



**ROLLESTON**

***Learning  
Community***

***Ngā Peka O Tauwharekākaho***

**Achievement Challenges**

# Introduction

## Our purpose

*To create a unique, community-oriented, collaborative and innovative educational network for all learners.*

The purpose of the Rolleston Kāhui Ako | Community of Learning is embodied in our statement of purpose which is to create a unique, community-oriented, collaborative and innovative educational network for all learners.

We will achieve this through our principles:

- Environmental sustainability
- Providing strong pathways to success
- Valuing language, identity and culture
- Innovation and excellence

## Our vision

*Communities collaborating to grow*

Our vision, 'Communities collaborating to grow' clearly signals our intent to raise learner achievement within a culture of empowerment. Our challenges have been developed following consultation and reflection with all stakeholders. They are designed to promote a culture of learning where every learner gains the attitudes, values and beliefs that they can, and will, learn.

## Our name, our gift

*Ngā Peka o Tauwharekākaho*

Our Kāhui Ako were gifted the name 'Ngā Peka o Tauwharekākaho' by Te Taumutu Rūnanga. It means 'The Connecting Branches of the Rolleston Area', and reinforces our desire to collaborate and make firm connections between schools.

*Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows*



# Our logo

Our logo was created in 2017 based on the environmental landscape of our area. It shows the plains and rivers reaching out from under the alps, and the sky / wind billowing over the mountains. It incorporates the concept of the intersection / interaction of different voices and energy, lending itself towards teaching children.

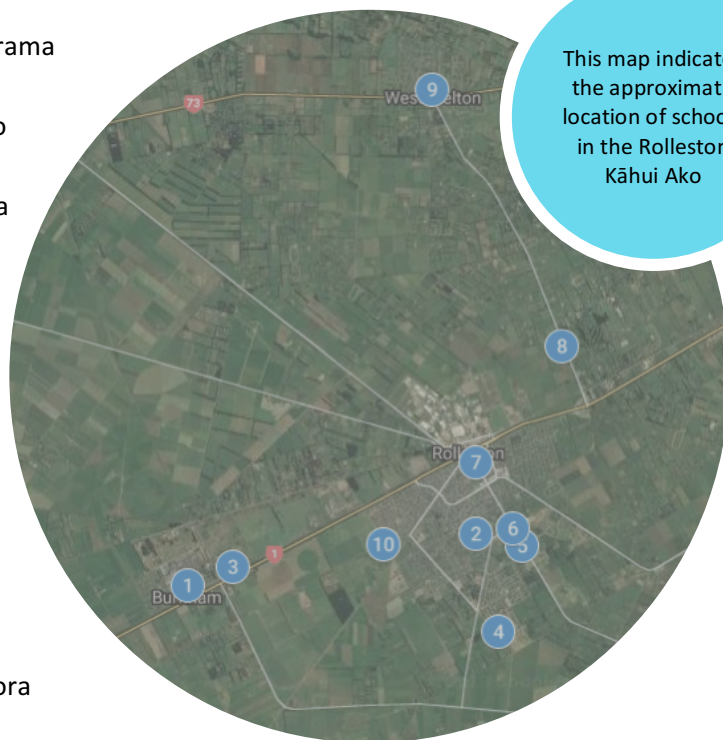


# Our learning pathway



# School information

- 1 Burnham School – Te Kura o Tiori
- 2 Clearview Primary School – Te Kura o Mārama
- 3 Kingslea School – Te Puna Wai ō Tuhinapo
- 4 Lemonwood Grove School – Te Uru Tarata
- 5 Rolleston Christian School\*
- 6 Rolleston College – Horoeka Haemata
- 7 Rolleston School – Te Ahi Kaikōmako
- 4 Waitaha School
- 8 Weedons School – Te Kura o Karamu
- 9 West Melton School – Te Kura o Papatahora
- 10 West Rolleston Primary School – Te Kura o Te Uru Kōwhai



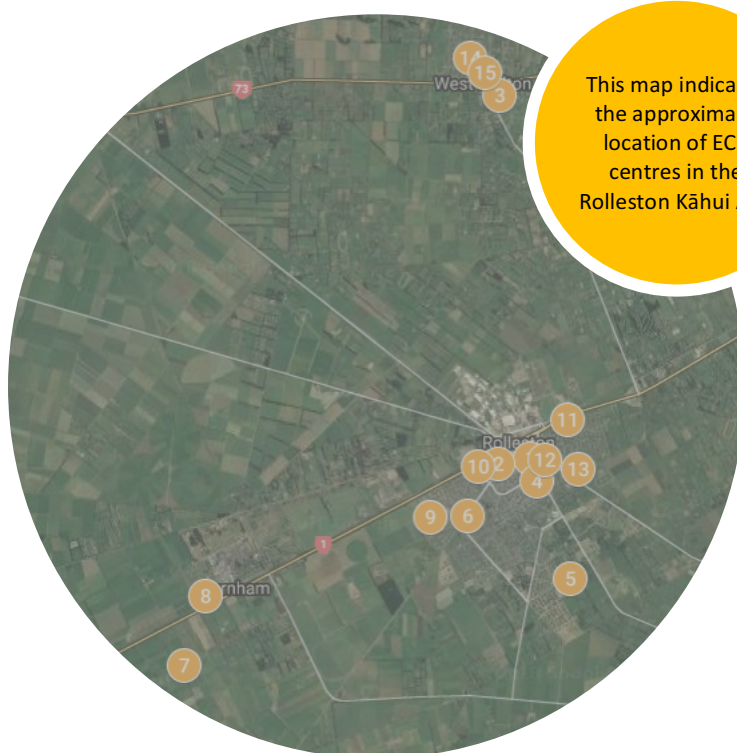
Kāhui Ako No. 99206			July 2017	Māori	% Māori
ID No.	<b>Rolleston Kāhui Ako – 10 schools</b>		<b>3,010</b>	<b>430</b>	<b>30%</b>
3304	<b>Burnham School</b> – Te Kura o Tiori	Full	158	60	38%
6980	<b>Clearview Primary</b> – Te Kura o Mārama	Full	736	79	10.7%
518	<b>Kingslea School</b> – Te Puna Wai ō Tuhinapo	Special	77	47	61%
6967	<b>Lemonwood Grove School</b> – Te Uru Tarata	Full	91	15	16.5%
654	<b>Rolleston College</b> – Horoeke Haemata	Secondary	222	27	12.2%
3488	<b>Rolleston School</b> – Te Ahi Kaikōmako	Full	798	92	11.5%
3554	<b>Waitaha School</b>	Special	77	11	14.3%
3585	<b>Weedons School</b> – Te Kura o Karamu	Full	161	21	13%
3587	<b>West Melton School</b> – Te Kura o Papatahora	Full	441	33	7.5%
584	<b>West Rolleston Primary School</b> – Te Kura o Te Uru Kōwhai	Full	282	45	16%

