

# Capital City Kāhui Ako | Achievement Plan

## 2019 — 2021



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This plan was submitted to the Ministry of Education on 12 April 2019.



## Part 1 | Who we are

This section describes who we are, together with our shared vision, values, and collective moral purpose.

Note: A Memorandum of Agreement from each of our schools is attached with this submission.

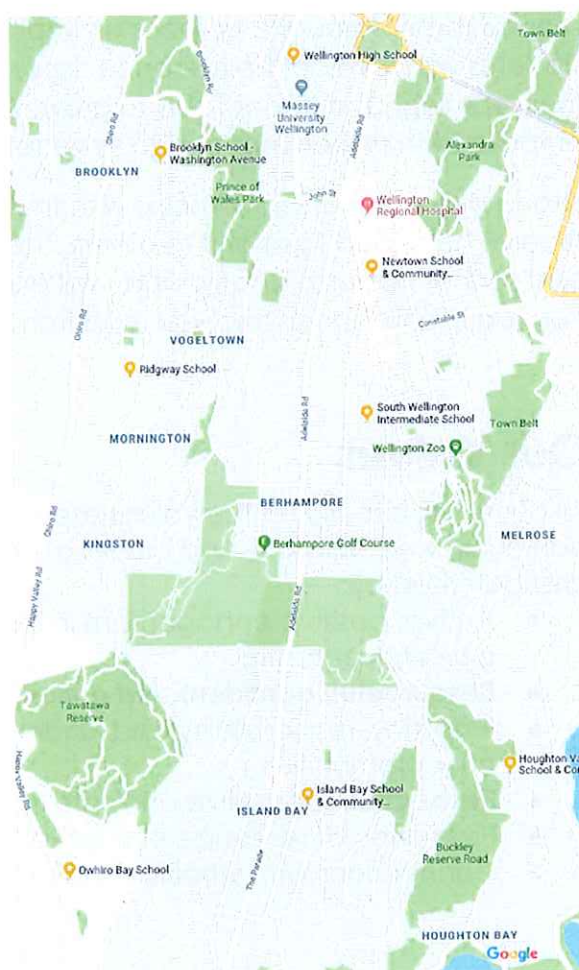
### Our Schools

This Achievement Plan from the **Capital City Kāhui Ako** reflects **seven** schools:

- one full primary school (**Ridgway School**) for Years 1—8;
- four contributing primary schools (**Houghton Valley School, Island Bay School, Owhiro Bay School and Newtown School**) for Years 1—6
- one intermediate school (**South Wellington Intermediate School**) for Years 7—8; and
- one secondary school (**Wellington High School**) for Years 9—13.

Together, we draw learners from central and south Wellington [see map].

**Important note:** **Brooklyn School** has been involved in the Capital City Kāhui Ako since its inception and has been instrumental in shaping this plan. As at 11 April 2019, they elected to go 'on hold', pending a decision at the end of May 2019 regarding ongoing involvement. We acknowledge their long-term commitment to our Kāhui Ako to this point.



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 centres 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. We also have connections, via Wellington High, to Massey University, Weltec and Whitireia which we hope to foster further in due course.

We have connections with local iwi through school whānau groups and we will seek to ensure their involvement with our work in the coming weeks.

## Our Shared Vision

**Our shared vision is to promote connectedness and collaboration across our schools so that wellbeing and future-focused learning are strengthened for all our learners.**

Our vision is that strong relationships and effective collaboration will ensure that we offer equitable, inclusive and academically responsive opportunities for all our learners. Our learners will feel a strong sense of connection and belonging within the Kāhui Ako. They will feel individually and culturally valued and understood by those around them. Through our focus on improving and sustaining student wellbeing, students will develop the resilience they require to challenge themselves, take risks in their learning, and to continue to grow. They will be empowered to understand the purpose of their learning, and to strive to be the best that they can be.

Strong and positive relationships with those around them will allow students to both receive help, and to offer it to others. These strong and connected relationships will exist so that students and whānau will experience positive and seamless transitions from early childhood to school, and from one school to another.

## Our Values

All our schools focus on the values espoused in the New Zealand Curriculum. In particular, we celebrate and model a whole learner approach to success characterised by:

- Active, positive engagement in **lifelong learning**, persevering and striving for one's full potential
- **Resourceful, confident and curious** — accept the challenge of learning
- Empathy, responsibility and **kindness** for each other — connected citizens in our communities
- **Respectful**, supportive and safe relationships
- Promotion of resilience through physical, mental and spiritual **wellbeing**
- Connections with **whānau** and community

## Our Shared Purpose

In order to achieve the above vision, we intend to:

- Collaborate across communities by offering equitable opportunities for all learners to optimise their achievement outcomes;
- Provide effective and seamless transitions into, through, across and out of the Kāhui Ako; and
- Build positive partnerships within, across and through communities, whānau and iwi.

## Our Shared Process

- Work in partnership to promote wellbeing;
- 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.

## Our learners

We have over 3000 students enrolled across our Capital City Kāhui Ako, including approximately 1780 primary/intermediate students and over 1200 secondary students. 12.5% identify as Māori and 4.8% as Pacific Peoples. Approximately 75% of Year 9 students at Wellington High came from Kāhui Ako feeder schools in 2018.

	Total	Māori	Pacific	Asian	MELAA	Other	Euro./ Pākehā	Int. fee paying
Houghton Valley School	227	31	6	7	7	0	176	0
Island Bay School	443	43	23	29	6	3	339	0
Newtown School	378	59	60	70	54	8	127	0
Owhiro Bay School	142	23	7	14	3	8	87	0
Ridgway School	199	27	7	29	7	0	129	0
South Wellington Intermediate	400	62	26	42	19	2	249	0
Wellington High School and Com Ed Centre	1248	137	27	65	47	22	885	65
Capital City Kāhui Ako TOTAL	3,037	382 (12.5%)	156 (4.8%)	256 (9.6%)	143 (4.3%)	43 (1.6%)	1992 (65.8%)	65 (1.9%)

Data as at 1 July 2018 roll return

## Part 2 | Our shared journey

This section describes how we have worked together so far, our shared journey, strengths and areas for development — and the way our Kāhui Ako is structured.

### Our shared journey and process so far

The schools in South Wellington have had strong links for many years and have collaborated across a range of initiatives. Many students from the primary and intermediate schools enrol at Wellington High, we have a strong feeder transition process, and senior students have been involved with the younger year levels. The South Wellington Schools cluster have worked together for a number of years as a collective.

In 2016, Brooklyn School, together with other schools who were part of the South Wellington Schools cluster, saw that the Kāhui Ako model offered an opportunity to strengthen the way they were already working to support their learners.

Meetings were held with the Ministry and other principals as well as board members and NZSTA. An Expression of Interest to form a Community of Learning across our South Wellington Schools — known as Capital City Kāhui Ako — was signed.

During 2017—8, principals met to share strategic plans and ideas for achievement challenges; another school joined while one departed. We gained momentum, and selected an Expert Partner (Elizabeth Eley from Waikato University). Early 2018 saw the involvement of a Change Manager (Gabrielle Wall) who worked with our Expert Partner and a sub-group of Principals. Together we spent time surfacing our underpinning beliefs, philosophies and concerns.

In November 2018, Karen Spencer (DP at Wellington High School) was appointed to the Lead role and the Management Team of Principals/DPs developed an action plan to complete the formal submission of the Achievement Challenges to the Ministry.

We expect to develop the composition of our Kāhui Ako further over time; there is interest from a number of local ECE centres, and from other primary schools who withdrew in the early stages of development who may wish to rejoin. We have connections to Massey University and a number of other tertiary institutions, as well as to alternative education centres, that will connect to the work that we do.

## Our shared strengths, past and present

In 2017, we requested a shared report on our Kāhui Ako from ERO. In the report, they noted that:

"Most of our schools cater for students from a range of ethnic groups and with diverse learning needs. One school provides a Māori immersion class. Two schools have significant groups of English second language learners and families who are new migrants to New Zealand. Participation rates in early learning services are generally high across the CoL. In one, children's participation rate remains below the New Zealand government Better Public Service (BPS) goal of 98%.

Many students in this CoL progress and achieve well. In 2015, achievement information showed that 85% of primary students achieved at or above in relation to the National Standard in reading, matching the Ministry of Education (the Ministry) goal of 85%. Achievement in mathematics and writing was below the goal, with writing requiring an 8% improvement. Pākehā students are the most successful group of learners. Significant and ongoing disparity in achievement is evident for Māori and Pacific student groups in all three key learning areas.

Achievement data shows most school leavers are successful in gaining National Certificate in Educational Achievement (NCEA) Level 1. There has been sustained improvement for Māori students in NCEA qualification rates. This is most significant for Māori males at Level 2, where they have exceeded the Better Public Service target of 85% of school leavers with this qualification or equivalent. Achievement at NCEA Level 3, is comparable with national rates.

Common strengths include:

- the majority of our students are successful learners, particularly Pākehā as a group
- improved engagement and achievement for Māori males at secondary level
- positive relationships and support for students' wellbeing
- provisions for students requiring additional ongoing support, particularly English second language learners
- opportunities for varied, meaningful learning experiences
- capacity for effective professional leadership.

Areas for improvement include:

- further progress in achieving equity and excellence for Māori and Pacific learners
- literacy achievement, particularly for boys
- effective use of achievement information for targeting learning, promoting progress and
- evaluating successful initiatives
- improving and sharing successful responses to learners' cultures, languages and identities
- building effective inquiry and internal evaluation practice."

