

# TE KAHUI AKO O WAITAKERE

## WAITAKERE COMMUNITY OF LEARNERS

ACHIEVEMENT CHALLENGE Version 2 - revised for 2018-2020



Birdwood Primary  
Henderson North Primary  
Holy Cross School  
Pomaria Primary  
Ranui Primary  
St Paul's School  
Summerland Primary  
Western Heights Primary

Henderson Intermediate

Liston College  
St Dominic's College  
Waitakere College

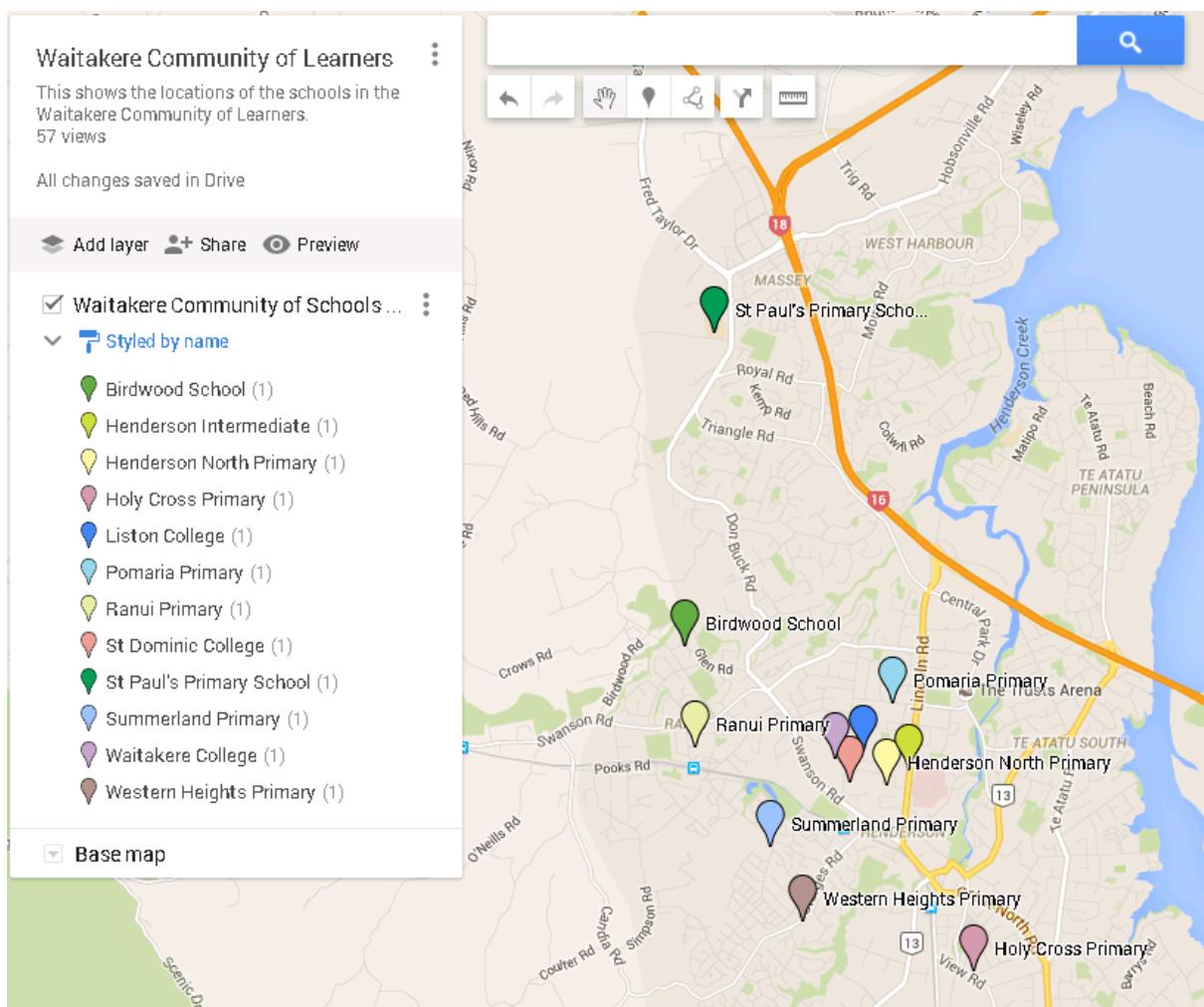
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## OUR COMMUNITY

The Waitakere Community is set in Henderson, West Auckland, predominantly clustered between Lincoln and Swanson Roads, looking out to the Waitakere Ranges. The student population is highly ethnically diverse, with 21% Maori and 29% Pasifika, along with similar proportions of NZ European and smaller numbers of other groups, including Asians, Africans, Middle Eastern and other European migrants. Parents and whanau want their children to achieve and have high expectations of the schools to help our rangatahi to achieve their aspirations.

There is a long history of cooperation between West Auckland Principals at both primary and secondary level, so we have a solid foundation of trust on which to base this community.

The community remains open to future links with early childhood education. The secondary partners in the community are already actively engaged in West Auckland-wide Vocational Pathways programmes which link into tertiary and trades education, which offer significant choices relevant for the NCEA Level 2 and Maori retention goals.



## **OUR VISION**

### **Kua takoto te Manuka**

*The leaves of the manuka tree have been laid down*

Our vision for our learners is the same one we began with in April 2016. However, we now have a deeper understanding of what we need to do as a community to make this happen.

Our vision is to create a community of learners in which learning is engaging, empowering and success-making for our diverse population, where no school and no student is left behind. We aim:

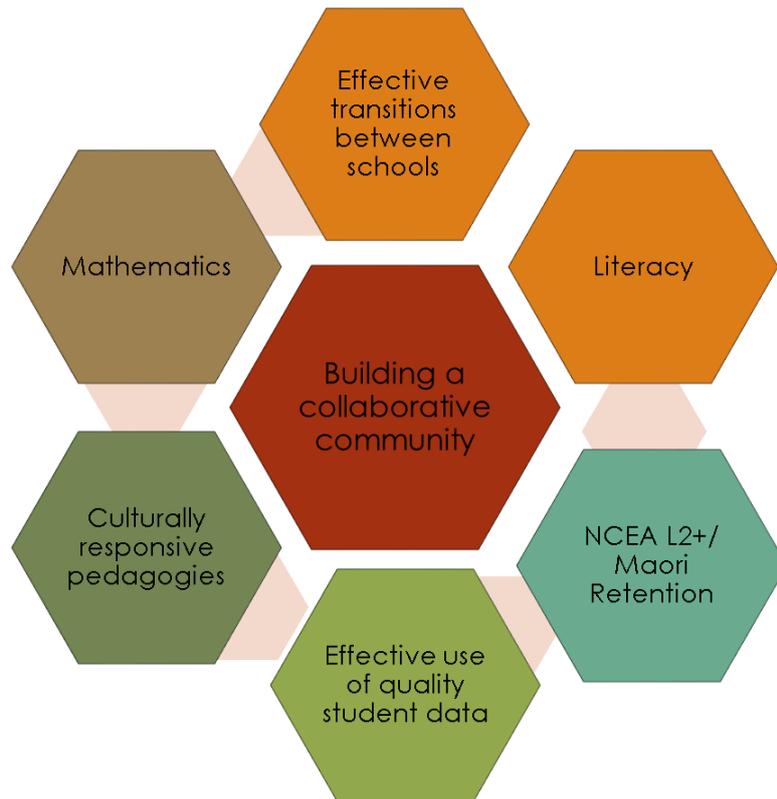
- to raise the achievement levels for our Maori and Pasifika students in Reading, Writing and Mathematics as measured against agreed targets for Years 1 to 10
- to increase the percentage of Maori and Pasifika leaving school with NCEA Level 2 or higher;
- and to improve the retention of Maori students.