\* Rolleston Christian School is an honorary member of the Rolleston Kāhui Ako



# ECE information

- 1 Active Explorers
- 2 Ako - Rolleston
- 3 Annabel's Educare West Melton
- 4 BestStart Rolleston
- 5 BestStart Faringdon
- 6 Bright Beginnings Montessori
- 7 Burnham Country Montessori
- 8 Kidsfirst Kindergartens Burnham
- 9 Kidsfirst Kindergartens Rolleston
- 10 Lollipops Rolleston
- 11 Paradise for Little Angels
- 12 Selwyn Kids
- 13 14 The Cat's Pyjamas Preschool and Nursery – West Melton and Rolleston
- 15 West Melton Kindergarten, Nursery and Learning Centre



This map indicates the approximate location of ECE centres in the Rolleston Kāhui Ako

Kāhui Ako No. 99206			
ID No.	Rolleston Kāhui Ako – 15 Centres	ID No.	
65145	Active Explorers	5465	Kidsfirst Kindergartens Burnham
65073	Ako - Rolleston	45493	Lollipops Rolleston
47434	Annabel's Educare – West Melton	45128	Paradise for Little Angels
65014	BestStart Rolleston	45427	Selwyn Kids
46844	BestStart Faringdon	45907	The Cat's Pyjamas Preschool and Nursery West Melton
45483	Bright Beginnings Montessori	65099	West Melton Kindergarten, Nursery and Learning Centre
70167	Burnham Country Montessori		



# Our Kura



## *Burnham School – Te Kura o Tiori*

**Vision:** Standing tall, aiming high

**Website:** [www.burnham.school.nz](http://www.burnham.school.nz)

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## *Clearview Primary – Te Kura o Mārama*

**Vision:** Skilled thinkers and communicators stepping out with confidence

**Website:** [www.clearview.school.nz](http://www.clearview.school.nz)

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## *Kingslea School – Te Puna Wai ō Tuhinapo*

**Vision:** Rediscovering the magic of learning

**Website:** [www.kingslea.school.nz](http://www.kingslea.school.nz)

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## *Lemonwood Grove School – Te Uru Tarata*

**Vision:** The best of you, as you

**Website:** [www.lemonwoodgrove.school.nz](http://www.lemonwoodgrove.school.nz)

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## *Rolleston College – Horoeka Haemata*

**Mission:** To empower our learners to transform their lives, communities and futures.  
Whakamanatia ngā ākonga kia pikia ngā taumata o nāianeī, o ngā tau kei te heke mai, ā-tangata, ā-hapori hoki.

**Website:** [www.rollestoncollege.nz](http://www.rollestoncollege.nz)





## Rolleston School – Te Ahi Kaikōmako

**Vision:** We aim to help our children climb on the Rolly Learning Express and to become EXPRESS learners: On the right track – striving, driving, thriving

**Website:** [www.rolleston.school.nz](http://www.rolleston.school.nz)

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## Waitaha School

**Vision:** Developing excellence in Special Education

**Website:** [www.waitaha.school.nz](http://www.waitaha.school.nz)

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## Weedons School – Te Kura o Karamu

**Vision:** Kia uru kahikatea te tū | Let us stand like a grove of kahikatea

**Website:** [www.weedons.school.nz](http://www.weedons.school.nz)

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## West Melton School – Te Kura o Papatahōra

**Vision:** Driving a passion for learning

**Website:** [www.westmelton.school.nz](http://www.westmelton.school.nz)

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## West Rolleston Primary School – Te Kura o Te Uru Kōwhai

**Vision:** We will nurture our learners to grow

**Website:** [www.westrolleston.school.nz](http://www.westrolleston.school.nz)





# Our whakapūmau (beginnings)

Our Kāhui Ako began as the Rolleston Cluster in September / October of 2012. We were a group of schools working together collaboratively for professional development, conferences, and learner events. Geographically we were near each other, and there were strong social and sporting links for our whānau.

In November / December of 2017 we were endorsed by the Minister of Education as a Community of Learning | Kāhui Ako.

## Our structure

### Stewardship Team

Members of the Ngā Peka o Tauwharekākaho Stewardship Group will act as governors of our Community of Learning | Kāhui Ako. They will oversee the smooth operation of our Community of Learning | Kāhui Ako to ensure our actions and decisions are carried out in accordance with our shared vision and co-constructed protocols. Our Stewardship Team is made up of: a representative from Te Taumutu Rūnanga; a Board of Trustees representative from one of our schools; a representative from an Early Childhood Centre; and our co-leads.

