



**Achievement Challenge Approach Plan and
Memorandum of Agreement
for the
Mid Bays Kāhui Ako**

Version 2, September 2018

Table of Contents

Vision and Whakatauki	3
Mid Bays shared Logo	3
Shared Purpose and Values	3
Our Community	4
Progress made on Mid Bays Achievement Challenge Aspirational Targets 2015-2017	6
Data Analysis for refreshing Achievement Challenges	7
The Shared Achievement Challenges and Achievement Challenge Targets (both Attitudinal and Achievement Targets)	16
Plan of Approach (Drivers)	38
Monitoring and Evaluation	40
Kāhui Ako Organisation and Structure	41
Community of Learning Leadership Code of Practice - Redacted	42
Kāhui Ako Memorandum of Agreement - Redacted	42
Appendices - Redacted	48

Vision and Whakatauki

Connect - - Collaborate - - Communicate

- Lifelong learners
- Inquiring minds
- Achieving potential by raising achievement
- Communicators
- Strong sense of belonging

Ko te manu e kai ana i te miro
nōnā te ngahere

Ko te manu e kai ana i te mātauranga
nōnā te ao

The bird that consumes the miro berry owns the forest

The bird that consumes knowledge owns the world

Mid Bays shared Logo

Former Year 13 Rangitoto College student Alice Thompson designed the Mid Bays Kāhui Ako logo as part of her graphic design studies. Her rationale for the design is that the overarching theme is the common natural elements that connect all the learners (students, teachers and whanau) of the Mid Bays Community.

- Rangitoto Island as the Maunga (mountain) connecting everyone.
- The tones of blue represent the connection between Ranginui (sky) and the very close Moana (sea).
- The four shades of blue represent: Pre-Primary, Primary, Intermediate and Secondary levels and are all contributing equally to the summit of the Maunga.

Shared Purpose and Values

Our students are highly engaged in their learning, making good progress, and are achieving positive educational outcomes. A high percentage of students experience success in achievement in reading, writing and mathematics across our community. We do want to continue and increase this success. We also want to have healthy and happy young people that come from families who feel connected with their schools and wider community.

What we want to achieve:

- Raised student achievement
- Enhanced wellbeing
- Increased community engagement

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

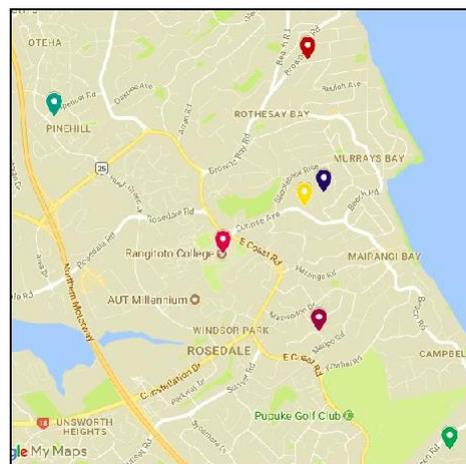
- Culturally responsive pedagogy
- Student agency
- Collective teaching as inquiry
- Seamless transitions between and within ECE and schools.

Our Community

There are seven schools in the Mid Bays Kahui Ako on the North Shore of Auckland. The group includes five primary schools (Years 1-6), one intermediate school (Year 7-8) and one co-educational secondary school (Years 9 to 13). All the primary schools have medium to large rolls. Of these, the largest has around 1000 students. In total close to 8000 students attend the schools in our Kahui Ako.

Our cohesive geographical community forms the Mid Bays on the North Shore of Auckland, stretching from Campbells Bay Primary in the south to Browns Bay School in the north. Rangitoto College is located centrally to all schools. Students enter our primary schools from at least thirty Early Childhood Centres in the area and Massey University and the University of Auckland are in close proximity. A large portion of students from Murrays Bay Intermediate School attend Rangitoto College, Westlake Boys and Westlake Girls Schools which have a population of around 8000 between them. There are significant numbers of students attending our schools who come from outside our community, due to an out of zone ballot system.

-  Browns Bay School
-  Murrays Bay Primary School
-  Murrays Bay Intermediate Sc...
-  Rangitoto College
-  Mairangi Bay School
-  Pinehill School
-  Campbells School



July 1st 2017 Roll Return

School	TOTAL	Males	Females	Māori	Pasifika	Asian	European	Other	International
School A: Browns Bay	649	328	321	34	15	168	357	52	23
School B: Campbells Bay	964	486	478	27	7	321	539	41	29
School C: Pinehill	432	214	218	15	6	236	113	56	6
School D: Murrays Bay	704	375	329	33	16	244	385	8	18
School E: Mairangi Bay	432	207	225	21	4	126	229	23	29
School F: Murrays Bay Int	1058	541	517	49	33	305	589	43	39
School G: Rangitoto College	3187	1602	1585	192	60	819	1618	244	254
Mid Bays Kāhui Ako Total	7426	3753	3673	371	141	2219	3830	467	398

The diversity of our community is unique to our area. Our community comprises of families from all over the world who have chosen to make the North Shore their home. Each student, within each whānau, is an individual who is also part of many communities. Many of our families are relatively prosperous although the decile 10 status of our schools masks the deprivation experienced by some of our students and whānau.

Ethnicity	Number	Percentage	*Note: 2599 (34.9%) of our student community identifies as ‘Asian’ and includes significant groups of people with Chinese and Korean heritage in our community, as well as from many other countries in Asia. The proportion of “European/Pākehā” people is a broad classification embracing a wide variety of ethnicities. In our school communities, the percentage of bilingual students is approximately 34%. However, this figure does not show the number of children who are ‘background’ speakers of their parents/ caregivers first language and crucial in supporting connections with school.
European	3955	53.2%	
Asian*	2599	34.9%	
NZ Maori	333	4.5%	
Pasifika	113	1.5%	
Other	445	6.0%	

Three iwi have tangata whenua status on the North Shore – Ko Kawerau-a-Maki, Ngati Whatua and Te Wai-o-hua nga Iwi. In the 2013 census, there were over 30 iwi represented on the North Shore and nearly 30% of Māori living there claim an affiliation to Ngāpuhi. We are all developing our connections to tangata whenua and see those connections as central to building a stronger, more cohesive community of learning.

To respond to our challenges, we need to develop a greater understanding of our wider community and know our people so that we can be responsive to them in every way. Our intermediate and secondary schools need to be prepared for further future diversity of ethnicity and have strategic plans to address the needs of the community.

The Mid Bays Kāhui Ako was established in 2015, led by Colin Dale, former Principal of Murrays Bay Intermediate. As early adopters, the Kāhui Ako have shifted from *Establishing* to *Developing* for each domain of the ERO Evaluation Indicators. This is our Kāhui Ako’s Version Two, a refreshed achievement challenge, which continues to build on the strengths achieved over the past two years.

The **common strengths** of the Mid Bays Kāhui Ako include:

- Leadership strength of new Lead Principal to sustain and strengthen the Kāhui Ako (KA) overall.
- Across School Leaders (ASL) have built relational trust between themselves and each of the schools within the KA. To ensure ownership, buy in and collective action moving forward, they continue to build and maintain trust at all levels. Each ASL is partnered with a number of schools to share their expertise and build capability within schools. Communication is vital, a newsletter has been published each term across the KA. An ASL job description has been developed to provide role clarity and robustness.
- The ASLs have established collaborative inquiry within schools, led by In School Leaders (ISLs). The largest impact across the Kāhui Ako, is the fact that the teaching as inquiry model is collectively being embedded.
- ASLs, along with the Lead Principal, have created a regular meeting for AP/DPs across the KA in order to be inclusive and build momentum
- Individual schools have good relationships with Early Childhood Educators (ECE), and steps have been taken to engage with, and formalise a Kāhui Ako relationship with ECE.
- The first Kāhui Ako Staff Only Day involving over 500 staff, two keynote speakers and various workshops was hugely successful for making connections and networking across the KA.
- A Learning Support audit was conducted across the Kāhui Ako as there was a hunch that learning / special needs were on the increase, both diagnosed and undiagnosed. The report has been included within the Appendices, and outlines a strategic, planned approach moving forward as a Kāhui Ako.

As one of the largest Kāhui Ako in Auckland, New Zealand, there are many external factors which need to be considered when discussing the **challenges** of moving the Kāhui Ako beyond *establishing*. These include the significant number of new personnel, including three principal appointments in the past year. Due to the current teacher shortage crisis, staffing has become increasingly difficult overall. As a result, there is some resistance to appoint staff for the additional Kāhui Ako positions available. Further challenges include the excessive workload for the Lead Principal, especially with the limited number of ASLs currently. Furthermore, the demographic landscape has significantly changed over the past two years, with an increased number of ESOL learners. The need to build and develop meaningful community engagement has become more urgent.

Areas for further exploration include:

- RTLB representation within our Kāhui Ako.
- In order to build a picture of Tertiary and beyond, we want to explore graduate profiles from providers to determine what our ākonga need in order to be prepared / future ready.

Progress made on Mid Bays Achievement Challenge Aspirational Targets 2015-2017

Aspirational Targets (set 2015)	Kāhui Ako 2015 (End of 2014 data)	Kāhui Ako Progress 2017 Data	Comment:
Writing: 96% of students to be At or Above expected writing standards compared to 78% in 2014.	3365 out of 4325 = 78% <i>(At or Above standard)</i>	3213 out of 3968 = 81% <i>(At or Above standard)</i> 755 out of 3968 = 19% <i>(Below/Well Below)</i>	Did not meet our target of 96% Did increase from 78% to 81% <i>(At or Above standard)</i>
Mathematics: 96% of students to be At or Above expected Maths levels compared to 85% in 2014.	3671 out of 4325 = 85% <i>(At or Above standard)</i>	3469 out of 3968 = 87% <i>(At or Above standard)</i> 501 out of 3968 = 13% <i>(Below/Well Below)</i>	Did not meet our target of 96% Did increase from 85% to 87%. <i>(At or Above standard)</i>
NCEA Level 2: 96% of school leavers will leave with NCEA Level 2 or higher.	543 out of 607 = 89%	Gained Level 2 qualification 643 out of 676 = 95% 95% males 95.2% females	Just missed the target of 96% with 95% .
Post Secondary Education including progression to tertiary: improve the average to 80% through personal development programmes, focused curriculum delivery and careers education.	69.9% males 77.8% females Total: 74% average	University Entrance 69.9% males 87.6% females Total: 78% 2016 Cohort Destinations Survey <i>(indicated pathway for 2017)</i> 475 responses 74.7% enrolling in Tertiary. 10.1% planning Gap Year 3.8% entering Apprenticeship 3.6% entering full time Employment 2.1% entering Armed Forces 5.7% indicating 'other'	Did not meet the 80% target set. Did increase from 74% on average to 78% overall. and increased females from 77.8% to 87.6%.

