



Ehara taku toa i te toa takitahi engari he toa takitini

My strength is not that of an individual but that of the collective

Oneroa Community of Learning - Kāhui Ako

Achievement Challenges 2021 - 2023

Logo design by Max Gilmour Torbay School, 2018 winner of the design competition run across all seven Kāhui Ako Schools.
The logo represents the children of the seven schools and their place in Oneroa.

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As a Kāhui Ako, our kaupapa is to enhance kura and community collaboration, and tamariki and rangatahi achievement and hauora.

Our Community

Our History

Ngati Manuhiri are the descendants of the eponymous ancestor Manuhiri, the eldest son of the Rangatira and warrior chieftain Maki who, along with other tribal members, came from Kawhia to live among their relatives, also descendants of the Tainui waka, who occupied the greater Tamaki Makaurau area from the 14th Century. From this whakapapa Ngati Manuhiri in their own right through Maki and his sons, have unbroken ties to their ancestral rohe. After migrating from Kawhia in the early 17th Century, Maki and his people progressively settled in the southern Kaipara, Waitakere and on to Whenua roa 6 Kahu (North Shore), Albany up to Mahurangi districts.

Ngati Manuhiri maintained kainga and pa throughout the rohe, with a focus on both coastlines. Pa were usually located in defensive, significant or strategic places and there were both permanent and temporary (seasonal) kainga (settlements), particularly adjacent to sheltered waters or rivers. Rivers were not only a source of fresh water and kai (food) but were the main highways inland to kainga or cultivations and often the beginning of overland pathways. As previously stated, the entire rohe was occupied and utilised by Ngati Manuhiri and their whanaunga (relations) for generations.

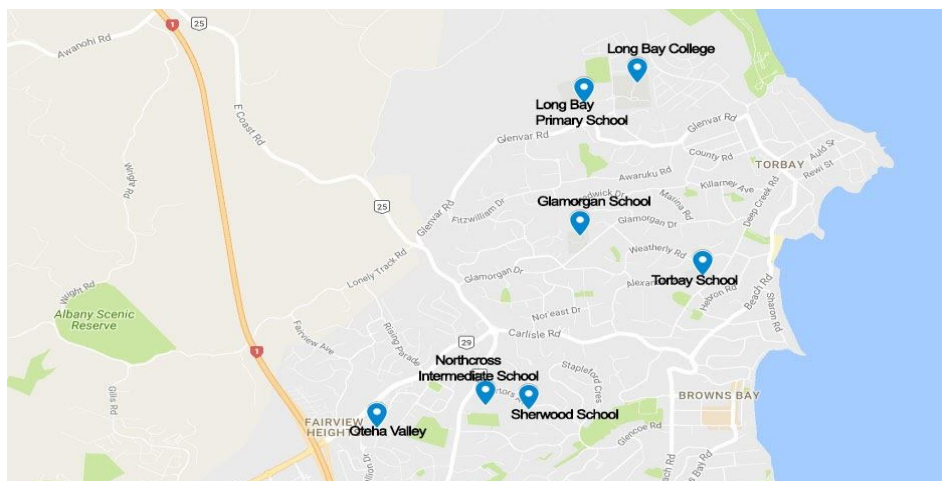
Along the coast traditional Ara (pathways) linked Tikapa Moana (Hauraki Gulf) with the Manukau and Kaipara Harbours, and the Waitakere Ranges. There is evidence of a trail from Te Oneroa o Kahu (Long Bay beach), over the cliffs to Okura. The trails from Long Bay connected with the Oteha Valley and continuous ridgeways such as the one along Lonely Track Road, and with the Okura River and Lucas Creek.

The north-eastern coastline of Tamaki Makaurau features a number of places of significance to Ngati Manuhiri from Pakiri in the north right through to Okura/Long Bay and Oteha (Albany). This is reflected by a number of place names, landmarks, and recorded archaeological sites within the rohe. In this instance, notably, Oteha "the dwelling place of Te Ha" is named after Te Ha Kaiaraara, the grandson of Manuhiri. It is known there was a kainga in the area now referred to as Oteha Valley.

Manuhiri's descendants utilized Oteha, part of the wider Te Whenua Roa 6 Kahu (North Shore), over many centuries through their shared ancestral interests derived from Manuhiri's brothers. Oteha is located between Te Oneroa 6 Kahu (Long Bay) and Okura to the northeast and the upper Waitemata to the southwest.

The Oneroa Community of Learning is set in the East Coast Bays/Albany on the North Shore of Auckland and is made up of seven schools: Long Bay Primary School, Glamorgan School, Torbay School, Sherwood School, Oteha Valley School, Northcross Intermediate School, and Long Bay College. There is a natural progression from the primary schools to Northcross Intermediate and then Long Bay College.

There is a willingness to learn from each other and a commitment to lifting student achievement across the community.



The Kāhui Ako incorporates a diverse group of learners that is rapidly changing. In 2020 our main ethnic groups across the Kāhui Ako are: New Zealand European 46 %, Māori 5%, Chinese 18% There are 5400 students and 325 teachers in our Kāhui Ako. Students now come from a wide range of socio-economic and cultural backgrounds, with recent growth, in particular, from Asian countries. Our community continues to change, reflecting Auckland's growth and diversity. The large numbers of English Language Learners (ELL) in our schools also reflects the diverse nature of the community and the numbers of new immigrants to the area. Language acquisition is a priority for these students and their families, and this presents challenges for the Community of Learning in terms of parental engagement.

Across the Kāhui Ako there is a common belief that this diversity provides an opportunity for students, families, and teachers to appreciate and learn from other cultures and perspectives.

Our Kāhui Ako Journey So Far: *What have we been doing since being endorsed?*

Progress made on Oneroa Kāhui Ako Achievement Challenge Targets 2017 - 2019

Writing - Year 1 – 8

Aspirational Targets for 2020 (set 2017)	Oneroa Kāhui Ako Data (End of 2016)	Oneroa Kāhui Ako Progress (End of 2018 Data)	Actual Progress (Between end of 2016 and end of 2018)
All Student Achievement 87% of students to be At or Above expected writing standards	2471 out of 3160 = 78.2% At or Above	2752 out of 3663 = 75.1% At or Above.	There has been a 3.1% decrease in the overall percentage of students achieving at or above expected writing standards. However, due to roll growth, there has also been an increase of 281 students achieving at or above expected writing standards.
Male Achievement 86% of male students to be At or Above expected writing standards	1163 out of 1647 = 71% At or Above	1313 out of 1905 = 69% At or Above.	There has been a 2% decrease in the overall percentage of male students achieving at or above expected writing standards. However, due to roll growth, there has also been an increase of 150 male students achieving at or above expected writing standards.
Māori Achievement 85% of Māori students to be At or Above expected writing standards	201 out of 272 = 73.8% At or Above	180 out of 234 = 77% At or Above.	There has been a 3.2% increase in the overall percentage of Māori students achieving at or above expected writing standards. However, due to Māori roll decline, there has also been a decrease of 21 Māori students achieving at or above expected writing standards.

