

# Ōtātara Kāhui Ako Achievement Challenges



## **Our shared vision:**

*Working collaboratively to raise learner wellbeing and achievement.*

## **Our shared whakatauki:**

*Nā tō rourou, nā taku rourouka ora ai te iwi.*

With your food basket and my food basket the people will thrive.

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## Overview

The Taradale Kāhui Ako comprises nine co-educational schools, four state contributing schools (Years 0-6), one state-integrated contributing Catholic school (Years 0-6), two full primary schools (Years 1-8), one intermediate (Years 7 & 8) and one secondary school (Years 9-13). There are 3,650 learners across the nine schools, with 1045 of them in the secondary school. Māori students comprise 20% of the learners, those of Pacific heritage 3% and Asian 4%.

|                      | Total students | Male        | Female      | Māori      | Pacific    | European/<br>Pākehā | Asian      | Other      |
|----------------------|----------------|-------------|-------------|------------|------------|---------------------|------------|------------|
| <b>Cluster Total</b> | <b>3650</b>    | <b>1757</b> | <b>1893</b> | <b>730</b> | <b>104</b> | <b>3003</b>         | <b>287</b> | <b>137</b> |

*The ethnicity counts are ‘total response’ meaning students may have more than one ethnicity, and therefore the sum of the ethnicities for each school may add up to more than the total roll. Sourced from ENROL as at 26/03/2020.*

All schools are state schools with the exception of Reignier which is a state integrated Catholic School. Most schools are within the Taradale suburb of Napier, the exceptions being Puketapu School and Patoka School.

Even though all of our schools are in the range of decile 6-10, our school communities are diverse, with some families struggling to meet basic needs such as food, clothing and shelter, while other learners come from affluent backgrounds.

## Ōtātara Kāhui Ako Schools

The following schools:

Arthur Miller School  
Bledisloe School  
Greenmeadows School  
Patoka School  
Puketapu School  
Reignier Catholic School  
Taradale High School  
Taradale Intermediate  
Taradale Primary School

are party to this agreement and form a Kāhui Ako under the title of Ōtātara Kāhui Ako.

## Guiding Values, Purposes, and Principles for Working Together

**Values:** In setting these values, we have considered what is of lasting importance to us as members of this cluster, and which attitudes we would like our behaviour to be based on.

1. **Trust:** belief that we all participate with genuine commitment and the best of intentions for one another, to the extent that we are willing to acknowledge each school's work-ons and to look deeply into them together.
2. **Transparency** - all schools know what Kāhui Ako work is occurring, why and how. That principals and all leaders are honest and open about all aspects of our work together. That all principals have an equal voice at our meetings, which are run as much as possible as team meetings, whereby the chair is the servant of the meeting, not the master, all those present are part of how decisions are made as well what decisions are made, so there is mutual ownership of each meeting's outcomes.

It is our hope and expectation that with trust and transparency, well-oiled with open communication, that we come to new understandings of the pathway expectations within and across our schools.

#### Purposes:

- **Learner at the Centre:** Because learners and learning are at the centre of all we do, our collaboration is for their benefit, generating the best possible education for the youth of this area.
- **Collective Progress:** That we share the responsibility of supporting quality education in one another's schools, especially in our support to attaining the achievement challenges, thereby seeking outcomes that are the best for the whole community of schools.
- **Positive Transitions:** As they pathway through our schools, Taradale children will experience seamless transitions, optimising their well-being and learning.
- **Spanning Boundaries:** That our collaboration results in fruitful relationships with partners such as ECE providers; local tertiary, especially the Eastern Institute of Technology; available professional services; and community support, including iwi and hapū. In turn, our Kāhui enables our partners to work more effectively in our schools.

