

# Māwhera Kāhui Ako 2020-2022 PLAN

Awahono School	Barrytown School	Blaketown School	Greymouth High School	Grey Main School	John Paul II High School	Karoro School
Kumara School	Lake Brunner School	Paparoa Range School	Paroa School	Runanga School	Saint Patrick's School	

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## Māwhera Kāhui Ako VISION

Māwhera Kāhui Ako exists to **improve outcomes for all Māwhera learners**. We aim to do this **'by working together to do things better'** and creating collaborative goals that reach across education settings to meet the needs of all of our students. With a focus on raising not only excellence but also equity in terms of access to learning, we expect all students will be supported to reach their potential.

# Review

## MKA Journey

MKA began life in 2015 following previous clustering in the form of West Coast Way and Learning Change Network (which also included Westland schools); MKA was driven by our cluster joining the Manaiakalani Outreach Programme (MOP) and the newly-formed Communities of Learning were a good fit. Initially, both clusters were one under the same lead but as other schools joined MKA and did not join Toki Pounamu (the name of our MOP) leadership of both clusters had to separate.

A substantial review of the 2015-17 MKA plan took place in 2017 and early 2018, although it was not concluded: every principal discussed progress towards the stated aims and targets as schools and as a cluster; data from Woolf Fisher (a product of Toki Pounamu) and Education Counts (for NCEA) informed analysis; a revised plan was drawn up as a group but every principal agreed it did not make sense, or reflect our wishes, when put together.

The MKA Lead changed in mid-2018 and the new Lead worked with all principals to make sense of the planning documents. Details are below. The 2019 MKA plan document was simplified and context added, with a deliberate focus on 2019 only as the intent was that a longer term plan would be drawn up during 2019 following engagement with mana whenua. The plan was sent to MoE and used by MoE for approving a CFPLD application which was approved and is current.

Recruitment to lead roles is a challenge. The current Lead, following challenges requiring attention in his employing school, sought to step down in 2019 but, with no other applicants for the role, stayed on and a shared Lead has now been appointed. We have been unable to recruit a second AST so one role is currently unused.

## **Data protocols**

The original agreement for MKA was in alignment with Toki Pounamu, which has as its base a commitment to using nationally-benchmarked and externally validated data to inquire into progress towards equity goals. This is supported by a contract with Woolf Fisher Research Centre. Although not all MKA schools are part of Toki Pounamu, we agreed that we would all use e-asTTle and PAT to provide common language.

In 2019, one school objected to the use of e-asTTle and resulting discussions on data use have resulted in an agreement to all use curriculum levels for reporting progress.

In 2020, PACT will be further investigated as all schools have interest in the tool but concerns over teacher workload. Starting in 2020, we will trial assessing and monitoring progress in Te Reo using the Coherent Pathways tool.

All MKA schools have signed a Privacy Protocols MoA which is of particular use for our shared LSCs.

## 2017 plan analysis linked to 2019 and 2020-22 plans

Our Current Achievement Challenges Baseline data 2014	2017 aim	2017 actual progress (comments)	Evaluation and linkage to new plan	2020-22 achievement challenges
76.6% (759/991) of all Māwhera Community of Learning students achieved or exceeded National Standard in Mathematics in 2014 (2014 national data 75.2%)	85% of all students will reach or exceed the National Standard in Maths (842/991)	74% (range 57-85%)	This aim was based on being informed that we needed an 85% target.  Whilst we wanted to see an improvement in Maths, it took less priority than literacy in reality in most schools.	On review, we needed to simplify our plan as a CoL; some schools have great Maths results (there is a need for better sharing of good practice). Maths got dropped as an aim.
68.3% (677/991) of all Māwhera Community of Learning students achieved or exceeded National Standard in Writing in 2014 (2014 national data 71.1%)  56.8% of boys (305/537) (2014 national data 63.5%)  65.4% (100/153) of Māori students (2014 national data 61.2%)	85% of boys will reach or exceed the National Standard in Writing (456/537)  85% of Māori will reach or exceed the National Standard in Writing (130/153)	63% all (range 31-70%)  51% boys  59% Māori (range 36-78%)	This aim was based on being informed that we needed an 85% target.  We believe that our testing/scoring improved with the moderation we introduced during this time which lowered score averages.	This remains a high priority with results significantly lower than national averages.
68.3% (41/60) of GHS male leavers achieved NCEA Level 2 in 2014  50% (6/12) of GHS Māori leavers achieved NCEA Level 2 in 2014  The general cohort is on track to meet the 85% target in 2017	85% of male leavers will achieve NCEA Level 2 (51/60)  85% of GHS Māori leavers achieve NCEA Level 2 (10/12)	GHS only  73% male  59% Māori	This aim was based on being informed that we needed an 85% target.  Improvement in NCEA was seen during this time period, although not to the unrealistic target	NCEA has many levers and the ability to improve results as a CoL would require a 10 year plan. NCEA targets did not continue into the new plan

