

# Te Wheke Akoranga Kāhui Ako Achievement Challenge



2020-2023 Achievement Plan

## **Our Community**

Te Wheke Akoranga is made up currently of 4 schools and 3 ECE service providers; Picton Preschool, Picton Community Early Learning Centre, Picton Kindergarten, Picton School, Waikawa Bay School, Waitaria Bay School  
Queen Charlotte College

We are a small local naturally occurring educational group around Picton and the Marlborough Sounds that share the same people and community. Most of the students remain in this community as their education transitions through the various age groups. There is still hope to include some other nearby primary schools to be part of the Kāhui Ako. Our Kāhui Ako is composed of 55% European 39% Maori 3 % Asian and 2% Pasifika

## **History**

Marlborough Sounds Community of schools was established in 2015. At this stage it also included a St Joseph's Picton School but this school has since closed.

The Achievement Challenges decided on by the founding group were as follows.

1. Raising student achievement in Writing - Particularly Boys and Maori students.
2. Raising student achievement in Maths - Particularly Primary Boys, Girls, and Maori students
3. Raising student achievement in Math Secondary - particularly girls reaching their potential
4. Raising student achievement in Leavers - Secondary students leaving with at least L2 NCEA

The Kāhui Ako changed its name to Te Wheke Akoranga Kāhui Ako. A number of positions have changed within its leadership group and the schools since its inception which has made challenges for continuity.

## **Vision**

Leading progress and achievement for every student and teacher with a clear focus on enabling positive pathways and success for all students.

## **Progress**

To reach these set goals a number of strategies were put in place.

A new team was set up with Lead Principal an across school leader and 3 In-school leaders. There have been a number of changes to personnel in the schools due to staff moving but momentum was able to be maintained, although directions have changed a little from the initial plan. One primary school chose to focus more on reading than writing to begin with. The writing results had not improved significantly after the first 2 years of setting the achievement challenges. The emphasis was to remain on writing rather than change the focus to Mathematics in primary schools as had been planned. The college also decided to support the writing initiative rather than focusing on Mathematics so the schools could work collaboratively on inquiry and PD based around writing. The ECEs were keen to come on board and became part of the Kāhui Ako team. During this time the community of schools worked on improving relationships with each other and sharing Professional Development around Spirals of Inquiry and improving Leadership. This was seen as an important developmental phase to build both capability and trust between all involved in the Kāhui Ako.

## **2017 A Theory of Improvement Action Plan was developed and agreed on.**

The main ideas

### **Strengthen Leadership capabilities**

- Have a shared understanding of what leadership is within Kāhui Ako
- Leaders to work collaboratively and take collective responsibility for the achievement and success of our students,
- Build relational Trust between all Kāhui Ako members
- Ensure there is a commitment to shared goals
- Share coaching and mentoring PLD to all of Leadership group.

### **Sharing and improving teacher practice for the best learning outcomes for every student**

- Sharing information and learning about teaching practice
- Using collaborative spirals of inquiry
- Develop a shared view of best pedagogy
- Understanding how to accelerate progress of priority learners

### **Developing evaluative capabilities to achieve equity and excellence in student outcomes**

- Use of data and evidence to measure progress
- Agreed evaluative processes to measure student achievement
- Use collective expertise to analyse data to get improvement
- Develop data management systems to support sharing of data

### **Building productive partnerships with students, whanau and community that honor the Treaty of Waitangi**

- Work with whanau to ensure every student has required support to achieve
- Collaborate with iwi
- Celebrate diversity of cultures and identities and languages
- Students whanau and teachers have shared understanding of curriculum goals and learning and engage in these together
- Students, whanau and teachers know what pathways and support are available at critical transition points.

### **Professional Development**

- Lead Principal has regularly attended Top Of The South Lead Principals Hui
- Effective use of Spirals of inquiry to improve student outcomes.
- Coaching
- Use of PaCT

## 2019 Plan

The Vision extended to - Te Wheke Akoranga Kāhui Ako will support and encourage culturally sustaining relational pedagogy and inclusive practices.

1. Create a coherent pathway for our akonga from ECE to Adult citizenship
2. Remain aligned to our achievement challenges
3. Shape teaching and learning.

