



Whaia Te Iti Kahurangi
Together, Success for All

Kahui Ako

Achievement Plan 2018 - 2020

Whaia te iti kahurangi me tuohu koe me he maunga teitei

Pursue excellence, should you stumble let it be to a lofty mountain



We have high expectations

We take responsibility

We persevere

We succeed

Our Kahui Ako is signified by our tupuna maunga Te Pane o Mataoho and Maungakiekie which stand tall and proud, the coming together of tides that flow in and out of Te Manukanuka o Hoturoa draws us together as we look towards the future in unity.

Ko Te Pane o Mataoho me Maungakiekie nga maunga

Ko Te Manukanuka a Hoturoa te Moana

Ko Tainui me Mahuhu-ki-te-rangi nga waka

Ko Ngati Whatua me Te Waiohua nga iwi

Key Values

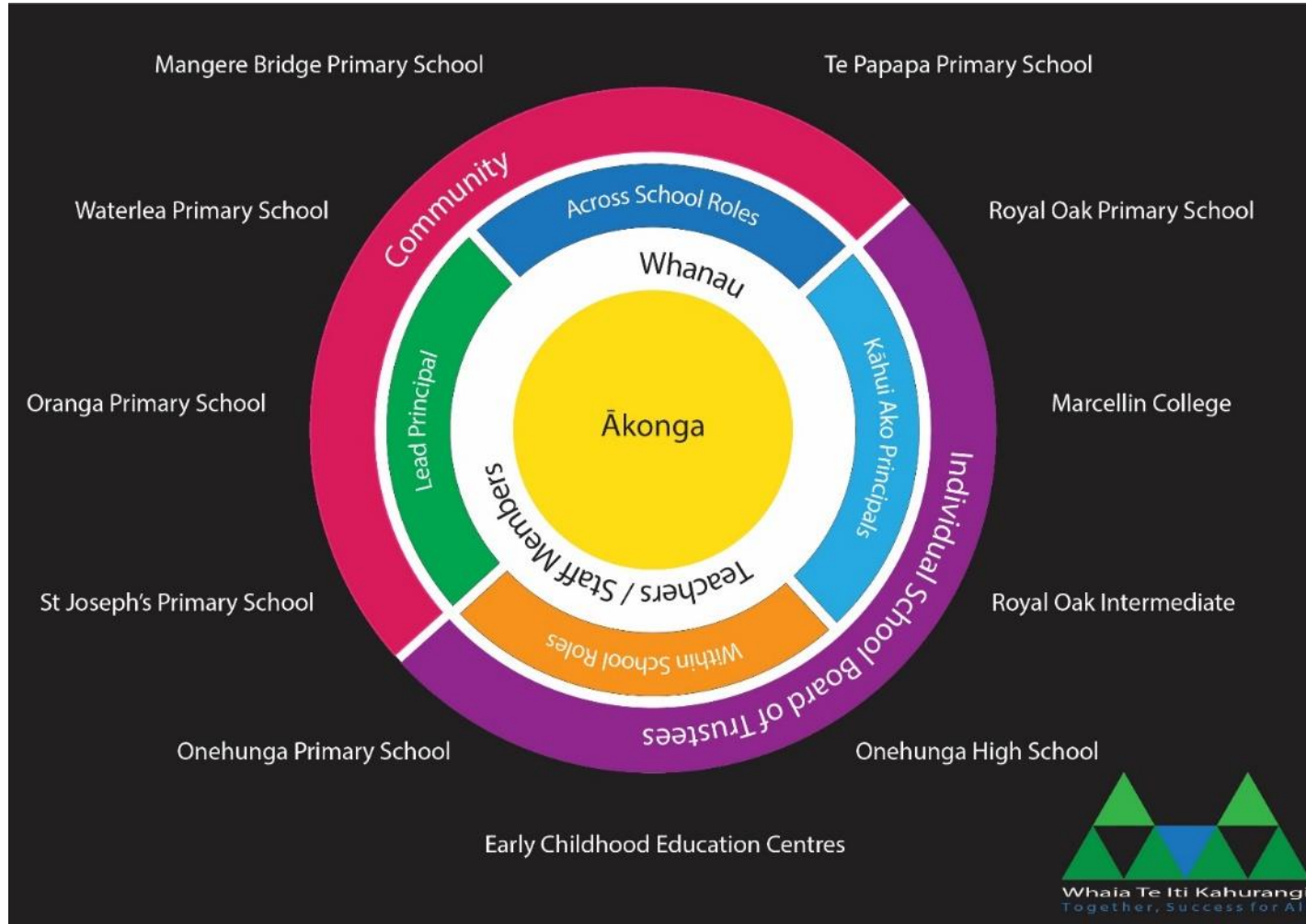
Manaakitanga: Creating a welcoming and caring learning environment, treating everyone with respect and dignity, ensuring the wellbeing of all.

Whanaungatanga: Engaging in positive learning partnerships with learners, colleagues, families and the wider community.

Kotahitanga: Achieving equity through collaboration, inclusiveness and participation for all.

Auahatanga: Creating passion and learning to learn through creativity, innovation and highly engaging learning programmes.

Kahui Ako Structure



Community Context



Te Iti Kahurangi Kāhui Ako is responsible for the education of approximately 4,850 students. The ten participating schools across the community have collaborated collegially for many years as the Maungakiekie Principals' Cluster with regular and varied leadership meetings, professional development forums and social gatherings. The schools are located in close proximity, sitting between Te Pane o Mataoho and Maungakiekie mountains and separated at one point by the Manukau harbour. The tohu (logo) is designed to signify the two mountains with the water between. It is the intention of the Kahui Ako to ensure the water or contrasts between the schools is seen as a positive and enriching aspect of our collaborative community and the mountains signify the strengths and experiences that bind us.