Following review of the plan as above, and following wellbeing at school data we had been asked to collect and analyse, principals discussed our concern that in every school there was a concern for wellbeing of students that was affecting learning, but previous plans had all had straight achievement targets. Wellbeing issues presented differently in our schools, related to the socio-economic factors of the school's community, but were a joint concern that we all saw as taking priority over Maths and NCEA, given that we also wanted to reduce the number of targets. Literacy, however, was agreed to be a fundamental skill which we all saw ongoing inequity in. That made for two aims, and we felt like we should have three. Our other issues were quite different between schools, however, and we wanted to avoid being constrained artificially. We agreed a basic principle of MKA was to reduce inequity, and we valued teacher/leader inquiry, so we introduced an open aim based on inquiry into inequity.

## 2019 Review of achievement challenges

Key for progress monitoring:

Not started	Started but less than half done	More than half done but incomplete	Completed
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### 1. Identified priority learners will make accelerated progress in reading and/or writing as measured by New Zealand Curriculum levels.

Actions	How will we achieve this?	Progress monitoring
<p>1.1 School-based inquiry to identify specific needs</p>	<p>Build on gains made with Spirals of Inquiry PLD in 2018:</p> <ul style="list-style-type: none"> <li>● Gather and analyse a range of data within schools</li> <li>● Share findings to identify themes</li> <li>● Apply targeted PLD</li> <li>● PLD provider and leaders support ongoing inquiry</li> </ul>	<p><b><u>2019 T3W3:</u></b></p> <p><b>Lake Brunner</b> - Maths and wellbeing focus and all new staff, so Reading / Writing is not as much looked at in depth this year, but ticking on (Students overall doing well in this.)</p> <p><b>Paroa</b> - school wide focus is clarify local curriculum / writing schoolwide</p> <p><b>Karoro</b> - reading, school-wide inquiry</p> <p><b>Grey Main</b> - Wellbeing is focus, through Key Competencies/ formative assessment and literacy</p> <p><b>Runanga</b> - Wellbeing focus</p> <p><b>Paparaoa Range</b> - Reading Engagement</p> <p><b>Kumara</b> - writing focus</p> <p><b><u>End of term 4</u></b></p> <p><b>Grey Main School</b> - Formative assessment was highlighted as an ongoing area of focus. Reading comprehension /vocab is a future need</p> <p><b>Greymouth High School</b> - reading, while still not at national averages levels, is significantly improved in 2018. Results are improved on 2018. Data across two years is valuable - fits with graduate profile approach. Maori achievement close to overall cohort in year 9. Writing a challenge for year 10 boys, and this impacts NCEA. Group of struggling year 10 girls evident in the data.</p> <p><b>Paroa</b> - local school curriculum documentation updated to draft stage, Bronze EnviroSchool level achieved, e-asTTle writing levels improved from 2018.</p> <p><b>Lake Brunner</b> - Wellbeing initiatives slowly embedded throughout the year, many responsive to student input.</p> <p><b>Paparaoa Range</b> - school wide inquiry on reading engagement - PB4L schoolwide evaluation tool completed in March 2019 and about to reviewed waiting on a new PB4L to carry out 2020 SET</p> <p><b>Awahono</b> - School wide inquiry around reading and writing was also linked around wellbeing for staff and students with the aim of improving data in the reading and writing curriculum areas.</p> <p><b>Karoro</b> - All staff engaged in inquiry around writing - gains in achievement, but male and Maori students need further focus.</p> <p><b>Kumara</b> - School wide inquiry on writing. End of year data showed 72% of priority students made accelerated progress. Maori students will need to be a focus going forward.</p> <p>Wellbeing survey done at the end of term 3. First PB4L SET completed in term 3 and first action plan completed.</p>

