

# Kāpiti North Kāhui Ako Achievement Plan 2023 - 2024



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# Part 1 | Who we are

## Our Schools

This Achievement Plan from the Northern Kāpiti Kāhui Ako reflects **five** schools and two ECE centres:

- four full primary schools for Years 1-8;
  - Kenakena School,
  - Paraparaumu Beach School,
  - Kapakapanui School
  - Waikanae School
- one secondary school for Years 9-13
  - Paraparaumu College
- two ECE
  - Ngahina Kindergarten
  - Waikanae Kindergarten



Together we draw ākonga/students from Paraparaumu Beach, central Paraparaumu, and Waikanae

We welcome the involvement of other schools, ECE and tertiary providers in our Kāhui Ako. We are working with the Ministry of Education to connect with those local ECE centers who have completed Expressions of Interest in joining us, and we intend to work through this process so that they have representation as part of the journey.

## Our Shared Vision

***Manaakitia ā tātou tamariki mokopuna ko te mātauranga te ara tika***  
***Nurturing the mana and education of all***

The vision of our Kāhui Ako is something of a work in progress and will be refined and developed through collaboration with our schools, communities, whānau and iwi.

However, as a starting point, a current vision statement (above) captures our view that central to our collaboration is the commitment of enriching the learning journeys of all our community, from ECE to secondary school and beyond.

To do this, our kāhui ako will work effectively together to ensure ākonga are at the centre and experience a sense of belonging in Kāpiti.

## Our Values

All our schools focus on the values espoused in the New Zealand Curriculum. Our mahi is underpinned by the following

- Mana Mokopuna - placing the learner at the heart
- Mana Wairua - spiritual and holistic well-being
- Mana Tangata - recognising that relationships are critical to effective practice

## Our Shared Purpose

Schools within the Northern Kāpiti Kāhui Ako are committed to providing education to ākonga, aligned with the purpose of Te Mātaiaho. Our collective purpose is to acknowledge and give effect to the mutual obligations set out in Te Tiriti. Through our collaborations we will bring Te Mātaiaho alive by supporting our ākonga to live individually, and collectively, in a society that promotes peace, dignity, tolerance, freedom, equity, and collectivism. In doing so, enabling success for every ākonga as a contributing citizen in Aotearoa New Zealand, and beyond.

Our Kāhui Ako will provide kaiako with opportunities to collaborate with other professionals and to learn about and address together, the educational challenges reflected in our community.

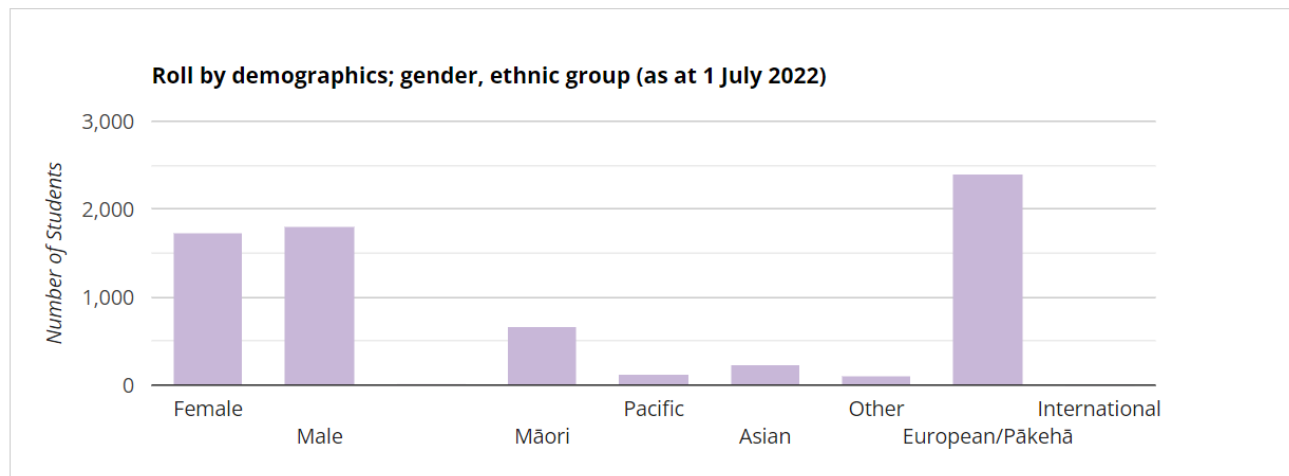
## Our Shared Process

Work in partnership to:

- Support continued teacher effectiveness by growing, embedding and sustaining internal expertise, and building capacity within and across kura.
- Identify issues, review the evidence, reflect on findings, and then collectively develop and implement coordinated solutions and improvements.
- Collaborate across communities by offering equitable opportunities for all ākonga to optimise their achievement outcomes.
- Provide effective and seamless transitions into, through, across and out of the Kāhui Ako.
- Build positive partnerships within, across and through communities, whānau and iwi.