Across the Kahui Ako, Pacific students comprise 46 percent of the student population, 18 percent are Māori, 19 percent are Pākehā, and 15 percent are from Asian cultures. There is, however, considerable variation in the cultural makeup of the ten schools, with each school having its own unique mix of ethnicities. More than 12 percent of students speak English as their second language.

Community connectedness is a feature of the Kāhui Ako. Many schools have strong intergenerational links with the community. Relationships with whānau are valued, and the cultural diversity of school communities is celebrated.

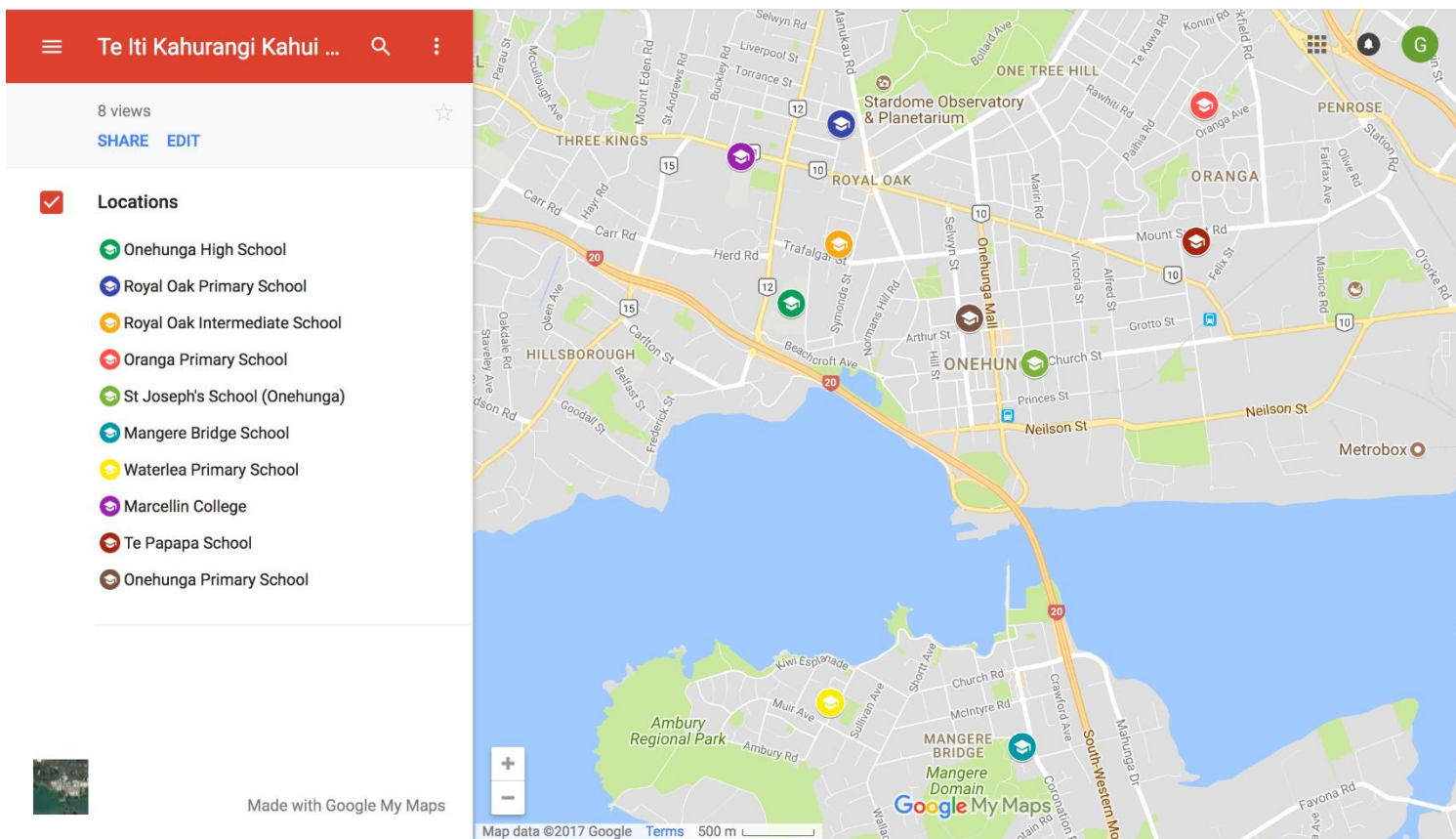
The Kāhui Ako schools have significant strengths, and useful collaboration will enable them to build on each other's areas of expertise, for the benefit of students.

Common strengths include:

- culturally diverse communities, close connections and consultation*
- effective use of achievement information to promote student progress and achievement*
- students' involvement in their learning, including goal setting, and self-assessment*
- growing teacher capability through planned and targeted professional learning and development*

- ❑ *culturally responsive, inclusive curricula that respond to students' interests and the community through authentic contexts for learning*
- ❑ *effective governance/stewardship that supports school improvement*
- ❑ *collaborative models of distributed leadership, that grow capability.* (ERO, July 2017)

Our large and diverse group of schools has worked successfully through the process of developing our Kahui Ako, with all schools contributing to the development of this document by working in cross school focus groups. We have included and been supported by the manager of our Cluster 8, Nga Mana Awhinu, Resource Teachers of Learning and Behaviour (RTLB) during this process. We have held two Hui for all Boards of Trustees, to build a shared understanding of what this initiative means and have appreciated the significant support from working with the Ministry of Education. The greatest learning, however, has come from the deep and focused discussions around analysis of our data, our mutual visions, values and aspirations and how we see this community collaborating into the future. We are united in our combined vision: **Together, Success for All.**



What does our data say?