### Leadership Team

The Leadership team consists of the eleven principals of the schools in our Kāhui Ako and two Early Childhood Representatives. Our leadership team is led by our foundation co-leads Susan Jackson and Sandra Keenan.

## Engagement and consultation with our community

During September 2018, a meeting of ECE and junior school teachers was held to consult on achievement challenges. Staff meetings were held in each kura. The following questions were asked of staff:

- What are the priorities and current successes in your setting?
- What are the common challenges and concerns about the progress and achievement of learners in your setting?
- What are the possible reasons for these challenges? How do you know?

As part of our consultation process in October 2018 at a community engagement evening by means of a survey, the following questions were asked:

- What is going well for your child and / or family / whānau in relation to your child's education?
- What are your priorities for your child within the school environment?
- What are the areas you would like the Kāhui Ako to focus on to support your child and family / whānau, such as education, culture, wellbeing etc.?

From this work four key trends were emerging:

- Wellbeing / Hauora
- Relationships
- Transitions
- Communication





## Evidence and Data Analysis

In addition to consultation with key stakeholders, we explored a range of evidence and data when identifying the shared achievement challenges. This included referrals made to social services, attendance information, stand down suspension and exclusion data, and learner progress and achievement data.

As all primary schools in the Kāhui Ako are currently involved in a process of transitioning between progress and achievement measures due to changes to National Standard expectations, it was agreed that through shared analysis discussions, targets would be identified using reading progress and achievement data at this stage. Reading progress and achievement data provided consistency through colour wheel transitions and underpinned identified challenges in transitions and communication. As a Kāhui Ako, we intend to establish common learner progress and achievement indicators during 2019. We will use this baseline data to set specific targets in curriculum areas relevant to our achievement challenges from mid 2019.

At the time of writing this achievement challenge the secondary school did not have a Year 11 intake and as such, NCEA data was not accessible. Learners will be undertaking NCEA Level 1 for the first time at Rolleston College in 2019. This data will be used to inform achievement challenge targets from 2020.



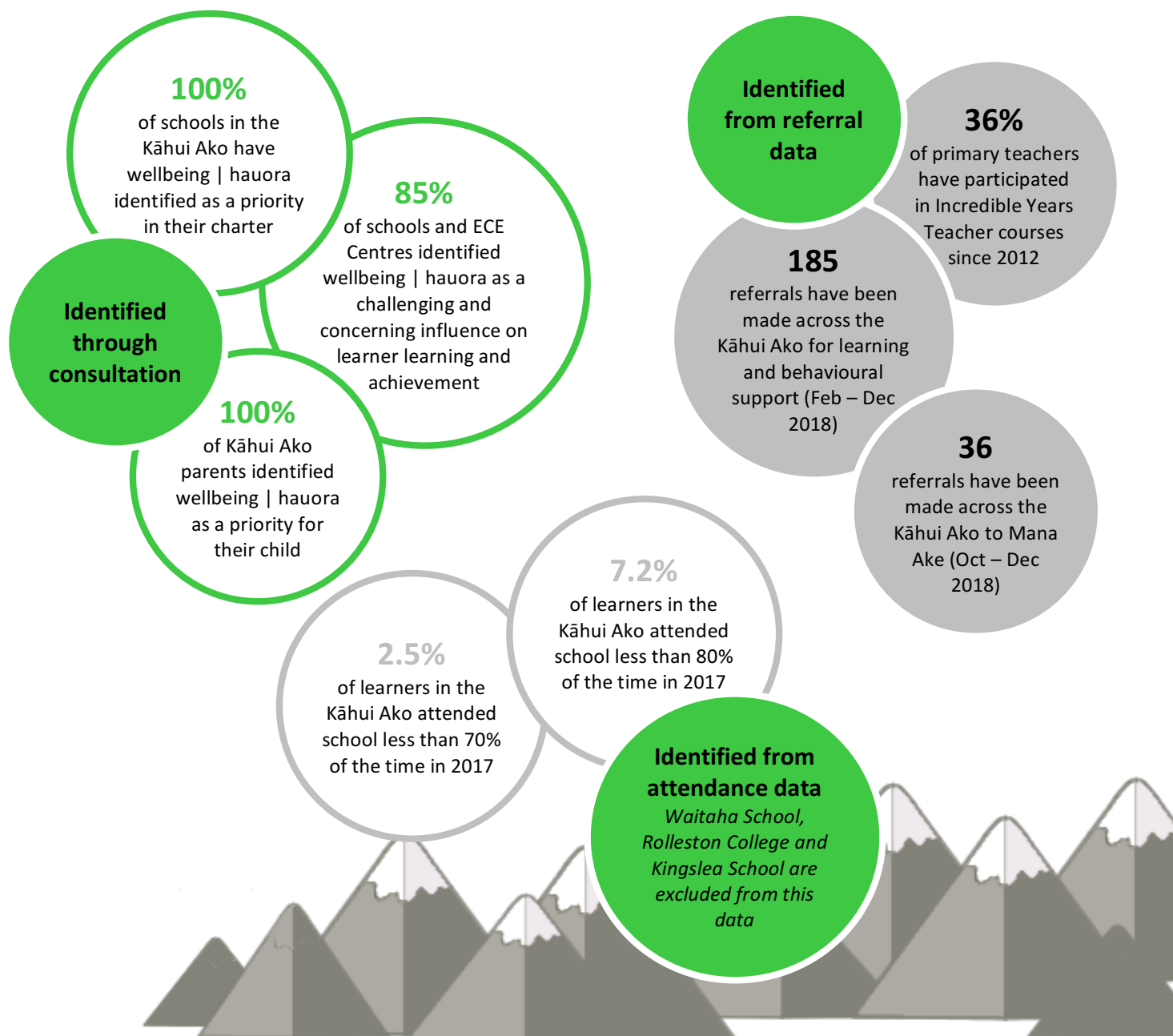
# Challenge A: Wellbeing | Hauora

## Why is this important for our community and how will it support learner achievement?

Our schools are challenged with managing the phenomenal and continued growth, changing communities, the establishment of new schools in the area, and the ongoing consequences of the Canterbury earthquakes. This has resulted in a continuing and increasing need for:

- Learning and social service support,
- Building a sense of belonging and identity,
- Empowering and supporting learners, staff and community,
- Building networks and connections across the wider community, and
- Learners developing resilience, self-regulation, social confidence, effective communication skills, self-belief and a zing for life.

