

# Twin Coasts Community of Learning | Kāhui Ako

---

Ehara taku toa | te toa takitahi engari, he toa taki tini.  
*Success is not the work of one, but the work of many*

---



Otamatea High School  
Mangawhai Beach School

Maungaturoto School  
Kaiwaka Primary School  
Paparoa Primary School  
Before Six Early Educational Childhood Centre  
Mangawhai Kindergarten  
Wellsford Kindergarten  
Wellsford Preschool Education Centre

---

## Contents

Profile of the Twin Coasts Community of Learning I Kāhui Ako.....	3
Structure of the Twin Coast Community of Learning I Kāhui Ako .....	4
Twin Coasts Kāhui Ako Mission, Values, Challenges and Strategic Goals .....	5
Achievement Challenges .....	6
Writing .....	6
Writing Data – 2016.....	8
Goal to raise achievement in writing: .....	8
Mathematics .....	11
Mathematics Data – 2016.....	12
Goal to raise achievement in mathematics: .....	12
Goal to raise the quality of achievement in NCEA:.....	15
Action Plan – How we will address and achieve our challenges. ....	17
Monitoring, Evaluation and Measurement of Progress.....	20
Engagement - involvement of students, parents, whānau and communities .....	21
Code of Conduct.....	22
Responsibilities and Roles.....	23

## Profile of the Twin Coasts Community of Learning | Kāhui Ako

The Twin Coasts Community of Learning | Kāhui Ako includes 1200 students in years 1-13 across five schools and children attending four early childhood centres. The school rolls range from 50 to 480 students and include one High School, one full primary school, and three contributing schools. There is a traditional pathway with most students progressing through to Otamatea High School from their contributing primary schools.

The schools and EC centres are generally semi-rural and are in close location to small towns. There is some movement across the geographic communities, mainly due to relocation of farming families and exodus from larger cities.

All of the primary schools were founded in the late 19th century and the High School was founded in 1966. All enjoy good parent, whānau and community support.

94.9% of children now access early childhood education so it will continue to be important that we maintain and enhance our well established links with our early childhood centres.

Across the student community, 28% are Māori, 63% Pakeha/European and 9% Asia, Pacifika and other ethnicities. All students study Te Reo as required in NZ Curriculum for at least 30 minutes a week, with some opting for 3 hours a week. It is a compulsory area of study for the Year 7-8 students at High School and an optional area of study for Year 9 -13 students.

All schools have a history of working together through local principal networks and other professional development opportunities.

Currently, primary schools work with the early childhood centres that pathway children to their schools to support transitions.

To raise achievement and strengthen relationships the Twin Coast community has agreed a commitment to:

- Building leadership capacity
- Raising teacher effectiveness
- Developing culturally responsive and relational pedagogy
- Promoting inclusiveness

## Structure of the Twin Coast Community of Learning | Kāhui Ako

### **Twin Coast Kāhui Ako – we are:**

Whānau, students, teachers, parents, iwi, communities,  
ECE, Primary Schools, High School and Tertiary Education.

### **Roles in our Kāhui Ako:**

#### ***Governance***

#### **Representation from each of the five Twin Coast Schools**

Otamatea High School, Mangawhai Beach School, Maungaturoto Primary School, Kaiwaka Primary School, Paparoa Primary School

#### ***Lead Principal / Support Principals***

Implementation and facilitation of the Community of Learning | Kāhui Ako initiatives, support and vision  
If the lead principal is from a primary school then two support principals may also be appointed

#### ***Across School Teacher***

Supporting the building of leadership capacity, raising teacher effectiveness, developing culturally responsive and relational pedagogy  
and promoting inclusiveness through effective engagement and transition

#### ***Within School Teacher***

Lifting student achievement, raising teaching effectiveness and pedagogy, focus on literacy and numeracy,  
culturally responsive and transition advocates

#### ***Student Voice***

Encouraging a formal pathway for student voice to be heard across the Community of Learning | Kāhui Ako  
Incorporating the student representation of each school to be consulted when making decisions

