

# ŌTARA Ō TE RERERANGI KĀHUI AKŌ



2019-2021 ACHIEVEMENT PLAN

## Our Kāhui Akō



*This map indicates  
the approximate  
location of*  
**ŌTARA Ō TE  
RERERANGI KĀHUI  
AKŌ'**

- Manukau Technical Institute
- Mayfield Primary School
- Te Kura Kaupapa o Māori Piripono Te Kura Whakahou ki Ōtara
- Nga Taonga Aroha Early Childhood Centre
- KiNZ Early Childhood Centre
- Banardos Early Learning Centre Otara
- Sir Edmund Hillary Collegiate Junior School
- Sir Edmund Hillary Collegiate Middle School
- Sir Edmund Hillary Collegiate Senior School
- School of Secondary Tertiary Studies MIT



Otara is licensed to provide care and education for 55 children, including up to 15 under two years of age. Parents enrol their children for full days or for sessions. We are a Centre that reflects Pacific peoples in Tamaki Makaurau. The largest ethnic group is Samoan followed by Tongan and Cook Island Māori. We have some Pacific Kaiako who are fluent in their language, affirming tamariki in their sense of identity. Barnardos Early Learning Centre-Otara is full of life and strive to support the tamariki sense of well-being and belonging by using their cultures to link home and Centre. We are located at the heart of Otara that makes our Centre culturally enriched and responsive to the community. We have great parents and whānau participation in making any cultural celebration or centre events a successful one. We are privileged to have parents and whānau share their kete of knowledge and their cultural beliefs and practices in creating an environment rich, in cultural celebration.



Like the Totara trees that greet us as we enter Nga Taonga Aroha Early Childhood Centre, we believe in developing a foundation and environment that has a great girth of aroha, Whanaungatanga, Manaakitanga, and Turangawaewae; the durability and longevity of mind and body for both our tamariki, our whānau and ourselves as kaiako and as an extension of the Otara community."



KINZ Otara is a full day child care and early childhood learning centre where we promote positive attitudes to difference and diversity, and authentic relationships with our children, parents and whānau. We are licensed for 50 tamariki from age 2 to 5 years old. Our KINZ Otara team focus on promoting and including Māori culture in an integral way, using reo, waiata, legends and customs to uphold Te Tiriti O Waitangi. Pacific children and their families enrich our centre in numerous ways and we are dedicated to respecting and valuing the rich diversity of Pacific cultures within our child care centre.

We provide an inclusive environment that is fair and supports all ākonga to be involved as part of our KINZ community. For children who require additional learning support, this means that they will participate in all aspects of the programme. KINZ Otara is a well-resourced dynamic early learning environment with plenty of space and a good flow of play between the indoor and outdoor environments.





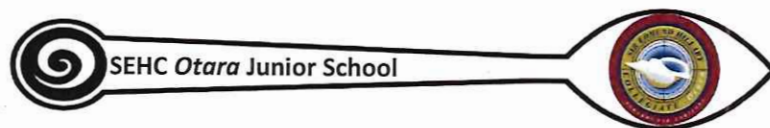
Mayfield School caters for students in Years 1 to 6. The school has a growing roll of close to 400 children. Twenty percent of learners are Māori, and 77 percent have Pacific heritage. The school's mission is to develop "transformative learners who collaborate, build new understandings, use information technologies as tools for learning, self-regulate and be innovative problem solvers, in the local, wider and global community".

The values of Whanaungatanga (relationships), Manawaroa (resilience), Takohanga (responsibility), and Whakaute (respect) underpin the mission. These values are well understood and supported by parents, teachers and students.

Leaders and teachers are focused on:

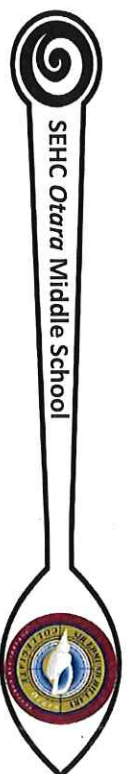
- Achievement of students in Reading, Writing and Mathematics
- outcomes for students with special/additional learning needs
- progress and achievement in relation to school targets
- outcomes related to engagement and wellbeing for success
- outcomes related to identity, culture and language.
- Providing a wide range of learning experiences through education outside the classroom (EOTC).

The school has strong connections and relationships with parents, whānau and the community that support children's learning. Trustees, school leaders and staff recognize and affirm the diverse identities, languages and cultures of parents, whānau and the community." ERO report 2017. Mayfield enjoys a stimulating learning environment for the students and a supportive and collaborative environment for the staff.



Whiria te tangata. Weave the people together – At Sir Edmund Hillary Collegiate Junior School we are committed to the well-being of all of our tamariki and this is reflected in our school values; Whanaungatanga, Respect and Excellence. With our community located on the fringe of Ngati Otara park and our local river, we are reminded that we are the kaitiaki (guardians) of each other and our beautiful native estuary. We all are focused on the future and working in partnership with our community to ensure the best outcomes for our Year 1-6 learners. We look forward to working within Tara Te Irirangi Kahui Ako, for the betterment of all. He aha te mea nui o te ao - What is the most important thing in the world? He tangata, he tangata, he tangata - It is the people, it is the people, it is the people.

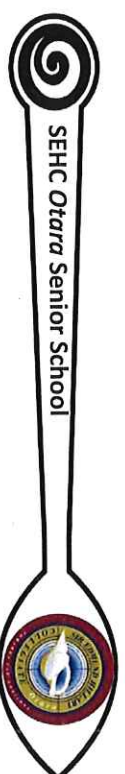




At Sir Edmund Hillary Collegiate Middle School students embark on a journey of working together to succeed. We refer to this as "He waka eke noa, Rowing the Waka Together" or never letting anyone fall behind, uplifting each other in a positive manner.

This experience is our personalized approach to the middle school teaching and learning and is designed to give students a wide variety of opportunities to discover learning across the curriculum. Learning is exciting and rich in cultural context that quickly engages student's critical thinking. We believe in nurturing the whole student; emotional, social, physical and spiritual well-being is experienced in our celebration of all cultures which happens throughout the year.

As you walk into our school street you see the collegiate values of excellence, whanaungatanga and respect flying high along with our Middle School Mana wall. These values underpin the way we do things in and outside the classroom.



The senior school is part of the Collegiate with the Middle and Junior school and all three schools are located on the same site. It is governed by a single board of trustees. It is situated in Otara and has a student roll of 515 students.

It has students from year 9 to 13. These students are predominantly from Pacific nations, particularly Samoa, Tonga and the Cook Islands.

Twenty percent of the Senior school students are Māori.

The senior school has close ties with Manukau Institute of Technology (MIT) and a number of courses are being offered in cooperation with MIT. Students benefit from courses like Electrical, Automotive Computers and other opportunities offered by the relationship with MIT.

The school is rich in culture and cultural events are celebrated collegiate wide on a regular basis. It also has a proud history in its participation in the ASB Polyfest. Students have the opportunity to participate in most of the major sport code. On the academic terrain the school has consistently improved and the NCEA results of the last five years show that progress is sustained and noticeable improvements are made on an annual basis.



It is NZ's First Tertiary High School based at Manukau Institute of Technology (MIT) in Otara, South Auckland. The School of Secondary-Tertiary Studies (SSTS) provides an opportunity to complete NCEA qualifications in Level 1, 2 and 3 as well as University entrance (UE). At the same time, students get a taste of various Trades and courses available at MIT to help map out their future pathway. We know that the learning in the school classroom doesn't work for everyone. Some students find it hard to learn in a traditional school environment. They enjoy hanging out with their mates, but struggle to stay engaged in the classroom.

#### **Background**

- A programme at a polytechnic (MIT) offered collaboratively with secondary schools mainly (Counties Manukau) catchment area
- Schools/parents/MIT identify students who have potential but are unlikely to succeed in a school setting
- Selected students enter SSTS in Year 11 to complete their secondary schooling (= NCEA Level 3) and a two year Career and Technical Education (CTE) qualification (diploma / Year 1-2 of a degree, etc)

#### ***Students targeted for the programme are likely to be:***

- underperforming and likely to fail at school
- pose a potential threat of disengagement
- likely to finish school with little or no qualifications
- at risk educationally but not yet in risk
- interested in a career path that is appropriate to an institute of technology
- Will be reflective of the communities of Counties Manukau i.e. Māori, Pacific peoples etc.
- from a low decile school and/or low income family
- first-in-family to undertake tertiary education and family and training

#### ***Special features***

- "College knowledge" emphasis in literacy, numeracy and technology
- High levels of supervision and monitoring
- Personal development related to their school
- All CTE qualification classes are normal scheduled MIT classes
- CTE support programme alongside the MIT classes
- All work activity in the programme is credit bearing
- Students will get their NCEA qualification and the CTE Qualification (and possibly an Associate Degree)





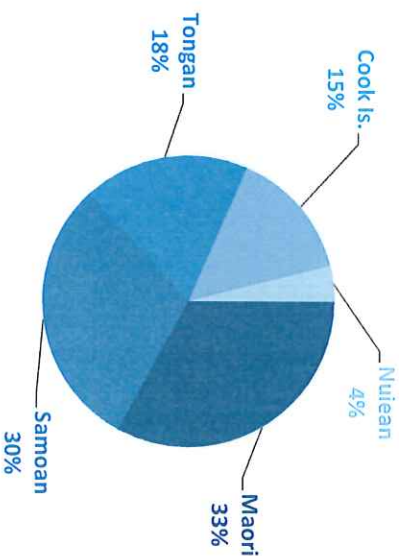
## Kura Kaupapa Maori o Piripono



Ko ngā mātāpono o Te Aho Matua te tūāpap kua kōtuia ki ngā whakahaeretanga katoa o te kura. Ka noho te kura hei āhuru mōwai mo te tamaiti, kia poiipoiā, kia wakatipu i tōna tuakiritanga, kia tipu kōhiritito ai hoki tōna katoa, hei te mutunga iho, ka eke ai ki te Panekiritanga o angītū mo ngā Mātauranga Māori tuatahi, ā, mo ngā Mātauranga kē atu anō hoki.

## Kahui Ako Y1-13 Student Ethnicity

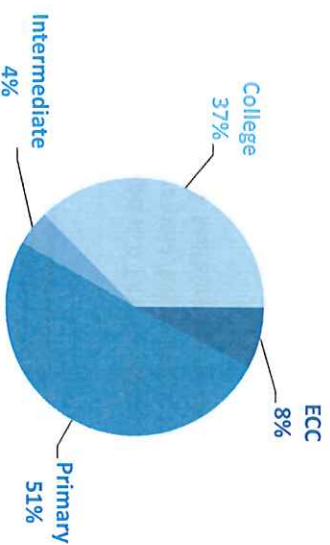
### ETHNIC GROUPS IN OUR KAHUI AKO



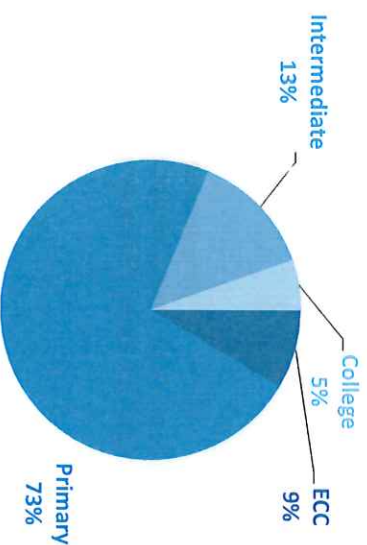
Please note: This excludes the Early Childhood Centres as these numbers were not available.

SCHOOL/CENTRE	July 18	% Māori	% Pas.	% Sam.	% Tong.	% Cook Is	% Niue
Banardos ECC	53	15%(8)	79%(42)				
KINZ ECC	47	26%(12)	57%(27)				
Nga Taonga Aroha ECC	21	38%(8)	52%(11)				
Mayfield	358	26%(93)	71%(254)	28%(71)	17%(43)	18%(46)	6%(15)
Te Kura Kaupapa o Māori Piripono Te Kura Whakahou ki Ōtara	59	98%(58)	2%(1)				2%(1)
SEHC Junior School	394	25%(99)	74%(291)	33%(96)	25%(73)	11%(32)	5%(14)
SEHC Middle School	208	23%(48)	76%(158)	33%(52)	16%(25)	23%(36)	3%(5)
SEHC Senior School	513	18%(92)	80%(410)	41%(168)	22%(90)	15%(61)	2%(8)
School of Secondary Tertiary Studies MIT	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	1653	418	1194	387	231	175	43

### EDUCATION SECTOR IN OUR KAHUI AKO



### MAORI IN OUR KAHUI AKO



In our Kahui Ako the major ethnic groups are Maori, Samoan, Tongan, Niuean and Cook Island. Our achievement challenge considerations and decisions are based on the composition of the students that attend our schools and centres. The golden thread of cultural capital will help to enrich and energise our outcomes. As a Kahui Ako we need to use this richness and focus on goals and targets that will achieve accelerated academic success that encompasses the nurturing of culture, heritage and language of our Akonga.



## Our Purpose

The purpose of our Kahui Ako is to create a community culture of collaboration dedicated to empowering akonga to nurture attitudes, values and beliefs so they will experience success and reach their full potential now and in the future.

Our local Kaumatua blessed our Kahui Ako with the name, Otara o te Rererangi. When explaining its meaning he referred to a light shooting into the sky which he compared to Otara akonga growing success, soaring up. He stated this whakatauke to further express the connection to our new name and akonga search for knowledge.

Ma te rongō, Ka mohio, 'Through listening, comes awareness

Ma te mohio, Ka marama, 'Through awareness, comes understanding

Ma te marama, Ka matau, 'Through understanding, comes knowledge

Ma te matau, ka ora, 'Through knowledge, comes life and well-being

Wellbeing is vital for student success. It is strongly linked to learning.

Akongā level of wellbeing is shown through their satisfaction with life at school, their engagement in learning and their social and emotional behavior. In partnership with whānau, communities and schools or Learning Centres a focus on akonga experiencing positive relationships will result in an even higher level of satisfaction in learning.

Professor Sir Mason Durie's Well-being model of Whare Tapa Whā, identifies the 4 Pou that foster wellbeing so akonga feel safe and engaged fully with their learning. This holistic approach will give the akonga a sense of wellness, resilience and happiness- 'ma te matou, ka ora'.

## Our Vision

Ōtara o te Rererangi Kāhui Ako believe to be more successful we need to be:

*Moving forward, success together*

Our Vision, 'Moving forward, success together' expresses our Kahui Ako urgency to collectively share successful strategies that will progress learners outcomes, nurturing a culture of Whakawhanaungatanga. We acknowledge the rich opportunities there are when we work together to empower akonga to be connected and reach their potential.

Our achievement challenges have been created following intensive discussions and consultations with key stakeholders.



## Whakatauki

*'He waka eke noa'*

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

This Whakatauki expresses the way our Kāhui Ako agree to work together. Working together we can grow stronger and achieve success as a collective- 'your success is our success'.

The Whakatauki also refers to our visual of a Waka (canoe) moving forward to succeed. The 9 oars represent the schools and learning centres in our Kāhui Ako. No one oar is greater than the other but together working in unison, the Waka moves and the force is stronger. The oars give power to the waka to forge ahead. The paddles display a value of how the schools or centres agree to work. They are also values from the respective schools and is identified as ways we have agreed to work together.

The design in the centre of the waka is a version of the 'Puhoro' Kowhaiwhai pattern which represents speed, swiftness and agility. The koru portray new hope- new beginnings, growth and regeneration.



*Drawing by students Kocheec Pirini and Connor Takiri*

## Our Values

Our Kāhui Ako value:

- **Whanaungatanga**- Is about relationships, connections and feeling a sense of belonging. Relationships are developed through shared experiences and working together collaboratively.
- **Manaakitanga**- Showing respect, using support, generosity and care for others views and opinions. Being mindful when challenging for change.
- **Kaitiakitanga**- Guardianship and protection with reference to the akonga we teach ensuring their culture, language and heritage is nurtured and preserved.
- **Manawaroa**- Resilience and persistence are habits we will use to remain steadfast to making a difference for all akonga.
- **Te Taha Whanau**- Establishing strong relationships with family, whanau and community will strengthen the akonga wellness.
- **Whakaute (respect)**- Displaying integrity and equity for all and self, allowing everyone to have a voice and a time to share.
- **Kairangi (excellence)**- The quality of being outstanding and displaying high expectations for learners outcomes.
- **Orangatangā** – Is wellbeing; nurturing to balance hinengaro (mental), tinana (physical) and whanau (family) health will strengthen ones wairua (spirituality) which in turn increases positive outcomes for our Kāhui Ako and akonga.



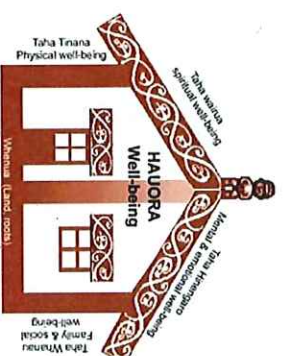
## Our Journey

Our Kahui Ako began with the Leaders sharing their individual beliefs about a culture of learning. The Leaders wanted to maintain their own schools independence, uniqueness of culture, heritage and identity, but were committed to working together for the benefit of students reaching their potential. They began to understand how looking past their own school and treating the student as the most important Taonga (gift) it was easy to begin to dream about creating meaningful learning pathways for them. Leaders met monthly and spent this time discussing each schools uniqueness and identifying the areas that they felt were their core beliefs and values that needed to be incorporated in the Kahui Ako. A Trust model was established and an agreed way to work together began to strengthen.

The introduction of key staff members from their respective schools to attend meetings was to increase collaboration and additional value into discussions. By the forth term began analyzing schools' data. We agreed we could not continue to do the same things but needed to change and do things differently. We looked for common areas that required attention. We agreed to the following:

- Well being
- Maori engagement and retention
- Authentic teaching and learning programs (cultural responsive and relational practices)
- Community engagement

Student achievement is strongly linked to learning. A student's level of wellbeing at school is shown by their satisfaction with the life at school, their engagement with learning and their social- emotional behavior. It is enhanced when evidence informed practices are adopted by school in partnership with whanau and community. Optimal student wellbeing is mostly identified as a positive feeling and attitude, positive relationships at school, resilience, self- optimism and a high level of satisfaction with learning experiences (Noble & Wyatt:2008) J Gowers says, 'no significant learning can occur without significant relationships'.



Leaders shared with their staff and discussed at the next meetings. Cor from data) and feedback we came to a consensus of 3 achievement challenges:

1. Success for Maori as Maori
2. Community Engagement
3. Cultural responsive and relational practices.

We would use wellbeing as the golden thread weaving through each of the achievement challenges.