# Our Learners

Roll by ethnic group (as at 1 July 2022)



	Total	Maori	Pacifica	Asian	Other	Euro Pākehā	International
Kapakapanui School	559	88	22	45	33	371	0
Kenakena School	546	122	17	54	26	327	0
Paraparaumu Beach School	568	118	18	26	5	401	0
Paraparaumu College	1326	245	42	79	23	935	2
Waikanae School	548	94	22	32	25	375	0
<b>Total</b>	<b>3547</b>	<b>667</b>	<b>121</b>	<b>236</b>	<b>112</b>	<b>2409</b>	<b>2</b>

## Part 2 | Our shared journey

### Our shared journey and process so far

All Kāhui Ako schools have a shared passion and commitment to the students on the Kāpiti Coast and acknowledge the need to continue to work together to best serve our ākonga.

The Kāpiti Kāhui Ako was established, in essence, in 2017 and was latterly refined to include a Northern and Southern Kāpiti Kāhui Ako. Already having a long history of collaboration, the region's Principals continued discussions around formalising its establishment: appointing co-lead principals in December 2022.

The co-leads met with each school's principal in term 1 2023 to introduce themselves and listen to their ideas and concerns about establishing a KA on the coast. From these meetings the co-leads pulled out the emerging themes then presented them back to the schools to discuss with their boards and senior leaders.

A hui was held with principals, BOTs and senior leaders of the schools, including ECE educators where they were asked to consider which of the themes they thought were the most important for their school. From this activity there were some common foci emerging across the five schools. The co-leads then drafted Achievement Challenges and possible work streams, returned these to schools for them to share as widely as possible across their school community. *The Governance Group met and finalised the Achievement Challenges. The Memorandum of Understanding was signed by all five schools.*

### Our shared strengths, past and present

The Kāpiti Coast geography makes working together relatively easy. The schools on the Kāpiti Coast have a history of collaboration. In recent years they have partnered on TLIF projects, Numeracy and Language clusters as well as moderation of OTJs and NCEA.

The principal's have a strong network and meet regularly for their 'OK Principals' hui.

Now that COVID regulations are over, schools are enjoying increased involvement with, and visits to Whakarongotai marae. Our iwi connections continue to develop positively as we look towards growing this partnership through the progression of our Kahui Ako.

### The structure of our Kāhui Ako

Groups	Members	Role
Governance Group	All tumuaki/principals of included schools, ECE representative.	<ul style="list-style-type: none"><li>- Has responsibility for appointing KA Leaders</li><li>- Oversees major decisions</li><li>- Considers potential risks and resourcing requirements</li><li>- Is regularly briefed on progress and engages in review processes</li><li>- Represents the interests of the Kāhui Ako on their respective boards</li></ul>
KA Leaders	Helen Benson Aaron Mead	<ul style="list-style-type: none"><li>- Has responsibility for developing the initial achievement challenges</li></ul>

	.4 release (total)	and setting the direction of the Kāhui Ako - Oversee appointment of ASLs - Develop action plan - Lead regular reviews of impact and progress - Plan, co-ordinate and facilitate professional development - Lead day to day organisation of KA and its action plan - Manage and co-ordinate resourcing - Maintain relationships with key stakeholders
Support tumuaki/principals	Two tumuaki/principals from the Management Group	Point of contact for all tumuaki/principals and boards in the case of concerns or complaints  Provide general support to the lead tumuaki/principal
Across School Leaders	.4 release (includes a weekly leadership team meeting)  4 TBC	Each ASL will be responsible for delivering a workstream across the KA working with the schools who opt in to their workstream.
Within School kaiako/teachers	Two hours per week release to be used flexibly but with one day per term full day meeting with KA Leadership team  20 TBC	Responsible for ensuring best practice within their school to meet the KA Achievement Challenges.

We note that the leadership of the Northern Kāpiti Kāhui Ako is a dual leadership role, following the lack of initial applications from individual tumuaki/principals. The Ministry gave permission for us to open the application process to dual and senior teacher leadership.