## Twin Coasts Kāhui Ako Mission, Values, Challenges and Strategic Goals

Mission	Values	Challenges and Strategic Goals
<p style="text-align: center;"><b>A COMMUNITY OF LEARNING THAT SUPPORTS SUCCESS FOR ALL</b></p> <p style="text-align: center;">Ehara taku toa I te toa takitahi engari, he toa taki tini. <i>Success is not the work of one, but the work of many.</i></p> <p>This refers to the pathway that our learners are on as they progress from early childhood to primary, onto secondary school, and into tertiary education.</p> <p>By ‘working together’ we are weaving a rope of support, and building a culture and climate that helps to keep our learners focused on a positive and successful pathway throughout their schooling journey.</p>	<p>The following are the Values each of our schools follow:</p> <p><u>Otamatea High School</u> <b>Our Safety, Total Respect, Always Learning</b></p> <p><u>Mangawhai Beach School</u> <b>Balanced, Excel, Active, Creative, Having fun</b></p> <p><u>Maungaturoto Primary School</u> <b>Community, A ‘Can Do’ Attitude, Respect, Excellence</b></p> <p><u>Kaiwaka Primary School</u> <b>Safety, Helping, Aroha, Respect and Encouragement</b></p> <p><u>Paparoa Primary School</u> <b>Relationships: Caring, Respect, Resilience, Excellence, Honesty</b></p>	<p>We identified two challenges that need to be addressed to support our vision, goals and success:</p> <ol style="list-style-type: none"> <li>1. We will focus on raising writing achievement across the community.</li> <li>2. We will focus on raising mathematics achievement across the community.</li> </ol> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>● Building leadership capacity</li> <li>● Raising teaching effectiveness</li> <li>● Developing culturally responsive and relational pedagogy</li> <li>● Promoting inclusiveness through effective engagement and transition.</li> </ul>

## Achievement Challenges

### Writing

- There is strength in girls' writing for both Māori and Non Māori, across all age groups.
- There is weakness in boys' writing, especially for Māori boys, across most age groups.
- 17% (70) of girls are not reaching the expected achievement and 42% (176) of boys are not reaching their expected achievement.

The first major achievement challenge for the Twin Coasts Kāhui Ako for 2017-2018 is focussing on **writing achievement**.

To do this we will focus on:

#### **Building leadership capacity through**

- coaching, mentoring and giving opportunities to lead.
- developing a climate across the Community of Learning I Kāhui Ako that embraces the shared values of the Community of Learning I Kāhui Ako.
- supporting teacher development through the allocation of resources, time and staff that focuses directly on improving student learning outcomes.
- working collaboratively with other leaders in the Community of Learning I Kāhui Ako, collectively evaluating data and establishing targets based on evidence and research that shifts practice and achievement.

#### **We will also focus on raising teacher effectiveness by**

- creating an Oral Language development strategy that focuses on intensive vocabulary building, correct grammatical structures, effective self expression and communication tools for all occasions.
- asking our teachers to share their knowledge of and to seek more sound information about improving Māori student engagement. Practising and evaluating these efforts over time, refining and improving opportunities for our Māori student learning
- building teacher capacity through targeted professional development that meets the needs of our priority learners.
- ensuring that consistent, valid and reliable assessment and moderated data is evident across schools in the Community of Learning I Kāhui Ako.
- tracking and monitoring students over time (cohorts and individuals)
- linking good practice to performance management processes.
- consider using the PaCT tool to ensure all teachers are consistently and reliably making OTJs.
- moderating between schools to ensure robust data.

#### **We will also develop a culturally responsive and relational pedagogy by**

- promoting and affirming students' identity language and culture, particularly Māori.
- promoting student voice.
- encouraging community, parent and whānau engagement, understanding and support of the Community of Learning I Kāhui Ako and student learning.