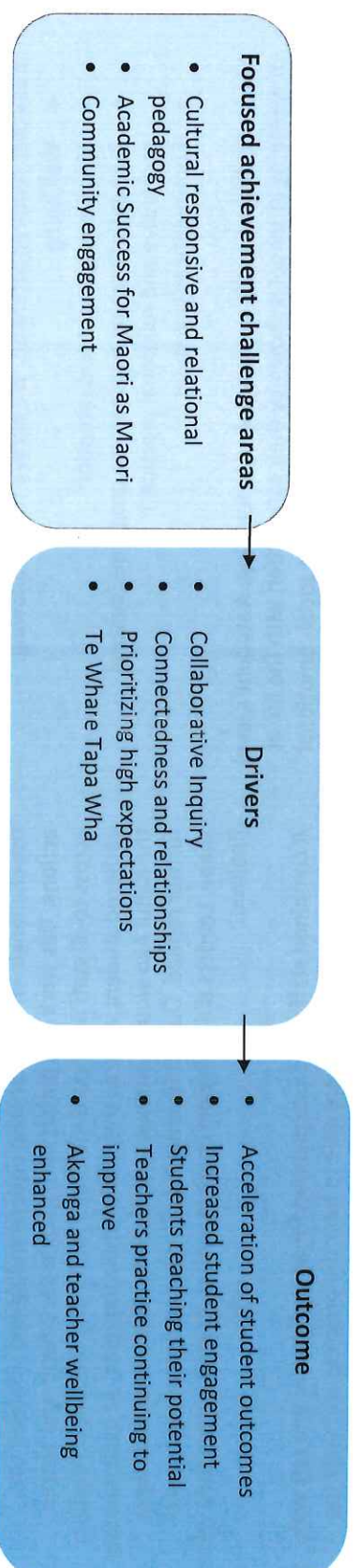
At this point each leader from our Kahui Ako chose an achievement challenge and staff elected to work in the groups to work on molding the challenge: writing a shared understanding and outlining the actions. This work was placed onto google documents and shared across to all staff and board members for further feedback. Teachers gathered student voice as they added their thoughts. At each meeting the Kahui Ako would continue to provide feedback and ideas were further refined. Our achievement challenges were starting to take shape. Leaders did their final check in with their staff before they were finalized.

A combined staff event was planned for all staff to mix and talk with each other. They also were able to hear the progress and view the finalized challenges. This was the first opportunity for staff from all schools and centres to meet each other. At the conclusion of the event staff shared how successful it was.

The final part of our work was to gather whanau and student feedback. Some of this feedback has been attached on page 15, 17 and 19.

## Kahui Ako Direction

In our Kahui Ako we aim to create meaningful pathways for our akonga to be confident and connected to reach their full potential in life,



## Achievement Challenges

We believe that with the 3 Achievement Challenges with the delivery of authentic and meaningful contexts aligned with Prof. Mason Durie, Whare Tapa Wha philosophy based on wellness. Our Kahui Ako will connect learning outcomes that will engage akonga learning to reach their full potential.

### Cultural Responsive and Relational Practices

Te Taha Hinengaro – Wellbeing survey  
Te Taha Wairua - Learn about Otara  
Te Taha Tinana- Collate programs used  
Te Taha Whanau- Whanau partnership program

### Community Engagement

Te Taha Hinengaro – Collect and analyse parent, Whanau community voice  
Te Taha Wairua- Data base of parents' skills & expertise  
Te Taha Tinana- Kahui Ako Health Expo  
Te Taha Whanau- Whanau day

### Success for Maori as Maori

Te Taha Hinengaro –Wellbeing survey  
Te Taha Wairua- Iwi affiliation  
Te Taha Tinana- Design Meditation Zones  
Te Taha Whanau- Organise Network Hui



## Structure of Collaboration

*'For inquiry to be truly effective, it needs to become a way of doing business, a way of thinking, a habit of mind, rather than a discrete event' (page 43) Dweck's 2006.*

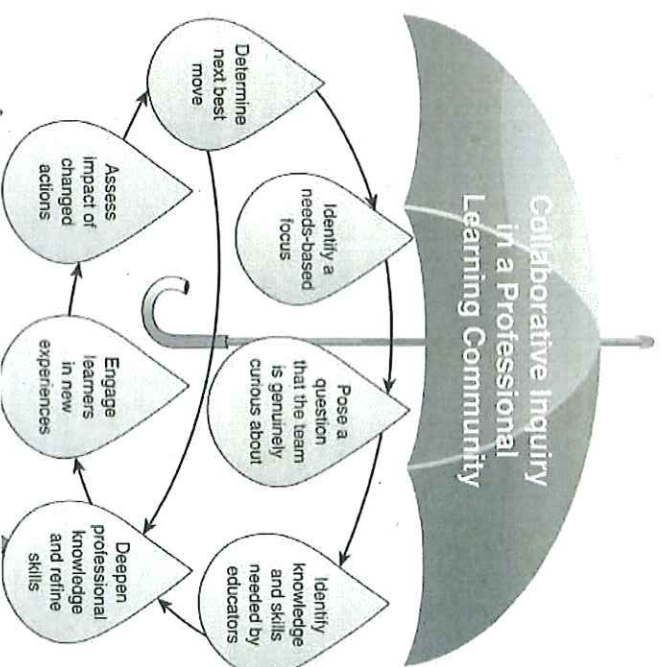
Collaborative Inquiry is a powerful strategy for building teachers capacity because it provides a structure for teachers to be authentic leaders and decision makers. Using data and evidence collected by teachers, leaders and communities can work together to systematically examine their educational practice. For collaboration inquiry to be successful it needs to be ongoing where the sharing of knowledge and interaction is frequent. The collaborative group work on focusing and refining challenges and making connections within and out of the group. Increased efficacy and agency will be experienced by educators and leaders when collaborative opportunities are practiced.

For our Kahui Ako to be successful we need to develop a collective responsibility for equity and excellence across all schools in our community. Openness to learning and a willingness to share information and evidence are important factors for collaborative inquiry. Only then will our community experience improved professional practice and enhanced student's outcomes.

Heifetz, Grashow, and Linsky(2009) noted that when individuals and communities meet adaptive challenges, they themselves become somewhat different-they adapt. Change of this magnitude is not easily accomplished, as people's ideas are not easily changed. By focusing on professional learning approaches that challenge mental models and engage peoples learning and working collaboratively individuals and communities will adapt.

In collaborative inquiries teams share ideas, reveal beliefs, uncover assumptions, expose practice, and discuss difficult challenges related to learning. Leading and teaching. Learning and improving will become a collaborative journey. Once roles, and responsibilities change school improvement is redefined where responsibility shifts and creating and sharing of knowledge in practice will become the norm. Decisions become less directive and more working together in the teams drive to improvement. Along with the increase success and wellbeing of students teams also learn how to help each other become more effective teachers and leaders. This process will define the way we will undertake our inquiry.

Knight(2011) offers seven Partnership Principles: Equality, Choice, voice, reflection, dialogue, praxis, and reciprocity further supports shaping a professional learning culture.



### Collaborative Inquiry in Professional Learning Communities

Donohoo/Velasco(2016)



'Many options are available' students do not get left behind..acceptance

My favourite thing to do is jump... I like it when my mum plays with me'

'The strength is us together'..'you feel welcome'..'we use humour in class'..'the opportunities'..  
'I like learning because want a better job and future'..'getting awards'..'celebrate working together'..



Teachers understand us'..we are one.'I love my friends..Learning if fun..  
I like Maths because I try my best'.. I do my best'..My friends are the best'

'I like drawing and writing my name'..'I love the teachers all the time'..'I like playing with my friends'..  
'I like my teacher because he makes me do my best'..'I like when I use my chrome book'..



## Target projections

To track the achievement challenges all the baseline data will be collected annually however to see the impact of our actions in particular areas we will focus in on the following targets.

ACHIEVEMENT CHALLENGES	DESCRIPTION	Baseline 2019	2020	2021	2022
Culturally Responsive and relational practices - as this is embedded we hope to see an increase in attendance.	The baseline data is based on students attending school between 70% - 100% of the time (pg. 20) across the Kāhui Ako.	41.4%	44.4%	47.4%	50.4%
	Maori Whanau Years 9 - 13	50%	53%	56%	59%
	Maori Whanau Years 7 - 8	69%	72%	75%	78%
	Non-Maori Whanau Years 9 - 13	60%	63%	66%	69%
	Non-Maori Whanau Years 7 - 8	85%	88%	91%	94%
Community Engagement - using the Rongohia te Hau data (pg. 33) Whānau reported that they are mostly/always provided with opportunities to contribute their knowledge and experiences to the school.	Year 1	70%	73%	76%	79%
	Year 2	72%	75%	78%	81%
	Year 3	77%	80%	83%	86%
	Year 4	44%	47%	50%	53%
	Year 5	57%	60%	63%	66%
	Year 6	37%	40%	43%	46%
	Year 7	57%	60%	63%	66%
	Year 8	63%	66%	69%	72%
	Year 9	38%	41%	44%	47%
	Year 10	55%	58%	61%	64%
Māori achieving success as Māori for Reading - students currently working at Achieved (pg. 39)					

## ACHIEVEMENT CHALLENGE 1- Culturally responsive and relational practices

### Our shared understanding is:

Culturally responsive and relational practices mean that **identity**, language and culture counts and that our relationships are built on the understanding that we all bring strengths to the table. *Me aro ki te hā o te ākonga. Be responsive to students learning, identities and wellbeing.* Culturally responsive and relational practices will be evident through our personal processes: (the way we engage each other), our instructional practices e.g. relationships being key to our practices, the activities we do, materials and strategies we use, along with our institutional responsiveness; administration, policies and values.

**GOAL:** *To strengthen our relational practices through culturally responsive action in order to raise ākonga achievement.*

**Rationale:** Through cultural responsiveness based on relationships we will create learning contexts and environments where power is shared, where culture counts, where learning is interactive, and learning based within authentic contexts, where everyone is connected to one another through a common view of what excellence looks, sounds, and feels like.

TE TAHA WAIRUA <b>Spirituality:</b> Our capacity to have faith, and to understand the links between people and environment.	TE TAHA HINENGARO <b>Mental:</b> Taking care of emotional health is important to all.	TE TAHA TINANA <b>Physical:</b> Making healthier choices means that we can be there for each other when helping our community.	TE TAHA WHĀNAU <b>Social Well-being:</b> Building relationships, relating well socially, communication.
ACTIONS	ACTIONS	ACTIONS	ACTIONS
Learn about the local Maunga, Te Puke o Tara, and the creek, gain perspectives and knowledge from Whānau	Collect Kahui Ako Wellbeing data and ākonga voice ( <i>refer to data pg 18- school climate</i> )	Identify and flowchart the range of practices and programmes that we currently use within Col that support physical health e.g. Wellbeing progs, Healthy eating	Establish Partnership program for whanau
PLD for staff on the Whare Tapa Wha model and the 4 dimensions ( <i>refer to data pgs 18-20 Wellbeing data</i> )	Investigate and collect teaching programs to help to support ākonga ( <i>refer to Wellbeing data pg 18-20 Teaching and learning</i> )	Network all health agencies and organize Kahui Ako expo to educate community	Collect whanau voice through Whanau nights ( <i>refer to data pgs 26-33 Rongohia te Hau</i> )
Identify and collect practices and programs that we use to connect to our Wairua ( <i>refer to attendance data pg 20-23</i> )			



CULTURAL RESPONSIVENESS AND RELATIONAL PRACTICES EVIDENCE/MEASUREMENT	
<b>ECE</b>	<ol style="list-style-type: none"> <li>1. Celebrate the Pacific peoples' Language Weeks throughout the year and engage in the Pacific peoples Storytimes at Otara Library</li> <li>2. Encourage parents and whānau to attend visits to the Library</li> <li>3. Celebrating Matariki and other cultural celebrations</li> <li>4. Ask parents and whānau to tell us their aspirations for the learning of their tamariki and show evidence of how these are met in the Learning Stories for tamariki and with documentation of the learning of tamariki on the Storypark parent portal</li> <li>5. Invite parents and whānau to kanohi ki te kanohi meetings to discuss the learning of their tamariki.</li> <li>6. Use evidence of the learning of tamariki using Learning Stories, Storypark and other Programmes we are involved in, such as the ENGAGE Project</li> <li>7. We will celebrate 100% of the Pacific peoples' language weeks</li> <li>8. We will have 30% of parents and whānau attend visits to the Library</li> <li>9. 80% of parents and whānau of 4 year old tamariki will attend kanohi ki te kanohi meetings</li> <li>10. We have been sending data regarding our involvement with the ENGAGE Programme to the Programme facilitators, so we will have achievement data available when this is ready for circulation</li> </ol>
<b>YEAR 1-6</b>	<ol style="list-style-type: none"> <li>1. Wellbeing data /survey and akonga voice</li> <li>2. Flow chart of services that can be accessed to support wellbeing</li> <li>3. Attendance and retention data</li> </ol>
<b>YEAR 7-8</b>	<ol style="list-style-type: none"> <li>1. Wellbeing data</li> <li>2. Akonga voice collected using video clip</li> <li>3. Parent voice collected by child</li> </ol>
<b>YEAR 9-10</b>	<ol style="list-style-type: none"> <li>1. Wellbeing survey data</li> <li>2. ASB Polyfest Opportunities-Credits</li> <li>3. Rongohia te Hau work and shadow coaching inquiry</li> <li>4. Use ASB Polyfest initiatives as a contextual tool for tasks and assessments</li> </ol>
<b>YEAR 11-13</b>	<ol style="list-style-type: none"> <li>1. Wellbeing survey data</li> <li>2. ASB Polyfest Opportunities-Credits</li> <li>3. Increase staff and akonga to lead Waiaata and Karakia during staff meetings and whole school briefings</li> </ol>
<b>TERTIARY</b>	<ol style="list-style-type: none"> <li>1. Track and monitor progress of akonga as they transition into full study</li> <li>2. Application forms for akonga courses</li> <li>3. Meetings with whānau on future pathways</li> </ol>

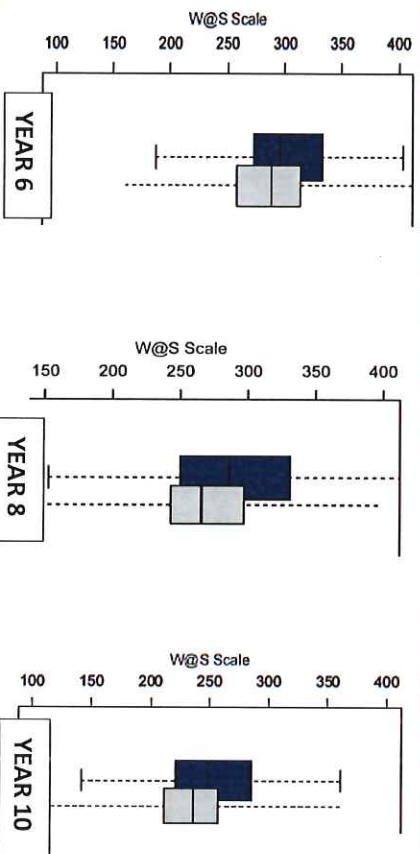
## How will our actions and outcomes impact achievement data? Our baseline data says:

ŌTARĀ Ō TE RERERANGI KĀHUI AKO 2018 WELLBEING SURVEY RESULTS

KEY: Grey box is National norm

### School-wide climate & practices

This aspect explores students' perceptions of whether a safe and caring climate is modelled through school-wide culture & practices.

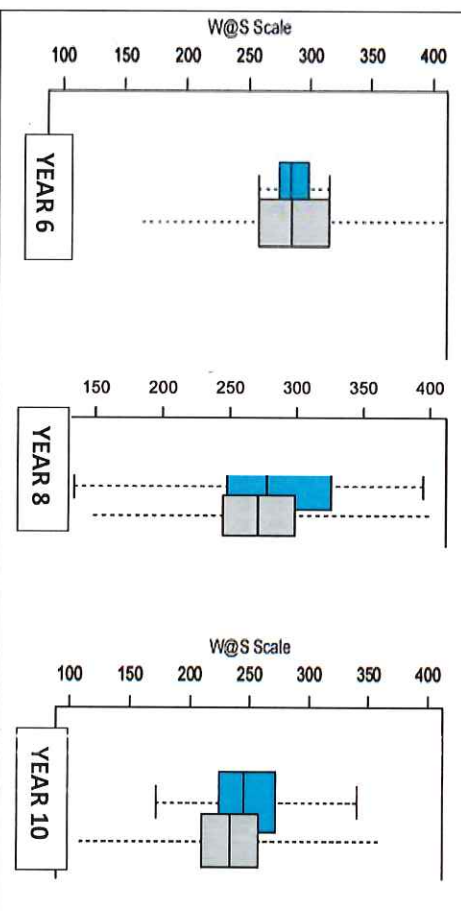


**Sub-aspect** Explores the extent to which...

- 1. Caring and collaborative school** Students perceive the school to be a caring place that models values such as caring (aroha), respect, and hospitality (manaakitanga), and collaboration with students.
- 2. Safe school** Students perceive the school to be a safe place with consistent approaches to behaviour.
- 3. Respect for culture** Students perceive the school acknowledges and affirms their different cultures and backgrounds.

### Teaching and Learning

This aspect explores students' perceptions of whether a safe and caring climate is modelled through teacher behaviours and expectations, and within the classroom learning programme.



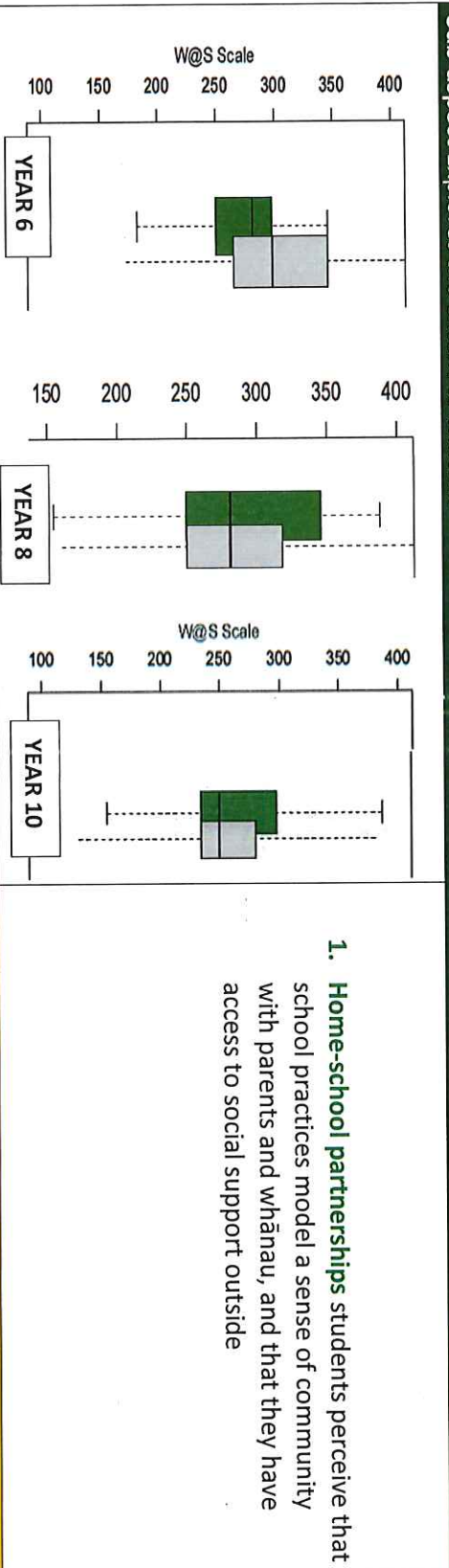
**Sub-aspect** This sub-aspect explores the extent to which...