We will achieve this by working together on three important areas:

- culturally responsive pedagogies – where teachers understand how to work effectively with diverse groups of students;
- collaborative inquiry to identify and share best practice in working towards the targets for literacy, mathematics, NCEA Level 2+ and retention.
- More effective transition processes to support students as they move from primary and intermediate into secondary schools.

## OUR IMPLEMENTATION PLAN progress so far and future plans

Figure 1 below shows the elements of our plan to build a collaborative community, forging links between primary, intermediate and secondary schools, to ensure that students' learning needs are met as they progress into the next level of education and to enable students, parents and whanau to see a clear pathway ahead. We aim to work in partnership with students, parents and whanau towards these goals.



**Figure 1 Building a Collaborative community**

We have evaluated our progress on each of these elements since April 2016 and developed an implementation plan to guide our progress over the next three years. This is outlined in the following sections.

## Building a collaborative community of learners

### **BUILDING A COLLABORATIVE COMMUNITY OF LEARNERS**

#### ***He waka eke noa.***

*A canoe which we are all in with no exception.*

#### **Our Vision**

In our Kāhui Ako, collaboration is systemic, sustainable, self improving and connected with the world beyond our own community.

#### **Our theory of improvement**

As a Kāhui Ako we will make more difference to the achievement of our learners if we collaborate in ways that are sustainable, self improving and connected with the world beyond our own community.

#### **Our broad strategic goal**

By 2020 collaboration will be evident between schools within the COL at all levels (leadership, governance, teachers, parents/whanau, students) , woven into our systems and enabling us to speak with a common voice and negotiate on behalf of our Kahui Ako where necessary.

### **Progress so far and plans for 2018**

Our collaboration through the Kahui Ako has deepened these relationships at several levels:

- **Collaboration between leaders – Principals and COL Leader**

We hold regular meetings of Principals with the Leader at least twice a term, focused on advancing the goals of the Kahui Ako. We have shared and analysed student achievement data, agreed to PLD plans focused on our shared goals, established a Kahui Ako Calendar of events, set up appointments panels and we are close to agreement on common tools for evaluating student progress in student achievement across the Kahui Ako. We have evaluated progress so far and agreed to a new Implementation Plan for 2018-2020. We have appointed a new Kahui Ako Leader who will take over in April 2018 and renewed the appointments of all members of our Across Schools team who wished to continue. Many of our schools have hosted Kahui Ako events and informal inter-school support and sharing is now far more frequent. We are building relational trust and are moving closer to being able to ask challenging questions of each other in the knowledge that it comes from a place of mutual caring for our students.

- **Collaboration between leaders – Across Schools team**

Our Across Schools Team works closely with the Leader to identify professional practice strengths and needs in order to support teachers to improve teaching practice which will impact on our shared goals for accelerating student achievement. We have worked in collaboration with external PLD providers where they can offer relevant expertise, but the Across Schools Leaders are actively involved in planning and delivering the PLD as well as monitoring its effectiveness.

Major work streams for the Across Schools team are:

- Culturally Responsive Pedagogies – 2 team members working with Cognition Education on the Culture Counts programme.
- Literacy – 3 team members working with Vision Education on developing a common tool for the assessment of writing Years 1 to 10.
- Mathematics – 2 team members working with Massey University on Developing Mathematical Communities of Inquiry

- NCEA Level 2+/Maori Retention – 2 team members working with the 3 secondary schools on sharing best practice around academic tracking and mentoring as well as investigating ways to improve the retention of Maori.
- Data – 1 team member leading the work of gathering, collating and analysing data about student achievement.

This team has been highly productive, working mainly with COL Within School Teachers, organising 5 conferences over the past 2 years as well as 1-2 seminars per term for each specialist area. They took the lead along with Shona Smith in developing the draft Implementation Plan for consideration by the Leadership group.

- **Collaboration between leaders – Assistant and Deputy Principals**

By 2017 we had realised the importance of involving senior leadership teams from all schools at levels below Principal in order to implement changes effectively across the Kahui Ako. APs and DPs are now included in Leadership meetings as well as being involved at the level of implementation. Each school has now established a Kahui Ako portfolio within the senior leadership team for oversight and support of Kahui Ako Implementation within the school.

- **Collaboration at governance level**

Boards of Trustees have become increasingly involved as we recognise the need for BOT members to share and support the collective vision for the Kahui Ako in order to fulfil their stewardship roles. We held one BOT Hui in 2016 and two in 2017, with plans for another two in 2018. Board members participate in planning and presenting the Hui and different schools are taking turns to host the events, which have been attended by between 30 and 50 Board members and Principals. Boards also receive regular updates on Kahui Ako progress, saw an early version of the new Implementation Plan and are supportive of the new Memorandum of Understanding.



- **Collaboration with and between teachers with Kahui Ako positions**

We have now built strong relational trust amongst and between the Within and Across Schools teachers. Each Within School teacher has a focus on one of our four major areas – culturally responsive pedagogies, literacy, mathematics and NCEA Level 2+/Maori retention. Thus far the major focus has been on growing their understanding of the changes we need to make in their areas of focus through a blend of PLD and inquiry. By the end of 2017 we have established common language and understandings around each of our focus areas, which will be outlined in the relevant sections below. The focus from 2017 will move more into building their capacity to lead or support these changes within their own schools.

- **Collaboration between schools**

Thus far collaboration has been on an ad hoc basis, taking opportunities for collaboration as they arise - for example, sharing the hosting of events, joint celebration of Matariki. However, progress is now being made on collaboration at a more systemic level – for example secondary schools dropping their old entrance tests in favour of gathering PAT data directly from NZCER with the permission of the COL contributing schools.

In 2018 this collaboration will increase, with all schools using our newly developed common tool for assessing writing Years 1-10, with twice yearly moderation. We plan to offer Col-wide induction into culturally responsive pedagogies for all teachers new to the Kahui Ako at the beginning of 2018. We will also be able to access PAT Reading and Mathematics data through NZCER for most or all of our Kahui Ako schools. A Kahui Ako Teacher Only Day is planned for Friday 1 June.

- **Collaboration between teachers across the Kahui Ako**

At this stage, most teachers who do not hold COL positions have taken part in PLD within their own schools related to one of the Kahui Ako focuses.. Each school chose one PLD strand for intensive work in 2017 and this will continue in 2018.