<p>ESOL Achievement</p> <p>85% of ESOL students to be At or Above expected writing standards</p>	<p>169 out of 380 = 44% At or Above</p>	<p>421 out of 611 = 69% At or Above</p>	<p>There has been a 25% increase in the overall percentage of ESOL students achieving at or above expected writing standards. Due to roll growth, there has also been an increase of 252 ESOL students achieving at or above expected writing standards.</p>
<p>End of Year 7 Achievement</p> <p>85% of Year 7 students to be At or Above expected writing standards</p>	<p>378 out of 516 = 73.3% At or Above</p>	<p>378 out of 608 = 62% At or Above</p>	<p>There has been an 11.3% decrease in the overall percentage of Year 7 students achieving at or above expected writing standards. Even with roll growth, there has been no increase in the number of Year 7 students achieving at or above expected writing standards.</p>

Comments

The data shows that our percentage of students at or above the standard has dropped, however, the data collected in 2016 was levelled against National Standards whereas in 2018, the National Standards ceased to exist, and schools provided data that was levelled against a range of criteria, such as OTJs based on the usual school assessment (eg PROBE, GLOSS, etc).

Factors that may have impacted the data shift include:

- Increase of 231 ESOL-funded children.
- During the assessment period the goals of a more coherent and consistent approach to the teaching and assessment of writing were not achieved because our Kāhui Ako had not reached the point of development enabling us to focus on our teaching and learning goals
- There is no standardised test for writing. Assessment can be subjective
- No across-school moderation
- The data sample changed as the cohort of children moved from year to year (original Y7/8 students no longer in this data – from Northcross Intermediate)
- As time progressed (assessment of progress was made via OTJs) we realised that our ability to reach our achievement challenges was impacted by a number of more global factors such as Cultural Responsiveness,
- Student Wellbeing and the increased range of Complex Needs that our learners present with.

Reading - Year 1 – 8

Aspirational Targets for 2020 (set 2017)	Oneroa Kāhui Ako Data (End of 2016)	Oneroa Kāhui Ako Progress (End of 2018 Data)	Actual Progress
<p>All Student Achievement</p> <p>90% of students to be At or Above expected reading standards</p>	<p>2675 out of 3160 = 85% At or Above</p>	<p>3058 out of 3660 = 83.6% At or Above</p>	<p>There has been a 1.4% decrease in the overall percentage of students achieving at or above expected reading standards. However, due to roll growth, there has also been an increase of 383 students achieving at or above expected reading standards.</p>
<p>Māori Achievement</p> <p>90% of Māori students to be At or Above expected reading standards</p>	<p>222 out of 272 = 82% At or Above</p>	<p>181 out of 234 = 77% At or Above</p>	<p>There has been a 5% decrease in the overall percentage of Māori students achieving at or above expected reading standards. Due to Māori roll decline, there has also been a decrease of 41 Māori students achieving at or above expected reading standards.</p>
<p>ESOL Achievement</p> <p>85% of ESOL students to be At or Above expected reading standards</p>	<p>180 out of 380 = 47% At or Above standard</p>	<p>430 out of 612 = 70% At or Above</p>	<p>There has been a 23% increase in the overall percentage of ESOL students achieving at or above expected reading standards. Due to roll growth, there has also been an increase of 232 ESOL students achieving at or above expected reading standards.</p>

Comments:

The data shows that our percentage of students at or above the standard has dropped, however, the data collected in 2016 was levelled against National Standards whereas in 2018 the National Standards ceased to exist, and the schools provided data that was levelled against a range of criteria.

Factors that may have impacted the data shift include:

- Increase of ESOL-funded children by 231.
- During the assessment period the goals of a more coherent and consistent approach to the teaching and assessment of reading were not achieved because our Kāhui Ako had not reached the point of development enabling us to focus on our teaching and learning goals.
- There is no standardised test for reading. Assessment can be subjective.
- No across-school moderation
- The data sample changed as the cohort of children moved from year to year (original Y7/8 students no longer in this data)
- As time progressed we realised that our ability to reach our achievement challenges was impacted by a number of more global factors such as Cultural Responsiveness, Student Wellbeing, and the increased range of Complex needs that our learners present with.

- No more specific data was collected about ESOL cohort, such as gender, cohort etc.

Maths - Year 1 – 8

Aspirational Targets for 2020 (set 2017)	Oneroa Kāhui Ako Data (End of 2016)	Oneroa Kāhui Ako Progress (End of 2018 Data)	Actual Progress
<p>All Student Achievement</p> <p>89% of students to be At or Above expected mathematics standards</p>	<p>2651 out of 3157 = 84% At or Above</p>	<p>3147 out of 3660 = 86% At or Above</p>	<p>There has been a 2% increase in the overall percentage of students achieving at or above expected mathematics standards. Due to roll growth, there has also been an increase of 496 students achieving at or above expected mathematics standards.</p>
<p>Māori Achievement</p> <p>86% of Māori students to be At or Above expected mathematics standards</p>	<p>191 out of 272 = 70% At or Above</p>	<p>183 out of 234 = 78% At or Above</p>	<p>There has been an 8% increase in the overall percentage of Māori students achieving at or above expected mathematics standards. However, due to Māori roll decline, there has also been a decrease of 8 Māori students achieving at or above expected mathematics standards.</p>
<p>End of Year 7 Achievement</p> <p>85% of Year 7 students to be At or Above expected mathematics standards</p>	<p>393 out of 516 = 76% At or Above</p>	<p>535 out 608 = 88% At or Above</p>	<p>There has been a 12% increase in the overall percentage of ESOL students achieving at or above expected mathematics standards. Due to roll growth, there has also been an increase of 142 ESOL students achieving at or above expected mathematics standards.</p>

Comments:

The data shows that our percentage of students at or above the standard has dropped, however the data collected in 2016 was levelled against National Standards whereas in 2018 the National Standards ceased to exist, and schools provided data that was levelled against a range of criteria.