A number of specific actions were to be put in place but unfortunately due to the length of time without an appointed Leader a number of these have not been implemented but will be reviewed at the end of the year to see if they are still a focus for 2020 and the new Achievement Challenges.

**Combined performance** was the key action put in place as a context to much of what was happening in the Kāhui Ako and was very successful.

With 2019 being Tuia 250 commemorations the Kāhui Ako decided to use this as a focus and that it would be a great context for learning opportunities and to look at engaging whanau, building relationships and enhancing cultural pedagogy. A very successful variety concert Ka Mua Ka Muri the story behind Te Wheke and the Queen Charlotte Sounds area according to Maori was written and put together involving items from all schools and centres of Te Wheke Akoranga kāhui Ako. This was an extremely successful venture well supported by all schools and ECEs in TWAKA as well as a full audiences each night.

This opportunity was a great context to improve collaboration and contact with different learning centres, schools, whanau and the community.

**Coaching PD has** occurred and was well received by members of the all the Kāhui Ako groups.

**Data collection** was difficult as with change of staffing and directions of some groups the consistency of this data was not as we would have preferred.

## Transitions

For Picton Kindergarten a big aspect of our involvement has been purely transition to school. The three ECE services and new entrant teachers worked together to develop a student profile for ECE teachers to complete and hand over to the NE teachers. We also have an 'all about me' sheet for whanau to complete about the child too.

Not much else has happened in this area so far, which has been disappointing. Between the two sectors, I do think there needs to be more of a shared understanding of what a successful transition looks and feels like, particularly for our Maori children and families. This will also support a sense of trust between the two sectors and hopefully less of a need to do RTLB referrals to support transition to school...which has increased over the last 2 years.

## Data

### 1. Primary writing: boys and Māori students

## **Te Wheke Akoranga Kāhui Ako Achievement Challenge 1: Primary students' writing National Standards Data**

The Achievement Challenges were put together using data from the end of 2014. The main focus of the Kāhui Ako has been on the first challenge:

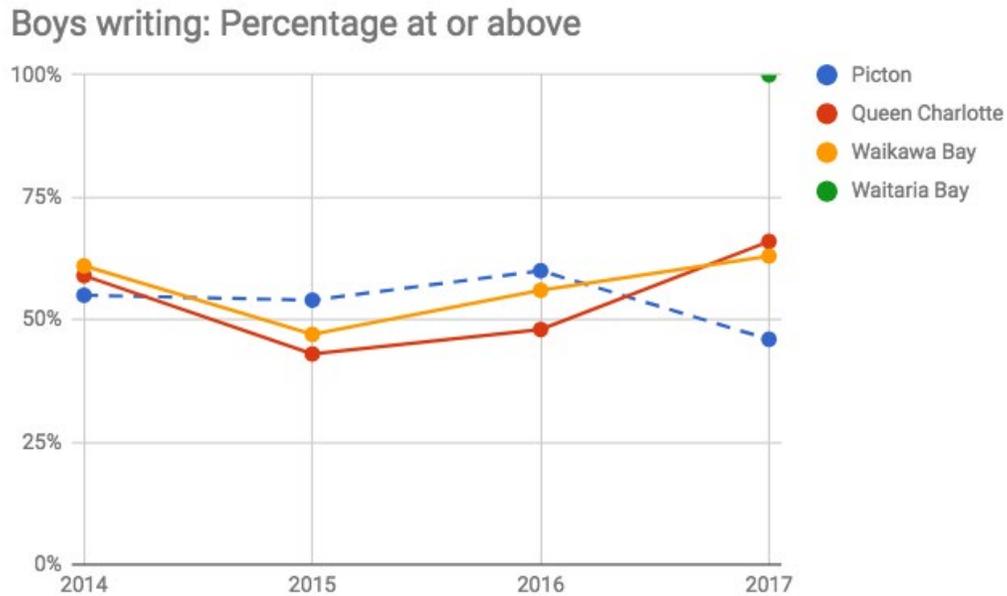
**RAISING STUDENT ACHIEVEMENT - Writing – Primary – Boys and Maori Students**

1. Boys' writing from 64.44% (125/194) in 2014 to 86% (166/194) in 2017
2. Māori students' writing from 58.93% (66/112) in 2014 to 86% (96/112) by 2017