- Culturally Responsive Pedagogies - 8 schools
- Literacy – 2 schools, with some work also in a 3<sup>rd</sup> school
- Mathematics – 3 schools

In 2018 we aim to create more opportunities for all teachers to engage with the vision for the Kahui Ako, including a Term 2 Teacher Only Day. Many teachers will be directly involved in implementing the Kahui Ako tool for assessing writing Years 1-10, as well as combined training for impact coaches. Over the next three years we will explore closer collaboration such as cross-COL events which could become the focus for rich learning experiences.

- **Collaboration with family and whanau**

We are at an early stage in exploring ways for partnering with parents and whanau which can support students' learning. All schools have informed parents and whanau about the Kahui Ako and some whanau have taken part in events such as Matariki Celebrations involving a number of our schools.

8 of our schools have gathered and reflected on student and parent voice as part of the Culture Counts programme – this is now informing future plans and changes to relationships and to systems. A ninth school will join Culture Counts in 2018.

Another school has run a very successful parent evening in collaboration with Massey University PLD providers to introduce the DMIC (Developing Mathematical Communities of Inquiry) programme and seek parent/whanau help with mathematical contexts which their children are interested in.

The development of the common tool for assessing writing Years 1-10 has the potential for us to have more productive conversations with parents and whanau about their children's progress in writing through using common language and criteria across all the schools, with child-friendly versions of each descriptor.

- **Collaboration amongst students**

We are at an early stage in exploring opportunities for students to meet and engage with each other between schools and across the community. Some students have been involved in events such as the Matariki Celebration, some secondary school students have refereed primary school sports events and student representatives participate in Kahui Ako BOT Huis. Waitakere College invited St Dominic's and Liston Colleges to include some of their Pasifika students in the Tula'i leadership programme.

However, we see considerable potential for students to engage with richer learning opportunities and make connections with other students at other levels through the Kahui Ako networks. In 2018 Year 8 students will be included in the Mathex competition and we will be exploring ideas for a cross-COL event as the focus for rich learning experiences.

## Culturally Responsive Pedagogies

### **CULTURALLY RESPONSIBLE PEDAGOGIES**

#### ***Whakapūpūtia mai ō mānuka, kia kore ai e whati***

*Cluster the branches of the mānuka, so they will not break.*

#### **Our Vision**

In our Kahui Ako every school is systematically enabled to provide for culturally located students who are at school, staying at school, engaged in their learning and enjoying accelerated achievement.

#### **Our theory of improvement**

School leaders and teachers can create an environment where learners can succeed and be comfortable in their cultural identities when they adopt the relations based teacher profile, build capacity and embed systems to support this.

#### **Our broad strategic goal**

By 2020, all schools will have joined or taken part in PLD around relations based pedagogies with significant growth of staff capability and will be developing systems to embed this approach.

### **Progress so far and plans for 2018**

#### **• A coherent research based model for professional learning and development**

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 Culture Counts programme provides a coherent approach to guide schools through a process which includes:

- Gathering and analysing the voices of students, parents/whanau, teachers, teacher aides and leaders to see where strengths are and where systems and practices need to change
- Establishing a Guiding Coalition
- Training impact coaches to use a classroom observation tool designed to identify elements of relations based pedagogy.
- Targeting PLD for teachers to address needs arising from the observations.

#### **• High take-up of this programme**

In 2017 8 of the 12 schools chose Culture Counts for their intensive PLD focus. One, Pomaria Primary is in its second year of the programme, having begun independently in 2016, so is further down the track.

All 8 schools have now gathered and analysed voices and 7 have set up their Guiding Coalitions. Impact coaches have been selected and trained and are beginning to practise using the observation tool and working towards becoming accredited to do observations on their colleagues. Some training has also been offered to the Guiding Coalitions.

This work will continue into 2018-19, 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.

Waitakere College will join Culture Counts in 2018, to reinvigorate the work already done through its long involvement with the Te Kotahitanga programme.

- **Collaborative approach**

While the gathering of voices and setting up on Guiding Coalitions occurs in each school independently, the work is coordinated through the Across Schools Leaders responsible for culturally responsive pedagogies in collaboration with the leader and the PLD provider, Laurayne Tafa. Impact coach training has been organised for groups of teachers across the Kahui Ako rather than school by school. Impact coaches are invited to attend Kahui Ako seminars regardless of whether they hold COL positions. This will focus increasingly on building their capacity as leaders within their own schools.

In 2018 we will also offer hui for all new teachers in the Kahui Ako to introduce them to culturally responsive pedagogies.

- **Culturally responsive pedagogies at the heart of everything**

All our Kahui Ako leaders and Across Schools team are clear that we will not achieve our other goals of accelerating achievement in literacy and mathematics unless we create a climate where learners are comfortable in their cultural identities – hence the focus on culturally responsive pedagogies. All teachers with Kahui Ako positions have been exposed to the RBL profile through our conferences even where their main focus is on one of our other focus areas.

Our mathematics and literacy PLD providers also needed to support this approach. The DMIC approach to mathematics is highly culturally responsive and the work we have been doing in literacy also places huge emphasis on learner voice and agency and recognition of student interests and cultural identity. We also recognise that our goals for more school leavers with NCEA Level 2+ and increasing Maori retention are dependent on creating a culturally responsive climate where all learners can experience success and want to stay at school.



## Literacy

### LITERACY

#### ***Ko taku reo taku ohooho, ko taku reo taku mapihi mauria***

*My language is my awakening, my language is the window to my soul*

#### **Our Vision**

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.

#### **Our theory of improvement**

Students will make better progress in literacy when teachers share common research based understandings about how students progress and gain expertise in oral language, reading and writing. This includes being able to decode symbols, making meaning and thinking critically about language and text.

#### **Our broad strategic goal**

By 2020 we will have systems and tools in place to embed a shared understanding amongst teachers of how students grow expertise in oral language, reading and writing.

### **Progress so far and plans for 2018**

- **Effective literacy practices for diverse learners**

The initial phase of literacy conferences and seminars in 2016 was spent exploring what research tells us about effective literacy practices for diverse learners, including the development of student agency, learner centred teaching and learning and metacognitively rich teaching and learning. This continued in the first half of 2017 in collaboration with Vision Education, led by Dr Alison Davis. At this stage we did not have a clear sense of direction other than building a base of common understandings about best practice – we looked at both reading and writing as well as oral language.

- **Spiral of Inquiry**

COL Literacy teachers also embarked on individual inquiries about some aspect of literacy practice for target students within their own classrooms or schools. In some cases this has already led to changes within their own school, while in others the learning at this stage is predominantly for the teacher doing the inquiry.

- **Development of our tool for assessment of writing Years 1-10**

By mid 2017, it was clear that we were hampered in our efforts to talk to each other about writing because we were using so many different assessment frameworks. We considered and rejected the available options. Many schools had experience with AsTTle Writing, but the consensus was that the rubrics were excessively detailed and time-consuming, requiring the assessor to make at least 7 decisions about each piece of writing – and also not easy to explain to students and parents. The new PACT tool may be useful for moderation purposes but is also too complex for its use with every student to be sustainable.

