

Devonport-Takapuna Kāhui Ako 2019-2022 Achievement Challenges

INTRODUCTION

Our Vision

Creating futures in our learning community.

Our Mission

To be a Kāhui Ako where akonga (learners) are empowered to achieve success in their learning pathway.

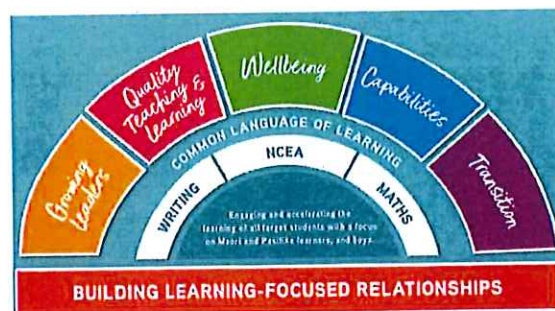
Our Community

In 2017-18 we completed the first two years of our Kāhui Ako. We reviewed our progress and development over this period and now present our refreshed Achievement Challenge plan for the 2019-2022 period. Our original Achievement Challenges can be found [here](#).

Our Kāhui Ako consists of 7 schools: Takapuna Grammar School, Belmont Intermediate School, Bayswater School, Belmont Primary School, Devonport Primary School, Stanley Bay School and Vauxhall School. Students within our schools are geographically connected. Our environment is unique in that all the schools lie on the Devonport Peninsula. Belmont Intermediate (BIS) and Takapuna Grammar (TGS) are the state intermediate and secondary schools that the five primary schools in the Devonport Community of Learners predominantly feed into. It is significant that 95% (around 1330 students) of regular students attending Takapuna Grammar School are in-zone, coming from the local area. There are over 10 early childhood centres on the peninsula, including two AKA kindergartens. These groups are actively seeking to join our Kāhui Ako. We have a history of collaboration and shared learning on which we have been building on. Our 'tight' environment provides opportunities for us to easily access learning opportunities between staff and students and add value through the shared vision for our ākongā.

Our Framework

Our framework provides an overview for us of what we believe will make the greatest difference in our Kāhui Ako. Our framework Theory of Improvement evolved from a collaborative process where collective 'teacher voice' from all schools was gathered. Together we analysed our current state and described the future state we were aiming for. It was very clear that relationships and wellbeing needed to be well represented in our framework. As a result 'Building Learning-Focused Relationships' lies underneath as a foundation and 'Wellbeing', is the keystone in our archway because it strengthens all the other stones.



SUMMARY OF 2018 REVIEW

In our first Achievement Challenge our Kāhui Ako set aspirational targets for the entire cohort of Year 1-8 to achieve in Writing and Mathematics. We soon realised a smaller and more specific group of target students needed to be selected to monitor and focus on. Our group of target students made good progress over the two year period. 28% of the students (97/348 students) who were Below or Well Below in Writing moved to be At or Above. Within this target group a significant number of male, Māori and Pasifika students also showed accelerated progress.

In Mathematics, there was a similar outcome. 26% (67/258 students) of the target group who were Below or Well Below moved to be At or Above. This included some Māori students showing accelerated progress.

In NCEA, the target was for TGS students to achieve an 85% (273/321 students) pass rate at Level 2 by the end of 2018 from the previous achievement rate of 76.3% (224/294 students). We are very pleased to advise this was achieved. In 2018 the pass rate for Level 2 was 90% (289/321 students). The focus on accelerating student achievement at Level 2 NCEA also improved learning outcomes for Level 1 and Level 3. Now at least 90% of students pass at each level of NCEA.

Our Achievement Challenges and targets for 2017-18 were set in the early days of CoLs being established and when specific student data was required. Our Kāhui Ako found these targets too broad which made measuring improvement difficult. This was compounded when National Standards were removed at the end of 2017. Student progress is currently measured against curriculum levels which proved to be too blunt an instrument and does not reflect smaller incremental changes that numerous students, especially those at risk, make over a year.

Work done on our achievement challenges highlighted some significant differences in the way schools measure and report on progress of their learners. Our Kāhui Ako is focussed on developing a system for sharing information about the journey and progress of all our students. We intend to build and use a common language and link the progress made to the national curriculum levels. This will ensure all the schools have a shared understand of the journey along the pipeline from Years 0-13. Each school will be able to use their internal tools of choice for tracking progression but at the macro across-school level there will be a shared methodology.

