



ALFRISTON KĀHUI AKO

Ko te ahurei o te tamaiti arahia o tatou mahi.
Let the uniqueness of the child guide our work.

Vision

Our community aims to empower and engage learners to access their potential as lifelong learners.

Mission

To work collaboratively to build capacity of schools, teachers, students and whanau as we strengthen outcomes for our collective schools' community.

Our Community



The Alfriston Kahui Ako community is largely defined by the local enrolment areas of the eight member schools. Of these schools, seven are located in eastern Manurewa and one is located in southwest Manukau. The network includes one secondary school, one intermediate school, three full primary schools and three contributing schools who are the main feeder schools for the intermediate. There is a wide socioeconomic range across the community with decile ratings ranging from 1 - 10. School roll sizes range from 400 to 1200 students.



At various stages of their learning pathways, students may move in or out of the Alfriston Kāhui Ako community. The schools in the Alfriston Kāhui Ako each enjoy and uphold their unique identity, while having a history of cooperative and collaborative activity.



Ethnic diversity is a strength of our community; all schools are rich in cultural diversity across both the student and teacher populations. Māori currently make up approximately 28% of our network with individual schools ranging from 12 to 40% Māori. Children with Pacific heritages make up approximately 24% of the Kāhui Ako, with individual schools ranging from 8 to 40% Pasifika. The Indian community is a growing ethnic group in our local area, followed closely by other Asian groups. Randwick Park and Manurewa East schools provide opportunities for students to learn in an English/Māori bilingual setting and Greenmeadows Intermediate teaches Te Reo as a compulsory second language specialist subject for all students. Most schools offer additional enrichment programmes in Te Reo Māori and/or Pasifika languages and cultures.



Schools within the Kāhui Ako pride themselves on their inclusive practices and work closely with support agencies to ensure learners with special education needs are well catered for and able to effectively access the curriculum. The RTLB service is based at one of our schools and the RT Lit service is based at another. Two schools host Rosehill School satellite classes.



The Alfriston Kāhui Ako is an ever changing, dynamic network that is committed to adapting to the diverse needs of our students, whānau and community. The schools within our area have a long history of working together on various school improvement initiatives; this has provided a good foundation for deeper collaborative, cross school activity to develop as we work to meet the holistic needs of the tamariki within our educational community.



WHAT IS OUR DATA TELLING US?

As at July 2016, Alfriston Kāhui Ako had 4764 students ranging from Year 1 to Year 13 across the 8 schools.

The data used as the basis for forming our community goals, targets and actions was drawn from a number of sources including:

- 2014 - 2016 National Standards data for each school.
- 2014 -2016 NCEA School Leaver data
- Each school's attendance data
- Stand-down, Suspension & Exclusion data from each school
- ERO summative report for our Kāhui Ako

Female	2305	48.4%
Male	2459	51.6%
Maori	1469	30.8%
Pasifika	1179	24.7%
Asian	1166	24.5%
NZ European	747	15.7%
MELAA	177	3.7%
Other	18	0.4%

Achievement data for the primary and intermediate schools show that, in 2016, approximately 70 percent of children across the Kāhui Ako are reaching the National Standards in Reading and Mathematics. Writing results show that approximately 66 percent of children are achieving at the National Standard. This achievement has remained fairly static over the past three years. Across the primary schools, girls consistently outperform boys in reading and writing. In NCEA qualifications, girls' achievement is higher than boys at each NCEA qualification level. Mathematics data indicates there are significant dips in achievement levels from Year 6 to Year 7.

At secondary school level, the percentage of students leaving with National Certificates of Educational Achievement (NCEA) levels 1, 2 and 3 has risen steadily since 2014. 2016 data shows 70.5 percent of school leavers left school with level 2 and 32.7 percent with level 3. However nearly a third of school leavers left school in 2016 achieving level 1 only or with no formal qualification. There is the opportunity to accelerate the achievement of all students through the NCEA pathway to ensure as many learners as possible achieve level 3 in Year 13 as well and have the opportunity to access University Entrance or an appropriate vocational pathway if they choose.

