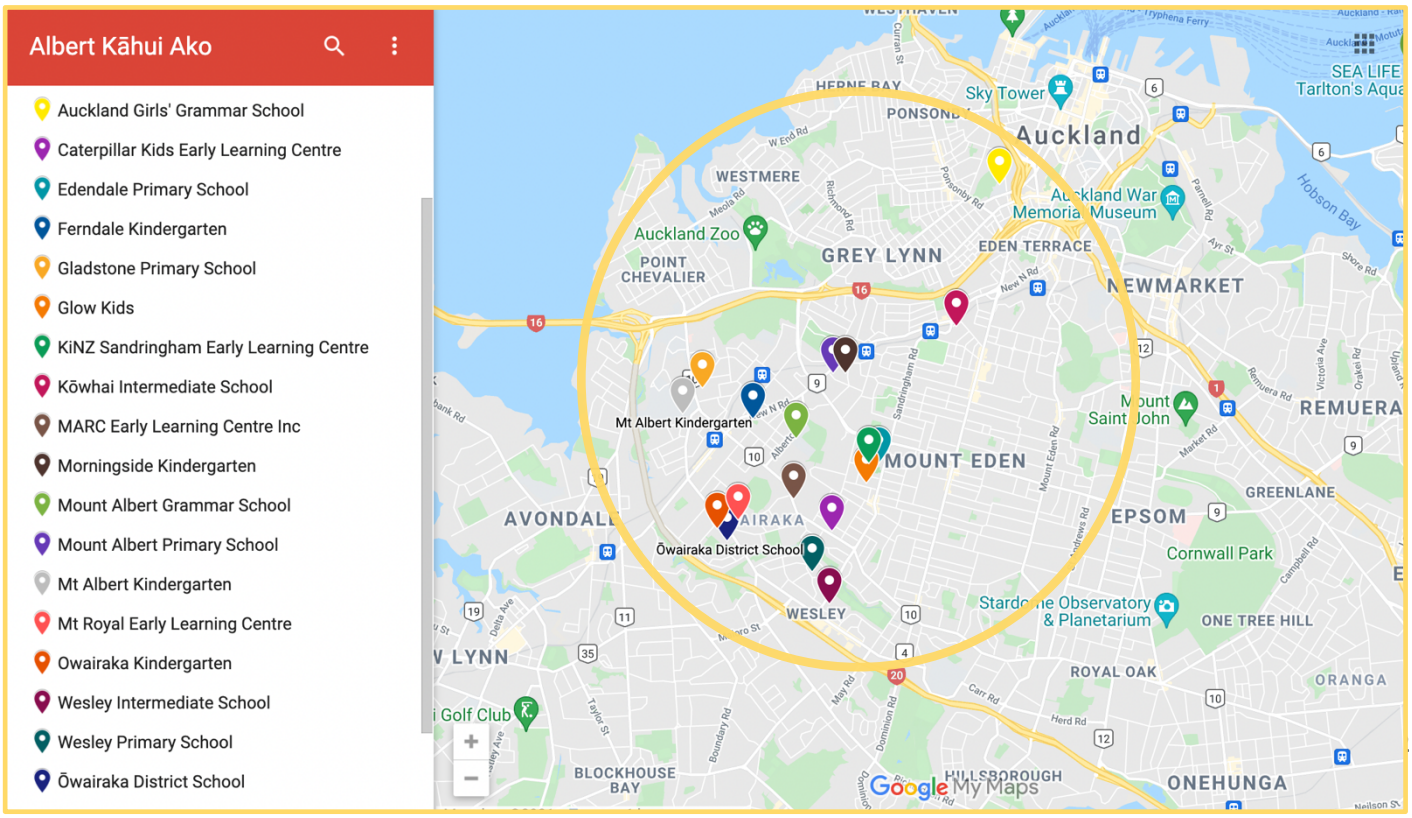
Refreshed Achievement Challenge
2021-2023

Auckland Girls' Grammar School, Caterpillar Kids Early Learning Centre, Edendale Primary School, Ferndale Kindergarten, Gladstone Primary School, Glow Kids, KiNZ Sandringham Early Learning Centre, Kōwhai Intermediate School, MARC Early Learning Centre Inc, Morningside Kindergarten, Mount Albert Grammar School, Mount Albert Primary School, Mount Albert Kindergarten, Mt Royal Early Learning Centre, Owairaka Kindergarten, Wesley Intermediate School, Wesley Primary School, Ōwairaka District School

Mt Albert
Kāhui Ako

Contents



Vision – Tirohanga

We aim to develop respectful, motivated learners who are connected within their community, and empowered to create an optimistic future. We are committed to students' wellbeing and growing resilient learners who believe in themselves. Our leaders and teachers are focused on high expectations and equity for every ākonga in the Kāhui Ako. Our Kāhui Ako recognises Te Tiriti O Waitangi as the founding document of New Zealand which forms the basis of the partnerships with Tangata Whenua.

Purpose - Te Kaupapa

The shared learning culture within the Mount Albert Kāhui Ako celebrates learners experiencing success throughout their educational pathways. There is a commitment to provide ākonga with relevant, personalised learning, that is culturally responsive and nourishes students' mana, self-efficacy and success.

We want the achievement of our ākonga, throughout their educational pathway, to be the focus of our Kāhui Ako. Visually, Owairaka is a focal point of the wider Mount Albert area. Our maunga represents the many and varied pathways learners will take to success, and the journey we make together as kura to support them. Some learners head in a straight line, taking the steepest route to the top with ease, while for others there are challenges along the way that mean a longer, more scaffolded route. We support learners no matter which path they take.

Ākonga across our Kāhui Ako are diverse, and all learners are provided with equity of access and high expectations to support them to reach their potential.

Collaboration - Mahi ngātahi

Over four years, shared vision has created powerful connections and strong relationships across the Kāhui Ako. Principals, Across School Teachers and key facilitators have been instrumental in developing a culture of trust and collaboration. By initiating a culture of working collaboratively, we have all supported what is important for each unique kura, with ākonga at the centre of co-constructed bespoke improvement initiatives. Our Kāhui Ako has eighteen kura, with varying needs. For this reason, kura have had the opportunity to focus on the Achievement Challenges that best meet the needs of their ākonga.

'Collaboration means working smarter together, rather than harder alone'

Our leaders are focused on high quality educational outcomes and high equity for every ākonga in the Kāhui Ako. Through a disciplined approach to collaborative inquiry, we are cultivating a learning culture that enables collaboration within and across schools, to solve challenges and celebrate success, thus raising professional capability.