#### Principles:

- That children and their **holistic learning** are at the centre of all our decisions.
- That we work towards the **common good**, whilst retaining each school's uniqueness and autonomy, therefore schools self-select the initiatives they wish to participate in, and resources are used flexibly, allocated to where they are needed most.
- That there is **internal accountability** for the time made available to the Kāhui Ako. The use of staffing and Inquiry Time needs to be visible and valued by each school community, so that all involved can be confident that it is being used to optimal effect to fulfil the purposes above.
- That we have a shared understanding of what **collaboration** means, as described below:

Rather than taking a top-down approach, we aim to learn laterally from within our schools by linking into the pockets of greatest success and exploring how others can learn from them.

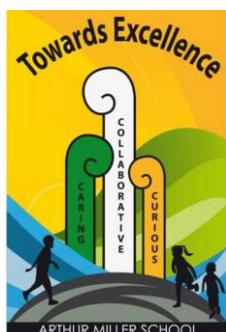
Therefore, we will require our Across / Within School Teachers to take a coaching approach, operating from an inquiry basis, rather than a mentoring approach which advocates from a position of superiority. In most situations, teachers do not need to be told what to do; they just need time to talk through their puzzles of practice with other professionals. That said, we also want our Across / Within School Teachers to have a storehouse of contemporary knowledge about best practice to call upon when necessary to augment their coaching conversations with suggestions from best-evidence strategies from around the world, so that the content of collaboration is a combination of expert practice from Ōtātara colleagues, supported by research-based strategies. We aim to increase the capability of

our teachers in a sustainable manner: Poutama is a great emblem of this, signifying that improvement is incremental, with periods of new learning followed by consolidation of the new practices that flow out of it. We will require our Across / Within School Teachers to be sensitive to where each teacher is at on their individual poutama.

The principle of collaboration that we are encouraging our teachers to take is one of mutual openness to sharing problems of practice with one another, engaging honestly in real problem-solving about the learning of the children we are currently teaching. We encourage professional dialogue that spans the boundaries between our kura, is open to taking new approaches, conducting professional conversations in a spirit of ako, where the teacher is willing to be the learner.

The principle of collaboration that we are encouraging our teacher-leaders and principals to take will be to build a culture of respect between all schools, communicating support for the view that we can all learn from one another, that it's OK to try new well-considered strategies and to have them fail, and that we have high expectations of the success the Kāhui Ako can generate.

## Our Schools



| <b>Arthur Miller School</b> |   |        |       |         |                     |       |       |  |                |      |        |       |         |                     |       |       |     |     |     |    |   |     |    |   |
|-----------------------------|---|--------|-------|---------|---------------------|-------|-------|--|----------------|------|--------|-------|---------|---------------------|-------|-------|-----|-----|-----|----|---|-----|----|---|
| Marae                       | Waiohiki  |        |       |         |                     |       |       |  |                |      |        |       |         |                     |       |       |     |     |     |    |   |     |    |   |
| Vision                      | Through our influence, example and effort we aim to help students to "strive for excellence..."   |        |       |         |                     |       |       |  |                |      |        |       |         |                     |       |       |     |     |     |    |   |     |    |   |
| Roll                        | <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/<br/>Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>336</td> <td>172</td> <td>164</td> <td>77</td> <td>7</td> <td>298</td> <td>17</td> <td>8</td> </tr> </tbody> </table> |        |       |         |                     |       |       |  | Total students | Male | Female | Māori | Pacific | European/<br>Pākehā | Asian | Other | 336 | 172 | 164 | 77 | 7 | 298 | 17 | 8 |
| Total students              | Male  | Female | Māori | Pacific | European/<br>Pākehā | Asian | Other |  |                |      |        |       |         |                     |       |       |     |     |     |    |   |     |    |   |
| 336                         | 172   | 164    | 77    | 7       | 298                 | 17    | 8     |  |                |      |        |       |         |                     |       |       |     |     |     |    |   |     |    |   |