Other significant outcomes for our Kāhui Ako

A strategic plan was developed during 2017 by the Lead Principal, the Kāhui Ako principals, the Across School Leaders and our Expert Partner. When this was completed it was apparent that considerable work was required to action the goals and even more to have measurable impact on learning outcomes

We have established cluster groups with lead people for each of our framework areas. This has significantly increased collaboration between schools and the developing of a shared language and sharing of resources.

In June 2018 we held our first whole Kāhui Ako inaugural conference with the theme was *'Building Learning Focused Relationships'* - the foundation of our framework with the help of a Change Manager. Our Within School Teachers, and other Kāhui Ako members, presented 21 workshops centered around the key areas of our Kāhui Ako framework. Presenters from our schools and attendees shared effective practice, resources and built common understandings. The main outcome from this Kāhui Ako conference has been the relationships built within and between schools and the sense of teachers belonging within the Kāhui Ako. Our second inaugural conference will be held on the 31st May 2019.

We were successful in applying for centrally funded PLD in Mathematics, Writing and Culturally Responsive Pedagogies (CRP). Using their evidence and subsequent specific strategic goals, each school selected one or more of these PLD focus areas. Each school is supported by at least one Across Schools Leader in their school's focus areas.

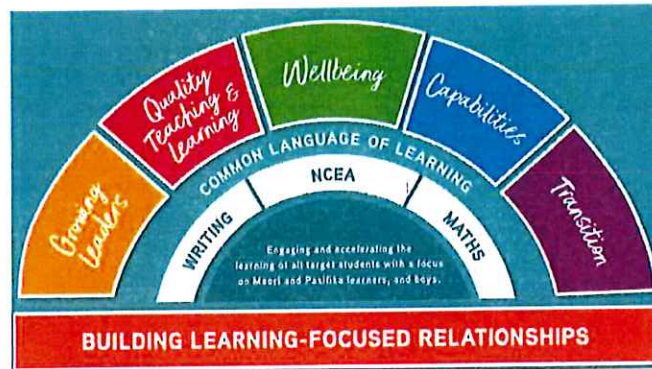
The outcomes for the Mathematics PLD included the formation of a collaborative group of teachers from two primary schools, the intermediate and the secondary school. These staff are leaders in their schools and have been working together to understand current programmes and methods used in each school. This is establishing the base for developing a pipeline of Mathematics learning from Years 5-13.

The outcomes for the Writing PLD included the formation of a collaborative group of teachers from three primary schools and the secondary school. These staff are leaders of Writing in their schools and have been working together to understand current programmes and methods used in each school, identifying key features of effective practice and successful interventions. They have been exploring the Learning Progressions Framework and identifying how they will support the identification and labelling of a student's writing level.

The main outcome for the Culturally Responsive Pedagogy (CRP) PLD is that a keen interest around relationship based learning has been established. There are 14 'Impact Coaches' trained in culturally responsive pedagogies. Student voice is being gathered and baseline data on classroom practice recorded, through the use of the RBL observation tool. Work is focussed on developing consistent use of the language of learning and expectations within the classroom for both teachers and learners.

The data focused cluster group is supporting key transition personnel to establish whether all our students' transitions are a positive experience emotionally, socially, culturally and academically. Student voice has been collected from Year 6 to Year 9 learners to find out more about their transition experience from primary to intermediate and from intermediate to secondary school. A summary document outlining our shared transition processes and expectations is a work in progress. The transition experience is strongly represented in our Kāhui Ako's action plan.

Our Across School Leaders implemented and facilitated four Within School Teacher Hui's held over the past year. These focused on building the within School leaders capability as individuals and as a team. Across School Leaders also provide support and guidance to their Within School Leader colleagues, in particular their understanding and use of the Spiral of Inquiry. The Across School Leaders have developed their leadership capability through; working with the expert partner, working alongside principals, attending and leading PLD and undertaking strategic planning. The Within School Teachers presented at Within School Leader Huis and to their own staff. Several presented and facilitated workshops at our inaugural conference and more will do so again this year. All the Within School Leaders also took part in GROWTH coaching PLD with the Education Group.