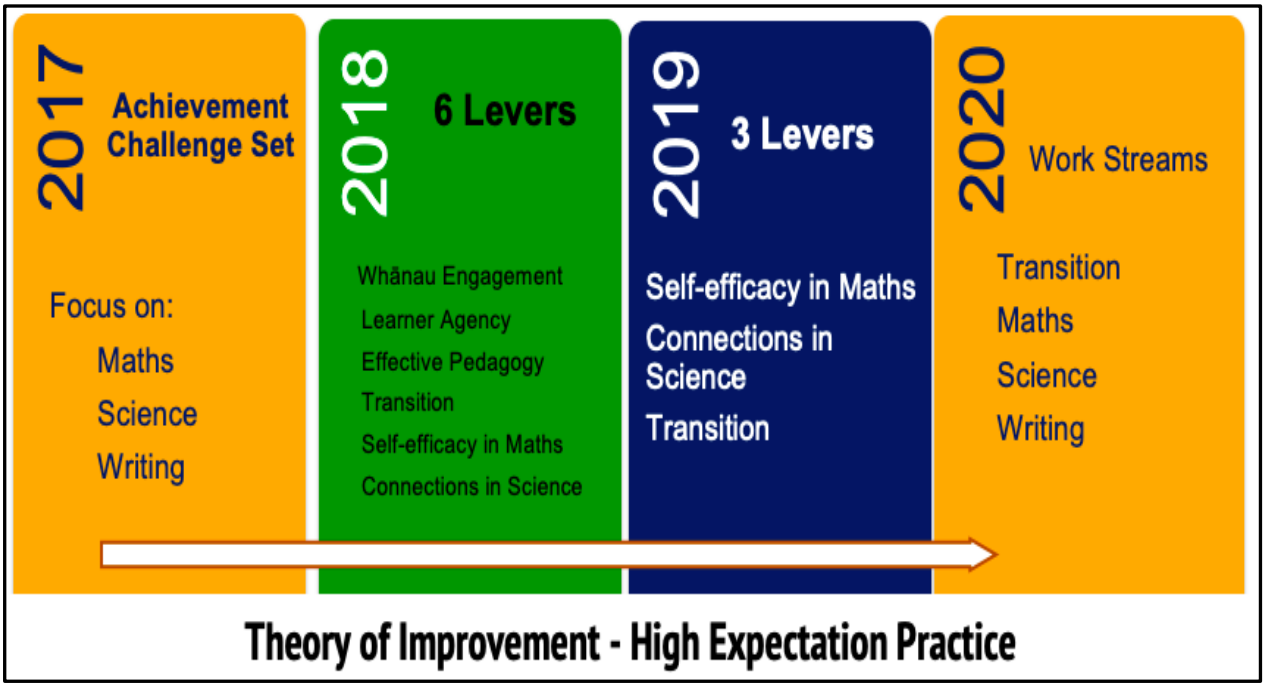
Since 2017 there has been a natural streamlining of the ECE to Primary School pathways within our Kāhui Ako. The ECE membership for our Kāhui Ako continues to flourish. Currently we have nine ECE members, and we have strong interest from others. The ECE commitment to our Kāhui Ako has allowed the streamlining of transition pathways for our ākonga, in addition to improving processes and practice, as kaiako work collaboratively using best practice models.

The Development of our focus

In 2017 the Achievement Challenge was set with a focus on Mathematics, Science and Writing. In 2018, Across School Leaders (ASLs) were appointed, and allocated one of six hypothesised levers of change, to investigate across the schools. After a process of scoping and scanning through the use of rubrics and interviews, a report was collated for each lever in each school. This information was then discussed and analysed with the Principals, the expert partner and the CoL leader to determine the common need across the CoL. In 2019, the decision was to refine the focus across the CoL to 3 levers: Maths, Science and Transition.

In 2020, the Principals agreed to introduce Writing as a new workstream. The workstream was largely pursued individually by schools as the new ASLs worked on establishing relationships with schools, and developing their own working theories for improvement in their own schools initially. They established a network of school Writing Leaders and started the work of identifying what was problematic in this curriculum area.

The diagram below illustrates the foci of the Kāhui Ako over time.



This Kāhui Ako has been consistently focused on improving academic outcomes. In the early years of the collaboration, much was achieved by focusing on intermediate outcomes towards improved academic results. This focus involved improving student self-efficacy in Mathematics and student confidence in making transitions between levels of schooling, or improving access to higher level Mathematics and Science courses for Māori and Pasifika students by reducing barriers.

Our current focus is firmly on a continued commitment to improving outcomes for all students in Mathematics, Science and Writing. This will be achieved, in part, by keeping our focus on high expectation practices across schools, developing leaders' knowledge of implementing improvement cycles, and continuing to improve transitions, particularly by developing closer relationships with whānau.

The Mount Albert Kāhui Ako demographics

School	Total	Males	Females	Māori	Pacific	Asian	MELAA	Other	NZ European	International
Auckland Girls' Grammar School	943	0%	100%	22%	55%	14%	4%	0%	2%	2%
Mt Albert Grammar School	3183	55%	45%	14%	18%	19%	3%	2%	40%	4%
Edendale School (Auckland)	653	48%	52%	6%	9%	43%	3%	0%	38%	0%
Gladstone School (Auckland)	906	51%	49%	9%	6%	33%	4%	0%	48%	0%
Kowhai Intermediate	580	55%	45%	18%	17%	20%	2%	1%	42%	0%
Mt Albert School	470	47%	53%	7%	16%	38%	8%	0%	30%	1%
Owairaka District School	458	51%	49%	14%	28%	16%	10%	0%	31%	0%
Wesley Intermediate	161	53%	47%	23%	60%	3%	6%	1%	7%	0%
Wesley Primary School	179	52%	48%	18%	71%	5%	4%	1%	1%	0%
TOTAL	7544	46%	54%	14%	23%	23%	4%	1%	33%	2%

ECEs	Total	Māori	Pacific	Asian	Other	NZ European
Ferndale Kindergarten	56	4%	4%	13%	0%	80%
Morningside Kindergarten	37	16%	14%	27%	5%	38%
Owairaka Kindergarten	44	5%	16%	34%	5%	41%
Mt Albert Kindergarten	26	8%	15%	35%	12%	31%
Glow Kids	12	25%	0%	42%	0%	33%
Mt Royal Early Learning Centre	15	20%	27%	13%	7%	33%
MARC Early Learning Centre	50	6%	6%	30%	20%	38%
KINZ Sandringham Early Learning Centre	56	5%	2%	18%	5%	70%
Caterpillar Kids Early Learning Centre	38	0%	16%	32%	8%	45%
TOTAL	451	7%	9%	37%	6%	41%