Across the Kāhui Ako, disparity in achievement is evident. Asian students consistently perform above the Kāhui Ako average. Overall Māori are not achieving as well as other groups in both primary and secondary settings. 64.8 percent of Māori left school in 2016 having achieved NCEA level 2 and 19 percent with level 3. The retention of Māori students is a challenge for the Kāhui Ako with currently 64.8 percent staying until their 17th birthday. All schools individually seek to raise overall achievement with particular focus for Māori, Pacific and boys. This positive, improvement focused, individual school background provides a strong platform for collaborative Kāhui Ako action to increase student achievement in relation to both National Standards and NCEA.

Stand-down and suspension figures across the Kāhui Ako are higher than would be expected for similar schools. They are also significantly higher for Māori students. There is significant variation across schools within the Kāhui Ako in relation to stand-down and suspension statistics; there is now an opportunity for the Kāhui Ako to collaborate in reducing this disparity and promoting improved levels of engagement. All schools have a focus on promotion of wellbeing and engagement at school already.

Overall school attendance across the Kāhui Ako is variable between schools and averages ranged between 81.7% to 94% in 2016. Attendance rates of Maori students across all schools is lower than that of all students, ranging from 79% to 92.8%. Regular attendance in school (minimum 90%) is imperative for raising student achievement and improving this across our Kāhui Ako will be a key strategy for meeting

our targets.

Common strengths of our Community of Learning include:

- culturally diverse communities, with an inclusive focus on student wellbeing
- focus on improving achievement, using data to inform teaching practice at all levels
- building relationships with whanau to enhance outcomes for children
- working to involve students in understanding their own learning and next steps
- purposeful structuring of leadership to further develop teacher competence and consistency

ACHIEVEMENT IN WRITING

Communication is the process by which we share and understand information. Communication is effective when the message is received and understood in the way it was intended. We want the students across our community to head into the workforce as skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Good verbal and written communication skills are essential in order to deliver and receive information quickly and accurately. Yet we know that the ability to write effectively is an on-going challenge for many of the learners within our Kāhui Ako, particularly for boys and Māori. A focus on achievement in Writing has the biggest potential to add value to their lifelong literacy capabilities.

Target: We aim to lift the achievement of **all our Year 1-8 learners/akonga** at or above the National Standard in Writing from 65.7% (2133/3249) in 2016 to 80% (2599/3249) by 2020. This will mean moving 466 additional students. *Our data analysis has showed that we need to focus on the following groups of students:*

Boys	We aim to lift the achievement of Boys at or above the National Standard in Writing from 58.9% (982/1668) in 2016 to 75% (1251/1668) by the end of 2020. This will mean moving 269 additional students.
Māori learners	We aim to lift the achievement of Māori learners at or above the National Standard in Writing from 57% (490/859) in 2016 to 75% (644/859) by the end of 2020. This will mean moving 154 additional students.
Pasifika learners	We aim to lift the achievement of Pasifika learners at or above the National Standard in Writing from 57.3% (482/840) in 2016 to 75% (630/840) by the end of 2020. This will mean moving 148 additional students.

Process Target: We aim to gather relevant baseline data for Year 9 and 10 students in Writing at the start of 2018 and set appropriate targets against curriculum expectations for the start of 2019.

Writing Target:	Current State Based on 2016 NS data		End 2018		End 2019		Desired State End 2020	
	# of All students at or above NS	2133/3249	65.7%	2274/3249	70%	2436/3249	75%	2599/3249
			5% shift		5% shift		5% shift	
Boys	982/1668	58.9%	1084/1668	65%	1168/1668	70%	1251/1668	75%
			6% shift		5% shift		5% shift	
Māori	490/859	57%	558/859	65%	601/859	70%	644/859	75%
			8% shift		5% shift		5% shift	
Pasifika	482/840	57.3%	546/840	65%	588/840	70%	630/840	75%
			8% shift		5% shift		5% shift	

*** It is important to note that some students in the above table will be in both the boys cohort and/or the Maori/Pasifika cohort.

The number of students to be targeted is set out in the table below:

Name of School	Boys	Māori	Pasifika
Everglade	46	17	17
Greenmeadows Int	98	71	37
Manurewa Central	63	21	21
Manurewa East	106	87	77
Randwick Park	204	135	172
Reremoana	69	19	19
The Gardens	100	19	15
TOTAL:	686	369	358

*** It is important to note that some students in the above table will be in both the boys cohort and/or the Maori/Pasifika cohort.