We believe that a focus on learner, staff, and community wellbeing | hauora will have the potential to improve learning, engagement, and wellbeing within a culture of empowerment.



This baseline evidence highlights a high demand the Kāhui Ako requiring wellbeing support, as indicated by the high number of referrals made to RTLB for learning and behavioural support between February and December 2018. This is supported by a significant number of referrals made to Mana Ake within a six-week period.

We believe the attendance rates may correlate to learner wellbeing needs. We intend to investigate and monitor attendance to gain a full picture of what underpins these issues.

The consultation process indicated a high priority on wellbeing across the whole Kāhui Ako community (e.g. parents, staff, schools and ECE Centres).

We intend to gather and analyse baseline data using the Wellbeing@School survey in Term 1, 2019 for all learners in Years 5-10. This information will be used to establish achievement challenge targets from 2019. To do this, relationships will be identified between the Wellbeing@School school-wide and community aspects and evidence of learner progress. This information will also be used to identify common strengths and next steps for the ongoing review of the Kāhui Ako strategic and annual action plans.

<b>Critical success factors</b>	<b>Aspirations</b>	<b>Indicators of Success</b>
<b>Celebrating wellbeing</b>	Promotion and enhancement of wellbeing through a variety of contexts and opportunities.	The Kāhui Ako and organisations within it have evidence to support: <ul style="list-style-type: none"> <li>• Reflection and promotion of the four pillars of the whare tapawha model (Mason Durie).</li> <li>• Increased access to and engagement in opportunities to celebrate and enhance wellbeing will be identified.</li> </ul>
<b>Creation of a climate of appropriate support for all – community, staff, learners</b>	The enablement of positive relationships that will empower members of the community.	<ul style="list-style-type: none"> <li>• An increased number of mechanisms are available and utilised effectively for support.</li> <li>• Positive change in wellbeing data is evident. This will include Wellbeing@School survey data.</li> </ul>
<b>Consistent practices</b>	Consistent, shared approaches enable educational organisations to support the wellbeing of all.	Educational organisations report: <ul style="list-style-type: none"> <li>• The guidelines developed support wellbeing practices in all organisations.</li> <li>• Effective engagement of Mana Ake.</li> <li>• Pastoral Care teams share best practice.</li> <li>• Wellbeing development is embedded within curriculum teaching and learning programmes.</li> </ul>



High level  
plan to  
develop:

## Wellbeing | Hauora

**Our wellbeing  
target is** to raise the  
Wellbeing@School measures  
for Year 5-11 learners by an  
average (mean score) of 10%  
across the School-wide and  
Community aspects each year  
from 2019

Critical success factors	First step actions	By the end of 2019	Long term actions 2020, 2021
Celebrating wellbeing	Explore current and establish future opportunities to promote and celebrate wellbeing within and across the Kāhui Ako e.g. teacher hauora weeks, shared hui, healthy habits celebrations, conferences etc.	Develop a range of effective wellbeing based initiatives / opportunities which could include building on first step actions e.g. teacher hauora weeks, shared hui etc.	Review and refine our celebrations of effective wellbeing.
Creation of a climate of appropriate support for all – community, staff, learners	<p>Explore current effective practices of wellbeing support.</p> <p>Gather and analyse baseline data using the Wellbeing@School survey to establish specific targets within key focus areas / aspects.</p> <p>Establish shared knowledge of initiatives and available resources e.g. Mana Ake, Wellbeing Community of Practice, Leading Lights etc.</p> <p>Investigate underlying issues of attendance and the relationship between this and learner wellbeing.</p>	<p>Establish, develop, trial and refine current effective practices of wellbeing support.</p> <p>Address areas of need identified from Wellbeing@School survey data analysis.</p> <p>Build on shared knowledge of initiatives and available resources e.g. Mana Ake, Wellbeing Community of Practice, Leading Lights etc.</p> <p>Monitor issues of attendance and the relationship between this and learner wellbeing.</p>	<p>Review and refine effective practices of support.</p> <p>Gather and analyse ongoing data to establish and review specific targets.</p>
Consistent practices	<p>Explore current wellbeing practices between organisations.</p> <p>Explore and establish opportunities for wellbeing development to be embedded in curriculum teaching and learning programmes e.g. through a targeted approach underpinned by the key competencies and capabilities.</p>	Develop, trial and refine current wellbeing practices between organisations to develop consistency e.g. adopting UDL approaches to plan for specific well-being needs in teaching and learning programmes.	Review and refine current wellbeing practices between organisations to develop consistency.

## Challenge B:

# Relationship management and learner engagement | Whanaungatanga

### Why is this important for our community and how will it support learner achievement?

In 2013, the Ministry of Education (MoE) identified five guiding principles to support the educational success of all learners, and particularly Māori learners. One of these principles was productive partnerships, recognising that “Parents and whānau must be involved in conversations about their children and their learning”.<sup>1</sup> Two essential elements for success were identified – ‘quality provision of leadership, teaching and learning’, and ‘strong engagement and contribution from learners, whānau, and communities’.