Notes:

- 2015 data includes St John's Primary School (*no longer in the Mid Bays Kāhui Ako as has joined a faith based Kāhui Ako*)
- 2017 data is based on National Standards data from end of 2017
- The data does not represent the same cohort of students, and the learners are ever changing, but does give an indication of progress made towards the aspirational targets that were set.

Data Analysis for refreshing Achievement Challenges

In forming our achievement challenges, we investigated a wide range of data in each of our schools, as part of our annual planning, for the strategic direction, which we have analysed as a collective. This includes our achievement data as part of our profile but not the defining measure. Once the Kāhui Ako had completed their evaluation of their first Achievement Challenge plan, each school shared their current strategic priorities. Emerging themes highlighted the need for further exploration around the following: Wellbeing, ESOL, Teaching as Inquiry, Cultural Responsiveness, Transitions, Developing Learner Dispositions and future focused education, including learner agency, personalisation and inclusiveness. The rationale for selecting each school's achievement data targets was to reflect an authentic approach to raising achievement of all learners.

This data analysis included looking at:

- Student population data
- Attendance at school events, including parents' evenings
- Student attendance
- ECE participation
- Pastoral data: student behaviour and discipline
- National Standards data
- NCEA data
- Retention into Year 12 and Year 13
- Parent surveys
- Student surveys
- Curriculum reviews, including staff and student voices
- External surveys eg NZCER Wellbeing and The Navigator Tool

The decision was made to engage with 'The Navigator' tool to capture the collective voices of senior leadership and Board of Trustees. Domains One, Two and Five were identified as strengths across the Kāhui Ako. Domains Three and Four highlighted the need for further development regarding community engagement, learner agency, culturally responsive pedagogy and building evaluative capability.

As a Kāhui Ako, we asked the questions about whose voices are missing. By utilising the NZCER wellbeing survey, we were able to obtain student and teacher voice. The drive to invite and include ECE to be part of our Kāhui Ako was also mooted and an action plan is underway during the writing of the refreshed plan.

Further areas to explore and develop would include empowering students at all levels of our Kāhui Ako to ensure our learners remain at the centre (OECD Nature of Learning, 2010; School Evaluation Indicators: Effective Practice for Improvement and Learner Success, 2016).

Each school's strategic priorities were identified in order to align the Kāhui Ako targets in a robust, authentic manner.

Data relating to shared goals

We used the **NZCER Wellbeing@School surveys** with both a cross section of students and also their teachers. The survey asks questions under the following categories plus the rationale of why we chose this survey and what we wanted to measure:

School-wide climate and practices

Rationale: To gauge whether students are given agency to have a voice and influence the school wide practices.

Teaching and Learning

Rationale: To gauge whether students believe they have meaningful relationships with teachers whom have an understanding of them as learners and demonstrate they are invested leading to the learner being engaged and successful in learning.

Pro-social student culture and strategies

Rationale: To gauge whether students are part of a culture that is inclusive, respectful of oneself, peers and staff.

Aggressive student culture

Rationale: To gauge whether students and teachers feel safe at school.

Community Partnerships

Rationale: To gauge whether there is a strong home-school partnership and need for more culturally-responsive practices and pedagogies

The results from these surveys have then been analysed and the highest scoring areas of need have been categorised into our shared Attitudinal Achievement Challenges in the areas of Wellbeing, Community Engagement and Raising Achievement. Furthermore, each school has provided data analysis and aspirational targets in the areas of Mathematics, Reading and Writing for the the primary and intermediate schools and the Junior Year 9 & 10 curriculum for the secondary school.

Combined Kāhui Ako Student Responses for Wellbeing

*Individual Primary School (Years 4-6) results can be found in the Appendix

Student responses for Years 4-13 <i>*These are the questions that have aspirational targets</i>		Strongly Disagree		Disagree		Agree		Strongly Agree		No response
		No.	%	No.	%	No.	%	No.	%	
YEARS 4-6 898 Student Sample	At school I am taught how to manage my feelings	38	4.2	113	12.5	335	37.3	222	24.7	40
	Students treat each other with respect	27	3.0	179	19.9	498	55.4	136	15.1	58
	Students treat teachers with respect	15	1.6	80	8.9	473	52.6	272	30.2	58
	Students always stand up for others	39	4.3	232	25.8	391	43.5	178	19.8	58
	Students include others who are being left out	40	4.4	223	24.8	430	47.8	147	16.3	58
YEARS 7-8 558 Student Sample	At school I am taught how to manage my feelings	32	5.7	122	21.9	299	53.5	65	11.6	40
	Students treat each other with respect	34	6.0	166	29.7	276	49.4	33	5.9	49
	Students treat Teachers with respect	12	2.1	113	20.2	328	58.7	58	10.3	47
	Students always stand up for others	36	6.4	209	37.4	231	41.3	35	6.2	47
	Students include others who are being left out	37	6.6	177	31.7	262	46.9	35	6.2	47
YEARS 9-13 1122 Student Sample	At school I am taught how to manage my feelings.	104	9.2	378	33.6	351	31.2	45	4.0	244
	Students treat each other with respect	53	4.7	281	25.0	475	42.3	20	1.7	293
	Students treat Teachers with respect	34	3.0	266	23.7	503	44.8	26	2.3	293
	Students always stand up for others	78	6.9	385	34.3	326	29.0	40	3.5	293
	Students include others who are being left out	80	7.1	385	34.3	343	30.5	22	1.9	292

Insights from Data Analysis:

- Across all levels, between 30% and 44% of students do not feel that students stand up for others. This is similar to those students reporting that students are not inclusive of each other (between 29% and 40% across all levels). These are the two areas that have the largest number of students showing concern.
- Respect is highlighted as another area of concern for our young people - with between 22% and 36% reporting that students do not treat each other with respect.
- The percentage of students reporting that they are not taught to manage their feelings increases significantly as they move into secondary.

Areas to further investigate:

- How can we assist students to better manage their feelings? How can we make improvements in this area that are consistent across Years 0-13.
- How do we help our students to show greater respect to one another and be more inclusive/supportive of other students? What skills could be taught or modelled in schools across the Mid Bays?
- What correlations can be drawn between respect/inclusivity and the differences in ethnicity, gender or age?
- What correlations can be drawn between management of feelings and the differences in ethnicity, gender or age?
- Why is there such a significant gap between the perceptions of students and their teachers, particularly when it comes to respect?
- What are the specific needs for the wellbeing of secondary aged learners, compared to our primary aged learners and emerging adolescents?

Combined Kāhui Ako Teacher Responses for Wellbeing

*Individual school break down can be found in the appendix

YEARS 4-6 91 Teachers <i>*These are the questions that have aspirational targets</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		No response
	No.	%	No.	%	No.	%	No.	%	
Students treat each other with respect.	0	0	9	9.8	58	63.7	14	15.3	10
Students relate respectfully to teachers	0	0	8	8.7	56	61.5	17	18.6	10
Students always intervene to support peers if they are being bullied or hassled.	0	0	20	21.9	53	58.2	8	8.7	10
<i>Approaches to addressing student behaviour incidents ARE NOT consistent across the school</i>	13	14.2	43	47.2	23	25.2	9	9.8	3
<i>Professional learning supports staff to recognise the four types of bullying behaviour</i>	3	3.2	38	41.7	34	37.3	7	7.6	9
<i>Professional learning promotes teaching strategies and activities that build students capacity to relate well to others</i>	2	2.1	30	32.9	39	42.8	11	12.0	9
Professional learning supports staff to facilitate activities that help students develop strategies to address social concerns.	0	0	30	32.9	42	46.1	10	10.9	9
Insights from Data Analysis: <ul style="list-style-type: none"> Most teachers (across Year 4-8) strongly agreed or agreed that specific professional learning around bullying and supporting students to relate to each other, is not currently offered in schools. 35% of teachers did not feel that approaches to addressing student behaviour were consistent across the school. 									
Areas to further investigate: <ul style="list-style-type: none"> It would be useful to see whether the responses of teachers of Year 4-6 and Year 9-13 have similar opinions on their professional learning needs (as they relate to wellbeing factors). What professional learning can we implement to support teachers to identify bullying behaviours, build student capacity to relate well to others and help students develop strategies for social concerns? Why is there such a significant gap between the perceptions of students and their teachers, particularly when it comes to respect? When and where are these incidents of perceived bullying taking place? An audit of safe areas may be undertaken. It would be appropriate to unpack the statement “professional learning supports staff to recognise the four types of bullying behaviour” to understand whether staff perceive the need for this type of professional learning. 									

Combined Kāhui Ako Teacher Responses for Wellbeing

*Individual school break down can be found in the appendix

YEARS 7-8 41 Teachers *These are the questions that have aspirational targets	Strongly Disagree		Disagree		Agree		Strongly Agree		No response
	No.	%	No.	%	No.	%	No.	%	
Students treat each other with respect.	1	2.4	7	17.0	17	41.4	4	9.7	12
Students relate respectfully to teachers	0	0	10	24.3	13	31.7	6	14.6	12
Students always intervene to support peers if they are being bullied or hassled.	1	2.4	13	31.7	14	34.1	1	2.4	12
Approaches to addressing student behaviour incidents ARE NOT consistent across the school	5	12.1	8	19.5	16	39.0	11	26.8	1
Professional learning supports staff to recognise the four types of bullying behaviour	6	14.6	15	36.5	11	26.8	2	4.8	7
Professional learning promotes teaching strategies and activities that build students capacity to relate well to] others	5	12.1	14	34.1	13	31.7	2	4.8	7
Professional learning supports staff to facilitate activities that help students develop strategies to address social concerns.	4	9.7	14	34.1	12	29.2	4	9.7	7

Insights from Data Analysis:

- The Year 7-8 teacher survey data differs from the Year 4-6 teachers, who generally felt more positive about students respecting each other, compared to the intermediate.
- Most teachers (across Year 4-8) strongly agreed or agreed that specific professional learning around bullying and supporting students to relate to each other, is not currently offered in schools.

Areas to further investigate:

- It would be useful to see whether the responses of teachers of Year 0-3 and Year 9-13 have similar opinions on their professional learning needs (as they relate to wellbeing factors).
- What professional learning can we implement to support teachers to identifying bullying behaviours, build student capacity to relate well to others and help students develop strategies for social concerns.
- Why is there such a significant gap between the perceptions of students and their teachers, particularly when it comes to respect?
- It would be appropriate to unpack the statement “professional learning supports staff to recognise the four types of bullying behaviour” to understand whether staff perceive the need for this type of professional learning.