Writing Year 1 to 8 at and above

	2013	2014	2015	2016 Percentages	2016 No. of students	Shift
All Students	70.6%	64.6 %	64.8 %	68.4 %	2062	-2.2
Maori	62.3%	61.9%	61.3%	61.3%	353	-1.0
Pasifika	60.4%	56.5%	59.2%	61.3%	751	+0.9

Mathematics Year 1 to 8 at and above

	2013	2014	2015	2016 Percentages	2016 No. of students	Shift
All Students	70.6%	70.9%	72.7%	74.1%	2235	+3.5
Maori	63%	64%	65%	69.8%	378	+6.8
Pasifika	61.9%	62%	65.2%	65.2%	799	+3.3

Level 1	2013*	2014*	2015*	2016*	% Shift - 2013 - 2016*
All Students	50.1%	59.0%	69.5%	69.8%	+19.7
Maori	36.6%	44.2%	65.5%	56.3%	+19.7
Pasifika	45.3%	52.2%	64.9%	63.2%	+17.9

UE	2013	2014	2015	2016	% Shift
All Students	49.4%	43.4%	42.2%	44.0%	+7.2
Maori	43.9%	40.0%	37.0%	36.4%	+7.1
Pasifika	35.7%	16.5%	31.4%	29.9%	+5.7

Rationale

We propose to focus on raising achievement in Writing and Mathematics across our Kahui Ako by developing practices that enable students to engage and thrive in the curriculum and their school life. We want our students to love coming to school, feel in control of their learning and to be fully immersed in a culturally responsive, safe learning environment.

Those at risk of underachievement will be the targetted group for strategic and ongoing intervention. As noted, Maori and Pasifika students (and boys, in Writing) will have strong focus as we work as a community to address possible reasons for any disparity in achievement.

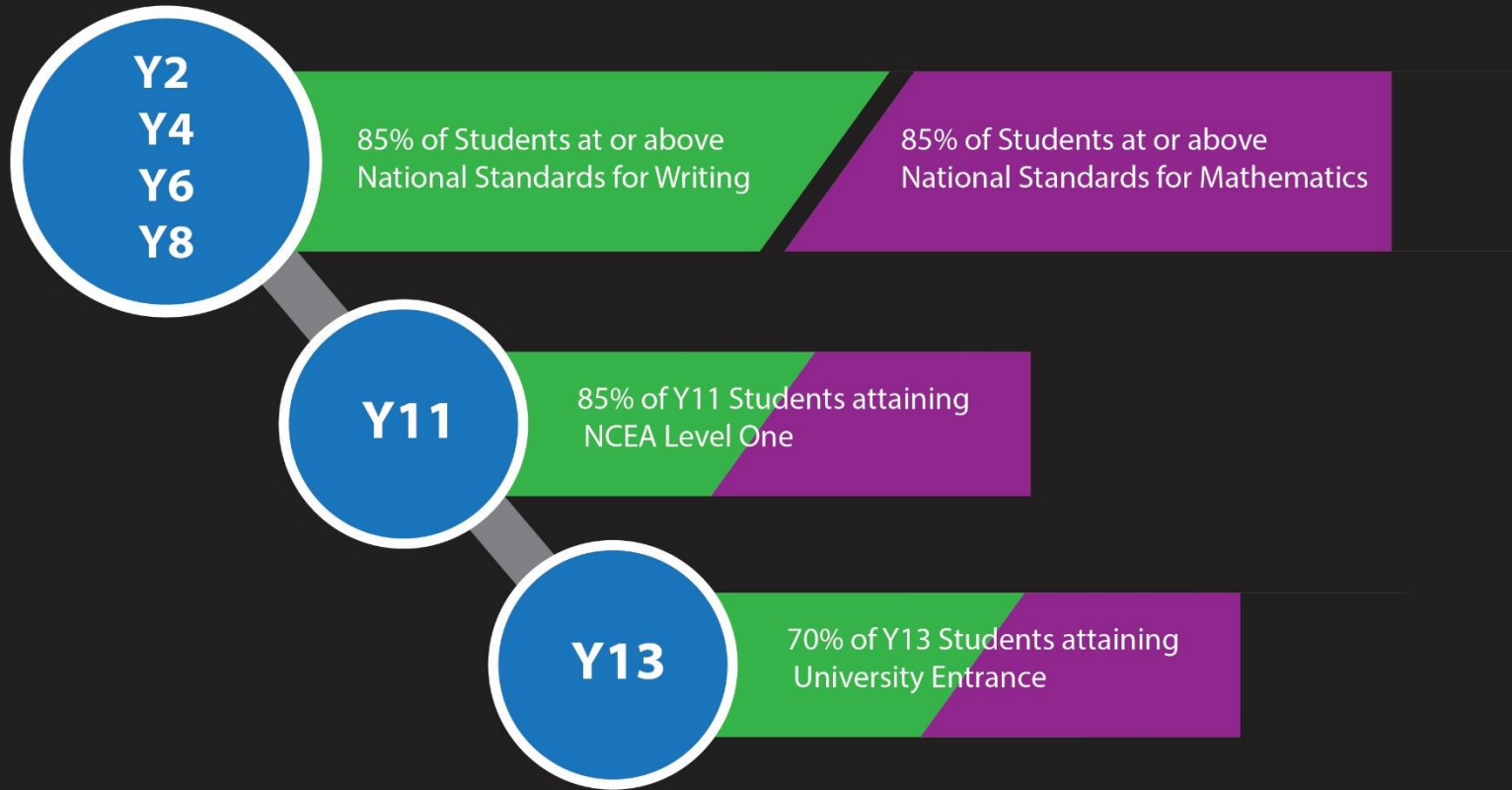
Currently English Language Learners comprise 12% of the Kahui Ako. This has a significant impact on the current achievement data as the acquisition of English impacts to a very large extent on accessing the curriculum. Wide ethnic diversity across the Kahui Ako will make this an area of focus.