**Finally we will promote inclusiveness through effective engagement** and transition by

- promoting collaboration across the Kāhui Ako to accomplish improved student achievement outcomes.
- building a high level of student engagement in all aspects of their learning pathway.
- ensuring that all members are supporting effective transition from early childhood education to primary to High School and on to Tertiary Education.

As a Kāhui Ako we are aware that priority learners are our targeted students. The aim is that all our students will benefit from our focused strategic goals including students that need extension and enrichment. Within each of our schools we will ensure that there are skills, systems, professional development resources and capacity to support acceleration progress by sharing these skills across our community of learners.

We are aware that Māori boys are not progressing at the expected levels in writing. This is seen as an issue across all of our schools at all levels. The important emphasis for schools having writing as an achievement challenge is that students need to be able to apply their written language skills across the curriculum and across contexts.

Transience is an issue in our area and skews achievement data disproportionately. We will collect data from our whole group, our stable population of students, our students with special learning needs and our transient students. We will then be able to track the progress of students enrolled in our schools long-term as well as identifying the progress made by transient students.

## Writing Data - 2016

Twin Coast Kāhui Ako National Standards Writing Data 2016

	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All Students	59	7	189	23	531	63	57	7	836
Māori	25	10	69	28	134	56	14	6	242
Male	40	10	137	32	239	56	11	2	427
Female	18	4	52	13	292	72	47	11	409
After 1 Year At School			22	20	84	78	2	2	108
After 2 Years at School	4	3	35	27	87	68	2	2	128
After 3 Years at School	5	6	18	22	56	67	4	5	83
End Year 4	17	15	20	18	72	64	4	3	113
End Year 5	4	3	21	19	79	71	8	7	112
End Year 6	8	8	21	22	64	65	5	5	98
End Year 7	5	6	29	34	39	46	12	14	85
End Year 8	15	14	23	21	50	46	20	19	108

### Goal to raise achievement in writing:

Years 1 – 8

To increase the number of boys achieving At and Above National Standards in Writing.

2017-2018 Target- To increase the number of students 'At' or 'Above' National Standards in Writing from 71% to 79%							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
<b>All Students</b>	835	589	70%	664	79%	75	9%
Boys	426	250	59%	319	75%	69	16%
Girls	409	339	83%	345	84%	6	1%
Māori	242	149	61%	182	75%	33	14%
Pasifika	20	13	65%	18	90%	5	25%
Other Students	573	427	75%	464	81%	37	6%

All Students							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	98	50	51%	64	65%	14	14%
Mangawhai Beach	396	301	76%	337	85%	36	9%
Maungaturoto	188	139	74%	151	80%	12	6%
Otamatea High	101	56	55%	68	67%	12	12%
Paparoa	53	43	81%	44	83%	1	2%
Total	836	589	70%	664	79%	75	9%

Boys							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	50	19	38%	29	58%	10	20%
Mangawhai Beach	197	122	62%	158	80%	36	18%
Maungaturoto	107	74	69%	86	80%	12	11%
Otamatea High	46	14	30%	24	52%	10	22%
Paparoa	27	21	78%	22	81%	1	4%
Total	427	250	59%	319	75%	69	16%

Girls	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	48	31	65%	35	73%	4	8%
Mangawhai Beach	199	179	90%	179	90%	0	0%
Maungaturoto	81	65	80%	65	80%	0	0%
Otamatea High	55	42	76%	44	80%	2	4%
Paparoa	26	22	85%	22	85%	0	0%
Total	409	339	83%	345	84%	6	1%

Māori	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	52	21	40%	31	60%	10	19%
Mangawhai Beach	82	58	71%	66	80%	8	10%
Maungaturoto	61	44	72%	49	80%	5	8%
Otamatea High	31	16	52%	23	74%	7	23%
Paparoa	17	10	59%	13	76%	3	18%
Total	243	149	61%	182	75%	33	14%

Pasifika	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	5	x	x	x	x	x	x
Mangawhai Beach	11	x	x	x	x	x	x
Maungaturoto	2	x	x	x	x	x	x
Otamatea High	2	x	x	x	x	x	x
Paparoa	0	x	x	x	x	x	x
Total	20	13	65%	18	90%	5	25%