Factors that may have impacted the data shift include:

- Increase of ESOL-funded children by 231.
- During the assessment period the goals of a more coherent and consistent approach to the teaching and assessment of maths were not achieved because our Kāhui Ako had not reached the point of development enabling us to focus on our teaching and learning goals.
- There is no standardised test for maths. Assessment can be subjective.
- No across-school moderation
- The data sample changed as the cohort of children moved from year to year (original Y7/8 students no longer in this data)
- As time progressed, we realised that our ability to reach our achievement challenges was impacted by a number of more global factors such as Cultural Responsiveness, Student Wellbeing, and the increased range of Complex needs that our learners present with.

Year 10

Aspirational Targets for 2020 (set 2017)	Oneroa Kāhui Ako Data (End of 2016)	Oneroa Kāhui Ako Progress (End of 2018 Data)	Actual Progress
<p>Writing</p> <p>75% of students to be competent at Curriculum Level 5</p>	<p>113 out of 245 = 46.1% competent at Level 5</p>	<p>Creative Writing</p> <p>216 out of 318 = 67.9%</p> <p>Formal Writing</p> <p>217 out of 318 = 68.2%</p>	<p>There has been a 21.8% increase (Creative Writing) and 22.1% increase (Formal Writing) in the overall percentage of Year 10 students achieving at or above expected writing standards.</p>

Comments:

This data is inaccurate because of the large number of students who did not submit assessment:

End of 2016 data

- Does not identify how many children did not submit assessment.
- Does not identify two different types of writing genre.

End of 2018 data

- Creative Writing - 87 students were absent or did not submit this assessment.
- Formal Writing - 78 students were absent or did not submit this assessment.

<p>Reading</p> <p>85% of students to be competent at Curriculum Level 5</p>	<p>170 out of 257 = 66.2% competent at Level 5</p>	<p>216 out of 318 = 67.9%</p>	<p>There has been a 1.7% increase in the overall percentage of Year 10 students achieving at or above expected reading standards.</p>
<p>Comments:</p> <p>This data is inaccurate because of the large number of students who did not submit assessment:</p> <p>End of 2016 data does not identify how many children did not submit assessment.</p> <p>End of 2018 data, 61 students were absent or did not submit this assessment.</p>			
<p>Maths</p> <p>75% of students to be competent at Curriculum Level 5</p>	<p>118 out of 262 = 45.1% competent at Level 5</p>	<p>216 out of 318 = 67.9%</p>	<p>There has been a 22.8% increase in the overall percentage of Year 10 students achieving at or above expected mathematics.</p>
<p>Comments:</p> <p>This data is inaccurate because of the large number of students who did not submit assessment:</p> <p>End of 2016 data does not identify how many children did not submit assessment.</p> <p>End of 2018 data, 15 students were absent or did not submit this assessment.</p>			

Long Bay College NCEA Achievement and Endorsement Targets

Aspirational Targets for 2020 (set 2017)	Oneroa Kāhui Ako Data (End of 2016)	Oneroa Kāhui Ako Progress (End of 2018 Data)	Actual Progress
NCEA Level 3 Attainment 85% of students achieve Level 3	259 out of 320 = 80.9% Attained NCEA Level 3	219 out of 279 = 78.5% Attained NCEA Level 3	There has been a 2.4% decrease in the overall percentage of students achieving NCEA Level 3. There has also been a decrease of 40 students achieving NCEA Level 3.
NCEA Level 1 Merit Endorsement 40.9% of students achieve NCEA Level 1 Merit Endorsement	102 out of 340 = 30.1% achieved NCEA Level 1 Merit Endorsement	90 out of 285 = 31.6% achieved NCEA Level 1 Merit Endorsement	There has been a 1.5% increase in the overall percentage of students achieving NCEA Level 1 Merit Endorsement. There has also been a decrease of 12 students achieving NCEA Level 1 Merit Endorsement.
NCEA Level 3 Merit Endorsement 37.3% of students achieve NCEA Level 3 Merit Endorsement	95 out of 287 = 33.1% achieved NCEA Level 1 Merit Endorsement	64 out of 279 = 22.9% achieved NCEA Level 1 Merit Endorsement	There has been a 10.2% decrease in the overall percentage of students achieving NCEA Level 3 Merit Endorsement. There has also been a decrease of 31 students achieving NCEA Level 3 Merit Endorsement. The decrease appears to be just that particular cohort. Since then we are aware that there has been a significant improvement.

Summary of the Evaluation of the Shared Achievement Challenges to date

Our original Achievement Challenges and targets were set in the early days of Kāhui Ako being established and when specific student data was required and in particular in years 1-8 where National Standards were used as the benchmark for success. This meant the targets were very broad which made measuring improvement difficult, and this was compounded when National Standards were removed at the end of 2017. Student progress is currently measured against curriculum levels, and this is the final data used for years 1-8 above. This meant that analysis of data for Years 1-8 students was no longer valid.

In 2019 the Principals' group met and with the support of Nikki Urlich from Core-Ed, discussed and agreed on the most urgent needs in our schools. These had changed for all schools since our original Achievement Challenges were agreed on.

Principals sought the voice of staff, students, parents, and whanau in their communities to ensure that their voices were heard.

As a result, we drafted a new Strategic Plan with 3 Strategic Priorities: Complex Needs, Wellbeing (Staff and Students) and Cultural Awareness. For each of these three priorities we developed 3 or 4 key initiatives that would drive our actions for the next 3 years.

We identified our 4 areas of these priorities that would drive our actions: Transitions, Collaboration, Community Connections and Responsiveness. Interweaving our priorities and drivers are our desire to improve our engagement with our Maori families and whanau, and the use of the new Digital Technologies Curriculum to enhance our collaboration and sharing of expertise.

Kāhui Ako Organisation and Structure

We have 6 ASLs and 32 WSLs across all our schools. An ASL leads each of the three Workstreams, Complex Needs, Wellbeing and Cultural Awareness. WSLs work within one of the three workstreams. Principals are allocated to one of the workstreams also. This is to ensure all schools have a voice in each of the priority areas.

The Principal Co-Leaders meet and communicate on a regular basis with the Principals, ASLs and WSLs.

Under each of the Workstreams we identified actions that would help meet our targets and these were to form the basis of what each workstream would focus on.

We developed a Roadmap (see appendix) showing when each of the actions would be implemented, as this was a 3-year plan of approach.

