture and understanding while still respecting the uniqueness of each individual school. Our focus continued to return to our mantra of 'What can we do better together than what we can do alone?'

We used our collective knowledge when creating our first achievement challenge by involving principals, associate principals and deputy principals. This helped our group to align what they were doing individually with the work of our Kāhui Ako. It also developed the efficacy of our principals group as we used the expertise we had in the room to grow our collective knowledge.

We continued to build our culture and our ways of working through sharing the workload by creating workstreams and having regular robust discussions to develop our common understandings and build trust.

From here we co-constructed what the Across and Within School Leader roles could look like. We saw these roles as being a key force for how we could make a difference with what we could do better together. These were further developed with the teachers who took on these roles.

Over the three years we have continued to review our processes to ensure we are meeting the needs of our schools and students. This has helped us to streamline our processes to ensure that we are making a difference.

Moving forward we want to continue to strengthen the links between individual school goals and our Kāhui Ako achievement challenge and strategic direction. This will enable greater alignment and have a greater impact for all learners in our wider community.

We also see the impact this will have for our learners by strengthening our relationships with other stakeholders such as our local iwi - Te Kawerau a Maki -, Early Childhood Education Centres, and learning support coordinators. We know that if we continue to align the work we are doing as a Kāhui Ako with these groups, all our learners will benefit.

Our Drivers: What we have achieved

Building an understanding of our five drivers (collective teacher efficacy, culturally responsive pedagogy, learner agency, powerful learning connections and powerful community connections) have underpinned and been the focus of the work we have been doing as a Kāhui Ako over the last 3 years.

In this section we will outline the specific work we have done to develop these 5 drivers across Whiria te Tangata. For each driver we will look at the people / events being potentially impacted through different work, events and connections, and the impact these have had on developing our drivers. The impact has

been identified through feedback given from participants and schools, and through the work people in different roles have been doing (such as the within school leaders inquiries).

We also want to acknowledge that this document does not reflect the work our schools have done individually to develop these drivers within their own spaces.

Collaborative Inquiries

The key mahi for our Within School Leaders (WSLs) have been to do a collaborative inquiry on a need for their school. The format or inquiry model used was determined by each school but a number of approaches were given as possibilities during Within School Leader Professional Development Days. These have also included input from Jo Robson, the work of Jenni Donohoo and using a design thinking model over the last 3 years.

The inquiries have focused on a range of areas from specific subject based needs to developing inquiry systems and processes within their school context. These have been determined through many aspects including student data and voice, school strategic goals, Kāhui Ako strategic goals / drivers. All inquiries were linked to developing the drivers or targets from the previous achievement challenge.

The role of the Across School Leaders (ASLs) has been to help coach Within School Leaders through their process and work, and to connect schools with each other where appropriate due to similar inquiry focuses or for others to see best practice.

Schools determined their own methods of evaluating the impact of these inquiries for their purpose. The Within School Leaders also present to each other their journey, their key learners and the impact of their inquiry in term 4.

Within School Leader Days

Each term the WSLs met together to connect and participate in professional development. These have included unpacking the WSL role (including appraisal requirements), developing their inquiries, curriculum development, and coaching practices.

These days were organised by ASLs with some external facilitation, including a combined day with Tiriwa Kāhui Ako unpacking Tapasā – Cultural Competencies Framework for Teachers of Pacific Learners.

The focus of these days arose from goals of our strategic planning or achievement challenge, meetings with WSLs around their needs in this role, and responding to unexpected challenges in this role such as the Covid 19 lockdowns.

The feedback gathered after these days indicated that WSLs benefited from learning together and having key tools to guide their inquiries and share with their own schools.

Teacher Only Days

In 2018 and 2019 we held combined Teacher Only days. Both of these days centred around developing our driver of culturally responsive pedagogy. The principals' group, ASLs and some WSLs worked together to plan and run these days.

In 2018 Dr Ann Milne and her research warriors were the key speakers who spoke about how education has impacted our Māori learners. This session was followed by a panel with people from different industries

then teach-led workshops. Teachers from across our Kāhui Ako led workshops around some of their passions and evidence based practices.

For 2019, Dr Russell Bishop was our keynote speaker who described his work around what it means to be teaching to the North-East. This was followed by workshops led by his facilitators to further the conversation.

Schools then used their learning from these days in varying ways from developing new planning formats to key goals / concepts to develop within their schools.

Harakeke Sessions

These were a gathering of teachers around a common idea or subject. It was a chance to develop our collective teacher efficacy by sharing struggles in certain areas and how others have overcome these successfully. Teachers, team leaders, heads of departments/faculties attended different sessions on transition of math from intermediate years to secondary, cultural groups in schools, play based learning and the new digital technologies curriculum.

Survey feedback from attendees showed an increase of connections made with others in our Kāhui Ako and new programs or ideas they could implement in their schools to support their learners.

Twilight Sessions

Twilight sessions involved hosting a range of guest speakers around the Kāhui Ako drivers. All staff from Whiria te Tangata were invited to attend these optional evening events that were scheduled approximately once per term. Speakers included Maurie Abraham, Graeme Aitken and Laurayne Tafa. These events had varied attendance with Graeme Aitken's talk having close to 50 attendees. Resources from sessions were also shared via the bulletin.

Workstreams

Small groups of our principals, APs and DPs were created to form work streams that would further specific goals or drivers of our Kāhui Ako. These groups use the goals of the Kāhui Ako to support their direction for their group. They then reported back to the other principals, APs and DPs regularly.

The workstreams have changed over time based on the needs of our Kāhui Ako. The workstreams are as follows: (* indicates a current workstream for 2021)

- Culturally Responsive / Sustaining
- Iwii Partnerships* - building relationship with our local iwi
- Transitions* - ECE to primary, Primary to Secondary, Secondary and beyond
- Learning Support* - Our SENCOs and LSCs working together and with outside agencies
- Professional Development / Teacher Only Day Organisation
- Achievement Challenge / Data*

The workstreams have made it possible for the work of our Kāhui Ako to be more distributed and actionable, while still benefiting the entire group.

Learning Support / SENCO Group

SENCOs, RTLBs, Ministry representatives, Manage Moves, other agency representatives and more recently LCS met regularly to further develop Collective Teacher Efficacy, Powerful Learning Connections and Powerful Community Connections.