Number of funded ELLS across the Kahui Ako	
School name	Number of students
Mangere Bridge	31
Marcellin College	33
Onehunga High	19
Onehunga Primary	79
Oranga	82
Royal Oak Intermediate	25
Royal Oak Primary	139
St Joseph's	67
Te Papapa	76
Waterlea	51
Total	602

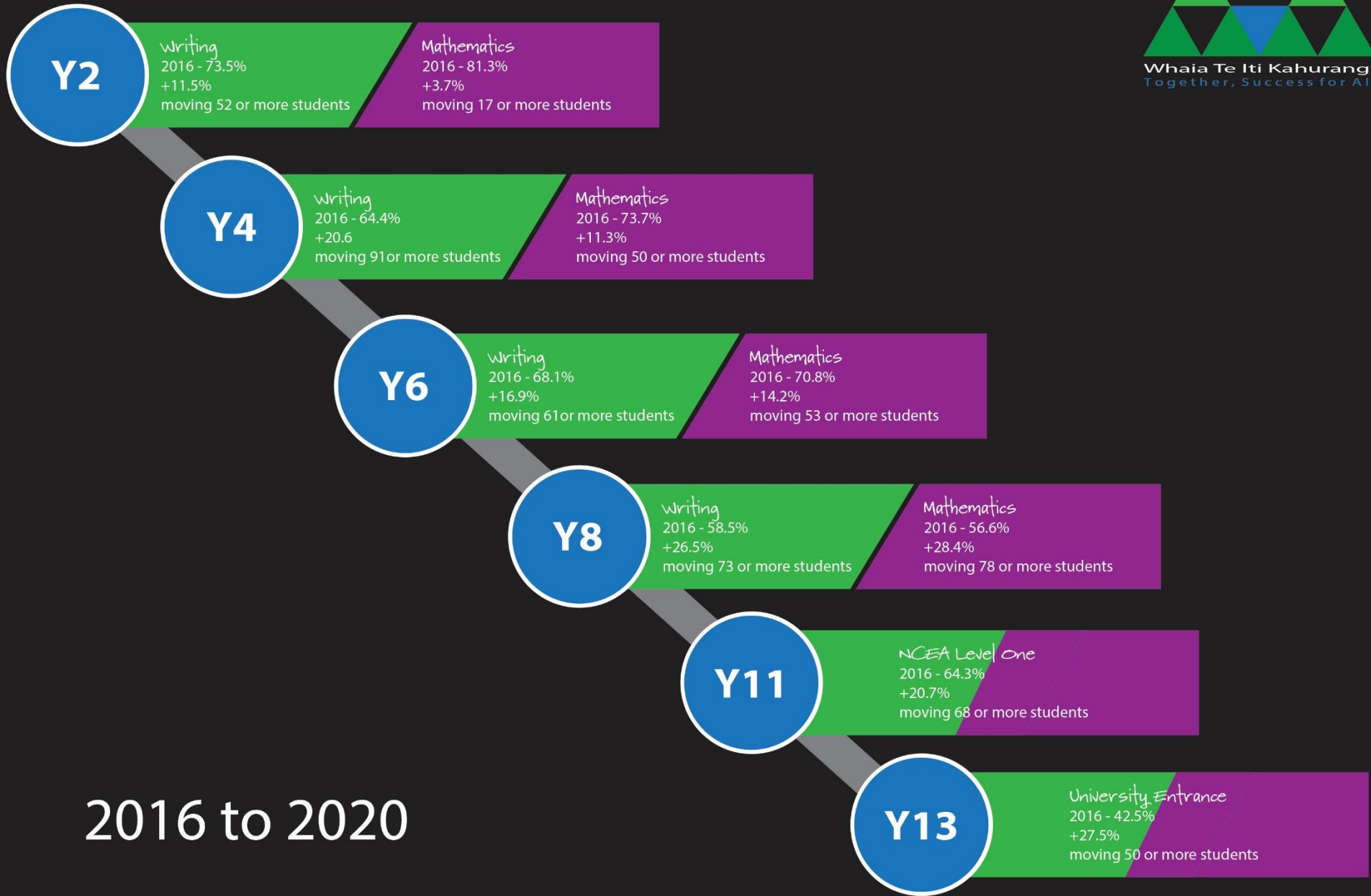
Strong and effective Community Engagement will support the success and meaning for students as we work as a Kahui Ako to connect with their wider lives. We will develop Community Engagement that is meaningful and authentic in order to create a respectful partnership with home and school.

We know that in our collaborative culture, the success for all our students is shared by all members of the Kahui Ako. We plan to build the capability of all teachers and support staff, build strong links and transition practices between all schools and develop an effective pathway that includes Early Childhood Education and Tertiary Providers.

Achievement Challenges



Individual School Goals and Targets
Accelerating students below / well below: Enriching students at or above



Achievement Challenge: Writing Years 1-8

In 2016 75% (2062 / 3014) of our students were At or Above the National Standard in Writing for Years 1 to 8
We will lift this to 85% (2562 / 3014) a 10 percentage point shift by 2020. This will mean moving 500 total students.

Current Position (2016) at agreed progress markers

- At Y2 73.5% (330/449) of students are at or above National Standard
- At Y4 64.4% (284/441) of students are at or above National Standard
- At Y6 68.1% (245/360) of students are at or above National Standard
- At Y8 58.5% (159/272) of students are at or above National Standard

This means that in Writing, 952 students across the Kahui Ako are below or well below the expected national Standard.

Target Position by 2020 at agreed progress markers

By 2020

- At Y2 85% (382/449) of students will be at or above National Standard this means moving at least 52 students at Y2
- At Y4 85% (375/441) of students will be at or above National Standard this means moving at least 91 students at Y4
- At Y6 85% (306/360) of students are at or above National Standard this means moving at least 61 students at Y6
- At Y8 85% (232/272) of students are at or above National Standard this means moving at least 73 students at Y8

Sub Goals based on Ethnicity:

Māori: We aim to lift the achievement of all Māori students in writing from 64.8% (353/544) to 85% (462/544) by the end of 2020. This is a total shift of 109 more Māori students.