## The structure of our Kāhui Ako

The initial leadership structure comprises, or will comprise, four groups: our Boards, our Management Group, our Lead and the Stewardship Group to be appointed in Term 2, 2019, following the BoT elections. At the time of writing, these groups work together as follows:

Boards of Trustees — comprising BoTs from all eight schools	Stewardship Group (for development in Term 2) — comprising key community members inc. BoT reps.	Management Team — comprising Principals/Deputy Principals/Lead Teachers from all eight schools	Kāhui Ako Lead
<p>Has responsibility for appointing each principal or kaiako/teacher selected for the new roles.</p> <p>Oversees major decisions.</p> <p>Considers potential risk and resourcing requirements.</p> <p>Is regularly briefed on progress. Engages in review of the impact of the work of the Kāhui Ako in relation to their own school.</p> <p>May have representation on the Stewardship Group.</p>	<p>Governance</p> <p>Strategic direction - 'carries the wishes of the community</p> <p>Review impact, progress and risk.</p> <p>Provide critique and evaluation oversight.</p> <p>Represent the interests of the Kāhui Ako on their respective Boards.</p>	<p>Has responsibility for developing the initial challenges, overseeing appointments, the development of the action plan and review of the impact of the Kāhui Ako on their collective community.</p>	<p>Has responsibility for planning, coordinating and facilitating the professional activities of the Kāhui Ako.</p> <p>Leads the day-to-day organisation of the Kāhui Ako and its action plan.</p> <p>Supports the roles of the Across and Within School teachers, once appointed.</p> <p>Manages and coordinates resourcing and prioritization of activities.</p> <p>Maintains relationships with key stakeholders.</p>

We note that the leadership of the Capital City Ako is a Deputy Principal, rather than one of the school principals. The Ministry gave permission for us to open the application process to dual and senior teacher leadership, following the lack of initial applications from individual principals. While it is not usual for a DP to hold this role, it offers the following opportunities:

- The DP has already been engaged with several of the schools in this and previous roles;
- The Principals retain autonomy to lead and make decisions for their schools about the Kāhui Ako
- The DP is involved in professional development and mentoring, as well as leading change with groups of teachers across primary and secondary schools.



Our Kāhui Ako lead maintains strong links to the Management Team which comprises Principals and Seniors Leads in all eight schools. The Kāhui Lead is 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/teachers;
- using our professional expertise across our schools to operationalise our shared achievement objectives in collaboration with the principals in the community.

## **Our agreed ways of working**

We have developed 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 we have 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.

## Commitment to staff and student engagement

We are committed to ensuring that our staff are involved in the development of direction — after all, it is they who will be the grassroots practitioners who effect change at community level with our learners.

An example of this is the 'Super Staff Hui' we ran to prompt discussion and reflection around the proposed direction of the Kāhui Ako.

In February 2019, teachers from our Kāhui Ako gathered together for the first time. Students presented alongside a number of school leads. The staff met, talked and shared their first thoughts about the direction and potential outcomes of our collective. It was encouraging to see staff begin to 'reach across' to connect with colleagues in other local schools. Their feedback has informed this submission and laid the ground for the appointments process.



# Part 3 | Our Challenges

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

## Challenge 1: Cultural identity strong and secure



<p><b>Moral purpose:</b> All our students will report that they feel strong in their language, culture and identity.</p>
<p><b>Description:</b> We believe that when students' cultural identities are strong and secure, their academic success will improve.</p> <p>This will be demonstrated by students reporting that they:</p> <ul style="list-style-type: none"><li>• Have a strong sense of belonging within their school</li><li>• Have strong, positive relationships with others</li><li>• Believe they are positive contributors across a range of life settings</li><li>• Can accept others for who they are, and learn positively alongside them</li><li>• Have a sense of their place and acceptance within the global community</li></ul>
<p><b>Why this is important</b></p> <p>We understand that students who feel a strong sense of belonging, and connection to their identity and culture, engage more successfully in their learning. Students need to recognise themselves in their learning environment. Schools who are inclusive ensure all our students feel welcomed and can participate in all aspects of school life. We note the close link between the cultural diversity principle and the inclusion principle in the New Zealand Curriculum. In <i>Quality Teaching for Diverse Students in Schooling</i> (2003) it is recommended that teaching be responsive to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students.</p> <p>Inequitable systems can exist in schools for different groups for a complex range of reasons, such as socio-economic factors, deficit theorising, lack of deliberate professional learning, unresponsive programme design or poor relations with whānau and community.</p> <p>In 2018, we were reminded of the views of rangatahi in the report from the</p>

Children's Commissioner. In *Education matters to me: Experiences of tamariki and rangatahi Māori*, the young people said they wanted schools to:

- "Understand me, understand my world and te reo Māori"
- Make sure "I ... feel comfortable and safe to explore my culture"
- Get to know them and to "give them a chance to perform well. They told us they feel burdened with negative stereotypes, and they believe these stereotypes impact how they are treated." Relationships are vitally important.

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

We have noticed that there are persistent patterns of inequity in our data when it is disaggregated by ethnicity. While many of our schools have made strong efforts over many years to connect with local iwi, grow the use of te reo Māori and put in place a range of initiatives, such as Kia Eke Panuku, the disparities are still to be seen in the data. Conversely, we have seen the positive impact of growing positive learning relationships in our schools and we want to work collectively to strengthen this work across our learners' pathways.

Across our schools, we wonder if we still do not yet have a clear understanding of what our Māori and Pasifika families want or need. Many of our families are not mana whenua and perhaps do not feel able to offer opinions, engage us or have authority to raise issues.

Relationships with local iwi are established in some areas of our Kāhui Ako, such as with Te Atiawa and the Port Nicholson Trust, and could be strengthened.

In terms of our hunches, we wonder whether:

- there is still cultural bias in our schools;
- that engagement with whānau could be more reflective of what they need; and
- that we are not yet measuring success in ways that truly reflect 'Māori experiencing success as Māori'.

### **Example baseline evidence that informed our hunches**

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

- In our attendance data across our Kāhui Ako e.g. In 2018, we had 63.7% regular attendance for all learners across our Kāhui Ako; Māori learners were at 53.5%, a 10% disparity.
- Significant and ongoing disparity in achievement is evident for Māori and Pacific student groups in all three key learning areas (ERO report, 2017)

Our shared ERO summary stated that we should seek to:

- make further progress in achieving equity and excellence for Māori and Pacific learners
- improve and share successful responses to learners' cultures, languages and identities

Refer to Appendix 1 for summary tables related to the baseline data we have collected so far.

### **What do we want to see?**

Our Kāhui Ako would like to see growing evidence that we are fostering strong connections with whānau and students from the outset. Our students will report that they feel safe and a strong sense of belonging and identity in our schools, and as they transition between schools. Our schools and learning programmes will offer a secure, well-managed learning environment and our teachers will be able to engage in effective teaching interactions, particularly with Māori students 'as Māori' through strategies that promote effective relationships with their learners. We want to continue to grow opportunities for everyone to speak te reo Māori on a daily basis. We will continue to promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for all students.

An established theory of change, based on programmes such as Te Kotahitanga, suggests students are likely to feel culturally located in our schools when we "explicitly reject deficit theorising as a means of explaining Māori students' educational achievement levels, ... take an agentic position in their theorising about [our] practice... and accept professional responsibility for the learning of [our] students".

We want to work with our communities so that the design of our schooling systems and processes increasingly reflect "a Māori worldview and ways of working (for example, with respect to whanaungatanga and ako)" (ERO Domain 4).

### **Key indicators:**

1. Students will report feeling a sense of belonging when we review key aspects of the NZCER Wellbeing@School Survey related to cultural location and connections to whānau, as well as conversations with them about aspects that matter to them.
2. Attendance data: Narrowing patterns of inequity when data is disaggregated by ethnicity
3. Achievement in literacy and numeracy will show an increase in Years 4, 8 and 12: Narrowing patterns of inequity when data is disaggregated by ethnicity.

### **How will we track our progress? Monitoring and evaluation**

See Part 4 for details of our approach to monitoring and evaluation across all three challenges.

**Who will lead this work?** Responsibility for leading this work will be established once the Across School roles are nominated.

## Challenge 2: Hauora & wellbeing



**Moral purpose:** Students, staff and our community will have an understanding of what wellbeing means for them, and be able to use this knowledge and strategies to reduce stress and anxiety in order to engage with school in ongoing learning.

### **Description:**

We believe that when students' hauora is strong, their academic success will improve.

This will be demonstrated by:

- Taka hinengaro / Mental and emotional wellbeing – being resilient, responding positively to challenge and change, problem solvers and having a positive mindset
- Taha whanau / Social wellbeing - knowing we belong, positive relationships, caring and sharing
- Taha wairua / Spiritual wellbeing – having a purpose for learning and for life, making good choices
- Taha tinana / Physical wellbeing – caring for our bodies

— adapted from Durie, M. Te Whare Tapa Whā model for Hauora

### **Why this is important**

This challenge is fundamentally connected to the other two we have chosen. We understand the value of students feeling settled and engaged in school as a vital foundation for learning.

We know “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.” (ERO, 2016, Wellbeing for Success). We understand that positive feelings, strong relationships at school, resilience, and a high level of satisfaction can be enhanced by:

- shared values and vision underpin a commitment to promote students' wellbeing
- the school's curriculum is designed to engage and connect to students
- students are engaged actively in wellbeing initiatives
- wellbeing is actively monitored, and
- our systems enable us to respond effectively to wellbeing issues

The challenges young people face are increasingly complex and although schools cannot solve many of these issues, we can be a safe haven for children

and adolescents as they mature. Pastoral care is a significant aspect of the work we do in all our schools, as is the role of counsellors, learning services, RTLBs and the many other agencies with who we work on a daily basis.

### **Why this is a priority for our community**

Our schools have engaged in the NZCER Me and My School and Wellbeing@School surveys over previous years. We track pastoral records, attendance data and students at risk. Our schools were unanimous in seeing student wellbeing as a priority for our community in South Wellington.

We have observed increased evidence of anxiety across our student body. There is talk of self-harm and suicide, and it is neither decile nor culture specific. There is a significant proportion of students who have some kind of trauma in their background. Overall, we are experiencing behavioural challenges across our student body that are increasingly complex.

We see this impacting on staff wellbeing — and the role of a teacher and leader is increasingly challenging as a result.

In terms of our hunches, in relation to that which lies within our control, we wonder whether:

- our school discourse around learning (how we talk about assessment and achievement) is adding to this anxiety;
- the narrowing of curriculum delivery (National Standards / NCEA) has been part of this issue, and that shifting towards progress rather than achievement might change this
- the influence of social media and online bullying is sufficiently ubiquitous as to be impacting large numbers of student
- explicit teaching related to resilience and prosocial skills might make a positive difference.
- increasing support is needed for students with additional learning and health needs, and the need to understand and share good practice.

### **Baseline data: What evidence informed our hunches?**

Our hunches related to this Achievement Challenge are based on:

- Feedback from the Wellbeing@School surveys in schools which have used them
- Increased numbers of pastoral records supported by observations of student behaviour from teachers and counsellors
- Increased enrolments of students who present with complex needs, often having attended another school elsewhere first
- Surveys of staff at Wellington High suggested that student wellbeing challenges were the primary issue they faced
- Concerns related to attendance (provisional aggregated attendance data for our Kāhui Ako shows that only 63.7% attend school regularly (> 90% of the time))

Refer to Appendix 1 for summary tables related to the baseline data we have collected so far.