Some of our work was guided by research from Dr Lucy Hone and Denise Quinlan from The Resilience Institute of New Zealand. We were fortunate to have 2 WSLs and a DP, participate in an MOE funded programme (post Lockdown) "*He Ara Hauora: Ka Anga Whakamua/Pathway towards Wellbeing: Moving Forward*". This PD enabled them to develop a Wellbeing Recovery Plan which is shared across all schools in the Kāhui Ako.

Our work in 2020 on the Workstreams was significantly impacted by COVID-19 and the Lockdown, and when we moved to Alert Level 1, all stakeholders met again to review our planned actions and decide on one or two key actions in each workstream.

Our work in the Complex Needs workstream is driven by work we did with Dr Linda Bendikson in 2019. We administered and analysed a Kāhui Ako wide survey to identify the Complex Needs existing in each of our schools and set the direction for this workstream.

In our Cultural Awareness workstream we have been fortunate to have made contact and with the local kaumatua, and an MOE Maori Liaison facilitator, who were invaluable in helping us start to make authentic connections with our Maori whanau. Our Cultural Awareness workstream has two distinct focuses; Strengthening the connectedness with our Maori community and working closely with families who have English as a Second Language. We are fortunate to have many staff across our Kāhui Ako who have expertise and understanding of many of the cultures in our community. We have trained ESOL staff who are able to provide theoretical and practical information to assist teachers in all schools.

Plan of Approach

Following on from some sessions with Jo Robson from Leading Learning, with our ASLs/WSLs we have looked into Kotter's model of Organisational Change and have utilised aspects of this to drive our change process and actions. Step 1 of his model talks about creating a sense of urgency, which was already in place, so our plan is to focus on Steps 2 -8 which are:

- Form a guiding and powerful coalition
- Develop an inspiring vision
- Convey the new vision
- Empower others to enact the vision
- Generate short-term wins
- Sustain acceleration
- Institute permanent change

These steps will guide the work of each of the 3 workstreams. We have identified many strengths of our Kāhui Ako, and our ASLs and WSLs are key drivers in our plan.

It is our intention to strengthen our Oneroa Community by facilitating a hui with some of our ECEs, to help strengthen transitions into our Primary Schools.

We believe that our learners will achieve success in our Achievement Challenges and that collective capacity and capability will increase. We believe that this will be achieved not solely on a focus of success against the New Zealand Curriculum and NCEA, but more importantly through deliberate actions to improve the wellbeing of all learners.

We believe that in order to prepare our learners for an unknown future we need to help them become resilient, independent creators of their own pathways. We believe that understanding and developing creativity in our learners will unlock their potential and assist them in finding and pursuing their passions.

Implementation Monitoring, Evaluation and Reporting

Monitoring will focus on:

- Implementation of the plan (have the agreed tasks been carried out? how well?)
- Emerging evidence of changes in pedagogy and school practice and culture.
- Measurement of progress through a range of tools, student voice and engagement.

The effectiveness of implementation will be evaluated through emerging evidence relating to shifts in pedagogy and practices that have significant impact on the wellbeing of adults and learners, teacher's confidence, and competence in identifying and supporting the range of complex needs within each school, and culturally responsive practices.

We will monitor, evaluate, and report to our Boards and the community using the following evaluation tools:

- Surveys
- Individual School and Kāhui Ako Hui
- Collection of student, parent, and whanau voice
- Teacher feedback
- ECE Feedback

Kāhui Ako Leaders will work with the Across School Leaders (ASL) and Within School Leaders (WSL) to promote effective internal and cross-school evaluation.

Appendix A: Oneroa Code of Conduct and Memorandum of Understanding

Memorandum of Agreement and Code of Practice

This Agreement is signed by all Boards and Principals when the Kāhui Ako achievement challenges and planning to address these is completed and it:

- sets out the agreed understanding between all schools and kura in a Kāhui Ako about commitment to the Kāhui Ako,
- describes how they will work together and the shared goals they are working towards.

CODE OF CONDUCT TO WORK AS A COMMUNITY OF LEARNING - KĀHUI AKO

- 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 agreed shared information, including achievement data, in a professional and confidential manner.
- In the case of any issues, resolution will be sought by the principal leadership group in a timely manner.
- 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 the positions of cross school leadership will involve the collective wisdom and involvement of all leaders in schools where an appointee shall work, but will always be representative of the spread of schools with the Community of Learning - Kāhui Ako

MEMORANDUM OF UNDERTAKING TO WORK AS A COMMUNITY OF LEARNING - KĀHUI AKO

The Boards of Trustees and tumuaki / head teachers / principals of the ECE / kura / schools identified below undertake to work collaboratively as a Community of Learning to raise ākonga/student achievement.

- Oteha Valley School
- Long Bay School
- Glamorgan School
- Long Bay College
- Northcross Intermediate
- Sherwood School
- Torbay School

AGREEMENT TIMEFRAME

TERM OF AGREEMENT:

This agreement is for a period of three years commencing July 2021

AGREEMENT REVIEW: One year prior to the end of this term, the ECE/kura/schools in this Community of Learning will formally review whether to continue with its current composition.

PROTOCOLS:

- we agree to abide by the Community of Learning Code of Conduct
- we have identified shared achievement challenges that are relevant to the needs of the ākonga/students within our ECE/kura/schools
- we have collaboratively developed a shared achievement challenges plan (the plan) to address these shared challenges in order to achieve the valued outcome we seek. This plan is attached.
- we will utilise and manage the dedicated resources provided (the Community of Learning teacher and leadership roles and associated Inquiry Time) to best implement the plan
- we will involve parents, students, families whānau and communities in implementing the plan
- individual Boards will reference the Community of Learning plan within their own individual kura/schools' Charters along with the goals/objectives related to the needs of their own students
- we will implement systems for monitoring, reviewing, and adapting the plan as necessary
- we will establish and operate an operational structure to manage the processes to implement the plan. An outline of the operational structure is attached.

VARIATION TO THE ACHIEVEMENT PLAN:

If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- the challenges being addressed
- the approaches used to address them
- changes to milestone/review dates

Substantial changes will necessitate our Community of Learning to agree to the amended plan.

PRIVACY:

The Community of Learning Privacy Protocol (as set out in the MOE Community of Schools Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students', parents, families and whānau.