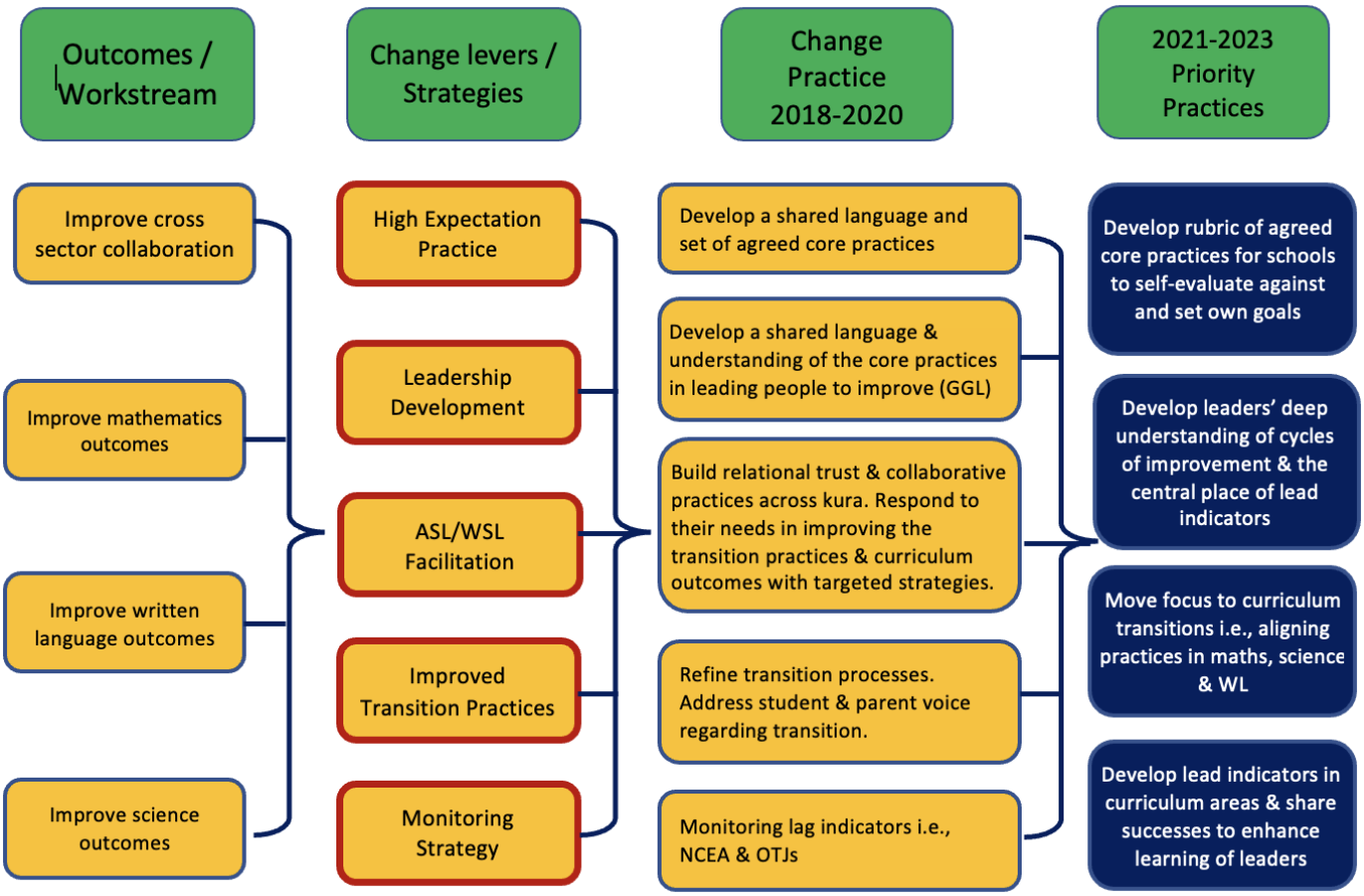
Over the last ten years Mt Albert has been at the heart of intensive infrastructure development, with the Waterview Tunnel and Western Ring Road Development, and revitalization of Alan Wood Park. This development into the 2020s is continuing with the Auckland City Unitary Plan impacting on building zoning, which in turn has resulted in significant housing construction across the entire Mt Albert Kāhui Ako area. The presence of rail and motorways through the zone of the Kāhui Ako makes this a desirable location for intensive housing.

The impacts of this development have resulted in fluctuating school rolls, and a shifting of the demographic profile of ākonga, leading to new opportunities and challenges. Transience is a feature of many students' lived experience as a result of these developments. Several schools within the Kāhui Ako have experienced substantial growth, impacting capacity. Multiple Kāhui Ako schools have ongoing construction on their sites in order to meet the changing needs of the communities they serve.

Theory of Improvement

A Theory for Improvement brings everyone onto the same page about the strategies needed to collectively achieve our challenges. A culture of high expectation practice continues to be our overarching Theory of Improvement.

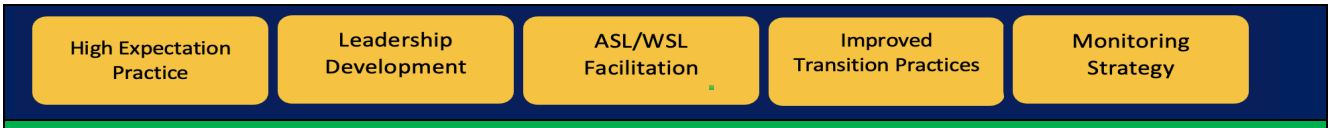
For each workstream and process challenge there are key theories of improvement to ensure learner-related improvement occurs. This diagram below shows this.



The outcomes sought are improved academic results in Mathematics, Science and Written Language, as well as improved collaboration as a Kāhui Ako. Our change levers and strategies to achieve this are clearly labelled in the red boxes.

The following pages summarise our challenges and progress to date. We outline the original direction, progress made and hence the new direction.

Change Levers / Strategy



All Years

2017 Goal

- Adopt High Expectation principles across our schools as our core theory of improvement
- The Kāhui Ako Lead, Principals and Expert Partner (Lead Team) model collaborative practices
- The ASL & WSL develop unique ways of working across the Kāhui Ako to drive and embed the workstreams

What happened

- Christine Rubie-Davies launched the High Expectation Theory across the Kāhui Ako and schools decided how to implement key learnings from the PLD, the focus was:
  - ⇒ Implications of bias for our learners
  - ⇒ Teacher behaviours that communicate high/low expectations
  - ⇒ Mixed ability Grouping
- The Lead Team developed into a strong team, underpinned by collegiality and mutual trust. Their leadership has nurtured and grown the capacity of the ASLs and WSLs to drive instrumental change

New Goals:

1. 2021 we will produce a rubric that illustrates our working theory of High Expectation Practice. This will enable each school to self-evaluate their capability and set improvement goals and strategies
2. Developing a shared understanding of the key practices involved in implementing improvement cycles, and in particular the critical role that lead indicators (also known as quick wins; small wins; intermediate outcomes) play in gaining success. Development will also focus on what it means to truly engage with others' theories of actions
3. The Across- school Leaders (ASLs) and Within-school Leaders (WSLs) will continue to play a critical role. ASLs are tasked with driving the strategies across and within schools
4. Shifting our monitoring focus from just lag indicators (i.e. annual results), to an increasing focus on lead indicators (i.e. short-term indicators of progress)

Transition – Change Lever & Process Challenge

All Years

2017 Goal

Develop authentic learning-based relationships among the schools/ECE in the Mount Albert Kahui Ako in order to improve the academic, social, emotional experience of our students as they transition between schools/ECE

What happened

- Schools were more aware of the social academic and emotional preparedness of their students
- Relationships between schools developed from being between key leaders to including teachers
- Transition moved beyond practices for information sharing towards more educational based relationship/experiences

New Goal:

Improving transitions is an ongoing process that underpins the development of a more collaborative network of schools and early childhood centres. Having made substantial improvements in transition practices, the focus now moves to supporting the three curriculum area outcomes by focusing on cross-sector (early childhood, primary and secondary) understanding of expectations and effective practice.

Transition - Refreshed Process Challenge 

Refreshed Transition Achievement Challenge 2021-2023

The current situation:

- Schools are more aware of the social academic and emotional preparedness of their students
- Relationships between schools have developed from being between key leaders to including teachers
- Transition is moving beyond information sharing, towards more educational based relationship/experiences

Strategic Goal:

- Improve transitions as an ongoing process that underpins the development of a more collaborative network of schools and early childhood centres
- Support the three curriculum area outcomes and focus on cross-sector understanding of expectations and effective practice
- Develop a localised curriculum that is culturally sustaining in its practice, and which fosters wellbeing