At fortnightly meetings they discussed challenges in their roles and patterns of behaviours to get a better sense of what was happening in our schools and to look for solutions together. They would also discuss and triage students to help prioritise referrals to the Ministry of Education. From these conversations, schools organised combined teacher aide workshops, shared appraisal processes for teacher aides and effective programs being used in the school and classrooms. Moving forward they are wanting to organise more workshops for teachers and parents to attend to support them further.

Sharing of resources and the groups' expertise helped to upskill one another which led to members better supporting teachers, students and parents in their schools.

Some members of this group also shared what they have done with other principals, schools, and Kāhui Ako outside of Whiria te Tangata.

The impact of this group is that we had a safe and open space to better understand what is happening (the needs and solutions) in other schools in our community. This helped us to support one another's' priorities, share effective practice and programs, and find solutions together. With primary and secondary schools attending, we could also support the transition of our students needing greater support and better understand what happens for them as they move through the 0-24 pathway.

Impact Coaching

In 2019 we started the year with a teacher only day that focused on Russel Bishop's work, Teaching to the North-East: Relationship-based learning in practice.

Middle leaders, Within School Leaders, and some senior leaders then participated in a series of impact coaching training with Laurayne Tafa to further the learning from the teacher only day. These sessions provided some theoretical understanding of impact coaching, and was then followed with each team being asked to practice having coaching conversations upon returning to their school. At follow up sessions with Laurayne, time was then taken to analyse these coaching conversations to help participants develop their own skills as impact coaches. Feedback from these sessions indicated that 88.6% of participants highly agreed that this PLD provided them with tools and strategies to lift their coaching capability and 77.1% highly agreed that it made them think more critically about their school wide system to support their impact.

In 2020, ASLs began to implement an impact coaching model as a framework for their work with WSLs. This seemed an important and appropriate shift to make for a number of reasons. Firstly, the team needed to ensure that they were operating in a sustainable way. As there had been some turnover in the team, a system needed to be found to ensure consistency and quality in practice in how we coached WSLs, even as new team members came on board. Secondly, with such diversity in the schools of Whiria te Tangata, an approach also needed to be found that could support all schools to improve their practice, regardless of where they were at in their journey. Impact coaching offers a flexible enough approach to do this, while also offering robust challenges to improving practice.

Iwi Partnerships

2019-2020 has seen the development of our Kāhui Ako being in partnership with Te Kawerau ā Maki through a ministry grant. Members of our Iwi Partnership Workstream have begun to work with Robyn Tawa Gordan and delve into what this can look like moving forward.

Local Curriculum development

Ko te hōkai nuku te hīkoinga roa

Kōtahi te kākano kā tupu te wao

He turu whenua, he rerenga awa

He wā taki taro te tīmatanga mutaunga

One Step is the start of each journey

One seed is the start of a great forest

One drop of water is the start of a river

One moment in time is the start of eternity

'Tiriwa' is the name of a significant tipuna (ancestor) of our local iwi Te Kawerau ā Maki and is also the Māori name for the forests of the Waitākere Ranges, Te Wao Nui a Tiriwa (*the great forest of Tiriwa*), which used to cover almost all of West Auckland and stretched much closer to Hobsonville than the view we now see of them.

Our Student Day 2019 explored the weaving together of our people by designing and creating a pepeha and a kōwhaiwhai pattern that visually represented the whakapapa, history and landscape of our region.

[STUDENT DAY SLIDESHOW](#)

[THE STORY OF OUR KŌWHAIWHAI DESIGN](#)

Within School Leaders lent their expertise during one of their professional development days to familiarise themselves with the story of Tiriwa and collaboratively plan an outcome/resource teachers and learners in our Kāhui Ako can just pick up and use. These include a range of contexts and levels in order to suit all year levels and learners.

Next steps will be working with student representatives from all our schools to prepare and present a performance that tells and celebrates the unique story of the Whiria Te Tangata community of Learning. This is continuing to be supported through our Iwi connections with Robyn Tawa-Grant (see above for more detail).

Te Tiriti o Waitangi Professional Development

In 2018, Our WSLs spent a professional development day working with Rosalie Reiri, a senior consultant at Core Education. We discussed looking at things with a Maori workview (Te Ao Māori), unpacking the 4 articles of the Treaty and understanding the colonisation timeline and the impact that still has on our students and country today.

In 2019, Whiria Te Tangata schools were fortunate to have an afternoon of '*Cultural responsiveness*' with Rosalie who helped us build cultural capability within our schools. She supported our educators to work in culturally responsive ways by:

- *Building our awareness of historical and local events*
- *Provoking an acknowledgement, acceptance and understanding of the Treaty Articles as guiding principles*
- *Being able to apply practical ways in working with whānau, kaiako and students in culturally responsive ways.*

The foundation of successful relationships is being culturally responsive. We worked together as individual school staff with Rosalie, exploring what it means to be culturally responsive and how to build it into our stories.

Understanding Te Tiriti o Waitangi and New Zealand history, and using Te Reo Māori helps us with developing culturally responsive pedagogy and a Māori worldview.

We had opportunities to listen as well as contribute our own connections to the timeline of history Rosalie presented; to ourselves and our context through historical truisms and seeking to adopt a maori worldview (Te Ao Māori).

This learning was reflected in the Within School Leader professional development days each term through actively including protocols and action towards the presentation of our Whiria Te Tangata stories by our Whiria Te Tangata students.

Next steps include a combined Board of Trustees meeting to further stimulate understanding of the treaty and the context of governance with cultural capital in mind.

Cultural Festival

Since 2016 Whanaungatanga between Huapai District School and Marina View School has been established. Exchanges of cultural group performances took place annually.

In 2019 the idea to extend Whanaungatanga throughout nga kura within Whiria Te Tangata occurred. A karanga was sent out for the establishment of a Nor West Cultural Fest for the schools within our Kāhui Ako. In November 2019, over 400 tamariki, teachers and whānau came together onto the grounds of Huapai District School. A mass powhiri took place and through student performances, cultures from all over the motu were celebrated.

Whanaungatanga, food provided for all and a gathering of both old and new found friends between the schools were highlights of the day. Certificates and a Manuka tree were gifted to participating kura.

“Huapai District School thanks all once again, and looks forward to more celebrations as such. It was a pleasure to put on such a heartwarming, successful, culturally showcasing event.”

This event is intended to be held again.