VARIATIONS:

We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

a. Change to the composition of this Community of Learning:

i. **Joining:** Where an ECE/kura/school is to join our Community of Learning, the Ministry of Education is to be informed of this prior to the change taking effect.

ii. **Withdrawing:** Where any Board elects to leave our Community of Learning, they will provide notice no later than the end of term two to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following school year. *This does not preclude a withdrawing kura/school from participating in another Community of Learning without resourcing during this period of notice.*

b. We acknowledge that our agreement to clauses A a) i and ii have resourcing and employment relations implications for the ECE/kura/schools in our Community of Learning. Particularly iii. where one of the roles is employed by a departing ECE/kura/school.

iv. where the departing ECE/kura/school is critical to the maintenance of the ākonga/student pathway within the Community of Learning.

c. Changes to the composition of our Community of Learning will require

v. approval by the Ministry of Education.

vi. amendment to the list of signatories to this Agreement

d. Disestablishment of the Community of Learning: If prior to the termination date of this agreement, our Community of Learning determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause A) a) ii Withdrawing, apply to disestablishment.

Appendix B: Roadmap

	2021				2022				2023			
<i>Empower teachers and Learning Assistants to respond effectively to children with complex needs</i>	Analyse survey results for each school and develop individual action plans							Review results and re-survey if needed	Revise action plans based on needs			
			Identify people in our local and wider communities who can support				Plan workshops for teachers/TAs to attend after school at different locations and for different needs					
					Develop a shared resource bank for all schools							
<i>Develop happy, healthy and positive staff and students</i>	Administer revised student wellbeing survey question			Re-administer survey question	Implement student wellbeing programmes in all schools and share successes				Review Action plans	Revise plans as required		
		Continue work with ECEs to improve transitions into schools										
		Work with Johan Rall to develop a transition form for learners across all schools							Establish and implement Restorative Practices in all schools			
	Develop action plans based on the Wellbeing Recovery plan for each school					Review Action Plans						
<i>Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools</i>	Review ESOL survey and identify key needs	Develop list of resource people in each school for our main cultures										
						Increase parents understanding of NZC and how our schools operate						
		Implement PD for all staff that addresses needs identified in the ESOL survey										

Signatories to the Oneroa Community of Learning Code of Conduct and Memorandum of Understanding

Chairperson of Oteha Valley School	Principal of Oteha Valley School
Chairperson of Glamorgan School	Principal of Glamorgan School
Chairperson of Long Bay Primary School	Principal of Long Bay Primary School
Chairperson of Sherwood Primary School	Principal of Sherwood Primary School
Chairperson of Torbay School	Principal of Torbay School
Chairperson of Northcross Intermediate School	Principal of Northcross Intermediate School
Chairperson of Long Bay College	Principal of Long Bay College

Challenge 1: Complex Needs

Work with external facilitators- Nikki Ulrich and Roger Harnett, clarified what the key issues facing all of us in our school settings and the issue that most people highlighted was dealing with the increasing number of children presenting with what we defined as 'Complex Needs' in our schools.

Complex Needs refers to the wide range of needs that our increasingly diverse learners, from 5 -18 years old, are exhibiting and the resulting impact on teachers and staff in trying to identify and meet these needs on a daily basis.

There are clear links between Complex Needs and the Wellbeing of staff and learners and there will be some positive crossovers in these two strands.

Complex Needs include, but are not limited to, the following:

- Anxiety
- The rapid increase in all schools of ELLs (English Language Learners)- predominantly Chinese, Korean, and Afrikaans
- Non-engagement in class/school activities
- Impact of disruption/changes in family situations
- Inappropriate behaviour of learners- physical and online
- Increasing number of learners on the ASD spectrum and/or demonstrating a range of behaviours that are very difficult to manage in the classroom and school settings
- Increase in physical and verbal aggression- the impact of this on other learners and staff

Post-COVID all schools have identified an increase in many of the above behaviours, especially anxiety, which presents in many ways, depending on individual school contexts and age/development stage of learners.

Progress to Date:

- Involvement of school DPs/APs, SENCOs/Counsellors to get their perspective and input
- Survey of all teachers to ensure their voice/opinion is included
- Survey data summarised and shared with each school
- School staff identified interventions they had implemented/are implementing that are having some success
- Successful application made by the Kāhui Ako for additional funding for 4 schools to employ services of a counsellor on a part-time, fixed-term basis

Plan of Action

- Complex Needs Strand forms one of the three strands of our Kāhui Ako Strategic Plan
- Two ASLs will lead this strand in 2021- one existing ASL and one newly appointed
- Each school will ensure they have at least 1 WSL working in this strand/workstream
- Areas of focus for the 2021 Action Plan will come out of the results and analysis of the Complex Needs survey- this survey will form the baseline data that will be used to measure ongoing success of actions- taken
- ASLs and WSLs will meet regularly throughout the year with ASLs leading the workstream and WSLs being the key point of contact and feedback for each school
- At least one Principal representative will be part of this strand and will participate and engage where possible
- Future Kāhui Ako Teacher Only Days will have Complex Needs as one of the themes of keynotes and optional workshops
- We believe and acknowledge there is a lot of expertise within our school communities, and this will be utilised
- External support and expertise from local MOE and other organisations will be utilised also

Baseline Data:

Teachers across all schools were surveyed about the incidences of non-engagement with students that were causing the most concern to them. As expected, results varied across different year levels and school settings, and each school was provided with its own data, to analyse, to ensure that goals and actions were relevant to each school and each cohort of students.

In Primary Schools, the main behaviours observed by teachers across all schools were:

- lack of ability in managing own behaviour
- anxiety
- impact of homelife situations
- catering for children with additional needs,
- large increase in the number of ESOL students in our community, and teachers' ability to cater for them in a mainstream setting.

At the Intermediate level, the concerns were:

- Disengagement of student-reflected in calling out, children out of their seats, 'zoning out'
- Managing an increasing number of students with complex behaviours
- Impact of divorce and other family stressors on children
- Increase in ESOL children, and lack of confidence in catering for them effectively in mainstream classrooms

At Secondary School, the concerns were:

- Children withdrawing from learning
- Zoning out
- Perfectionism
- Impact of divorce and other family stressors

- Anxiety
- Increasing number of ESOL students

Efficacy of data: The impact of COVID and Lockdowns in Tāmaki Makaurau in 2020 and 2021, have to be taken into account when reviewing the efficacy and validity of data, but it provides a useful starting point for our new Achievement Challenge.

Target for this achievement challenge:

Reduce the display of the following behaviours of Year 9 students by 20% as identified in the Complex Needs Survey 2021.