ACHIEVEMENT IN MATHEMATICS

Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support **learning** across the curriculum. These include the ability to think creatively, critically, strategically and logically. Raising achievement in Mathematics will impact on student achievement across the curriculum if the way in which we teach Mathematics results in increased learner agency. "Effective Pedagogy in Mathematics", Best Evidence Synthesis Iteration explains the sort of pedagogical approaches in Mathematics that lead to improved engagement and desirable outcomes for learners from diverse groups and this will be a focus for the cluster as we work to lift the achievement of all akonga in Mathematics.

Target: We aim to lift the achievement of **all our learners/akonga** at or above the National Standard in Mathematics from 70.8% (2300/3249) in 2016 to 85% (2761/3249) by 2020. This will mean moving 461 additional students. We will achieve this by focussing on two groups of students:

Māori learners/akonga	We aim to lift the achievement of Māori learners/akonga at or above the National Standard in Mathematics from 61.5%% (528/859) in 2016 to 80% (687/859) by 2020. This will mean moving 159 additional students.
Pasifika learners/akonga	We aim to lift the achievement of Pasifika learners/akonga at or above the National Standard in Mathematics from 63% (529/840) in 2016 to 80% (680/840) by 2020. This will mean moving 151 additional students.

Mathematics Target:	Current State Based on 2016 NS data		End 2018		End 2019		Desired State End 2020	
	# of All students at or above NS	2300/3249	70.8%	2436/3249	75%	2599/3249	80%	2761/3249
			5% shift		5% shift		5% shift	
Māori	528/859	61.5%	601/859	70%	644/859	75%	687/859	80%
			9% shift		5% shift		5% shift	
Pasifika	529/840	63%	588/850	70%	630/840	75%	672/840	80%
			7% shift		5% shift		5% shift	

The number of students to be targeted is set out in the table below:

Name of School	Māori	Pasifika	Other	Total
Everglade	17	24	44	85
Greenmeadows Int	65	38	39	142
Manurewa Central	36	27	61	124
Manurewa East	74	66	7	147
Randwick Park	97	119	46	262
Reremoana	25	18	46	89
The Gardens	17	19	78	114
TOTAL:	331	311	321	963

We also aim to reduce the dip in achievement that has been noted between Years 6 and 7 by focussing on the transition from Level 3-Level 4 of the curriculum. To be able to measure success we are setting a target around our Year 7 learners.

Target: We aim to lift the achievement of **Year 7 learners/akonga** at or above the National Standard in Mathematics from 63.8% (247/387) in 2016 to 80% (309/387) by 2020. This will mean moving 52 additional students.

The number of Year 7 students to be targeted is set out in the table below:

Name of School	All Year 7
Greenmeadows Int	73
Randwick Park	45
Reremoana	9
The Gardens	13
TOTAL:	140

ACHIEVEMENT OF NCEA

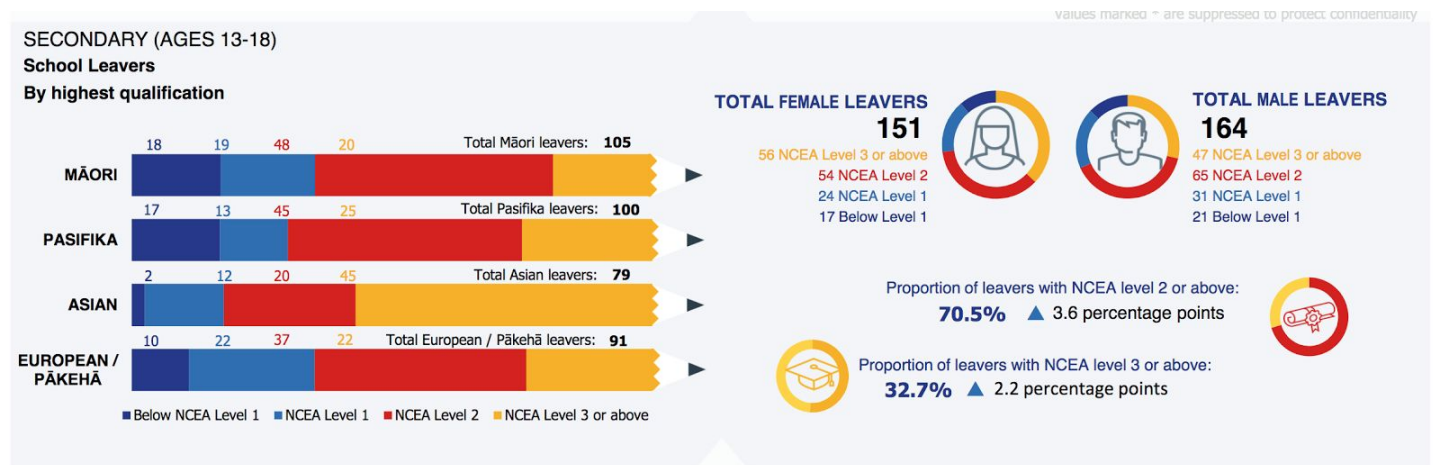
Rationale: Ensuring our learners are equipped with the qualifications to enter any desired tertiary course is an aim of our Kāhui Ako. It is vital that school leavers can continue to a career of their choosing and are not limited by the kind of qualification (or lack of) they have gained at secondary school. It is important that this be a whole cluster approach and includes the progressive development of appropriate learner capabilities from the early years of schooling, along with appropriate career education right along the primary to secondary educational pathway.