For kura and centres within our Kāhui Ako, our rapid growth has often made it difficult to form meaningful and enduring relationships with whānau.



Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows



This baseline evidence highlights that parents place a high priority on their child’s learning relationships and engagement in order to be happy and actively engaged in their learning.

It was evident through consultation with school and ECE staff that learning relationships and engagement has a significant influence on learner behaviour and learning.

The stand down and suspension data shows an overrepresentation of boys and Māori learners. The data for these two cohorts was consistent with national baseline data in 2017. This reflects a need to explore cultural responsiveness and gender disparity in order to support learning relationships and engagement.

We believe that relationship management and learner engagement may also correlate to learner wellbeing needs. We intend to investigate and monitor this to gain a full picture of what underpins these issues.

We intend to gather and analyse baseline data using the Wellbeing@School survey in Term 1, 2019 for all learners in Years 5-10. This information will be used to establish achievement challenge targets from 2019. To do this, relationships will be identified between the Wellbeing@School learner, classroom and aggressive school culture aspects and evidence of learner progress. This information will also be used to identify common strengths and next steps for the ongoing review of the Kāhui Ako strategic and annual action plans.

<b>Critical success factors</b>	<b>Aspirations</b>	<b>Indicators of Success</b>
High quality practices enhance positive relationships	Shared understanding and development of quality practices, enhance relationships and learner dispositions.	Evidence to indicate an increased shared understanding and provision of quality practices to enhance relationships and learner dispositions.  Relevant evidence from the Wellbeing@School survey and/or Me & My School survey will demonstrate positive shifts in relationship management.
Increased levels of learner agency	Empower schools to Empower learners.  Empower teachers and organisations to promote learner agency by providing opportunities for learners to be responsible.	Relevant evidence from the Wellbeing@School survey and/or Me & My School survey will demonstrate positive shifts in learner agency.
Effective engagement with whānau enhances relationships	Celebrate learning, in a variety of contexts as a basis to build trusting, meaningful relationships.  Engagement is reciprocal - ‘nothing about us without us’.	Increased whānau participation, contribution, and leadership identified through surveys, attendance in learning conferences, celebrations and community events.



High level plan to develop:

**Management & engagement | Whanaungatanga**

**Our relationship management target is**

to raise the Wellbeing@School measures for Year 5-11 learners by an average (mean score) of 10% across the Learners, Classroom and Aggressive School Culture aspects each year from 2019

Critical success factors	First step actions	By the end of 2019	Long term actions 2020, 2021
High quality practices enhance positive relationships	<p>Explore current practices and identify areas for development e.g. IEPs, CAPs, learner / teacher conferences, goal setting, circle time, peer support etc.</p> <p>Establish underlying root causes to attendance and engagement issues e.g. authentic curriculum design, wellbeing needs etc.</p> <p>Share and establish common approaches to enhance positive relationships, support learner decision-making e.g. PB4L, UBRS, restorative practices etc.</p> <p>Gather and analyse baseline data using the Wellbeing@School survey to establish specific targets within key focus areas / aspects.</p>	<p>Develop, trial and refine practices to support the goal of positive relationships identified from first step actions.</p> <p>Address areas of need identified from Wellbeing@School survey data analysis.</p>	<p>Embed and review relationship practices to ensure sustainability.</p> <p>Gather and analyse ongoing data to establish and review specific targets.</p>
Increased levels of learner agency	<p>Explore current practices and potential ways to increase learner agency e.g. harnessing digital technology, learner agreements etc.</p> <p>Establish strategies to embed key competencies and capabilities or dispositions into teaching and learning programmes to promote learner agency.</p>	<p>Develop, trial and refine practices to support learner agency identified from first step actions.</p>	<p>Embed and review learner agency experiences to ensure sustainability.</p>





<b>Critical success factors</b>	<b>First step actions</b>	<b>By the end of 2019</b>	<b>Long term actions 2020, 2021</b>
<p><b>Effective engagement with whānau enhances relationships</b></p>	<p>Explore and establish current practices and potential ways to increase engagement within organisations and across the Kāhui Ako with whānau, such as whānau hui, pasifika fono, partnership meetings etc.</p> <p>Establish a ‘nothing about us without us’ philosophy which encourages reciprocal engagement and collaboration with local Rūnanga e.g. curriculum design meetings, strategic and annual planning etc.</p>	<p>Develop, trial and refine practices to support engagement with whānau.</p> <p>Strengthen what is working across schools in collaboration with local Rūnanga identified from first step actions.</p>	<p>Embed and review practices to ensure positive and meaningful engagement.</p>