		<p><b>Runanga</b> - School wide inquiry on literacy with staff focus on needs and data in each class. Consistency in practice and honest discussion on data collected each term meant students improved up to 87% working at or above in reading with writing still a concern, but with students enrolling late in the year with concerns adjusted the data in a spiral. PB4L data is used alongside of academic data to see where the gaps are and how to support student learning</p> <p><b>Saint Patrick's</b> - All staff started on wellbeing but after meeting with CORE each teacher chose their own inquiry with wellbeing a focus.</p>
<p>1.2 Identified school leaders supported to develop leadership practice</p>	<p>Use inquiry/appraisal and qualitative feedback to identify aspects of leadership which have been under-supported and/or require development</p> <p>Develop and apply PLD support for these aspects</p>	<p><b>2019T3W3:</b>  CFPLD initially declined, things moved  <b>Paroa</b> - Not at this stage  <b>Lake Brunner</b> - completely new staff.  <b>Paparoa Range</b> - some PD around mentoring  <b>Saint Patrick's</b> not as yet  <b>Kumara</b> - No  <b>GMS</b>-Not as yet</p> <p><b>End of term 4</b>  <b>Paroa</b> -Leadership restructure for 2020 - new team leader introduced for senior team to share the load  <b>Grey Main School</b> -Leadership roles allocated to the goals of the strategic plan for 2020  <b>Awahono</b> - new staff member took on leadership role during 2019, this is to continue 2020.  <b>Karoro</b> - well-established leadership team. Strong leadership of syndicates, learning support, Māori and spirals of inquiry.  <b>Runanga</b> - Focus on new staff and wellbeing for all staff. Appraiser feedback consolidated leadership practices and forward vision.  <b>Greymouth High School</b> - CFPLD not used but internal resource and CWCPA drawn on; changes in personnel  <b>Lake Brunner</b> - all new staff 2019, so focus was less on leadership development within school, and more on shared leadership / ownership of growing school culture.  <b>Saint Patrick's</b> - DP and DRS had support from CEO and with an Acting Principal all learning together. Evaluation Associates</p>
<p>1.3 Pedagogical developments informed by inquiry</p>	<p>Pedagogical developments identified on case by case basis through inquiry process  PLD support applied in differentiated manner from base of:</p> <ul style="list-style-type: none"> <li>• Ako: specific strategies for teaching literacy; digital technologies; assessment for learning / differentiation</li> <li>• Wananga: problem solving, innovation</li> <li>• Whanaungatanga: relationships with high expectations</li> <li>• Tangata whenuatanga:</li> </ul>	<p><b>2019T3W3:</b>  <b>Lake Brunner</b> - Lots of scoping this year with completely new staff! Big focus on Tangata whenuatanga T2-3 - ongoing.  <b>Paroa</b> - inquiry focus - wellbeing and looking at developing pro-social skills school wide through whole school implementation of Circle Time (also looking at the development of school based curriculum which will identify expected milestones for reading/writing) Also - 1to1 support for teachers who are identified as needing support in reading teaching  <b>Karoro</b> - Focus on formative assessment to support student engagement/agency.  <b>Paparoa Range</b> - strategy to engage students with text  <b>Saint Patrick's Inquiry</b> - Well Being overarching individual needs.  <b>Kumara</b> - Focus on formative assessment practices are developing. Progress is being made. Will continue with this into 2020  <b>Greymouth High School</b> -Focus on formative assessment/wellbeing.</p> <p><b>End of term 4</b>  <b>Paparoa Range</b> - part way through school wide reading engagement  <b>Lake Brunner</b> - School curriculum more fine-tuned with strong focus on place-based learning and integration of Te Ao Māori.  <b>Karoro</b> - Inquiry scan identified that Key Competencies and formative assessment are key to supporting student achievement. Progress made but still needs work to develop consistency across school.</p>