OUR DRIVERS

DRIVER 1: TRANSITION

By the end of 2022 our Kāhui Ako will have shared understandings and systems to **prepare, support** and **engage** our learners throughout their educational pathway and beyond.

DRIVER 2: HAUORA/WELLBEING

By the end of 2022 our Kāhui Ako will have shared wellbeing understandings and systems which will **prepare, support** and **engage** our learners throughout their educational pathway and beyond.

OUR ACHIEVEMENT CHALLENGES

ACHIEVEMENT CHALLENGE 1 MATHEMATICS	ACHIEVEMENT CHALLENGE 2 WRITING	ACHIEVEMENT CHALLENGE 3 CULTURALLY RESPONSIVE PEDAGOGIES
By the end of 2022 our Kāhui Ako will have shared understandings and systems to accelerate learning for target learners in Mathematics	By the end of 2022 our Kāhui Ako will have shared understandings and systems to accelerate learning for target learners in Writing	By the end of 2022 our Kāhui Ako can demonstrate the impact from applying culturally responsive pedagogies in our practice
SUPPORTING TARGETS		
By the end of 2022 at least three target learners in each of the Year 4 to 8 classrooms (10%) will have made accelerated progress in Mathematics.* By the end of 2022: 95% (288/304 students) achieve the corequisite NCEA numeracy requirement by the end of Year 13	By the end of 2022 at least three target learners in each of the Year 4 to 8 classrooms (10%) will have made accelerated progress in Writing.* By the end of 2022: 85% (258/304 students) achieve the corequisite NCEA literacy requirement by the end of Year 13	By the end of 2022 to increase the effective use of discursive interactions. By the end of 2022: to have a positive shift to the relational discourse in the school voice data By the end of 2022: 90% (19/22 students) Māori and Pasifika achieve NCEA Level 2 by the end of Year 13

* In classrooms within schools who have this curriculum area as their PLD focus. Accelerated progress is more than one year's progress within one year for students who are already performing to expectations, or making greater than previous progress for students who are behind the level expected for their year level, indicating the student will reach the appropriate level over a period of several months or years

DRIVER 1: HAUORA / WELLBEING

By the end of 2022: our Kāhui Ako will have shared wellbeing understandings and systems which will prepare, support and engage our learners throughout their educational pathway.

OUR RATIONALE:

"Hauora (Wellbeing) is vital for student success. Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences". (ERO Wellbeing for success: A Resource for Schools, March 2016)

Feedback from our Principals and staff indicates that staff and student wellbeing is extremely important for everyone in our Kāhui Ako. Wellbeing / Hauora is the keystone on our Kāhui Ako framework. There is a clear link made by all in our Kāhui Ako that if students are to achieve success and to accelerate our target students, staff and student wellbeing should be at the forefront. Wellbeing also plays a central role in the NZ Curriculum and Te Whāriki and has also been a key theme that has come out of the work we have done around transition. The term hauora is being adopted by our Kāhui Ako, alongside or in preference to wellbeing. Hauora is already understood and accepted by many staff and students and is part of the Health and Physical Education curriculum.

OUR BASELINE DATA/TOOLS:

Using the NZCER *Me and My School* survey, we surveyed students across the Kāhui Ako from Year 4 to Year 10 in 2017 and again in 2018. The data drew attention to several areas which indicate that hauora should be a key driver e.g. overall the year 9 girls scored lower nationally around relationships with others and feeling accepted.

Hauora and Transition are new areas of focus for our Kāhui Ako and therefore we need to collect, analyse and make use of more data eg teacher voice, whānau voice to triangulate the data we have collected already from the students. We also plan to use the NZCER 'Wellbeing in School' survey results to build a longitudinal picture and monitor the impact of interventions of these areas over time.

OUR PLAN:

We will collaborate to develop shared understandings and systems with a focus on:

- Collection of further wellbeing data from students, teachers and whanau.
- Analysing and sharing wellbeing data across the Kāhui Ako.
- Establishing systems and initiatives to support wellbeing for staff and students in the Kāhui Ako.
- Establishing a culture of wellbeing for staff and students across the Kāhui Ako.
- Responding to specific wellbeing needs and concerns within the Kāhui Ako.

DRIVER 2: TRANSITION

By the end of 2022 our Kāhui Ako will have shared transition understandings and systems to **prepare, support** and **engage** our learners throughout their educational pathway and beyond.