Combined Kāhui Ako Student Responses for Community Engagement

*Individual Primary School (Years 4-6) results can be found in the Appendix

Student responses for Years 4-13 <i>*These are the questions that have aspirational targets</i>		Strongly Disagree		Disagree		Agree		Strongly Agree		No response
		No.	%	No.	%	No.	%	No.	%	
YEARS 4-6 898 Student Sample	Teachers are interested in my culture & background	44	4.8	229	25.5	429	47.7	158	17.5	38
	Teachers and parents work together	19	2.1	104	11.5	410	45.6	301	33.5	64
	My family always feel welcome at school	10	1.1	39	4.3	399	44.4	386	42.9	64
	My parents and teachers respect each other	9	1.0	24	2.6	311	34.6	488	54.3	66
YEARS 7-8 558 Student Sample	Teachers are interested in my culture & background	46	8.2	191	34.2	244	43.7	53	9.4	24
	Teachers and parents work together	21	7.5	119	21.3	294	52.6	68	12.1	56
	My family always feel welcome at school	7	1.2	42	7.5	359	64.3	95	17.0	55
	My parents and teachers respect each other	6	1.0	24	4.3	344	61.6	127	22.7	57
YEARS 9-13 1122 Student Sample	Teachers are interested in my culture & background	133	11.8	452	40.2	368	32.7	42	3.7	127
	Teachers and parents work together	44	3.9	256	22.8	419	37.3	72	6.4	331
	My family always feel welcome at school	16	1.4	72	6.4	561	50.0	143	12.7	330
	My parents and teachers respect each other	14	1.2	56	4.9	577	51.4	144	12.8	331

Insights from Data Analysis:

- A significant percentage of students reported that they perceive that teachers are not interested in their culture and background. This ranges from 30% in Years 4-8 up to over half of all secondary respondents (52%).
- Another area of significant concern for students related to how their teachers and parents work together. Between 13% and 29% reported that they disagree or strongly disagree that their teachers and parents work together. This concern peaks at Years 7-8.

Areas to further investigate:

- Investigate the reasons that students feel that teachers are disconnected from their culture and background across all schools in the Mid Bays?
- What are the reasons for an increase in students feeling that teachers are not interested in their culture and background, as they move into intermediate and secondary?
- What do successful teacher/student relationships look like? What do successful community partnerships look like? What might these look like for the Mid Bays?
- What professional learning can we implement to support teachers to build relationships with students and strengthen their community partnerships?
- Investigate what parent-teacher involvement looks like across our contexts currently.

Combined Kāhui Ako Teacher Responses for Community Engagement

*Individual school break down can be found in the appendix

YEARS 4-6 91 Teachers *These are the questions that have aspirational targets	Strongly Disagree		Disagree		Agree		Strongly Agree		No response
	No.	%	No.	%	No.	%	No.	%	
The cultural practices of our students are reflected in school life (eg powhiri for new students and whanau)	5	0.8	38	41.7	33	36.2	15	16.4	0
We have connections to local community events and festivals (e.g Matariki , Chinese New Year)	1	1.0	30	32.9	46	50.5	14	15.3	0
We keep parents and whanau informed about the approaches we use to resolve student conflicts (eg restorative practice)	5	5.4	24	26.3	45	49.4	7	7.6	10
We run sessions for parents and whanau about ways they can support students to relate to each other (eg restorative)	13	14.2	53	58.2	13	14.2	2	2.1	10
We seek input from all key stakeholders (staff, students and parents) when we are making changes.	4	4.3	7	7.6	48	52.7	23	25.2	9
YEARS 7-8 41 Teachers	No.	%	No.	%	No.	%	No.	%	No response
The cultural practices of our students are reflected in school life (eg powhiri for new students and whanau)	4	9.7	18	43.9	14	34.1	5	12.1	0
We have connections to local community events and festivals (e.g Matariki , Chinese New Year)	5	12.1	9	21.9	25	60.9	2	4.8	0
We keep parents and whanau informed about the approaches we use to resolve student conflicts (eg restorative practice)	3	7.3	10	24.3	13	31.7	3	7.3	12
We run sessions for parents and whanau about ways they can support students to relate to each other (eg restorative)	4	9.7	16	39.0	7	17.0	2	4.8	12
We seek input from all key stakeholders (staff, students and parents) when we are making changes.	2	4.8	1	2.4	16	39.0	6	14.6	7
Insights from Data Analysis: <ul style="list-style-type: none"> Most teachers in Year 4-8 believe that we do not currently run sessions for parents and whānau about ways they can support students to relate to others. 42.5% of teachers in Years 4-6 disagree/strongly disagree that cultural practices of our students are reflected in school life. This increases to 53.6% as students go through to Year 7-8. Most teachers agree that they have connections with their local community regarding events and festivals. However, over half of the Year 4-8 teachers believe that the cultural practices of our students are not reflected in school life. 									
Areas to further investigate: <ul style="list-style-type: none"> We need to explore what parents and whānau expect or want with regards to supporting students to relate to others and understand what the the needs are. We need to examine why the teachers' perception of 'cultural practices are not being reflected in school life' has increased from Years 4-6 to Year 7-8. 									

Combined Kāhui Ako Student Attitudinal Responses for Raising Achievement

*Individual Primary School (Years 4-6) results can be found in the Appendix

Student responses for Years 4-13 <i>*These are the questions that have aspirational targets</i>		Strongly Disagree		Disagree		Agree		Strongly Agree		No response
		No.	%	No.	%	No.	%	No.	%	
YEARS 4-6 898 Student Sample	Students have a say in what happens at school	37	4.1	163	18.1	489	54.4	168	18.7	41
	Teachers think that ALL students can do well	11	1.2	63	7.0	324	36.0	457	50.8	43
	Teachers make learning interesting	41	4.5	129	14.3	369	41.0	312	34.7	47
YEARS 7-8 558 Student Sample	Students have a say in what happens at school	31	5.5	139	24.9	303	54.3	62	11.1	23
	Teachers think that ALL students can do well	19	3.4	80	14.3	304	54.4	122	21.8	33
	Teachers make learning interesting	27	4.8	107	19.1	315	56.4	76	13.6	33
YEARS 9-13 1122 Student Sample	Students have a say in what happens at school	107	9.5	325	28.9	505	45.0	58	5.1	127
	Teachers think that ALL students can do well	67	5.9	258	22.9	480	42.7	105	9.3	212
	Teachers make learning interesting	68	6.0	277	24.6	489	43.5	77	6.8	211

Insights from Data Analysis:

- Students' perceptions of how much say they have in what happens at school decreases as they move into Years 9-13.
- As students move from primary into intermediate and then on to secondary, their satisfaction with teachers making learning interesting also decreases. This trend is also reflected in the percentage of students reporting that teachers believe that ALL students can do well.
- This domain has a high number of students not responding to these three questions.

Areas to further investigate:

- We need to explore and understand the perceptions around 'having a say in what happens at school', 'teachers think that all students can do well' and 'interesting learning' across the context of our Kāhui Ako.
- We want to explore the high number of no responses to understand why they did not respond, or whether they felt they could not.

Combined Kāhui Ako Teacher Attitudinal Responses for Raising Achievement

*Individual school break down can be found in the appendix

YEARS 4-6 91 Teachers <i>*These are the questions that have aspirational targets</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		No response
	No.	%	No.	%	No.	%	No.	%	
Students are treated as responsible citizens that have a say in what happens in their school.	0	0	6	6.5	55	60.4	20	21.9	10
I believe ALL students can achieve	0	0	1	1.0	24	26.3	55	60.4	11
<i>I regularly set up learning experiences that enable students to be actively involved citizens (eg environmental projects)</i>	5	5.4	28	30.7	37	40.6	12	13.1	9
YEARS 7-8 41 Teachers	No.	%	No.	%	No.	%	No.	%	No response
Students are treated as responsible citizens that have a say in what happens in their school.	0	0	1	2.4	28	68.2	11	26.8	1
I believe ALL students can achieve	0	0	0	0	4	9.7	26	63.4	11
<i>I regularly set up learning experiences that enable students to be actively involved citizens (eg environmental projects)</i>	4	9.7	12	29.2	8	19.5	5	12.1	12
Insights from Data Analysis: <ul style="list-style-type: none"> The majority of teachers believe that students have a say in what happens at school and that ALL students can achieve. 									
Areas to further investigate: <ul style="list-style-type: none"> We need to explore the perceptions of 'having a say in what happens at school' and 'active learning experiences' across the context of our Kāhui Ako. We need to gather some further data regarding teachers' perceptions that all students can do well from Year 9-13, as the students' perceptions are low. 									

The Shared Achievement Challenges and Achievement Challenge Targets (both Attitudinal and Achievement Targets)

Wellbeing

Our learners face a number of challenges that create barriers to their learning. Social and emotional challenges often have a significant impact on their experience and development at school. The aim of the New Zealand Curriculum is to help learners become confident, resilient, able to relate well with others, and positive with their own identity, (Ministry of Education, 2007).

Wellbeing is vital for student success and is strongly linked to learning. New Zealand and international research shows that many school factors influence student success. Although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent. For example, student's sense of achievement and success is enhanced when they feel safe and secure at school. This in turn lifts their confidence to try new challenges, strengthening their resilience. (ERO Wellbeing for Success: Effective Practice, 2016).

Anecdotal evidence from teachers, students and whānau in the Mid Bays Kāhui Ako has recently shown growing concern over our students' struggle with resilience and anxiety in the face of adversity. These hunches has been confirmed through the findings of our Wellbeing@school student survey, where our learners reported concerns with inclusivity, respect and knowing how to manage their feelings. In the recent OECD (2017) report of Students' Wellbeing, the statistics for anxiety show that 72% of New Zealand students reported that they feel school-work related anxiety (compared to the OECD average of 56%). In terms of exposure to bullying, New Zealand has the second highest average level of all participating countries - nationally, 60% of Year 5 students and 45% of Year 9 students reported they had experienced bullying behaviours monthly or more often.

The Mid Bays Kāhui Ako is working to promote the wellbeing of all students across the community and accurately respond to wellbeing concerns, understanding that we have a duty of care to ensure the wellbeing of our students. All schools within the Kāhui Ako will have different priorities for the wellbeing needs of their learners however, by making wellbeing an Achievement Challenge focus we will ensure that we are collectively targeting and promoting the wellbeing of all Mid Bays' students.