Our intention is to ensure that an increased proportion of leavers within our Kāhui Ako are supported to achieve an NCEA qualification that will enable them access to a range of tertiary options (Level 4 and above) as they continue on a career pathway of their choosing.

2015 data	Not Enrolled in Tertiary		Enrolled L1 - L3		Enrolled L4 - L7		Enrolled L7 or above	
	(Employment, fulltime caring, NEEt's etc)		(Foundation Qual including NCEA or equivalent)		(National/NZ Certificate, Diplomas, Non-Degree L7)		(Bachelors Degree, Honours, Masters, Doctorates)	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
All Leavers Alfriston College 2015	133	39.3%	74	21.9%	56	16.6%	75	22.2%
Maori	54	49.5%	29	26.6%	19	17.4%	7	6.4%
Pasifika	39	39%	25	25%	22	22%	14	14%

Target: We aim to ensure 85% (268/315) of Alfriston Kāhui Ako school leavers will achieve a NCEA Level 2 or higher qualification that will support them in their continued pathway. This will mean moving 46 additional students.

The infographic below details 2016 NCEA school leaver data and indicates that currently 70.5% (222/315) of school leavers in our Kāhui Ako leave school with Level 2 NCEA.



NCEA Target:	Current State		End 2018		End 2019		Desired State End 2020	
	Based on 2016 NCEA School Leavers data							
# of students leaving with NCEA Level 2	222/315	70.5%	236/315	75%	252/315	80%	268/315	85%
			4.5%		5%		5%	

Planned Approach

ALFRISTON KAHUI AKO
A Community that is equitable and excellent in all we do.



What will make a positive difference for our learners?

A holistic view is taken of the akonga/learners in our Kāhui Ako and we aim to ensure they are all highly capable, highly engaged and fully connected within our individual schools and wider educational community. Known factors that will influence success for all learners are detailed in the outer circle. We will achieve success if all learners work together in a way that fosters and sustains effective innovation, collaboration, inquiry, communication, agency and hauora.

LONG TERM STRATEGIC GOALS

Work collaboratively to:

- support strong pathways and transitions from ECE to Primary to Secondary to Tertiary. As learners transition, their learning should build on from what has come before; there should be some connections evident for learners in relation to the way in which they learn.
- ensure every learner feels a strong sense of belonging, social well-being, engagement and accomplishment at every stage along their learning pathway.
- build collective capacity to do and use evaluation and inquiry for sustained improvement within schools and across the community. Develop a common understanding of deep, disciplined teacher inquiry with consistency of practice and shared expectations across the community based on the agreed model (Spiral of Inquiry, Halbert & Kaiser).
- develop a shared local curriculum that will enable seamless learning along the entire 0 - 18 pathway (by 2020). This will include a focus on common pedagogical practices likely to strengthen learner capabilities in a progressive way.
- strengthen the cultural competencies and capabilities of leaders, teachers and schools across the community.
- strengthen assessment capabilities of both leaders and teachers across the community; this will include taking a planned approach to the collection, collation and analysis of achievement data within schools and across the community to enable tracking of progress and achievement throughout a learner's journey.
- share effective practices to ensure all schools have high rates of regular attendance, fewer late students and reduced "cross community" stand down and suspension rates.
- support teacher retention and career pathways by making Alfriston Kāhui Ako a place where educators are attracted to for work, where they are encouraged to remain because of the opportunities provided and where the potential for on-going growth is evident to all.