	<p>place-based socio-cultural awareness and knowledge applied to learning</p>	<p><b>Awahono</b> - Wellbeing continues to be our focus, many changes have been made within classroom programmes to include wellbeing with positive changes being seen in behaviour and engagement.</p> <p><b>Paroa</b> - Wellbeing goal - increase student wellbeing schoolwide, Wellbeing@School survey completed again end of T3 2019, SET review completed for PB4L, Circle Time introduced schoolwide to improve student wellbeing and develop shared school culture/expectations,</p> <p><b>Karoro</b> - our target was met (30% reduction in negative responses to pro-social skills) but we see a need to continue to build on this relatively minimal progress.</p> <p><b>Grey Main School</b> - We made a significant difference in aggressive behaviours although Pro social strategies had increased. This has been difficult to assess over 12 months but we will continue to monitor this and work on analysis of survey to target key areas.</p> <p><b>Runanga</b> - Wellbeing was a major focus with workshops and PD around RIRO and trauma. Maureen and Liz from Waitaha supported us in this, and December student wellbeing survey showed students felt safe at school and knew that bad behaviour was being dealt with by staff. Changes in timetable and bell times meant that “Play, Eat, Learn” is working. Data will continue to be collected and analysed on a regular basis to ensure this continues.</p> <p><b>Greymouth High School:</b> inquiries individual under Wellbeing theme</p>
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<p>1.4 Investigate learners at four key transition stages to identify literacy and tackle issues</p>	<p>School leaders identify staff to form inquiry team</p> <p>Team inquiries into issues of literacy during transitions within and between schools</p> <p>Team recommends changes as per inquiry findings</p>	<p><b>2019T3W3:</b>  <b>Lake Brunner</b> - No  <b>Paroa</b> - Not at this stage  <b>Kumara</b> - No  <b>Karoro:</b> transition to GHS planning underway for small group of students.  <b>Awahono</b> - No  <b>Grey Main School</b> - We transition new entrants and our Year 8's.</p> <p><b>End of term 4</b>  <b>Paroa</b> - Not at this stage  <b>Runanga</b> - Still working on this  <b>Greymouth High School</b> - no specific focus on transitions  <b>Grey Main School</b> - Our Hub leaders are going to focus on working on cross Hub communication  <b>Karoro</b> - deliberate transition programmes at school entry from EECs and at secondary level  <b>Lake Brunner</b> - No  <b>Saint Patrick's</b> - New Entrants transition. Year 8 transition to JP11</p>
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Evaluation

<p>End of 2019  Small gains made in literacy (both reading and writing but variable between schools)  Hard data readily accessible in cluster form for Toki Pounamu schools but a cluster report on curriculum levels for all MKA has been requested (14/02)</p>
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## 2. A school-identified inequity gap in at least one curriculum area will be significantly closed