So what next? **What will make the biggest difference?** **Key strategies**	**Short term actions & measures**	**Medium and longer term actions & measures**
Developing an understanding of each sector and the educational growth that occurs at each stage	• Summit days / Network meetings • Understanding Learning Progressions • Continue to ensure MOE services follow at risk learners • Play based learning/oral language/school readiness PLD to continue • Crossing the Border - Tuakana-Teina (Yr5-6/ECE children) transition to school support projects • Investigate best practice for school visits • PRT Network group - organise for new teachers to meet, connect and form supportive relationships across our schools	• Obtaining longitudinal data of cohorts from entry to exit points to measure growth and identify value added across cohorts • Embedding best practice as per Kāhui Ako goals to improve outcomes for ākonga
Gathering student voice to provide data effectiveness for our transition processes	• Gather student voice across the Kāhui Ako for students at transition points between schools	• Act on student voice data
Transition focus moves to curriculum and pedagogy, with a firm foundation in Literacy & Numeracy	• Maths and Science: Cross school observations, planning, visits, sharing resources , lesson study, curriculum leaders networks, moderation • Network meetings to share best practice and create shared understandings among kaiako across ECE/Junior Primary transition border	• Common best practice pedagogy and short term measures identified
Supporting kura to develop a localised curriculum	• Develop cultural indicators in the high expectations rubric to ensure we focus on wellbeing through language, culture and identity • ASL to support and facilitate kura to collaborate in the development of the localised curriculum	• Use High Expectation rubric as an evaluative tool to measure progress • Tangible resources developed across the CoL, e.g. the use of the MAGS Farm by kura as a learning tool • CRP Network Group - Organise for Kapa Haka, Pasifika and CRP Leaders to connect

Mathematics Workstream

AGGS / Edendale / Kowhai Int / MAGS / MAPS / Wesley / Wesley Int.

2017 Initial Situation:

- Variable levels of confidence with subject content for Mathematics
- Variability of confidence in teaching strategies for Mathematics, especially balance between problem-solving and basic skills
- Need to improve perceptions of students in relation to Mathematics

2017 Strategic Goals:

- Foster stronger connections between Kāhui Ako schools/ECE so that their approaches to Mathematics Education are aligned through shared understanding and common goals
- Develop greater teacher confidence with mathematical pedagogy across the Kāhui Ako in order to increase teachers' capacity to support student self-efficacy
- Increase NCEA Level 2 participation rates in Mathematics

ECE Years

Ongoing focus

We acknowledged the value of play and everyday activities as meaningful contexts for mathematics learning in a bi-cultural environment.

What happened?

- Engaged alongside our tamariki in purposeful activities which extended their interests for developing mathematical language, tools and symbol systems
- Ideas about mathematics were formed through exploration and intuitive learning
- Used mathematics through games, stories and physical activities

New Target

Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose.

0-8 Years

2017 Target (at or above curriculum level)

All Learners: 74% (2207/2962) to 85% (2519/2962)
Māori Learners: 60% (170/284) to 76% (217/284)
Pasifika from 58% (394/681) to 75% (512/681)

What happened?

2019

All Learners: 78% (2461/3140)
Māori Learners: 66% (179/271)
Pasifika Learners: 58% (342/586)

2020

All Learners: 74% (2424/3276)
Māori Learners: 49% (152/308)
Pasifika Learners: 49% (294/594)

New Target (at or above curriculum level)

By the end of 2023 we will lift results by 10% for all learners and by 15% for Māori & Pasifika.

All learners: 74% to 84% (2752/3276) This will mean shifting 326 additional students to at or above.
Māori learners: 49% to 64% (197/308) This will mean shifting 46 additional students to at or above.
Pasifika learners: 49% to 64% (380 /594) This will mean shifting additional 88 students to at or above.

9-13 Years

2017 Target (to able to meet prerequisites for Y12 mathematics)

All Learners: 66% (519/782) to 77% (601/782 students).
Māori Learners: 63% (92/147) to 85% (125/147).
Pasifika Learners: 50% (119/236) to 75% (177/236).

What happened?

2018
All Learners: 86% (779/901)
Māori Learners: 81% (96/119),
Pasifika Learners: 81% (165/204)

2019
All Learners: 97% (829/851)
Māori Learners: 99% (157/159)
Pasifika Learners: 91% (164/181)

New Target - Focus moves to Level 1 Achievement 14+ credits at L1 NCEA

Baseline data:

2018
All Learners: 65% (569/876)
Māori Learners: 58% (62/106)
Pasifika Learners: 56% (112/200)

2019
All Learners: 64% (546/858)
Māori Learners: 56% (57/101)
Pasifika Learners: 47% (109/232)

2020
All Learners: 82% (654/795)
Māori Learners: 73% (82/112)
Pasifika Learners: 65% (171/262)

Targets: By the end of 2023 we will lift results by 10% for all learners and by 15% for Māori & Pasifika

All Learners -
82% to 92% (731/795)
This will mean shifting 79 additional students at Level 1 to gain 14+ credits

Māori Learners:
73% to 88% (99/112)
This will mean shifting 10 additional students at Level 1 to gain 14+ credits

Pasifika Learners:
66% to 80% (210/262)
This will mean shifting 37 additional students at Level 1 to gain 14+ credits

Mathematics Work Stream - Refreshed Challenge 2021-2023 

ECE: Recognising mathematical symbols and concepts in a bi-cultural environment and use them with enjoyment, meaning and purpose.

0-8 All learners at or above the curriculum level

All Learners:	Māori learners:	Pasifika Learners:
74% to 84% (2752/3276)	49% to 64% (197/308)	49% to 64% (380 /594)

9-13 - Focus moves to Level 1 Achievement 14+ credits at L1 NCEA:

All Learners:	Māori learners:	Pasifika Learners:
82% to 92% (731/795)	73% to 88% (99/112)	66% to 80% (210/262)

2021 The Situation Now

- Content knowledge and understanding of learning progressions and maths at contributing schools, needs developing
- Teacher self-efficacy impacts on high expectation teaching practices
- Varied understanding of pedagogical approach across the CoL schools
- Schools acting in isolation; some schools are to define their next steps towards developing a sound pedagogical approach to maths

Strategic Goals

- Embed teacher self-efficacy in mathematics within each school evidenced through confident and versatile teaching practices
- Shift the focus on improving teacher self-efficacy to improving student self-efficacy
- Raise student achievement at Y6 & Y11
- Increase NCEA Level 2 participation rates in Mathematics
- Promote high expectation pedagogies to accelerative practices in mathematics

So what next? **What will make the biggest difference?** **Key strategies**	**Short term actions & measures**	**Medium and longer term actions & measures**
Scoping and scanning for schools to establish their next steps	• Determine follow up actions bespoke to the school	• Design a bespoke plan with each school
Continuing to foster greater cooperation between schools	• Maths leads in all school & WSLs contribute to a leaders' network • Engage teachers with the big ideas of mathematics that connect with relevant and creative contexts	• Evidence of teacher growth through improved achievement data in schools. • All kura contribute to inter-school initiatives in mathematics.
Sharing expertise and teaching learning opportunities	• Develop targeted strategies (e.g Japanese Lesson Study, observing modelling of lessons and co-teaching), linking all kura • Math leaders cluster to share strategic planning and student data	• See academic shifts as per targets
Increasing capacity for effective pedagogy and raising teacher efficacy	• Maths content workshops with WSLs to grow confidence in teaching all strands • Half day summits, cluster meetings • More inter-school visits across CoL sectors	• Evidence of teacher growth through improved achievement data in schools
Ensuring teacher inquiry leads to timed intervention for priority learners	• ALiM teachers (from across the CoL) inquire to accelerate achievement for target group • Share dispositional data and pedagogical approaches to inform practice	• Report and promote successes of interventions and rates of progress for priority learners

Science Workstream

AGGS / Edendale / Gladstone / Kowhai / MAGS

2017 Initial Situation

- Inconsistency in what success looked like in Science across the CoL
- A range of what was valued in Science across the CoL, resulting in inconsistency in Science language in schools
- Efficacy in science teaching was low
- Coverage of strands in primary schools inconsistent
- Not enough Māori and Pasifika students taking science to a higher level e.g. Y12

2017 Strategic Goals

- Develop a broad and deep understanding of Science across the Kāhui Ako
- Develop consistency in what is valued / what success looks like for science in the CoL
- Build relationships among the CoL to enhance science pedagogy
- Increase number and percentage of students taking science to a higher level, particularly Māori and Pasifika

ECE Years

On-going focus

Supported the working theories of tamariki as they develop their understanding of the environment and so they could identify this as science knowledge

What happened?