### **What do we want to see?**

We want to see our students feeling positive and connected to schooling throughout their learning pathway. We would like to feel that we have appropriate effective systems in place and that we are working as a collective to approach the complex challenges we face. We would hope to see a reduction in reports of self-harm, stand-downs, and anxiety-related incidents, and an increase in students reporting self-optimism and satisfaction with school.

### **Key indicators:**

1. **Wellbeing in school:** Students will report feeling a sense of belonging against key aspects of the NZCER Wellbeing@School Survey
  - o Student feedback via inquiries and focus groups to support/explain the NZCER data
2. **Attendance and retention data** will reflect increased engagement in school.
3. **Achievement in literacy and numeracy** shows an increase in Years 4, 8 and 12 over time

### **How will we track our progress? Monitoring and evaluation**

See Part 4 for details of our approach to monitoring and evaluation across all three challenges.

**Who will lead this work?** Responsibility for leading this work will be established once the Across School roles are nominated.





### Challenge 3:

## Capabilities for living and lifelong learning

**Moral purpose:** Our students will strengthen the dispositions required to develop “capabilities for living and lifelong learning” (NZC, 2007, p.12).

#### Indicators

Students are:

- Agentic – they know why they are learning and how they learn best
- Motivated, inspired and engaged — with the tools and skills to succeed
- They are able to adapt and thrive in a changing world
- They are critical, informed, responsive citizens
- They are well-prepared for an extraordinary world ahead

#### Why this is important

We believe that when learners are strong in the dispositions required for living and lifelong learning, their academic success will improve. Future-focused learning should see learners moving from being passive recipients to being active players in the learning process.

Students' ability to adapt, make positive choices and understand themselves as learners is increasingly important. We are told that there has been enormous change in the nature of societies, the nature of work, and in how knowledge is viewed. This has implications for the kind of education our young people require, and the focus of the teaching and learning they experience. The New Zealand Curriculum invites us to put today's students at the centre, and bring a future-focused perspective to teaching and learning (Ministry of Education, 2014).

We want our learners to not only be able to recall knowledge, or perform particular skills, but also to be capable at thinking, using language, symbols and texts, managing self, relating to others, and participating and contributing. If learners are to become increasingly independent, we will hear their voices in the way we design learning and make decisions.

In terms of the New Zealand Curriculum, we see this challenge aligning the following vital aspects of learner-centred education:

- the Key Competencies which offer a visible pathway to signpost dispositions for learning that weave through all learning areas and curriculum contexts. We note that the work of deliberately fostering the Key Competencies looks different across our learners' pathways, and there is room to both refine and innovate the way we help students take ownership of the way they are learning;
- the guidance around effective pedagogy: creating meaningful opportunities for learner that invite them to explore, problem-solve and collaborate in authentic ways;
- local curriculum design: exploration of specific contexts within and between the learning areas in ways that a relevant, contemporary educational experience.

### **Why this is a priority for our community**

We have noticed that there is some attention to these across our schools but we would like it to become increasingly coherent to support future-focused learning. We would like to explore ways to explicitly teach, model and evaluate progress in these dispositions. Our whānau tell us they want us to make sure their children are prepared for the future. We are excited at the possibility of innovating in curriculum design together.

We recognise that National Standards may have had a perverse influence on the design of our curriculum programmes, and we want to refocus powerful teaching and learning on the 'front end' of the curriculum. The development of Innovative Learning Spaces, and the national shift in thinking that is beginning to occur around the design of senior programmes at NCEA level, offer us an opportunity to strengthen teacher capability in this area.

We have also noticed anecdotally that the 'social capital' of our students is not equitable in that some students are well-supported to self-manage and make decisions, while others require additional and explicit guidance from school to help them develop independence and a 'growth mindset'. The deliberate teaching of metacognitive skills is a space we want to explore across our schools, as well as the way we manage the reporting of learning attitudes/habits.

### **Baseline data: What evidence informed our hunches?**

Our hunches related to this Achievement Challenge are based on:

- NCEA data 2018 may be related to how well students track and monitor their learning and this might be a factor in their overall performance.
- Teacher observations as part of the 2018 annual appraisal cycle
- The need to review and innovate as our environments change and as we learn more collectively about what agentic learning and local curriculum look like.

Refer to Appendix 1 for summary tables related to the baseline data we have collected so far.

### **What do we want to see?**

We want our learners to have ownership of their own learning journeys as they move between schools, and teachers. As contexts for our young people change, we want them to be

- ready to call to mind the knowledge, skills and attitudes needed for a particular context;
- able to recognise what skills are needed when
- able to apply them appropriately (Carr, 2014)

An established theory of change suggests students are likely to develop adaptive expertise and a sense of agency when they are "are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency." (ERO, Domain 4)

We want to develop shared thinking about a consistent language related to learning dispositions across our Kāhui Ako so that students can grow their knowledge of themselves as learners throughout school. We want to help our teachers to have explicit conversations with young people about the competencies they are drawing on and why, and we would like to involve our students in helping us understand what is happening for them.

This work epitomises the guidance from the OECD's *Nature of Learning*, with a focus on the first principle: "the learners are the central players in the environment...and the environment endeavours to develop self-regulated learners" ([OECD, 2010](#); ERO, Domain 4).

### **Key indicators:**

1. Students' reports ('student voice') indicate increasing ability to understand, have choice and ownership of their learning process
2. The way 'thinking' as a vital disposition is demonstrated over time in the context of Science
3. Achievement in literacy and numeracy shows an increase in Years 4, 8 and 12.

### **How will we track our progress? Monitoring and evaluation**

See Part 4 for details of our approach to monitoring and evaluation across all three challenges.

**Who will lead this work?** Responsibility for leading this work will be established once the Across School roles are nominated.

## Alignment to our Strategic plans

We are committed to making sure that the work of the Kāhui Ako complements and extends the priority areas in our individual school. We have mapped the challenges to our 2018 plans, as shown below:

	Challenge 1: Cultural identity strong and secure	Challenge 2: Hauora/wellbeing	Challenge 3: Capabilities for living and learning
<b>Island Bay</b>	<ul style="list-style-type: none"> <li>• Cultural identity and diversity: focusing on te ao Māori, the Treaty of Waitangi, and connecting whānau with the school</li> <li>• Continue with all staff teaching te reo Māori, Kura Ahurea</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing for staff: behaviours, values, thinking and attitudes; wellbeing for students - mindfulness, restorative practices, agency and voice</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised inquiries; Innovation Days; focus on student dispositions; personalised timetables</li> </ul>
<b>Houghton Valley</b>	<ul style="list-style-type: none"> <li>• Sustainability - our environment as central to our teaching; Developing our environment where staff and students feel strong in their identity</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment where we all feel safe, valued, respected and accepted. PB4L aligns with this.</li> </ul>	<ul style="list-style-type: none"> <li>• Courage and adventure: Inquiry and learning through play; developing skills for lifelong learning</li> </ul>
<b>Newtown School</b>	<ul style="list-style-type: none"> <li>• Cultural identity and diversity: focusing on te ao Māori, the Treaty of Waitangi, and connecting whānau with the school</li> <li>• Cultural responsiveness - with a focus on Tataiako</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing: we have a schoolwide focus — students, staff, whānau — and linking this to PB4L and inclusion. PB4L review and responses, behaviour focus, incident recording and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive expertise - collaborative teaching and co-teaching; teachers as leaders; integrated curriculum development.</li> <li>• Time to thrive programme development.</li> </ul>
<b>Owhiro Bay School</b>	<ul style="list-style-type: none"> <li>• Tangata Whenuatanga: Teaching practice affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whānau is affirmed.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindness: Undertake professional learning in PB4L and implement via the framework school wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Originality: Through the use of Spotlight co-construct personalised learning with our ākonga. Review and strengthen our OBS Curriculum and Inquiry Model</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure our physical learning spaces reflect the bicultural nature of Aotearoa.</li> </ul>		
<b>Ridgway School</b>	<ul style="list-style-type: none"> <li>• Professional development focusing on te reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Children can regulate their emotions; children know what to do when things go wrong; teachers know how to support children</li> </ul>	<ul style="list-style-type: none"> <li>• Enabling student agency through personalised learning</li> </ul>
<b>South Wellington Intermediate School</b>	<ul style="list-style-type: none"> <li>• Build partnerships with community/whanau. Valuing and incorporating the cultural capital of Maori and Pasifika into core programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy, respectful relationships between staff, students and whanau.</li> <li>• Strategies and systems in place to support wellbeing</li> <li>• Model and expect respectful relationships using our values as core principles</li> <li>• Use Restorative Practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the use of Spotlight co-construct personalised learning with our ākongā.</li> <li>• Student voice drives learning.</li> </ul>
<b>Wellington High School</b>	<ul style="list-style-type: none"> <li>• Whānau: Strengthen Māori identity to enable Māori students at the school to enjoy success as Māori and continue to engage the school community in cultural learning</li> <li>• Respect: Foster a shared understanding of what it means to be a citizen of the WHS community</li> </ul>	<ul style="list-style-type: none"> <li>• Ora: Value our own and others' wellbeing;</li> <li>• Develop structures and supports to address student and staff wellbeing</li> <li>• Explore opportunities to improve the physical environment for student and staff wellbeing</li> <li>• Improve extracurricular sports, cultural and civic participation across the school to foster a sense of pride.</li> </ul>	<p>Excellence: To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.</p>

## Part 4 | Evaluation of progress across all challenges

This section describes the way we will measure and evaluate progress across all three 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 three 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 evidence our three challenges at three **key transition points** in our Kāhui Ako. Due to the interrelationship of the three challenges, we have chosen evaluation methods that can do 'double duty' as indicators of progress against more than one challenge.

Baseline data tables are provided in Appendix 1.

1. **Challenge 1: Cultural identity strong and secure:** We are looking for signals in the evidence that all our students are similarly engaged in school and making progress against the curriculum.
2. **Challenge 2: Hauora/wellbeing:** We are looking for signals in the evidence that our young people feel safe, welcome and accepted at our school.
3. **Challenge 3: Capabilities for living and lifelong learning:** We are looking for signals in the evidence that suggest students can articulate what they are learning, how they are learning, and how they might tackle new learning.