The graphs that follow show the progress towards this goal for each of the schools in the Kāhui Ako. The following points should be noted:

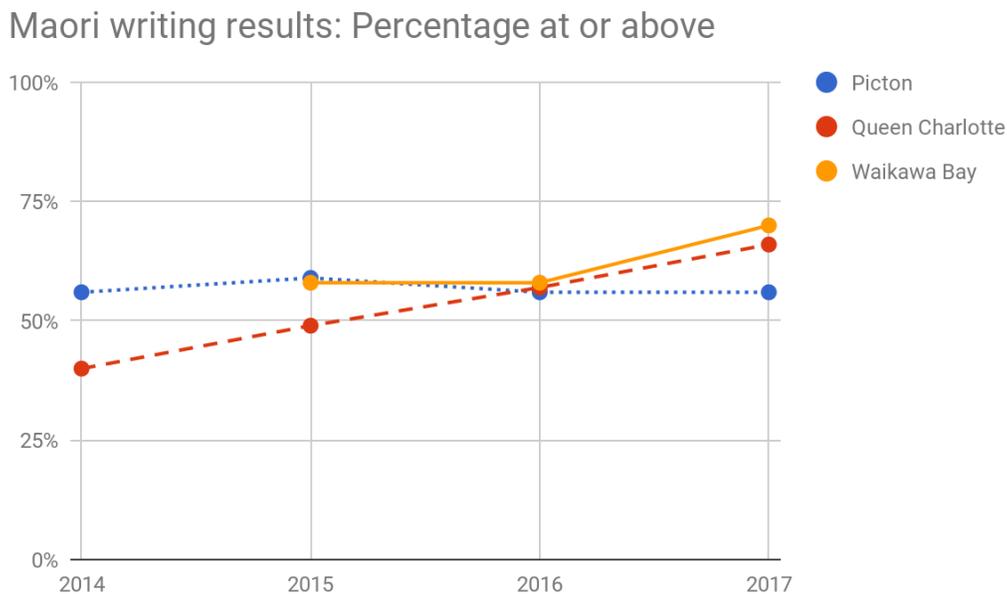
- Picton School was not an active member of the Kāhui Ako for much of the time period covered and was following a goal of improving reading.
- Data was gathered from “Education Counts” website and there were some missing values. In particular:
  - The data for Maori at QCC was interpolated because of missing values for 2015 and 2016.
  - Data for boys and Māori was not available for Waitaria Bay School until 2018, when there was a 100% success rate
- The data available only gives percentages and so it was not possible to give an aggregate result across all schools. If this is required, it will require individual schools to find their original reports to the ministry for the intervening years.

## Goal 1: Boys' writing



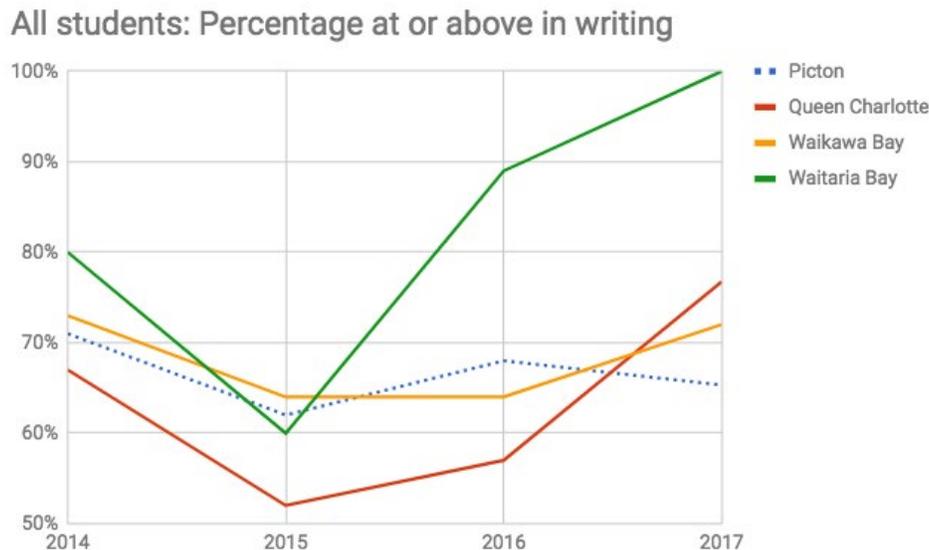
The target of 85% “at” or “above” standard was not met. However, some progress was made in boys’ writing, particularly if data is viewed from 2015 onwards, i.e. during the existence of the Kāhui Ako.