Instead, we decided to create our own tool, closely aligned with the NZ Curriculum (NZC) and the Literacy Learning Progressions (LLPs). Some of our schools had already created their own very good rubrics, but none which covered all levels from years 1 to 10. Over a series of seminars, we combined the best of the existing tools and tested them against the NZC and LLPs. We now have an agreed rubric covering the first ten years of schooling, with a 'Kidspeak' version for each descriptor and a marking system based on curriculum levels and sub-levels. We have agreed on the conditions of assessment for each year level to be used for the twice a year collection of writing assessment data for Kahui Ako purposes.

In 2018 we will be trialling the tool across all schools in the Kahui Ako, with twice yearly moderation meetings and some use of the PACT tool to check that our judgements are aligned with national expectations. This will be the major focus for our Kahui Ako literacy strand in 2018 and possibly 2019.

Over time we see a number of benefits from the development of the tool:

- strengthened relationships amongst our COL Literacy teachers
- the development of a common language to talk about writing amongst teachers, students and parents/whanau across the Kahui Ako
- more reliable data which will enable us to identify strengths and target areas for development across the Kahui Ako
- an understanding of how students progress in writing right across the year levels ( until Year 11, when NCEA provides another framework.)
- alignment of school reporting systems with the tool.

Once the tool is in use, we anticipate it will generate higher quality reflection amongst teachers about the most effective approaches to teaching writing. This will then inform our planning for future PLD. All of the above should in turn drive changes in teaching practice and accelerated progress for students.

### **Literacy PLD in schools**

In 2017 two schools chose literacy as their focus for intensive PLD in collaboration with Vision Education – Waitakere College and Henderson Intermediate – and in terms 3-4 Henderson North also focused on literacy. Work in these schools was tailored to their different contexts, with some whole staff sessions but predominantly working with small groups or individuals. In the secondary school setting the focus was on working with subject departments to identify best practice approaches to meeting the literacy demands of their curriculum area. In the intermediate and primary schools the focus has been on formative assessment being explicitly shared with students, the role of feedback (both oral and written), metacognition, the role of exemplars and modelling to demonstrate what good writing looks like, deepening the understanding and the consistency of assessment and the importance of teaching vocabulary.



## Mathematics

### **MATHEMATICS**

#### ***Manawa piharau***

*Determined until the end.*

#### **Our Vision**

Our learners will leave school being able to make sense of information and ideas by engaging students to use mathematics to think flexibly and creatively; critically and effectively; strategically and logically.

#### **Our theory of improvement**

Students will 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 2020 we will have systems and tools in place to embed a shared understanding amongst teachers of how students learn and apply mathematics.

### **Progress so far and plans for 2018**

- **A coherent research based model for professional learning and development**

The decision to work with Massey University gave us access to the research and expertise of Dr Roberta and Dr Jodie Hunter. DMIC (Developing Mathematical Communities of Inquiry) is a culturally responsive approach to teaching mathematics. Teachers learn how to create mathematical problems in contexts that students can relate to and students learn the necessary skills to work together to unravel the problem.

In 2017 Holy Cross Primary chose DMIC as their major focus and their teachers have made significant progress in implementing this approach across the school. Waitakere College Maths Department also worked closely with the Massey University team on lesson study and began to explore DMIC.

However, the PLD was not confined to those two schools, with significant input from the Massey team at the Kahui Ako Maths seminars with Within school Maths teachers. All Within schools teachers have had some exposure to the DMIC approach through the conferences, including a fine presentation from Holy Cross teachers about the impact it has had in their school.

- **Spiral of Inquiry**

COL Mathematics teachers also embarked on individual inquiries about some aspect of maths or numeracy practice for target students within their own classrooms or schools. In some cases this has already led to changes within their own school, while in others the learning at this stage is predominantly for the teacher doing the inquiry.

- **Maths knowledge for primary teachers**

As trust has developed within the community, it has been possible for teachers to share areas of vulnerability, including a lack of confidence amongst some primary teachers about their knowledge of maths. It became clear that teachers need to understand the maths well themselves in order to lead inquiry style learning.

Seminars have therefore included sessions designed to clarify subject knowledge around common misconceptions. Our Across schools secondary Maths Leader has also run a series of well-attended voluntary Maths knowledge tutorials for primary teachers.

- **Pedagogical knowledge for secondary teachers**

Secondary Maths teachers in some cases are less confident about group work and inquiry style learning. Kahui ako seminars have also enabled them to learn how to design rich tasks in culturally relevant settings, learn about talk moves and explore how DMIC could work in the secondary classroom.

- **Developing a Maths profile showing transitions Years 1-10**

Work has now commenced on developing a Maths profile showing what we would expect a learner to know at each level. This will also be related to the NZC and the Mathematics Learning progressions.

- **Looking ahead**

In 2018 Holy Cross will build on the work on 2017 and Waitakere College Maths department will move fully into in 2018 exploring the DMIC approach. Four more COL schools will also begin in-school support from the Massey University team to explore DMIC.

Further work will be done to flesh out the Maths profile and to build teachers' understanding about how we expect learners to progress in Maths from years 1-10.



## NCEA Level 2+/ Maori retention

### **NCEA Level 2+/ MAORI RETENTION**

#### ***Waiho i te toipoto, kua i te toiroa***

*Let us keep close together, not far apart*

#### **Our Vision**

In our Kahui Ako, almost all learners leave school with NCEA Level 2 or higher and most Maori students stay at school until the end of Year 13.

#### **Our theory of improvement**

Research shows that planning for school improvement begins with detailed analysis of student achievement to provide a high quality baseline data upon which targets can be built, interpreting and using this evidence to guide and direct teaching practice.

#### **Our broad strategic goal**

By 2020 almost all learners leave school with NCEA Level 2 or higher and at least 85% of Maori students will stay at school until the end of Year 13.

### **Progress so far and plans for 2018**

- **Collaboration between three secondary schools**

The Across Schools leader with this portfolio has worked with Within Schools teachers from the three secondary schools to create a climate of trust in which they have shared their approaches to tracking, monitoring and mentoring. Data is now shared in a climate of trust, with open collaboration to support students in all three schools to achieve the targets.

This includes active support by teachers from one school for students in another. For example, Samoan students at St Dominic's College have been able to enter NCEA standards in Samoan language through the support of the Waitakere College Samoan teacher.

- **Focus on Maori retention**

Now that the systems are in place, it is possible to move beyond the obvious and focus on the more challenging issue of Maori retention. We know that this is the key to raising overall achievement for school leaver qualifications. If students stay at school longer they leave with higher qualifications and more likelihood of being on a positive future pathway.

At the end of 2016 we retained 75% of Maori to their 17<sup>th</sup> birthday compared with 87.7% of Pasifika and 85.6% of NZ European.

In 2018 the focus will move onto building a better understanding of the factors impacting on Maori retention. The NCEA L2+ team will work with our primary colleagues to explore their strategies for engaging with whanau and community and gather data about current strategies around student engagement, attendance and whanau involvement.

## Effective transitions between schools

### **EFFECTIVE TRANSITIONS BETWEEN SCHOOLS**

*Hapaitia te ara tika pumau ai te rangatiratanga mo nga uri whakatipu.*

*Foster the pathway of knowledge to strength, independence and growth for the future.*

#### **Our Vision**

Our Kahui Ako has effective processes to support students as they move from primary and intermediate into secondary schools. The community will remain open to future links with early childhood and tertiary education in order to have pathways connecting along the whole educational journey for every learner.