OUR RATIONALE:

Transitions occur throughout life. Physical changes, emotional shifts and social change make up the experience of all the members of our community, some of whom have lived in the area for generations while others have chosen to make their home here recently, from places all over the world. The more successful each transition; the better prepared our students can be for the new environment they experience with each shift.

Effective transitions set up our students for the life they choose. Within our educational pathway, we value four key transitions; the early transition into school, the progressive shifts within each school, moving from school to school and also the step from school into the wider world. Our Kāhui Ako has one of the highest rates in the country of student retention through the full length of the educational pathway, however we also have a key group from all over the world who have decided to make the peninsula their home. We are well placed to maintain comprehensive tracking systems and student information systems which will follow students throughout their time with us.

OUR BASELINE DATA/TOOLS:

We surveyed learners from Year 6-9 in both 2017 and 2018 using the *Me and My School* survey from NZCER. The data from this suggests that our learners are enthusiastic about their transitions at the early stages of our Kāhui Ako, but there is an average 20% (59/298 students) drop in students' engagement in their school experience in a later transition. It seems that this pattern occurs across several areas of the survey, which may suggest that the transition from primary to intermediate is viewed more positively than the intermediate to secondary. Further exploration of this data is required.

Transition and hauora are new areas of focus for our Kāhui Ako and therefore we need to collect, analyse and make use of more data eg teacher voice, whānau voice.

OUR PLAN:

We will collaborate to develop shared understandings and systems with a focus on:

- collection of further data from students, teachers and whānau.
- analysis of data across the Kāhui Ako, for example achievement data, attendance and surveys.
- use of data to build a shared transition plan.
- building relationships with key people eg school leaders, stakeholders within the community.
- continuing the ongoing review of systems.
- exploring differentiated pathways and transition experiences for our learners.

ACHIEVEMENT CHALLENGE 1: MATHEMATICS

By the end of 2022 our community of learning will have shared understandings & systems to accelerate learning for target learners in writing.

OUR RATIONALE:

Our Kāhui Ako Vision is that our learners' leave school being able to make sense of information and ideas. Teachers will engage students to use Mathematics to think flexibly and creatively; critically and effectively; strategically and logically. Schools are aiming for progress for all students and accelerated progress for those who begin below their expected levels. Students are more likely to make better progress when teachers share a common research based pedagogical approach about how students learn mathematics. This includes number, algebra, statistics, geometry, and measurement. Our broad strategic goal by 2022 is that our Kāhui Ako will have systems and tools in place to embed a shared understanding amongst teachers of how students learn and apply Mathematics. 'Quality Teaching and Learning' is one of the five focus areas of our framework.

Mathematics is identified as a key area of focus for improving student progress and achievement. A group of students in each school has been identified who need acceleration. These students need to be able to access the curriculum to enable them to succeed throughout their educational pathway. Strategies that enable this are also likely to be of benefit to all learners in our Kāhui Ako. All our Kāhui Ako leaders agree that in order to achieve our goal of accelerating achievement in Mathematics we will need to have systems and tools in place that embed a shared understanding amongst teachers of how students learn and apply Mathematics. The considerable variability in teachers' expertise and knowledge about Mathematics affects the teaching of it. However, there is a willingness and energy for further development of systems and scaling of the processes initialised in the last two years. All stakeholders agree that a pipeline impact is required to enable the learning of Mathematics for all students.

There are target students in every school but there is a wide range of how far students are from expected levels of achievement. Some students are a long way below the curriculum level expected in the year they are attending school. When these students make progress, it is common that in the first few years their incremental improvement does not register them as meeting the curriculum level expected for their age. This pattern applies to other areas of learning as well as Mathematics. Our Kāhui Ako Principals and leaders are collaborating to identify and acknowledge small upward shifts in achievement for such students. Over several years, these students will be accelerated so that by the end of Year 13 they are at or beyond expected levels of achievement in NCEA. Some will progress to be at their expected levels of the curriculum while at primary or during intermediate. Therefore only a few students are expected to accelerate to the expected level of curriculum by the end of 2022 which is only two years away. This is reflected in the refreshed Achievement Challenges.