Student Day

In 2018 and 2019 we held a students' day where representatives from each school came together to learn more about what the Kāhui Ako is and to share their thoughts on what it means to be successful and what makes a great teacher.

In 2019 we supported the work of developing our local curriculum through the students learning about the story of Tiriwa in different ways. They also learnt together about the Whiria te Tangata pepeha and kowhaiwhai design - painting a kowhaiwhai panel for their school - in order to take and share that knowledge with their schools.

Our students have also been involved in the initial planning of our Whiria te Tangata logo. Schools within our Kāhui Ako were engaged by a competition to design a logo that represented all our schools, their location, colours and cultures.

[LOGO COMPETITION DOC.](#)

The winners of the competition (Alina Filip from Marina View School and Rory Neill from Riverhead School) worked in-depth with ASLs and Iwi to create a design that was meaningful and indicative of our Whiria te Tangata vision - Together we will create a community in which all learners succeed and flourish.

Connection with GJ Gardner

Thanks to the relationships developed within our local business and school community, Whiria te Tangata's connection with GJ Gardner has been since the Kāhui Ako's inception,

GJ Gardner has been a valued major sponsor of our 'Future Pathways' exhibition for school leavers and the Year 7 & 8 Design and Innovation Idea projects, providing students with future-focused opportunities which support and enhance sustainability.

This reciprocal relationship is mutually beneficial for both schools and GJ Gardner as we are able to provide authentic learning experiences for our students, get feedback from experts and receive sponsorship. The GJ Gardner name gets exposure for their business across our Kāhui Ako, they also get to be regaled with the incredible drive and intuition of our young students and their awesome ideas.

We look forward to continuing our work together.

Career Pathways Days

In 2018 and 2019, Whiria te Tangata put on Future Pathways Career Days. This was made possible with the generous sponsorship of GJ Gardner Riverhead. Our purpose with this event was to provide a diverse 'future focus' lens on local industry, social enterprise and employment roles that will exist in the next 10-20 years. The driver we focussed on here was Powerful Community Connections.

For the 2018 event, our audience was the year 7 and 8 students from across the Kāhui Ako. Ākonga were brought to Massey High School and visited a large number of exhibitions and exhibitors, from DoC to Bethell's Beans Coffee. One of the highlights was the Police: they landed a helicopter on the field and brought their canine unit for a demonstration. Based on feedback from exhibitors, the 2019 event was targeted at secondary school students. Year 9-13 students at Massey High and Hobsonville Point Secondary participated in a pathways expo to learn about possible future career pathways. Approximately 1800 students and over 50 exhibitors participated in the full day, at Massey High School.

[Link to video one](#)

[Link to video two](#)

We collected feedback from staff and students after both events. The impact on students was evident through comments such as: "[it was useful] getting the perspective of people who actually worked as (x)"; "Seeing a lot of possible futures laid out in front of you"; and "showing that there is a lot of different things I can do for my future instead of one set path."

Combined Board of Trustees Meetings

Near the end of each year our Board of Trustees from each school have met together. We have used this as a time to summarise the work of the Kāhui Ako for the year. Our Boards also have an opportunity to meet and discuss issues with members from other boards. This has supported our board members making powerful community connections, including our board chairs beginning to discuss a desire to meet more regularly with one another for further discussion and support.

Our Drivers: Summary



Our Drivers: Summary

Driver	What we did	Impact
Collective Teacher Efficacy	Collaborative Inquiries Within School Leader Days Teacher Only Days Harakeke Sessions Twilight Sessions Workstreams SENCO Group	Connection and collaboration between/across schools Sharing expertise, ideas and resources within our Kāhui Ako Increase of 20.3% teachers having a higher belief that we can all make a difference for all learners. 12.3% less teachers have a lower belief. <i>(2019 Teacher Only Day feedback).</i>
Culturally Responsive Pedagogy	Collaborative Inquiries Teacher Only Days Impact Coaching Iwi Partnerships Local Curriculum development Te tiriti o Waitangi professional development Developing Whiria te Tangata Pepeha and Kowhaiwhai alongside iwi (Student Day) Cultural Festival	Connection/relationship with our local iwi developing Teacher/School developing understanding of culturally responsive pedagogy and beginning to put systems in place to sustain this. Developing deeper understanding of Te Tiriti o Waitangi (its impact on our country and students)
Learner Agency	Career Pathways Days Student Day	Students aware of multiple career pathways (Years 7-13)
Powerful Learning Connections	SENCO Group > Triage meetings	SENCOs working closely to support needs of all students
Powerful Community Connections	Connection with GJ Gardner Career Pathways Days Combined BoT Tiriwa - tapasa WSL Day	Connections across our community are forming.

This summary shares the work and impact of these drivers collectively. We acknowledge that individual schools within Whiria te Tangata Kāhui Ako have also developed these in their own ways beyond what is in this achievement challenge refresh.

Previous Challenges

While the work of what we did together has been focused on our drivers, below is a summary of the previous achievement challenges. You can find more information about why these targets were set in our initial achievement challenge (Version 1 15.05.17). The challenges have been categorised into 3 domains to best suit the needs of our different schools. These domains are:

1. Primary Schools
2. Massey High School
3. Hobsonville Point Secondary School

The previous challenges were created while New Zealand primary schools were using National Standards. As these have now been removed, the 2020 targets primary schools comment on further are related to students' progress and achievement of their school expectations.

The primary school challenges also set collective targets for 2020, and 2-3 sub-cohort 2020 targets which are specific to each school.

Primary School Achievement Challenges

The initial achievement challenges (Version 1 15.05.17) were as follows:

Mathematics Years 1-8: A minimum of 85% or a minimum 5% shift over three years

- **Collective targets by the end of 2020:**
 - 87% Years 1-8 students achieving at/above the standard.
 - 88% males achieving at/above the standard.
 - 86% females achieving at/above the standard.
- **Subcohort targets by the end of 2020:**
 - Māori students
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Marina View School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - 86% achieving at/above the standard for Huapai District School
 - Year 7
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - 88% achieving at/above the standard for Marina View School
 - 93% achieving at/above the standard for Huapai District School

- Year 8
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - 87% achieving at/above the standard for Huapai District School
 - 92% achieving at/above the standard for Marina View School

Reading Years 1-8: A minimum of 85% or a minimum 5% shift over three years

- **Collective targets by the end of 2020:**
 - 89% Years 1-8 students achieving at/above the standard.
 - 87% males achieving at/above the standard.
 - 92% females achieving at/above the standard.
- **Subcohort targets by the end of 2020:**
 - Māori students
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Riverhead School, and Whenuapai School
 - 86% achieving at/above the standard for Taupaki School
 - 87% achieving at/above the standard for Marina View School and Waitakere Primary School
 - 88% achieving at/above the standard for Huapai District School
 - Year 1
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Marina View School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - 86% achieving at/above the standard for Huapai District School
 - Year 2
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Riverhead School, Waitakere Primary School and Whenuapai School
 - 89% achieving at/above the standard for Marina View School
 - 93% achieving at/above the standard for Taupaki School
 - 100% achieving at/above the standard for Huapai District School

Writing Years 1-8: A minimum of 85% or a minimum 5% shift over three years

- **Collective targets by the end of 2020:**
 - 86% Years 1-8 students achieving at/above the standard.
 - 86% females achieving at/above the standard.