Pasifika: We aim to lift the achievement of Pasifika students in writing from 61.3% (751/1225) to 85% (1041/1225) by the end of 2020. This is a total shift of 290 more Pasifika students.

Sub Goal based on Gender:

Boys: We aim to lift the achievement of boys in writing from 61.1% (944 / 1545) to 85% (1313/1545) by the end of 2020. This is a total shift of 369 more boys.

Number of Students per School to Shift in Writing Year 1 to 8					
Schools	Maori	Pasifika	Other	Total	Total to shift to 85%
Mangere Bridge	43	59	26	128	73
Marcellin College	4	29	15	48	31
Onehunga Primary	23	70	39	132	74
Oranga	13	79	39	131	83
Royal Oak Intermediate	33	72	24	129	73
Royal Oak	12	37	108	157	68
Saint Joseph's (Onehunga)	7	49	6	62	25
Te Papapa	37	58	1	96	61
Waterlea Public	19	21	29	69	12
Total	191	474	287	952	500

Achievement Challenge: Mathematics Years 1-8

In 2016 74.1% (2235 / 3014) of our students were At or Above the National Standard in Mathematics for Years 1 to 8
We will lift this to 85% (2562 / 3014) an 11.0 percentage point shift by 2020. This will mean moving 327 total students.

Current Position (2016) at agreed progress markers

- At Y2 81.3% (365/449) of students are at or above National Standard
- At Y4 73.7% (325/441) of students are at or above National Standard
- At Y6 70.8% (255/360) of students are at or above National Standard
- At Y8 56.6% (154/272) of students are at or above National Standard

This means that in Mathematics, 780 students across the Kahui Ako are below or well below the expected national Standard.

Target Position by 2020 at agreed progress markers

By 2020

- At Y2 85% (382/449) of students will be at or above National Standard this means moving at least 17 students at Y2
- At Y4 85% (375/441) of students will be at or above National Standard this means moving at least 50 students at Y4
- At Y6 85% (306/360) of students are at or above National Standard this means moving at least 51 students at Y6
- At Y8 85% (232/272) of students are at or above National Standard this means moving at least 78 students at Y8

Sub Goals based on Ethnicity:

Māori: We aim to lift the achievement of all Māori students in mathematics from 69.7% (378/542) to 85% (460/542) by the end of 2020. This is a total shift of 82 more Māori students.

Pasifika: We aim to lift the achievement of Pasifika students in mathematics from 65.2% (799/1225) to 85% (1041/1225) by the end of 2020. This is a total shift of 242 more Pasifika students.

Number of Students per School to Shift in Mathematics Year 1 to 8

Schools	Maori	Pasifika	Other	Total	Total to shift to 85%
Mangere Bridge	36	45	22	103	48
Marcellin College	6	31	13	50	33
Onehunga Primary	22	63	19	104	31
Oranga	6	56	17	79	83
Royal Oak Intermediate	39	74	23	136	80
Royal Oak	8	33	61	74	37
Saint Joseph's (Onehunga)	4	61	9	62	25
Te Papapa	27	38	0	65	30
Waterlea Public	16	25	26	67	10
Total	164	426	190	780	327

Achievement Challenge: Year 11 and 13

Current Position (2016) at agreed progress markers

- At Y11 69.8% (229/328) of students achieved NCEA Level One (Roll Based). This captures all Y11 students.
- At Y13 43.5% (125/287) of students achieved UE (Roll Based).

Target Position by 2020 at agreed progress markers By 2020

- At Y11 85% (279/328) of students will achieve NCEA Level One (Roll Based) this means moving at least 50 students at Y11
- At Y13 70% (201/287) of students will attain UE (Roll Based) this means moving at least 76 students at Y13

Sub Goals based on Ethnicity: (NCEA Level 1)

Māori: We aim to lift the achievement of all Māori students at Y11 from 56.2% (27/48) to 85% (41/48) by the end of 2020. This is a total shift of 14 more Māori students.

Pasifika: We aim to lift the achievement of Pasifika students at Y11 from 61.7% (110/178) to 85% (152/178) by the end of 2020. This is a total shift of 42 more Pasifika students.

University Entrance Requirements: University Entrance is an award which allows a student to gain entry into a New Zealand University*. The requirements for University Entrance are

- NCEA Level 3
- 14 Level 3 credits in 3 approved subjects
- 10 Literacy credits at Level 2 or above
- 5 reading credits / 5 writing credits (These come from specified L2 and 3 standards)
- Met the Level 1 Numeracy requirement

**most University courses will have additional entry criteria*

Data we have tracked since 2012 shows a minimal increase, and in some instances a drop. There is an urgent need for acceleration in order to reach our overall goal of 85% of all students, including Māori, Pasifika and boys achieving at or above the expected standard by 2020. Data analysis across the Kahui Ako identifies Maori, Pasifika and in the case of writing, boys with the lowest proportion of students meeting expectations.

Achievement data in National Standards reading and mathematics across the Kāhui Ako schools show that 73 percent of students achieve at or above the standard. In writing achievement is lower across most schools, with 65 percent at or above the standard. Writing is an area that the Kāhui Ako should consider working on collectively to raise achievement.

Disparities are evident in National Standards achievement across the Kāhui Ako , with girls achieving significantly better than boys in literacy. There is disparity for Māori and Pacific students in relation to the higher levels of Pākehā student achievement across all three National Standards.