- 1. Caring teaching** Students perceive teachers have high expectations for all students, and model and promote respectful interactions and prosocial behaviours (e.g., caring, helping, showing empathy).
- 2. Caring learning** Students perceive the learning programme provides experiences that are likely to enhance their social and emotional competencies (e.g., how to engage in social problem-solving).



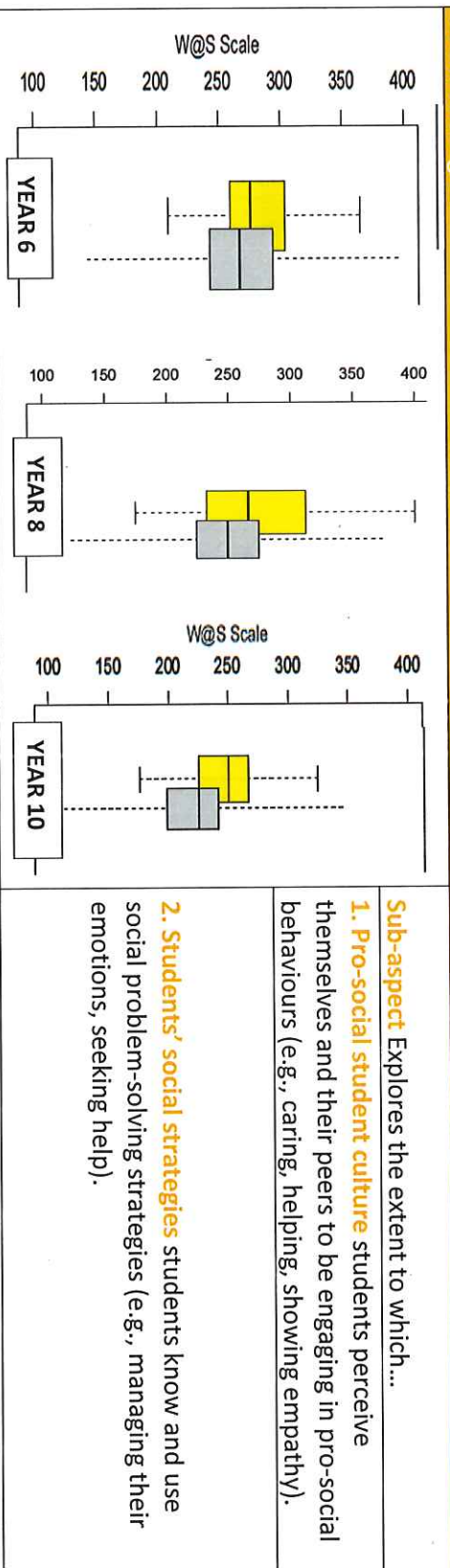
## Community partnerships

Sub-aspect Explores the extent to which...



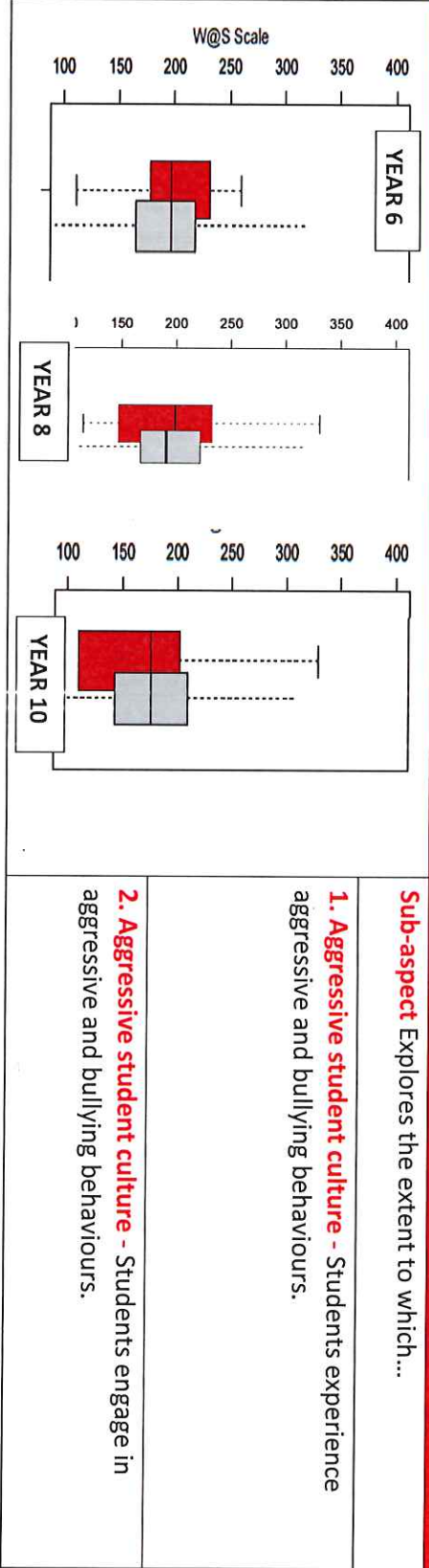
## Pro-social student culture and strategies

This aspect explores students' perceptions of the extent to which they and their peers engage in prosocial behaviours and use pro-social strategies

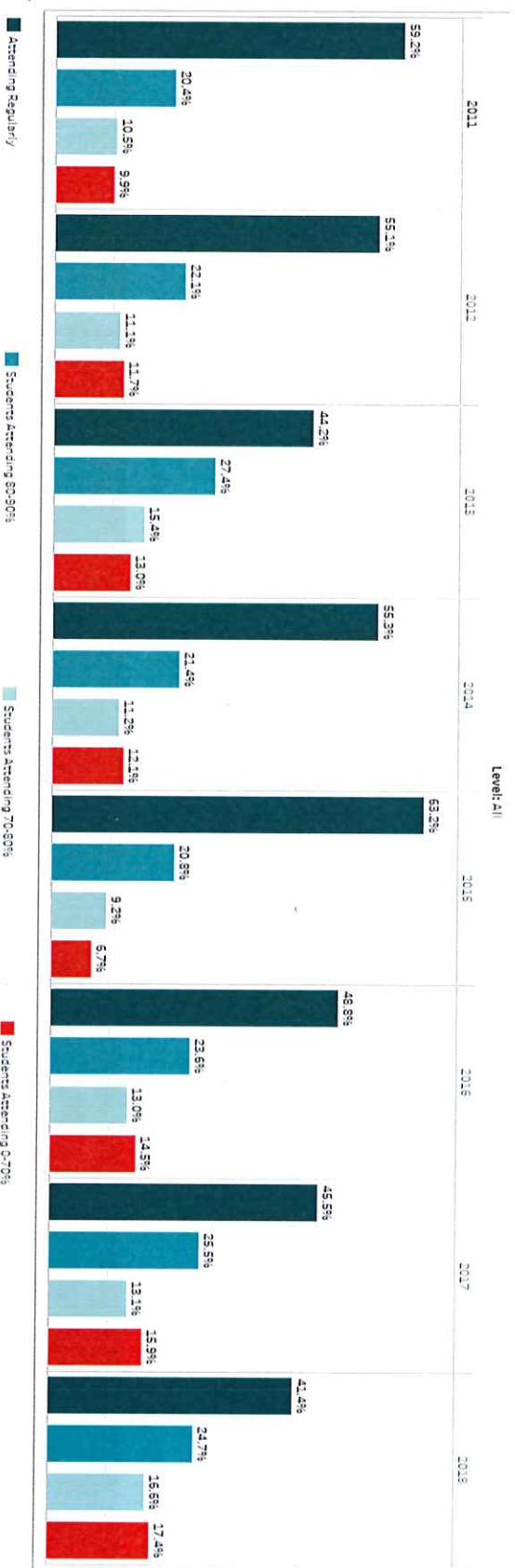


# Aggressive student culture

This aspect focuses on student behaviours. It explores the extent to which staff perceives students engage in aggressive and bullying behaviours at school.



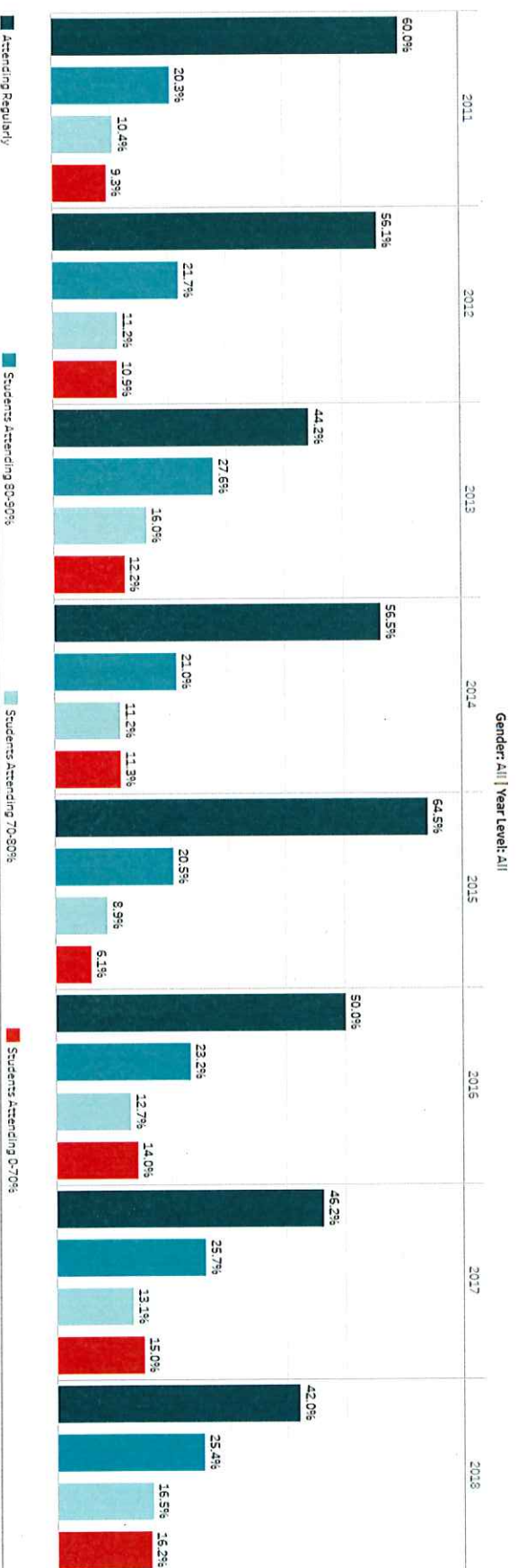
ŌTARA Ō TE RERERANGI KĀHUI AKŌ 2011- 2018 ATTENDANCE DATA All Year Levels – All akonga





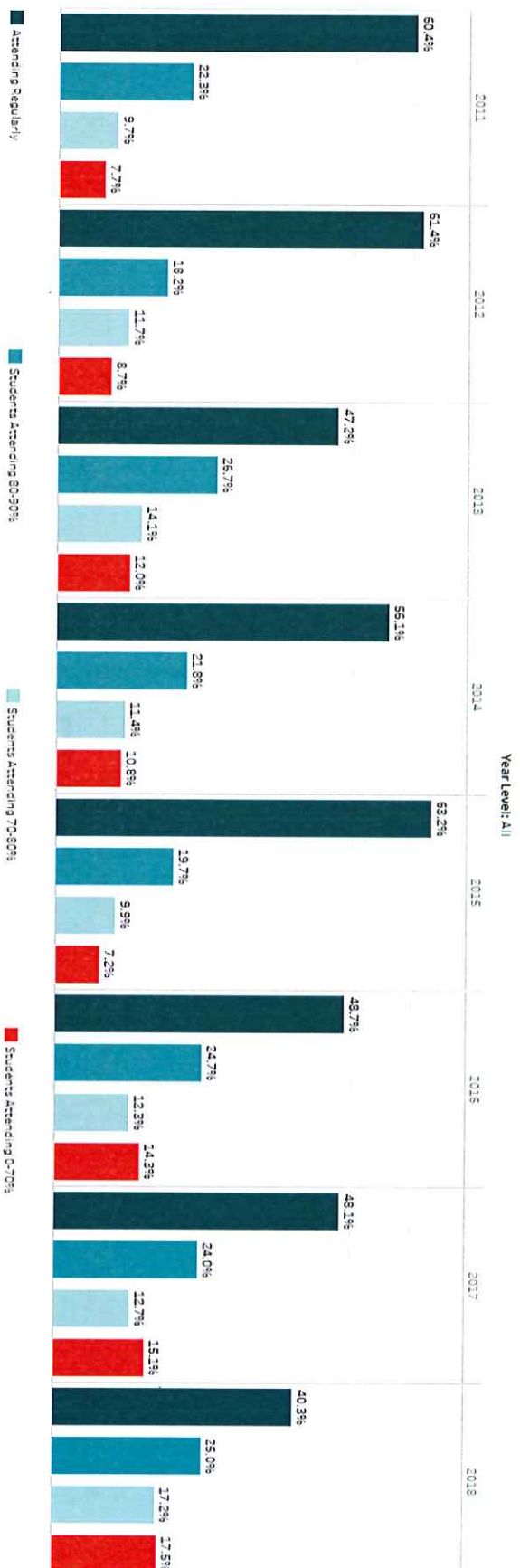
# ŌTARA Ō TE RERERANGI KĀHUI AKO 2011- 2018 ATTENDANCE DATA

All Year Levels – Pasifika akonga



# ŌTARA Ō TE RERERANGI KĀHUI AKŌ 2011- 2018 ATTENDANCE DATA

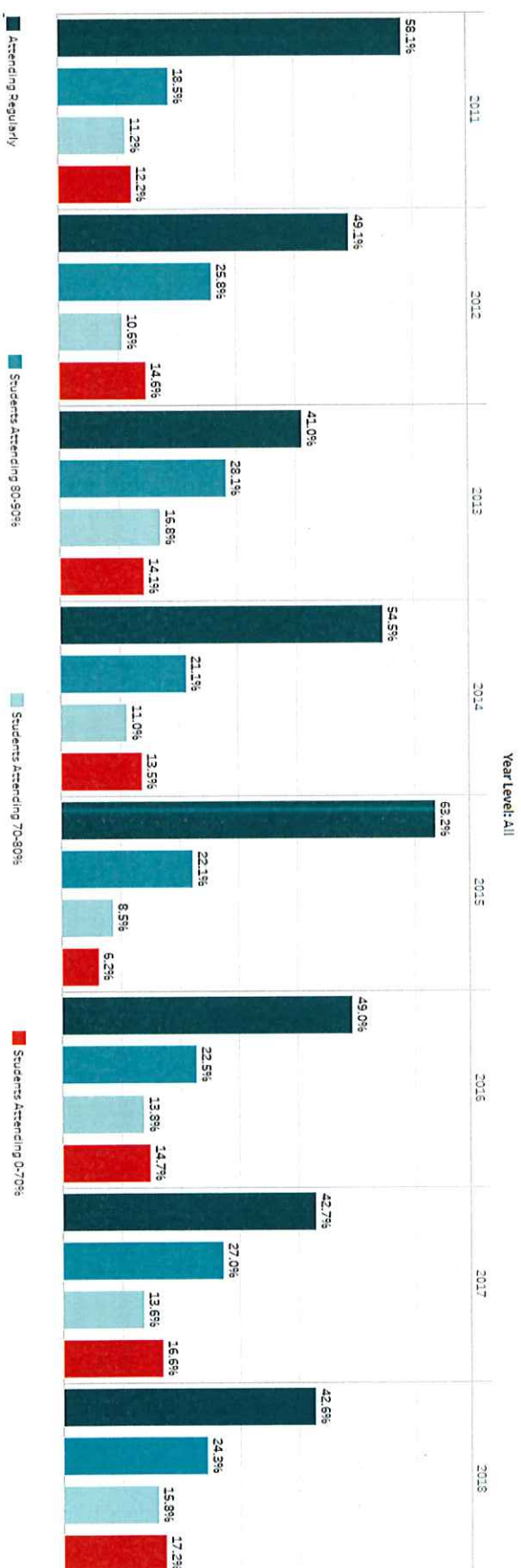
## All Year Levels – Female akonga





# ŌTARA Ō TE RERERANGI KĀHUI AKŌ 2011- 2018 ATTENDANCE DATA

All Year Levels – Male akonga



## ACHIEVEMENT CHALLENGE 2- Community engagement



**CLICK ON LINK:** <https://drive.google.com/file/d/0Bw476pAAZLVyOHUyOxZnYXo2Z0RyV/mhaam5tc1kDwWxx3dJ/view?usp=sharing>

### Our shared understanding is:

Akongga engagement is enhanced when Whānau are fully engaged.

Best Evidence Synthesis (BES) Fred Biddulph, Jeanne Biddulph and Chris Biddulph; June 2003. States: 'The influences of families/whānau and communities are identified as key levers for high quality outcomes for diverse children. Outcomes include both social and academic achievement. The focus is on children from early childhood through to the end of secondary schooling. The key levers were: family attributes, family processes, community factors, and centre/school, family and community partnerships.