A second group of students are already learning at levels at or beyond their expected level of the curriculum. Our intention is to encourage these students to accelerate to their personal best level of learning rather than settle for making standard progress. The progress of these students will also be reflected in our Kāhui Ako data. The students in both groups will be identified by name in their own school and identified but not named in our general data analysis.

Methods that assist the acceleration of students in both groups will be scaled across the other schools over the next few years. There will be further responsive consideration of these Mathematics projects as government review decisions are forthcoming.

OUR SUPPORTING TARGETS:

- By the end of 2022, at least 10% more (3/25 students in each class) of the Year 3 to 8 classrooms involved in this Achievement Challenge will have made accelerated progress in Mathematics.
- By the end of 2022, 95% (288/304 students) achievement in the corequisite NCEA numeracy requirement by the end of Year 13 (5.5% increase on current numeracy attainment).

OUR BASELINE DATA/TOOLS:

- We will measure our progress towards our supporting targets using teacher OTJs against New Zealand Curriculum expectations and NCEA results.
- Currently 83% (1614/1945 students) in Year 1-8 are at expectation in Mathematics.
- Currently 89.4% (271/304 students) achieve Level 1 Numeracy by the end of Year 13.

OUR PLAN:

We will collaborate to develop shared understandings and systems with a focus on:

- how we select and focus on our target learners and what accelerated achievement is.
- curriculum expectations and making teacher judgments.
- the language of learning within Mathematics and what best practice looks like.
- the role of teacher inquiry in supporting student acceleration in Mathematics.
- using a problem solving approach including the use of mixed ability/ flexible groupings .

ACHIEVEMENT CHALLENGE 2: WRITING

By the end of 2022 our community of learning will have shared understandings & systems to accelerate learning for target learners in Writing.

OUR RATIONALE:

Our vision is that our learners' will leave school with the literacy knowledge, skills and attitudes to be confident, connected participants in further learning and in society. They will be critical, creative thinkers, and effective communicators. Writing is a key element of 'Quality Teaching and Learning' and has been identified from our data as a curriculum area that needs to improve in order to raise student progress and achievement in our Kāhui Ako. Students are more likely to progress in literacy when teachers share common research based understandings about how students progress and gain expertise in Writing. Kāhui Ako leaders are clear that to we will not achieve our goal of accelerating achievement in Writing unless we have systems and tools that are embed and a shared understanding amongst teachers of how students learn and develop as writers. There is considerable variability in teachers' expertise and knowledge about Writing and this affects the teaching of it. There is a willingness and energy for further development of systems and scaling of the processes initialised in the last year. It is likely the strategies that promote the acceleration of learning for our priority and target students in Writing will also benefit all learners.

A similar trend occurs in learning for target students in Writing as in Mathematics (see above under the Mathematics rationale, paragraphs 3 and 4). Year 0-3 teachers will be encouraged to have target learners, however their data will not form part of our supporting targets.

OUR SUPPORTING TARGETS:

- By the end of 2022, at least 10% more (3/25 students) who are target learners in each of Year 3 to 8 classrooms will have made accelerated progress in Writing.
- By the end of 2022, 85% (258/304 students) achievement in the corequisite NCEA requirement for literacy by the end of Year 13 (15% increase from current Year 12 literacy attainment).

OUR BASELINE DATA/TOOLS:

- We will measure our progress towards our supporting targets using teacher OTJs against New Zealand Curriculum expectations and NCEA results.
- Currently 79% (1536 students) in Year 0-8 are at expectation in Writing
- Currently 67.5% (194/288 students) of Year 12 students have achieved UE Literacy

OUR PLAN

(There will be further responsive consideration of these Writing projects as government review decisions are forthcoming)

We will collaborate to develop shared understandings and systems with a focus on:

- how we select and focus on our target learners and what accelerated achievement is.
- curriculum expectations and making teacher judgments.
- the language of learning within Writing and what best practice looks like.
- the role of teacher inquiry in supporting student acceleration in Writing.
- a common system of labelling Writing levels and identifying the key features for each of the levels
- exploring the potential use and implementation of the LPF and PACT.

ACHIEVEMENT CHALLENGE 3: CULTURALLY RESPONSIVE PEDAGOGIES

By the end of 2022 our Kāhui Ako will have shared understandings and culturally responsive practices.