National Standards achievement data for the key transition points show that Year 6 achievement is significantly higher in reading than in writing across the. At Year 8 there is less difference between the learning areas but the proportion of students achieving the standards across reading, writing and maths is lower than at Year 6. A CoL-wide emphasis on accelerating progress at primary level and continuing to promote these success strategies at Year 7 and 8 should give students the impetus to succeed as they transition to Year 9 and 10. (ERO, July 2017).

We have determined that we must strengthen our data collection practices across the Kahui Ako to ensure validity and reliability of overall teacher judgments. We must consistently and effectively collaborate on effective teaching programmes and strategies, identification of target groups and ways to sustain acceleration. Whilst there are many good practices in place to engage students, these should be shared, trialled and evaluated. We must keep an open mind to changes that may provide better outcomes for our Akonga and use the collaboration to gain strength in our reflecting and taking action.

Within each school there are the skills, systems, professional development resources and capacity to support accelerated progress so the sharing of these skills will be important to effective collaboration. The across-school leaders intend that by developing strategies that focus on improvement for all Māori and Pasifika then both the gender and overall gaps will be addressed.

Our Approach

Our Kahui Ako has identified a range of possible strategies to inform its approach to meeting our Achievement Challenge, based on research and evidence of what promotes success for priority students, i.e. Māori, Pasifika, and other students at risk of not achieving their potential. Key research includes sources such as the Best Evidence Synthesis documents, Russell Bishop's research on cultural responsiveness, Ka Hikitia, the Pasifika Education Plan, the New Zealand Curriculum, Helen Timperley's 'Spirals of Inquiry' (referred to above), John Hattie's 'Visible Learning' research, and approaches to future focused learning. In addition, it is crucial that the work of the Kahui Ako is informed by the literature on leading and promoting a collaborative learning culture, within and across schools, e.g. Vivianne Robinson, Michael Fullan, Richard Elsmore.

Already we have been successful in engaging Jan Robertson, PhD, M.Ed, B.Ed, Dip T, from the Institute of Professional Learning: Te Whai Toi Tangata as our expert partner. Jan has worked with the principals and senior leaders on two occasions before and her skills and strategies around effective leadership have been well-regarded. A Memorandum of Understanding has been signed and Jan will support the Kahui Ako in leadership development and in the embedding of practices that will challenge, engage and ultimately raise achievement.

The research mentioned above (and further research as it evolves over time) underpins the strategies that will be used in the context areas related to each of the identified areas of key focus or six key drivers as follows:

Key Drivers

A focus on wellbeing as well as achievement:

Utilise the RTLB service and current Positive Behaviour and Wellbeing practices working within the Kahui Ako to ensure a focus on student wellbeing and mental health as well as achievement.

Develop and implement a planned approach to delivering the NZ Digital Technology curriculum to ensure all students have the opportunity to have access and that it is an integral part of learning programmes.

Increased Digital Literacy:

Student Agency:

Investigate, observe and implement effective pedagogy that embeds student voice and student agency into teaching and learning programmes.

Methodically explore, share and embed strategies that are setting students up for the rapidly changing needs for the future and share ways that students enthusiastically and effectively engage in their learning.

Future Focused Curriculum:

Culturally Responsive Practices:

Develop and implement a planned approach to address inclusive, culturally responsive pedagogy to support equity of outcomes and celebrate diversity for students across the Kahui Ako.

Increase evaluative capacity and capability across the Kahui Ako, as a critical element of Teacher-led inquiry, in order to raise the reliability and validity of data being shared and strengthen transition data between schools.

Assessment Literacy:

These six key drivers will be reflected in:

- Appointing Across-school lead teachers with expertise and skills appropriate to identified achievement challenge and key focus areas
- Scoping of key focus areas with Across-schools lead teachers and Lead Principal
- Researching and introducing effective across Kahui Ako assessment tools and approaches
- Developing time lines and action plans for each area, informed by data and best-evidence research
- Implementing appropriate Professional Learning as required for all Kahui Ako principals and teachers
- Using collaborative inquiry with Within-school Lead Teachers to co-construct school based strategies aligned to Kahui Ako challenges

Setting up an evaluative framework to measure effectiveness of actions undertaken and inform next steps.

We want a Kahui Ako that is aspirational, inspirational and cohesive: but has a point of difference!

Development Rubric

Key Driver	Establishing 2018	Developing 2019	Embedding 2020	Fully Functioning 2021
A focus on wellbeing as well as achievement:	<p>Scope consistency of approach</p> <p>Investigate behaviour programmes</p> <p>Consider data collection and evidence eg: eTap</p> <p>Engaging in an inquiry into What wellbeing programmes are working in each school – eg: mindfulness, resilience donut, positive detective</p>	<p>Define Wellbeing and establish key goals/vision</p> <p>Make clear the link between engagement, wellbeing & achievement</p> <p>Explore models/frameworks of wellbeing – eg: PERMA, Thrive, prosper, character education, character strengths</p> <p>Decide on an approach and framework and gather</p>	<p>Involvement of the wider community</p> <p>Research into how we can build a community that will flourish</p> <p>Embed clear goals and criteria</p> <p>Monitor, evaluate and revisit</p>	<p>Sustainable and consistent programmes in place</p> <p>Children and their families and school community are achieving wellbeing goals</p> <p>Improved wellbeing has led to improved academic achievement</p>