Partners in Learning. Good Practice (ERO) 2008 states: Indicators of successful home school engagement comes when: 'the school values and makes use of expertise and skills of parents, whānau and families in the community; is involved in community activities and events; cultural celebrations are supported by community groups; views of parents are sought, listened to and contribute to what happens in the school; schools evaluates how well it is engaged with its community and knows which parents are involved and which are not, what the barriers might be, and the effectiveness of practices used to engage parents, whānau and families'

**GOAL:** To engage effectively with parents, whānau, families and community to enhance meaningful partnerships for learning outcomes

**Rationale:** To empower efficacy, agency and Hauora with our parents, whānau and families

TE TAHĀ WAIRUA	TE TAHĀ HINENGARŌ	TE TAHĀ TINANA	TE TAHĀ WHĀNAU
<b>Spirituality:</b> Our capacity to have faith, and to understand the links between people and environment.	<b>Mental:</b> Taking care of emotional health is important to all.	<b>Physical:</b> Making healthier choices means that we can be there for each other when helping our community.	<b>Social Well-being:</b> Building relationships, relating well socially, communication.
<ul style="list-style-type: none"> <li>Collect information to create a database of parents, whānau and community and their interests and expertise (refer to pg 37 for community inclusiveness of wellbeing data)</li> </ul>	<ul style="list-style-type: none"> <li>Initiate Home School Partnership opportunities model to be used across Kahui Ako</li> </ul>	<ul style="list-style-type: none"> <li>Organise and plan a Health EXPO day for Kahui Ako (refer to data pgs 30-34)</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities throughout the year that engage Parents, whānau, families and community (refer to pg 37 for community inclusiveness)</li> </ul>
<ul style="list-style-type: none"> <li>Gather feedback from parents, whānau and communities' aspirations for their children's' learning (refer to pg 33 Rongohia te Hau data)</li> </ul>	<ul style="list-style-type: none"> <li>Identify key stakeholder on Otara to work with Kahui Ako eg 'Thriving Otara to establish Health Expo</li> </ul>		<ul style="list-style-type: none"> <li>Organize and plan a whānau day model so recourses and ideas can be shared across Kahui Ako</li> <li>Share communication letter in different ethnic languages to inform whānau on generic information across the Kahui Ako (refer to pg 33 Rongohia te Hau data)</li> </ul>



## COMMUNITY ENGAGEMENT EVIDENCE/MEASUREMENT

<b>ECE</b>	<ol style="list-style-type: none"> <li>1. To have 85% of our parents and whānau enrolled in our Storypark parent portal and lift this to 90%</li> <li>2. To use the trisessment approach with more of our parents and whānau</li> <li>3. To capture updated aspirations from parents and whānau for the learning of their tamariki</li> <li>4. To actively encourage parents and whānau to write stories from home and entries on Storypark in their home languages</li> </ol>
<b>YEAR1-6</b>	<ol style="list-style-type: none"> <li>1. Aim 70% returns on surveys and goal setting events.</li> <li>2. Ongoing meetings with whanau in cultural groups.</li> <li>3. Collect multiple whanau surveys throughout the year e.g. Health survey, report surveys, student profile survey.</li> <li>4. Consider multiple formats when contacting whānau e.g. digital, newsletters, texting, online websites and APPs.</li> </ol>
<b>YEAR 7-8</b>	<ol style="list-style-type: none"> <li>1. Establish database of families, whānau, parents and community for events and celebrations</li> <li>2. Aim for 75% returns on surveys and Whanau events.</li> <li>3. Organise and plan opportunities for parents, whanau and families to celebrate child's learning successes</li> <li>4. Rongohia te Hau data</li> </ol>
<b>YEAR 9-10</b>	<ol style="list-style-type: none"> <li>1. Include the data and goals developed from the engagement survey conducted with parents / caregivers for Rongohia te Hau</li> <li>2. Aim for 75 % attendance for Parents-Students-Teachers Conferences</li> <li>3. Continue with and increase the translation of communication(s) to parents into the languages</li> <li>4. To roll-out the use of the School App to students and parents</li> </ol>
<b>YEAR 11-13</b>	<ol style="list-style-type: none"> <li>1. Include the data and goals developed from the engagement survey conducted with parents / caregivers for Rongohia te Hau</li> <li>2. Aim for 75 % attendance for Parents-Students-Teachers Conferences</li> <li>3. Continue with and increase the translation of communication(s) to parents into the languages</li> <li>4. To roll-out the use of the School App to students and parents</li> </ol>
<b>TERTIARY</b>	<ol style="list-style-type: none"> <li>1. Organized information careers evening for whanau</li> </ol>

How will our actions and outcomes impact achievement data? Our baseline data says:

### SUMMARY OF EVIDENCE – RONGOHIÀ TE HAU

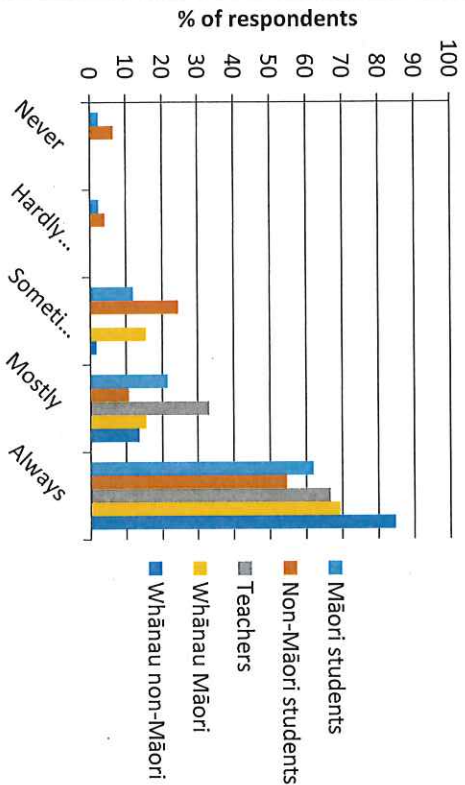
<b>SCHOOL NAME</b>	Sir Edmund Hillary College		
<b>Col (if applicable)</b>	Otara o Te Rererangi Kahui Ako		
<b>DATE OF WALKTHROUGHS</b>	9/5/18 October	<b>TIMEFRAME FOR SURVEYS</b>	
<b>TOTAL ROLL</b>	726	<b>NUMBER OF MĀORI Akonga</b>	147

### CLASSROOM WALKTHROUGH OBSERVATIONS:

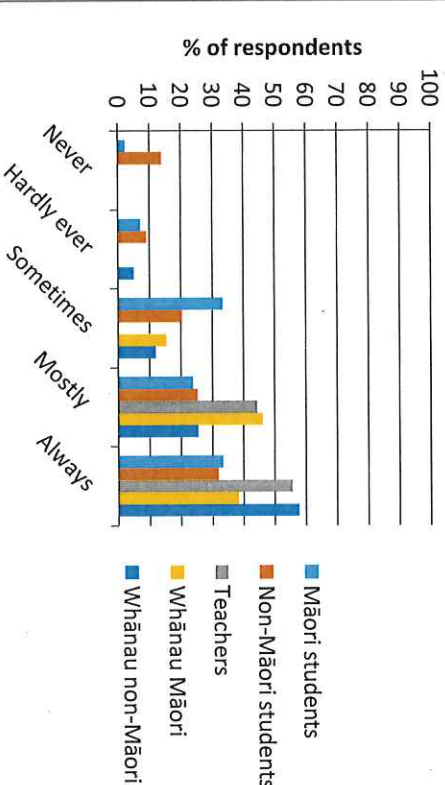
NUMBER OF OBSERVATIONS			10		
% OF STAFF OBSERVED			39		
Pedagogy continuum					
BASIC	DEVELOPING		INTERGRATING		
1	2	3	4	5	
ALL	0	0	6	3	1
LEADERS					



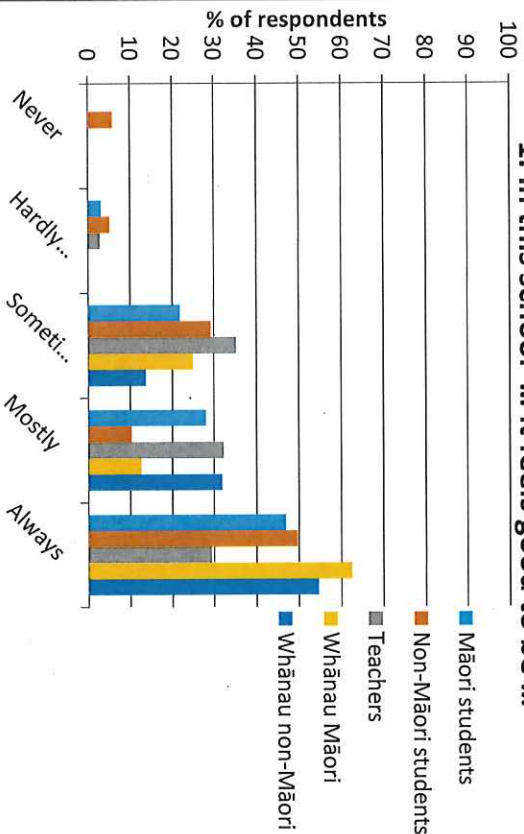
1. In this school ... it feels good to be ...



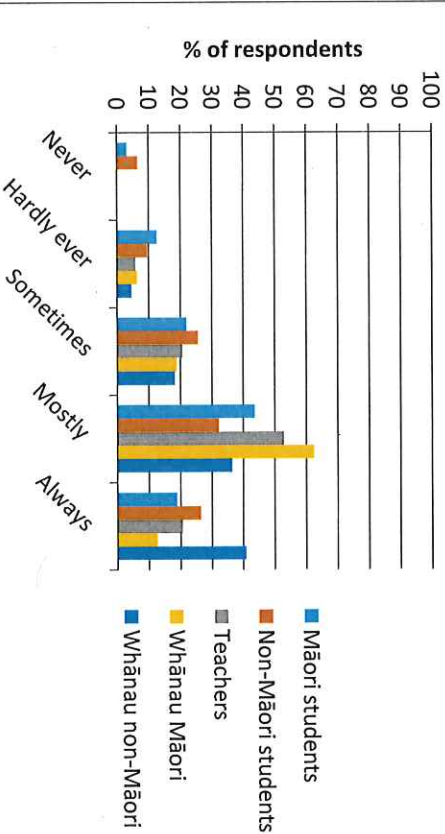
2. In this school ... I have opportunities to do all the things I want to do.



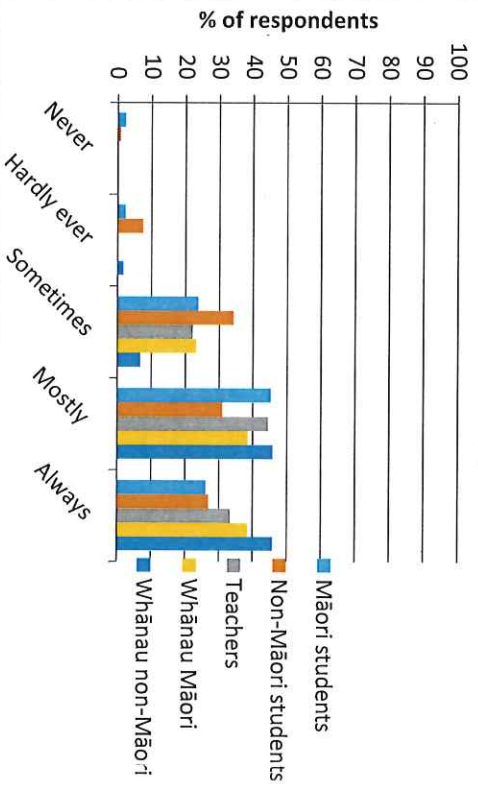
1. In this school ... it feels good to be ...



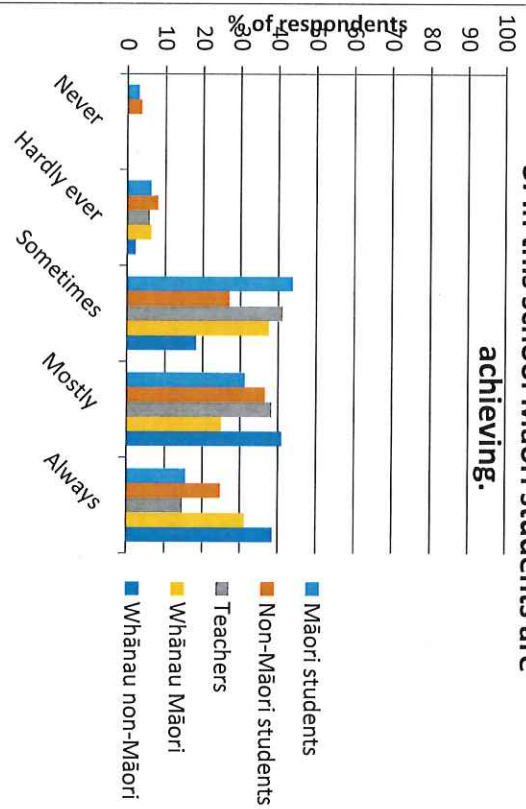
2. In this school ... I have opportunities to do all the things I want to do.



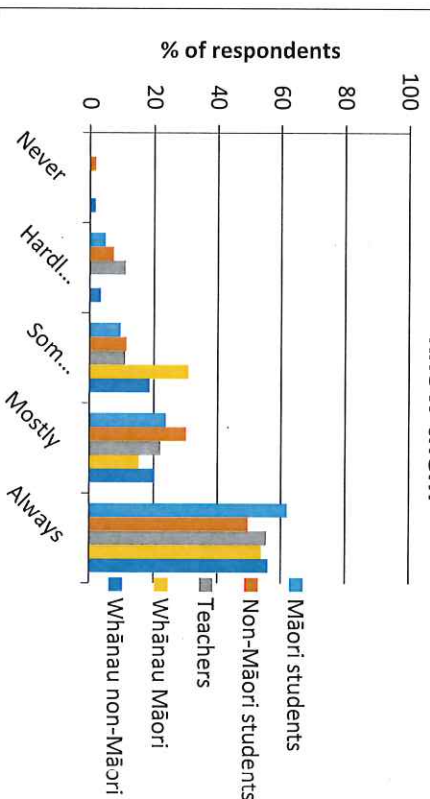
### 3. In this school Māori students are achieving.



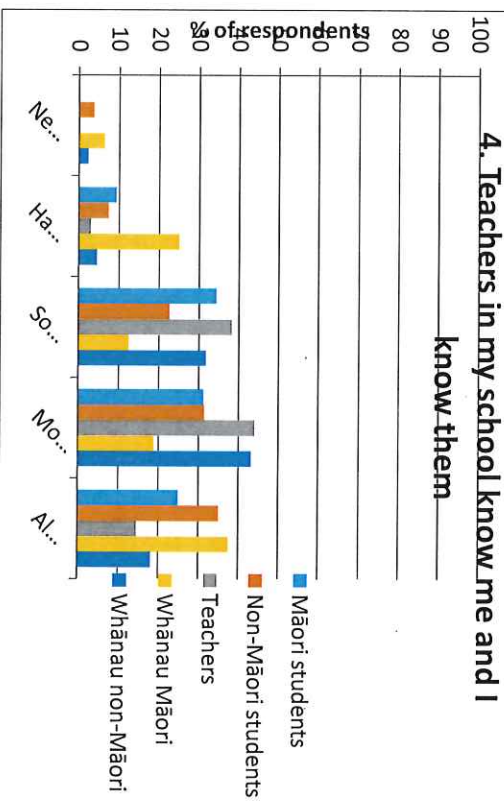
### 3. In this school Māori students are achieving.



### 4. Teachers in my school know me and I know them

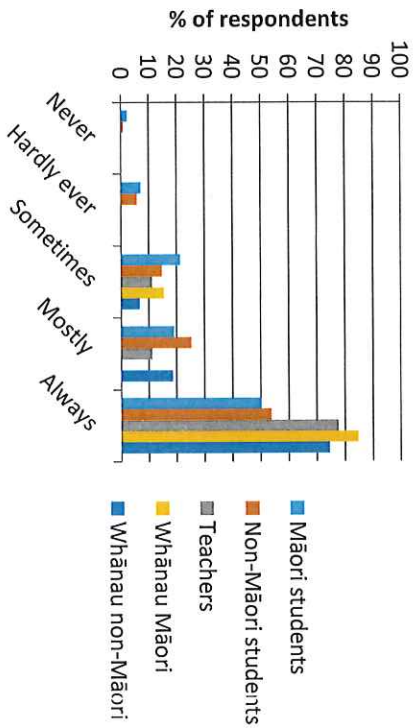


### 4. Teachers in my school know me and I know them

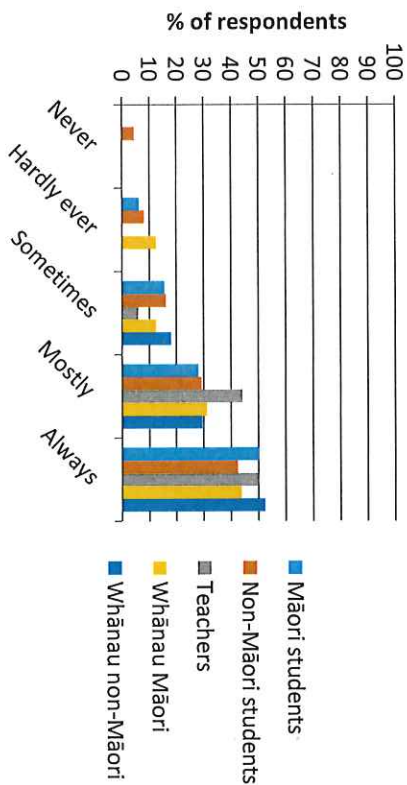




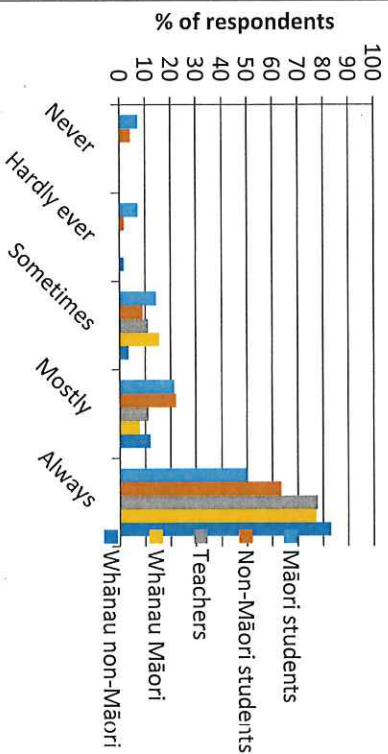
### 5. Teachers in my classes respect me and I respect them



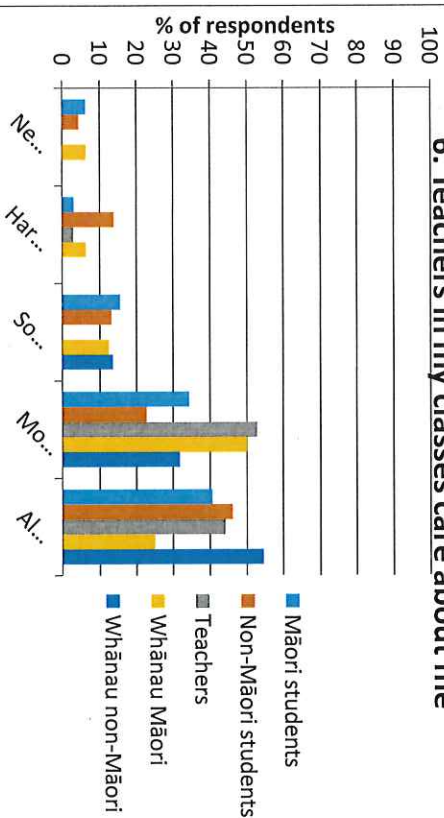
### 5. Teachers in my classes respect me and I respect them