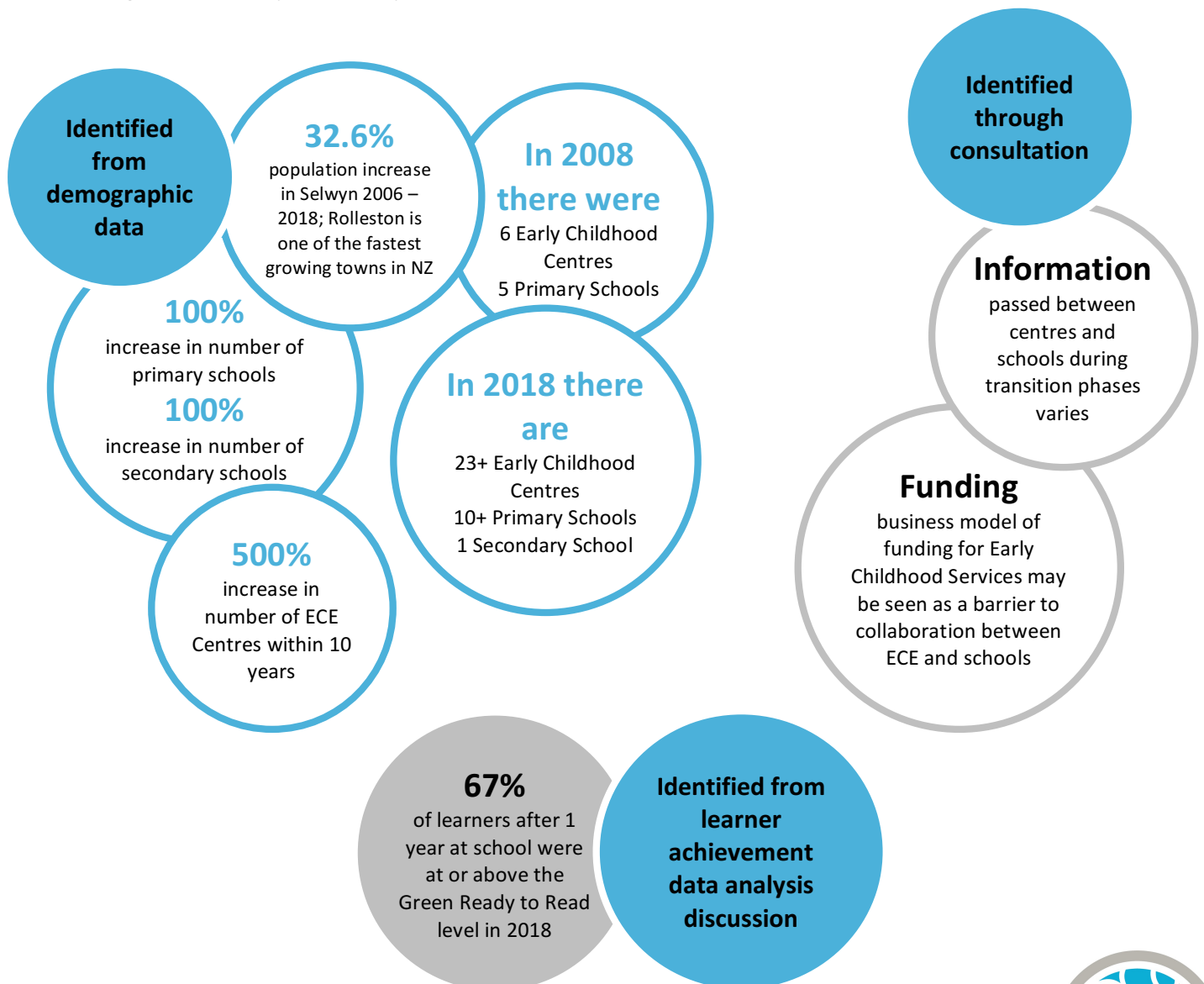
# Challenge C:

## Transitions | Whakawhiti

Why is this important for our community and how will it support learner achievement?

In 2015, the Education Review Office (ERO) investigated effective transitions between early childhood centres and school-based settings. They identify seven key points that are more likely to ensure successful transitions for learners, and state “effective transitions are critical to the development of children’s self-worth, confidence and resilience, and ongoing success at school. This is a time to build relationships, maintain excitement for learning and ensure children experience continuity in their learning.”<sup>2</sup>

In 2012, the Education Review Office (ERO) investigated learner transitions to secondary school. They identify that this “transition can be complicated by the social, emotional and physiological changes that can negatively impact on their learning”,<sup>3</sup> and identify several key considerations for schools and whānau.



Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows



For learners in our Kāhui Ako, the rapid growth in our region has led to inconsistent transition practices throughout the learning pathway. Establishing and maintaining relationships with whānau, and developing common understandings is a challenge due to the volume of learners, and unprecedented growth across the Kāhui Ako. There is a proven need to streamline the process of transitions for learners and whānau. There is a need for a common language, shared understanding, and realistic expectations around periods of transition for learners, whānau and teaching staff.

Our Kāhui Ako intend to develop a shared rubric as a tool to measure progress and success for this achievement challenge in Term 1 2019. To do this we will identify what we believe a successful transition should look like. This rubric will include reference to learner progress and achievement information and reference to key pathway elements of the NZC and Te Whāriki (e.g. key competencies, learning areas, principles and values etc.). This rubric will be used to identify the number and % of learners considered as transitioning ‘well’ into NE and Year 10. Once the rubric has been developed baseline data will be gathered for all NE and Year 9 learners and targets will be set for 2020 and 2021.

<b>Critical success factors</b>	<b>Aspirations</b>	<b>Indicators of Success</b>
<b>Effective communication</b>	Appropriate information about each learner’s wellbeing, learning, and engagement is consistently and efficiently shared to support transition between educational organisations.	Individual needs of learners are shared and accommodated for in each learner’s transition to a new setting through appropriate: <ul style="list-style-type: none"> <li>• documentation and communication.</li> <li>• process and practice.</li> <li>• networks of support.</li> </ul>
<b>Effective engagement with whānau</b>	School context and expectations are shared with parents and whānau in an appropriate and timely manner to support transition between educational organisations.	Parents and whānau: <ul style="list-style-type: none"> <li>• report positive transition experiences.</li> <li>• are actively involved in their child’s learning.</li> <li>• feel well supported by effective information and communication.</li> </ul>
<b>Consistent practices</b>	Consistent, shared approaches enable educational organisations to support the successful transition of learners.	Educational organisations report: <ul style="list-style-type: none"> <li>• shared understanding of transition practices.</li> <li>• consistency of implementation.</li> <li>• effective transition.</li> </ul>



High level  
plan to  
develop:

## Transitions | Whakawhiti

**Our transition target is** to improve the number of learners transitioning well\* from ECE to primary school (NE) and from primary school to secondary school (Y9) by 12% each year from 2019 – 2021.