## Goal 2: Māori Students' writing



Again the target of 85% was not reached, but significant progress was made by the two schools whose focus was writing and where data was available for Māori students.

## Writing achievement for all primary students



Although writing for all students was not one of the goals of the Kāhui Ako, it has frequently been stated that targeting “the tail”, in our case boys and Māori students, will be good for all students. This graph indicates that this appears to be true.

However, it also indicates drops in achievement from 2014 to 2015 across all schools. Because the beginning data is from 2014, a simple comparison with 2017 results suggests little progress was made according to the achievement challenge, but the actual life of the Kāhui Ako is shorter as it was formed in June 2016 and the initial data on which the achievement challenge was based is from an earlier time when National Standards data was possibly not so rigorous for the following reasons:

- The process of forming the Kāhui Ako with its focus on data and consistency may have created a cautious approach towards forming judgements in 2015.
- The introduction of PaCT and the Learning Progressions Framework gave exemplars which may have suggested to teachers that their previous judgements were too high.
- National Standards were introduced with very little training for teachers in how to apply them. They were met with a fair amount of resistance and skepticism. Teachers in the early years were sometimes reluctant to judge students as “below” or “well below”. As time progressed and more training was given, teachers may have become more rigorous in their judgements on one hand and less resistant on the other hand, when it became clear that resistance was futile.
- Picton experienced a downturn during the time that the likelihood was that the ferries would move to Clifford Bay. It is possible that this resulted in a cohort change during this time.

## 2. QCC Y 7&8 National Standards 2016 data

Reading Meeting standard 76% National 77%  
Above standard 29% National 31%

Writing Meeting standard 57% National 71%  
Above standard 21% National 15%

## 3. Maths data

### QCC Y 7&8 National Standards 2016 data

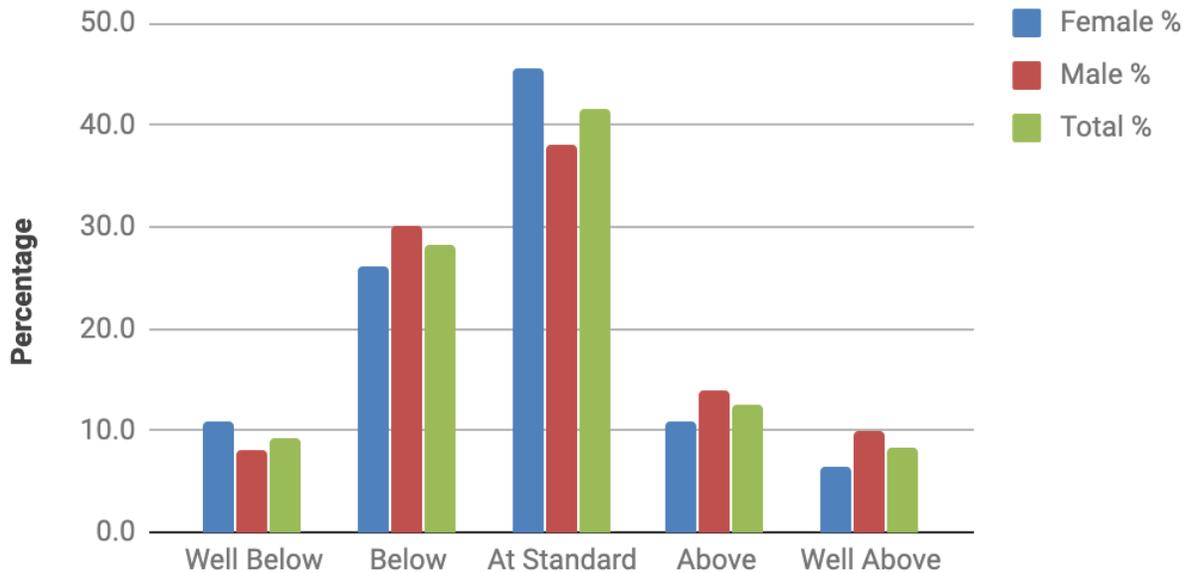
Maths Meeting standard 56% National 75%  
Above standard 22% National 20%