STRATEGY FOR IMPROVEMENT

"Identifying achievement challenges may be relatively easy; understanding them and how to address them is likely to take some investigation. At this point the community needs to research the evidence about 'what works' and what 'good' looks like with a view to determining possible actions based on their demonstrated effectiveness." - Collaboration to Improve Learner Outcomes, ERO Publication, 2016

Following endorsement of our Achievement Challenge, a detailed action plan will be developed. Our collective commitment is to doing things right and well, not to doing things quickly. **Before we can finalise our action plan, we need to inquire more deeply into current aspects of practice and areas that may need to be improved.** We need to consider and select options in light of what the evidence is telling us might make the most difference and we need to know more about the capability and capacity within our Kāhui Ako to effect change and what kind of external expertise might be required. **Only then will we be able to identify what actions should be taken, the impact we think they will result and what might be the best way to measure that.** Only then will we have a better idea of how allocate resources appropriately to support our chosen actions. We have made a



Image: Timperley, Kaser & Halbert, 2014

deliberate decision to appoint In School Teachers in the first instance. We will appoint Cross Kāhui Ako Leaders once we have a better idea what particular skills and expertise are required to ensure the success of implementation plan.

To enable us to gain this deep understanding of the aspects of practice we might seek to improve, the core focus of our Kāhui Ako work during 2018 will centre around growing the understanding and capability of our In School Kāhui Ako Teachers. They will work together on collaborative inquiries with a view to building a collective understanding of what currently works in schools (and is unique to Alfriston Kāhui Ako) and how this could be “scaled up” across all schools. Themes for inquiry are likely to include:

- How are the different layers of school life contributing to creating a safe and caring climate that deters bullying and supports students to reach high levels of achievement? How are we building resilience in young people?
- How can we systematically and efficiently collect data that will be useful at both school and community levels for showing both progress and achievement?
- How are our targeted students monitored? How do we know the faces behind the data?
- How child centred are we really? In what ways do we use student voice to inform decision making within our classrooms and schools?
- What are we doing to keep our learners meaningfully engaged in education from Year 0 to Year 18?
- In what ways can we most effectively include ECE in our Kāhui Ako, acknowledging the large number of providers in our area feeding into our various schools?
- What raises learner agency in Writing and Mathematics?
- How can digital technology be best used to strengthen collaborative learning?
- How does writing achievement progress at the various transition points? Year 3 to Year 4, Year 6 to Year 7, Year 8 to Year 9, Year 10 to 13?
- What languages of learning are common to all schools and how might this influence the development of a shared curriculum?

Other Priority Actions will include:

- Establishment of a steering group to support decision making processes.
- Ensuring opportunities for our community to gain a richer understanding of the context each individual school and to share best practice in our key focus areas.
- Development of systems for the collection, analysis and use of student and whanau voice to inform our inquiries and the development of our Kāhui Ako Implementation Plan.
- The development of a Communication Strategy Plan including the development of a Kāhui Ako website and facebook page.
- All schools engaging in the Every Day Matters project to enable us to track regular attendance and lateness improvements and develop an improvement strategy.
- Cross Board of Trustees professional development & consultation.
- Development of a data strategy to ensure we are systematically able to collect, collate and analyse data enabling us to be able to evaluate the impact of our collective actions on student achievement and wellbeing outcomes. This will include learning more about the Progressions of Learning and how they may be used to support the work we are doing in and across our schools.
- Ensuring provision of expert facilitation in the first instance to help build the evaluative capability of our In School Kāhui Ako teachers as they carry out their individual and collaborative inquiries.