#### **Our theory of improvement**

Learners will benefit from more effective communication between teachers, leaders, whanau and students about all learners before, during and after transition to new schools. This will be most effective when it is embedded in shared knowledge, systems, a connected, continuous and appropriately challenging curriculum and shared events.

#### **Our broad strategic goal**

By 2020 we will have improved the communication between teachers, leaders, whanau and students about all learners before, during and after transition to new schools, embedded this in shared knowledge, systems and events and made progress on connecting our curriculum.

## **Progress so far and plans for 2018**

### **Building shared understandings about learning progressions and about pedagogy**

In the first two years of the Kahui Ako we have focused mainly on developing shared understandings amongst the Across and Within schools teachers about our areas of focus. We can now see increasing alignment amongst these teachers around effective research based approaches to the teaching of reading, writing and mathematics, especially through the collaborative work on developing a tool for assessing writing and the emerging mathematics progressions profile, in both cases referring back to the NZ Curriculum and the relevant learning progressions statements. This has become stronger through the increasing involvement of Assistant and Deputy Principals, as well as Principals.

In 2018 we aim to build on what has been achieved so far, growing and supporting our Within Schools teachers to spread the understandings and lead the changes within their own schools, so that all teachers understand the stages of learning students need to go through.

The Culture Counts programme is now beginning to impact more widely on school cultures as all staff come to grips with recognizing and rejecting deficit theorising and moving towards an understanding of relations based pedagogy. We know that this process will take time, but by the end of 2017 there has been a discernible shift as our teachers begin to develop common language and understandings.

Our first Kahui Ako teacher Only Day in June 2018 will be a significant step towards this goal.

### **Sharing student achievement data and knowledge about students**

We have shared student achievement data and begun to grapple with the need for some common assessment tools to enable us to identify progress across the Kahui Ako. This is especially acute in primary schools with the impending demise of National Standards. Thus far we have developed the common tool for assessing Writing Years 1-10 and 10 of our 12 schools have agreed to use PAT Reading and Mathematics tests with assistance from NZCER marking to give us a base-line for tracking progress in reading and mathematics.

Work is also under way to develop a progression profile for mathematics which may be trialled by some teachers during 2018 and in place by 2019.

All of these provide us with more common data about where students are on their learning pathways, which can be passed on to the next school, providing a smoother transition.

Schools are also collaborating well in meetings between SENCOs, deans and senior staff to share important information about students' individual and special needs.

Future developments may include the development of a reading progressions profile, again based on the literacy learning progressions.

### **Smother transitions between schools**

Our schools already understood the importance of making students welcome into their new schools and had a range of systems and processes in place for this. However, the stronger relationships of the Kahui Ako are sparking new ideas and the willingness to make them happen.

PAT sharing via NZCER has enabled some streamlining of entrance data and processes, with two of the secondary schools dropping their entrance tests in favour of accessing PAT data via the contributing school. This means fewer tests for the learner, with the assessment done in the school where they are settled rather than in the first weeks in a new school.

Kahui Ako events such as the Matariki celebration are bringing students and whanau into each others' schools so that the new school is already known to the younger students and their families before they arrive. BOT Hui are hosted in different schools, bringing Board members into contact with each other across the community. Older students act as peer mentors and guides for new students or referees for junior sports events, but we are only at the start of exploring the potential of tuakana teina relationships.

### **Integrating the learning pathway**

This is a longer term goal. We are only at the beginning of exploring ways to develop rich learning opportunities arising from the broader community context of our Kahui Ako.

### **Connections beyond schools**

Our secondary schools already have strong links into tertiary and vocational pathways and this is being shared to some extent through the NCEA Level2+ strand. We remain open to future links with early childhood education.



## Increasingly effective use of student achievement data to drive improvement

### **INCREASINGLY EFFECTIVE USE OF STUDENT ACHIEVEMENT DATA TO DRIVE IMPROVEMENT**

***Mehemea e aka ana te tuapapa o te whare. E kore e tatou e wehi i te ru.***

*If the foundation of the house is firm, you need not fear the earthquake.*

#### **Our Vision**

We will develop a coherent system for collecting, storing and analysing data across the Kahui Ako and work with teachers and leadership teams to use data more effectively to promote teacher and student learning.

#### **Our theory of improvement**

Research shows that planning for school improvement begins with detailed analysis of student achievement to provide a high quality baseline data upon which targets can be built, then interpreting and using this evidence to guide and direct teaching practice and student learning.

#### **Our broad strategic goal**

By 2020 our Kahui Ako's practice will be underpinned by soundly based student achievement data and evidence.

### **Progress so far and plans for 2018**

#### **A word about National Standards**

In our first Achievement Challenge, 2014 National Standards data was used to identify the priority learners and to set targets, because this was the most up-to-date data available at the time. We now have 2016 National Standards data, but this does not enable us to draw any useful conclusions about progress made.

2016 data is in effect only a baseline, since the Kahui Ako work only commenced in mid 2016, with external PLD providers coming on board from the beginning of 2017. The work done in 2016-17 has been about laying the foundations for raising achievement, but we realised early on that we could not count on seeing instant acceleration across all our targets. In some cases the 2016 data suggests the opposite, with a marginal drop in results – however, there are several possible explanations for this, including leadership changes leading to greater rigour in the judgements being made in some of our schools. Some of our schools have large numbers of transitory students, so that the cohorts from year to year are not the same group of students.

We knew from the beginning that this data was flawed and not necessarily comparable between schools – hence we have been working towards developing or using other tools and approaches which will give us more reliable comparability. We are in the process of implementing these tools and will have new baselines for reading, writing and mathematics by the end of 2018, as outlined below. (See chart on next page for outline).

**It will not be possible for us to set targets for reading , writing and mathematics in numerical terms until we have this new data. However, we are clear that our focus will continue to be on accelerating achievement for all learners, but especially for Maori and Pasifika.**