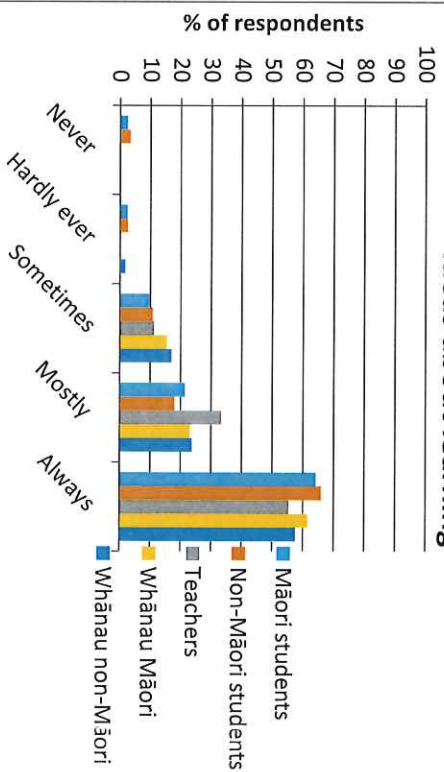
### 6. Teachers in my classes care about me



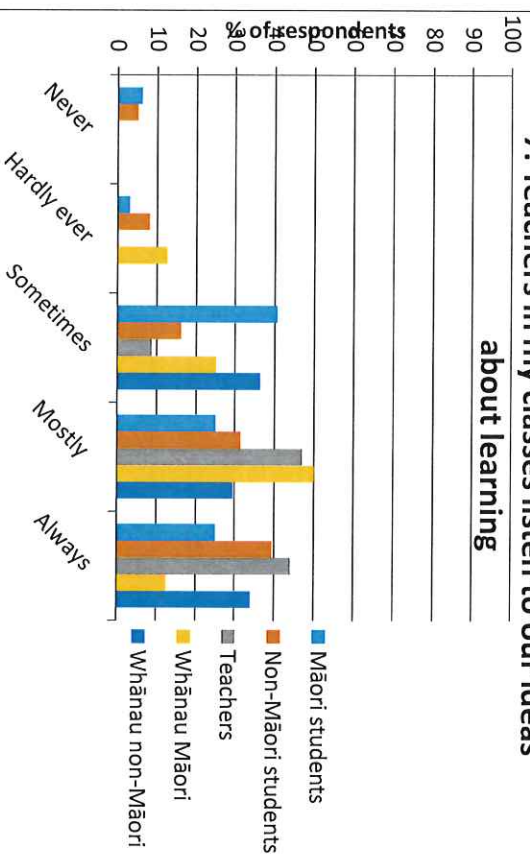
### 6. Teachers in my classes care about me



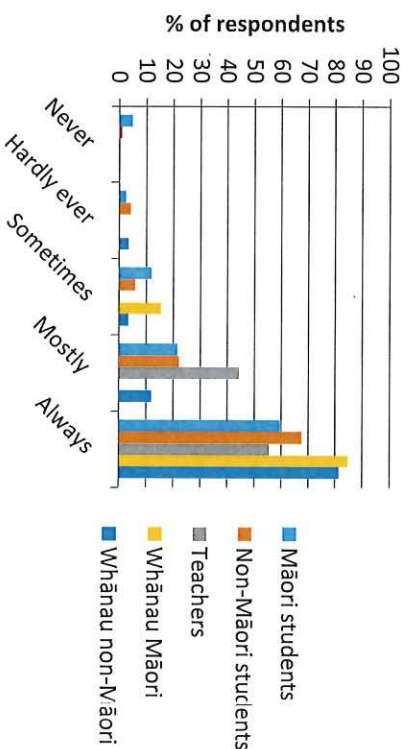
### 7. Teachers in my classes listen to our ideas about learning



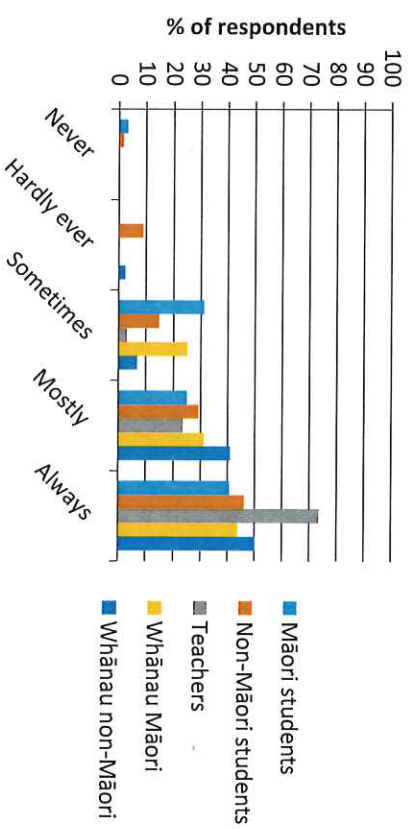
### 7. Teachers in my classes listen to our ideas about learning



### 8. Teachers in my classes expect that I will achieve

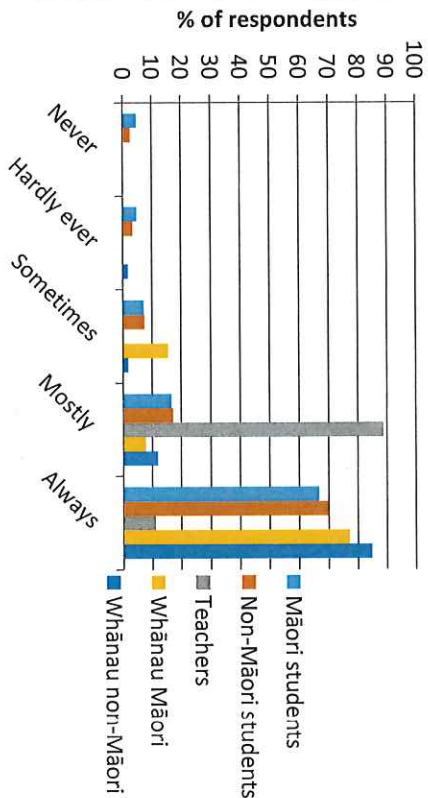


### 8. Teachers in my classes expect that I will achieve

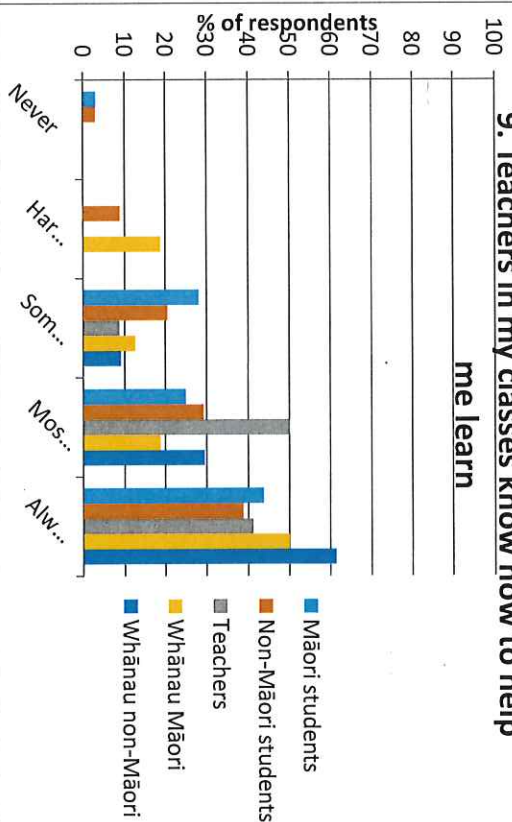




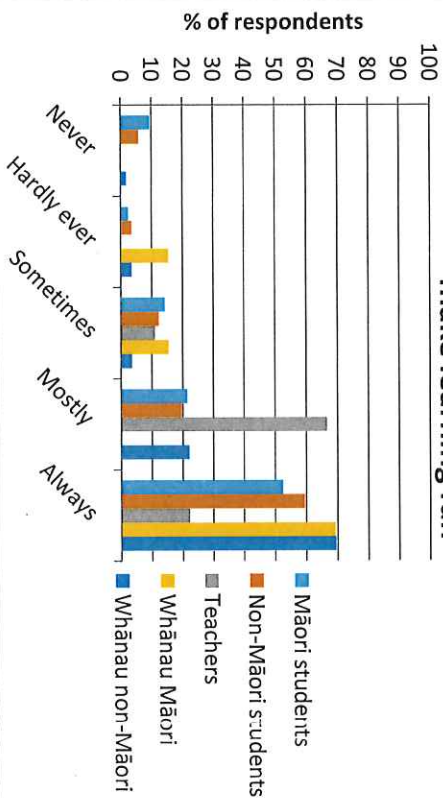
### 9. Teachers in my classes know how to help me learn



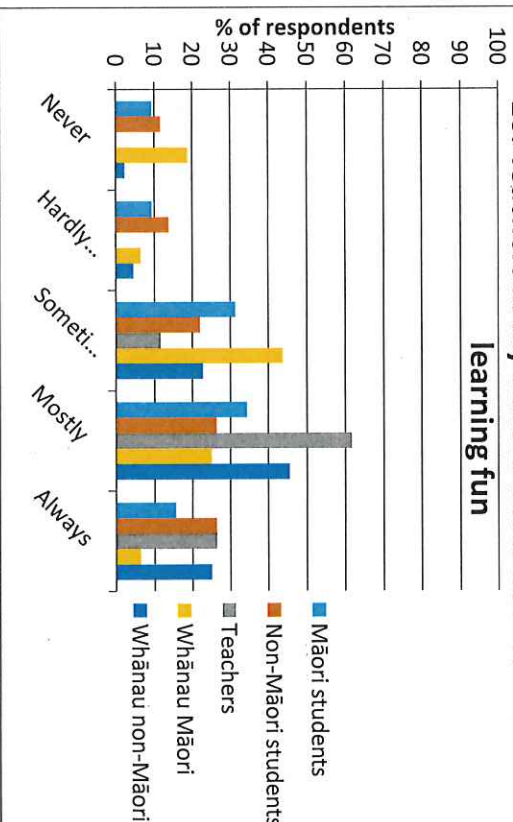
### 9. Teachers in my classes know how to help me learn



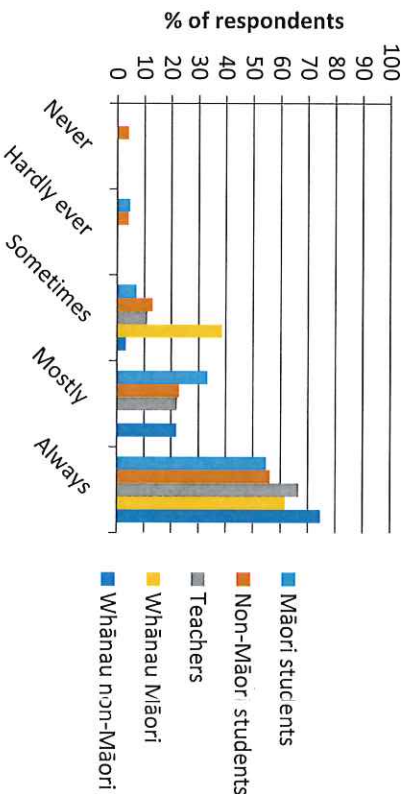
### 10. Teachers in my classes know how to make learning fun



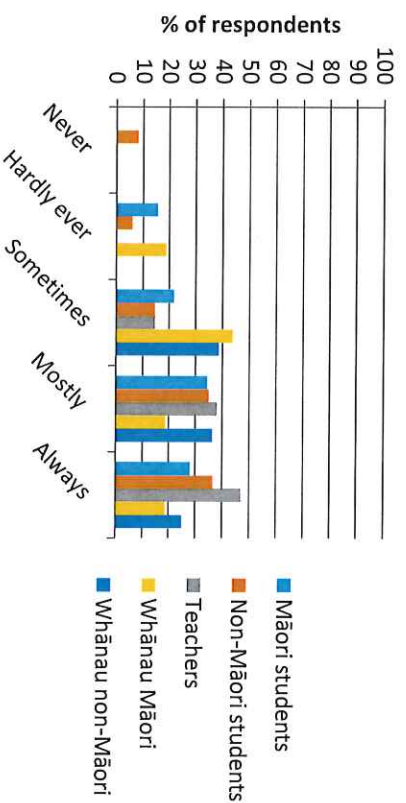
### 10. Teachers in my classes know how to make learning fun



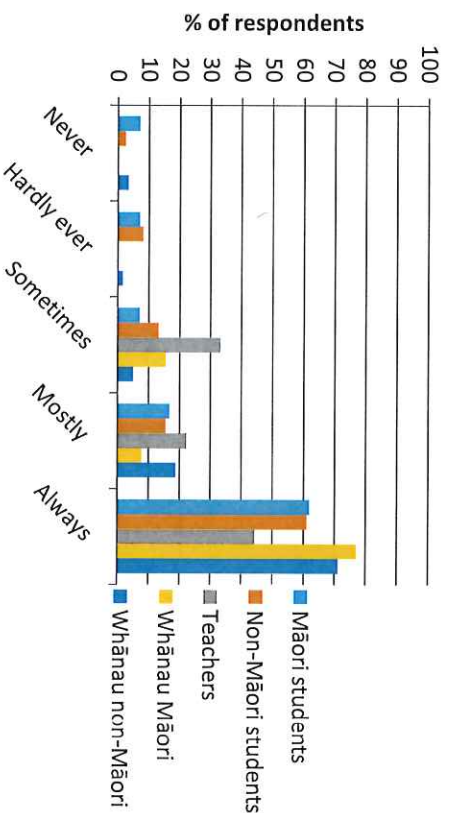
### 11. Teachers in my classes let us help each other with our work



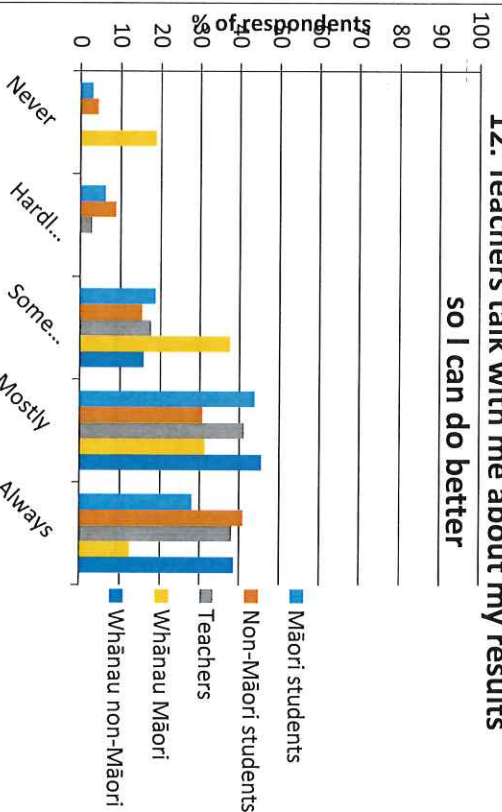
### 11. Teachers in my classes let us help each other with our work



### 12. Teachers talk with me about my results so I can do better



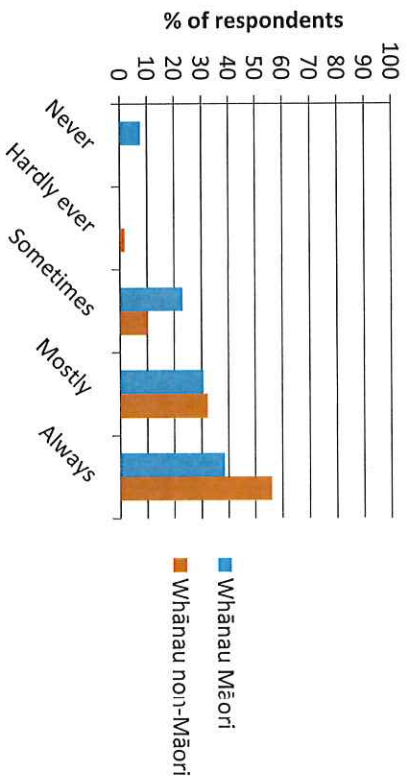
### 12. Teachers talk with me about my results so I can do better





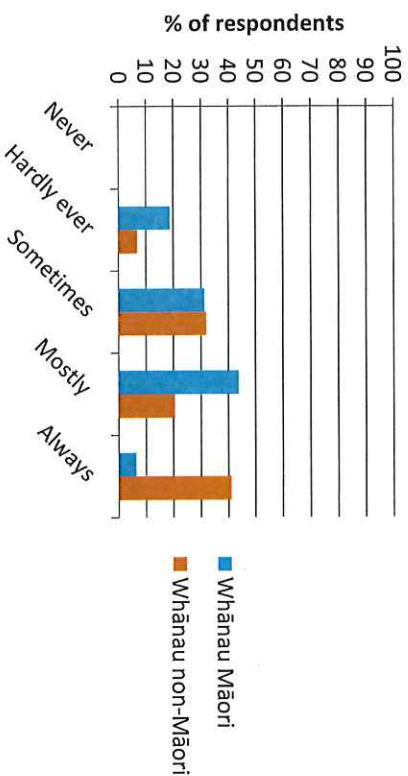
YEAR 7-8

**13. I am provided with opportunities to contribute my knowledge and experiences to the school**



YEAR 9-13

**13. I am provided with opportunities to contribute my knowledge and experiences to the school**



## ACHIEVEMENT CHALLENGE 3- TE PANEKIRETANGA O TE MĀTAURANGA MŌ MĀORI, HEI MĀORI

### Māori achieving success as Māori



**CLICK ON LINK:** <https://drive.google.com/file/d/1Gk36ACp3lGKNCQETR3faNlr7hQv88Cq6/view?usp=sharing>

Our shared understanding of Māori achieving success as Māori may look like:

Akonga being strong display of confidence in language, culture and heritage, understands the Treaty of Waitangi, is able to critically think, is connected to the school and has marked out a pathway for their future.

Ka Hikitia (Ministry of Education, 2007) 'Evidence shows that two critical factors make the most difference to Māori students educational success: 1.