Actions	How will we achieve this?	Progress monitoring
2.1 School-based inquiry to identify specific needs	Build on gains made with Spirals of Inquiry PLD in 2018: <ul style="list-style-type: none"> <li>• Gather and analyse a range of data within schools</li> <li>• Share findings to identify themes</li> <li>• Apply targeted PLD</li> <li>• PLD provider and leaders support ongoing inquiry</li> </ul>	<p><b>2019T3W3:</b>  <b>Lake Brunner</b> - Maths focus (DMIC) linked into confidence in discourse / Talk Moves. Started Science as result of community feedback last year as well.  <b>Paroa</b> - inquiry focus - wellbeing and looking at developing pro-social skills school wide through whole school implementation of Circle Time  <b>Karoro</b> - inquiry focus - wellbeing  <b>Paparoa Range</b> - reading engagement</p> <p><b>End of term 4</b>  <b>Lake Brunner</b> - Continuing Maths focus into 2020, and have started CFPLD on Science. Maths data reflects need for continued 2020 focus.  <b>Greymouth High School</b> - inquiry focused on wellbeing - see below</p>
2.2 Identified school leaders supported to develop leadership practice	Use inquiry/appraisal and qualitative feedback to identify aspects of leadership which have been under-supported and/or require development Develop and apply PLD support for these aspects	<p><b>2019T3W3:</b>            CFPLD initially declined, things moved</p> <p><b>End of term 4</b>  <b>Paroa</b> - Not at this stage  <b>Lake Brunner</b> - completely new staff.  <b>Paparoa Range</b> - some PD around mentoring  <b>Saint Patrick's</b> - not as yet</p>
2.3 Pedagogical developments for improved equity informed by inquiry	Pedagogical developments identified on case by case basis through inquiry process PLD support applied in differentiated manner from base of: <ul style="list-style-type: none"> <li>• Ako: specific strategies for teaching literacy; digital technologies; assessment for learning / differentiation</li> <li>• Wananga: problem solving, innovation</li> <li>• Whanaungatanga: relationships with high expectations</li> <li>• Tangata whenuatanga: place-based socio-cultural awareness and knowledge</li> </ul>	<p><b>2019T3W3:</b>  <b>Lake Brunner</b> - Lots of scoping this year with completely new staff! Big focus on Tangata whenuatanga T2-3 - ongoing.  <b>Paroa</b> - development of school based curriculum which will expected pedagogy and milestones for reading/writing  <b>Karoro:</b> Focus on formative assessment to support student engagement/agency  <b>Paparoa Range</b> - strategy to engage students with text - part way through raising student engagement with reading at beginning of 2020  <b>Saint Patrick's</b> - Well Being overarching individual needs.</p>

## Evaluation (next steps based on monitoring)

**Paroa:**

1. As at the end of 2019 our student achievement data shows a slight increase in writing achievement schoolwide:
  - a. Percentage of students schoolwide achieving at or above curriculum expectation in writing has slightly increased from 62% (89 out of 143 students) in 2018 to 64% (100 out of 156 students) in 2019
  - b. Percentage of boys achieving at or above curriculum expectation in writing was 47% (42/89 students) now 51% (49/95 students)
  - c. Māori achievement in writing has improved from 63% (20/32 students) in 2018 to 67% (22/33 students)
2. End of year data shows our 2020 curriculum focus will be around reading (linked to Toki Pounamu project - will use 'T shaped literacy' model to support reading pedagogy schoolwide (also writing has been the focus for the past 4 years and so it's time to focus on another curriculum area).
3. Our school has developed a school wide procedure around the use of Circle Time and rules/expectations for behaviour to clarify this schoolwide. We have also set up a PB4L committee comprised of senior leadership, within school teacher and a learning assistant so far - students yet to be included. Developing schoolwide expectations for PB4L will continue to be a focus for 2020 and Circle Time will continue as a school wide practice