Our Kāhui Ako leaders maintain strong links to the Management Team, which comprises the tumuaki/principals of all five schools and an ECE representative. The Kāhui Leaders are committed to:

- offering leadership to build productive collaboration and advocate for the Kāhui Ako;
- facilitating the ongoing development and implementation of our achievement plan;
- connecting our diverse representatives and supporting the professional growth of leaders and kaiako/kaiako/teachers
- using our professional expertise across our schools to operationalise our shared achievement objectives in collaboration with the tumuaki/principals in the community.

## Our Agreed ways of Working

We are developing guidelines to support collaborative ways of working and decision-making. They include:

- commitment to working cooperatively in partnership;
- alignment to strategic plans so the Kāhui Ako enhances and complements the work in each school;
- information-gathering being transparent and explicit in order to create an
- information-sharing culture;
- discussion enriched by schools openly discussing their own data, with reference to the Kāhui Ako as a whole, and other schools;
- open discussion with an explicit commitment on the part of all to not comment disparagingly on either their own school's data or that of others. Conversation will be solutions-focussed, which may result in surfacing challenges, but these will be commented upon constructively.

Operational guidelines that are being developed include:

- All schools will be reassured of the anonymity and confidentiality of data; Commitment to attendance at meetings;
- Agreement to send representatives from each school to meetings; Decision-making protocols that guide voting (including quorum), consensus and consultation;
- Secure and sustainable management and storage of aggregated data; Communications to all stakeholders to be guided by a clear strategy with a focus on supporting our goals and demonstrating achievement.

## Our Levers for Change

In the context of our collaborations as a kāhui ako, "levers for change" refers to the key factors or strategies that will be employed to drive positive and meaningful transformation in our kura, including systems, practices, and outcomes for ākonga.

Our journey towards the realisation of our progress aspirations will be underpinned by the levers for change that will be outlined in our Theory of Improvement. We are currently developing our full Theory of Improvement and are exploring the research and our shared agreements on what will make the biggest difference to our students.

The levers for change that we are exploring include:

### Lever 1: Developing understanding of Tūrangawaewae & Mana Whenua

Building trusted, authentic and reciprocal relationships with local iwi to enable our ākonga to know, understand and respect the stories and histories of the Kāpiti Coast and Aotearoa.

Cultural relationships in the context of responsive pedagogy as a central tenant and refers to the intentional and meaningful connections established between educators and students that acknowledge, respect, and incorporate students' cultural backgrounds, experiences, and identities into the teaching and learning process. These relationships are built on the



principles of cultural responsiveness, which prioritize the validation and affirmation of students' cultural identities and promote inclusive and equitable learning environments.

Building trusted, authentic, and reciprocal relationships with local iwi will be fostered through:

1. **Cultural Understanding and Respect:** Establishing relationships with local iwi allows for a deeper understanding of Māori culture, traditions, stories, and histories. It helps non-Māori ākonga/students to develop respect and appreciation for Māori heritage, language, and customs. This understanding fosters a sense of cultural diversity and inclusivity, promoting a more inclusive educational environment.
2. **Relevance and Authenticity:** By engaging with local iwi, kaiako can ensure that the teaching and learning experiences are relevant and authentic to the local community. This includes incorporating Māori perspectives, knowledge, and narratives into the curriculum, making it more meaningful and relatable for ākonga. It helps students see themselves and their community reflected in their education, fostering a sense of belonging and identity.
3. **Partnership and Collaboration:** Building relationships with local iwi involves developing a partnership and collaborative approach. It recognizes the value of Māori knowledge and expertise and encourages shared decision-making, co-design of educational programs, and the co-creation of resources. By working together, educators and iwi can create a more culturally responsive and inclusive education system that meets the needs of all students.
4. **Empowering Ākonga:** When students have the opportunity to learn about and engage with Māori culture, stories, and histories in an authentic and respectful way, it empowers them to develop a stronger sense of self and their place in society. It promotes cultural pride and confidence, contributing to their overall well-being and educational success.
5. **Te Tiriti Partnership:** Building relationships with local iwi is a practical way to honor the principles of the Te Tiriti, including active protection, participation, and partnership. It demonstrates a commitment to honoring the rights, perspectives, and aspirations of Māori, ensuring that their voice is heard and valued in the education system.

By fostering these relationships, our kura can create an inclusive and culturally responsive learning environment that recognizes the unique contributions of Māori culture and supports the success of all students, both Māori and non-Māori.

## Lever 2: Collaborative Inquiry

Collaborative inquiry refers to a process where teachers work together in a collaborative and reflective manner to investigate and improve their teaching practices, student learning, and overall educational outcomes. It involves sharing experiences, ideas, data, and expertise, and engaging in systematic inquiry to drive instructional improvement.