	Year 4			Year 8			Year 12		
	Ch. 1	Ch. 2	Ch. 3	Ch. 1	Ch. 2	Ch. 3	Ch. 1	Ch. 2	Ch. 3
<b>Measure 1: What our rangatahi tell us</b>									
<b>Measure 2: Wellbeing@School survey*</b>									
<b>Measure 3: Attendance*</b>									
<b>Measure 4: Thinking with Evidence in the context of Science*</b>									Yr10
<b>Measure 5:</b> <ul style="list-style-type: none"> <li>• Curriculum achievement in <b>Mathematics/Numeracy*</b></li> <li>• Curriculum achievement in <b>Reading and Writing / Literacy*</b></li> </ul>									

\*These measures can be benchmarked nationally

## Notes on the measures

### Measure 1: What our rangatahi tell us

Student voice will be consistently gathered through focus groups and teacher inquiries. Specific, 'light-touch' questions will be developed so we can have these conversations consistently across the Kāhui Ako.

- This will be done at consistent times of the year and woven into inquiry / practice conversations with staff as part of a 'plan, do, study, act' cycle ([Bryk et al., Carnegie](#)). These questions will ensure that we ask about the key indicators in specific contexts and that they feed into new pedagogical practices. This process will be developed alongside students and whānau as a focus for our Across School Kāhui roles.
- For example, for Challenge 1, the indicators may be developed with our Māori students and whānau groups. For Challenge 3, key indicators may be adapted from student self-assessment questions such as "List aspects of your learning that are successful? How do you know?" drawing on [Ministry guidance related to the NZC](#), and mapped to a competency/habits of learning framework that will reflect examples of student practice over age and stage. We might ask: *can students identify what they are learning and why ["I can...."]; how far they can connect what they are learning to other contexts; how they apply skills in different contexts etc.*

### Measure 2: Wellbeing@School survey\*

This will be administered **mid-T2 to end of T3** 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 the 2019 baseline. 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.

### Measure 3: Attendance\*

Attendance data will be aggregated across our Kāhui Ako with a focus on the percentage of students attending school for at least 85% of the time. This will include 'lateness' data. We will disaggregate by gender and ethnicity. For Challenge 1, we will also look at retention data (Percentage of students attending and staying on at school to age 17). The Ministry's *Every Day Matters* service will be useful here.

### Measure 4: Thinking with Evidence in the context of Science / Junior Science\* (Challenge 3)

These NZCER Progressive Achievement Tests will be used to identify specific capabilities that students can show they can do in relation to the 'thinking' competency. While this is in the context of science, these are applicable across learning areas. We will ask students to complete either Junior Science (NZCER) at Year 4, or Thinking with Evidence survey (NZCER) at Years 8 and Year 10 in Term 1



each year, beginning in 2020. We will work alongside NZCER advisers to explore the 'what next' with this data.

### **Measure 5: Curriculum Achievement**

When students feel empowered, agentic and a sense of belonging, we should expect to see commensurate increase in the numbers of students who achieve against the curriculum. We have selected two foundational areas against which we can sample for progress at all three transition points in our Kāhui Ako learner pathways. These align to our Theory of Improvement (See Section 5) and reflects the data reported to our BoTs.

- **Mathematics / Numeracy**
  - OTJs at / above expected the curriculum level for Year 4/Level 2; Year 8/Level 4.
  - % achieving Level 1 Numeracy and UE Numeracy by the end of Year 12
  
- **Reading / Writing and Literacy**
  - OTJs at / above expected the curriculum level for Year 4/Level 2; Year 8/Level 4.
  - % achieving Level 1 Literacy and UE Literacy by the end of Year 12

We note that the [OECD Report on Futures Education 2030](#) states that "...Two factors, in particular, help learners enable agency. The first is a personalised learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others. **The second is building a solid foundation: literacy and numeracy remain crucial. In the era of digital transformation and with the advent of big data, digital literacy and data literacy are becoming increasingly essential**, as are physical health and mental well-being".

#### **A note on sampling**

We note that the data will have limitations in that some students will not complete a full Year 1-13 pathway in our Kāhui Ako. We will identify specific sample groups that incorporate students which we have identified as valuable and vital to track.

## 2019—2021 | Indicators of progress

The following section describes the indicators of progress that we might expect to see, together with 2021 'targets'.

We intend to refine these following the appointment of the Across School Leads and the establishment of firm baseline data at the end of 2019:

### **Challenge 1: Cultural identity strong and secure**

#### **Progress indicators and projected outputs**

We will be looking for evidence that we are closing the disparity between specific groups of learners and all learners. We will also be looking for evidence that students report positive relationships and a sense of belonging and care in our schools.

#### **Progress indicators (2020-2021)**

The following indicators will offer early signs that we are making progress towards our targets.

- An **increase** in the number of Māori students who report feeling a sense of belonging and connection to our schools using our shared questioning tool.
- An **increase** in the attendance rate of our Māori learners with a commensurate decrease in disparity between all learners and our Māori students.

#### **Target Indicators — by the end of 2021, we expect to see:**

- An indicative target (drawn from the Wellbeing@School data) might be to shift the *minimum quartile level* on the 'aspects at a glance' scale to a range of 200 across specific aspects (e.g. Teaching and Learning) and narrow the range of response overall. **This will be confirmed following the 2019 baseline.**
- A **decrease** in the disparity between Māori learners and *all* learners in relation to regular attendance in the region. Overall target for all learners is 85% attendance. Specific target ranges to be set following the 2019 baselines.

## Challenge 2: Hauora/wellbeing

### Progress indicators and projected outputs

We will be looking for evidence that our learners feel increasingly well, cared for and positive about being at school. We would expect to see increased levels of achievement against the curriculum.

#### Progress indicators (2020-2021)

The following indicators will offer early signs that we are making progress towards our targets.

- An **increase** in the number of students who report feeling a sense of belonging and connection to our schools in relation to specified indicators in the Wellbeing@School data.
- An **increase** in the attendance rate of our learners.

#### Target Indicators — by the end of 2021, we expect to see:

- An **increase** in students reporting a sense of care and belonging in their school. An indicative target (drawn from the Wellbeing@School data) might be to raise the minimum on the 'aspects' scale to a range of 225 across all aspects; this will be confirmed following the 2019 baseline.
- An **increase** in attendance, with a target of 85% for all learners.

## Challenge 3: Capabilities for living and lifelong learning

### Progress indicators and projected outputs

We will be looking for evidence that our learners feel increasingly agentic and are able to articulate their learning. We would expect to see increased levels of achievement against the curriculum.

#### Progress indicators (2020-2021)

The following indicators will offer early signs that we are making progress towards our targets.

- An **increase** in the number of students who report feeling a sense of agency and are able to identify the focus and direction of their learning.
- An **increase** in the numbers of staff who are involved in designing explicitly dispositional programmes as part of inquiry.

#### Target Indicator — by the end of 2021, we expect to see:

- An **increase** in students reporting that they are actively involved in their learning. An indicative target (to be developed from an in-house survey tool) will be confirmed following the 2019/2020 prototype.
- An **increase** in the way 'thinking' is applied in the context of Science, the NZCER surveys.

## Overarching curriculum targets

**Target Indicator** — by the end of 2021, we will take 'soundings' to check the outcome of our actions on curriculum achievement. We will look for increases in the student achievement in Reading / Writing / Literacy and in Mathematics / Numeracy, at school level

- % Year 4 students at or above Curriculum Level 2
- % Year 8 students at or above Curriculum Level 4
- % Year 12 students, achieving Level 1 Literacy and Numeracy and UE Literacy /Numeracy

Targets have been specified **at school level - see Appendix 1 (pages 44-45)**

\* Student achievement is measured and gathered by each school. This data has been reported by the schools to their Boards and to their parents.

# 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—2019.

## Our Levers for Change

Our overarching theory of improvement is based on the understanding that learning will flourish if we create conditions for mauri ora across our community of learning. We want all members of our community to thrive, to feel a sense of belonging and inclusion within our education system, and to have their languages, cultures and identities celebrated and validated. We believe that our learners are more likely to thrive if they feel a sense of belonging and inclusion in our schools, and if they have ownership of, and access to, visible, engaging curriculum.

We have agreed the following three levers for change; these are the areas of focus that we believe will create the conditions for our achievement challenges to be reached.

### Lever 1 — Cultural relationships for responsive pedagogy

The climate and the culture of our interactions and practices among students, among teachers, and between teachers and students matter. This means that all relationships are built on notions of respect, care and high expectations. Located within these relationships is our pedagogical practice that builds on learners' prior knowledge and beliefs, values and celebrates the contribution of all and where power is shared between teachers, learners and whānau as all contribute to the learning of others.

### Lever 2 — Educationally powerful partnerships

Learning and educational experiences should not occur in isolation from home and community. We want to ensure that the principle of ako (reciprocal teaching and learning) is fundamental to the collaborations between home and educational institutions. These collaborations will be:

- reciprocal and mutually respectful
- multi-dimensional and responsive to the priorities of the community
- ongoing, with shared information between both groups
- prioritised and embedded in school charters and strategic documents
- strategic and focused on helping parents to support their children's learning.

## **Lever 3 — Teachers and leaders are the best that they can be**

We believe that it is the moral responsibility of teachers and leaders to continue to develop and grow their professional practices in order to provide the optimum learning opportunities for all students. This relies on *adaptive expertise* driving the *deliberate professional acts* of teachers, leaders and all educational professionals within our community of learning

Adaptive expertise enables professionals to:

- make the most of the 'learning opportunity' – adapting and developing teaching as students engage and interact with the learning
- plan a responsive pathway for learners, and a personalised response to learning needs and aspirations
- make deliberate choices about how they will implement curriculum, policies and practices

Deliberate professional acts occur when educators draw from their professional expertise to make deliberate decisions about what will make the biggest difference for student achievement and well-being.

These levers for change have been agreed by our management team and are supported by our teachers. As one of our teachers put it:

"I feel that for a student to be able to achieve total wellbeing and have the capabilities for living and lifelong learning, they need to feel confident in themselves and this comes from knowing who they are. Secondly, I think that total wellbeing is vital to all people and as the number of students with stress/anxiety related issues rises we need to be equipped to help them deal with these so that they have the capabilities to live and learn. "

## **Our theory of improvement**

Our three levers for change are the starting point for our theory of improvement. On the appointment of our Across School Leaders (we hope from Term 3 2019), the Kāhui Ako Lead will work with this team and the management team to develop our Theory of Improvement which we conceptualise as our roadmap to meet the challenges and objectives of the Kāhui Ako.