- Collaborated with Junior Primary Kaiako to enable shared understandings to support the transition of our tamariki, into science learning
- Recognised and recorded science concepts and learning encountered in play-based learning, in our Learning Stories

New Targets

- Making sense of their worlds by generating and refining working theories
- Using a range of strategies for reasoning and problem solving to explore and confirm ideas about the environment we live in

0-8 Years

2017 Target

Develop collaborative relationships to allow the sharing of resources and pedagogical approaches
Baseline: no sharing across the Kāhui Ako.

What happened?

- High levels of collaboration developed between the kura
- Schools planned and modelled effective teaching and learning for science

New Target

1. Foster an understanding and love of science across the primary and intermediate levels
2. Create assessment tool based on newly revised rainbow rubric that formalises the measuring of curriculum levels of years 1 - 8
3. New Y9 & 10 programmes to inform the development of key strand for Years 0-8

9-13 Years

2017 Target (to able to meet prerequisites for Y11 Science)

All Learners: AGGS - 59% to 80%, MAGS - 64% to 80%
Māori Learners: AGGS - 61% to 80%, MAGS - 32% to 64%
Pasifika Learners: AGGS - 47% to 68%, MAGS - 34% to 68%

What happened?

Y11 science at AGGS became compulsory at L1, therefore all targets were automatically met.

2018
All Learners: MAGS 90% (553 / 617)
Māori Learners: MAGS 80% (63/79)
Pasifika Learners: 76% (96/126)

2019
All Learners: MAGS 90% (554 / 613)
Māori Learners: MAGS 84% (67/80)
Pasifika Learners: MAGS 77% (89/115)

New Target - Focus moves to Level 1 Achievement 14+ credits at L1 NCEA
By the end of 2023 we will lift results by 10% for all learners and by 15% for Māori & Pasifika

Baseline data:

2018
All Learners: 63% (480 /765)
Māori Learners: 54% (52/97)
Pasifika Learners: 45% (78/175)

2019
All Learners: 59% (483/819)
Māori Learners: 49%(49/99)
Pasifika Learners: 34% (76/220)

2020
All Learners: 64% (492/767)
Māori Learners: 42% (45/107)
Pasifika Learners: 41% (79/194)

Targets:
We will lift results by 15% by the end of 2023, with a 5% shift annually.

All Learners
64% to 79% (606/767) This will mean shifting 115 additional students at Level 1 to gain 14+ credits.

Māori Learners:
42% to 57% (61/107) This will mean shifting 16 additional students at Level 1 to gain 14+ credits.

Pasifika Learners:
41% to 56% (109/194) This will mean shifting 30 additional students at Level 1 to gain 14+ credits.

Science Work Stream - Refreshed Challenge 2 

ECE Learners:
Recognise and record science concepts and learning encountered in play based learning, in our Learning Stories, so that whānau became aware of the learning taking place and where tamariki could revisit prior learning.

0-8 Learners:
1. Foster an understanding and love of science across the primary and intermediate levels
2. Create assessment tool based on newly revised rainbow rubric that formalises the measuring of curriculum levels of years 1 - 8
1. New Y9 & 10 programmes to inform the development of key strand for students 0-8

9-13 - Focus moves to Level 1 Achievement 14+ credits at L1 NCEA

All Learners:	**Māori Learners:**	**Pasifika Learners:**
64% to 79% (606/767)	42% to 57% (61/107)	41% to 56% (109/194)

2021 The Situation Now:
- There is a range of what is valued in Science for each school in the CoL which results in inconsistency in science language in schools
- There is a range of how schools measure science progress
  Efficacy in science teaching is low; content knowledge of teachers is highly variable

2021 Strategic Goals:
- Develop a broad and deep understanding of Science across the Kāhui Ako
- Develop consistency in what is valued / what success looks like for science
- Develop a love of science for learners
  Build relationships across the CoL to enhance science pedagogy

So what next? **What will make the biggest difference?** **Key strategies**	**Short term actions / measures**	**Longer term actions / measures**
Covering all strands of science throughout primary year levels	• Number of primary schools planning across all strands (Baseline 2019 = 2) • Aim towards planning and measuring achievement in a common unit across the primary schools	• Long term 4-5 year plan that covers the strands created in primary and intermediate schools
Emphasising the Nature of Science (NOS) through science capabilities (SC)	• Mike Stone PD - we have extended hours to 2021 • NOS and SC are in planning docs	• Lesson observation for seeing and hearing NOS and SC in action in the classrooms
Developing teacher efficacy in teaching and planning science lessons	• Re-survey teachers on efficacy (in the maths efficacy survey) • Teachers engage in planning and using science as a launch for other curriculum areas	• Assess teachers engagement in science teaching and learning • Science is taught as a stand-alone core subject
Developing contextual science programmes that are suited to each individual school	• ASLs support individual school efforts to develop effective programmes	• Citizen science is evident in schools to create purposeful contexts
Having access to useful measuring tools to track students' progress in science learning and engagement	• Bespoke assessment happening within schools • Baseline data gathered for Science Engagement survey	• Use of the rainbow rubric/STwE used as a researched/national guideline to science achievement • Science Engagement survey to be used in Y6, Y8 and Y10 to track student engagement
Supporting target groups in science	• Set up a Science Academy for Pasifika students (MAGS)	• Continue to track and improve Māori and Pasifika participation and achievement for senior science subjects • Report and promote successes of intervention and rates of progress for priority learners

Writing Work Stream

This workstream was not a focus for 2017-2019. The 2019 data confirmed that writing was a priority**.**

Edendale / Gladstone / Owairaka / Kowhai Int / AGGS / MAGS

ECE Years

On-going focus
Literacy goals in Te Whāriki are woven throughout the strands, although predominantly in the Mana Reo/communication strand.

What happened?

- Agreed that language is taonga. We worked towards our children being increasingly competent and confident communicators
- Set up the environment as the third teacher, saturated with literacy, to make valued learning visible

New Target

- Recognise print symbols and concepts and using them with enjoyment, meaning and purpose

0-8 Years

2017 Target (at or above curriculum level)

All Learners: 74 (2207/2962) to 85% (2519/2962),
Māori i Learners: 60% (170/284) to 76% (217/284)
Pasifika from 58% (394/681) to 75% (512/681)

What happened?

2019
All Learners: 72% (2268/3138)
Māori Learners: 62% (168/271)
Pasifika Learners: 57% (334/586)

2020
All Learners: 69% (2248/3277)
Māori Learners: 51% (155/303)
Pasifika Learners: 50% (299/594)

New Target (at or above curriculum level)
By the end of 2023 we will lift results by 10% for all learners and by 15% for Māori & Pasifika.

All learners: 69% to 79% (2589/3277) This will mean shifting 327 additional students to at or above.
Māori learners: 51% to 66% (200/303) This will mean shifting 45 additional students to at or above.
Pasifika learners: 50% to 65% (387/594) This will mean shifting 88 additional students to at or above.