Student Attitudinal Challenge Targets for Wellbeing

Years 4-8 Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6 898 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
At school I am taught how to manage my feelings	557	62.6	626	70%	695	77%	763	85%	206	23%
Students treat each other with respect	634	70.6	677	75%	720	80%	763	85%	129	14%
Students treat teachers with respect	745	82.9	760	85%	775	86%	790	88%	45	5%
Students always stand up for others	569	63.3	567	63%	665	74%	763	85%	294	33%
Students include others who are being left out	577	64.2	639	71%	701	78%	763	85%	186	21%
Years 7-8 558 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
At school I am taught how to manage my feelings	364	65.2	401	72%	438	78%	474	85%	110	20%
Students treat each other with respect	309	55.3	364	65%	419	75%	474	85%	165	30%
Students treat teachers with respect	386	69.1	415	74%	444	80%	474	85%	88	16%
Students always stand up for others	266	47.6	335	60%	404	72%	474	85%	208	37%
Students include others who are being left out	297	53.2	356	64%	415	74%	474	85%	177	32%
Years 9-13 Target: A minimum 5% shift over three years										
Years 9-13 1122 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
At school I am taught how to manage my feelings	396	35.2	415	37%	438	39%	449	40%	53	5%
Students treat each other with respect	495	44.1	515	46%	539	48%	550	49%	55	5%
Students treat teachers with respect	529	47.1	550	49%	572	51%	583	52%	54	5%
Students always stand up for others	366	32.6	381	34%	404	36%	426	38%	60	5%
Students include others who are being left out	365	32.5	381	34%	404	36%	426	38%	61	5%

Teacher Attitudinal Challenge Targets for Wellbeing

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

Year Level	Survey Statement	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Years 4-6 91 Teachers	PL supports staff to recognise the four types of bullying behaviour	41	45.0	53	58%	65	71%	77	85%	36	40%
	PL promotes teaching strategies and activities that build students capacity to relate well to others	50	54.9	59	65%	68	75%	77	85%	27	30%
Years 7-8 41 Teachers	PL supports staff to recognise the four types of bullying behaviour	13	31.7	20	49%	27	66%	35	85%	22	53%
	PL promotes teaching strategies and activities that build students capacity to relate well to others	15	36.5	22	54%	29	71%	35	85%	20	48%
Year Level	Strongly Disagree / Disagree is the desired response	No	%	No	%	No	%	No	%	No	%
Years 4-6 91 Teachers	Approaches to addressing student behaviour incidents ARE NOT consistent	56	61.5	63	69%	70	77%	77	85%	21	23%
Years 7-8 41 Teachers	Approaches to addressing student behaviour incidents ARE NOT consistent	13	31.7	20	49%	27	66%	35	85%	22	53%

Community Engagement - Attitudinal and Cultural Shift

Strong connections between schools and families results in positive outcomes for learners. Building these connections can have an impact on both the academic and social outcomes of learners. The ERO Partners in Learning report found that parents have high expectations of schools and particularly of teachers. They want to be engaged and involved with their child's learning. Parents want to support their child to achieve positive educational and social outcomes (ERO, 2008). The learning of our students should have meaning for them, connect with their wider lives, and engage the support of their families, whānau, and communities (New Zealand Curriculum).

We seek to **connect** with the parents, family/whānau and community. Parents that are engaged in the learning of their child are key to improving outcomes. The concept of Ako recognises that students and their whānau cannot be separated. Ako describes a teaching and learning relationship “where the child is both teacher and learner” (Berryman et al., 2002) and schools can learn from the cultural and social capital of the whānau within our community. Links to tertiary and employment opportunities are significant for schools and with greater connections, we have the ability to provide greater opportunities to the learners in our community.

Mid Bays Kāhui Ako can **empower** families/whānau in their child's learning. Schools can help parents/caregivers support their child's learning at home, in tandem with teachers who are supported by professional learning. It has been found that these interventions had the greatest effect size (1.18) when researching the educational impact of making connections between schools, families/whānau and community (School Leadership BES, 2009). The percentage of bilingual students within the Kāhui Ako is 34%, which highlights a potentially large number of student from within this group for which English may be a second language. Therefore, there is likely to be a portion of the parent community who may need additional support to engage with their child's learning.

Community engagement will also mean **learning from** our families/whānau in a partnership. Students and their whānau bring a wealth of knowledge and background into their classrooms. The School Leadership BES identifies that implementing strategies that access family or community knowledge had a positive effect size of 0.93. The findings of our Wellbeing@school student survey highlighted that many students are concerned that their schools do not recognise and engage with their culture and background. The influences of families/whānau and communities are identified as key drivers of positive outcomes (social and academic) for learners (Biddulph, 2003). Our Mid Bays community of learners is significantly diverse, with 46.8% of our community identifying as an ethnicity other than European. With this diversity, the Kāhui Ako can appreciate and use the rich knowledge, cultural values, and skills of parents, whānau, and communities to improve outcomes for our learners.

Student Attitudinal Challenge Targets for Community Engagement

Years 4-8 Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6 898 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture & background	587	65.3	646	72%	705	79%	763	85%	176	20%
Teachers and parents work together	711	79.1	728	81%	745	83%	763	85%	52	6%
Years 7-8 558 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture & background	297	53.2	356	64%	415	74%	474	85%	177	32%
Teachers and parents work together	362	64.8	399	72%	436	78%	474	85%	112	20%
Years 9-13 Target: A minimum 5% shift over three years										
Years 9-13 1122 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Teachers are interested in my culture & background	410	36.5	426	38%	449	40%	471	42%	61	5%
Teachers and parents work together	491	43.7	505	45%	527	47%	550	49%	59	5%

Teacher Attitudinal Challenge Targets for Community Engagement

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

Years 4-6 91 Teachers	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
The cultural practices of our students are reflected in school life (eg powhiri for new students and whanau)	48	52.7	58	64%	68	75%	77	85%	29	32%
We run sessions for parents and whanau about ways they can support students to relate to each other.	15	16.4	36	40%	57	63%	77	85%	62	69%
Years 7-8 41 Teachers	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
The cultural practices of our students are reflected in school life (eg powhiri for new students and whanau)	19	46.3	24	59%	29	71%	35	85%	16	39%
We run sessions for parents and whanau about ways they can support students to relate to each other.	9	21.9	18	44%	27	66%	35	85%	26	63%

Raising Achievement- Attitudinal and also Achievement (with sub targets relating to individual schools from Charters)

Student Attitudinal Challenge Targets for Raising Achievement										
Years 4-8 Target: A minimum of 85% or a minimum 5% shift over three years										
Years 4-6 898 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Students have a say in what happens at school	657	73.1	692	77%	727	81%	763	85%	106	12%
Teachers think that ALL students can do well	781	86.9	796	89%	811	90%	826	92%	45	5%
Teachers make learning interesting	681	75.8	708	79%	735	82%	763	85%	82	9%
Years 7-8 558 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Students have a say in what happens at school	365	65.4	401	72%	437	78%	474	85%	109	20%
Teachers think that ALL students can do well	426	76.3	442	79%	458	82%	474	85%	48	9%
Teachers make learning interesting	391	70.0	419	75%	447	80%	474	85%	83	15%
Years 9-13 Target: A minimum 5% shift over three years										
Years 9-13 1122 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Students have a say in what happens at school	563	50.1	583	52%	606	54%	617	55%	54	5%
Teachers think that ALL students can do well	585	52.1	606	54%	628	56%	640	57%	55	5%
Teachers make learning interesting	566	50.4	583	52%	606	54%	628	56%	62	5%

Teacher Attitudinal Challenge Targets for Raising Achievement										
Target: A minimum of 85% or a minimum 5% shift over three years										
Years 4-6 91 Teachers	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
I regularly set up learning experiences that enable students to be actively involved citizens	49	53.8	58	64%	67	74%	77	85%	28	31%
Years 7-8 41 Teachers	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
I regularly set up learning experiences that enable students to be actively involved citizens	23	56.0	27	66%	31	76%	35	85%	12	29%

The decision was made collectively to ensure that each school's achievement targets are reflected within the Mid Bays Kāhui Ako Achievement Challenge Plan. Through collective teaching as inquiry, each school has identified strengths, the rationale and baseline data for the chosen strategic priority, alongside the area/s they will target and develop. Each school has identified their 'priority learners' as those students who need to be targeted within their own school context. From here, projected progress has been calculated and identified for the next three years, showing both the number of students who will shift, as well as the % increase. The strength of our Kāhui Ako is the ability to develop collective teacher efficacy which John Hattie and Donohoo (2017) state has a significantly high impact of **1.57** effect size. By establishing Professional Learning Groups (PLGs), sharing teaching as inquiry narratives, including progress, successes and un/expected outcomes; robust and rigorous discussion will lead to an overall increase in teachers' evaluative capability.

School A (Browns Bay) Curriculum Achievement Targets 2019 -2021

Curriculum Kāhui Ako Target: Mathematics

Reading, Writing and Mathematics Analysis:

Maths

Points of celebration in the dataset include the conclusions that:

- Overall, the dataset indicates that 84.2% of Year 1-6 students at BBS are in the 'At/Above' achievement band, overall we have 32.1% of students in the Above achievement band
- Although some year groups have higher proportions of students than others in the 'Above/At' national expectations achievement band, most year groups demonstrated moderate to strong levels of achievement at the end of 2017.
- Girls and Boys at BBS are achieving above the NZ level by 9% more. There is an achievement difference of 2.4% between boys and girls at BBS - with girls achieving higher.
- Maori (80%) are achieving significantly higher than their equivalent national cohorts, and there is an achievement gap of just 4.2% between All and Maori student achievement at BBS.

Points of concern in the dataset include the conclusions that:

- 96 students across Years 1-6 at BBS are currently achieving lower than national expectations for maths.
- Although most cohorts are above the NZ level of achievement the After Year 2 and Year 4 students are only 2 – 4% above the NZ achievement percentage. Pasifika cohort (n=14) are BBS lowest achievement group.

Writing

Points of celebration in the dataset include the conclusions that:

- Overall, the dataset indicates that 78.8% of Year 1-6 students at BBS are in the 'At/Above' achievement band.
- Although some year cohorts have higher proportions of students than others in the 'Above/At' national expectations achievement band, most year cohorts demonstrated moderate levels of achievement at the end of 2017 compared to National levels.
- Girls at BBS are achieving at a particularly high level. The difference between their achievement level and the national achievement level for girls is 9% (88.4% at BBS compared with 79.4% at the national level) and Boys are achieving 6% more than National levels.
- There is an achievement difference of 19% between boys and girls at BBS. .
- There appears to be little association between levels of achievement and ethnicity at BBS. Ethnic groups are achieving higher than their equivalent national cohorts, and there is an achievement gap of just 1.4% between NZE and Maori student achievement at BBS (Maori advantage). This compares favourably with the equivalent gap of 15.7% at the national level.