*Quality provision, leadership, teaching and learning, supported by effective governance. 2. Strong engagement and contribution from students and those who are best placed to support them. Other essential elements for success are: 1. Smooth transitions 2. Creating strong educational pathways'*

Kia Eke Panuku Advisory group say Success for Māori looks like:

- **Ahurea Tuakiri:** Living confidently - with affinity to whakapapa and at ease with a growing cultural competence in language, Tikanga and identity
- **Manaakitanga:** Connected to and in harmony with the people, the environment and systems around about them
- **Kōrero:** Articulate and confident in expressing thoughts, feelings and ideas
- **Whakawhanaungatanga:** Skilled in building and navigating relational spaces
- **Wānanga:** Thinking respectfully and critically about the world and ideas
- **Kia whāi i te taumata:** Achieving qualifications from school and wider life that lead to future options and choice.

Kura Kaupapa Māori

- **Te Aho Matua:** Mā ngā mātāpono o Te Aho Matua e ārahi ana i a mātou me te mea nei, he huarahi mā mātou te tiaki i te katoa o te tamaiti, kia whai wāhi mai a ia ki ngā huaanga pai katoa o Te Ao.
- Kia aro ki ngā kaupapa Māori ake nei, ā, ka kōwhiriā ki ngā take, ngā kaupapa kei Aotearoa, te ao whānui anō hoki

**GOAL:** To create an inclusive community which actively promotes: partnerships, participation and protection enabling Māori akonga to achieve success as Māori

**Rationale:** To honour and celebrate rich, responsive, respectful and reciprocal relationships with children and whanau Māori and what they bring with them so they can contribute to the promotion of wellbeing and ongoing learning for all Māori akonga.

TE WHARE TAPA WHA- TE TAHA WAIRUA (spirituality)	TE TAHA HINENGARO (mental wellbeing)	TE TAHA TINANA (Physical wellbeing)	TE TAHA WHANAU (social well-being)
Our Capacity to have faith and to understand the links between people including ancestors and environment.	Taking care of emotional health is important for all, to be resilient and able to face and overcome obstacles.	Physical being supports our essence and shelters us from the external environment. For Māori health and well-being also encompasses mind, spirit and family.	The capacity to belong, to care and to share. Whanau provide the strength for students to be who they are, it links to our ancestors, our ties to the past, present and future which allows students to build relationships and communicate socially.



ACTIONS	ACTIONS	ACTIONS	ACTIONS
<ul style="list-style-type: none"> <li>Work with family, whānau, parents to identify relevant tribal affiliations to register all Māori akonga</li> <li>Establish whakapapa hubs for tribal registration (<i>refer to data information on pg 52 of Rongohia te Hau data</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Investigate Hinengaro and Hauora Māori holistic approach, using Māori practices- use of whenua, moana and ngahere in support of whanau ora, Tino Rangatiratanga (<i>refer to achievement data information on pgs 39-43</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Create a meditation area to that invigorates and revitalise students Hinengaro. (<i>refer to Māori Wellbeing data on pg 36-38 and attendance data pg 44</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Establish and run network hui for Māori whanau (<i>refer to Māori wellbeing data information on pg 36-38; achievement data pg 44</i>)</li> </ul>

I raro i ngā Mātāpono o Te Aho Matua, ka whiria ki ngā ao rerekē katoa tō te tamaiti, mā reira ka taea ai mātou te korowaitia i te tamaiti me te tiaki i tōna wairua, tōna ihirangaranga, tōna hinengaro, tōna tinana, tōna tuakiritanga katoa.

Nā runga i tēnei momo tūāhutatanga, he āhuatanga motuhake ki a mātou ngā Kura Kaupapa Māori me te mea nei, te taea te tino whakamarama, heoi anō, ka kite i roto i te tamaiti e puawaitia ana.

## SUCCESS FOR MĀORI AS MĀORI EVIDENCE/MEASUREMENT

ECC	<ul style="list-style-type: none"> <li>Outcomes from the Whakamanawa Programme (strengthening bicultural practice) led by the Auckland Kindergarten Association</li> <li>tamariki being able to introduce themselves in te reo Māori</li> <li>Māori identity, language and culture to be visible and embedded in practices (bicultural and bilingual practices to be seen, heard and felt by all who attend ECE)</li> <li>Incorporating the Māori language/practice thought out the day. Provide the opportunities to celebrate Matariki i.e. preparing the Māori food, art and waitata</li> <li>Attendance and retention data</li> </ul>
YEAR 1-6	<ul style="list-style-type: none"> <li>Attendance and retention data</li> </ul>
YEAR 7-8	<ul style="list-style-type: none"> <li>Register of whanau database</li> <li>Attendance and retention data analysis</li> <li>Iwi affiliations and registration</li> <li>Collect akonga and whanau voice</li> </ul>
YEAR 9-10	<ul style="list-style-type: none"> <li>Attendance and retention data</li> </ul>
YEAR 11-13	<ul style="list-style-type: none"> <li>Attendance and retention data</li> </ul>
TERTIARY	<ul style="list-style-type: none"> <li>Leavers data</li> </ul>

## How will our actions and outcomes impact achievement data? Our baseline data says:

### ŌTARA Ō TE RERERANGI KĀHUI AKŌ 2018 MAORI WELLBEING SURVEY RESULTS

KEY: Grey box is National norm

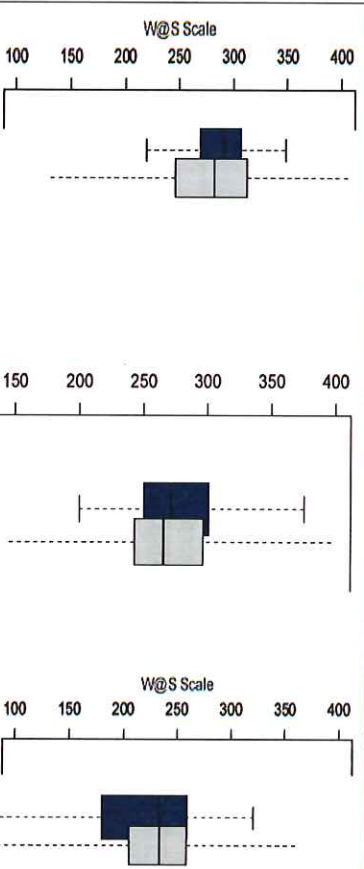


## School-wide climate & practices

This aspect explores students' perceptions of whether a safe and caring climate is modeled through school-wide culture & practices.

**Sub-aspect** Explores the extent to which...

- 1. Caring and collaborative school** Students perceive the school to be a caring place that models values such as caring (aroha), respect, and hospitality (manaakitanga), and collaboration with students.
- 2. Safe school** Students perceive the school to be a safe place with consistent approaches to behaviour.
- 3. Respect for culture** Students perceive the school acknowledges and affirms their different cultures and backgrounds.

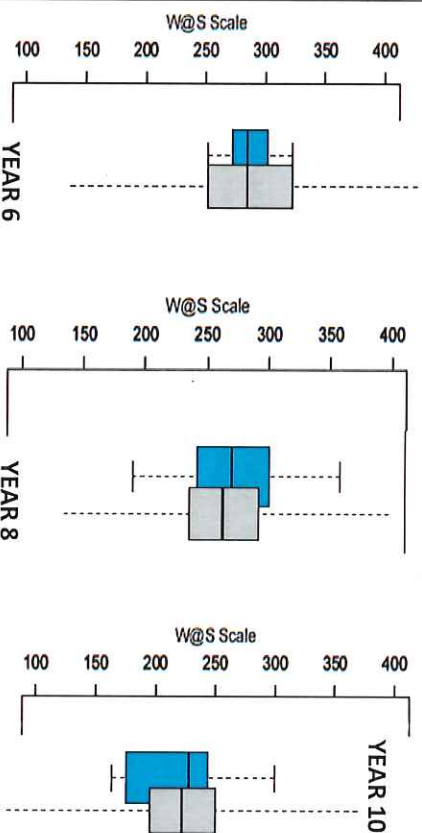


## Teaching and Learning

This aspect explores students' perceptions of whether a safe and caring climate is modelled through teacher behaviours and expectations, and within the classroom learning programme.

**Sub-aspect** This sub-aspect explores the extent to which...

- 1. Caring teaching** Students perceive teachers have high expectations for all students, and model and promote respectful interactions and prosocial behaviours (e.g., caring, helping, showing empathy).
- 2. Caring learning** Students perceive the learning programme provides experiences that are likely to enhance their social and emotional competencies (e.g., how to engage in social problem-solving).

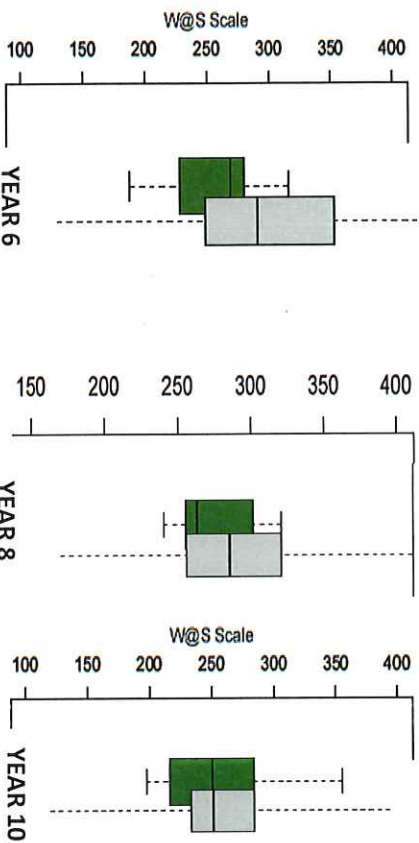




# Community partnerships

Sub-aspect Explores the extent to which...

1. **Home-school partnerships** students perceive that school practices model a sense of community with parents and whānau, and that they have access to social support outside

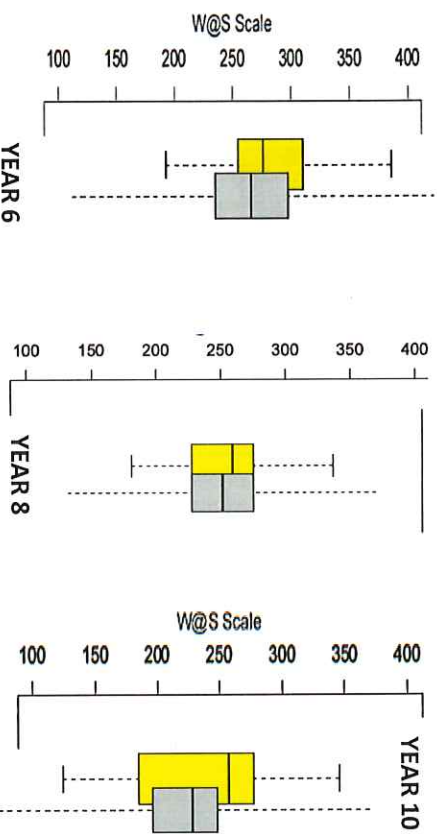


## Pro-social student culture and strategies

This aspect explores students' perceptions of the extent to which they and their peers engage in prosocial behaviours and use pro-social strategies

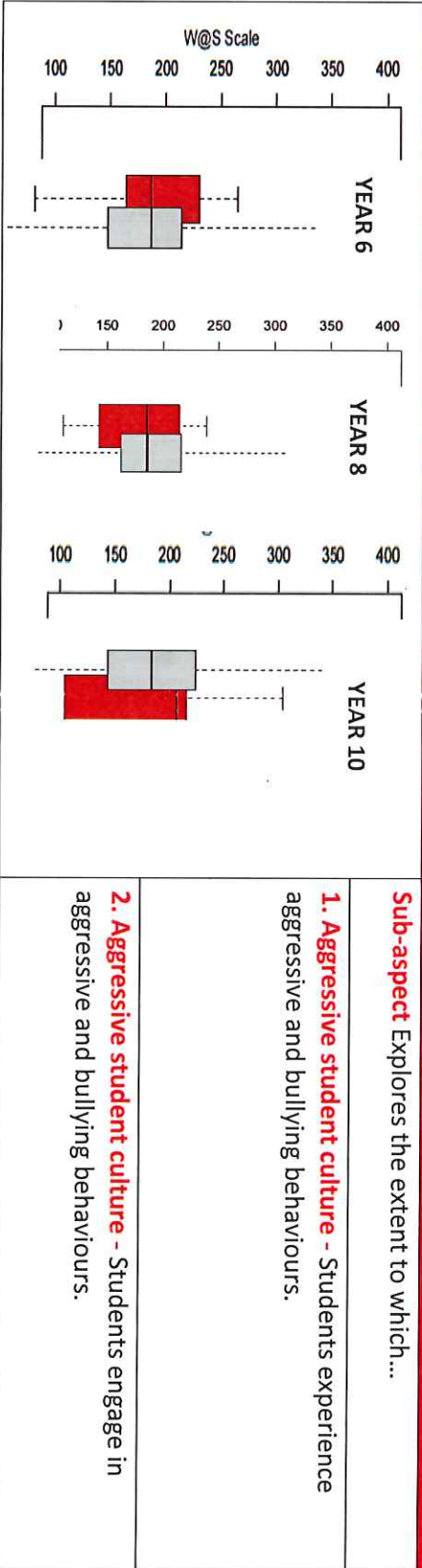
**Sub-aspect** Explores the extent to which...

1. **Pro-social student culture** students perceive themselves and their peers to be engaging in pro-social behaviours (e.g., caring, helping, showing empathy).
2. **Students' social strategies** students know and use social problem-solving strategies (e.g., managing their emotions, seeking help).



# Aggressive student culture

This aspect focuses on student behaviours. It explores the extent to which staff perceives students engage in aggressive and bullying behaviours at school.





**ŌTARA Ō TE FERERANGI KĀHUI AKŌ**  
2018 Reading Data for Māori Akonga

READING						
	Working Towards	Achieved		Advanced		
Year 1	n(5/18)	28.00%	n(13/18)	72.00%		
Year 2	n(5/18)	28.00%	n(13/18)	72.00%		
Year 3	n(2/13)	15.00%	n(10/13)	77.00%	n(1/13)	8.00%
Year 4	n(4/9)	44%	n(4/9)	44%	n(1/9)	12%
Year 5	n(4/14)	29%	n(8/14)	57%	n(2/14)	14%
Year 6	n(5/8)	63%	n(3/8)	37%		
Year 7	n(10/23)	43%	n(13/23)	57%		
Year 8	n(9/24)	37%	n(15/24)	63%		
Year 9	n(15/24)	62%	n(9/24)	38%		62%
Year 10	n(8/20)	40%	n(11/20)	55%	n(1/20)	5%

**NCEA Literacy Comparative Data**

2012	2013	2014	2015	2016	2017	2018
61.2%	67.4%	82%	79.0%	70.7%	73%	80.7%

**Māori Students:**

4 out of our 22 Māori akonga at Level 1 had not yet achieved Literacy by 13 November 2018

NCEA Level 2

**Year 12 Māori Akonga:**

1 out of our 14 Māori akonga at Level 2 had not yet achieved Literacy at Level 1 by 13 November 2018

NCEA Level 3

**Year 13 Māori Akonga:**

All 9 Māori akonga at Level 3 achieved Level 1 Literacy in 2018

**ŌTARA Ō TE FERERANGI KĀHUI AKŌ**  
2018-2019 Writing Data for Māori Akonga

WRITING					
	Working Towards	Achieved		Advanced	
Year 1	n(6/18)	33.00%	n(11/18)	61.00%	n(1/18) 6.00%
Year 2	n(6/18)	33.00%	n(12/18)	67.00%	
Year 3	n(3/13)	23.00%	n(9/13)	69.00%	n(1/13) 8.00%
Year 4	4/9	44%	4/9	44%	1/9 12%
Year 5	n(3/14)	21%	n(10/14)	71%	n(1/14) 7%
Year 6	n(5/8)	63%	n(3/8)	37%	
Year 7	n(8/23)	21%	n(15/23)	65%	
Year 8	n(8/24)	32%	n(16/24)	67%	
Year 9					
Year 10					



# ŌTARA Ō TE FERERANGI KĀHUI AKŌ

2018 Mathematics Data for Māori Akonga

MATHS					
	Working Towards	Achieved		Advanced	
Year 1	n(3/18)	17.00%	n(14/18)	77.00%	(1/18) 6.00%
Year 2	n(6/18)	33.00%	n(12/18)	67.00%	
Year 3	n(3/13)	23.00%	n(9/13)	70.00%	n(1/13) 7.00%
Year 4	n(4/9)	44%	n(5/9)	56%	
Year 5	n(5/14)	36%	n(8/14)	57%	n(1/14) 7%
Year 6	n(5/8)	63%	n(2/8)	25%	n(1/8) 12%
Year 7	n(8/23)	35%	n(15/23)	65%	
Year 8	n(7/24)	8%	n(14/24)	58%	n(3/24) 12%
Year 9	n(15/21)	72%	n(3/21)	14%	n(3/21) 14%
Year 10	n(13/25)	52%	n(4/25)	16%	n(7/25) 28%

## TE PAPA RARAUNGA

### Te Reo Pānui

Wāhanga 2 2018								<u>Pitopito Kōrero</u> Mo ngā tau 5/6 kīhai i tūtuki ai ngā kohikohinga raraunga mo te mutunga o te tau, nā runga i tēnā i noho tonu ngā ākonga kia aua raraunga. <i>Whero – kei raro i te keotanga</i> <i>Kākariki – kei te keotanga</i> <i>Ārangī – kei tua o te keotanga</i>								
Tau 1	Tau 2	Tau 3	Tau 4	Tau 5	Tau 6	Tau 7	Tau 8									
12	1	4	1	2	2	4	4	3	5	4	6	2	1	1	3	6
Wāhanga 4 2018																
10	3	3	1	4	2	3	4	1	6	4	6	2	1	1	3	4
Te Reo Tuhituhi																
Wāhanga 2 2018								<u>Pitopito Kōrero</u> Mo ngā tau 5/6 kīhai i tūtuki ai ngā kohikohinga raraunga mo te mutunga o te tau, nā runga i tēnā i noho tonu ngā ākonga kia aua raraunga.								
12	1	4	1	2	2	4	4	3	5	4	6	2	1	1	3	6
Wāhanga 4 2018																
10	3	3	1	4	2	3	4	1	6	4	6	2	1	1	3	4
Pāngarau – ʻʻāpiritanga/Tangohanga																

## TE KEOTANGA

### TE REO MATATINI/PĀNGARAU

55% - 65% o ngā Pā Harakeke kei tōna tau ako, kei tua atu rānei o tōna tau ako

Keotanga mo ngā tau ako Wāhanga 2 2018																
	Tau 1		Tau 2		Tau 3		Tau 4		Tau 5		Tau 6		Tau 7		Tau 8	
Te katoa	13	13	7	8	6	5	12	11	10	10	3	3	4	4	6	4
Pānui	KHi		KKa		KKe		KKi		KPa		KPe		KPi		KPo	
Tuhituhi	Ka Oho		Ka Oho – Whai Huruhuru		Whai Huruhuru		Whai Huruhuru - Ka Marewa		Ka Marewa		Ka Marewa - Ka Rere		Ka Rere			
Pāngarau +/-	K1		K2		K3		K4		K5		K6		K7		K8	



# TAETANGA MAI KI TE KURA

60% - 80% ngā ākongi e tae mai ana ki te kura ia rā, ia rā

*Keotanga mo ngā tau ako Wāhanga 2 2018*

Tau 1		Tau 2		Tau 3		Tau 4		Tau 5		Tau 6		Tau 7		Tau 8	
10/13	10/13	5/7	6/8	4/5	4/5	8/11	3/11	7/9	7/9	2/3	2/3	3/4	3/4	7/9	3/4

## Wāhanga 2 2018

0/13	3	1	3	4	1	6	2	3	0/9	0/3	0/4	0/6		
Wāhanga 4 2018														
8	3	2	1	1	6	4	1	1	1	9	0/9	0/3	0/4	0/4

He mea no te tau 2013 nga konikominga raranga, i hoki ano ki te kohikohi raranga i tera tau. Na runga i nga kitenga, ko te pangarau tēhahi whainganga nui mo ngā kaiako hei hiki ake.