9-13 Years

Baseline data:
60.1 of Year 8 learners were at or above the writing curriculum.

Target (at or above curriculum level)
All learners: 60% to 75%.

Writing Work Stream - Refreshed Challenge 3

New Targets

ECE: 100% of our 107 ECE ākonga transitioning into our Kāhui Ako are strong competent and confident communicators. We acknowledge ākonga use and value language as a taonga to become increasingly competent and confident communicators.

0-8 All learners at or above the curriculum level

All learners:	**Māori learners:**	**Pasifika learners:**
69% to 79% (2589/3277)	58% to 73% (221/303)	50% to 65% (387/594)

9-10 All learners (MAGS): 60% to 75%.

The situation now:

- No consistent expectation for transition point standards i.e. 'by Year 9 students should be able to'
- Limited moderation across the Kāhui Ako
- Concerns about students' declining ability to control sentences or to write extended texts
- Concerns about writing mileage

Strategic Goals:

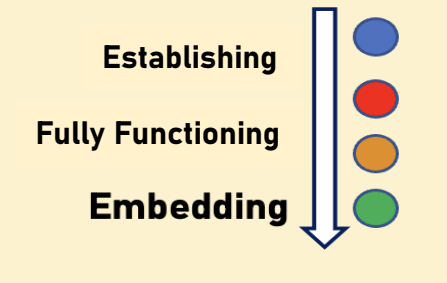
- Set up the environment as the third teacher, saturated with literacy, to make valued learning visible
- Improve student achievement for writing at Y6 and Y10
- Clear understanding across the Kāhui Ako about how to improve student writing levels
- Consistent understanding across the Kāhui Ako of writing curriculum levels.

So what next? **What will make the biggest difference?** **Key strategies**	**Short term actions & measures**	**Medium and longer term actions & measures**
Scoping and scanning to identify areas of concern and develop strategy using evidence-based theory	• Assessing student work across the CoL to ensure consistency of student achievement and to collect baseline data • Network Meetings to discuss and adjust priorities • MAGS writing project to be shared with the CoL	• Each participating school having its own quick wins to share and their strategies so that learning occurs across the Kāhui Ako about what works and why and for whom under what conditions
Developing a clear understanding across the Kāhui Ako about the pedagogical practices that can significantly improve student achievement levels of writing	• Modelling of sentences • Investigate the impact of devices on writing • Effective formative assessment for writing, feedback • Investigate best practice for engagement in (boys) writing • Investigating strategies for struggling writers • Focus on oral language and connection with writing	• Schools participate in a forum to share strategies and demonstrate impact with their own short-term data • School by school writing data shows improvement and is moderated across schools
Developing teacher knowledge and skills for writing, surface and deep features.	• Improve students' writing across all subjects • Improve consistency of teacher expectations • Moderation workshops occur once per term to upskill all participating teachers and build an understanding of writing across all levels	• See academic shifts as per targets
Creating a shared rubric based on the literacy learning progressions	• Unpack the Literacy Learning progressions using levelled writing samples • Create a CoL rubric using the Learning Progressions and backwards mapping from Y13	• Rubric created
Investigating student dispositions & attitudes towards writing	• Share approaches to collecting student voice • longitudinal study to track learners from ECE to Secondary	• Act on student voice data, in particular to address needs of priority learners • Share and act on longitudinal study

Mount Albert Kāhui Ako Development Plan
Reflections & Goals

There are six domains with development stages that guide a Kāhui Ako's to build strong and effective collaborative practice. The domains are: Teaching, Leading, Evidence, Pathways, Partnering, and Building.

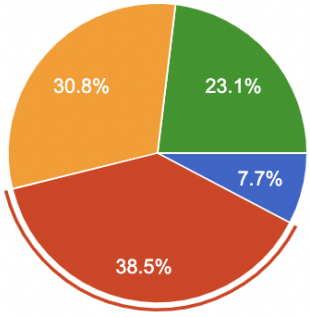
The development maps are focused on describing developmental progress in establishing collaborative practices.



TEACHING - Domain 1 Developmental statements

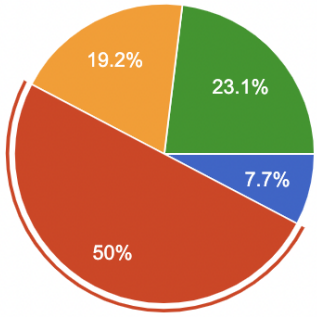
Teaching | Improving teaching practice and capability

- We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kāhui Ako.
- We are developing a plan to improve teaching capability. Across and Within School Teachers are identifying and sharing examples of good practice.
- We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.
- We review and refine the way that we improve teaching practice across the Kāhui Ako. Our teachers are regularly self- reflecting on their practices and identifying areas for further development.



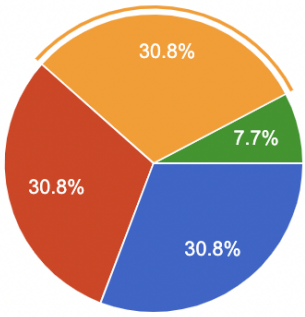
Teaching | Collaborative teaching

- We are agreeing on how we will use collaborative teaching in our Community of Learning.
- We are planning how we will grow and improve collaborative teaching practices across the Kāhui Ako.
- Our teachers are using collaborative teaching. The findings from teacher-led inquiries are shared across the Kāhui Ako.
- There is a culture of collaborative teaching. Our teachers regularly work together to maximise their impact on children and young people's learning.



Teaching | Our Curriculum

- We are developing a common language for describing the curriculum. We are discussing how the curriculum is being used across the Kāhui Ako.
- We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.
- We are developing and refining our local curriculum together.
- Our local curriculum is connected, complementary and contextualised to our students needs across the learning pathway.



Teaching - Developmental Goal:

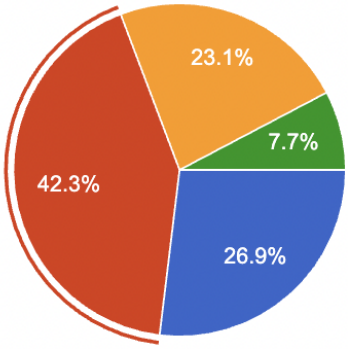
⇒ We review and refine the way that we improve teaching practice across the Kāhui Ako.

⇒ Our teachers are regularly self-reflecting on their practices and identifying areas for further development.

LEADING - Domain 2 Developmental statements

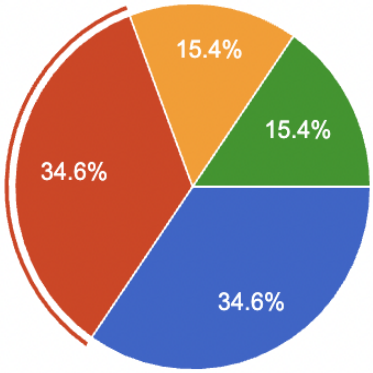
Leading | Leadership Development

- We are identifying the roles and responsibilities of leaders in the Kāhui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers.
- Our Leaders are learning from each other. We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.
- We are growing leadership capability across the community. Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.
- Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.