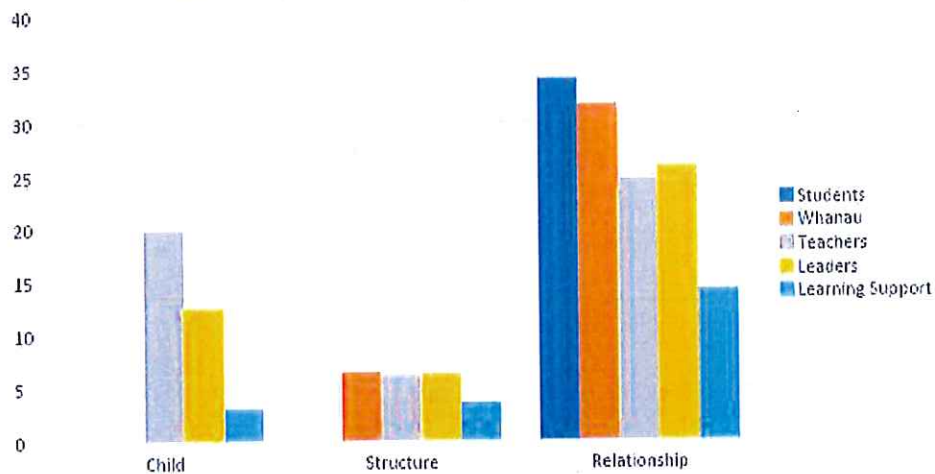
OUR RATIONALE:

The foundation for our Kāhui Ako framework is 'Learning Focused Relationships'. We know from national and international research and our own surveys, in order to accelerate all our target students and achieve our achievement challenges we need to build strong connections and relationships first. The decision to work with Cognition Education has given us access to a research-based model of relations based pedagogy. We know that school leaders and teachers can learn how to achieve the vision by rejecting deficit explanations for students' learning, caring for and nurturing students, voicing and demonstrating high expectations, establishing a well-managed learning environment and knowing what students need to learn.

The Relationship Based Learning programme provides a coherent approach to guide schools through a process which includes: Gathering and analysing the voices of students, parents/whānau, teachers, teacher aides and leaders to see where strengths are and where systems and practices need to change. Establishing a Guiding Coalition and training 'Impact Coaches' to use a classroom observation tool designed to identify elements of relationship based pedagogy. Targeting professional learning development for teachers to address needs arising from the observations.

This work will continue into 2019-22, with the aim of building the capacity within each school to gather and analyse its own voices, train impact coaches and to improve practices and systems in line with the RBL profile.

Devonport-Takapuna Kahui Ako 2019 Discourses



This 2019 baseline voice data from the two schools participating in Relationships-based Learning PLD, shows the dominant discourses stakeholders are holding about Māori, Pasifika and marginalised student progress and achievement.

The data shows that **all students** identified their **relationship** with their teacher as the critical influence. By contrast a significant number of teachers and leaders identified the **students' home and family background** as the major influence.

SUPPORTING TARGETS:

1. By the end of 2022, 85% (229/270) of teachers will demonstrate an increase in high relational pedagogies and high discursive learning interactions. *Baseline teacher observation data will be available at the end of term 3 2019. Our prediction is that most of our teachers currently believe relationships are important but the high relational pedagogies and high discursive learning interactions are demonstrated by only 75% of teachers.*
2. By the end of 2022, our voices data will show 85% (229/270) of teachers and leaders identify their **relationship** as the major influence on progress and achievement.
3. By the end of 2022 coaching for teachers will be embedded in the two schools that the baseline data came from and being introduced or scaled across the other 5 schools.

BASELINE DATA/TOOLS:

We will measure our progress towards our supporting targets using our relationship based learning evidence of:

- Student voice, whānau voice and teacher observation data.
- Teacher practice and leaders instructional practices.
- Attendance, retention, engagement and progress/achievement data.

OUR PLAN:

- To continue to work with the impact coaches regardless of whether they hold Kahui Ako positions. This will focus increasingly on building their capacity as instructional coaches.
- In 2019 we are offering workshops for new teachers in the Kāhui Ako to introduce them to culturally responsive pedagogies.
- The culturally responsive pedagogy also links very closely to the methods of the mathematics and literacy PLD providers we are using.
- To continue to work closely with the SCT (Specialist Classroom teacher).
- We aim to scale culturally responsive pedagogies across the Kāhui Ako in 2020.