## Pitopito Kōrero

I te mea nō te tau 2015 ngā kohikohinga raraunga, i hoki anō ki te kohikohi raraunga i tērā tau. Nā runga i ngā kitenga, ko te pāngarau tētahi whaingā nui mo ngā kaiako hei hiki ake.

## Taetae Mai ki te Kura

Wāhanga 2 2018								Wāhanga 4 2018							
Tau 1	Tau 2	Tau 3	Tau 4	Tau 5	Tau 6	Tau 7	Tau 8	Tau 1	Tau 2	Tau 3	Tau 4	Tau 5	Tau 6	Tau 7	Tau 8
9/13	5/7	4/5	5/11	5/9	2/3	7/9	3/4	10/13	6/8	4/5	8/11	7/9	2/3	9/9	4/4

## Pitopito Kōrero

I te mea he paku noa ngā tamariki kei ngā tau ako pakeke, he uaua ki te whaiwhai haere i ngā kohinga. Heoi, he whakatau tata noa tēnei.

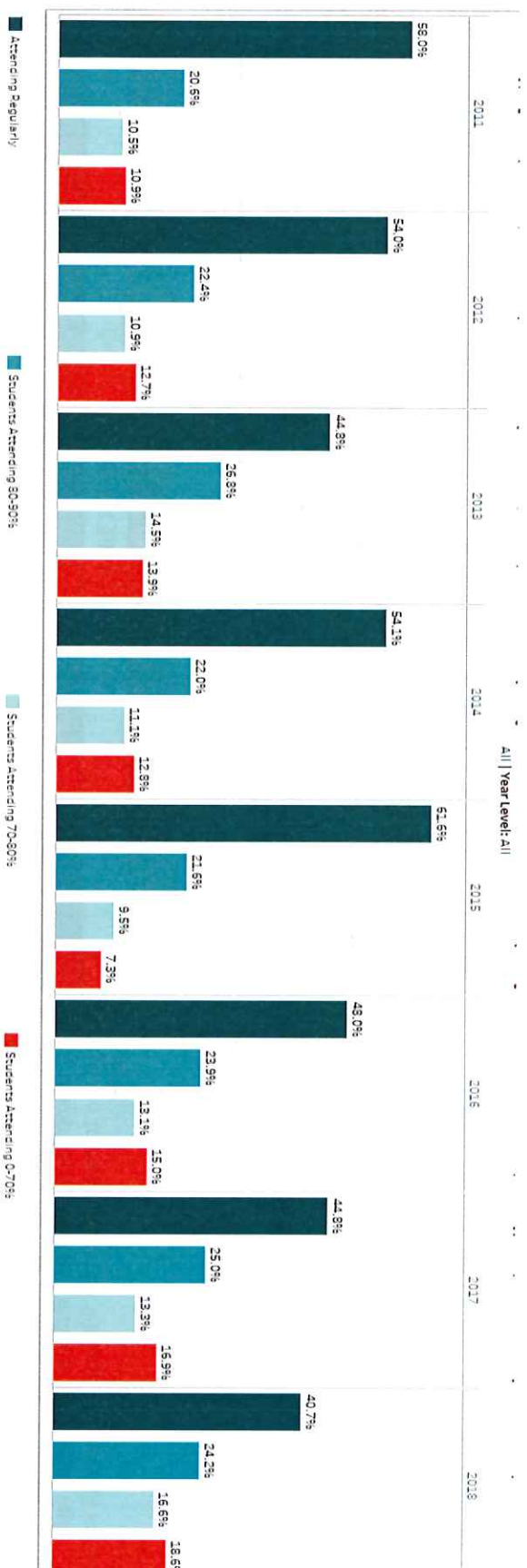
Kei raro i te keotanga

Kei te keotanga

Kei raro i te keotanga

# ŌTARA Ō TE RERERANGI KĀHUI AKŌ 2011- 2018 ATTENDANCE DATA

All Year Levels – Māori akonga





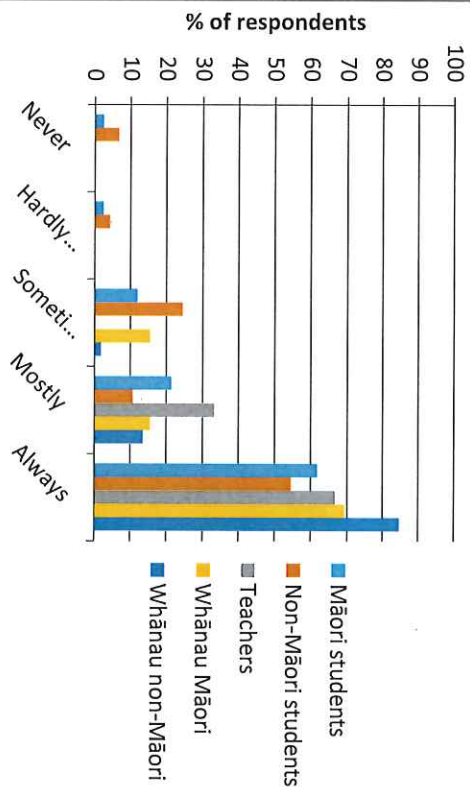
# SUMMARY OF EVIDENCE – RONGOHIA TE HAU

SCHOOL NAME	Sir Edmund Hillary College		
Col (if applicable)	Otara o Te Rererangi Kahui Ako		
DATE OF WALKTHROUGHS	9/5/18 October	TIMEFRAME FOR SURVEYS	
TOTAL ROLL	726	NUMBER OF MĀORI Akonga	147

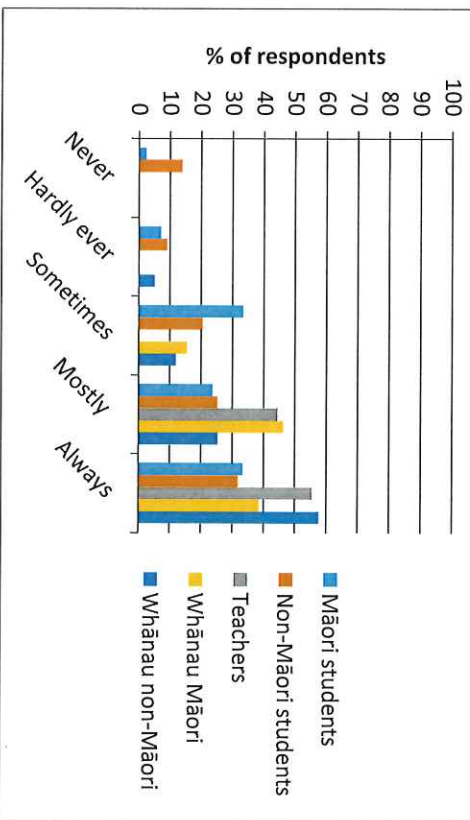
## CLASSROOM WALKTHROUGH OBSERVATIONS:

NUMBER OF OBSERVATIONS		10			
% OF STAFF OBSERVED		39			
Pedagogy continuum					
BASIC	DEVELOPING		INTERGRATING		
1	2	3	4	5	
ALL	0	0	6	3	1
LEADERS					

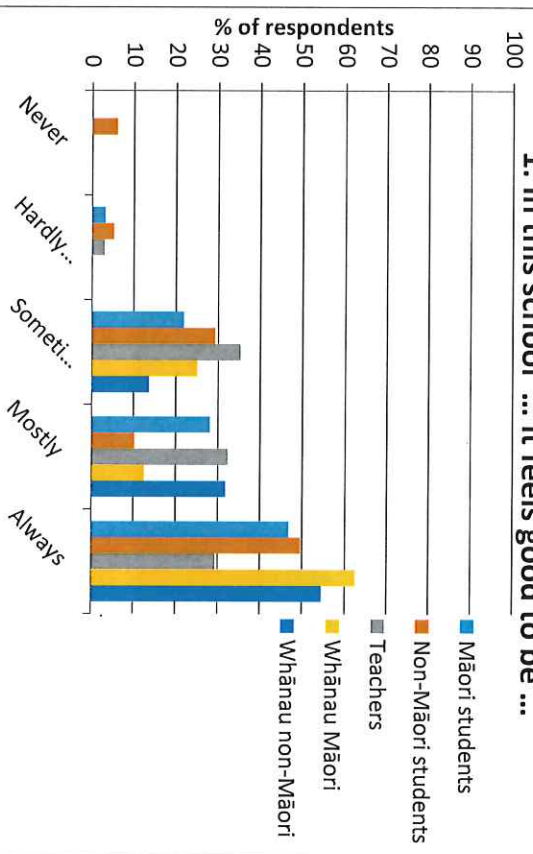
1. In this school ... it feels good to be ...



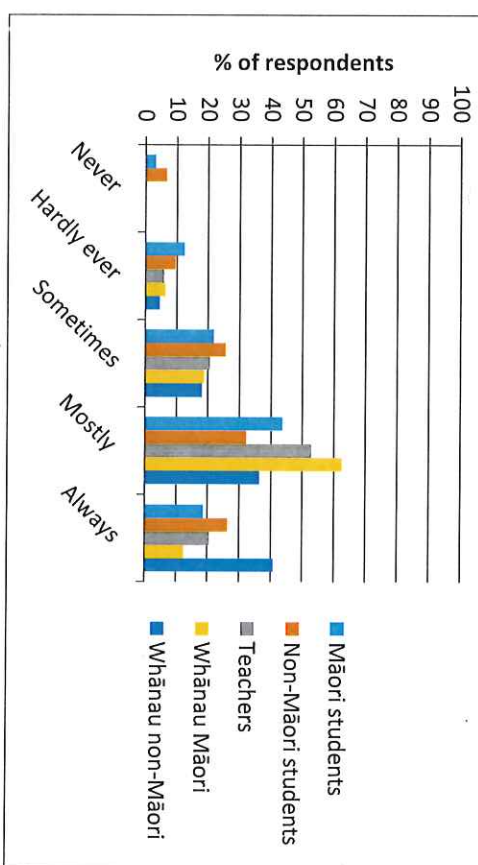
2. In this school ... I have opportunities to do all the things I want to do.



1. In this school ... it feels good to be ...

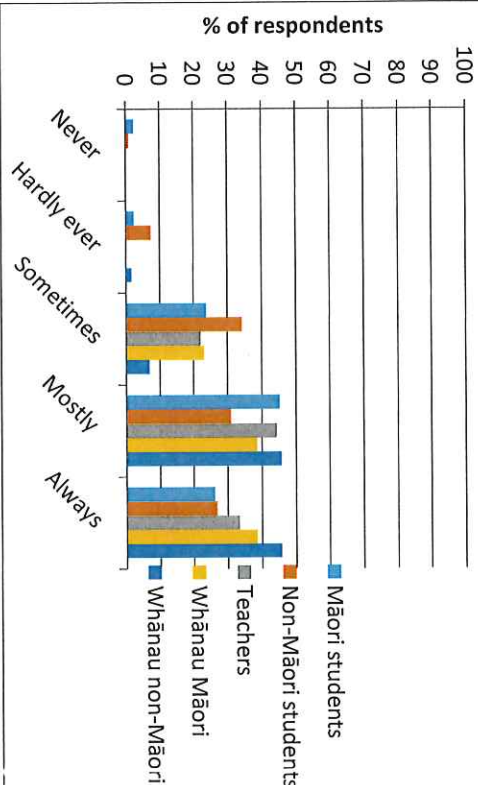


2. In this school ... I have opportunities to do all the things I want to do.

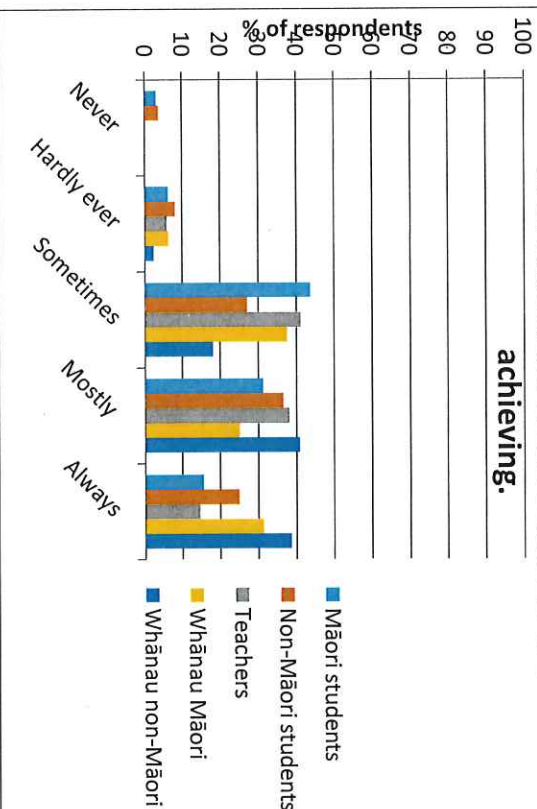




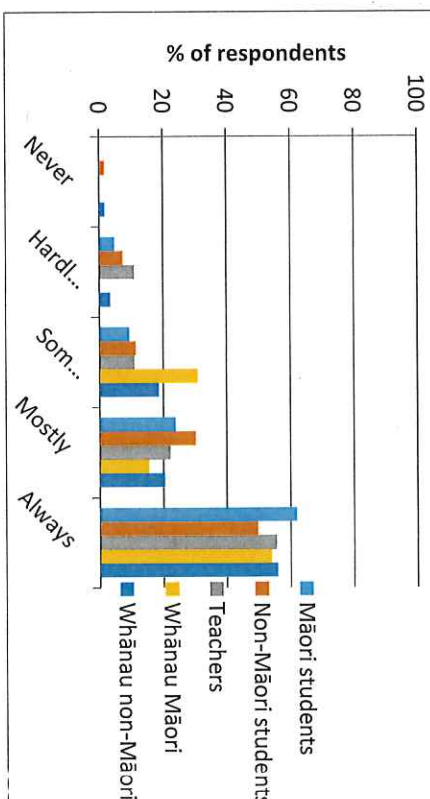
### 3. In this school Māori students are achieving.



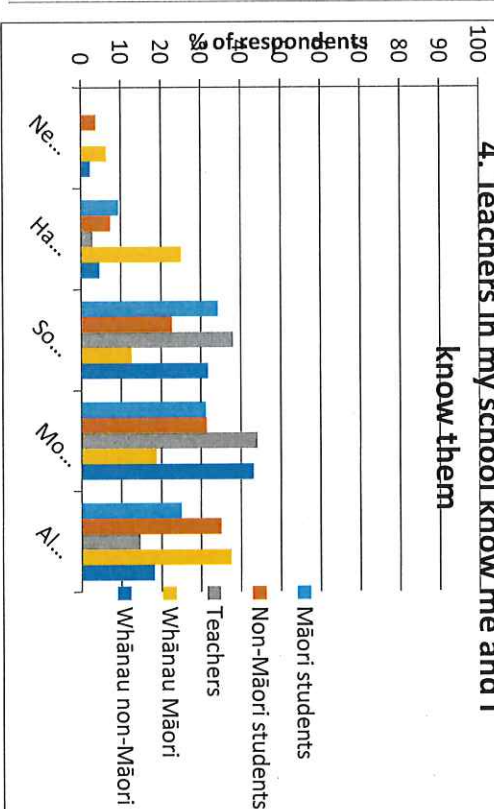
### 3. In this school Māori students are achieving.