Collaborative inquiry provides a structure for educators to lead and learn together.

As a Kāhui Ako we will collaborate to build a team working together to solve the dilemmas in learning associated with the identified achievement challenges, to collectively share and critique the impact on student learning.

## Lever 3: Research and Evidence-Informed Practices

Utilizing research and evidence to inform decision-making and practices will be an important lever for change. We will establish processes and working groups to conduct research,

promoting evidence-based data-driven decision-making to help identify effective strategies to ensure progress and foster innovation.

## Part 3 | Our Challenges - Progress Aspiration 2023

This section describes our two Achievement Challenges, why they are important, the evidence that informs their development, and signposts the monitoring/evaluation.

### Tātou Kaupapa | Shared Purpose

To establish strong partnerships and effective collaboration between schools within the Northern Kāpiti Kāhui Ako and the wider Kāpiti Coast, with a focus on establishing coherent pathways for all learners from ECE to Y13 and beyond.

1. Enhancing Hauora
2. Educational Success for all Ākonga

### Whāinga Matua | Main Goals

#### Progress Aspiration 1:

##### Enhancing Hauora

Improve the wellbeing of ākonga across the Kāhui Ako so they are happy, healthy, accepted, respected, supported and connected.

##### Shared Goals:

- ❖ To develop mana-enhancing practice so all ākonga can thrive.
- ❖ Develop common strategies to embed a model of wellbeing into our learning environments to meet the needs of a diverse range of learners.
- ❖ Build teacher self-efficacy to use the tools of trauma informed practices, social emotional learning, restorative and relational-based learning.
- ❖ Enhancing transitions of care.

#### Progress Aspiration 2:

##### Educational Success for all Ākonga

Enable kaiako to design and plan learning programmes that provide all ākonga with access to knowledge, understandings, and practices that promote excellence, inclusion, and equity.

##### Shared Goals:

- ❖ To support improvement in Literacy and Numeracy.
- ❖ Developing cohesion around the Aotearoa NZ Histories curriculum.
- ❖ Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner.
- ❖ Develop a whole schooling pathway that includes the overarching focus and pedagogies for kaiako and kaimahi at each 'phase of learning'.

## Progress Aspiration 1: HAUORA

Improve the wellbeing of ākonga across the Kāhui Ako so they are happy, healthy, accepted, respected, supported and connected.

Shared Goals	Theories for Improvement   Deliberate Strategies	Measures
<p>To develop mana-enhancing practice so all ākonga can thrive.</p> <p>Develop common strategies to embed a model of wellbeing into our learning environments to meet the needs of a diverse range of learners.</p> <p>Build Kaiako self-efficacy to use the tools of trauma informed practices, social emotional learning, restorative and relational-based learning.</p> <p>Enhancing transitions of care.</p>	<p>Building on relationships with tangata whenua</p> <p>Building a shared understanding of Te Whare Tapa Whā <sup>1</sup>(1984) and Te Kura Tapa Whā <sup>2</sup>(2021).</p> <p>Using Evaluative thinking process and inquiry to examine and develop practice.</p> <p>Kāhui Ako will seek out agencies and professionals to work alongside our kaiako to increase their knowledge and practice to support our diverse ākonga/students</p> <p>PLD to increase knowledge and self efficacy of Kaiako around trauma-informed practice, social emotional learning, restorative and relational-based learning.</p> <p>Evaluate transition processes that currently support ākonga/students and whānau towards successful learning outcomes and establish sharing of</p>	<p><b>What our rangatahi tell us</b></p> <ul style="list-style-type: none"> <li>Wellbeing in School Survey</li> <li>We will use the practice analysis conversation student interview questions designed by Vivianne Robinson and Helen Timperley to ensure we have consistency across the Kāhui Ako</li> </ul> <p><b>Kaiako/Teachers Learning</b></p> <ul style="list-style-type: none"> <li>Regular conversations about genuine partnership with mana whenua</li> <li>Kaiako reactions and learning reflections. Including evaluation of how kaiako used new knowledge</li> </ul> <p><b>Student learning outcomes ākonga</b></p> <ul style="list-style-type: none"> <li>Ākonga case studies</li> <li>Overall teacher judgements</li> <li>Pastoral</li> </ul>

<sup>1</sup> Durie, M. (1984). Māori health models—te Whare Tapa Whā Wellington: Ministry of health.