Other Students							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	41	26	63%	29	71%	3	7%
Mangawhai Beach	303	235	78%	261	86%	26	9%
Maungaturoto	125	94	75%	100	80%	6	5%
Otamatea High	68	39	57%	43	63%	4	6%
Paparoa	36	33	92%	31	86%	0	0
Total	573	427	75%	464	81%	37	6%

The students targeted are named on a database that is kept by the individual schools and reported on regularly to their Boards. This data is collected by our Kāhui Ako and used to record progress towards the achievement of the challenge and to identify where best to allocate resources and plan next steps.

We aim to sustain ongoing improvement by reviewing and refining our achievements and areas for further development regularly over the next 4 years. This will remain a responsibility of the Lead Across-School Teacher and Principal. Inquiry and intervention will be ongoing requirements of our Kāhui Ako members

## Mathematics

Once we have our Writing Achievement Challenge underway, we will look at our 2nd Achievement Challenge.

The combined reviews from the Education Review Office have identified some good practices in place to engage these cohorts. The data outlines the need to prioritise accelerating learning to meet educational outcomes for Māori boys. Māori students are slightly over represented in the Below and Well below categories

We know we need to improve our systems and teacher capability in Mathematics because our community wide data is showing that:

- 70% of children are working at or above the standard. We will work towards getting 77% at or above the standard. (54 students)
- 61% of Māori students are working at or above the standard. We will work towards getting 76% at or above the standard. (35 students)
- 65% of Pacifica students are working at or above the standard. We will work towards getting 80% at or above the standard. (3 students)

In Mathematics we will focus on increasing teacher knowledge and understanding about skills, mathematical language, knowledge and strategies that students need to meet standard. Teachers need further professional development on moderation of data, and making effective overall teacher judgments.

We want to build capability to work with parents / whānau, to change negative perceptions about mathematics and begin our journey of developing a 'love' of mathematics across the community. We also want to strengthen the process of collaborative inquiry in order to make a positive difference to all students across the Community of Learning.

We will aim to do this by:

- developing and holding high expectations of teachers and students;
- development of teacher capability in providing inclusive learning environments for students, especially those with additional learning needs;
- lifting the standard of Māori and Pacifica learners.

## Mathematics Data - 2016

Twin Coast Community of Learning | Kāhui Ako National Standards Data End of Year 2016 in Mathematics

	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All Students	54	6%	152	18%	531	64%	99	12%	836
Māori	25	10%	56	23%	142	58%	20	9%	243
Male	31	7%	74	17%	267	63%	55	13%	427
Female	23	6%	78	19%	264	65%	44	12%	409
After 1 Year At School	0	0	16	15%	88	81%	4	4%	108
After 2 Years at School	2	1%	24	19%	92	72%	10	8%	128
After 3 Years at School	6	7%	13	15%	57	68%	8	10%	84
End Year 4	10	9%	21	19%	74	65%	8	7%	113
End Year 5	3	2%	13	12%	76	68%	20	18%	112
End Year 6	5	5%	21	22%	61	62%	11	11%	98
End Year 7	7	8%	20	24%	40	47%	18	21%	85
End Year 8	21	19%	24	22%	43	40%	20	19%	108

### Goal to raise achievement in mathematics:

Year 1 – 8

To increase the number of students achieving At and Above National Standards in Mathematics

Target- To increase the number of students 'At' or 'Above' National Standards in Maths from 70% to 77%							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
All Students	836	589	70%	643	77%	54	6%
Boys	427	250	59%	274	64%	24	6%
Girls	409	339	83%	369	90%	30	7%
Māori	243	149	61%	184	76%	35	14%
Pasifika	20	13	65%	16	80%	3	15%
Other Students	573	427	75%	443	77%	16	3%

Twin Coast Community of Learning | Kāhui Ako National Standards Data End of Year 2016 in Maths