## 4. Girls in Y9&10 Maths and in senior Maths

At the end of 2017 Maths OTJs for Year 9 and Year 10:

	<i>Well Below</i>	<i>Below</i>	<i>At Standard</i>	<i>Above</i>	<i>Well Above</i>	<i>Total above or well above</i>
<b>Female %</b>	10.9	26.1	45.7	10.9	6.5	17.4
<b>Male %</b>	8.0	30.0	38.0	14.0	10.0	24.0
<b>Total %</b>	9.4	28.1	41.7	12.5	8.3	20.8

### Maths OTJs by gender, y9 & y10, 2017



In Senior Mathematics, of those girls who enrolled in courses offering endorsement, percentages achieving endorsement did not change significantly, as shown in the following table:

	<b>Eligible girls in Y11</b>	<b>Y11 girls endorsed</b>	<b>Eligible girls in Y12</b>	<b>Y12 girls endorsed</b>	<b>Total eligible girls</b>	<b>Total girls endorsed</b>	<b>Percentage of eligible girls endorsed</b>
<b>2014</b>	6	1	7	1	13	2	15.4
<b>2017</b>	12	3	6	0	18	3	16.7

## 5. NCEA

2018 data

QCC L1 73%	National L1 72%
QCC L2 82%	National L2 77%
QCC L3 63%	National L3 66%

**Table 2: Comparison NCEA level 1 data (2016-2018)**

Comparison group	Below NCEA level 1			NCEA level 1 or above			Percentage with NCEA level 1 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Queen Charlotte College	4	6	6	37	52	53	90.2	89.7	89.8
Marlborough Region	56	43	52	401	449	399	87.7	91.3	88.5
Secondary (Year 7-15)	588	641	669	8,579	9,212	8,880	93.6	93.5	93.0
State: Not integrated	4,687	4,959	5,389	42,355	43,963	44,027	90.0	89.9	89.1
Decile 06	715	700	864	7,313	7,712	7,740	91.1	91.7	90.0
New Zealand	6,150	6,418	7,033	54,368	56,524	55,852	89.8	89.8	88.8

**Table 2: Comparison NCEA level 2 data (2016-2018)**

Comparison group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Queen Charlotte College	7	14	12	34	44	47	82.9	75.9	79.7
Marlborough Region	89	114	94	368	378	357	80.5	76.8	79.2
Secondary (Year 7-15)	1,251	1,445	1,490	7,916	8,408	8,059	86.4	85.3	84.4
State: Not integrated	9,131	9,411	10,279	37,911	39,511	39,137	80.6	80.8	79.2
Decile 06	1,524	1,570	1,816	6,504	6,842	6,788	81.0	81.3	78.9
New Zealand	11,567	11,908	12,936	48,951	51,034	49,949	80.9	81.1	79.4

**Table 2: Comparison NCEA level 3 data (2016-2018)**

Comparison group	Below NCEA level 3			NCEA level 3 or above			Percentage with NCEA level 3 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Queen Charlotte College	24	40	34	17	18	25	41.5	31.0	42.4
Marlborough Region	230	281	264	227	211	187	49.7	42.9	41.5
Secondary (Year 7-15)	3,510	3,896	3,883	5,657	5,957	5,666	61.7	60.5	59.3
State: Not integrated	22,747	23,461	24,007	24,295	25,461	25,409	51.6	52.0	51.4
Decile 06	4,039	4,272	4,515	3,989	4,140	4,089	49.7	49.2	47.5
New Zealand	27,607	28,471	29,102	32,911	34,471	33,783	54.4	54.8	53.7

Maori achievement in NCEA although below Non-Maori achievement it is at or above the National average.

### **Leavers with NCEA Level 2 or above**

In 2016 80% of leavers left with at least L2, for Maori students this figure was 75% Maori female being the concern at only 67% but all Maori students remained at school until their 17th birthday.

## **6. Student engagement**

The data for Te Wheke Akoranga Kāhui Ako 2019 show 91% of all SSEE (Stand-downs, Suspensions, Exclusions and Expulsions) were male and 51 % were Maori students this is much higher than total composition % of the community is. The top reason (40%) for Stand-downs was Physical assault on other students and there was a marked spike in stand-downs in 2018. All Suspensions Exclusions Expulsions were due to substance abuse.