Data used in 2016-17 Achievement Challenge	Data used in 2018-20 Achievement Challenge
<p><b>Reading Year 1-8</b>  <b>National standards</b> -Targets for moving more Maori, Pasifika and all students towards at and above</p>	<p><b>PAT Reading comprehension Year 4-10</b> ( 10/12 schools)  Targets - scale score shifts, especially for Maori, Pasifika and those on stanines 1-3  Access to NZCER marking analysis of aggregated COL data as well as for individual schools  Future developments  2019-20 Working towards developing Reading Progression Profile Yr 1-10 but first bed in Writing tool</p>
<p><b>Writing Year 1-8</b>  <b>National standards</b> targets as above</p>	<p><b>Common tool for assessment of Writing Year 1-10</b>  Aligned with NZC &amp; LLP, twice yearly moderation, use of PACT tool to moderate samples.</p>
<p><b>Maths Year 1-8</b>  <b>National standards</b> targets as above</p>	<p><b>PAT Mathematics Year 4-10</b> ( 10/12 schools)  2018-19 Work under way developing Maths Progression profile - may be in place for 2019</p>
	<p><b>Assessment data for students in Maori immersion</b>  2018 Collaborative development with the two schools  2018-19 Possibly developing a common tool for the assessment of writing in Te Reo Maori</p>
<p><b>Reading, Writing , Maths Year 9-10</b>  Reported on at school level, data shared  Working towards setting common targets</p>	<p><b>Reading writing Maths Year 9-10</b>  Now included in PATs and common tools</p>
<p><b>School leavers with NCEA L2+</b>  Targets -Education Counts data - increased percentage for Maori, Pasifika and all students</p>	<p>Same as before</p>
<p><b>Maori retention</b>  Targets -Education counts data - increased percentage for Maori</p>	<p>Same as before</p>
<p><b>Other data gathering</b></p>	
<p><b>Attendance data</b> reported and reflected on at school level</p>	<p>Same as before</p>
	<p><b>Case Studies</b>  Retrospective and future focused tracking of students</p>
<p><b>Voices data via Cognition</b>  Initial gathering of voices from 1 school in 2016, 8 schools in 2017.</p>	<p><b>Voices - Cognition report</b>  Showing aggregated voices data from 9 schools.  Aim will be to show shift in voices data over several years moving away from deficit thinking and towards a more agentic approach.</p>

## **Common tool for the assessment of Writing Years 1-10**

In 2018 all Kahui Ako schools will begin using the newly developed rubric for the assessment of writing years 1-10 as outlined above. Writing assessments for Kahui Ako purposes will occur twice a year under agreed conditions, with moderation meetings involving key teachers from each school and the PACT tool used to ensure judgements are aligned with national expectations. 2018 data will give us our new baseline data to enable us to track progress over the next 3 years and beyond.

## **PAT Reading and Mathematics**

We strive to ensure our students attain the key competencies of understanding language, symbols and texts. Students with good levels of literacy and numeracy gain confidence and the ability to make connections as learners. PAT tests give us a snapshot of where our students are at key points, but we recognise they are an imperfect tool and do not reflect the full picture of a student's achievement. They are a proxy for the deeper learning we are aiming for.

At this time, 10 of our 12 schools have joined NZCER marking and agreed to share their data for PAT Reading and Mathematics for Years 4 to 10 with the Kahui Ako, which enables us to access both aggregated data for the COL as well as for individual schools. This will give us some new baseline data in the transition from National Standards, albeit incomplete.

PAT tests are norm-referenced, so if students progress at a normal rate their scale score would improve but the stanine rating in relation to the national sample would probably be the same. An increase in scale score shows some progress and a stanine shift upwards signals accelerated progress. Stanines: 1,2,3 (low) 4,5,6 (most) 7,8,9 (high)

We are aiming for progress for all students and accelerated progress for those who begin on stanines 1-3 who include a disproportionate number of Maori and Pasifika.

### **Targets:**

#### **Reading Comprehension**

Our goal for Reading Comprehension in Years 4 to 10 is for learners within each cohort to improve their scale scores and maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample.

We are aiming for progress for all students and accelerated progress for those who begin on stanines 1-3, who include a disproportionate number of Maori and Pasifika.

#### **Mathematics**

Our goal for Mathematics in Years 4 to 10 is for learners within cohort to improve their scale score and maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample.

We are aiming for progress for all students and accelerated progress for those who begin on stanines 1-3, who include a disproportionate number of Maori and Pasifika.

## **Mathematics progression profile Years 1-10**

Work has begun on developing this profile to show the expected progressions within each of the Maths strands, with reference to the NZ Curriculum as well as the Mathematics learning Progressions, the work of the DMIC project and the experience of our Kahui Ako teachers. This may be trialled by some teachers during 2018 and in place by 2019. Over time this will give us a richer tool for assessing where students are on their maths learning pathway – however this will take some time.

## **Reading progression profile years 1-10 ( future development)**

This is a possible future development which would also give a richer profile of reading progress and would be closely aligned with the Literacy Learning Progressions. However this will take some time. The literacy initial focus is on implementing the writing tool.

### **Assessment of learners in Maori immersion**

Two of our schools have Maori immersion classes assessed against Ngā Whanaketanga Rūmaki Māori. In 2018 we will explore with these schools how best to gather and report this achievement. This may also have implications for two other schools who have bilingual classes.

Te Reo teachers have suggested they could develop their own tool for assessing writing and this could be one of the next steps in 2018.

### **NCEA, Maori retention and school leaver data**

The secondary schools will continue to share data and information and refine their systems for academic forecasting, tracking targeting and mentoring. This data will continue to be shared with the Kahui Ako and reflected on.

### **Case studies**

In 2018 we will develop and begin to implement a model for case studies to follow some students as they move through the school in our Kahui Ako. We envisage two distinct models:

- Retrospective – interviewing and tracking secondary school students who have already passed through some of the primary schools
- Future focused – interviewing and gathering data about primary and intermediate school students to be tracked as they journey through the Kahui Ako.

### **Culture Counts Voices Data**

One of the powerful aspects of the Culture Counts programme is the gathering of voices from the school community – students, parents, teachers, leaders, support staff. This is revisited annually and over time should show a shift away from deficit thinking towards a more agentic approach. This involved 8 of our schools in 2017 and will include 9 in 2018. The Kahui Ako will continue to gather and report on the aggregated voices of the community over the next three years to monitor the impact of relations based pedagogy and the Culture Counts programme.

### **Growing data literacy amongst leaders and teachers**

At this stage data has been shared and discussed by Principals, APs/DPs and Across Schools Leaders, looked at closely by the NCEA Level 2+ team and to a small extent by Within School teachers. In 2018 we will begin to make more extensive use of data in our conferences and seminars with the aim of developing the ability of all Within Schools teachers and leaders to gather, inquire about and analyse data about student achievement in order to drive improvement in our schools.



## OUR ACHIEVEMENT CHALLENGES AND ASSOCIATED TARGETS

We aim to raise the achievement of all students. In order to achieve this goal our data tells us our priority learners must be the two groups who are not currently progressing at the expected levels – Maori and Pasifika. By focusing on accelerating Maori and Pasifika achievement towards the expected curriculum levels in Reading, Writing and Mathematics and by increasing the proportion who leave school with a minimum of NCEA Level 2, we will achieve the shift in achievement for all. This includes working closely with the teachers in our Maori immersion classes and by successfully engaging with Maori learners and their whanau so that they are retained at school until their 17<sup>th</sup> birthday and leave with qualifications leading to worthwhile vocational pathways.

We have some evidence of progress already made by the end of 2016 towards the NCEA and retention targets, but we do not yet have the 2017 school leaver and retention data. It is not possible to evaluate progress for achievement in reading, writing and mathematics against the original National standards targets, for the reasons explained above.