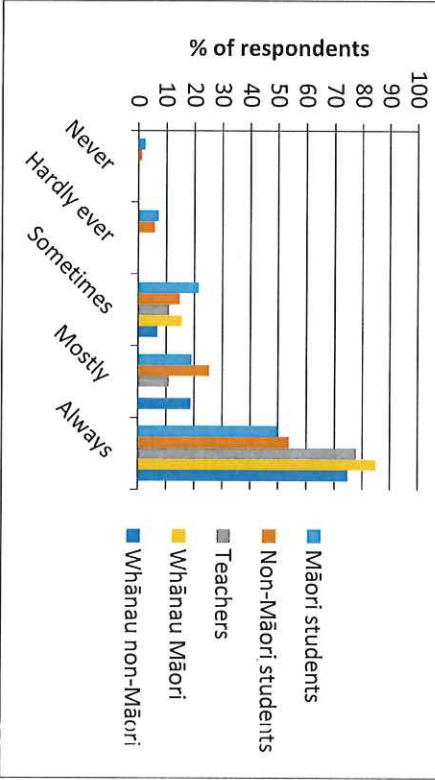
### 4. Teachers in my school know me and I know them



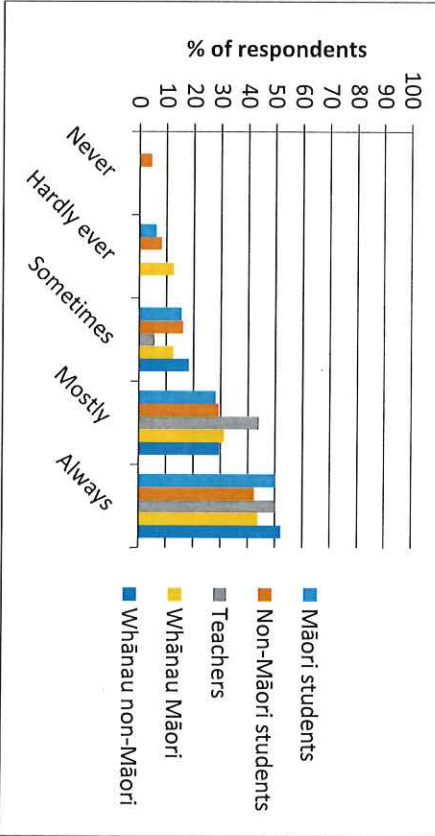
### 4. Teachers in my school know me and I know them



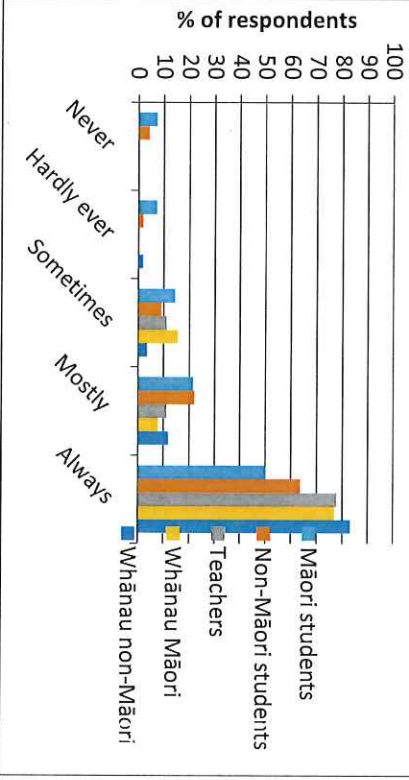
5. Teachers in my classes respect me and I respect them



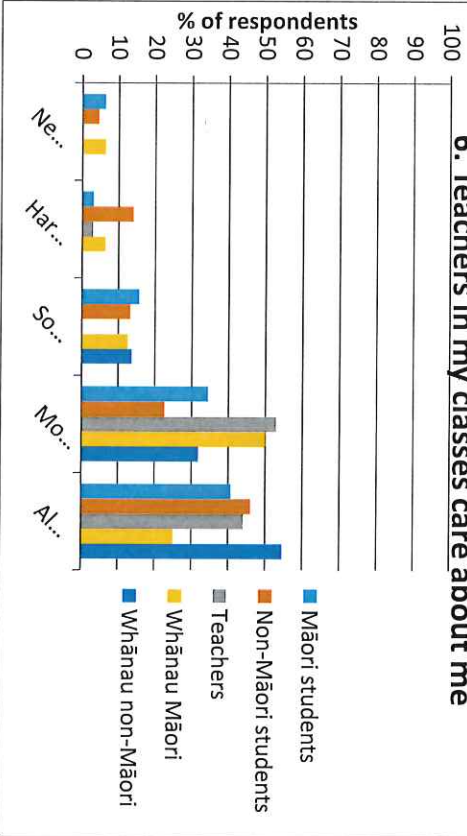
5. Teachers in my classes respect me and I respect them



6. Teachers in my classes care about me

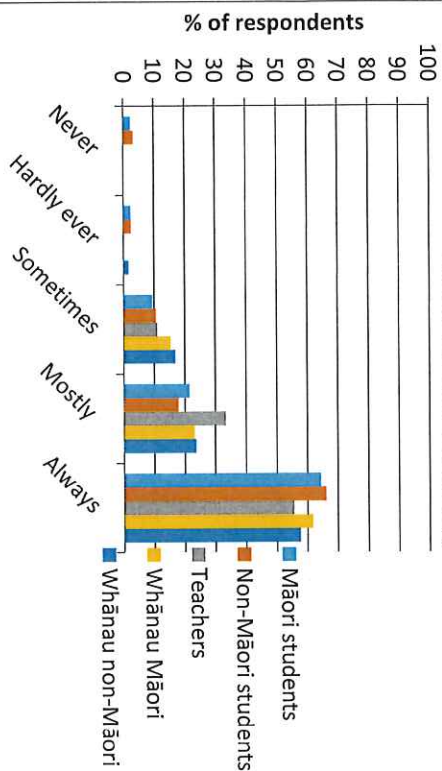


6. Teachers in my classes care about me

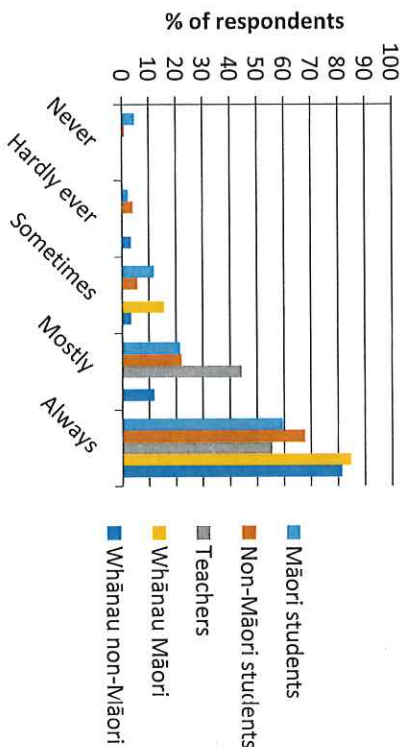




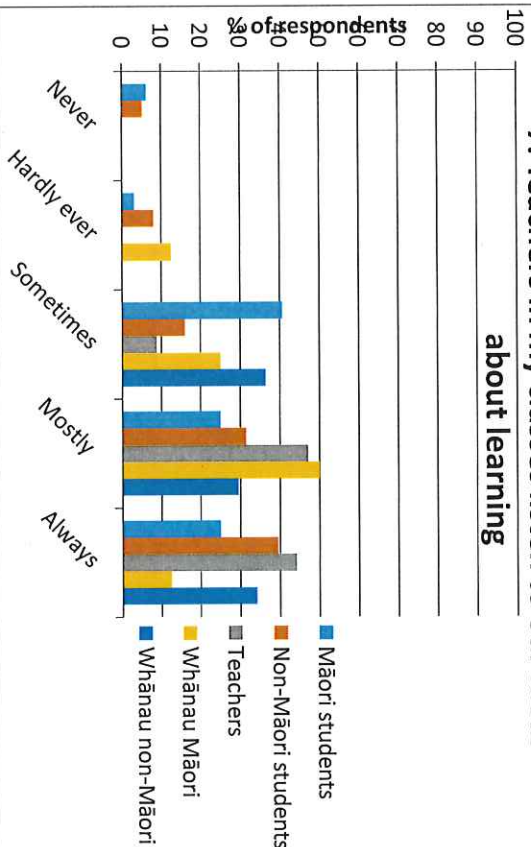
### 7. Teachers in my classes listen to our ideas about learning



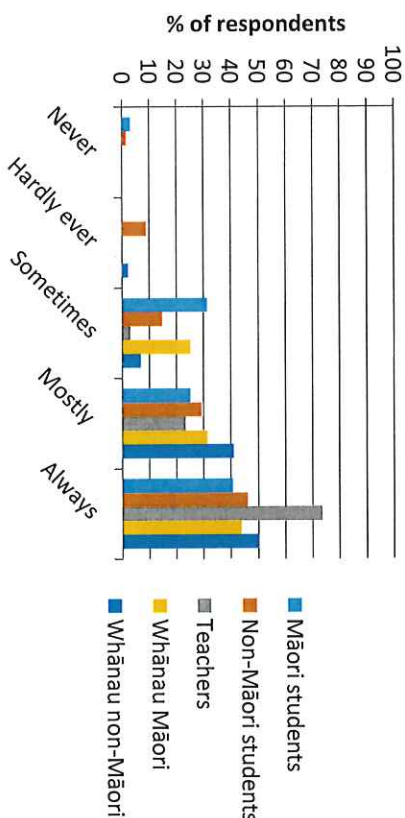
### 8. Teachers in my classes expect that I will achieve



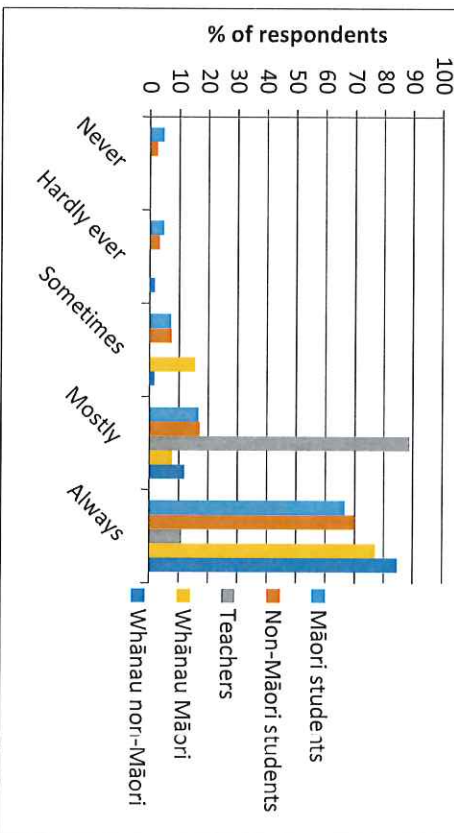
### 7. Teachers in my classes listen to our ideas about learning



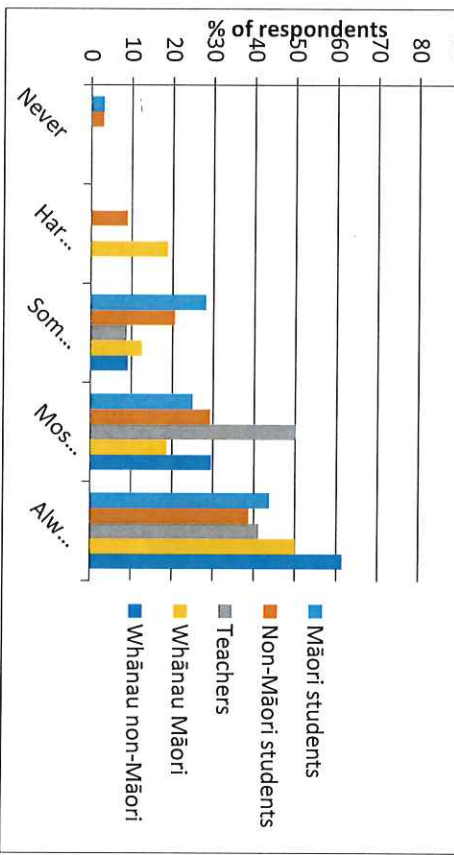
### 8. Teachers in my classes expect that I will achieve



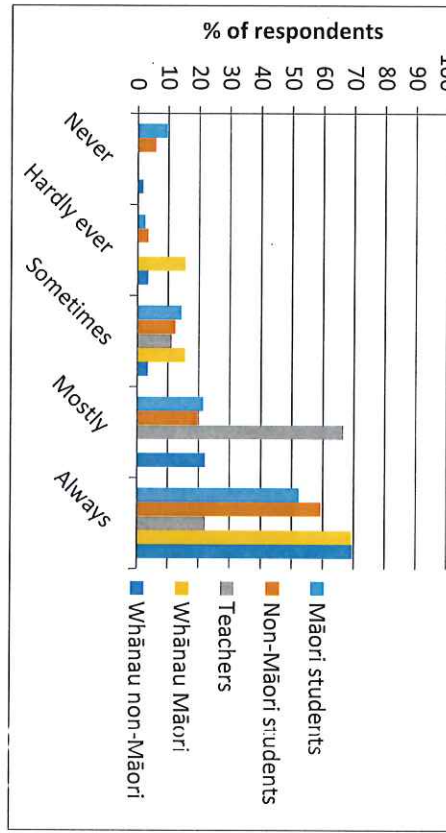
9. Teachers in my classes know how to help me learn



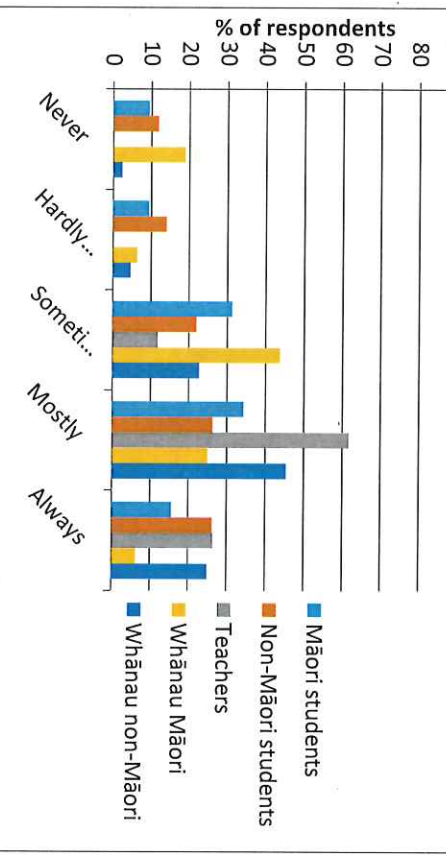
9. Teachers in my classes know how to help me learn



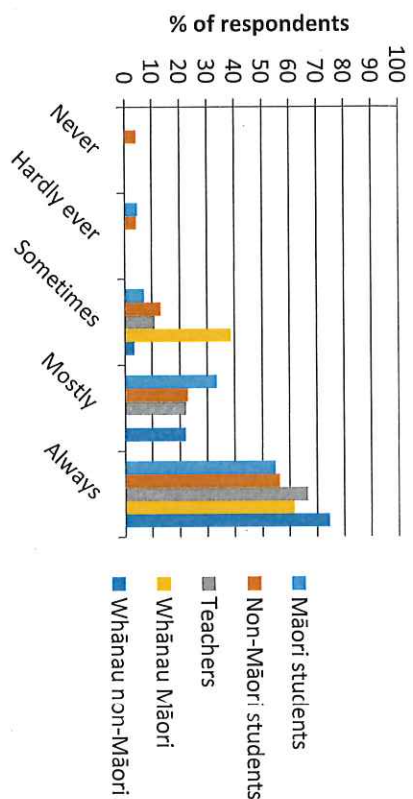
10. Teachers in my classes know how to make learning fun



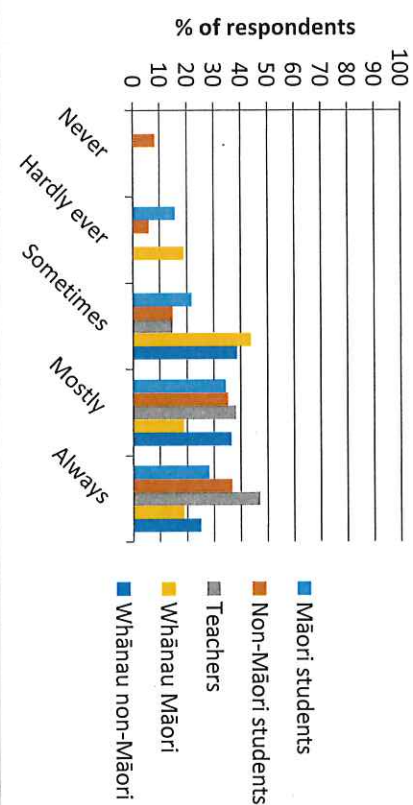
10. Teachers in my classes know how to make learning fun



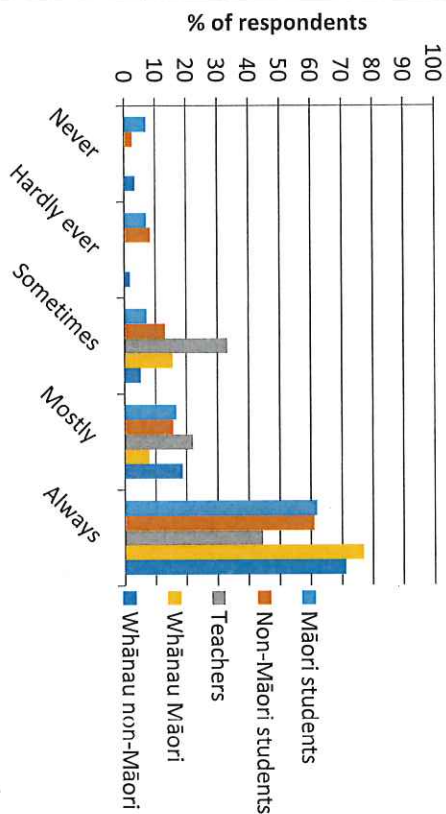
### 11. Teachers in my classes let us help each other with our work



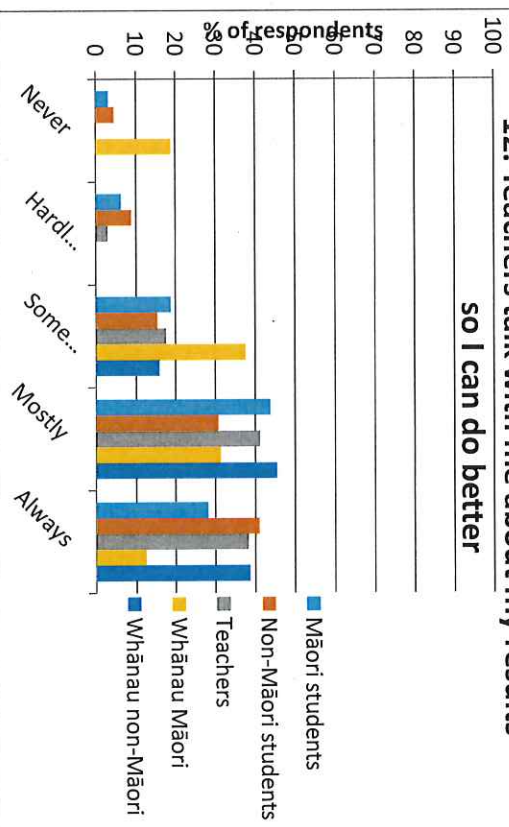
### 11. Teachers in my classes let us help each other with our work



### 12. Teachers talk with me about my results so I can do better



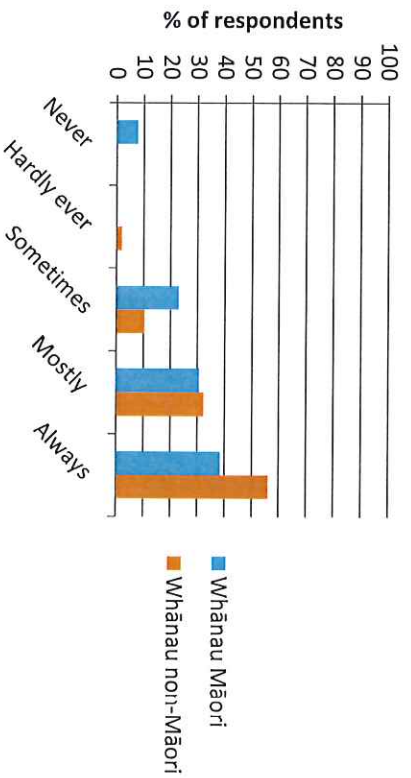
### 12. Teachers talk with me about my results so I can do better





YEAR 7-8

**13. I am provided with opportunities to contribute my knowledge and experiences to the school**



YEAR 9-13

**13. I am provided with opportunities to contribute my knowledge and experiences to the school**