4% of Maori are coded as transients.

Good use is being made by all schools for Learning Support, mainly around behaviour and communication.

Attendance appears to be an increasing issue especially for Maori students who recorded only 58% reaching more than 90% threshold.

## **Our Stories**

### ***Queen Charlotte College***

Queen Charlotte College (QCC) has been part of Te Wheke Akoranga Marlborough Sounds Kāhui Ako (TWAMSKA) from the start. The school has been fortunate to have had at least one Within School Leader and an Across School Leader for two years, with a recently appointed new Principal Leader.

Unfortunately due to staff leaving our Within School Leader has changed a number of times making continuity a bit of an issue. However, I believe they have all served us well with a variety of skills they have been able to offer and all gained something from the increased leadership role.

QCC chose to stay with the Achievement Challenge of 'Writing' rather than focus on 'Mathematics' so it could join the TWAMSKA professional development (PD) around spirals and writing interventions.

QCC has been successful in lifting its overall writing results but we still have some students really struggling at the bottom end of the scale even after a number of individual interventions in literacy have been put in place. Our staff are now reasonably confident in the use of Spirals of Inquiry and have also valued the PD on Coaching that has been offered.

Work needs to be carried on with the transitions to Y8 and leavers profiles.

### ***Picton School***

Picton School has been part of TWAMS Kāhui Ako since it began back in 2014. In that time we have had one staff within school role. Picton School's engagement in the Kāhui Ako has increased

over the last two years and is set to become increasingly important to the development of the professional practice, school policies and culture.

The school staff have been able to build relationships and systems with pre-school organisations to improve transition to school.

The Professional Learning Development (PLD) offered through the Kāhui Ako around the introduction of PaCT has enabled staff to confidently use this as a vehicle for Assessment for Learning. We are now in a position where we can confidently use our school (Kāhui Ako) wide data to measure and support learning in the region.

Recently we also took part in PLD focused on introducing leadership coaching and we are looking forward to exploring this further, within the next Kāhui Ako wide programme. We are looking forward to continuing to build the capacity of staff through the Poutama Pounamu focus across the Kāhui Ako in 2020 and beyond.

### ***Waikawa Bay School***

Waikawa Bay School has been part of Te Wheke Akoranga Marlborough Sounds Kāhui Ako since it began back in 2014. In that time we have had staff in both the across schools and within school roles. The increased leadership experience gained by staff in these roles has added real value to our school.

The Professional Learning Development (PLD) offered through the Kāhui Ako around the Spirals of Inquiry has enabled staff to confidently use this as a vehicle for personal and professional growth and this now forms an integral part of our appraisal process. Recently we also took part in PLD focused on introducing leadership coaching and we are looking forward to exploring this further.

After three years involved in the Accelerating Learning of Literacy (ALL) programme focused on improving boys writing skills and seeing positive shifts in targeted students, we have now moved to the Developing Mathematical Inquiry Communities (DMIC) PLD focused on whole school mathematics. We are looking forward to continuing to build the capacity of staff through the Poutama Pounamu focus across the Kāhui Ako in 2020.

### ***Waitaria Bay School***

The Principal of our school was also the previous Lead Principal of the Kāhui Ako and consequently the school has been very involved at all levels of the Kāhui Ako. We have also been involved in PLD with a focus on Spirals of Inquiry. We have participated in Leadership Capabilities PLD to support the Kāhui Ako Theory of Improvement objectives.

Waitaria Bay School tamariki joined the Kāhui Ako combined schools and community celebration in 2019.

Our strategic goals for 2017, 2018 and 2019 have reflected those of the Kāhui Ako Achievement Challenge goals, and as a result there has been an improvement in students' results in Writing and Mathematics.

### ***Picton Early Childhood Centre***

For us at Picton Community Early Learning our involvement has included participation in the strengthening of transition to school. This has included more regular visits to the schools, the development of Student Profiles (for ECE to fill out), Child Profiles (parent/whanau to fill out) and an agreed timeline in which we work with schools for tamariki transitions. We have found the parent forms are not getting to school. We may have to bring these forms back to ECE to pass on to families.