OUR TARGETS				
<b>Reading</b>	<p><b>Our goal for Reading Comprehension is for learners within each cohort from Years 4 to 10 to improve their scale scores each year and maintain or improve their stanine ratings between pre and post tests in relation to the national reference sample for PAT tests.</b></p> <p><b>We are aiming for progress for all students and accelerated progress for those who begin on stanines 1-3, who include a disproportionate number of Maori and Pasifika.</b></p> <p>By the end of 2018 we will have new baseline data from PAT testing in 10 of our 12 schools. The data below is from 2016 National Standards.</p>			
	<i>Maori At or Above National Standard in Reading</i>		<i>Pasifika At or Above National Standard in Reading</i>	
Year	Number	%	Number	%
Actual 2016	546	62%	772	63%
Evidence used to set targets <i>2016 National Standards data</i>	<p><b>All Students</b> In 2016 29% or 1115 of 4276 of our primary/intermediate students were not progressing in their reading at the levels expected within the national standards framework.</p> <p><b>Maori</b> make up 21% of the 2016 cohort. (886) 340 of the 886 Maori students are Below the National Standard in Reading. (38%)</p> <p><b>Pasifika</b> make up 29% of the 2016 cohort (1236) 464 of the 1236 Pasifika students are Below the National Standard in Reading. (37.5%)</p>			

<b>Mathematics</b>	<p><b>Our goal for Mathematics is for learners within each cohort from Years 4 to 10 to improve their scale scores each year and maintain or improve their stanine ratings between pre and post tests in relation to the national reference sample for PAT tests.</b></p> <p><b>We are aiming for progress for all students and accelerated progress for those who begin on stanines 1-3, who include a disproportionate number of Maori and Pasifika.</b></p> <p>By the end of 2018 we will have new baseline data from PAT testing in 10 of our 12 schools. The data below is from National Standards.</p>			
	<i>Maori At or Above National Standard in Maths</i>		<i>Pasifika At or Above National Standard in Maths</i>	
Year	Number	%	Number	%
Actual 2016	575	65%	831	67%
Evidence used to set targets  <i>2016 National Standards data</i>	<p><b>All Students</b> In 2016 25% or 1065 of 4256 of our primary/intermediate students were not progressing in their maths at the levels expected within the national standards framework.</p> <p><b>Maori</b> make up 20.8% of the 2016 cohort. (885) 310 of the 885 Maori students are Below the National Standard in Mathematics. (35%)</p> <p><b>Pasifika</b> make up 29% of the 2016 cohort (1237) 406 of the 1237 Pasifika students are Below the National Standard in Mathematics. (32.8%)</p>			

<b>Writing</b>	<p><b>Our goal for Writing is for learners within each cohort from Years 1 to 10 to be at or above their expected curriculum level and to maintain or improve their sub-level between pre and post assessments.</b></p> <p><b>We are aiming for progress for all students and accelerated progress for those who begin below their expected levels, who include a disproportionate number of Maori and Pasifika.</b></p> <p>By the end of 2018 we will have new baseline data from the use of our common tool for the assessment of writing Years 1-10, with twice yearly moderation including use of the PACT tool.</p> <p>The data below is from National Standards.</p>			
	<i>Maori At or Above National Standard in Writing</i>		<i>Pasifika At or Above National Standard in Writing</i>	
Year	Number	%	Number	%
Actual 2016	518	58.5%	763	61.7%
Evidence used to set targets <i>2016 National Standards data</i>	<p><b>All Students</b> In 2016 31.5 % or 1349 of 4276 of our primary/intermediate students were not progressing in their writing at the levels expected within the national standards framework.</p> <p><b>Maori</b> make up 21% of the 2016 cohort. (886) 368 of the 886 Maori students are Below the National Standard in writing. (41.5%)</p> <p><b>Pasifika</b> make up 29% of the 2016 cohort (1236) 473 of the 1236 Pasifika students are Below the National Standard in Writing. (38.2%)</p>			