- **Subcohort targets by the end of 2020:**
 - Males
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Huapai District School, Marina View School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - Māori
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Huapai District School, Marina View School, Riverhead School, Taupaki School, Waitakere Primary School, and Whenuapai School
 - Year 5
 - 85% achieving at/above the standard for Hobsonville School, Hobsonville Point Primary School, Huapai District School, Marina View School, School, and Whenuapai School
 - 93% achieving at/above the standard for Waitakere Primary School
 - 95% achieving at/above the standard for Riverhead School

Massey High School Challenges

NCEA Attainment

- 90% of Year 11 students achieving NCEA Level 1
- Increase of 70 students / 17.3% of students from 2016 achieving NCEA Level 1
- 80% of Year 13 students achieving NCEA Level 3
- Increase of 23 students / 7.1% of students from 2016 achieving NCEA Level 3

University Entrance

- 60% of Year 13 students achieving university entrance
- Increase of 40 students / 12.3% of students from 2016 achieving university entrance

Hobsonville Point Secondary School Challenges

NZ Curriculum Progression (4P)

- 92% Year 9 male students achieving at/above Level 4P
- Increase of 10 students / 18% of students across all of the school from 2016 achieving at/above Level 4P
- 70% Year 10 students achieving at/above Level 5P
- Increase of 16 students / 14% of students across all of the school from 2016 achieving at/above Level 5P
- 70% Year 10 male students achieving at/above Level 5P
- Increase of 16 male students / 25% of male students across all of the school from 2016 achieving at/above Level 5P (equal with females)
- 60% Year 10 Māori students achieving at/above Level 5P

- Increase of 3 Māori students / 13% of Māori students across all of the school from 2016 achieving at/above Level 5P (equal with other ethnicities)

NCEA in HPSS Context

- 90% of Year 12 students achieving at/above NCEA Level 2
- 70% of Year 12 students achieving NCEA Level 2 endorsed with merit or higher
- 100% of all students successfully transition into their pathway of choice
- 70% of Year 13 students achieving NCEA Level 3 endorsed with merit or higher

As this achievement challenge refresh has been developed before the end of 2020, schools have indicated if they are on track or not to reach the 2020 targets set in our previous achievement challenges.

Schools have used their own methods of gathering this data and indicating why or why not they will meet the 2020 target.

Matua Ngaru and Hare Krishna schools are not included in this table due to the dates they joined Whiria te Tangata kāhui Ako.

2020 Targets

Below are how some schools are tracking towards the 2020 targets. Not all schools provided this information.

Year 1-8 Mathematics

Target: A minimum of 85% or a minimum 5% shift over three years

All Students	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	478	2892	87%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	592			On track	Ongoing professional development in maths and responsive pedagogy.
Riverhead School	453			On track	Targeted professional learning focused on using Bump@r Learner rubrics; utilising strategies for combined teacher efficacy through practice development and programme planning that developed success criteria and learner agency.
Marina View	744			On Track	Professional Learning has focused on problem solving and mathematical inquiry

Males	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	234	1472	88%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	314			On track	Ongoing professional development in maths and responsive pedagogy.
Riverhead School	226			On track	Combined teacher efficacy in teaching teams due to focusing on learner agency through the use of Bump@r Learner rubrics; to ensure learners play an active part in their learning needs and progress.
Marina View	360			On track	Professional Learning has focused on problem solving and mathematical inquiry

Females	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	244	1420	86%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	278			On track	Ongoing professional development in maths and responsive pedagogy.
Riverhead School	227			On track	Combined teacher efficacy in teaching teams due to focusing on learner agency through the use of Bump@r Learner rubrics; to ensure learners play an active part in their learning needs and progress.

Marina View	384			On Track	Professional Learning has focussed on problem solving and mathematical inquiry
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SUB COHORT TARGETS

Māori	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	69	60	85%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	70	73	85%	Below target	Possible attendance issues. Most of these students have supported learning.
Riverhead School	39	33	85%	On Track	The 6 target students identified from the data are being supported in acceleration groups and followed up with more often.
Marina View	71	67	85%	Below Track	Inquiring into why

Year 7	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	54	37	85%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	79	54	85%	On track	
Riverhead School	38	35	93%	On track	New processes and teaching practice supported within teaching team and ILE - focus has been on combined teacher efficacy, particularly in the

					planning stages and use of agency for selection of learning intentions and success criteria.
Marina View	74	62	88%	On Track	

Year 8	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	52	36	85%	On track	Professional learning has focused on upskilling teachers knowledge of inquiry based mathematics across the entire school.
Hobsonville School	62	44	85%	On track	
Riverhead School	33	28	84%	Not on Track yet but will be by end of 2020	Targeting 'Assessment for Learning' practices and using the Bump@r Learner rubrics to dig down into learning gaps. Selecting intentions that fill the learning gaps in the planning stages we hope to make a difference for target students.
Marina View	87	57	92%	Below Target	We are inquiring as to why

Year 1-8 Reading

Target: A minimum of 85% or a minimum 5% shift over three years

All Students	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		

Waitakere Primary	478	2961	89%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like.
Hobsonville School	592			On track	
Riverhead School	453			On Track	Y1 & Y3 identified as an area to monitor. Improved teacher efficacy and working in collaborative teams to provide students with authentic opportunities to be agentic learners has meant we want students to; “know what I need to learn”, “why” (so what?) “what are my next learning steps” and “who can help me?”
Marina View	744			On Track	