<sup>2</sup> Welch, H. T., MacFarlane, A., Rima, M., Skipworth, S., & Smith, J. (2021). Te Kura Tapa Whā: Embedding an Indigenous model of wellbeing into the learning environment.

	knowledge and practice.	<b>Monitoring Data</b> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Stand down/exclusion</li> <li>• Rongohia te hau data</li> </ul>
<p><b>Evidence of progress for ākonga : Indicators of progress</b></p> <p>The following section describes the indicators of progress that we anticipate. We intend to refine these following the appointment of the Across School Leads and the gathering of firm baseline data.</p> <p><b>Progress Indicator : Thriving ākonga</b></p> <ul style="list-style-type: none"> <li>• We will also seek evidence that ākonga/students report positive relationships and a sense of belonging and care in our schools.</li> <li>• An increase in the number of Maori ākonga/students who report feeling a sense of belonging and connection to our schools.</li> </ul> <p>Progress Target</p> <ul style="list-style-type: none"> <li>• All schools will be completing the Wellbeing@schools survey during term 3 2023. From the baseline data targets will be set</li> </ul> <p><b>Progress Indicator : Attendance</b></p> <ul style="list-style-type: none"> <li>• An increase in the attendance rate of our Māori ākonga/students with a decrease in disparity between all ākonga/students and our Māori ākonga/students.</li> </ul> <p>Target</p> <ul style="list-style-type: none"> <li>• An increase in attendance, with a target of 90% attendance for all ākonga/students by the end of 2025.</li> </ul>		
<p><b>Why is this important and a priority for our community?</b></p> <p>A culturally responsive inclusive local curriculum that supports the identities, languages, cultures of all ākonga also supports ākonga wellbeing. Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction</p>		

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<sup>3</sup>.

With respect to Mana-enhancing practice it is accepted that it also facilitates the development of protective constructs to address trauma, abuse, risk, protection, safety, growth, healing and states of wellbeing<sup>4</sup>.

We understand that when tamariki feel a strong sense of belonging and connection to their language, identity and culture, they engage more successfully in their learning.

We believe that when ākonga/students' cultural identities and wellbeing are strong and secure, their academic success will improve. We understand that each student is an individual, has their own culture and identity, and believe in nurturing the whole person.

This will be demonstrated by ākonga/students reporting that they:

- Have a strong sense of belonging within their school
- Have strong positive relationships with others
- Believe they are positive contributors across a range of life settings
- Can accept others for who they are and learn positively alongside them

### **Baseline information**

We note that our baseline data is, in many ways, only a proxy indicator of what our tamariki, particularly our Māori ākonga/students, are experiencing. However, it offers a starting point for further exploration across our schools.

For example:

Our attendance data across our Kāhui Ako shows Māori ākonga/students are over represented in chronic non attendance and under represented in regular attendance:

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<sup>3</sup> Education Review Office. (2016). Wellbeing for success: A resource for schools.

<sup>4</sup> Wi-Kaitaia, M., Ruwhiu, L., Eruera, M. (2021). Development of the mana-enhancing paradigm for practice. Wellington, New Zealand: Oranga Tamariki—Ministry for Children.

Ethnicity	Year	Total Student	Number of students attending				Percent of students attending			
			90-100%	80-90%	70-80%	0-70%	90-100%	80-90%	70-80%	0-70%
Māori	2021	698	351	181	75	91	50.3	25.9	10.7	13.0
	2022	566	214	197	78	77	37.8	34.8	13.8	13.6
Pacific	2021	183	107	32	22	22	58.5	17.5	12.0	12.0
	2022	157	78	43	22	14	49.7	27.4	14.0	8.9
Asian	2021	267	201	42	11	13	75.3	15.7	4.1	4.9
	2022	229	120	60	24	25	52.4	26.2	10.5	10.9
MELAA	2021	83	57	18	4	4	68.7	21.7	4.8	4.8
	2022	75	35	28	9	3	46.7	37.3	12.0	4.0
Other	2021	22	16	5	1	0	72.7	22.7	4.5	0.0
	2022	23	15	3	1	4	65.2	13.0	4.3	17.4
European/ Pākehā	2021	3107	1969	701	245	192	63.4	22.6	7.9	6.2
	2022	2450	1237	766	281	166	50.5	31.3	11.5	6.8
All	2021	3696	2308	830	299	259	62.4	22.5	8.1	7.0
	2022	2924	1449	910	339	226	49.6	31.1	11.6	7.7

## Progress Aspiration 2:

### Educational Success for all Ākonga

Enable kaiako to design and plan learning programmes that provide all ākonga with access to knowledge, understandings, and practices that promote excellence, inclusion, and equity.