This map will bridge the connection between our levers for change, our achievement challenges and the long-term goals of our community. We will develop the short-term and intermediate goals as part of our journey and a monitoring plan that checks the efficacy of our levers for change in improving the well-being, enjoyment and achievement of educational success for all our learners.

## **Our broad strategies for change and innovation**

The work within the three challenges in our Kāhui Ako will use a model of collaborative inquiry. Each of our schools uses some form of inquiry framework to guide the systematic examination of our practice. In the same way, our Kāhui Ako

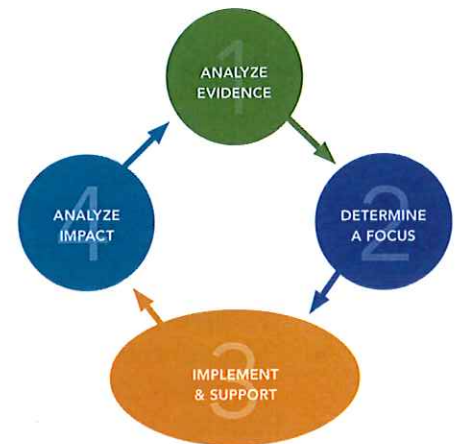
team will adopt a shared model of inquiry so that we can work together to “define problems, co-plan, co-teach, co-monitor and interpret outcomes, and then consider together “what’s next.” (Schnellart & Butler, 2014).

Whichever evaluative cycle we adopt, it will be underpinned by the following key actions; we will:

- ask questions
- develop theories of action
- determine action steps
- gather and analyse evidence to assess the impact of our actions.

Throughout this process, we will aim to test assumptions about what we *think* will work against the evidence of what *actually* works (City, Elmore, Fiarman, & Teitel, 2009).

We want to foster an ongoing dialogue about classroom practices and student achievement across our collective with the intention of increasing student learning.



## 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 three challenges. In 2019, we want to prioritise:

- **consolidation of understanding around the three 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 organisational 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.

## **2019 | 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 three challenges.
- Plan for 'early win' collective professional learning opportunities.

### **Consolidation of our organisational processes**

- Strengthen engagement with the iwi who identify with our schools
- Appointment of our Stewardship Group, following the BoT elections in May/June.
- Engagement with ECE and Tertiary
- Develop and implement a full communications strategy

## **2019—2021 | Projected outputs**

The following section describes the types of vital actions that may frame our approach. We intend to refine these following the appointment of the Across School Leads and the establishment of firm baseline data at the end of 2019:



## Challenge 1: Cultural identity strong and secure

### Projected outputs

#### Key actions based on inquiry

##### Scanning:

- Collectively review and analyse the 2019 baseline data with Kāhui Lead Team.
- Across School Leads to lead the development of a prototype set of questions for trial with rangatahi, connecting with iwi and whānau groups.

##### Learning:

- Arrange a cross-school visit series focused on observation and sharing in this context
- Engage NZCER advisers to support across school data analysis of survey results and draw on NZCER 'Next step planning modules'

##### Action:

- Clarify 'student graduate' statements that might offer progress indicators for students at the end of Years 4, 8 and 12.
- Clarify the key teacher practices that underpin culturally inclusive teaching, and develop indicators for observations and walkthroughs.
- Staff PD / inquiries to include a shared focus on aspects of culturally inclusive teaching.
- Foster in-school expertise through the Within School Teachers, using critical conversations.
- Develop shared professional learning and observation opportunities across the Kāhui Ako, based on current research and emerging national resources.
- Share resources and programmes where appropriate.
- Grow engagement from iwi and whānau groups, including via the Stewardship Group.

##### Track and review

- Gather baseline and progress data at consistent intervals.

## Challenge 2: Hauora/wellbeing

### Projected outputs

#### Key actions based on inquiry

##### Scanning:

- Across School Leads to lead the refinement of the key focus areas for close attention, as well as begin to help us collectively understand trends and patterns in the Wellbeing@School data.

##### Learning:

- Arrange a cross-school visit series focused on observation and sharing in this context
- Engage NZCER advisers to support across school data analysis of survey results and draw on NZCER 'Next step planning modules'.
- Identify specific areas of need and potential groups of students on whom to focus for shared work.

##### Action:

- Clarify the key teacher practices that underpin inclusive teaching and wellbeing, and develop indicators for observations and walkthroughs.
- Staff PD / inquiries to include a shared focus on aspects of inclusive teaching.

- Explore needs and opportunities to strengthen staff wellbeing
- Foster in-school expertise through the Within School Teachers, using critical conversations.
- Develop shared professional learning and observation opportunities across the Kāhui Ako, based on current research and emerging national resources.
- Share resources and programmes where appropriate.
- Grow engagement with counselling and learning services staff, third party agencies in the health and social work sectors.

*Track and review*

- Gather baseline and progress data at consistent intervals.

## **Challenge 3: Capabilities for living and lifelong learning**

### **Projected outputs**

#### **Key actions based on inquiry**

*Scanning:*

- Across School Leads to develop vital indicators for identifying student agency and application of learning dispositions.

*Learning:*

- Arrange a cross-school visit series focused on observation and sharing in this context
- Engage NZCER advisers to support across school data analysis of survey results with a focus on student agency/dispositional thinking.

*Action:*

- Clarify 'student graduate' statements that will offer progress indicators for students at the end of Years 4, 8 and 12.
- Development of a questioning / observation tool to be prototyped and tested across the community.
- Identification of specific areas of need/innovation that will frame up the professional work to come.
- Clarify the key teacher practices and curriculum programme designs that support student agency and dispositional learning.
- Develop indicators for observations and walkthroughs.
- Staff PD / inquiries to include a shared focus on aspects of dispositional teaching.
- Foster in-school expertise through the Within School Teachers, using critical conversations.
- Develop shared professional learning and observation opportunities across the Kāhui Ako, based on current research and emerging national resources.
- Share resources and programmes where appropriate.
- review the way we report to our whānau, including self-assessment, with a focus on transition information.

*Track and review*

- Gather baseline and progress data at consistent intervals.

# Appendix 1 | Baseline data

The following 2018 data has already been collected to inform our planning. Note that *aggregated* data for attendance and national standards still includes Brooklyn School. This will be updated after the end of May 2019.

## Attendance [aggregated across the Kāhui Ako]

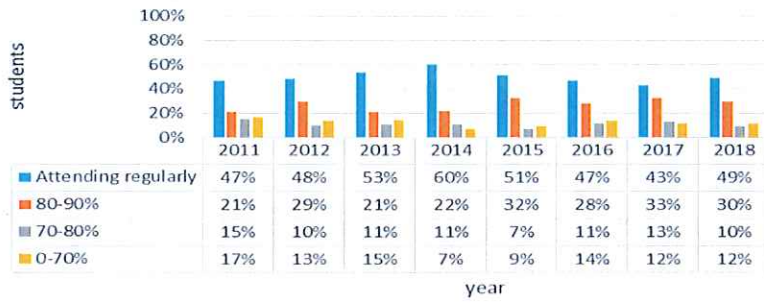
	Total		Attending regularly		Attending 80-90%		Attending 70-80%		Attending 0-70%	
	Count	%	Count	%	Count	%	Count	%	Count	%
2011	1573	100%	990	62.9	316	20.1%	126	8.0%	141	9.0%
2012	2199	100%	1530	69.6%	370	16.8%	127	5.8%	172	7.8%
2013	2244	100%	1479	65.9%	447	19.9%	147	6.6%	171	7.6%
2014	2578	100%	1828	70.9%	421	16.3%	180	7.0%	149	5.8%
2015	2696	100%	1905	70.7%	496	18.4%	152	5.6%	143	5.3%
2016	2526	100%	1669	66.1%	474	18.8%	188	7.4%	195	7.7%
2017	2947	100%	1804	61.2%	694	23.5%	222	7.5%	227	7.7%
2018	<b>3472</b>	<b>100%</b>	<b>2210</b>	<b>63.7%</b>	<b>736</b>	<b>21.2%</b>	<b>266</b>	<b>7.7%</b>	<b>260</b>	<b>7.5%</b>

Data as at 28.9.18

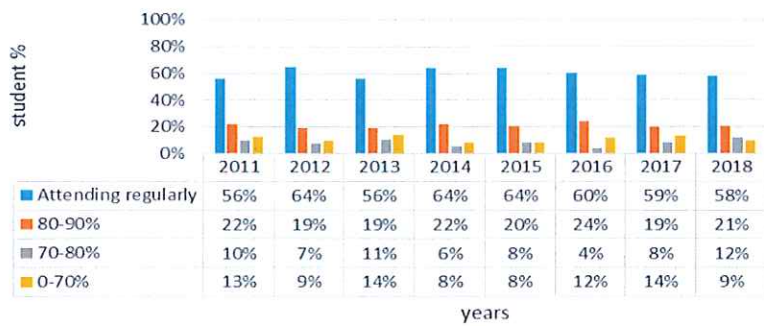
Attendance by transition years (2018)	Attending regularly	Attending 80-90%	Attending 70-80%	Attending 0-70%
Year 4	70%	21%	6%	4%
Year 8	71%	22%	4%	3%
Year 12	43%	27%	13%	17%

Data as at 28.9.18

### Capital City Girls KA Attendance - Maori Girls



### Capital City KA Attendance - Maori Boys %



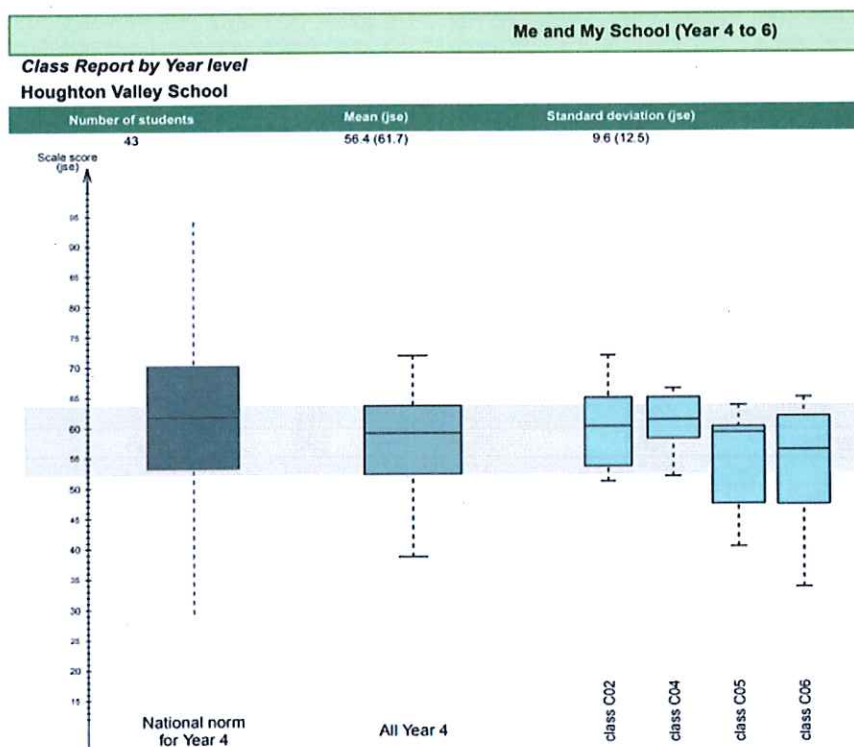
# Wellbeing@School Data 2018

In 2018, not all schools completed the Wellbeing@School Survey data. Others completed Me and My School as an alternative, or did not complete a survey at all. We have a commitment to all schools completing the Wellbeing@School survey in 2019 as a baseline for the Kāhui Ako.