Males	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	234	1456	87%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like.
Hobsonville School	314			On track	
Riverhead School	226			On Track	Professional learning time and teaching teams planning from learning goals and learners using Bump@r Learning rubrics to ensure agency have been strategic goals. This has shown the gap between boys and girls has noticeably reduced.
Marina View	360			Not on Track	Investigating

Females	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	244	1508	92%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like.
Hobsonville School	278			Below target	
Riverhead School	227			On Track	Girls' results remain stable.
Marina View	384			On Track	

SUB COHORT TARGETS

Māori	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	69	62	87%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like.
Hobsonville School	70	73	85%	On track	
Riverhead School	39	26	63%	Not on track	This a surprise? We know who these students are and we know where these students are. We have a number of supports between home and school in place. What more can be put in place to support these students? is our next step.
Marina View	71	69	87%	On track	

Year 1	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	57	65	85%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like. This year group (year 1-2) has had a major focus on sharing what best practice is including using early words programs.
Hobsonville School	84	73	85%	On track	For reading in the junior school Y1-3, there is a large representation of ESOL students. At Hobsonville School, our junior students are assessed at their anniversary dates (birthdays). So at this stage of the year, this cohort data is incomplete.
Riverhead School	73	53	72%	Not on Track	Sound sense programme introduced for target Y1 students identified as 'at risk' following school entry. Investigating what more can be done for our 5 year olds?
Marina View	82	87	85%	Tracking above	

Year 2	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	56	57	85%	On track	This has been a school wide goal. Continued PLD and moderation across the school has occurred, including clearer understanding of what instructional level looks like. This year group (year 1-2) has had a major focus on sharing what best practice is including using early words programs.
Hobsonville School	81	66	85%	On target	For reading in the junior school Y1-3, there is a large representation of ESOL students. At Hobsonville School, our junior students are assessed at

					their anniversary dates (birthdays). So at this stage of the year, this cohort data is incomplete.
Riverhead School	87	73	84%	Not on track	Target and acceleration groups implemented to ensure regular attention to learning needs. Tuakana Teina buddies from Y8 for 14 identified students and strong communication between home and school means we hope to make this target by the end of 2020.
Marina View	79	85	89%	On Track	

Year 1-8 Writing

Target: A minimum of 85% or a minimum 5% shift over three years

All Students	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	478	2826	86%	On track	Our literacy team has led the professional learning, sharing best practice across year levels and a focus on moderation within teams and across year levels to support more accurate OTJs.
Hobsonville School	592			On track	School wide Literacy PD.
Riverhead School	453			On Track	Teacher practice and approach to planning, teaching and learning shifted to include “skills based” approach and scaffolded templates and exemplars to assess success and co-construct success criteria.
Marina View	744			On track	

Females	Cohort Number of pupils	2020 Collective Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Total Number of pupils	%		
Waitakere Primary	244	1414	86%	On track	Our literacy team has led the professional learning, sharing best practice across year levels and a focus on moderation within teams and across year levels to support more accurate OTJs.
Hobsonville School	278			On track	School wide Literacy PD.
Riverhead School	227			207/227 On Track	Teacher practice focused on skills and scaffolding structure. 91% achieving or exceeding expectations. Generally stronger in surface features than the boys.
Marina View	384			On Track	

SUB COHORT TARGETS

Males	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	234	208	85%	On track	Our literacy team has led the professional learning, sharing best practice across year levels and a focus on moderation within teams and across year levels to support more accurate OTJs.
Hobsonville School	314	252	85%	On track	School wide Literacy PD.
Riverhead School	226	194	86%	On Track	Teacher practice focused on skills and scaffolding structure. Voice and ideas generally stronger than their female counterparts. +3% improvement on previous year notable.
Marina View	360	299	85%	Not on track	Investigating

Māori	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	69	60	85%	On track	Our literacy team has led the professional learning, sharing best practice across year levels and a focus on moderation within teams and across year levels to support more accurate OTJs.
Hobsonville School	70	73	85%	Below target	Inquiry into this.
Riverhead School	39	28	72%	Not on track	Maori students are also underachieving in writing. Next step is to work with whanau to encourage 3-way partnerships with families using the pitstop to support home learning.
Marina View	71	67	85%	Below Track	

Year 5	Cohort Number of pupils	2020 School Target (at/above)		On track or not on track to meet this target	Brief explanation why/why not?
		Number	%		
Waitakere Primary	72	54	93%	On track	Our literacy team has led the professional learning, sharing best practice across year levels and a focus on moderation within teams and across year levels to support more accurate OTJs.
Hobsonville School	76	73	85%	On track	
Riverhead School	52	49	94%	On track	See teacher efficacy focus outlined previously in this document. Use of Bump@r Learner Rubrics to inform learning intentions, reinforce Learner Agency and build success criteria.
Marina View	86	85	85%	On Track	

Hobsonville Point Secondary School

NZ Curriculum Progression (4P)

Cohort	Level (at/above)	2020 Projected Target		On track or not on track to meet this target	Brief explanation why/why not?
		Number of students	%		
Year 9 Male	4P	51	92%	87%	Still 2nd semester to go. Disrupted year
Across All school	4P	Increase of 10 from 2016	Increase of 18% from 2016 (equal with females)		
Year 10	5P	70	70%	70%	
Across all schools	5P	Increase of 16 from 2016	Increase of 14% from 2016		
Year 10 Male	5P	46	70%	66%	
Across all school (male)	5P	Increase of 16 from 2016	Increase of 25% from 2016 (equal with females)		
Year 10 Māori	5P	13	60%	47%	8/17
Across all school (Māori)	5P	Increase of 3 from 2016	Increase of 13% from 2016 (equal with other ethnicities)		

NCEA in HPSS Context

Cohort	Level (at/above)	2020 Projected Target	On track or not on track to meet this target	Brief explanation why/why not?
Year 12	NCEA Level 2	90%		Too difficult to track where we think we are yet because of the Covid interruption and the changing requirements (still occurring) for NCEA achievement
Year 12	NCEA Level 2 endorsed with merit or higher	70%		Too difficult to track where we think we are yet because of the Covid interruption and the changing requirements (still occurring) for NCEA achievement
All	Successfully transition into their pathway of choice	100%	Will go close	Too early to call on yet. Currently collecting data on determining leavers so we can provide the appropriate support
Year 13	NCEA Level 3 endorsed with merit or higher	70%		Too difficult to track where we think we are yet because of the Covid interruption and the changing requirements (still occurring) for NCEA achievement

Achievement Challenge Refresh 2022-2024

In 2020 our principals' group reflected on the work and progress of our Kāhui Ako over the last 3 years and shared their key goals for their own schools. With a focus on tracking change, our schools brought together three things they wanted to measure in 2021. We looked at the commonalities we have as a larger community and what we can focus on together to support the work of each school. As a result, we grouped these using the key drivers, and agreed on two broad groups of changes that included examples from every school in our Kāhui Ako. From these discussions two achievement challenges were created. These groups formed around 'Collective teacher efficacy', and 'Student agency'.