Shared Goals	Theories for Improvement   Deliberate Strategies	Measures
<p>To support improvement in Literacy and Numeracy.</p> <p>Developing cohesion around the Aotearoa NZ Histories curriculum.</p> <p>Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner.</p> <p>Develop a whole schooling pathway that includes the overarching focus and pedagogies for kaiako and kaimahi at each 'phase of learning'.</p>	<p>Using Evaluative thinking process and inquiry to examine and develop practice.</p> <p>Kāhui Ako will seek out agencies and professionals to work alongside our kaiako to increase their knowledge and practice to support our diverse ākonga/students</p> <p>PLD to increase knowledge and self efficacy of Kaiako</p>	<p><b>What our rangatahi tell us</b></p> <ul style="list-style-type: none"><li>• Wellbeing in School Survey</li><li>• We will use the practice analysis conversation student interview questions designed by Vivianne Robinson and Helen Timperley to ensure we have consistency across the Kāhui Ako</li></ul> <p><b>Kaiako/Teachers Learning</b></p> <ul style="list-style-type: none"><li>• Regular conversations about genuine partnership with mana whenua</li><li>• Kaiako reactions and learning reflections. Including evaluation of how kaiako used new knowledge</li></ul> <p><b>Student learning outcomes ākonga</b></p> <ul style="list-style-type: none"><li>• Ākonga case studies</li><li>• Overall teacher Judgements</li><li>• Pastoral</li></ul>



		<p><b>Monitoring Data</b></p> <ul style="list-style-type: none"> <li>• Attendance data</li> </ul> <p>Meaningful comparisons between data sources</p>
<p><b>Indicators of progress</b></p> <p>The following section describes the indicators of progress that we anticipate. We intend to refine these following the appointment of the Across School Leads and the establishment of firm baseline data.</p> <p><b>Progress Indicator: Student Achievement and educational success</b></p> <ul style="list-style-type: none"> <li>• We will seek evidence that we are closing the disparity between specific groups of ākonga/students and all ākonga/students.</li> <li>• We expect to see increased levels of achievement against the curriculum.</li> </ul> <p><b>Progress Targets</b></p> <p>We will be collecting literacy and numeracy achievement information, this will include reading, writing and mathematics to determine disparities of achievement between priority groups. Targets will be set from the baseline to reduce disparities between priority groups and others. Collection of data will be through overall teacher judgements during term 4 2023.</p> <p><b>Progress Indicator: Connected and empowered ākonga</b></p> <p>We will be looking for evidence of positive and inclusive relationships, connectedness, and a sense of belonging for all ākonga.</p> <ul style="list-style-type: none"> <li>• An increase in the number of ākonga/students who report feeling a sense of agency.</li> <li>• An increase in the number of ākonga/students who are able to identify the focus and direction of their learning.</li> </ul> <p><b>Progress Targets</b></p> <p>Progress Target</p> <ul style="list-style-type: none"> <li>• All schools will be completing the Wellbeing@schools survey during term 3 2023. From the baseline data targets will be</li> </ul>		

set.

### **Progress Indicator : Kaiako growth**

- It is expected kaiako from all the kura in the Kāhui Ako will have opportunities to work collaboratively to raise achievement by sharing expertise in teaching and learning and supporting each other.
- achievement by sharing expertise in teaching and learning and supporting each other.
- Support for kaiako for understanding and using the Common Practice Model (CPM)

### **Progress Targets**

A tool will be created to gather data using the likert scale, this scale will illustrate an increase of Kaiako ratings of self efficacy related to knowledge, understanding, and practices that promote excellence, inclusion, and equity. Baseline data will be gathered in June 2024 and re-examined at the end of 2025.

### **Why is this important and a priority for our community?**

Strong literacy & communication and math skills provide a foundation for learning for Aotearoa New Zealand's ākonga, so they can enjoy full and meaningful lives secure in their identities, languages, cultures, and values. These foundational skills help sustain their wellbeing and that of their whānau and communities. They are critical factors in the learning journey from early learning right through to the end of secondary education and beyond<sup>5</sup>.

Student agency refers to the capacity and autonomy of students to take ownership of their learning, make decisions, and actively participate in the educational process.

### **Baseline information**

Schools in our Kāhui Ako have noticed:

- Increased tamariki enrolling at our schools with a range of neuro-diverse needs that can hinder accessing the curriculum
- Increased enrolments of ākonga/students who present with complex needs and trauma, often who have attended another school first (transiency)
- Increased number of pastoral records supported by teacher observations of negative/harmful student behaviour
- Increased absence concerns identified in schools attendance data (Truancy) - see table above

We note that our baseline data is, in many ways, only a proxy indicator of what our tamariki, particularly our Māori ākonga/students,

<sup>5</sup> *Literacy & Communication and Maths Strategy*. (2023, February 2). Education in New Zealand.