### 3. Student hauora/wellbeing will improve over a two year period

Actions	How will we achieve this?	Progress monitoring
3.1 MKA-wide inquiry to identify specific issues	<p>Create a Hauora/Wellbeing team across MKA (staff, students, whānau, iwi, agencies)</p> <p>Hauora/Wellbeing team further inquire into issues identified in 2018 from start point of NZCER W@S data</p> <p>Hauora/Wellbeing team identify strategy for improvement and MKA leaders support the strategy including allocating suitable resource</p>	<p><b>Paroa</b> - inquiry focus - wellbeing and looking at developing pro-social skills school wide through whole school implementation of Circle Time</p> <p><b>Lake Brunner</b> - Wellbeing is a key focus in Strategic Plan and very much supported by community.</p> <p><b>Paparoa Range</b> - using the NZCER wellbeing survey to inform the explicit teaching of the school values linked to PB4L.</p> <p><b>Greymouth High School</b> - have a draft of a “hauora apprenticeship”</p> <p><b>Saint Patrick’s</b> wellbeing</p> <p><b>End of term 4</b></p> <p><b>Lake Brunner</b> - Wellbeing initiatives started in 2019 now embedded and continuing into 2020 with strong student and community support.</p>

#### Evaluation (next steps based on monitoring)

2019T3W3:  
 Greymouth High School need to develop model further, hopefully with all other MKA schools.

## Strategic overview 2020-2022

16/06/2020		2020 Annual Objectives	2021 Annual Objectives	2022 Annual Objectives
Student needs	Achievement Challenge			
Male students generally experience lower achievement in reading and writing as well as higher likelihood of negative pastoral experiences	Over two years, male learners will make accelerated progress in <b>literacy</b> , as measured by New Zealand Curriculum levels, and positively improve school-selected pastoral indicators including wellbeing as measured by the NZCER W@S tool.	Each school will commit to evidence-based plans within their annual plan framework  NZCER W@S tool will be used and male student data reviewed for school-selected indicators	Progress will be evaluated and school-based plans developed to support further progress.  MKA resources will collaboratively support equitable progress	Progress will be evaluated and school-based plans developed to support further progress.  MKA resources will collaboratively support equitable progress
Curriculum is not coherently planned as a kāhui ako which causes some issues for transition but mainly misses an opportunity for curriculum richness	Over three years, agree on aspects of a localised <b>Māwhera curriculum</b> which will be consistent across our kura and develop appropriate curriculum resources to support this.	A cultural narrative assessment will be initiated, in agreement with mana whenua Kāti Waewae, to support curriculum development with a bicultural lens	Comprehensive and coherent localised Te Reo and Te Ao Māori Curriculum created in conjunction with Kāti Waewae for Māwhera schools	Comprehensive and coherent localised Te Reo and Te Ao Māori Curriculum implemented in conjunction with Kāti Waewae for Māwhera schools  Indicators for entry to school, year 5, year 8, year 10 and leaving secondary school agreed upon.

## Achievement Challenges 2020

1. Over two years, **male learners** will make accelerated progress (2+ curriculum sublevels per year using e-asTTle) in reading, in **literacy**, as measured by New Zealand Curriculum levels, **and** positively improve school-selected **pastoral indicators** including wellbeing as measured by the NZCER W@S tool.

Reading and pastoral indicators have been grouped together because data shows that male taura are disproportionately represented in both data sets (under in literacy, over in negative pastoral indicators). Although our data doesn't show a causal link, we believe there is a link between literacy levels and engagement in learning which is linked strongly to pastoral indicators, e.g. a boy who struggles to read is more likely to misbehave. Curriculum and pastoral indicators are well accepted as being broadly related and we support a holistic approach to education.

### Baseline data:

**Reading** data will be in a Google Sheet (linked [here](#)), based on curriculum levels and using a four-point expectations scale (causing concern, working toward, within and beyond) disaggregated for Māori / non-Māori and male/female.

At the time the plan was developed, males were the most significantly underachieving group, with more males causing concern or working toward and fewer within or beyond.

**Pastoral indicators** cannot be represented easily in statistical form as each school uses a range of different data, although common elements include NZCER's W@S tool, attendance and stand down rates.