Points of concern in the dataset include the conclusions that:

- 129 (94 boys) students across Years 1-6 at BBS are currently achieving lower than national expectations for writing.
- Although boys at BBS are achieving above the national cohort of boys (69.4%), there is a concern that boys in Years 2 to 5 (particularly Year 5) are underachieving.

Reading

Points of celebration in the dataset include the conclusions that:

- Overall, the dataset indicates that 88% of Year 1-6 students at BBS are in the 'At/Above' achievement band compared with the national percentage of 77.8%
- Although some year cohorts have higher proportions of students than others in the 'Above/At' national expectations achievement band, all year cohorts demonstrated strong or reasonably strong levels of achievement at the end of 2017.
- Girls at BBS are achieving at a particularly high level (91.4%). The achievement difference between boys and girls at BBS is lower (albeit minimally) than the equivalent achievement difference across the country (6.2% compared with 8.5%).
- There appears to be little association between levels of achievement and ethnicity at BBS. All ethnic groups (but especially Maori and Pasifika) are achieving significantly higher than their equivalent national cohorts.

Points of concern in the dataset include the conclusions that:

- 72 students across Years 1-6 at BBS are currently achieving lower than national expectations for reading.
- Although boys at BBS are achieving significantly above the national cohort of boys (84.9% compared with 73.9%), there is a concern that boys in After Year 1 are underachieving.

Rationale for overall improvement as a school in Mathematics:

- A continuation of the Achievement Plan begun in 2017 where we noted the success of the
- ALiM Radar students in 2017 continue to have a positive or more positive engagement towards Mathematics after the programme as measured by a student survey.
- Area of focus as a result of data analysis of 2017 Maths is movement within Curriculum Level 2
 - Mult / Div and Prop / Ratio
 - Early to Late Stage 5 progress

Year	Date	Above	At	Below	Total
1		14.1	78.1	7.8	92.2
2	after 1 year	25	65	10	90.0
	After 2 years	18.4	62.1	19.5	80.5
3	After 2 Years	36	52	12	88.0
	After 3 years	13	66.7	20.2	79.7
4		32.2	47	21	79.1
5		37.3	47.3	15.4	84.5
6		56.5	28.8	11.7	88.3
Total		32.1	52.1	15.8	84.2

2017 Aggregated Year 1 - 6 Priority Learner Data For Maths (ALiM Groups Year 2 to 6)

Priority Learner COHORT	Below		At		Above		Total
	Number	%	Number	%	Number	%	Number
Māori (included in Totals)	(4)	(50)	(4)	(50)			(8)
Male	23	52.2	20	45.4	1	2.2	44
Female	13	26.5	34	69.3	2	4.0	49
Total	36	38.6	54	58.0	3	3.2	93

Year 1 - 8 Achievement Challenge Targets for Math (ALiM) Learners

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

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Māori (incl in Male and Female)	8	4	50	5	62.5	6	75	6	75	2	25
Male	44	21	47	23	52.2	25	56	27	61	6	14
Female	49	36	73	38	77.5	40	81	42	85	6	12
Total	93	57	61	61	65	65	69	69	74	12	13

All Priority Student Achievement All learners will make accelerated progress in Maths by the end of 2021 in ways that build on their confidence and skill level. In Years 1 - 6 there will be a sustained increase from 57 of our 93 (61%) learners "At" or "Above" the standard to 69 of 93 our learners (74 %).

School B (Campbells Bay) Curriculum Achievement Targets 2019 -2021

Curriculum Kāhui Ako Target: Writing

Reading, Writing and Mathematics Analysis:

- Over 80% of our students are achieving at or above in reading, writing and mathematics. With mathematics being an overall strength at **92.8%**.
- Only 8.3% of the junior school are achieving below in mathematics. With only four Asian students below. Interestingly to note, the thinking and problem solving in mathematics can be done in a students' first language particularly in the junior school.
- Our Maori students' reflect this school strength with just over 80% achieving at or above in mathematics.
- There are 94% of Asian students achieving at or above in mathematics with 250 Asian students in our school exceeding the national standard. What can we learn from their success?
- Sustainable professional development has occurred for the past three years using Maths Matters NZ. Our teaching approach to mathematics has changed significantly (talk moves; rich multi answer questions; problem solving; integrated; mixed ability and collaborative). This data can be evidence to support that this teacher practice works, for ALL students. Including those in the collaborative environment.
- Over 80% of senior school students (years 5 and 6) achieved at or above in mathematics with over half the students in year 6 achieving above the national standard in mathematics before they move onto intermediate school.
- Another highlight for our 2017 data is the progress made for students in **reading** after one year to their **achievement after two years**. In 2016, **38.9%** of students were below the national standard in reading after one year and in **2017 only 12.2%** of students were below the following year. This accelerated progress made by students moving from one to two years of schooling is outstanding. It is evident that our Building Blocks philosophy and understanding is successful. We do not rush students through the levels in the first year of school. Instead we ensure all students receive a solid base of foundation literary skills before moving them to quickly through the levels (B.Brann, 2011).
- In Year 4, 5 and 6 every target set for 2017 was met, by reducing the number of students below by 30% of more. These improvements are significant, as students who are not achieving the standard by Year 4 often have multiple interventions and programmes in place to help them prior to this time. The main action taken to support these students is increased tracking and monitoring systems through a rigorous teaching as inquiry cycle. *This includes, reflecting on teacher practice and its impact on the student, robust dialogue about this with other professionals, reflection and research, close monitoring of student progress and adjustment to programmes according to this monitoring, teacher aides to support attainment of targets and other withdrawal programmes implemented.*
- Following on from this some of our best results came from the senior school, the cohort that arguably has undergone the most significant environmental change. And while the collaborative environment looks very different, what is happening inside for students and teachers is more important. The pedagogical decisions and actions in the collaborative environment are rich in best practice methodology. This includes but is not limited to: robust assessment for learning practices; tracking and monitoring systems; student voice and agency; adaptable and personalised programmes and authentic curriculum contexts. In year 5 & 6 the mathematics target was to reduce the number of students below the standard by 30% and we reduced the number achieving below by 32%. In writing in year 5 & 6 the target was to reduce the number of students working below by 30%, instead the number working below was reduced by 45.1%. This far exceeded the target.

Rationale for overall improvement as a school in Writing:

National Standards	Below (# / %)	At (# / %)	Above (# / %)	Total Cohort
After one year	31 / 16.8%	125 / 67.9%	28 / 15.2	183
After two years	25 / 16.7%	85 / 56.7%	40 / 26.7%	147
After three years	30 / 28.9%	44 / 42.3%	30 / 28.8%	108
Year 4	28 / 19.2%	45 / 30.8%	73 / 50%	146
Year 5	14 / 8.7%	56 / 34.8%	91 / 56.5%	161
Year 6	24 / 16.4%	43 / 29.5%	79 / 54.1%	146
Total School	152 / 17.0%	398 / 44.6%	341 / 38.2%	891
Boys	101/22%	206/ 44.9%	152/33.1%	459
Girls	51/11.8%	192/44.4%	189/43.8%	432

- Our target area for improvement this year is writing. With particular focus on boys and their writing achievement. Of the students achieving below almost 50% more are boys rather than girls.
- In reading, 19% of all boys in our school are well below. We believe this reading achievement contributes to our writing performance for boys.
- We have observed that fluency in writing and fine motor skill challenges appear to be evident with more boys in the junior school. Almost double the students below are boys after one and two years in writing.
- At the end of Year 4 there are 66.6% more boys than girls below the standard.
- Surprisingly, Asian students represent 7.8% of the school as below.
- After 3 years of school 28.9% of students are below. This is our largest amount of students below in a cohort. And the number of students from end of 2 years (2016) to after 3 years (2017) has increased by 10%. This needs further analysis.
- Even though at the outset it looks like there are more students below in reading and that this should be our area. 18.7% of our students are below in reading compared to 17.1% in writing are below, the disparity between girls and boys in writing is our concern.
- Our reading achievement has in fact improved by a very small percentage from last year at 19.7% and this year 18.7%.
- Due to reading and writing being interconnected (literacy), we feel that inadvertently they both will be focussed on.
- We are committed to providing equitable outcomes for all students, regardless of **gender**, ethnicity, physical needs etc. This data tells us we need to decrease the gender gap in writing.

School B 2017 Aggregated Year 1 - 6 Priority Learner Data For Writing

Priority Learner COHORT	Below		At		Above		Total
	Number	%	Number	%	Number	%	Number
Boys	101	22	206	44.9	152	33.1	459
Year 3	30	28.9	44	42.3	30	28.8	108
Year 4	28	19.2	45	30.8	73	50	146
Total	159	22.3	295	41.4	255	35.7	713

School B Year 1 - 8 Achievement Challenge Targets for Writing for Priority Learners

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

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Boys	459	358	78	398	87	400	87	402	88	44	9.6
Year 3	108	74	71	86	77	90	83	92	85	18	16
Year 4	146	118	80.8	129	88	132	90	134	91	16	11
Total	713	550	77.1	613	86						

All Priority Student Achievement All learners will make accelerated progress in Writing by the end of 2021 in ways that build on their confidence and skill level. In Years 3 and 4 there will be a sustained increase from 30% of our boy priority learners to be "At" or "Above" the standard.