All Students	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	98	50	51%	57	58%	7	7%
Mangawhai Beach	396	301	76%	313	79%	12	3%
Maungaturoto	188	139	74%	146	78%	7	4%
Otamatea High	101	56	55%	81	80%	25	25%
Paparoa	53	43	81%	46	87%	3	6%
Total	836	589	70%	643	77%	54	6%

Boys	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	50	19	38%	23	46%	4	8%
Mangawhai Beach	197	122	62%	125	63%	3	2%
Maungaturoto	107	74	69%	77	72%	3	3%
Otamatea High	46	14	30%	27	59%	13	28%
Paparoa	27	21	78%	22	81%	1	4%
Total	427	250	59%	274	64%	24	6%

Girls	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	48	31	65%	34	71%	3	6%
Mangawhai Beach	199	179	90%	188	94%	9	5%
Maungaturoto	81	65	80%	69	85%	4	5%
Otamatea High	55	42	76%	54	98%	12	22%
Paparoa	26	22	85%	24	92%	2	8%
Total	409	339	83%	369	90%	30	7%

Māori	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	52	21	40%	29	56%	8	15%
Mangawhai Beach	82	58	71%	66	80%	8	10%
Maungaturoto	61	44	72%	48	79%	4	7%
Otamatea High	31	16	52%	30	97%	14	45%
Paparoa	17	10	59%	11	65%	1	6%
Total	243	149	61%	184	76%	35	14%

Pasifika	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	5	x	x	x	x	x	x
Mangawhai Beach	11	x	x	x	x	x	x
Maungaturoto	2	x	x	x	x	x	x
Otamatea High	2	x	x	x	x	x	x
Paparoa	0	x	x	x	x	x	x
Total	20	13	65%	16	80%	3	15%

Other Students	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Kaiwaka	41	26	63%	31	77%	5	14%
Mangawhai Beach	303	235	78%	238	79%	3	1%
Maungaturoto	125	94	75%	97	78%	3	2%
Otamatea High	68	39	57%	48	71%	9	13%
Paparoa	36	33	92%	35	97%	2	6%
Total	573	427	75%	443	77%	16	3%

The students that are targeted are named on a database that is kept by the schools and reported on regularly to their Boards. This data is collected by our Kāhui Ako and used to record progress towards the achievement of the challenge, identify where best to allocate resources and plan next steps.

We aim to sustain ongoing improvement by reviewing and refining our achievements and areas for further development regularly over the next 4 years. This will remain a responsibility of the Lead Teacher and Principal. Inquiry and intervention will be ongoing requirements of our Community of Learning | Kāhui Ako members.

## Goal to raise the quality of achievement in NCEA:

Year 11-13

To lift achievement of all of our students across all three NCEA Levels, so that more students gain merit or excellence endorsements.

While we work towards addressing our writing challenge, we will also address our third Achievement Challenge which is to lift the quality of the NCEA qualifications our secondary school students attain. Our 2016 NZQA participation data has indicated that over 90% of our year 11 and 12 students have achieved NCEA Level 1 and 2 respectively, and 88.5% have achieved NCEA Level 3. Our challenge now is to improve the quality of the results by increasing the number of merits and excellences, whilst continuing to maintain over 90% overall achievement results. We know that students who are awarded merits and excellences are more likely to be granted scholarships, have more productive academic outcomes and have better life chances and opportunities.

Otamatea High School NCEA Results 2016												
	Passes				Merits				Excellences			
	OHS 2016	OHS 2015	NZ 2016	Decile 4-7 2016	OHS 2016	OHS 2015	NZ 2016	Decile 4-7 2016	OHS 2016	OHS 2015	NZ 2016	Decile 4-7 2016
Level 1 Yr 11	91%	72.1%	86.5%	85.7%	19.7%	34.1%	34.5%	33.1%	12.7%	9.1%	19.8%	16.2%
Level 2 Yr 12	90.9%	64.3%	89.9%	89.0%	10%	22.2%	26.5%	24.1%	12.5%	14.8%	16.1%	13.3%
Level 3 Yr 13	88.5%	70.8%	83.4%	81.2%	13%	20.6%	28%	25.4%	17.4%	17.6%	14.7%	13.1%
UE	66.7%	51.0%	62.9%	59%								

We are very pleased with the improvement in the percentage of students participating and gaining passes - these have significantly improved since the previous year. We are now working on the percentage of students gaining merits and excellences.