With a common ground established we focussed again on a shared structure for measuring our progress, and reporting on the changes that best suited our own context. To do this we met as a wider group of Senior leaders, WSL and ASL leaders to create a rubric that mapped what success would look like in schools.

Each rubric includes 4 domains of progress. Within each domain are key concepts or research statements which may include aspects around teaching and learning, school systems/structures, and Strategic Planning; annual plan. The Principals' group have refined these rubrics alongside our associate principals, deputy principals and across school leaders. All Schools/Teachers were also given the opportunity to provide feedback. The links to these rubrics are further in this document.

Each school will determine their own method of gathering evidence / data gathering approach in order to identify their impact, progress and achievement towards the achievement challenge throughout 2021-2024.

Collectively we will share professional development and effective practices used to develop these achievement challenges in our community, including methods used to gather evidence / data.

While schools will be regularly working together to progress these challenges, the following formalised data benchmarks will be used to monitor our collective progress and

- Baseline data will be collected in July-August 2021
- Progress data will be collected in 2022 and/or 2023
- End of intervention data will be collected in June-July 2024

Below we have also outlined the potential templates we will use for schools to make judgements on their impact and progress of the achievement challenges. The Across School Leaders will then collate this data to see a Kāhui ako wide view of progress and achievement. These can also be used to report back to all Kāhui ako stakeholders including the Ministry of Education.

Achievement Challenge 1

Research Statements to show our shared understanding

Collective teacher efficacy refers to the “Collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004, p. 190). When teachers share that belief, it outranks every other factor in regard to impacting students achievement including socioeconomic status, prior achievement, home environment, and parental involvement. (Donohoo, 2016, p. 1)

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. www.visiblelearningplus.com

Our Goal is to lift student success by improving collective teacher efficacy for all schools in our Kāhui Ako.

This achievement challenge was a driver in our previous challenge, but will be a measured achievement challenge for 2021-2024. Together we are aiming for all schools in Whiria te Tangata to have collective teacher efficacy integrated within our schools based on the criteria in our [Collective Teacher Efficacy Rubric](#). We will also provide schools' analysis of variance alongside which will show how student achievement has been impacted from improving collective teacher efficacy.

Schools will determine their own targets through their strategic plans of what success for their learners will be. As a Kāhui Ako we will work together to learn and share ways to develop and measure integrated collective teacher efficacy as outlined in our rubric which will support schools to reach their targets for their learners.

Initial starting actions

- Gather baseline data from our schools on where they are on our rubric by the end of term 2, 2021
- Moderation of the baseline data and sharing of methods used to determine this by the end of term 3, 2021
- Set up systems to enable Within School Leaders to work across schools which will be ongoing
- Strengthen impact coaching and leadership practices of our Across School Leaders and individual school coaches which will be ongoing

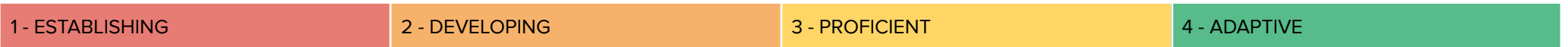
Baseline Data For Collective Teacher Efficacy Rubric

The Baseline data for this goal is as follows:

Collective Teacher Efficacy

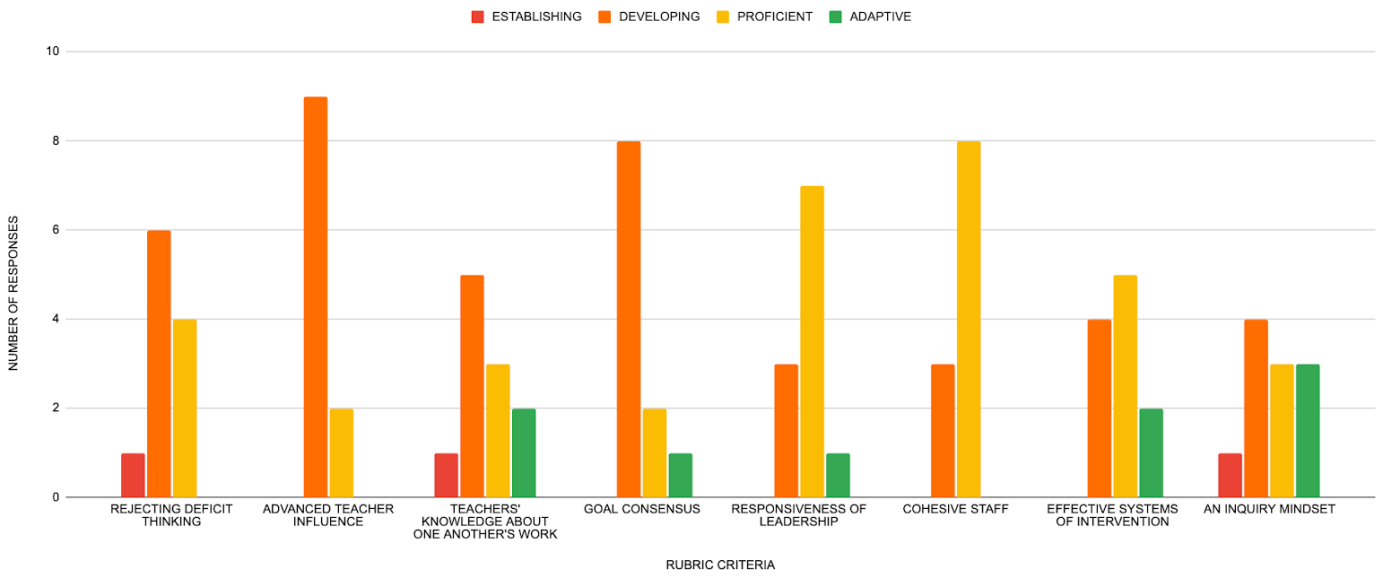
[Collective Teacher Efficacy Rubric](#)