School C (Pinehill) Curriculum Achievement Targets 2019 -2021

Curriculum Kāhui Ako Target: Reading

Reading, Writing and Mathematics Analysis:

Reading

- At the end of 2017, 82.5% of our students were achieving at or above the National Standard.
- A good proportion of students at or above the standard in the senior school
- A high number of students at or above the standard by the time they leave for intermediate at the end of 2017 (91.3%)
- 85.4% of girls were at or above in reading compared to 79.6% of boys
- 92.8% of our Maori students were at or above the standard by the end of 2017
- All of our Pasifika students were at the standard by the end of 2017

Writing

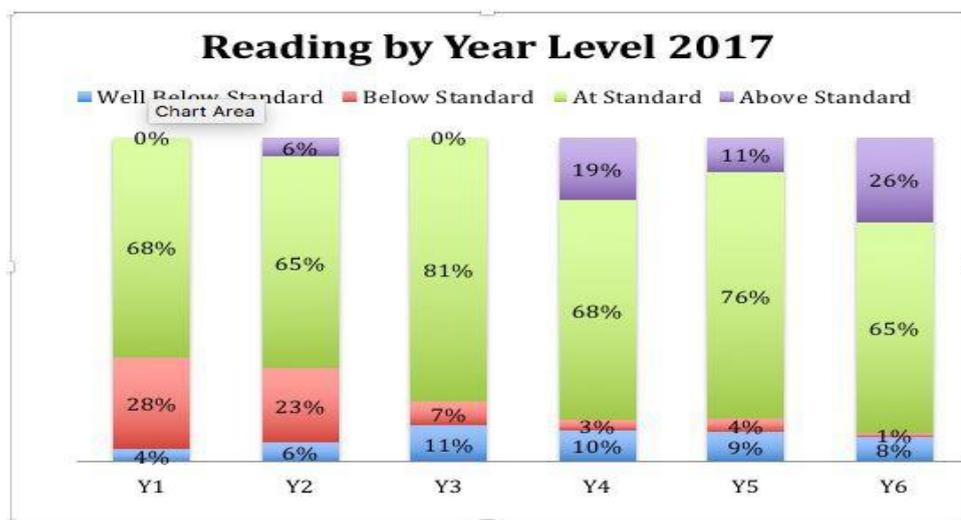
- At the end of 2017, 81.3% of our students were achieving at or above the National Standard.
- 84.9% of girls were at or above in writing compared to 77.7% of boys
- 78.6% of our Maori students were at or above the standard by the end of 2017
- 80% of our Pasifika students were at the standard by the end of 2017

- We have just completed two years of intensive professional development with all staff across the school with Evaluation Associates. Our focus was building formative assessment practices in all classrooms, with our students becoming more active in their learning.
- Priority learners were targeted in small groups, a significant number of these children were boys.
- Teaching as Inquiry was strengthened as teachers targeted small shifts in their practice and in the capabilities of their students with the support of an outside facilitator and senior staff.
- Teachers have a greater understanding of writing progressions and learning is targeted and more focused on specific student needs
- Teachers are more invested in the data and shifting students in their class.
- Formative assessment practices have been embraced by our staff who are passionate about using these practices to move students. This continues to be a focus for inquiries and professional development across the curriculum.

Mathematics

- At the end of 2017, 87.9% of our students were achieving at or above the National Standard.
- Maths is a strength in our school. This may be in part due to our high percentage of Chinese and Korean students who come with very strong place value.
- Feedback from our intermediate feeder schools is that Pinehill students are known to be strong in mathematics.
- We have won the Mathex competition at Northcross Intermediate for the last two years
- A high number of students at or above the standard by the time they leave for intermediate at the end of 2017 (93.8%)
- 84.9% of girls were at or above in mathematics compared to 90.8% of boys
- 71.5% of our Maori students were at or above the standard by the end of 2017
- 60% of our 5 Pasifika students were at the standard by the end of 2017

Rationale for overall improvement as a school in Reading:



We have had concerns about our reading data in the junior school for a number of years. We have consistently had approximately 33% of our students below standard in reading after one year at school. This causes a knock on effect in Year 2 with approximately 20% of students below the standard at the end of 2 years. The graph above

shows however that the achievement levels of our students improve over their time at Pinehill School with only 9% below standard by the time they leave for intermediate.

We have a high proportion of ELLs, particularly in our junior classes. After comparing the data of ELLs and non ELLs students we can see a clear disparity between achievement levels in reading and writing. 41.8% of our ELLs students are working below or well below the National Standard in reading, compared to 7% of non ELLs.

(National Standards Reading 2017- number # and percentage %)

	Below (# / %)	At (# / %)	Above (# / %)
40 weeks	22/34.4%	41/64.1%	1/1.6%
80 weeks	14/23%	44/72.1%	3/4.9%
120 weeks	10/15.4%	59/85.5%	NIL
End Year 4	9/14.3%	42/66.7%	12/19.4%
End Year 5	10/13.3%	58/77.3%	7/9.3%
End Year 6	7/8.8%	52/65%	21/26.3%

Strategic Priorities set by Pinehill Board of Trustees

- Increase the percentage of students achieving at or above their appropriate curriculum level in reading, writing and maths
- All Maori and Pasifika students achieving at or above their appropriate curriculum level in reading, writing and maths
- Ensure reading and writing results are equal to those in maths

2017 Baseline Data

At the end of 2017:

- 66.0% of students were reading at blue level after 40 weeks of school
- 77.0% of students were reading at orange level after 80 weeks of school
- 86.0% of students were reading at purple level after 120 weeks of school

2018 Annual Goal

Annual Goal

- 80% of students will be at blue level after 40 weeks of school
- 80% of students will be at orange level after 80 weeks of school
- 90% of students will be at purple level after 120 weeks of school

All teachers in Year 1 and 2 and other teachers across the school have reading as a focus for their inquiries. The main driver is to ensure that formative assessment practices which have been embedded in writing transfer across to reading, i.e. making our children more active in their learning.

School C 2017 Aggregated Year 1 - 6 Priority Learner Data For Reading

Priority Learner COHORT	*Below		At		Above		Total
	Number	%	Number	%	Number	%	Number
40 weeks	22	34.4	41	64.1	1	1.6	64
80 weeks	14	23	44	72.1	3	4.9	61
120 weeks	10	15.4	59	85.5	0	0	69
Total	46	23.7	144	74.2	4	2.0	194

*Below includes Well Below

School C Year 1 - 8 Achievement Challenge Targets for Reading for Priority Learners

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

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No#	%	No#	%	No#	%	No#	%	No	%
40 weeks	64	42	66	51	80	53	83	56	88	14	22
80 weeks	61	47	77	50	82	53	87	55	90	8	13
120 weeks	69	59	86	61	88	62	90	62	90	3	5
Total	194	148	76	162	84	168	87	173	90	25	13

All Priority Student Achievement All learners will make accelerated progress in reading by the end of 2021 in ways that build on their confidence and skill level. In Years 1-3 there will be a sustained increase from 148 of our 194 (76.2%) priority learners "At" or "Above" the standard to 173 of our 194 (89 %) achieving at or above expected reading levels. This will be a total increase of 25 priority learners (13%).

School D (Murrays Bay Primary) Curriculum Achievement Targets 2019-2021

Curriculum Kāhui Ako Target: Mathematics

Baseline data: Analysis of school wide Mathematics Data End of 2017.

National Standards	Below (# / %)	At (# / %)	Above (# / %)	Total Cohort (#)
Year 1	2/1.8%	109/96.4%	2/1.8%	113
Year 2	10/9.7%	64/62.1%	29/28.2%	103
Year 3	15/13.2%	56/49.1%	43/37.7%	114
Year 4	16/13.8%	51/44%	49/42.2%	116
Year 5	16/15%	45/42%	46/43%	107
Year 6	24/20.5%	32/27.4%	61/52.1%	117
Total School	83/12.3%	357/53.2%	230/34.3%	670

* Below includes students who are 'well below'

Strengths:

- 87.9% of students are achieving at or above the National Standard. This is above our goal of 85%.
- No Maori students are **well below** the National Standard and only 1 Pasifika student is well below.
- 93% of Asian students are achieving at or above the National Standard and there are no Asian students well below.
- Both boys and girls are achieving above the goal of 85% at or above the National Standard. Only a small percentage of male and female students are well below the standard (2.5%).
- With the exception of Y6, each year level is meeting or exceeding the goal of 85% for at and above. The cohort for Y6 has shown this data historically. 53% of these Year 6's are achieving above the national standard.
- Priority learners in Mathematics are identified and targeted for acceleration through ILE and flexible groupings.

Areas for improvement:

- There is a 15.1% difference between the number of boys and girls achieving above the National Standard.
- In 2016, 40.6% of students were achieving above the National Standard in comparison with 34.3% in 2017. 22.6% of Māori students and 37.5% of Pasifika students are achieving below the National Standard in comparison with 10.9% of all students. The number of Pasifika students is small (6 students) 6.5% of Maori students and 6.3% of Pasifika students are achieving above the National Standard in comparison with 34.3% of all students.
- We have noticed that the level of achievement in mathematics dips in Year 5.

Rationale for overall improvement as a school in Mathematics:

- There is a 15.1% difference between number of boys and **girls** achieving above the National Standard. To improve the percentage of girls achieving above the National Standard we need to investigate the viability of a girls acceleration group in year groups and look into research possibly through TAIs as to how we boost their achievement. Our Aim would be to have raised the level of girls above the standard to 32% to be within 10% of the boys.

- In 2016 40.6% of students were achieving above the National Standard in comparison with 34.3% in 2017. This is a trend as in 2015 (44.2%) the percentage dropped to 40.6% in 2016 demonstrating the need to accelerate our students who are achieving at the standard. We have been given MOE funding for school wide PLD in Mathematics. Our aim is to have over 40% above the National Standard.
- 22.6% of Maori students and 37.5% of Pasifika students are achieving below the National Standard in comparison with 10.9% of all students. The number of Pasifika students is small (6 students) 6.5% of Maori students and 6.3% of Pasifika students are achieving above the National Standard in comparison with 34.3% of all students. This small number of students needs to be targeted across the year groups. Children will be identified in TAI's and team Raising Achievement Plans. Alternative strategies will be trialled through TAI, collaboration, assessment and PLD. PLD will be both on teaching practice and assessment.
- Targeting Year 5 allows us to focus on the specific strategies required to ensure that this underachievement is addressed.

2017 Aggregated Year 1 - 6 Priority Learner Data For Mathematics

Priority Learner COHORT	*Below		At		Above		Total
	Number	%	Number	%	Number	%	Number
Year 5	16	15%	45	42%	46	43%	107
Female Students	49	15%	191	59%	84	26%	324
Māori	7	22%	23	72%	2	6%	32
Pasifika	7	41%	9	53%	1	6%	17
Total	79	16%	268	56%	133	28%	480

*Below includes Well Below

Year 1 - 8 Achievement Challenge Targets for Mathematics for Priority Learners

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

COHORT	2017 Cohort Number	At and Above Baseline Data		2019 Cohort Number	Projected Progress 2019		2020 Cohort Number	Projected Progress 2020		2021 Cohort Number	Projected Progress 2021	
		No	%		No	%		No	%		No	%
Year 5	107	91	85%	127	114	90%	121	115	95%	123	117	95%
Female Students	324	275	85%	376	338	90%	436	414	95%	443	421	95%
Māori	32	25	78%	35	32	85%	46	41	90%	47	45	95%
Pasifika	17	10	59%	9	7	75%	11	9	80%	13	11	85%
Total	480	401	84%	547	491	90%	614	579	94%	626	594	95%

All Priority Student Achievement All learners will make accelerated progress in Mathematics by the end of 2021 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 401 of our 480 (84%) priority learners "At" or "Above" the standard to 594 of our 626 (95%) of our projected 2021 priority learner numbers.