We have attended Spiral of Inquiry Professional Learning, Leading Collaborative Inquiry and most recently Leadership Coaching, all of which we have benefited from.

Lastly, we participated in the Combined Production bringing all ECE and schools together to share in performing a community event very relevant to our 250 years celebrations and learning happening at centre.

### ***Picton Kindergarten***

Well-being and belonging:

We are already very engaged in the Poutamu Pounamu learning, including rongohia te hau, the shared learning online and observational tool. I really think this has made a MASSIVE shift in teacher thinking and practice leading to children's increased engagement in learning and parent/whanau engagement in the Kindergarten.

With the help of our Kāhui Ako leadership learning (Leading Collective Inquiry) I have successfully lead my team on a spirals around engagement with some fantastic results. We would be happy to share these with other schools/ECE if anyone was interested.

The coaching workshops have helped with my appraisal conversations and goal setting with staff alongside the Poutama Pounamu observational tool. In my mind it all linked well together.

We cannot highly recommend the Poutama Pounamu learning and really think it would be best to explore all areas of this learning - not just Rongohia te Hau - as I cannot imagine this model working on its own.

Wellbeing is an area we want to know more about. More specifically, supporting children to cope with 'big' emotions around disappointment and frustration. We have done some learning in this area but find that there is new learning in mindfulness that needs to be explored.

### ***Picton Preschool***

We have been involved for nearly two years now. What has been great for us is being involved in the community production. Our tamariki, teachers and whanau enjoyed being part of our wider community.

We have enjoyed being part of a bigger learning community and strengthening our relationships with the schools and other ECE's. We have found that the forms that we fill out to pass on to the schools have been great! Being able to pass on information about our tamariki to support them, their whanau and their new teacher with transitioning to school.

## Going forward

### Vision

Lead progress and achievement for every student and teacher with a clear focus on enabling positive pathways and success for all students. Support and encourage culturally sustaining relational pedagogy and inclusive practices.

### Drivers

- Student centred teaching and learning
- Literacy in its many forms including digital oral and written
- Learner agency
- Appropriate assessment for learning
- Students in a good space for learning
- Teachers willing to improve pedagogy
- Collaboration across TWAKA
- Our local curriculum
- Using information and data to support learning

## New Achievement Challenges 2020- 2023

### Our Achievement Challenges will fall into 3 broad areas to contribute to student success

- Cultural relationships for responsive pedagogy
- Student Well Being
- Authentic meaningful learning

Although these 3 Achievement Challenges are numbered separately we see them as integrated with responses linked in both base data and developing strategies to move forward with.

### Cultural relationships for responsive pedagogy

Identity, language and culture count. Productive partnerships need to be fostered between students, whanau and teachers. By appreciating the bicultural status of our country and our commitment to Treaty of Waitangi it is important to work with Maori learners, whanau and iwi so their aspirations are an integral part of our teaching and learning.

### Data Collection, Evaluation and Monitoring Overview

#### 2020

- Our intention is to spend 2020 collecting baseline data for AC1 and 2 as well as what is already being delivered in providing meaningful learning for AC3.
- All schools will participate in Rongahia te hau by end of Term 3 surveying students, staff and whanau about wellbeing and culturally responsive pedagogy.
- By the end of the year we will also collect and analyse school data from e-asTTle, school attendance and suspension data.

- We will sample and collect student voice on Wellbeing and analyse the use of external agencies for the year.

**2021**

- The intention is to use this data to research suitable interventions to improve Cultural pedagogy and wellbeing depending on what the data indicates.

**2022**

- Once ideas are established we can direct school inquiries to see effectiveness of interventions including ensuring improved engagement through meaningful learning.

Although these 3 Achievement Challenges are numbered separately we see them as integrated with responses linked in both base data and developing strategies to move forward with.