<https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/literacy-and-communication-and-maths-strategy/#:~:text=Strong%20literacy%20%26%20communication%20and%20maths,languages%2C%20cultures%2C%20and%20values>

are experiencing. However, it offers a starting point for further exploration across our schools.

For example:

Data shows that the percentage of students staying at school until at least their 17th birthday has Māori under-represented in these figures.

#### Percentage of school leavers staying at school until at least their 17th birthday (2019-2021)

Group	Left before 17th birthday			Stayed until 17th birthday			Percentage staying until at least 17th birthday		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Female	15	15	17	104	108	120	87.4	87.8	87.6
Male	28	26	24	104	125	125	78.8	82.8	83.9
Māori	12	10	11	23	37	34	65.7	78.7	75.6
Pacific	2	1	0	7	17	5	77.8	94.4	100.0
Asian	1	2	0	24	19	15	96.0	90.5	100.0
MELAA	1	x	x	4	x	x	80.0	x	x
Other	0	x	x	0	x	x	na	x	x
European/Pākehā	36	36	35	175	197	203	82.9	84.5	85.3
Total	43	41	41	208	233	245	82.9	85.0	85.7
New Zealand Total	8,718	8,248	10,181	40,319	40,581	42,294	82.2	83.1	80.6

Based on student population numbers, Māori are over represented in stand down and exclusion numbers

#### Age-standardised stand-down rate by gender and ethnic group (2021)

Group	Observed Standown	Baseline Standowns	Age standardised stand-downs rate per 1000 students
Female	5	49.6	2.7
Male	29	51.7	15.1
Maori	11	19.3	15.3
Asian	0	5.9	0.0
Other	0	3.3	0.0
European/Pakeha	22	69.6	8.5
Col Total	3.4	101.3	9.0
New Zealand Total	20980	20,980.0	26.8

## Part 4 | Evaluation of progress across all challenges

This section describes the way we will measure and evaluate progress across all two challenges in our Kāhui Ako to establish an "evidence picture". It includes: the "vital few" measures; the markers of progress that will signal change over time; and the processes we will use.

The following assumptions underpin our approach to evaluation:

- We understand the importance of evaluating our work over time, and that the two challenges we have chosen are vital foundations to ensure all students can make progress against the New Zealand curriculum.
- Research suggests that sustainable change over time, across a complex network such as a Kāhui Ako, can take several years. Therefore, we have selected measures that should provide the most useful, common-sense indicators of short, medium and long-term progress. We believe qualitative feedback from students and whānau, in swift cycles of inquiry, will offer powerful, early signals of change.
- Specific targets in limited curriculum areas can disguise or exclude relevant progress in other areas. We are committed to broad, holistic change in our schools that cuts across the whole curriculum.

Evidence is best shown through manageable triangulation of a few, vital measures at crucial staging posts in the learning pathway of our students. As Timperley (2008) reminds us, there is uncertainty in the validity and accuracy of any individual piece of evidence, and it is important to integrate multiple sources of evidence to provide a picture of where students are at in relation to outcomes valued by our Kāhui Ako. While it may not be possible to track students across the Kāhui Ako for the lifetime of their learning (i.e. students may arrive and leave), we will seek to gather comparative data over time.

Measures of student achievement against the curriculum will be aggregated across all schools and based on overall teacher judgements.

Given the focus and complexity of our challenges, we understand that the measures and sample groups listed below are, at best, proxy indicators for progress.

### Summary of key measures

We have selected measures that can provide evidence of two challenges at two key transition points in our Kāhui Ako. Due to the interrelationship of the two challenges, we have chosen evaluation methods that can do 'double duty' as indicators of progress against more than one challenge.

- Cohort #1 2023 Year 3 ākonga/students
- Cohort #2 2023 Year 7 ākonga/students
- Cohort #3 2023 Year 10 ākonga/students
- Cohort #4 2024 New Entrants

**Progress Aspiration 1: Enhancing Hauora** - We are looking for evidence that our ākonga are happy, healthy, accepted, respected, supported and connected.

**Progress Aspiration 2: Educational Success for all Ākonga** - We are looking for evidence of the development of programmes that provide all ākonga with access to knowledge, understandings, and practices that promote excellence, inclusion, and equity.