We will also be tracking vocational pathway successes for all students through our individualised student tracking model. Along with this we will continue to track Māori and Pasifika achievement to ensure equitable outcomes. We are keen to build on the opportunity to support our students to develop the skills needed to reach their full potential and contribute to the local economy as well as optimise their own employment futures.

**Target:**

To lift achievement of all of our students across all three NCEA Levels, so that more students gain merit or excellence endorsements.

We are aiming for:

90% of Year 11 students achieving NCEA Level 1.

40% of Level 1 entries receiving Merit or Excellence endorsements.

90% of Year 12 students achieving NCEA Level 2.

35% of level 2 entries receiving Merit or Excellence endorsements.

90% of Year 13 students achieving NCEA Level 3.

35% of Level 1 entries receiving Merit or Excellence endorsements.

67% of Year 13 students receiving University Entrance.

These targets are realistic, planned for and are currently being addressed.

**What is our plan of action?**

- We will track each student individually, using our longitudinal achievement tracking tool, to form an overall view as to student progress, areas of need and developing trends.
- We will investigate further opportunities for our students to achieve Vocational Pathways Awards.
- We will continue to operate and develop our Self-driven Pathways Class.
- We will review and reassess our curriculum delivery as needed, and ensure that our senior curriculum is providing the appropriate learning opportunities.
- We will work with individual students to make sure that the barriers to achievement are identified and then addressed.
- We will continue to upskill our whānau teachers to ensure that they are equipped to offer academic guidance and support to the designated students under their care.
- We will use student voice to review how we teach, how we engage our students and how we motivate our students to succeed.
- We will work with whānau to ensure that they know why achievement at least NCEA Level 2 is important and how they can be directly involved in their own students aspirations to achieve.
- As a Kāhui Ako we will take shared responsibility for building a strength in providing career education for our students.

The following personnel will be crucial in ensuring success of this achievement challenge: all whānau teachers, deans, careers advisor, senior leaders, kaiāwhina.

## Action Plan - How we will address and achieve our challenges.

We will address our challenges through the following actions and resources:

Strategy	Action	Resources	Timeline
<b>Building leadership capacity</b>	Lead Principal, Across-School Teacher and In-School Teachers to agree on what collaborative cycles of inquiry means and will look like. Agree on how we are going to run these and which model to use. Set up leaders' and teachers' inquiries.	Survey in best format for different groups	Term 3 2017
	Collect teacher and student voice. Collate, and interpret into a report which is shared and refined as feedback is given.	Research best model for our purpose.	Term 3 2017
	Oversee the collection of data. Analyse and interpret. Look for trends and groups. Moderate analyses and interpretations		Term 4 2017 Term 2 2018 Term 4 2018 Term 2 20 19 Term 4 2019
	Agree on strategies to use in our classrooms and introduce these in ways that promote teacher buy-in.	Expert advice and professional support.	Term 4 2017 and ongoing throughout lifecycle of the Kaihui Ako.
	Arrange for modelling and guidance for classroom teachers. Support collaborative efforts of teachers when learning from each other. Encourage the use of video for reviewing performance.	Curriculum support materials Ministry of Education Kāhui Ako support for leaders. Agreed formats Ensure roles with Kāhui Ako, in school, inter- school and community clearly understood.	Term 4 2017, and ongoing throughout lifecycle of the Kaihui Ako.