<p>Challenge 1  <b>Improve student achievement by providing environments that foster Cultural relationships for responsive pedagogy</b></p>	
<p><b>Actions</b></p>	<p><b>Outcomes</b></p>
<ul style="list-style-type: none"> <li>• Identify pedagogy that contributes to cultural responsiveness</li> <li>• Collect baseline data</li> <li>• Identify and implement strategies to improve cultural responsiveness across the Kāhui Ako</li> <li>• Identify expert teachers to support implementation.</li> <li>• Source resources to help implement improved pedagogy</li> <li>• Improve culture within the classes</li> <li>• Run Rongahia te hau to collect data</li> <li>• Disaggregate achievement data for Maori students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understand culturally responsive practice</li> <li>• Identify staff already showing good practice</li> <li>• Strategies evident in classroom practices across all classes in Kāhui Ako</li> <li>• Expert teachers supporting others to improve pedagogy</li> <li>• Resources help improve practice</li> <li>• Improved student achievement</li> <li>• Data assess implementation success</li> <li>• Maori students are achieving at or above Non-Māori students.</li> </ul>
<p>Measurement tools</p> <ol style="list-style-type: none"> <li>1. Narrative of where teachers are at in their practice</li> <li>2. Maori students achieving and enjoying success as Maori</li> <li>3. Engagement indicators of attendance, Suspensions, in class</li> <li>4. Rongahia te hau used to analyse implementation of teacher practice</li> <li>5. School inquiry</li> <li>6. PaCT data, e-asTTle</li> <li>7. Student voice</li> </ol>	

Challenge 2 Improve student achievement by providing an environment that fosters wellbeing	
Actions	Outcomes
<ul style="list-style-type: none"> <li>● Identify practices that contribute to the wellbeing of students</li> <li>● Obtain student, whanau voice about what helps them</li> <li>● Engage with the Learning Support Delivery model</li> <li>● Identify external agencies that can support students - SENCO/LSC equivalent</li> <li>● Identify and source effective resources, programmes and personnel that can improve student well-being - working with Learning Support Facilitator/ Regional Service manager</li> <li>● Ensure transitions from each educational centre supports student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Identified practices to improve wellbeing are implemented and monitored</li> <li>● Review and implement strategies as appropriate</li> <li>● Relationships set up to effectively source and use expertise</li> <li>● Trial and share experiences of programmes across Kāhui Ako</li> <li>● Schools set up with Learning Registers to identify student needs</li> <li>● Students will transfer easily into the next educational centre with ease. Data will follow them to help the new school adapt their learning plans</li> </ul>
<p>Measurement tools</p> <ol style="list-style-type: none"> <li>1. Questions on student wellbeing</li> <li>2. Student voice</li> <li>3. Attendance data</li> <li>4. Engagement data</li> <li>5. Spreadsheet usage of external agencies</li> <li>6. Wellbeing survey</li> </ol>	

Challenge 3 Improve student engagement and achievement through providing authentic and meaningful learning.	
Actions	Outcomes
<ul style="list-style-type: none"> <li>● Collect student, whanau voice on what is relevant to them</li> <li>● Identify local areas of significance that can be used to enhance learning</li> <li>● Share across Kāhui Ako local areas that are studied so they are not constantly replicated topics</li> <li>● Investigate and share resources or programmes that stimulate learning.</li> <li>● Ensure students requiring learning</li> </ul>	<ul style="list-style-type: none"> <li>● Implement relevant curriculum to students</li> <li>● Local curriculum is used to enhance learning</li> <li>● Curriculum has a shared vision on what local resources are used and at which level.</li> <li>● Reduced workload and transition difficulties by studying similar local curriculum</li> </ul>

<p>support will have realistic personal goals</p> <ul style="list-style-type: none"> <li>● Invest time in looking at the place of digital technologies to improve learning</li> <li>● Where appropriate organise curriculum moderation across Kāhui Ako</li> <li>● Identify and share good examples of Problem Solving, Project based Learning, learning through play etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Students needing learning support are provided for and the support is recorded for transition purposes</li> <li>● Students will use digital devices where appropriate to improve learning</li> <li>● Moderation workshops organised as needed</li> <li>● Students will be well engaged working on cross curricula multi-level learning opportunities.</li> </ul>
<p>Measurement tools</p> <ol style="list-style-type: none"> <li>1. PaCT, STAR, PAT, e-asTTle, NCEA used to assess students</li> <li>2. Student voice on appropriateness of curriculum</li> <li>3. Learner agency survey</li> <li>4. Student work completion and displayed</li> <li>5. Learning stories</li> <li>6. Student attendance and engagement data.</li> </ol>	