| <b>Bledisloe School</b> |   |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |     |    |     |    |    |
|-------------------------|---|--------|-------|---------|-----------------|-------|-------|----------------|------|--------|-------|---------|-----------------|-------|-------|-----|-----|-----|-----|----|-----|----|----|
| Marae                   | Waiohiki  |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |     |    |     |    |    |
| Vision                  | To be better than before. Kia Rangitira te tū.  |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |     |    |     |    |    |
| Roll                    | <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>159</td> <td>145</td> <td>118</td> <td>17</td> <td>228</td> <td>32</td> <td>16</td> </tr> </tbody> </table> |        |       |         |                 |       |       | Total students | Male | Female | Māori | Pacific | European/Pākehā | Asian | Other | 304 | 159 | 145 | 118 | 17 | 228 | 32 | 16 |
| Total students          | Male  | Female | Māori | Pacific | European/Pākehā | Asian | Other |                |      |        |       |         |                 |       |       |     |     |     |     |    |     |    |    |
| 304                     | 159   | 145    | 118   | 17      | 228             | 32    | 16    |                |      |        |       |         |                 |       |       |     |     |     |     |    |     |    |    |



| <b>Greenmeadows School</b> |  |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |    |    |     |    |    |
|----------------------------|--|--------|-------|---------|-----------------|-------|-------|----------------|------|--------|-------|---------|-----------------|-------|-------|-----|-----|-----|----|----|-----|----|----|
| Marae                      | Waiohiki, Motea Pa, and Pukemokimoki Marae   |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |    |    |     |    |    |
| Vision                     | Ma te ako te tipu ka taea. Through learning we grow and achieve.   |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |     |     |     |    |    |     |    |    |
| Roll                       | <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>452</td> <td>211</td> <td>241</td> <td>84</td> <td>25</td> <td>363</td> <td>40</td> <td>25</td> </tr> </tbody> </table> |        |       |         |                 |       |       | Total students | Male | Female | Māori | Pacific | European/Pākehā | Asian | Other | 452 | 211 | 241 | 84 | 25 | 363 | 40 | 25 |
| Total students             | Male   | Female | Māori | Pacific | European/Pākehā | Asian | Other |                |      |        |       |         |                 |       |       |     |     |     |    |    |     |    |    |
| 452                        | 211  | 241    | 84    | 25      | 363             | 40    | 25    |                |      |        |       |         |                 |       |       |     |     |     |    |    |     |    |    |



| <b>Patoka School</b> |  |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |    |    |    |    |   |    |   |  |
|----------------------|--|--------|-------|---------|-----------------|-------|-------|----------------|------|--------|-------|---------|-----------------|-------|-------|----|----|----|----|---|----|---|--|
| Marae                | Wharerangi   |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |    |    |    |    |   |    |   |  |
| Vision               | Through our school we are one. Mā te kura O Pātoka, ka kotahi rā   |        |       |         |                 |       |       |                |      |        |       |         |                 |       |       |    |    |    |    |   |    |   |  |
| Roll                 | <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>16</td> <td>33</td> <td>14</td> <td>3</td> <td>39</td> <td>1</td> <td></td> </tr> </tbody> </table> |        |       |         |                 |       |       | Total students | Male | Female | Māori | Pacific | European/Pākehā | Asian | Other | 49 | 16 | 33 | 14 | 3 | 39 | 1 |  |
| Total students       | Male   | Female | Māori | Pacific | European/Pākehā | Asian | Other |                |      |        |       |         |                 |       |       |    |    |    |    |   |    |   |  |
| 49                   | 16   | 33     | 14    | 3       | 39              | 1     |       |                |      |        |       |         |                 |       |       |    |    |    |    |   |    |   |  |