Strategy	Action	Resources	Timeline
	Organise professional development targeted to improve practice.		Term 4 2017
	Progress reports and analysing interventions.		Regularly as agreed
	Provide opportunities to all teachers to share their successes, problems, developing skills and good practices.		Formal meetings - 2 per term Interschool meetings between teachers throughout the term, on a needs basis.
	Support teachers' self-inquiries – coach as required.		Term 1 2018 Term 1 2019
<b>Raising teacher effectiveness</b>	List all assessment practices already in place at each school. Compare and discuss merits and disadvantages of these.	Set up across school calendar with meetings for these actions.	Term 4 2017
	Develop agreed approaches to moderation, assessment and use of assessment tools.		Term 4 2017
	Collect initial data. Analyse, interpret. Formulate a picture of the current situation in each school and across schools in cohort groups.		Term 4/17 Term 1/19
	Ongoing collection of data. Analyse and interpret. Look for trends and groups.	Investigate PaCT tool. Professional development to commence.	Term 4/17 Term 1/19
	Aim to apply written language skills and mathematics knowledge across the curriculum.		Ongoing
	Full and authentic participation in self inquiry.	Collective opportunities and confidence building support.	Ongoing
<b>Culturally responsive and relational pedagogy</b>	Involve and inform communities and other stakeholders. Revise the fundamental principles, as outlined in Ka Hikitia and Teacher Council requirements, with teachers. Whānau support sought Community support sought	MOE Whānau Support Advisor Darlia Walker to support our Kāhui Ako in whānau engagement improvement.	Term 3 2017 ongoing

Strategy	Action	Resources	Timeline	
<b>Promoting inclusiveness through effective engagement and transition</b>	Employ the 7 principles of effective learning: <ul style="list-style-type: none"> <li>• Learners at the centre</li> <li>• The social nature of learning</li> <li>• Emotions are integral to learning</li> <li>• Recognition of individual differences</li> <li>• Stretching all students</li> <li>• Assessment for Learning</li> <li>• Building horizontal connectedness</li> </ul>	<i>The Nature of Learning –Using Research to Inspire Practice.</i> Dumont. H, Istance. D, Benavides. F OECD Publications 2010	Term 3/2017 Ongoing Ongoing	
	Using the community to create authentic, motivating contexts for student learning.	Print Media Local businesses VIPs Blogs. E- portfolios Song writing Poets Corner Speeches Performance Maths quizzes, Maths challenges Curriculum resources and materials.	To commence in Term 4 2017 and to increase and improve effectively each term.	
	Complementary focus on speaking and reading. Capability with oral language and reading cannot be underestimated in our quest for improved achievement in writing and mathematics	Book Festival	Term 4/17	

## Monitoring, Evaluation and Measurement of Progress

The Lead Principal, with support of Principals and the Across School Leader, will report to all Boards and the Kāhui Ako Principal Group. First and foremost is the need to agree on our inquiry process and clarify how we are going to manage interventions, across school relationships and collecting and analysing data.

We will develop agreed approaches to moderation, assessment and assessment tools. This would need to come about through developing an understanding of what we do as a Kāhui Ako already, what data we collect and the way we analyse and use this information. We could also investigate how we could align our School Management Systems (SMS) and the way we share data between and across schools.

The progress against the targets will be monitored by the Lead Principal and reporting will include:

- outline of targets and priorities
- beginning and end of year data comparison and significant shifts
- outlining shifts in pedagogy either emerging or cluster wide
- commentary of the how, why and 'so what now' steps
- any issues that need addressing (next steps)
- formal student voice data via student survey data. This can be used as a benchmark for attitudes towards spelling and writing. Measuring student perception and attitudes as well as their understanding of what they need to do is a vital component that will be built in.
- gathering teacher voice. Ensuring there are always opportunities to discuss and debate are valuable tools for growth as a Kāhui Ako.
- an expectation that progress against the achievement challenges would be completed mid and end of year. This would require all Kāhui Ako member schools to provide timely data to enable this to happen. These checkpoints would allow for progress to be monitored and assessed and resultant planning to reflect the needs of the students of the Kāhui Ako.

Each school will include Kāhui Ako targets and goals in their charter from 2018 and will reflect these in their Analysis of Variance.