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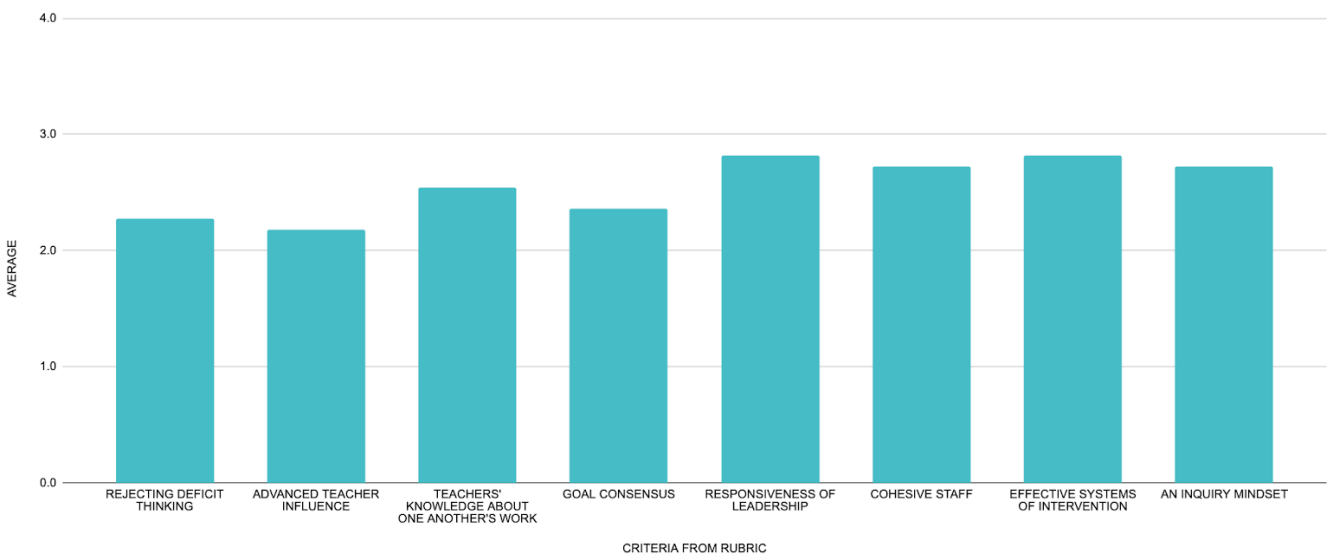


	REJECTING DEFICIT THINKING	ADVANCED TEACHER INFLUENCE	TEACHERS' KNOWLEDGE ABOUT ONE ANOTHER'S WORK	GOAL CONSENSUS	RESPONSIVENESS OF LEADERSHIP	COHESIVE STAFF	EFFECTIVE SYSTEMS OF INTERVENTION	AN INQUIRY MINDSET
School 1	2	2	3	2	3	3	3	3
School 2	2	2	4	4	4	3	4	4
School 3	3	3	2	2	3	3	2	1
School 4	2	3	2	2	2	3	2	2
School 5	3	2	4	3	3	3	4	4
School 6	2	2	3	2	3	3	2	2
School 7	3	2	2	3	3	3	3	4
School 8	1	2	1	2	2	2	2	2
School 9	2	2	2	2	3	2	3	2
School 10	3	2	3	2	3	3	3	3
School 11	2	2	2	2	2	2	3	3

COLLECTIVE TEACHER EFFICACY (NUMBER OF RESPONSES BY RUBRIC CATEGORY) TERM 2, 2021



COLLECTIVE TEACHER EFFICACY TERM 2 2021 (AVERAGES)



Achievement Challenge 2

Research Statements to show our shared understanding

Learner Agency is about having the power, combined with choices, to take meaningful action and see the results of your decisions. It can be thought of as a catalyst for change or transformation. Within a school context, Learner Agency is about shifting the ownership of learning from teachers to students, enabling students to have the understanding, ability, and opportunity to be part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners.

<https://hail.to/east-taieri-school/article/kUKi6c8#:~:text=Within%20a%20school%20context%2C%20Learner,outcomes%20and%20become%20powerful%20lifelong> WHAT IS LEARNER AGENCY? Janine Clague -

April 5, 2018

One way of thinking of learner agency is when learners have “the power to act”. Agency is when learning involves the activity and the initiative of the learner, more than the inputs that are transmitted to the learner from the teacher, from the curriculum, the resources and so forth.

When learners move from being passive recipients to being much more active in the learning process, actively involved in the decisions about the learning, then they have greater agency.

<https://core-ed.org/research-and-innovation/ten-trends/2014/learner-agency/>

Our goal is to lift student success by enhancing learner agency for all schools in our Kāhui Ako.

This achievement challenge was a driver in our previous challenge, but will be a measured achievement challenge for 2021-2024. Together we are aiming for all schools in Whiria te Tangata to have Learner Agency integrated within our schools based on the criteria in our [Learner Agency Rubric](#).

Schools will determine their own targets through their strategic plans of what success for their learners will be. As a Kāhui Ako we will work together to learn and share ways to develop and measure integrated collective teacher efficacy as outlined in our rubric which will support schools to reach their targets for their learners.

Initial starting actions

- Gather baseline data from our schools on where they are on our rubric by the end of term 2, 2021
- Moderation of the baseline data and sharing of methods used to determine this by the end of term 3, 2021
- Use the baseline data to determine the next steps to support the development of this achievement challenge

Baseline Data For Learner Agency Rubric

The Baseline Data for this goal is as follows:

Learner Agency – Individual Schools

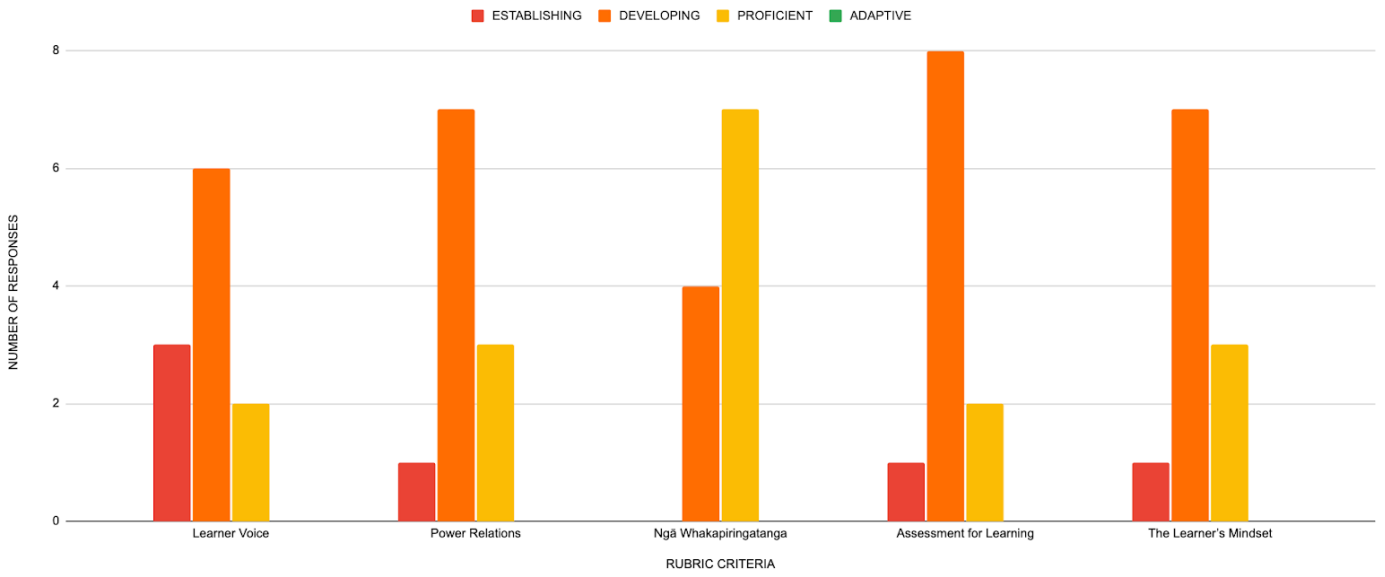
[Learner Agency Rubric](#)

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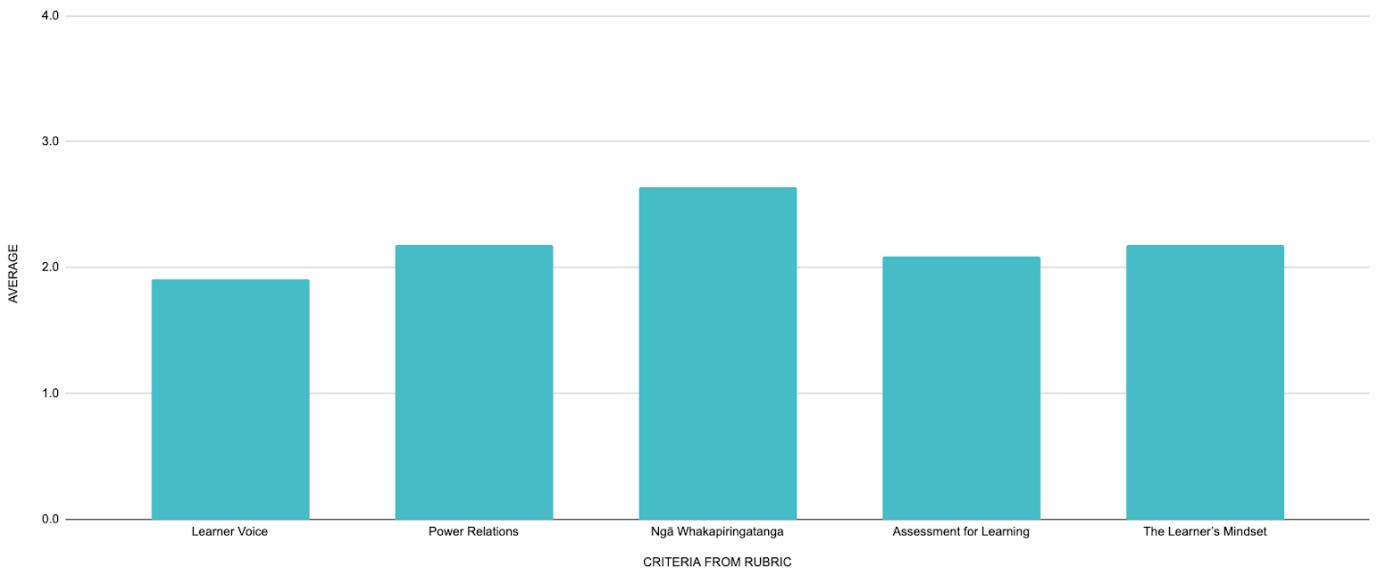
1 - ESTABLISHING	2 - DEVELOPING	3 - PROFICIENT	4 - ADAPTIVE
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	NGĀ WHAKAPIRINGATANGA - THE LEARNING ENVIRONMENT				
	LEARNER VOICE	POWER RELATIONS	ASSESSMENT FOR LEARNING	THE LEARNER'S MINDSET	
School 1	2	2	3	2	3
School 2	2	2	3	2	2
School 3	1	2	2	2	2
School 4	2	3	3	2	2
School 5	3	3	3	3	3
School 6	3	2	3	2	2
School 7	1	1	2	1	2
School 8	1	2	2	2	2
School 9	2	2	3	2	3
School 10	2	3	3	3	2
School 11	2	2	2	2	1

LEARNER AGENCY (NUMBER OF RESPONSES BY RUBRIC CATEGORY) TERM 2, 2021



LEARNER AGENCY TERM 2 2021 (AVERAGES)



Achievement Challenges' Judgements Template

Individual schools' template to complete at the benchmarks:

School	Baseline 2021	Progress 2022-2023	End 2024	Method/s used of evaluating progress towards achievement challenge	Explanation of data
The name of the school will be in this section	In this section schools will indicate basic, developing or integrated			In this section schools will indicate how they gathered the evidence to determine their progress of basic, developing or integrated towards the achievement challenge	In this section schools will briefly explain what has made an impact towards the achievement challenge and what the results of this has been.

Kāhui wide collation to complete at the benchmarks:

Baseline 2021 Collated indication	Progress 2022-2023 Collated indication	Shift from baseline to progress data	End 2024 Data	Shift from progress to end data	Shift from baseline to end data	Work / evidence of the Kāhui Ako that led to shift/progress	Impact?
A percentage given for schools indicating they are at the basic, developing or integrated stage/level							