Critical success factors	First step actions	By the end of 2019	Long term actions 2020, 2021
Effective communication	Explore and establish current means of communication between organisations to develop consistent protocols e.g. what information is being shared by whom, to whom and when.	Develop, trial and refine different communication protocols identified in first step actions.	Embed and review communication protocols.
Effective engagement with whānau	Explore and establish current means of parent and whānau engagement to develop effective and inclusive transition practices e.g. information packs, school visits, whānau hui, liaison meetings etc.	Develop, trial and refine inclusive transition practices in partnership with parents and whānau identified in first step actions.	Embed and review parent and whānau partnership and engagement to ensure the empowerment of all.
Consistent practices	Explore current transition practices between organisations to develop consistency.  Establish what it means to transition 'well' from ECE to primary school (NE) and primary school to secondary school (Y9).  Develop a rubric to gather baseline data and establish specific targets.	Develop, trial and refine transition practices to ensure consistency.	Embed and review consistent transition practices to ensure sustainability.  Gather and analyse ongoing data to establish and review specific targets.

\* A shared rubric will be developed and used to identify if a learner is transitioning 'well' from ECE to primary (NE) and from primary to secondary (Y9)

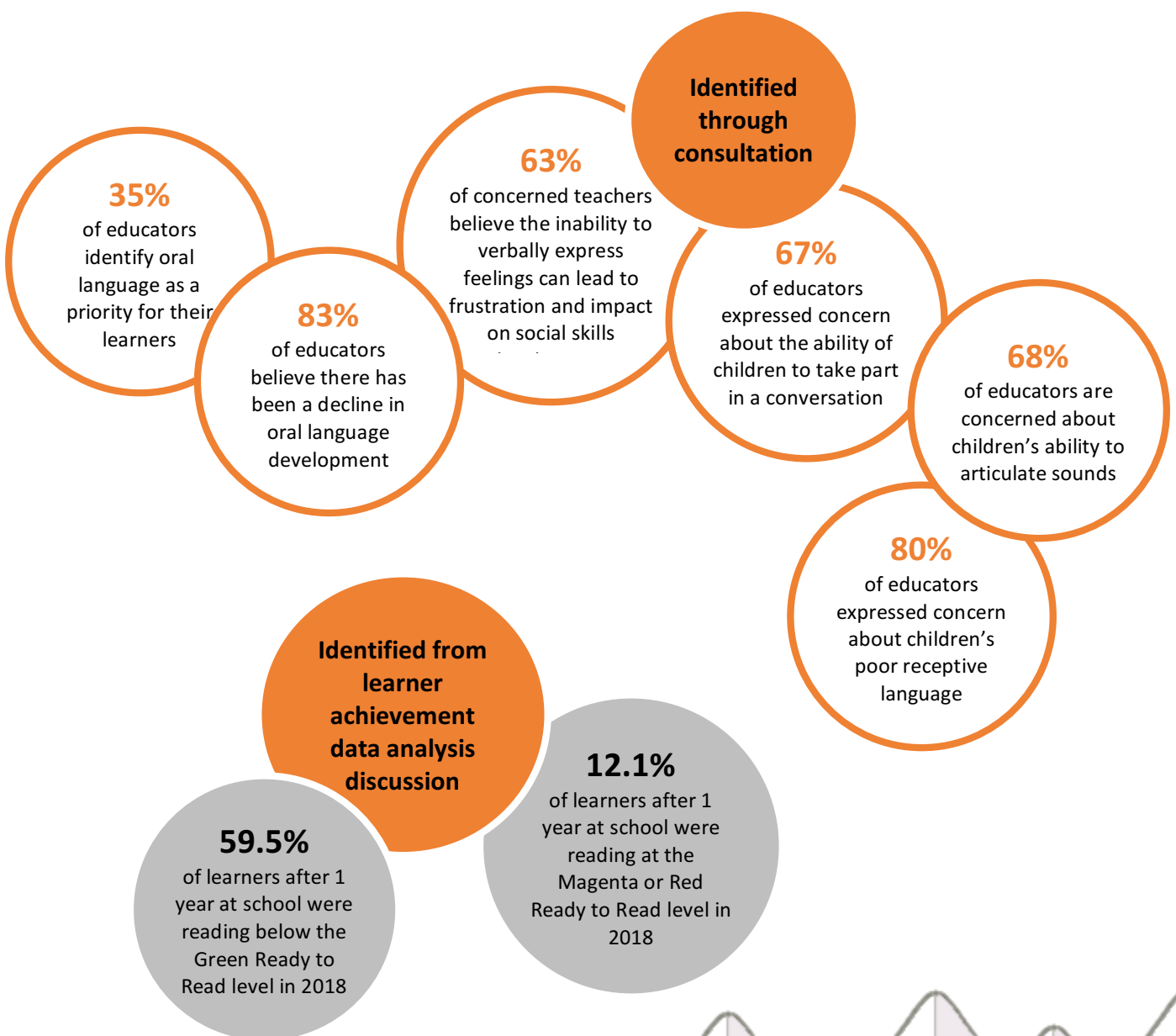


# Challenge D:

## Communication | Reo ā-waha

Why is this important for our community and how will it support learner achievement?

In their 2017 report, the Education Review Office (ERO) investigated how effectively oral language learning and development was supported for learners in their early years of education. This report identifies a number of key findings for teachers in both early learning services and the first three years of school.