<b>Maori Immersion</b>	<p><b>We will explore how best to gather and report the progress and achievement of learners in specific areas of Ngā Whanaketanga Rūmaki Māori.</b></p> <p>Two of our schools have Maori immersion classes assessed against <b>Ngā Whanaketanga Rūmaki Māori</b>. In 2018 we will explore with these schools how best to gather and report this achievement. This may also have implications for two other schools who have bilingual classes.</p>
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<b>School leavers with NCEA Level 2</b>	<p><b>By the end of 2020, we aim to have at least 90% of all our secondary students, including Maori and Pasifika leaving school with NCEA Level 2 or higher.</b></p> <p><b>On average, we intend to move an additional 5 Maori students each year to reach an additional 15-16 students by the end of 2020.</b></p> <p><b>Pasifika are already close to the 90% target, but we intend to move at least an additional 3-5 students each year so that the target is reached and perhaps exceeded by 2010.</b></p> <p><i>Actual numbers may differ slightly depending on numbers of Maori and Pasifika within each cohort.</i></p>																																															
<b>Year</b>	<i>Maori school leavers with NCEA Level 2+</i>		<i>Pasifika school leavers with NCEA Level 2+</i>																																													
	number	percentage	number	percentage																																												
Actual 2014	57	67.9%	108	81.8%																																												
2015	66	72.5%	112	74.2%																																												
2016	59	73.8%	137	88.4%																																												
<b>Targets 2017</b>	<b>(72)</b>	<b>75%</b>	<b>(121)</b>	<b>89%</b>																																												
Evidence used to set targets  <i>COL-wide Data from Education Counts</i>	<p><b>All Students</b></p> <p>In 2016 87.7% (421 of 480) of our secondary students left school with NCEA Level 2 or higher.</p> <p><b>Maori</b> made up 17% of the 2016 school leaver cohort. (80 of 480)</p> <p>21 of the 80 Maori school leavers left school with less than NCEA Level 2. (26%)</p> <p><b>Pasifika</b> made up 32.3% of the 2016 school leaver cohort. (155 of 480)</p> <p>18 of the 155 Pasifika school leavers left school with less than NCEA Level 2. (13%)</p> <p>These are very positive improvements – both in terms of numbers and percentage. There is a significant increase in the number of Pasifika school leavers, so improvement in the percentage gaining NCEA Level 2+ is particularly pleasing.</p>																																															
Evidence used to update data, 2017  <i>Schools data from Education Counts</i>	<table border="1"> <thead> <tr> <th data-bbox="408 1489 659 1610">School Name</th> <th data-bbox="659 1489 842 1610">Student Ethnicity</th> <th data-bbox="842 1489 1026 1610">No of leavers with less than NCEA L2</th> <th data-bbox="1026 1489 1209 1610">% of leavers with less than NCEA Level 2</th> <th data-bbox="1209 1489 1394 1610">Total leavers</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 1610 659 1731" rowspan="3">Liston College</td> <td data-bbox="659 1610 842 1653">All leavers</td> <td data-bbox="842 1610 1026 1653">8</td> <td data-bbox="1026 1610 1209 1653">7%</td> <td data-bbox="1209 1610 1394 1653">114</td> </tr> <tr> <td data-bbox="659 1653 842 1695">Māori</td> <td data-bbox="842 1653 1026 1695">5</td> <td data-bbox="1026 1653 1209 1695">42%</td> <td data-bbox="1209 1653 1394 1695">12</td> </tr> <tr> <td data-bbox="659 1695 842 1738">Pasifika</td> <td data-bbox="842 1695 1026 1738">0</td> <td data-bbox="1026 1695 1209 1738">0%</td> <td data-bbox="1209 1695 1394 1738">18</td> </tr> <tr> <td data-bbox="408 1731 659 1865" rowspan="3">St Dominic's Catholic College (Henderson)</td> <td data-bbox="659 1731 842 1774">All leavers</td> <td data-bbox="842 1731 1026 1774">2</td> <td data-bbox="1026 1731 1209 1774">2%</td> <td data-bbox="1209 1731 1394 1774">94</td> </tr> <tr> <td data-bbox="659 1774 842 1816">Māori</td> <td data-bbox="842 1774 1026 1816">0</td> <td data-bbox="1026 1774 1209 1816">0%</td> <td data-bbox="1209 1774 1394 1816">6</td> </tr> <tr> <td data-bbox="659 1816 842 1859">Pasifika</td> <td data-bbox="842 1816 1026 1859">0</td> <td data-bbox="1026 1816 1209 1859">0%</td> <td data-bbox="1209 1816 1394 1859">30</td> </tr> <tr> <td data-bbox="408 1865 659 1995" rowspan="3">Waitakere College</td> <td data-bbox="659 1865 842 1908">All leavers</td> <td data-bbox="842 1865 1026 1908">49</td> <td data-bbox="1026 1865 1209 1908">18%</td> <td data-bbox="1209 1865 1394 1908">272</td> </tr> <tr> <td data-bbox="659 1908 842 1951">Māori</td> <td data-bbox="842 1908 1026 1951">16</td> <td data-bbox="1026 1908 1209 1951">26%</td> <td data-bbox="1209 1908 1394 1951">62</td> </tr> <tr> <td data-bbox="659 1951 842 1993">Pasifika</td> <td data-bbox="842 1951 1026 1993">18</td> <td data-bbox="1026 1951 1209 1993">17%</td> <td data-bbox="1209 1951 1394 1993">107</td> </tr> </tbody> </table>				School Name	Student Ethnicity	No of leavers with less than NCEA L2	% of leavers with less than NCEA Level 2	Total leavers	Liston College	All leavers	8	7%	114	Māori	5	42%	12	Pasifika	0	0%	18	St Dominic's Catholic College (Henderson)	All leavers	2	2%	94	Māori	0	0%	6	Pasifika	0	0%	30	Waitakere College	All leavers	49	18%	272	Māori	16	26%	62	Pasifika	18	17%	107
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<b>Retention of Maori students</b>	<b>Improved retention of Maori students is an essential part of achieving this goal.</b>		
	<b>By 2020 we aim to retain at least 85% of our Maori students until at least their 17th birthday.</b>		
	<b>On average, we intend to retain approximately an additional eight Maori students until at least their 17th birthday the end of 2020.</b>		
	<i>Actual numbers will differ slightly depending on numbers of Maori and Pasifika within each cohort.</i>		
	<i>Percentage of Maori school leavers staying until at least their 17th birthday</i>	<i>Number</i>	<i>Percent age</i>
	2014 actual	63 of 84	75%
	2016 target	67 of 84	80%
2016 actual	60 of 80	75%	
2020 target	71 of 84	85%	
Evidence used to set targets	<p>In 2014 19 of Waitakere College's 64 Maori school leavers left school before their 17th birthday.(29.7% = 70.3% retention compared with whole school rate of 83.6%.)</p> <p>In 2014 none of St Dominic College's 13 Maori school leavers left school before their 17th birthday. ( 0% = 100% retention compared with whole school rate of 99%).</p> <p>In 2014 2 of Liston College's 7 Maori school leavers left school before their 17th birthday.</p> <p>( 28.6% = 71.4% retention compared with whole school rate of 87.6%.</p>		
Evidence used to update targets	<p>In 2016 14 of Waitakere College's 62 Maori school leavers left school before their 17th birthday.(22.5% = 77.5% retention compared with whole school rate of 84%.)</p> <p>Note that retention of Maori students has increased by 7% since 2014.However,they are still well below other ethnic groups.</p> <p>In 2016 1 of St Dominic College's 6 Maori school leavers left school before their 17th birthday.</p> <p>( 7% = 83% retention compared with whole school rate of 94%).</p> <p>In 2016 5 of Liston College's 12 Maori school leavers left school before their 17th birthday.</p> <p>( 42% = 58% retention compared with whole school rate of 88%.</p> <p>This is a drop in Maori retention of 13% across the two years, which equates to 3 extra Maori students leaving without NCEA Level 2+.</p> <p>Note that the small number of Maori students in the two Catholic schools makes large percentage changes.</p>		

<b>Attendance of Maori students</b>	<p><b>Improved attendance of Maori students is an essential part of achieving this goal.</b></p> <p>Schools within the cluster closely monitor Maori student attendance and work with parents and whanau with the aim of making improvements.</p> <p>This is reported to Boards of Trustees as part of the school's annual review cycle.</p> <p>School leaver data is also a very significant indicator of how successfully Maori students have been retained at school.</p>
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# MONITORING AND EVALUATION

## Monitoring

Monitoring will continue to focus on two aspects:

- Implementation of the plan for 2018-20 ( Have the agreed tasks been carried out? How well? Problem solving...?)
- Emerging evidence of changes in pedagogy and school practices of culture.

## Evaluation

We have already made use of the evaluation model developed by the Education Review Office and explored resources developed by the Ministry of Education. These will provide a basis for ongoing evaluation by the Across Schools Team and the Leadership group of the effectiveness of our actions and the robustness of our theories of improvement in the following areas:

- Building a collaborative community of learners
- Culturally Responsive Pedagogies
- Literacy
- Mathematics
- NCEA Level 2+/ Maori retention
- Effective transitions between schools
- Increasingly effective use of student achievement data to drive improvement.

In addition we have developed and implemented an appraisal model for the Leader, the Across Schools and Within schools teachers. We are aware of new resources from the Education Council which may prove useful in further refining this model.

## Reporting to Boards of Trustees

The Kahui Ako Leader will continue to prepare reports for Boards of Trustees to be supplied regularly throughout the year. These will cover the elements outlined above, including:

- Targets and priorities
- Key aspects of implementation
- Data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising.

## Charters

Kahui Ako achievement challenges will continue to be reflected in each school's Charter and reported on in the Analysis of Variance.

## OUR CODE OF CONDUCT

### How issues will be addressed within our Kahui Ako

We have made good progress in building relationships of trust and mutual respect and are moving closer to being able to raise challenging questions within this setting.

This far we have not encountered any issues which cannot be resolved through mutual respect, listening to each other and recognising our shared commitment to the goals for raising student achievement.

If any issues do arise, they will be addressed by the agreed process below:

### OUR CODE OF CONDUCT

#### TE KAHUI AKO O WAITAKERE Waitakere Community Of Learners

All participants will be respectful of each other's views and opinions.

All participants will undertake to read and contribute in an informed manner to the critique and community discussions.

All participants will value new learning and critique and treat shared information in a professional manner.

In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences three other members of the principals' group will meet to process a way forward.

All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.

Appointments to positions of cross school leadership will involve the collective wisdom of all the leaders in schools where an appointee shall work, but will always be representative of the spread of schools within the Community of Learners.