Leading | Collective purpose, focus and responsibility

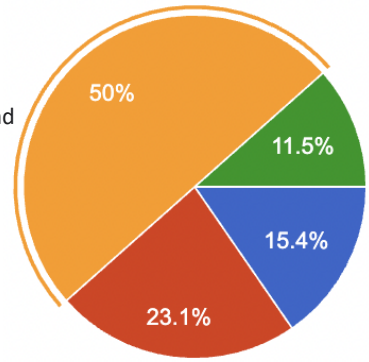
- We are finding common ground and agreeing how to work together to achieve our goals.
- We have a shared purpose and an established way of working together. Our people are engaging with and influencing the shared purpose and vision.
- We have a clear vision and purpose developed with, and owned by, the wider community. Our leaders have strong and trusting relationships and are leading the community together.
- Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.



EVIDENCE - Domain 3 Developmental statements

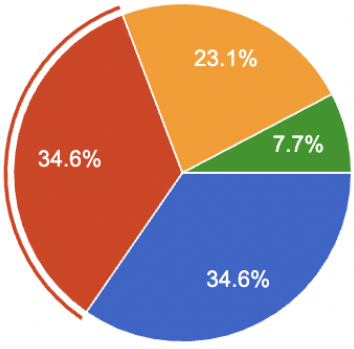
Evidence | Data collection and management

- We are identifying the roles and responsibilities of leaders in the Kahui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers.
- Our Leaders are learning from each other. We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.
- We are growing leadership capability across the community. Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.
- Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.



Evidence | Using evidence and data to monitor progress and lift achievement

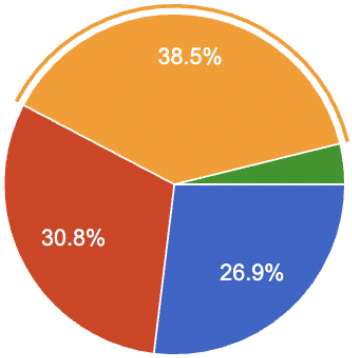
- We are using data and evidence to set our achievement challenges and inform our action plan.
- We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.
- We are using broad and reliable data and evidence to evaluate and inform our actions.



PATHWAYS - Domain 4 Developmental statements

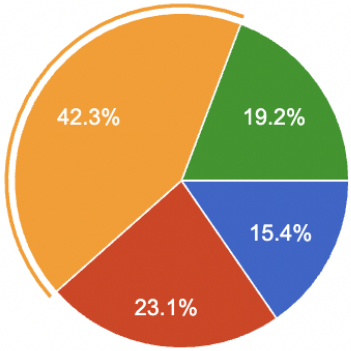
Pathways I Integrating the Learning Pathway

- We are developing relationships to create a joined up learner pathway for our children and young people.
- We are working on addressing our achievement goals across the learning pathway.
- We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.
- We are able to work flexibly across the Kāhui Ako and the learner pathway to be able to deliver high quality teaching and learning opportunities.



Pathways I Supporting Transitions

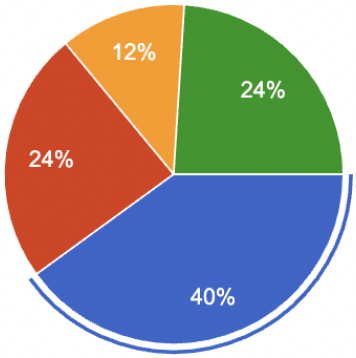
- We have identified the key transition points in, out, and through our local education system.
- We have a plan of action for how we will work together to support learners across transition points.
- We have evidence-based practices in place to support successful and seamless transitions through the pathway.
- We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.



PARTNERING -Domain 5 Developmental statements

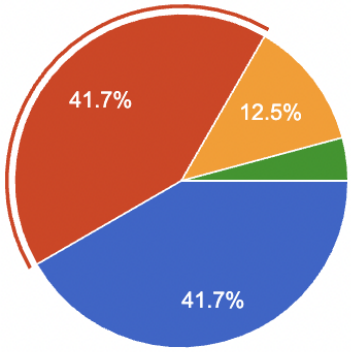
Partnering I Parents, family & whānau

- We are talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute.
- We are sharing information and data with parents and whānau and listening to their questions and aspirations to jointly plan next learning steps for their children.
- As a result of collaborating with parents and whānau we are making changes to how learning happens in our Kāhui Ako.
- We have developed a strong sense of whānaungatanga with parents and whānau that has lead to a partnership based on the learning needs of their children.

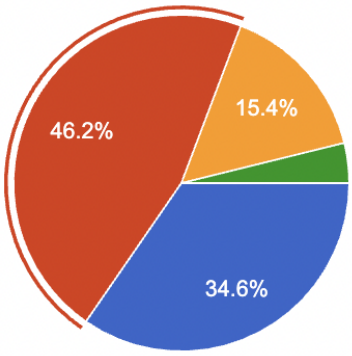


Partnering I Iwi Relationships

- We are talking with our local iwi leaders about the establishment of our Kāhui Ako.
- We are developing relationships with iwi and involving them in the work of our Kāhui Ako.
- We collaborate with iwi in key areas of work across our Kāhui Ako that will have a positive impact on learning outcomes.
- Iwi are partners in our Kāhui Ako. We plan together and have shared goals for improving student progress and achievement.



Partnering I Strong community engagement and local relationships



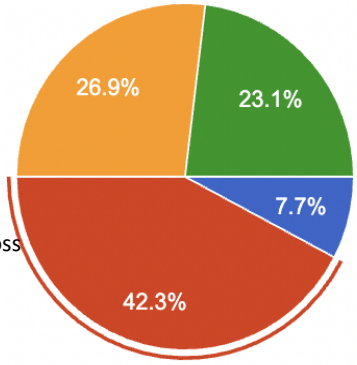
- We have identified the key transition points in, out, and through, our local education system.
- We have a plan of action for how we will work together to support learners across transition points.
- We have evidence-based practices in place to support successful and seamless transitions through the pathway.
- We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.

Partnering - Developmental Goal:

⇒ We are developing relationships with iwi and involving them in the work of our Kāhui Ako.

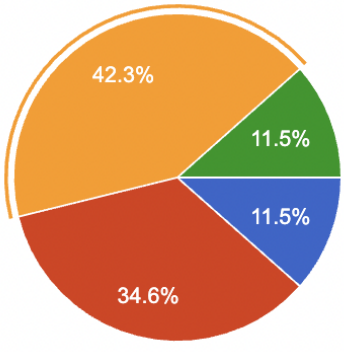
BUILDING -Domain 6 Developmental statements

Building I Culture of Trust



- Our leaders are committed to working together to build trust within the Kāhui Ako.
- We are building trusting, culturally appropriate and professional relationships (whānaungatanga) together.
- Our strong sense of whānaungatanga is enabling a culture of collaboration to develop across our Kāhui Ako.
- Our strong culture of whānaungatanga enables us to collaborate with each other on the things that will that will best lift the attainment of our children and young people.

Building I Planning and delivering together



- We are meeting and working together on our achievement challenges, planning and recruitment of new roles. We have agreed to change the way we work to deliver our achievement challenges.
- We are planning how to implement change, organise ourselves to work more efficiently together as a Kāhui Ako and developing systems to work collaboratively.
- We have structured our Kāhui Ako to enable the building of effective collaborative relationships. We have explored, and where appropriate adopted new approaches to more efficiently plan and manage activities in our Kāhui Ako.
- Our Kāhui Ako has effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most.

Appendix:

Transition Journey - What did we do?