Specifically, for learners in our Kāhui Ako, our significant and rapid growth has impacted on relationships within centres and kura, and within whānau groupings. The role and availability of parents is changing with the demands of technology and financial need for parents to continue work, often at a distance from home.

We believe there is a correlation between oral language needs and requests for academic and behavioural support from other services / providers for learners. There is a clear need for a common language, shared understanding, and realistic expectations around oral language development for learners, whānau and teaching staff.

A high number of educators believe there is a decline in oral language ability which is affecting learning in other areas, especially literacy. This may be considered evident in the percentage of learners after 1 year at school who were reading at or above the Green Ready to Read level in 2018.

There is a clear indication from educators and whānau across the Kāhui Ako that communication issues can impact the whole child and their ability to successfully engage with others and learning. This is particularly relevant for this Kāhui Ako with the number of schools who promote and nurture collaborative practice and learner agency within Innovative Learning Environments.

This challenge has particular relevance to learners with communication goals identified in their IEP (Individual Education Plan), GEP (Group Education Plan) or CAP (Collaborative Action Plan). These may relate to verbal and non-verbal communication. We intend to gather data to indicate the number of learners across the Kāhui Ako who have communication goals identified in their IEP, GEP or CAP. We will then establish specific targets to measure the number of learners who have met identified communication goals by the end of each year from 2019.

Critical success factors	Aspirations	Indicators of Success
Effective engagement with whānau	Whānau feel empowered with strategies to enhance their child / ren's verbal and non-verbal communication skills.	Evidence of regular communication with whānau on the development of communication skills.
Strategic leadership	Leaders within the Kāhui Ako will promote: <ul style="list-style-type: none"> <li>• the identification of learners who would benefit from additional support.</li> <li>• the importance of communication skills in the development of a learner.</li> <li>• effective methods of monitoring and evaluating initiatives and interventions.</li> </ul>	Development of communication skills is deliberately reflected in school / centre curriculum and strategic plans.
Teacher capability	Teachers are confident and effective in supporting learners to develop their communication skills in a variety of contexts.	Evidence of deliberate and observable actions that relate to learner communication development.



High level  
plan to  
develop:

**Communication  
| Reo ā-waha**

**Our  
communication  
target is** to increase the  
number of learners after 1  
year at school achieving at or  
above Green (Ready to Read  
level) by 7% each year from  
2019 – 2021.

<b>Critical success factors</b>	<b>First step actions</b>	<b>By the end of 2019</b>	<b>Long term actions 2020, 2021</b>
<b>Effective engagement with whānau</b>	Explore current means of communication and engagement with whānau to support the development of oral language skills e.g. whānau hui, workshops, online digital exemplars or videos etc.	Develop, trial and refine opportunities for communication and engagement with whānau to support the development of oral language skills identified from first step actions.	Embed and review means of communication and engagement with whānau to support the development of oral language skills.
<b>Strategic leadership</b>	Explore current means of: <ul style="list-style-type: none"> <li>• The identification of learners who require additional oral language support.</li> <li>• Monitoring and analysis of data and evidence for learners who require additional oral language support.</li> <li>• Oral Language development being enhanced through curriculum frameworks and embedded in teaching and learning programmes.</li> </ul>	Develop, trial and refine approaches to support: <ul style="list-style-type: none"> <li>• The identification of learners who require additional oral language support.</li> <li>• Monitoring and analysis of data and evidence for learners who require additional oral language support.</li> <li>• Oral Language development being enhanced through curriculum frameworks and embedded in teaching and learning programmes.</li> </ul>	Embed and review means of oral language development in school programmes and practices.  Effectively measure progress / improvement in oral language development.
<b>Teacher capability</b>	Explore current levels of teacher confidence and capability to support oral language development.  Gather baseline data to indicate the number of learners who have communication goals identified within their IEP, GEP or CAP. Analyse this data to establish specific targets.	Develop, trial and refine practice to support oral language development through collaborative inquiry cycles.  Gather progress data to indicate the number of learners who have met communication goals identified within their IEP, GEP or CAP.	Embed and review consistent practices to support oral language development and promote effective induction processes for sustainability. Gather and analyse ongoing data to establish and review specific targets.

# Conclusion

## Progress and reporting

Once the Achievement Challenges are endorsed, we will engage in collaborative inquiry with school leaders and staff to establish a theory of change and a detailed action plan to reflect our four Achievement Challenges.

Progress will be measured using the identified success indicators and identified targets for each Achievement Challenge. This will include the analysis of a broad range of qualitative or quantitative data and evidence obtained through surveys, tools, learning progress and achievement, rubrics and observation, demographic and attendance information etc. More specific targets will be established once the Wellbeing@school survey has been completed by Term 1 2019 and once common measures have been identified for learner progress and achievement across the curriculum by Term 2 2019.

A range of evidence and data will also be analysed to measure the impact of productive collaboration on the vision and purpose of the Kāhui Ako. This will include analysis of progress identified through the Kāhui Ako Development Map, regular reflection using our shared risk matrix, relationship mapping and survey tools etc.

The Kāhui Ako vision and purpose will be reflected in regular monitoring, review and reporting processes. Kāhui Ako leads will support the Leadership Group, Across School Leaders and Within School Leaders to informally monitor and review shared goals identified in the action plan in an ongoing way. Key stakeholders will be involved in regular consultation and communication of progress towards the identified Achievement Challenges. In addition, the Kāhui Ako Leads will support the Leadership Group, Across School Leaders and Within School Leaders to formally measure progress against identified Achievement Challenge success indicators through milestone reporting twice a year to the Stewardship Group.

This Achievement Challenge document will be reviewed by the Leadership Team, Stewardship Team and other relevant parties in 2020, in line with internal evaluation processes.





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