- Zoning out
- Withdrawing from Learning
- Out of seat
- Calling out

Some Proposed Initiatives:

- Share information and resources on the Kāhui Ako website
- Identify resource people we can use across all schools
- Identify external support people
- UDL (Universal Design for Learning) PD and sharing of successes in this
- Establish a system of sharing resources, strategies that are successful
- Optional workshops throughout the year that are targeted at specific needs and/or age groups
- Identify organisations in our community that can support parents, family and whānau
- ASLs/WSLs and teachers use Collaborative Inquiry model
- Sharing of current research that will support teachers/Teacher Aides/Learning Assistants
- PD specifically focused on upskilling Teacher Aides/Learning Assistants in key areas
- ASLs/WSLs ensure that school SENCOs, DPs/APs/Counsellors continue to be involved
- ASLs/WSLs find out what other schools/ Kāhui Ako are doing in this area that is successful
- Explore learner voice- what do our learners want/need?
- Track number and type of referrals to school SENCOs/RTLB/Counsellors MoE
- Specific actions/initiatives will be scheduled on our Road Map

How success will be measured:

- Re-administer Complex Needs survey to Year 9 students and analyse and summarise results.
- There will be a shared resource of physical and human resources that teachers/staff in all schools are accessing.
- Learners will identify that teachers and other staff are better able to support them (through learner voice tracking).

Challenge 2: Wellbeing

Our Kāhui Ako engaged with Nikki Ulrich from Core Ed and Roger Harnett from The Education Group to facilitate the development of a common achievement foci to collaborate upon. One of the common themes that emerged as a priority in every school was Wellbeing. Wellbeing underpins everything we do in our schools, and is a key part of the vision, values, and principles of the New Zealand Curriculum. If our students are to be confident, connected, actively involved lifelong learners, they need to feel happy and secure, have equitable learning opportunities and have their culture, language and identity recognised and valued.

Recent research on wellbeing indicates that positive wellbeing can protect against mental health challenges that face many young people and can predict classroom engagement and academic achievement. "Wellbeing is vital for student success" (ERO Wellbeing for Success: A Resource for Schools, March 2016). Student wellbeing is strongly linked to learning. According to ERO (2016), a student's level of wellbeing at school is "indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism, and a high level of satisfaction with learning experiences".

In light of recent worldwide events this challenge is timely and necessary. Young people, their families and teachers are facing uncertain times and the increased anxiety now being experienced means the roles of counsellors, RTLs and other agencies are becoming more important, but are also stretched to their full capacity. Building teacher and learner self-efficacy and giving them strategies and tools to use and help their physical and mental wellbeing can only help going forward. Schools cannot solve many of the issues and challenges resulting from the pandemic, but we can be safe places for children and young adults as they grow and develop.

Plan of Action

The actions below form a collaborative inquiry that will make sense of the experiences of students and teachers. It will provide resources and new knowledge through relevant professional development to increase the collective knowledge, skills and understanding of what wellbeing is and how we can ensure all learners and staff have a strong sense of their own wellbeing.

For a timeline of progress indicators see the Strategic Plan Road Map page.

- Wellbeing forms one of the key three strands of the Oneroa Kāhui Ako strategic plan.
- Two Across School Lead teachers will lead the work for this achievement challenge supported by at least one Within School Lead teacher from each of the schools. They will target the key areas of:
 - successful transitions between the schools

- effective pedagogy and wellbeing programmes that support students and staff
- assisting schools to write a recovery plan post Covid
- Baseline data will be collected through individual schools' surveys of staff and students
- Focus groups with students may be held to gain greater understanding of issues being experienced and areas for focus.
- Data will be disaggregated and analysed to determine groups of students for particular focus.
- Transition points (ECE to primary; primary to intermediate; intermediate to college) will be a significant focus for this group as they explore, through a separate survey and focus groups, students' current experiences and what might assist.
- Leaders from 2 schools will work with the other Kāhui Ako schools to write a recovery plan using the Ministry of Education PLD and resources through the He Ara Hauora: Ka Anga Whakamua, Pathway Towards Wellbeing: Moving Forward initiative.
- Leaders will actively seek out resourcing to support learners and staff e.g., Urgent Response Funding to support counsellors in schools, RTLB input, professional development for teachers, Peer mediation, Universal Design for Learning and Restorative practice training.
- WSLs will feedback what they do in their schools to support wellbeing and ASLs will collate these ideas for a Kāhui Ako wide resource.
- Students will also feedback what helps them at school and ideas will be collated to share with all schools.

Baseline Data:

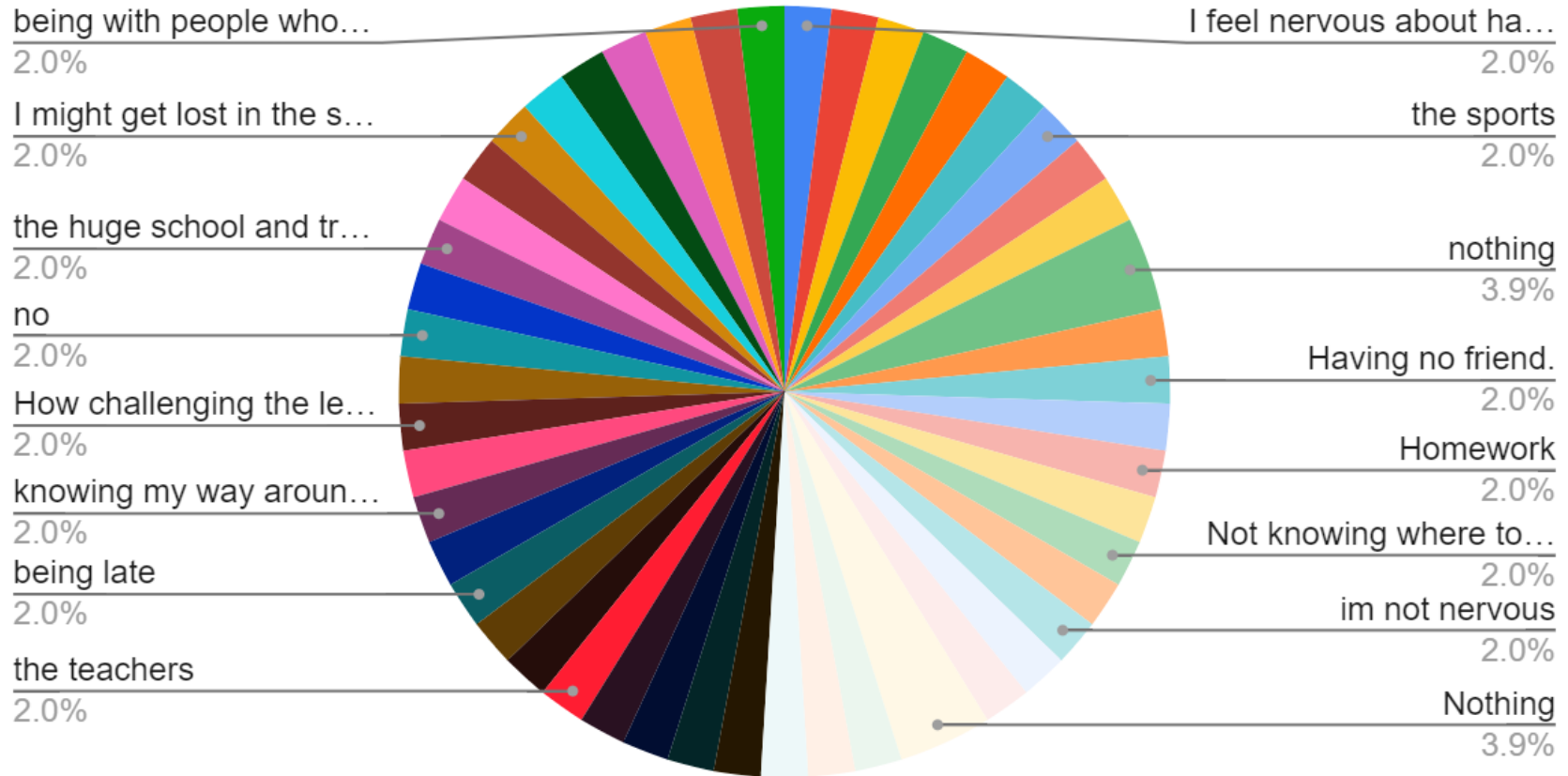
In 2020 and 2021 data was gathered from students at key points in their schooling. Samples of Year 6 students from each of the Contributing schools were surveyed about how they were feeling about their transition to Intermediate School. The information collected was from a range of diverse perspectives within our five primary schools. This information was first collected in June 2021 from 337 Oneroa Kāhui Ako Year 6 students. This information was key to enabling us to track learning, experiences, social, hauora and holistic development. We also want to develop ways that we can support our range of vulnerable students as well as students that transition mid-way through the year from schools within or outside our Oneroa Kāhui Ako. Based on the information gathered, students were largely excited and looking forward to Intermediate school. They were feeling confident about the move despite the changes in size, opportunities and learning style. There were some generic concerns that were raised by children from all schools- such as concerns about: "getting lost", "not having friends", being anxious about a perceived increase in homework and the difficulty of schoolwork. Year 9 students were surveyed

Target for this achievement challenge:

From the baseline data (see above)

- 20% more students (67 learners) will report feeling more positive across a range of indicators related to wellbeing.
- 20% more students (67 learners) at key transition points will report increasingly positive transition experiences at each transition point.
- 20% more teachers (3 teachers) will report feeling more positive across a range of indicators related to their wellbeing.
- There will be increased collective efficacy across the cluster in relation to effective pedagogies and practices for wellbeing.

Count of When I move to Year 7 I am feeling a little nervous about:



Progress indicators for Wellbeing

2021

Overarching data

- Baseline data (including focus groups) related to Wellbeing will be collected from all students across the Kāhui Ako. Data will be disaggregated for identified priority learners and other “disaffected” groups and areas for focus.
- Baseline data will be collected on staff wellbeing.
- Teachers will begin to explore latest best practice and thinking about wellbeing
- Lead Teachers in the Wellbeing strand will inquire into latest research, pedagogy and practices that affect wellbeing
- Teachers in the Wellbeing strand will have significantly developed their knowledge of effective pedagogies and practices to increase the wellbeing of students and certain groups of students, in particular
- Data will be collected to evaluate the impact on teacher wellbeing

Transitions:

- An Early Learning/Childhood Services group will be endorsed, and representatives will work alongside schools in the Kāhui Ako
- Inquiries into transitions between schools will identify areas of improvement and a plan to address these will be formed.

Why: Using the key principles from: ERO report “Evaluation at a Glance: Transitions from Primary to Secondary School November 2012” to help identify action points:

- Student data via surveys of transition point students Year 6/Year 8 and supported with students who have recently transitioned Year 7/Year 9
 - Identify what information students want
 - Review existing processes and strengthen through best practice and collaboration with other Kāhui Ako
 - Use MOE Coherent Pathways around transition points
 - Look for additional initiatives across schools to increase collaboration and connectivity
-
- Schools will have a post-COVID recovery plan

2022

A range of data will be used to evaluate progress towards the Achievement Challenge, including for identified Priority Learners

Transitions

- Continue the work on transitions between centres and schools
- Review of transition survey for Year 7 and Year 9 students – reviewing the 2021 Transition process and looking for improvements.
- Continuation of ongoing strategies to connect the schools, students, and community with termly events.

Wellbeing PLD

- Continue to develop PLD that can be adapted to needs and requirements of individual schools.
- Shared PLD for schools may be offered

2023

Transitions

- Continue annual Review of transition survey for Year 7 and Year 9 students – reviewing the 2021 Transition process and looking for improvements.
- Continuation of ongoing strategies to connect the schools, students, and community with termly events.
- Build on connections between schools, ECE Centres, and Tertiary Providers to continue improving transitions

Wellbeing

- Refine Wellbeing programmes based on feedback and data received from key stakeholders

Challenge 3: Cultural Awareness (Process Challenge)

Our schools do not have large numbers of Māori learners, but we recognise that applying a bi-cultural lens to all our teaching will help improve the achievement and wellbeing of all our Māori learners. There is still an achievement gap in Aotearoa New Zealand for our Māori learners, in spite of the efforts of schools and governments over the past years.

Our school communities are also experiencing rapid growth in the number of English Language Learners enrolled at our school. These learners are predominantly Chinese (Mandarin and Cantonese), Korean and Afrikaans speakers. Our teachers identified the need for professional development to help them understand these different cultures, and to increase their capability in teaching them in mainstream classes.

We want to develop the cultural capability and awareness of all staff across the Kāhui Ako and develop more culturally responsive practices and evidence of culturally responsive pedagogies in our schools. We want our learners, parents, family and whānau to feel a strong sense of belonging in our schools. We would also like to see increased engagement on behalf of whānau in all school activities.