## Engagement - involvement of students, parents, whānau and communities

The success of our Kāhui Ako and its related achievement goals starts in the schools and EC centres but does not end there and this is because we need the support and engagement of our parents, whānau and communities. Whilst the day to day actions will be lead by the Community of Learning | Kāhui Ako we need to ensure that we maintain open communication and consultations processes throughout.

The success of the Kāhui Ako will link back to our shared vision based around the sharing of ideas and understandings, not just of data and common goals but sharing and seeking ideas from all key stakeholders.

In the first instance, this will be completed by Boards of Trustees, teachers and key stakeholders involved in the initial planning and meetings. Schools have, through their newsletters and in discussion at Board level, outlined what the Kāhui Ako is and how their school will be involved. This will continue to be an expectation as we move forward.

Part of the commitment is to ensure we include the voice of ECE.

The main tool we will use is consultation and this needs to be seen within schools, across schools, and at Board level.

Once the Kāhui Ako is established and resourced, there will be an expectation that all schools include their wider community in the process and look at various ways to engage, involve, and share information and relevant initiatives.

There will also be planned professional development for staff, information opportunities for our students and whānau. This could range from building understanding of the education pathways to career advice. The establishment of a cross-school calendar will be used to timetable visits from across school leaders and in school leaders as well as ensuring that cross-school events are coordinated and time is used productively.

Student data and feedback would be sought through surveys and a proposed student group under the umbrella of the Kāhui Ako structure. We will ask for representatives from each school to contribute to a discussion with the Leadership Team about learning and teaching.

## Code of Conduct

Twin Coasts Kāhui Ako require a commitment to an agreed code of conduct. The following are key factors:

- confidentiality of all personal data and information shared between schools;
- consultation, evidence and communication at the forefront of all decisions and initiatives;
- commitment to the sharing of data and skills across schools;
- each school to include Kāhui Ako focus areas within their own charters and strategic plans, as well as continuing the focus on what makes their own school unique and how to meet their own needs;
- commitment and time made for the Kāhui Ako meetings and related initiatives;
- leadership teams across the Kāhui Ako schools allow for resources, time and staff to be directed to our goals and aspirations;
- Māori cultural responsiveness is intrinsic and weaved into all Kāhui Ako initiatives;
- the Practising Teacher Criteria Code of Ethics and Professional Standards are respected and adhered to at all times;
- a commitment that every school is valued and their input is sought for every significant decision;
- a commitment to follow the overall strategic direction of the Kāhui Ako and an expectation we will work together to raise achievement for all our students;
- if there is a dispute or breakdown in communication, the issue will be referred to the leaders of the Kāhui Ako;
- if leaders are involved or are unable to resolve differences, the other members of the principals' group will meet to progress a way forward.

## Responsibilities and Roles

- The following is the procedure for appointment of roles and responsibilities across the Kāhui Ako:
- The appointments committee will include principals, representatives from all schools and EC centres and Board representation. The committee will be selected by a full Kāhui Ako meeting where each school and EC centre has one vote (each BOT will delegate to whom they deem is the appropriate person).
- The appointments committee's initial act will be to establish job descriptions and time-lines with the support and guidance of our assigned person from the National Appointments Panel.
- Once the roles and responsibilities have been established the lead principal will be appointed. This principal will then become part of the appointments committee for the across-school position.
- As well as the above roles, there will be a governance role with a representative from each board engaging with the Lead Principal. The model on page 4 shows the roles across the Kāhui Ako. The diagram also shows the staff, communities, key stakeholders, students above the individual roles as they are our main focus.
- To support this process as the leaders within the Kāhui Ako, principals must ensure transparency with staff and inform them of all opportunities and roles within this structure. This is a commitment from all schools involved
- The teachers/ leaders chosen would be supported in developing their skills as a coach, their understanding of inquiry, asking the challenging questions and working collaboratively. Evaluation would be around what shifts have been made and the data and research to support these shifts. This would be a key focus of any work.