	<p>All schools to participate in Wellbeing at School</p> <p>Share data across Kāhui Ako</p>	<p>baseline data using eg: wellbeing @ school / AWE</p> <p>Consistent systems of data collection and implementation</p> <p>Clear communication pathways for sustainability (eg: new staff)</p>		
Increased digital literacy:	<p>Scope the purposeful use of digital technology across all schools</p> <p>Investigate individual school plans for the acquisition of devices etc.</p> <p>Identify best practice to integrate digital technologies into teaching and learning</p>	<p>Cross school sharing of effective pedagogy and practice</p> <p>Develop shared understanding about use of devices to create knowledge</p> <p>Shared professional development for across school lead teachers</p>	<p>Continued sharing of best practice</p> <p>Development of support networks</p> <p>Strategies embedded to increase deep learning engagement</p>	<p>Sustainable and consistent digital literacy in place</p> <p>Students are creators of knowledge</p> <p>Students have the ability to confidently and effectively participate in a digital environment</p> <p>Deeper engagement in learning is evident</p>
Student agency:	<p>Identify best practice</p> <p>Investigate learning dispositions eg: Key competencies - All KCs</p> <p>Participating and contributing</p> <p>Feedback and feedforward is consistent</p> <p>Gathering qualitative student voice around students leading their learning - baseline data</p>	<p>Gather and use student voice consistently</p> <p>Students as leaders and mentors begin to construct student learning pathways</p> <p>Develop a strategic plan to increase student agency</p> <p>Intentional leadership around including student lens on all areas</p>	<p>Extending a shared understanding about learner agency and how we can continually build it</p> <p>Research how we can take student agency further into the community</p> <p>Extend our curriculum design to build learner agency</p>	<p>Students having the power to act</p> <p>Students can articulate what success looks like</p> <p>Using student voice to develop pathways for learning</p> <p>Tuakana Teina / peer support</p>

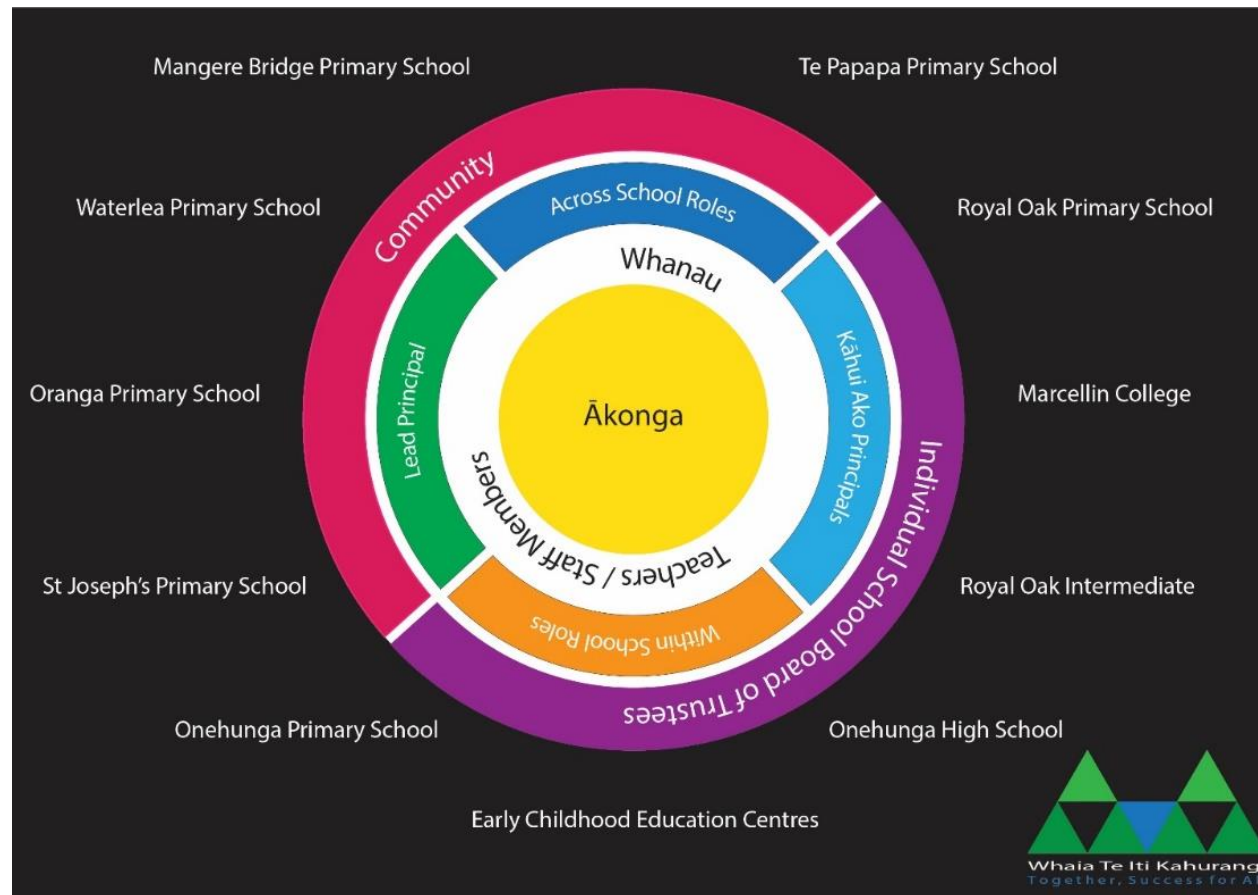
	Consult with students		Continually identify where we are and next steps	Authentic and relevant contexts Personalised pathways
Future focused curriculum:	Investigate and develop a shared understanding Develop an action plan to identify best practice	Research and share global educational trends Create a strategic plan for the Kahui Ako with time bound steps for development	Programmes and showing evidence of authentic, student-driven learning Global trends are recognised and form part of future planning	Authentic, student-driven learning with connections to global trends Curriculum is fully responsive to pathways required for future citizenship
Culturally responsive practices:	PLD/upskilling across schools on Cultural Competencies - Tataiako and Tapasa Develop a shared understanding of our aspirations Identify and share best practice Every classroom effectively reflects the language culture and identity of the students within it Schools have strategic goals for Maori and Pasifika students that include effective culturally responsive pedagogy	Planning and implementation of curriculum is targeted to specifically meet the needs of Maori and Pasifika students Cultural Competencies are observed in all teachers practice -Tataiako and Tapasa Schools professional development continues to support all teachers to meet the Cultural Competencies and is linked to appraisal Student and whanau voice is valued and used to inform and evaluate effective practice	Students are strong and confident and bring their culture to the classroom everyday Teachers, parents, whanau actively participate in and contribute to students learning journeys through ongoing reciprocal communication Teachers have the adaptive expertise to meet the needs of our Maori and Pasifika students All leaders and teachers are competent to implement the three Principles of the Treaty of Waitangi - Partnership, Participation and Protection	Data reflects excellence and equity for all and in particular Maori and Pasifika Everyone feels valued and respected for who they are Whanau feel empowered to be actively involved in their schools Teachers create a culturally appropriate and responsive context for learning in their classroom