2017	• Developed strong relationships across the CoL • Worked collaboratively • Gathered students voice to inform decisions • Kept the experience of the learner at the forefront
2018	• Scoped to identify common achievement challenges • ASL's established relationships with kura and investigated evidence-based research behind transition lever • Developed transition rubric • Reports written based on rubric data and shared with schools • Developed the priority need across the CoL: strengthen relationships between schools to create a sense of whānaungatanga
2019	• Gathered extensive student voice at all transition points to provide reports for next steps • Shared ideas on "mutually beneficial information" reliable and efficient transition data • Decide on expectations of who should share what and when and how • Network established to build relationships and share practice • Investigated play based learning (PBL), setup a network and supported schools to adopt practices • ECE network was established to share best practice • Oral Language PD provided • Developed two websites 1) Growing Great Kids - focused on transition support for whānau 2) Growing Great Kids for Educators - focused on communication within Kāhui Ako for educators • Developed a form to communicate ECE learners' needs with schools
2020	• Created Year 0-3 website by over 40 kaiako across 13 kura to support learners with online learning • Learning Through Play Network met regularly and enabled valuable connections to be made across Kāhui Ako ECE's, Junior Schools, SENCo, SLT and RTLB. These meetings are now attended by teachers from other Kāhui Ako • Crossing the Border Transition Project set up to follow guidelines in best practice literature using a Tuakana-Teina model • MAGS testing moved to Kowhai and Wesley Intermediates. Student voice gathered in response to the testing on and off site • Wesley Project: 1) Systems of sharing information were streamlined. 2) Student voice used to inform schools about students' perspectives on transition. 3) Teacher feedback used to improve information sharing systems. 4) MOE and RTLB involvement in supporting students • MAPS and WPS developed their local curriculum. Developed learner profiles and transition markers as students move through year levels • Transition of students and staff as they returned from Covid 19 lockdowns was considered with wellbeing resources and activities shared across schools • Parents were surveyed regarding quality of and access to distance learning (learning packs, devices, internet access, Google Meets, Websites). MAPS, WPS, Gladstone shared their challenges and used this information to streamline and improve distance learning practise for further lockdowns

Mathematics Journey - What did we do?

2017	• Investigated assessment practices and pedagogy across all schools in the Kāhui Ako • Developed moderation processes across all schools • Developed clearer links in mathematics across transition points
2018	• Interviewed teachers and observed lessons to substantiate the picture of teacher/student self-efficacy. • Six schools opted to focus on teacher self-efficacy in Mathematics and each determined a suitable PLD programme for 2019 • Network was established • Developed a better understanding of learning progressions in Maths through CoL wide PLD • Recognised the need to open the senior mathematics pathways
2019	• Measured and built teacher efficacy through collaboration & support ⇒ Success reflected through responses to the Term 4 teacher confidence survey ⇒ Teachers (years 7-10) engaged in a Japanese Lesson Plan style PLD with co-planning and co-teaching ⇒ AGGs: integrated BYOD into teaching/learning programme, mixed ability grouping, curriculum in practice (supported by outside provider) ⇒ MAPS: Built teacher confidence & self-efficacy by improving teacher content knowledge, modelling teaching & co-teaching • At risk students supported to gain Level 1 numeracy • Restructured pathways to enable more learners to succeed • Prerequisite for Level 2 maths was changed to give all students greater access to a Level 2 Maths course
2020	• Teachers across the CoL observed lessons at other schools and discussed effective pedagogical practices • Math leads discussed assessment and transition data • Kāhui Ako Maths network hui held in November at Kohia Teacher Centre - (30 attendees from 8 schools) ⇒ Content and pedagogy workshops ⇒ MAPS presented their journey of change ⇒ Keynote speakers on collaboration and research and evidence of effective pedagogy in mathematics ⇒ This was very positively received and feedback will help in planning for 2021 • Student voice data collected from Year 9 transition survey • Continued to build teacher confidence & self-efficacy by improving teacher content knowledge, modelling teaching & co-teaching (MAPS) • Gladstone engaged with ALiM, PLD with Lucy Cheeseman • Edendale - conducted an internal review • Owairaka looked at oral language across the curriculum for links to high discourse pedagogies in maths. • Wesley Int - focus on AFL in maths - work with Evaluations Associates • Kowhai - new math lead looked to consolidate practices • Wesley Primary: PLD with Sue Pine • MAGs and AGGS: separate inquiry around High Expectations practices of ability grouping/streaming

Science workstream Journey - What did we do?

2017	• Negotiated the Action Plan for the science workstream • Scoped the Science curriculum • Investigated the contribution of Science to career pathways • Changed the course structures to improve the accessibility to science at high schools
2018	• Scoped with schools, highlighted the following concerns: 1) Teacher confidence in the Primary / Intermediate 2) Access to expert science teachers for collaboration 3) Resourcing of ideas, materials, time etc 4) Understanding the place of science in society 5) Effectively measuring progress in Science • Identified common themes: 1) The differences in what science looks like created a disparity in measurement across all schools 2) some schools having a narrow focus of the curriculum e.g., focus on Inquiry and investigation only etc • For 2019, the MAGS Science course structure at Y11 was changed. The purpose for this change was to open up the science pathway, for a greater number of students to take science in the senior school. This change had the desired impact, with a greater number of students taking science in 2019 at Level 1
2019	• Gladstone Primary developed a new broader curriculum and skill coverage of science • Shared science expertise across the Kāhui Ako to grow teacher capacity. • Science Network was established, with a focus on learning from the experts from all over the Kāhui Ako. • Kowhai, MAGS and AGGS investigated developing an effective measure for progress in science to unpack the learner journey. This was supported by external provider Mike Stone • Continued to investigate improved engagement and achievement of Māori and Pasifika students • Created sustainable science programmes in primary schools by shifting from one person planning to all teachers taking ownership. Two primary schools developed a systematic approach to teaching across the strands • We altered the focus of the junior programme at the secondary level from assessment driven to improve learner attitude toward science • Opened the senior school science pathway, to allow for greater number of students taking science. Success at Level 1 gave students the possibility to continue with a science at Level 2
2020	• External provider delivered bespoke PLD for schools • Interschool PD provided for AGGS, MAGS, Edendale, Gladstone and Kowhai. • Science review day held with a focus on Matauranga Māori • Engaged with Kiwi Curious (science in our pocket kits for schools) • Water testing projects at MAGS for Primary and Intermediate schools • Investigations into new research around science assessment • Extension provided for Mike Stone funding into 2021 to provide Professional Development opportunities in science capability teaching

Writing workstream Journey - What did we do?

2020

- Initial investigations into whether there was a problem with writing included looking more generally at literacy data (PISA, e-asTTLe results) and then more specific writing data (COL writing data and MAGS Junior/NCEA writing results), which provided some solid evidence for concerns around declining levels of student writing achievement
- Initial anecdotal evidence and discussion also gathered to sit alongside the above data included: interviews with literacy leaders at MAGS and initial contacts made with schools who had chosen the Writing lever as a focus for 2020
- The ASL Writing Team established the COL Writing Network with a meeting at Kowhai early in Term 2 to outline the scope of the problem with writing and to find out the key priorities, strengths and concerns of each school and to initiate connections for future collaboration and sharing of ideas and expertise
- Writing Network Meeting in Term 3 brought the community together to begin discussing shared understanding of the Literacy Learning Progressions and how they might be used to bring greater consistency to the COL expectations around writing
- ASL visits to schools - in term 4, members of the ASL writing team visited each school in the writing lever to further discuss the issues and ideas raised previously, as well as to consolidate understanding of the schools themselves; their strengths and areas targeted for improvement
- Year 8 Writing Testing - ASL and WSLs marked e-asTTLe papers for all incoming students to MAGS to provide baseline data for 2021, which will inform next steps including the MAGS writing project for this year (2021)
- Modelling of sentences (AGGS)