2020 actions: how will we achieve this?	Who? By when?	What will we see happening differently?	What evidence will we use to review the impact of these actions and when	Progress monitoring (to be completed annually)
Each school will commit to evidence-based plans to accelerate reading for male learners within their annual plan framework; specific male learners will be identified as targets to gauge progress and the actions taken will be unique to each school as they relate to each school's inquiry into the causes of their inequity (eg Karoro School will be different to Paparoa Range)	MKA principals lead. By end Feb 2021	Male learners specifically being targeted for accelerated reading	School-specific plans as shown in Charters: MKA schools will all have annual objectives related to male students' reading and based on their own inquiry with actions unique to each school	
MKA moderation sessions will continue for e-Asttle writing, open to all teachers in primary schools and literacy teachers in secondary; led by MKA WST at GHS. These sessions are not focused on reading but provide for professional dialogue on both reading and writing with sharing of good practice supported by in-house literacy leaders	GHS will lead	All schools involved leading to stronger judgements and greater consistency = better student outcomes	Moderation sessions will produce their own data and participants, esp. Leads, will be able to judge consistency	
Need to create a data matrix; each school y1-10 and MKA total by year level (not clean data i.e. includes all students at data point (ORS on alternative programme excluded from data): Causing concern, Towards, Within, Beyond (curriculum level) Start point, end point %M/F, %total, % Māori (M/F)	GHS will lead	Greater visibility of student achievement data leading to stronger discussions about achievement and what actions lead to it	Creation of the matrix is evidence. Use of the matrix for discussion will be evidence. The impact of this in schools will be seen by school boards.	Lake Brunner set up <a href="#">sheet</a>

<p>Each school administer NZCER W@S survey during term 3 (week 7) and collate pastoral data with disaggregation of Male and Māori / non-Māori; Each school will select one page which shows an inequitable result for male taura and develop plans to reduce this inequity in their school setting, drawing on MKA resources where that would be useful</p>	<p>MKA principals By end term 3</p>	<p>Schools using data to inform specific plans to reduce male student inequity related to identified pastoral/wellbeing issues; improvements for male taura in their school experience</p>	<ul style="list-style-type: none"> <li>● NZCER W@S data (time points end term 3 2020, 2021, 2022)</li> <li>● Attendance data</li> <li>● Stand down data</li> <li>● School-selected data including qualitative with student voice</li> </ul>	
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Evaluation

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2. Over three years, agree on aspects of a **localised Māwhera curriculum** which will be consistent across our kura and develop appropriate curriculum resources to support this.

Te reo and matauranga Māori have been chosen first as there is an urgency about growing capacity, which is currently considered to be very low, across the Māwhera kāhui. We also have an active PLG working well with Core Ed and mana whenua Ngati Waewae.

We plan to use what we learn in developing te reo and matauranga Māori to inform further development and localisation of other aspects of the curriculum over the next two years.

<b>Baseline data:</b> At the start of 2020, no schools in MKA have agreed elements of localised curriculum. 10/13 of our schools use “Learn-Create-Share” as a pedagogical philosophy but this does not guide localisation of content.				
<b>Actions: how will we achieve this?</b>	<b>Who? By when?</b>	<b>What will we see happening differently?</b>	<b>What evidence will we use to review the impact of these actions and when</b>	<b>Progress monitoring (to be completed annually)</b>
A cultural narrative assessment will be initiated, in agreement with mana whenua Kāti Waewae, to support curriculum development with a bicultural lens. Using our CFPLD contract with Core Education, and engagement with Komiti Matauranga of Ngati Waewae, gain agreement and commitment for the necessary research	GHS initiate By end term 2	Open korero between MKA and Ngati Waewae komiti matauranga, Development of understanding and resources	Written cultural narrative development	
Te Kāhui Whanake Reo, a PLG within MKA, will develop a poutama Reo showing indicators for taura development of te reo and matauranga Māori at key stages, along with resources, and support teachers to develop their capacity to deliver quality learning in te reo Māori	PLG	The PLG, along with other resources such as Core Ed PLD, increasing teacher capacity for improving levels of te reo and matauranga Māori within MKA schools, starting with those who have staff engaged with the PLG and creating resources for others	Monitoring progress in te reo and matauranga Māori using the localised Poutama Reo and Coherent Pathways tool	

Evaluation

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