Assessment literacy:	<p>Collect data about how schools make assessment decisions</p> <p>Developing a common understanding about what constitutes a particular level and how to establish that</p> <p>Establishing moderation practice between schools for consistency</p> <p>Develop a shared understanding on the use of data</p> <p>Identifying best practice</p> <p>Data is shared with families</p>	<p>PLD / upskilling across schools (Primary to secondary)</p> <p>Ongoing moderation between schools</p> <p>Development of a system to share information across schools</p> <p>Increasing consistency across schools in making assessment decisions</p> <p>Review Kahui Ako targets/progress based on shared understandings of assessment decisions</p> <p>Continued sharing of data with families</p>	<p>Ongoing PLD / upskilling across schools (Primary to secondary)</p> <p>Ongoing moderation between schools</p> <p>Increasing consistency across schools in making assessment decisions and working with across school data</p> <p>Monitor Kahui Ako targets/progress based on shared understandings of assessment decisions</p> <p>Review processes for sharing of data with families</p> <p>Identify best practices for parent data sharing</p>	<p>Assessment data is valid /useful / consistent across schools</p> <p>Data/info is aligned with Kahui Ako targets</p> <p>Strong moderation between schools</p> <p>Effective formative assessment practices are evident</p>
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The specific details about how each area of focus will be addressed cannot be fully determined until the first Across-school Lead Teacher appointments are made and there has been sufficient time to work together with Jan Robertson (expert partner) to address research-based systems and strategies for leading the focus areas. To do otherwise would ignore all the research literature on effective collaborative practice. We are focused on our achievement challenge, our priorities and targets, but need to develop the next steps carefully and strategically. This is an important leadership task.

Leadership

- The lead principal (Linley Myers) will coordinate and liaise with each school through the Principals' Group and individually with Principals and Boards, in order to support and promote successful outcomes across the network.
- The Across-school Lead Teachers (once appointed) will coordinate and liaise with the Lead Principal in order to develop the detail of work streams and time lines arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the Kahui Ako.
- The Across-school Lead Teachers will use a collaborative inquiry approach to develop specific responses to the Kahui Ako achievement challenge and work with appointed Within-school Lead Teachers (once appointed) to co-construct school based strategies.



Appointments to Kahui Ako

The appointment of the Lead Principal role has been completed, following the process outlined by the National Appointments Panel. A new, slightly smaller Kahui Ako Appointments Team will be established (following the process outlined by the National Appointments Panel) for the appointments for the Across-school Lead Teacher roles. Further progress with personnel cannot go ahead until this plan is approved by the Ministry of Education.

The aim is to complete the appointments process before the end of Term 4 2017 school year in order to enable schools to plan staffing and timetables for an effective start in 2018.

Implementation, Monitoring and Evaluation

Setting priorities and staging the roll-out

The logistics of this are yet to be determined, however it is likely there could be half day conferences for all staff to provide initial insights into the priority areas for each school. This will be further explored by the Lead Principal in consultation with the Principals, Expert Partner and Cross-School Leaders with a view to having it ready for the start of 2018.

Across Schools' Calendar

An across schools' calendar will be prepared for the cluster to ensure that across-school events are coordinated and time is used productively.

Kahui Ako Website

A dedicated website will be developed as a shared space for communication and Kahui Ako-related information and possibly as a space for within and across-school teachers to collaborate online. This communication will be in addition to regular meetings held with the Lead Principal and all other Kahui Ako Principals (and school managers as appropriate).

Across-school Lead Teachers' team

The communication structure for the Lead Principal and Across-school Lead Teachers will involve:

- Regular meetings with the Lead Principal
- Regular meetings with each other for collaborative planning

- Work with the Within-school Lead Teachers to develop a coherent strategic plan to support each school to meet its specific targets
- Identify, model and effectively share examples of best practice which accelerate progress (especially for Māori and Pasifika) in Writing and Mathematics
- Develop and reflect upon best practice in the professional learning of teachers, especially in the key focus areas.

Monitoring

Monitoring will include collection and analysis of relevant data. This will include ensuring maintenance of a register of identified target Akonga within each school (names, needs, and numbers) so that tracking of student achievement is on-going.

In addition monitoring will focus on:

- Implementation of the plan (Have the agreed tasks been carried out? How well? Timely and on-going problem solving).
- Emerging evidence of changes in pedagogy and school practices or culture.

Evaluation

The Lead Principal will work with the Across-schools Lead Teachers and Expert Partner to develop an effective model for evaluation. This will focus on:

- Beginning, midway and end of year data about student achievement
- Analysis of its significance in relation to the targets
- Effectiveness on ongoing formative assessment
- Emerging evidence of changes in pedagogy and school practices
- Use of student, parent and teacher voice.

Reporting

The Lead Principal will co-ordinate the preparation of reports for Boards of Trustees to be supplied each term throughout the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning, midway and end of year data about student achievement
- Analysis of its significance in relation to targets

- Effectiveness of ongoing formative assessment
- Emerging evidence of changes in pedagogy and school practices
- Issues arising

Charters

The community's achievement challenges will be reflected in each school's Charter for 2018 and reported on in the Analysis of Variance for 2019.