School E (Mairangi Bay School) Curriculum Achievement Targets 2019 -2021

Curriculum Kāhui Ako Target: Thinking/Writing

Introduction

It is time to adopt a different approach. Mairangi Bay School has, during the National Standards years, consistently achieved outstanding student achievement with over 85% of students at or above the national standards expectations in each of the reading, writing and mathematics learning areas. Our teachers have been committed to causing accelerated learning for priority learners and each of these children has individual education plans to personalise their learning. We welcome the demise of National Standards. It provides us with the opportunity to put our efforts into deliberate acts of teaching that we believe will better prepare our children for their futures. A school wide professional learning focus on extending thinking will impact more students and for greater advantage. Our approach is school wide and will, we believe, by growing better thinkers also clip the ticket for further improvement in reading, writing and mathematics. Our assessment methodology for assessing thinking is evolving and not yet robust enough for us to have confidence setting targets, although this will be possible in time. For the purposes of this plan we will track the impact of our teaching on student achievement for progress in Writing which we see more room for improvement than in Mathematics or Reading. We expect that by extending thinking skills writing will improve and be evident in the assessment data.

Writing: by explicit teaching of thinking skills our staff expect to accelerate learning for significant numbers of students so that they move from *“at the expected curriculum level”* to *“above the expected level.”*

2017 Baseline Dataset			
Year Cohort	Below Curriculum level	At Curriculum level	Above Curriculum level
Year 2	9 (13%)	59 (87%)	0
Year 3	11 (19%)	44 (77%)	2 (4%)
Year 4	16 (25%)	45 (70%)	3 (5%)
Year 5	3 (4%)	62 (83%)	10 (13%)
Total	39 (14%)	216 (80%)	15 (6%)
Girls (145)	20 (14%)	113 (78%)	12 (8%)
Boys (125)	19 (15%)	103 (83%)	3 (2%)
Maori/Cook Island Maori	2 (29%)	5 (71%)	0

Progress to Targets for Above Curriculum Expectation in Writing (previously 'Above National Standard')

Year Cohort	No	2017	2018 Target	2019 Target	2020 Target	2021 Target
Year 2 /2018 Year 3	68	0 (0%)	4 (6%)	6 (9%)	7 (10%)	8 (12%)
Year 3 /2018 Year 4	57	2 (4%)	8 (14%)	10 (18%)	11 (19%)	
Year 4 /2018 Year 5	64	3 (5%)	6 (9%)	10 (16%)		
Year 5 /2018 Year 6	75	10 (13%)	18 (24%)			
Total	264	15 (6%)	36 (14%)	26 (14%)	18 (14%)	8 (12%)
						<input type="text"/>

Comment: We are tracking 2017 year cohorts. Over time we expect accelerated achievement gains of up to 18% for children who have evidence of writing above the expected curriculum level. In order to make more informed decisions about the effectiveness of our pedagogical practice we will limit the cohorts to only those who were in the initial baseline dataset (2017). This reduces the number of variables.

School F (Murrays Bay Intermediate) Curriculum Achievement Targets 2019 -2021

Curriculum Kāhui Ako Target: Mathematics

Baseline Data:

As assessed against the National Standards for Reading, Writing and Mathematics

	Reading			Writing			Mathematics		
Year	2015	2016	2017	2015	2016	2017	2015	2016	2017
Above	56%	51%	38%	30%	27%	19%	52%	51%	42%
At	32%	31%	44%	55%	44%	59%	36%	31%	40%
Below	9%	15%	18%	12%	26%	22%	11%	17%	18%
Well below	3%	3%	0%	2%	2%	0%	1%	1%	0%

Reading, Writing and Mathematics Analysis:

Our 2017 strategic aim in relation to Reading, Writing and Mathematics, was to accelerate achievement, especially for our priority learners (students below or well below National Standard and all Maori and Pacific Island students)

Students below National Standard			
	Start of Year	End of Year	Difference
Year 7 Reading	69/488 students 14%	84/510 students 16%	2% slide
Year 7 Writing	113/486 students 23%	105/508 students 21%	2% improvement
Year 7 Maths	60/484 students 12%	90/510 students 18%	6% slide
Year 8 Reading	78/542 students 12%	103/554 students 19%	7% slide
Year 8 Writing	142/542 students 26%	126/554 students 23%	3% improvement
Year 8 Maths	91/544 students 15%	97/555 students 17%	2% slide

- The percentage of students 'below standard' in Writing improved slightly during 2017.
- The percentage of students 'below standard' in Reading and Mathematics increased slightly during 2017.
- 2017 was a transitional year for Murrays Bay Intermediate, with the retirement of the long standing principal, an acting principal for 6 months and the appointment of a new principal later in the year.

Rationale for overall improvement as a school in Mathematics:

Student achievement in Mathematics is at a level that is to be expected for a decile 10 school. The number of students 'at' or 'above' the standard is consistently 82-83% across both year 7 and year 8, and both boys and girls.

However, there is a difference in achievement between girls and boys at the highest levels, with a higher percentage of boys reported as achieving 'above the standard'.

	Boys 'above standard'	Girls 'above standard'	Difference (number of students)
Year 7	49%	39%	28 students
Year 8	54%	48%	17 students

This difference was also reflected in the 'attitude' survey conducted in term 1, 2018. The survey data (shown below) shows that girls are less optimistic and less confident in reporting their maths ability.

"I am good at maths"	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Boys	5.73%	7.01%	13.38%	22.93%	31.85%	19.11%
	26.12%			22.93%	50.96%	
Girls	7.83%	9.34%	16.87%	27.41%	27.71%	10.84%
	34.04%			27.41%	38.55%	

This is not an uncommon discovery; It is the topic of conversation within maths leadership circles currently. At younger ages this difference is not evident, it begins during the middle primary years. We believe that girls are equally capable of achieving highly in mathematics, given the right encouragement and environment in which to thrive.

Our Mathematics target for 2018 focuses on developing the practice of teachers. This focus is based on the assumption that improving teacher knowledge and professional practice will ultimately lead to improved student outcomes. Furthermore it is anticipated that a focus on research and effective practice will begin to address the underlying issues surrounding the disparity between girls and boys achievement.

2017 Aggregated Year 7-8 Priority Learner Data For Mathematics

Priority Learner COHORT	Below		At		Above		Total
	Number	%	Number	%	Number	%	Number
Year 7 girls	40	16	108	44	95	39	243
Year 8 girls	49	17	134	48	98	35	281
Total girls	89	17	242	46	193	37	524

Year 7- 8 Achievement Challenge Targets for Mathematics for Priority Learners

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

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Year 7 girls	243	203	84	207	85	212	87	217	89	14	5
Year 8 girls	281	232	82	233	83	239	85	245	87	22	5
Total	524	435	83	440	84	451	86	462	88	36	7

All Priority Student Achievement All learners will make accelerated progress in Mathematics by the end of 2021 in ways that build on their confidence and skill level. In Years 7-8 there will be a sustained increase from 435 out of 524 (83%) priority learners "At" or "Above" the standard to 465 (88 %) of our learners. Across both levels, this will be an increase of 36 learners (7%).

School F (Rangitoto College)

Curriculum Achievement Target – Junior Core Curriculum 2018 - 2020

General Goal: To reduce the number of students not achieving (*flagged F1, F2, F3*) at each year level within the Junior Core curriculum subjects - by increasing the number of students previously flagged (*F0*) to 25% of the total number of flagged students.

Historical Position

Baseline data: Analysis of **2017** Junior Core Curriculum data showing non-achievement in Mathematics, Science, English and Social-Science. Snapshot captured in Term 4.

	Number of students flagged				Total flagged as not achieving
	F3 (High)	F2 (Med)	F1 (Low)	F0 (off)	
Year 9	43	40	41	16	124
Year 10	56	47	44	27	174
Total	99	87	85	43	298

F3 (High): student experiencing significant underachievement in majority of Junior Core subjects

F2 (Med): student experiencing some underachievement in majority of Junior Core subjects or significant in several

F1 (Low): student experiencing underachievement in some Junior Core subjects

F0 (Off): students who have been flagged previously but are now meeting minimum achievement criteria.

Areas for improvement:

- There is still a significant number of student who are not achieving in one or more of their Junior core subjects (English, Maths, Science and Social-Science. This includes a high proportion of students who are flagged F3 (indicating that they are not achieving in at least three of their Junior Core subjects; The total number of students flagged makes up:
 - At Year 9 there are 124 students flagged (21% of cohort)
 - At Year 10 there are 174 students flagged (27% of cohort)

Strengths:

- Current Junior Curriculum review has consolidated the assessment of students at Year 9-10. All Junior subject assessment will now use the NCEA 0-8 grading system for all assessment to ensure:
 - consistency of data analysis
 - alignment with NCEA assessment processes at Year 11,12,13.

Strategic Goal:

Using 2017 historical data, the following targets are:

- Between 2018-2020 reduce the number of students not achieving (*flagged F1, F2, F3*) at each year level within the Junior Core curriculum subjects - by increasing the number of students previously flagged (*F0*) to 25% of the total number of flagged students.
 - At Year 9 there are 124 students flagged (21% of cohort), the intention is increase the F0 cohort to be around 32 (approximately double the current number).
 - At Year 10 there are 174 students flagged (27% of cohort), the intention is to the F0 cohort to be around 48 (approximately double the current number).
- In 2018 to introduce a BLUE flag system to identify students who are achieving “below their expected level” at any level across the 0-8 NCEA grading scale. This will compare expected performance (using MidYis data and past Junior Core assessment data) to current Junior Core assessment data.
- In 2018-2019 to establish a high quality, cohesive Priority Learner programme for Year 9 and 10. Including:
 - accurate PL lists (Through Junior Core assessment data, as well as utilising MidYis overall + literacy data).
 - establishing a Junior PL lead group (*curriculum leaders, HODs, Kahui Akorepresentative*)
 - developing a Year 9-10 accelerated literacy support programme
 - building teacher capability

Outcome Indicators:

- Student achievement in Junior Maths, Science, English and Social-Science (assessed using 0-8 NCEA grading scale)
- Findings of the ongoing Junior Curriculum review.
- Reduction in the number of students flagged as F Flag and introduction of a B Flagsystem
- Teacher expertise and knowledge. (relating to both assessment, pedagogy and priority learner strategies)
- Teacher capability, identified through departments, observation, teacher inquiry.
- MidYis data (both ‘overall’ and ‘literacy’ stanines)

Strategic Actions or Checkpoints	When?	What?
Collect data and review	<p>Year 9 <i>(End of Term 1, End of Term 2 and end of Term 4)</i></p> <p>Year 10 <i>(End of Term 2 and end of Term 4)</i></p>	Year 9-10 students are assessed against 0-8 NCEA rubric in Maths, Science, English and Social-Science. Data is collected and analysed in PC School. Students are flagged as to their level of non-achievement.
Ongoing reporting from JCCL team	All year	
Redesign of priority learner programme and targeted teacher professional development	All year	<ul style="list-style-type: none"> - Alignment of data collection methods - Findings of the 2018 Junior Curriculum review - Updating the process of priority learner classification - Targeted teacher PLD aimed at data interpretation - Targeted teacher PLD aimed at raising priority learner achievement
Adjustments to data tracking process	Term 4, 2018	Aligning data tracking system to introduce a B Flag (<i>under-achievement</i>) Resource support staff member to undertake current and future data analysis.
Kahui Ako PLGs	Once per term	Ensure literacy and maths PLG is aware of CAT. Potential to propose Science PLG.
Redesign of priority learner programme	Ongoing	Redesign of the programme to align with: <ul style="list-style-type: none"> - new data collection methods - Findings of the 2018 Junior Curriculum review - updating the process of priority learner classification - establishing a PL Lead Group

Plan of Approach (drivers)

1. Seamless Transitions - between and within schools

The Mid Bays Kāhui Ako understands the important impact transitions plays in the academic acceleration and wellbeing of the learners in our community. Successful transitions also play a vital role in the relationship schools have with parents and whānau. Seamless transitions will be a key driver for us in relation to our achievement challenges of both wellbeing and community engagement. It is through a genuine attentiveness towards positive transitions that will enable us to foster a sense of belonging (within our learners) to our hapori whānui (wider community). We embrace the unique diversity of our community and aim to engage this diversity to ensure that all schools within our Kāhui Ako provide a seamless transition within and across our schools.