Challenge 3.1: Māori akonga

Plan of Action for Māori akonga

- All schools have held Te Tiriti O Waitangi PD with their teachers by the start of the 2023 school year.
- Kāhui Ako has an agreed plan for 2023 to increase Te Reo competency of students and staff in all schools.
- Resources are readily available to all teachers via the website.
- ASLs to create opportunities for Māori students to connect across the Kāhui Ako each term in 2022 to learn more about Te Ao Māori.

Baseline Data: Māori:

All schools connect with and consult with Māori parents and whānau. We were very fortunate to have our kaumatua, Rawiri Wharemate, support us in the process. Tragically Rawiri passed away in 2021 and his passing has left a huge gap in our community. The impact of the long Lockdown in Tāmaki Makaurau in 2021, made it difficult for the community to mourn this together, and further consultation with iwi has not been possible. This is something we are keen to focus on in the future.

Our intentions from our individual schools' hui in 2020 and 2021 were:

- Improve understanding of Te Tiriti o Waitangi and Te Ao Māori of students, staff, and Boards of Trustees
- Develop understanding and practices that reflect the unique position of Māori culture.
- By the end of 2023 students in each of our schools will know the Oneroa haka with the aim of performing together in 2024

Target/Strategic Goal::

To strengthen learning pathways that promote bi-culturalism and cultural identity of our learners, and strengthen capability of our staff to respond effectively to our increasing number of English Language Learners in all our schools, through the following:

- Improve understanding of Te Tiriti o Waitangi and Te Ao Māori
- Develop understanding and practices that reflect the unique position of Māori culture

- Develop understanding and practices that reflect the unique position of Māori culture
- Improve connections with our Māori parents, family, whānau and community
- Improve connections with our Māori whānau, evidenced by increasing the number of whānau attending school hui. Each school has set a target of at least 85% of their Māori students represented by their whānau attending school meetings during 2023. e.g. Sherwood Primary School's target is 17 or more.

- Improve connections with our Māori whānau, evidenced by increasing the number of whānau attending school hui. Each school has set a target of at least 85% of their Māori students represented by their whānau attending school meetings during 2023. e.g. Sherwood Primary School's target is 17 or more.

Our Kāhui Ako are also going to use the learning from ākonga Māori to support engagement of all learners

	June 2018	August 2019	June 2020	July 2021
Total	5078 students	5280 students (+202)	5490 students (+210)	
Māori	6.0%	5.7% (-0.3)	5.6% (-0.1)	

Progress Indicators for Cultural Awareness:**Māori Sub-strand**

- i. Stock-take of current practices in all schools identifies good practice in developing Te Ao Māori

- ii. Oneroa Kāhui Ako Pukapuka is developed, shared, and used in all schools, identifying shared karakia, waiata, whakatauki we all use. This is available on our website
- iii. Boards of Trustees and staff undertake professional development to improve knowledge and understanding of Te Tiriti o Waitangi and implications for governance and management in schools
- iv. Regular hui are held to share and develop greater understanding of our local community's history
- v. Schools share outcomes of their whānau hui and progress they make towards improving success for Māori as Māori
- vi. A Kāhui Ako haka is developed after appropriate consultation and taught progressively across all schools
- vii. Whānau will be regularly invited to take part in school events such as parent/teacher interviews and cultural days. The Kāhui Ako will measure attendance at these events and use this as evidence for whether our interventions are working.

Relevant Research:

- Russell Bishop- *"Teaching to the North-East, Relationship-based Learning in Practice"*
- Ka Hikitia

Māori Sub strand

- i. 100% of all schools in Kāhui Ako have undertaken PD/training on Te Tiriti o Waitangi
- ii. Individual schools have a 20% increase in number of parents, family, whanau attending whanau hui
- iii. 75% of staff are familiar with the Oneroa Karakia *"Whakataka Te Hau"*

Challenge 3.2: ESOL ākongā

Plan of action for ESOL ākongā:

- ELL resources, including survey templates and videos, are readily available to all teachers via the website
- Resources are readily available to all teachers via the website.

Baseline Data: ESOL

Ethnicity data from all our schools collected at the beginning of 2021 shows an increase in the number of students who identify as ESOL. ESOL students' numbers are greatest in Primary Schools, but this will move through Intermediate and Secondary in coming years. There were marked differences in numbers across the five Primary schools, indicating the uniqueness of our schools, despite being in close geographical proximity to each other.

Plan of action for ESOL ākongā:

- ELL resources, including survey templates and videos, are readily available to all teachers via the website
- Resources are readily available to all teachers via the website.

Baseline Data: ESOL

Ethnicity data from all our schools collected at the beginning of 2021 shows an increase in the number of students who identify as ESOL. ESOL students' numbers are greatest in Primary Schools, but this will move through Intermediate and Secondary in coming years. There were marked differences in numbers across the five Primary schools, indicating the uniqueness of our schools, despite being in close geographical proximity to each other.

	June 2018	August 2019	June 2020	July 2021
Total	5078 students	5280 students (+202)	5490 students (+210)	
Chinese	14.7%	16.1% (+1.4)	17.7% (+1.6)	

Target/Strategic Goal:

To strengthen learning pathways that promote bi-culturalism and cultural identity of our learners, and strengthen capability of our staff to respond effectively to our increasing number of English Language Learners in all our schools, through the following:

1. Develop deeper understanding of other cultures and involve our ELLs and their families in more authentic ways in our community.

Progress indicators for cultural awareness:

English Language Learner sub-strand

- i. Development of a resource for teachers and Support Staff that identifies key phrases in Mandarin they would be able to use in a classroom setting
- ii. Shared PLD on important information about our Chinese families
- iii. Develop these two resources for Korean and South African families after reviewing success of Chinese/Mandarin resources
- iv. ELL link on our website enables quick access for teachers and support staff
- v. Whānau will be regularly invited to take part in school events such as parent/teacher interviews and cultural days. The Kāhui Ako will measure attendance at these events and use this as evidence for whether our interventions are working.

Relevant Research:

- Supporting English Language Learners through Technology- Elizabeth Brozek and Debra Duckworth Syosset Teachers Association
- ESOLOnline

ESOL Sub strand

- i. 55% of teachers are referring to and using some of the resources when communicating with Chinese learners and their families
- ii. 50% of schools administer and use the survey about Chinese families to find out more about their reasons for coming to NZ, and what support they have