MONITORING & EVALUATION

A priority focus for 2018 will centre around the development of an effective model for monitoring and evaluating the impact of actions taken to achieve the goals of our actions plan. This work will be led by the Lead Principal in 2018 and will result in a detailed plan, supported by efficient systems that will enable our community to better understand:

- how individual learners and groups of learners are performing in relation to our communities valued outcomes
- how improvement actions taken have impacted on learner outcomes and what difference is being made
- what needs to be changed and what further action needs to be taken
- the patterns and trends in outcomes over time
- what kinds of practices are likely to make the most difference for learners and in what contexts
- the extent to which the improvements being achieved are good enough in terms of the community's collective vision and priority goals and targets.

Decisions need to be made by the community prior to the development of this evaluative model and these decisions centre around:

- Agreement across schools about the evaluative tools that will be used to measure progress and impact within our priority areas. An analysis of the methods currently used by schools to gather information and evidence to inform practice indicates that there are a plethora of tools currently used by schools but none that are common to all. Data we seek to gather for baseline CoL data in 2018 will provide us with information and evidence relating to:
 - Student progress and achievement data
 - Teaching and School Practices information
 - School culture & wellbeing
 - Attendance and lateness
- Agreement on an effective system that can be used by all schools for efficient collection and collation of data across our community.
- Agreement on a method for gathering student and community voice.

REPORTING:

Analysis and evaluation of collated data will be a collaborative task carried out by leaders within the Kāhui Ako. The Lead Principal will have responsibility for presenting this as a progress report for schools and Boards of Trustees twice a year.

The Lead Principal will have responsibility for reporting against the annual implementation plan to Boards of Trustees once a term.

A termly newsletter will be sent to Boards of Trustees once a term; this will be in a format that can be shared with each school's wider community and staff.

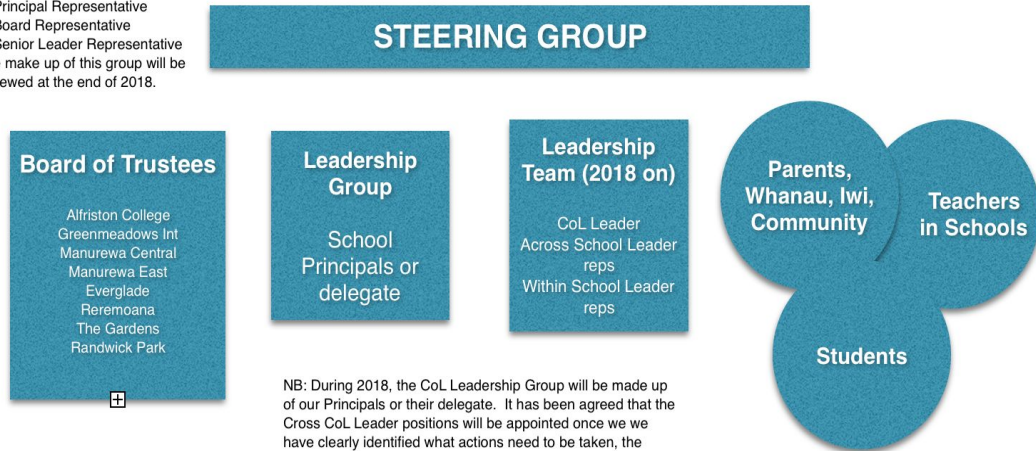
The Alfriston Kāhui Ako Achievement Challenges will be reflected in each of the members schools charter/strategic plan for 2018/19.

ORGANISATION & STRUCTURE

Initially the steering group will consist of the following:

- Lead Principal
- Principal Representative
- Board Representative
- Senior Leader Representative

The make up of this group will be reviewed at the end of 2018.



NB: During 2018, the CoL Leadership Group will be made up of our Principals or their delegate. It has been agreed that the Cross CoL Leader positions will be appointed once we have clearly identified what actions need to be taken, the impact we think they will result and what might be the best way to measure that. The In School teachers will be conducting collaborative inquiries in 2018. Only then will we have a better understanding of how to best allocate resources, and the kind of expertise we will be seeking for our Cross CoL positions. It is intended that we will appoint Cross CoL position by the end of 2018.

The structure of our Kāhui Ako will morph and change over time; we want to be flexible in our arrangement to enable us to respond to the emerging needs being identified through our 2018 inquiries. 2018 is about getting buy in and shared commitment from all parties to our goals and targets - it is important to us that everyone is able to “see themselves” in the decisions that are made and the plans that are developed.