## Measure 1: What our rangatahi tell us

Student voice will be gathered through

1. **Surveys:** adopting NZCER surveys *Wellbeing@school* and *Me and My School* to collect quantitative data. This method will allow us to gather data from a large number of students and analyze their responses.

Surveys will be administered across all schools, and NZCER will be requested to aggregate the data. We will focus on specific aspects in the survey that will be identified as important to our challenges, following baseline data. Once we have aggregated and compared our schools' data to our 'all schools' data, data will be disaggregated by gender and ethnicity. We will work alongside NZCER advisers to explore the 'what next' with this data.

2. **Focus groups and Interviews:** Conducted individual or group interviews with students to gain more in-depth insights. Semi-structured interviews will be designed to allow for more flexibility, enabling students to elaborate on their responses. Focus group discussions with small groups of students will involve guided conversations. Focus groups will encourage interaction among students, allowing them to build on each other's ideas and provide diverse perspectives.
3. **Observations:** Kaiako/Teachers can gather quantitative data through observing students in their learning environments. This method can provide insights into students' behaviors, interactions, and experiences.

## Measure 2: Kaiako/Teachers Learning

This category focuses on measuring the new knowledge, skills, and attitudes or dispositions that Kaiako/Teachers gain. Gathering data around the experiences of kaiako / teachers may involve questionnaires or structured interviews with both kaiako and school leaders. Consideration will be given to oral or written personal reflections.

## Measure 3 : Student learning outcomes ākonga

This measure will address the bottom line of our overall vision: What was the impact on students? Has the work of the Kāhui Ako benefited them in any way? The particular student learning outcomes of interest will depend on the specific achievement progression. In addition to the stated goals, there will be reflection on unintended outcomes.

## Measure 4: Monitoring Data

A number of high level measures will be included in this section, including attendance data, leavers data, stand down and suspensions and Rongohia te Hau.

Attendance data will be aggregated across our Kāhui Ako with a focus on the percentage

of ākonga/students attending school at least 90% of the time. We will disaggregate by gender and ethnicity.

## Workstreams

Our targets will be a combination of specific outcomes and progress outcomes. Progression targets will be linked to specific goals that indicate expected progress of ākonga/students over a period of time. These targets will be set based on desired learning outcomes and will be used to measure the effectiveness of our interventions or programs.

### Workstream Summary

	Progress Aspiration 1: Enhancing Hauora	Progress Aspiration 2: Educational Success for all Ākonga
Culturally responsive pedagogy	<p>To develop mana-enhancing practice so all ākonga can thrive.</p> <p>Develop common strategies to embed a model of wellbeing into our learning environments to meet the needs of a diverse range of learners.</p>	<p>Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner.</p> <p>Develop a whole schooling pathway that includes the overarching focus and pedagogies for kaiako and kaimahi at each 'phase of learning'.</p>
Improving transitions	<p>Build Kaiako self-efficacy to use the tools of trauma informed practices, social emotional learning, restorative and relational-based learning.</p> <p>Enhancing transitions of care.</p>	<p>To support improvement in Literacy and Numeracy.</p> <p>Developing cohesion around the Aotearoa NZ Histories curriculum.</p>

## Part 5 | Our plan for improvement

This section describes what we plan to do next. It includes our levers for change, our developing theory for improvement, and broad strategies for change and innovation. These will start to be implemented from mid-2024.

### Action plan

We believe it is vital that we establish a firm foundation and shared understandings of our challenges before locking in a detailed set of actions. In some cases, we need to confirm a clean data baseline from which to identify specific areas of work across our two challenges.

In 2023 - 24, we want to prioritise:

- consolidation of understanding around the two challenges, as well as around the model of professional inquiry. The development of a shared language with which to discuss these challenges and the underpinning evidence is important work for the first year.
- the identification and appointment of suitable staff who are well-equipped to lead the areas that we value as a collective.
- the organizational ways of working so that our community is well supported with coherent structures to guide our work.

Note that this is subject to development once the Across School Roles are in place.

### 2024 | Consolidation

Once the challenges are approved, we will develop our theory of improvement and a mid/short term action plan that focus on the following:

- Consolidation of our team around areas for inquiry
  - Development of Across and Within School Roles that reflect the skills and competencies required to lead change in our specified areas - and appointment of staff.
- Workshops for the Kāhui Ako team with in-community and external providers to develop a deep, shared understanding of the challenges. This will seek to complement the actions in our schools' strategic plans.
- Establishment of consistent measures and the baseline for inquiries related to our two challenges.
- Plan for 'early win' collective professional learning opportunities.
- Consolidation of our organisational processes