Below, is a sample of the baseline data gathered to date:

## Houghton Valley

Houghton Valley School last completed the Me & My School NZCER Survey in 2017. Below is a sample of the data related to Engagement at Year 4:



## Island Bay — 2018

### Year 6

#### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	41	40	38	40	40
Maximum	358	340	387	339	246
Upper Quartile	289	285	318	279	188
Median	258	261	281	246	171
Lower Quartile	236	245	250	217	144
Minimum	188	210	234	188	111

## Owhiro Bay

### Year 4

#### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	16	17	16	17	17
Maximum	323	361	346	339	302
Upper Quartile	289	299	290	283	239
Median	277	273	265	250	219
Lower Quartile	232	245	227	242	188
Minimum	205	224	219	188	144

### Year 5

#### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	14	14	14	14	14
Maximum	323	316	387	312	324
Upper Quartile	273	292	318	292	232
Median	243	255	258	254	201
Lower Quartile	220	238	234	242	165
Minimum	196	202	219	208	111

## Year 6

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	24	24	21	23	23
Maximum	299	316	318	302	288
Upper Quartile	266	271	281	250	208
Median	243	255	265	242	188
Lower Quartile	224	238	250	208	154
Minimum	213	202	219	176	111

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## Ridgway School — 2017 Data

Ridgway did not complete the Wellbeing@School survey in 2018.

## Year 5

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	29	29	29	29	29
Maximum	314	316	346	312	253
Upper Quartile	273	285	298	266	212
Median	258	264	265	250	197
Lower Quartile	243	245	250	225	178
Minimum	213	193	202	176	144

## Year 6

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	34	34	33	33	33
Maximum	305	340	387	292	288
Upper Quartile	273	278	298	242	239
Median	251	245	250	225	205
Lower Quartile	236	220	234	198	188
Minimum	188	157	182	137	144

## Year 7

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	10	10	9	10	10
Maximum	376	326	387	324	226
Upper Quartile	297	292	346	283	212
Median	254	268	298	254	197
Lower Quartile	243	251	250	250	182
Minimum	188	224	234	225	144

# Wellington High School — 2018

## Year 9

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	86	83	72	76	67
Maximum	326	316	346	302	255
Upper Quartile	272	264	290	250	196
Median	243	245	265	233	177
Lower Quartile	227	228	242	208	144
Minimum	164	183	202	157	111

## Year 10

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	99	96	86	91	85
Maximum	326	326	387	339	269
Upper Quartile	272	268	318	266	196
Median	250	251	281	242	164
Lower Quartile	229	224	250	217	111
Minimum	183	172	182	161	111

## Year 11

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	83	80	74	76	72
Maximum	301	307	281	275	286
Upper Quartile	257	251	265	250	188
Median	241	245	250	225	164
Lower Quartile	214	202	250	198	111
Minimum	164	134	234	161	111

## Year 12

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	71	67	58	61	57
Maximum	317	292	346	324	262
Upper Quartile	268	251	281	258	177
Median	236	238	250	233	144
Lower Quartile	214	217	234	208	111
Minimum	178	179	182	161	111

## Year 13

### Summary Statistics

	School-wide	Classroom	Community	Student	Aggressive*
No. Students	64	62	58	58	57
Maximum	301	326	346	312	269
Upper Quartile	268	258	298	250	188
Median	243	238	265	233	144
Lower Quartile	218	210	250	208	111
Minimum	153	157	202	176	111



# Achievement Data

## Primary and Intermediate Schools (aggregated curriculum data)

		Year 4 At or above Curriculum Level 2 [% in 2018]			Year 8 At or above Curriculum Level 4 [% in 2018]		
		Reading	Writing	Maths	Reading	Writing	Maths
Owhiro Bay <sup>1</sup> [n= 21]	2018	95.3% [n=21]	71.5% [n=21]	76.3% [n=21]	n/a		
	2021	98%	74%	79%			
Newtown School	2018	79% [n=67]	74.0% [n=66]	68.0% [n=69]	n/a		
	2021	85%	85%	80%			
Ridgway School	2018	74.29% [n=26]	91.43% [n=32]	91.43% [n=32]	91% [n=11]	73% [n=11]	73% [n=11]
	2021	77%	95%	95%	91%	76%	76%
Island Bay [mid-year data]	2018	91% [n=81]	91% [n=81]	88% [n=81]	n/a		
	2021	91%	91%	90%			
Houghton Valley <i>[note this data is for all years; requires disaggregation]</i>	2018	81% [n=42]	76% [n=37]	96% [n=43]	n/a		
	2021	84% — to be confirmed	80% — to be confirmed	96% — to be confirmed			
South Wellington Intermediate School	2018	n/a			88% [n=139]	71% [n=128]	76% [n=128]
	2021				90%	74%	80%

We note that the targets do not reflect that the cohorts change. Schools will also track shifts to cohorts as they progress through the year levels.

<sup>1</sup> Owhiro Bay, Ridgway School, Island Bay and South Wellington Intermediate School have all set targets of a 3% increase, or 90%, whichever is achieved first

## Wellington High School — NCEA Level 1 Literacy & Numeracy 2018

Note these are cumulative percentages, taking into account achievements across Literacy and Numeracy **by the Year 12**. Note that many students achieve Level 1 Literacy and Numeracy by the end of Year 11.

		Level 1		University Entrance	
		Level 1 Literacy	Level 1 Numeracy	UE Literacy	UE Numeracy
Wellington High School	2018 <sup>2</sup>	94% [n=234]	94.4% [n=235]	53% [n=132]	94.4% [n=235]
	2021	96%	96%	60%	96%

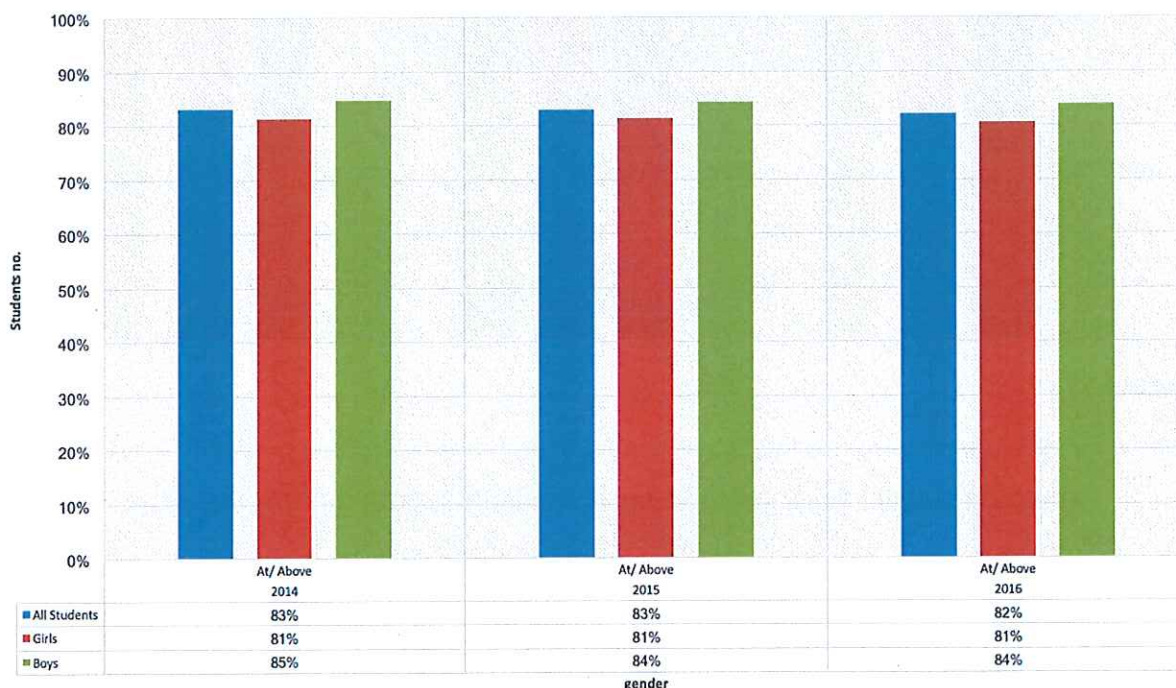
Below are the cumulative NCEA results for 2018.