We understand transitions includes changes between classes, syndicates, departments, and schools. We also recognise that to ensure successful transitions means that we need to focus wider than the movement from primary to intermediate to secondary. As such, we acknowledge the importance of ensuring intentional engagement with Early Childhood Educators and tertiary providers to ensure a deep educational pathway for our learners. Moving forward we will investigate ways to engage the tertiary sector more intentionally and we will investigate other ways to have seamless transitions within individual schools and across schools.

Concerning transitions, we have started to communicate more effectively across the schools in our Kāhui Ako. We hope to continue to develop these relationships and systems to be able to support our learners more effectively. Greater awareness of all aspects of school life in our individual schools is developing and has resulted in a number of professional learning groups across the communities to better support the transitions of learners. These professional learning groups include literacy, maths, performing arts, and ESOL and collaborate on shared goals, and by building bridges between schools for the benefit of our learners.

2. Culturally Responsive Pedagogy - Whanaungatanga

Culture can be visible and invisible within society and education. Visible culture can include behaviours and practices such as language, dance, food, music and architecture. Invisible culture includes perceptions, attitudes, values and beliefs, world views and morals. Edgar Schein - states "Culture is not a surface phenomenon, it is our very core" - He talks about three levels - the artefacts (what we can see), our espoused beliefs and our underlying assumptions.

Ann Milne (2017) '*Colouring in the White Spaces: Reclaiming Cultural Identity in Whitestream School*' suggests that it is imperative that we are responding to and sustaining the diversity of our students through our leadership, teaching, learning programmes and professional development to ensure that culture is embedded in our classrooms rather than timetabled. In order for our students to be engaged and successful, they need to see themselves in the learning and be able to connect with the content.

Earl, Timperley and Stewart (*Learning from QTR&D Programme: Findings of the External Evaluation, 2008*) state that "cultural responsiveness is much more than introducing myths or metaphors into class. It means interacting with their families to truly understand their reality; it means understanding the socio-political history and how it impacts on classroom life; it means challenging personal beliefs and actions; and, it means changing practices to engage all students in their learning and make the classroom a positive learning place for all students". In order for teachers to fully embrace culturally responsive pedagogy, they must examine their own identity, confront their own personal

beliefs and scrutinise their relationships with students and with communities as well as upskilling themselves in their knowledge of visible cultures such as languages and customs. Milne (2017) asserts that “fundamental change will only come from a large amount of work. Without that work, you are making a deliberate choice to remain neutral.”

Tātaiako – Cultural Competencies for Teachers of Māori Learners provides a philosophical and practical framework to guide teachers to develop a culturally appropriate and responsive context for teaching and learning. The premises of Tātaiako are:

- Teachers reject the deficit model which views all cultures other than the dominant cultural group as a handicap.
- Teachers have the knowledge and skills to execute the changes in educational achievement

The first premise requires a shift in mindset. The second one requires a shift in practice. Both require a commitment from everyone in our Kāhui Ako and sustained professional development and learning programmes. As a Kāhui Ako, we are determined to develop culturally responsive pedagogy. By responding and sustaining this, we will have a greater sense of belonging, strong whānau engagement and empowered learners.

3. Collaborative Inquiry

Approaching school improvement through collaborative inquiry can have significant benefits for learner outcomes. The Mid Bays Kahui Ako will be addressing the achievement challenges through a collaborative inquiry approach. The Kahui Ako is committed to implementing high-quality programmes of teacher professional learning that is shaped around collaborative inquiry. Sound PLD programmes are collaborative, build collective teacher efficacy, support mentoring and are built on relational trust. Bendikson (2018) outlines a guiding approach to inquiry that is:

- Collectively focused on a shared problem
- Directly related to the targets of the Kahui Ako schools
- Grounded in inquiry mindedness, not individual isolated ‘projects’
- Not reliant on collection of time-consuming evidence collection that adds little value

This includes developing the expertise of school leaders and teachers to undertake collaborative inquiry and reflective practice. This goes beyond just training teachers about the procedural aspect of inquiry, which can undermine its core intentions (Cardno, Bassett & Wood, 2016) but rather emphasise an inquiry mindset approach to everyday practice, which ERO (2011) describes as an “inquiry disposition”.

Mentoring supports a collaborative approach to inquiry. Mentoring benefits a teacher’s learning as they can be scaffolded through a reflective process. This builds cohesive teams of teachers who are motivated to raise outcomes for their learners. PLD programmes within the Kahui Ako can be designed to support middle leaders to mentor teachers through inquiry, which is critical part of a leaders role, if inquiry is to be valued within a learning community (Fowler, 2012). Collective teacher efficacy allows teachers to play a key role in decision-making and gives them ownership over goals and interventions. This has a direct correlation with influencing student achievement (Hattie, 2016). Kāhui Ako were introduced to tackle this, so ours should aim to work collaboratively across the schools with the collective belief that we can make a difference for our Mid Bays learners.

4. Student Agency

Developing Learner Agency

Learner agency is embedded in the NZ Curriculum key competencies as “the capabilities that young people need for growing, working, and participating in their communities” (NZ Curriculum Online, 2016). It is “having the power or capacity to act and make choices” and “in a learner-centred environment learners have agency over their learning, and classroom systems serve the needs and interests of the learner” (Wenmoth, 2014). Students who consider that they have more control over their learning use and strengthen the key competencies (Chartens, 2014).

Agency is not just having choices and the ability to act on these, and it is not about making choices based purely on an individual's preferences or needs. A key focus of agency is responsibility - to self, to others and to the environment we share (Wenmoth, 2017). At the heart of learner agency is a core of desire, curiosity or interest. Students enjoy their work and are interested in it, the learning is meaningful, students take ownership of the learning process not just the final grade and are more likely to extend the learning experience out of school time (Bjerede, 2018).

As a Kāhui Ako, building the capacity of our students to own and be responsible for their learning is crucial as they learn to adapt and meet the technological, political and environmental challenges of the 21st Century. This will, in turn, build a greater sense of connectedness and purpose providing a protective element to wellbeing. Currently, many of our students have signalled that they do not feel that they have a say in what happens at school. Therefore, we aim to develop learner agency to ensure our learners have the power to act on their own learning.

We will focus on raising learner agency by:

- encouraging students to take greater control over their own learning through nurturing and coaching
 - designing learning for students where they are given more choice, responsibility and ‘say’ over their learning.
 - developing curricula that are culturally responsive and pedagogically engaging
 - respecting and encouraging the spirit of independence in learning
- shifting the balance from teacher directed learning towards a more self-directed learner approach
- assisting our ākonga to develop a growth mindset

Monitoring and Evaluation

Monitoring and evaluating our progress will be a strategic ongoing inclusive, collaborative approach to ensure equity and excellence for all.

Monitoring

In order to monitor our progress, we will undertake the following:

- **Wellbeing**

Each year, we will create an online survey to specifically measure the target areas that we have identified within our Wellbeing Achievement Challenge. This will be an opportunity to obtain both quantitative and qualitative data, and to ensure that all voices are heard. Age appropriate questions will be considered, with oral interviews within our ECE community. We intend on administering the NZCER wellbeing survey again in 2021 to evaluate the wellbeing culture progress and shifts.

- **Community Engagement:**

To ensure that we are able to capture quantitative and qualitative data, we will be able to measure numbers attending hui, as well as capturing authentic voice from all our stakeholders, including our learners.

- **Raising Achievement**

Each school will be responsible for tracking and monitoring their achievement progress to reflect the Kāhui Ako's planned actions. Our aim is to build collective teacher efficacy and evaluative capabilities through collaborative teaching as inquiry across the Kāhui Ako, in order to track emerging evidence of changes in pedagogy and school practice.

Evaluation

Evaluation is an ongoing process. We will continue to use ERO's School Evaluation Indicators: Effective Practice for Improvement and Learner Success to evaluate the shifts across the Kāhui Ako. The Navigator tool will be used to capture Leadership, including Board of Trustees' voice. NZCER Wellbeing Tool will be used again in 2021 to evaluate the cultural shifts across the three years. Each school will evaluate their student achievement progress through collaborative teaching as inquiry, both student data and rich narratives.

Reporting

Regular reporting will happen in accordance with each school's analysis of variance and ongoing reporting procedures. In addition, the Lead Principal and ASLs will report back to the Principals at their termly meetings.

The Term 4 analysis of variance, alongside the narratives from the collaborative teaching as inquiry will capture the progress made towards our three Achievement Challenges. We will establish the opportunity to showcase, celebrate and learn from the Kāhui Ako collectively. This will be held in Term 1 each year, and will include the Principals, AP and DPs, ASLs, ISLs, ECE representatives and students.

The strength of our Kāhui Ako is the desire to include all stakeholders, from ECE through to whānau/community, all students in order to engage whānau / community and develop and build agency.

Kāhui Ako Organisation and Structure

Our Kāhui Ako has been organised with the learners at the centre. Collectively, our leadership structure brings together principals, the lead principal, across school & in school leaders, ECEs, alongside each school's staff, community and students alike. Our Board of Trustees endorse and support the strategic direction of our kaupapa. Our structure is collaborative and inclusive, and underpinned by relevant and current research. We will continue to engage with the Ministry of Education, and work alongside our Expert Partner.