Wellington High School and Com Ed Centre in Wellington											
		2014		2015		2016		2017		2018	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
<b>Year 11</b>											
	Level 1 Literacy	172	89.1	205	89.1	231	89.9	211	88.3	217	85.1
	Level 1 Numeracy	164	85.0	206	89.6	230	89.5	210	87.9	214	83.9
	UE Literacy	1	0.5	2	0.9	6	2.3	2	0.8	2	0.8
	UE Literacy Reading	1	0.5	2	0.9	8	3.1	2	0.8	2	0.8
	UE Literacy Writing	1	0.5	2	0.9	6	2.3	3	1.3	4	1.6
	UE Numeracy	164	85.0	208	90.4	230	89.5	210	87.9	214	83.9
<b>Year 12</b>											
	Level 1 Literacy	190	94.1	191	94.6	253	94.4	254	95.1	234	94.0
	Level 1 Numeracy	191	94.6	190	94.1	258	96.3	252	94.4	235	94.4
	UE Literacy	137	67.8	107	53.0	159	59.3	154	57.7	132	53.0
	UE Literacy Reading	145	71.8	114	56.4	165	61.6	166	62.2	149	59.8
	UE Literacy Writing	141	69.8	122	60.4	186	69.4	180	67.4	152	61.0
	UE Numeracy	191	94.6	190	94.1	259	96.6	252	94.4	235	94.4
<b>Year 13</b>											
	Level 1 Literacy	193	96.5	179	96.8	203	96.2	235	96.7	233	95.9
	Level 1 Numeracy	193	96.5	179	96.8	202	95.7	237	97.5	230	94.7
	UE Literacy	158	79.0	140	75.7	157	74.4	182	74.9	175	72.0
	UE Literacy Reading	169	84.5	151	81.6	168	79.6	190	78.2	183	75.3
	UE Literacy Writing	161	80.5	142	76.8	163	77.3	192	79.0	191	78.6
	UE Numeracy	190	95.0	178	96.2	202	95.7	238	97.9	230	94.7

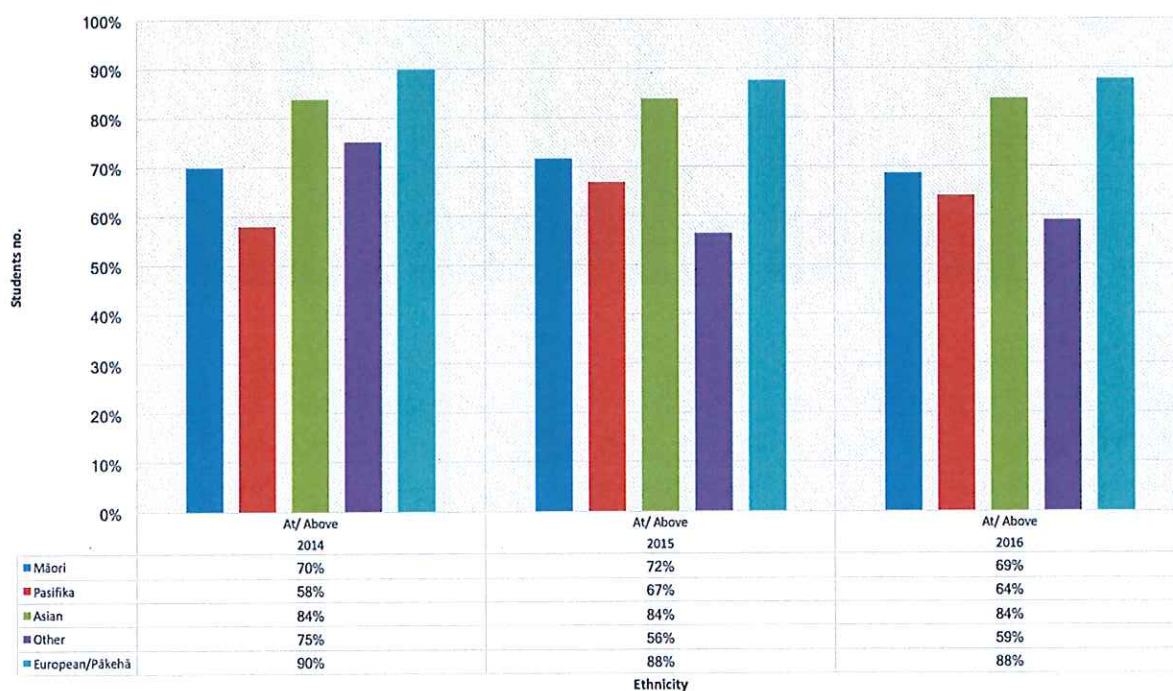
## Capital City Kāhui Ako — National Standards data (2014 — 2016)

Aggregated data reported against National Standards showing all primary students at or above the 'typical' curriculum levels in reading, writing and maths by gender and ethnicity, in the schools who reported against National Standards:

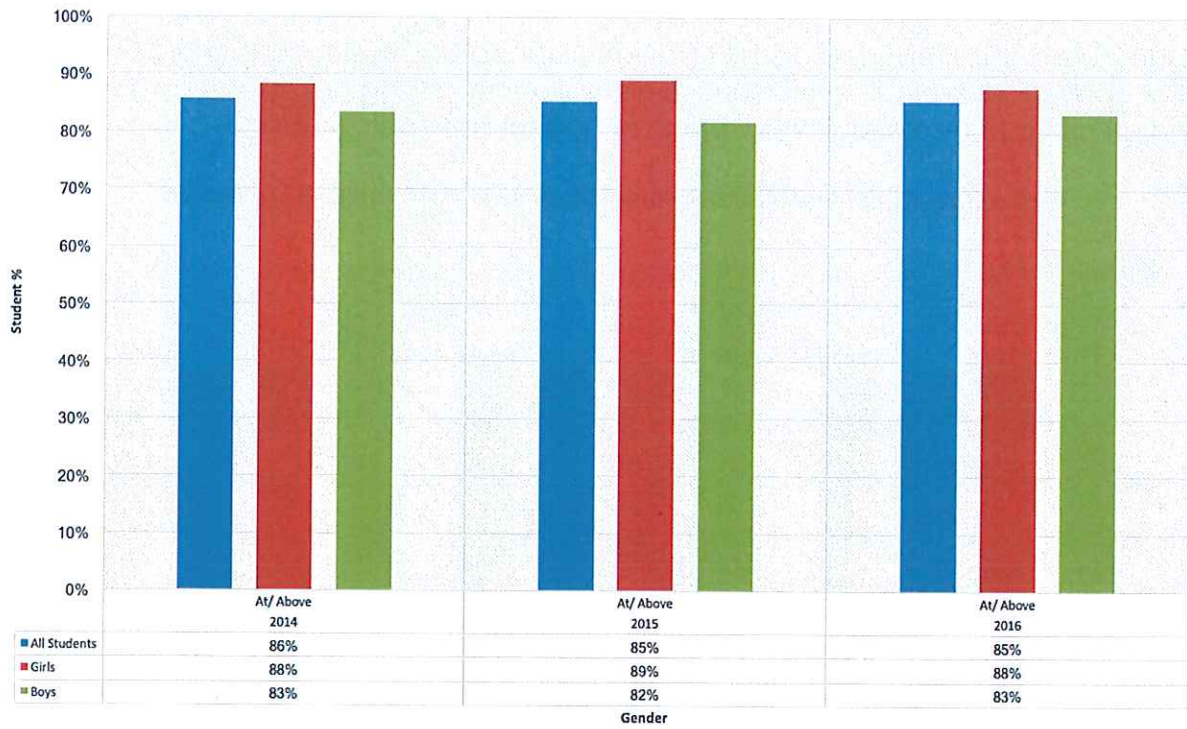
### Capital City Kāhui Ako Maths National Standards % 2014-2016 by Gender



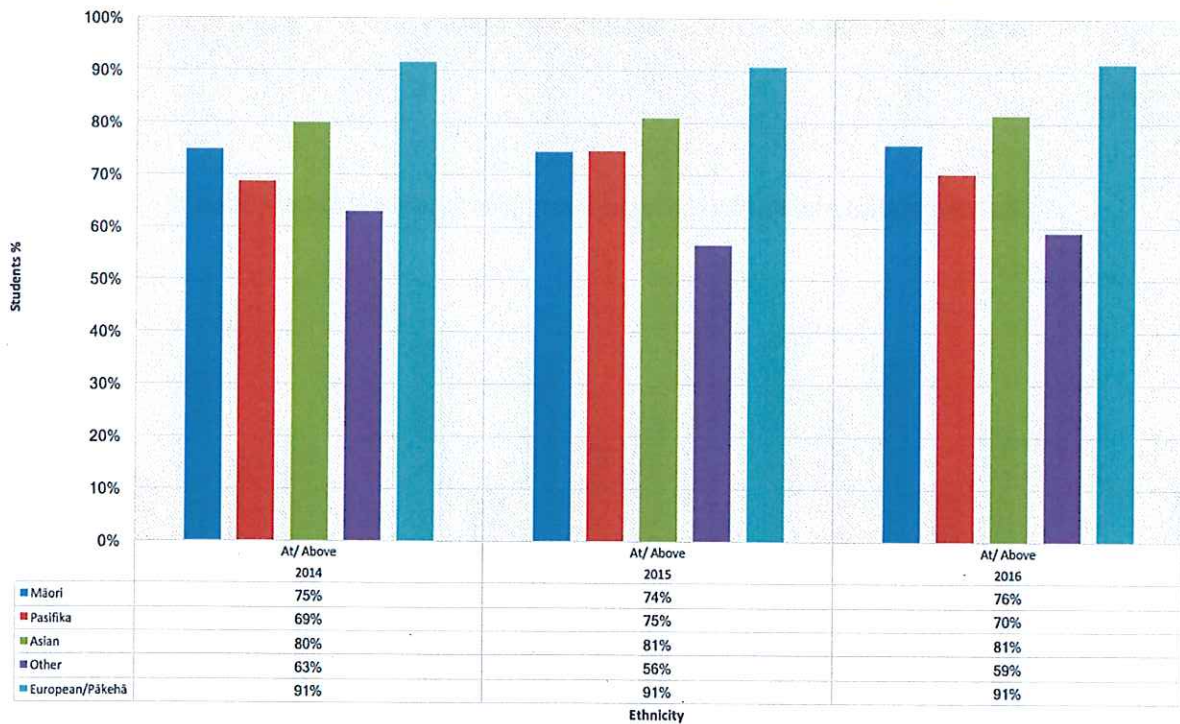
### Capital City Kāhui Ako Maths National Standards % 2014-2016 by Ethnicity



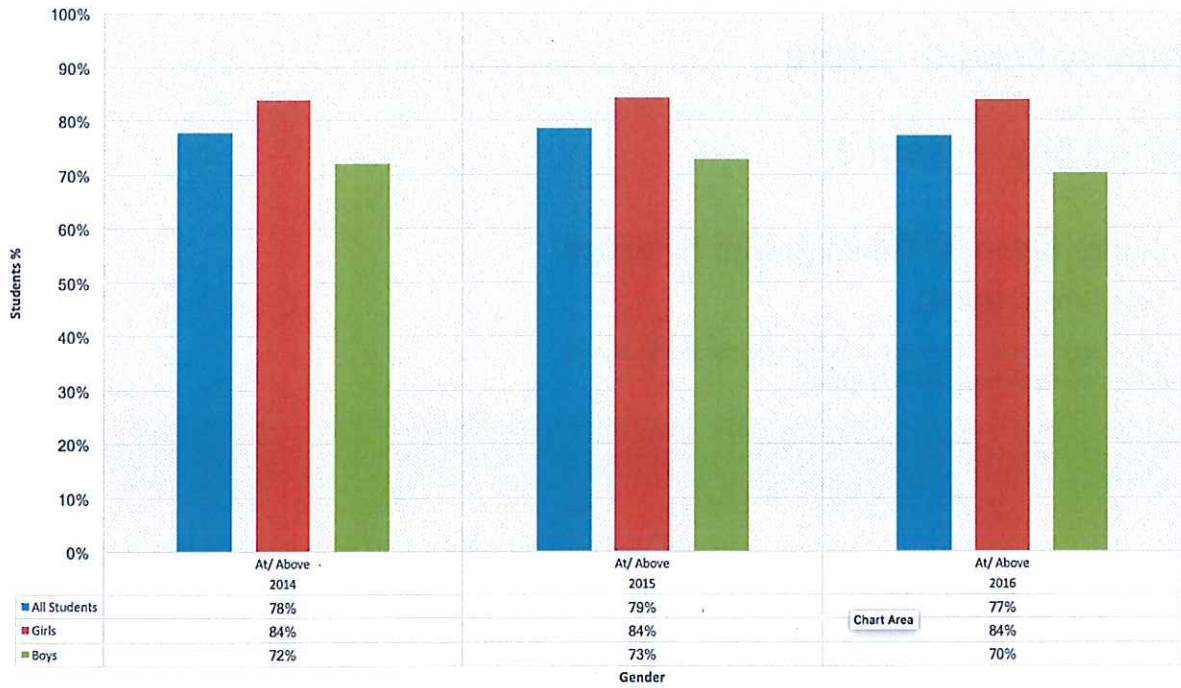
Capital City Kāhui Ako Reading National Standards % 2014-2016 by Gender



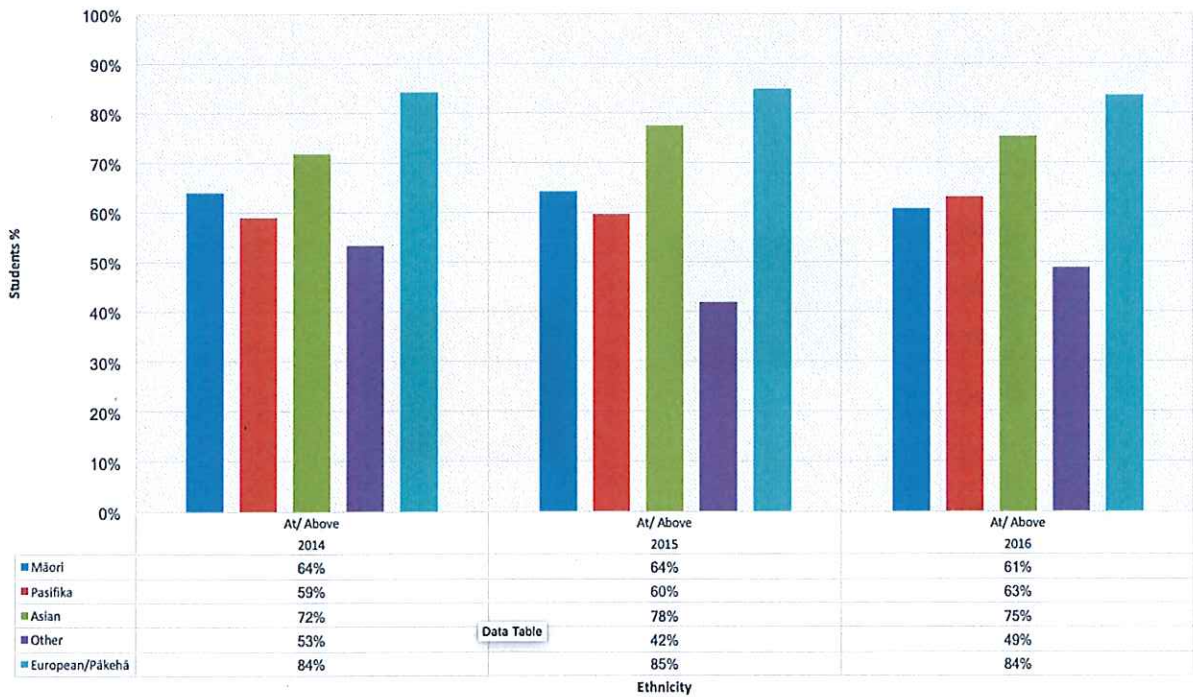
Capital City Kāhui Ako Reading National Standards % 2014-2016 by Ethnicity



### Capital City Kāhui Ako Writing National Standards % 2014-2016 by Gender



### Capital City Kāhui Ako Writing National Standards % 2014-2016 by Ethnicity



# Thinking with Evidence

## Primary School — 2018

### Island Bay — Year 4

#### Junior Science: Thinking with Evidence

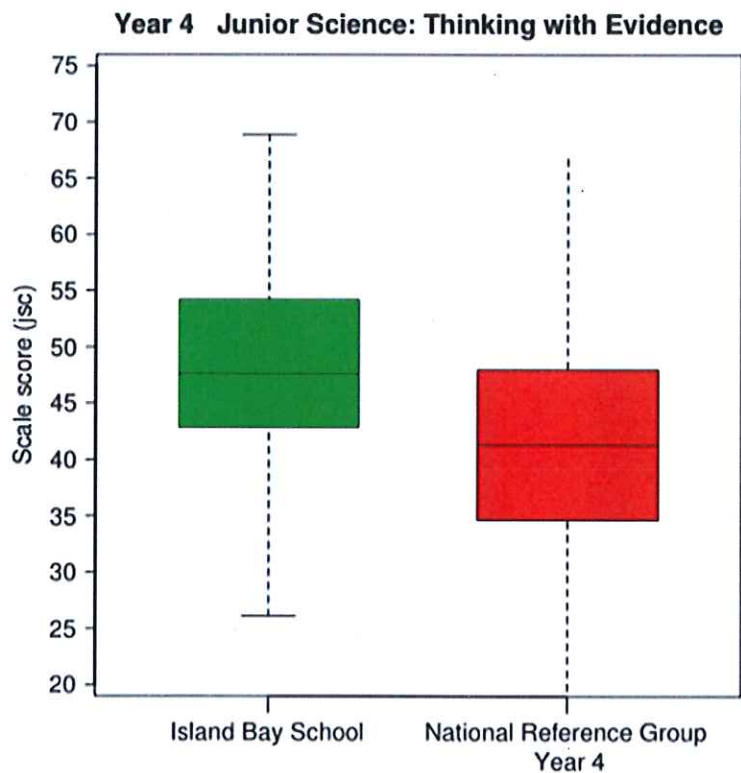
#### Year Group Report

*Island Bay School Year 4 (Reference Group Used: Year 4)*

*Filtered by All genders, All Ethnicities*

Number of Students	Mean Scale Score (jsc)	Standard Deviation Scale score (jsc)	Median (jsc)	Lower Quartile (jsc)	Upper Quartile (jsc)	Lowest Score (jsc)	Highest Score (jsc)
75	47.9 (41.3)	8.9 (9.9)	47.6 (41.3)	42.9 (34.7)	54.2 (48.0)	26.1	68.9

*Numbers in brackets provide statistics for all students in the national reference group.*

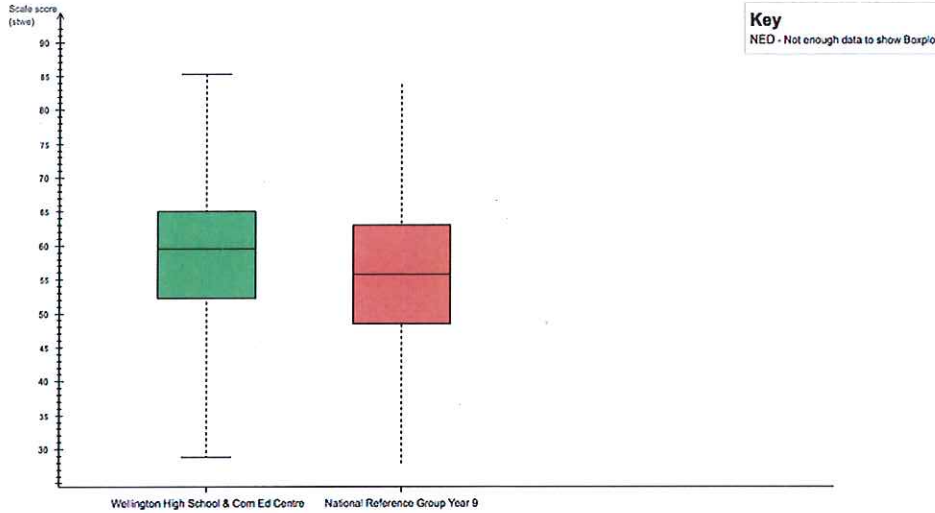


# Wellington High School — Term 1 2019

## Year 9

Number of Students	Mean Scale Score(stwe)	Standard Deviation Scale Score(stwe)	Median(stwe)	Lower Quartile(stwe)	Upper Quartile(stwe)	Lowest Score(stwe)	Highest Score(stwe)
216	58.4 (55.8)	9.5 (10.8)	59.5 (55.8)	52.2 (48.5)	65 (63.1)	28.8	85.2

Numbers in brackets provide statistics for all students in the national reference group.



## Year 10

Number of Students	Mean Scale Score(stwe)	Standard Deviation Scale Score(stwe)	Median(stwe)	Lower Quartile(stwe)	Upper Quartile(stwe)	Lowest Score(stwe)	Highest Score(stwe)
237	65.5 (60.5)	13.1 (11.5)	65.8 (60.5)	55.1 (52.7)	74 (68.3)	37.3	104.1

Numbers in brackets provide statistics for all students in the national reference group.