| <p><b>Puketapu School</b></p> <p>Marae</p> <p>Vision</p> <p>Roll</p>          | <p>Motea Pa</p> <p>Tahi Tamariki. We are one.</p> <table border="1" data-bbox="958 391 1877 507"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>226</td> <td>99</td> <td>127</td> <td>40</td> <td>2</td> <td>199</td> <td>1</td> <td>3</td> </tr> </tbody> </table>   | Total students | Male  | Female  | Māori           | Pacific | European/Pākehā | Asian | Other | 226  | 99  | 127 | 40  | 2  | 199 | 1  | 3  |
|---|---|----------------|-------|---------|-----------------|---------|-----------------|-------|-------|------|-----|-----|-----|----|-----|----|----|
| Total students  | Male  | Female         | Māori | Pacific | European/Pākehā | Asian   | Other           |       |       |      |     |     |     |    |     |    |    |
| 226   | 99  | 127            | 40    | 2       | 199             | 1       | 3               |       |       |      |     |     |     |    |     |    |    |
| <p><b>Reignier Catholic School</b></p> <p>Marae</p> <p>Vision</p> <p>Roll</p> | <p>Waiohiki</p> <p>Achievement through excellence in all we do and commitment to the Catholic Faith</p> <table border="1" data-bbox="958 783 1877 900"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>198</td> <td>98</td> <td>100</td> <td>21</td> <td></td> <td>148</td> <td>35</td> <td>9</td> </tr> </tbody> </table>   | Total students | Male  | Female  | Māori           | Pacific | European/Pākehā | Asian | Other | 198  | 98  | 100 | 21  |    | 148 | 35 | 9  |
| Total students  | Male  | Female         | Māori | Pacific | European/Pākehā | Asian   | Other           |       |       |      |     |     |     |    |     |    |    |
| 198   | 98  | 100            | 21    |         | 148             | 35      | 9               |       |       |      |     |     |     |    |     |    |    |
| <p><b>Taradale High School</b></p> <p>Marae</p> <p>Vision</p> <p>Roll</p>     | <p>Waiohiki</p> <p>To support and mentor students as individuals so that we improve their outcomes and prepare them for the future.</p> <table border="1" data-bbox="958 1177 1877 1294"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>1045</td> <td>516</td> <td>529</td> <td>195</td> <td>28</td> <td>883</td> <td>70</td> <td>44</td> </tr> </tbody> </table> | Total students | Male  | Female  | Māori           | Pacific | European/Pākehā | Asian | Other | 1045 | 516 | 529 | 195 | 28 | 883 | 70 | 44 |
| Total students  | Male  | Female         | Māori | Pacific | European/Pākehā | Asian   | Other           |       |       |      |     |     |     |    |     |    |    |
| 1045  | 516   | 529            | 195   | 28      | 883             | 70      | 44              |       |       |      |     |     |     |    |     |    |    |





| <p><b>Taradale Intermediate</b></p> <p>Marae</p> <p>Vision</p> <p>Roll</p>   | <p>Waiohiki Marae</p> <p>Empowering learners today to discover their tomorrow.</p> <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>271</td> <td>327</td> <td>123</td> <td>17</td> <td>491</td> <td>41</td> <td>16</td> </tr> </tbody> </table>   | Total students | Male  | Female  | Māori           | Pacific | European/Pākehā | Asian | Other | 598 | 271 | 327 | 123 | 17 | 491 | 41 | 16 |
|--|--|----------------|-------|---------|-----------------|---------|-----------------|-------|-------|-----|-----|-----|-----|----|-----|----|----|
| Total students   | Male   | Female         | Māori | Pacific | European/Pākehā | Asian   | Other           |       |       |     |     |     |     |    |     |    |    |
| 598  | 271  | 327            | 123   | 17      | 491             | 41      | 16              |       |       |     |     |     |     |    |     |    |    |
| <p><b>Taradale Primary School</b></p> <p>Marae</p> <p>Vision</p> <p>Roll</p> | <p>Waiohiki</p> <p>To enable our learners to be lifelong achievers who can think creatively and critically as part of a caring global community.</p> <table border="1"> <thead> <tr> <th>Total students</th> <th>Male</th> <th>Female</th> <th>Māori</th> <th>Pacific</th> <th>European/Pākehā</th> <th>Asian</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>442</td> <td>215</td> <td>227</td> <td>58</td> <td>5</td> <td>354</td> <td>50</td> <td>16</td> </tr> </tbody> </table> | Total students | Male  | Female  | Māori           | Pacific | European/Pākehā | Asian | Other | 442 | 215 | 227 | 58  | 5  | 354 | 50 | 16 |
| Total students   | Male   | Female         | Māori | Pacific | European/Pākehā | Asian   | Other           |       |       |     |     |     |     |    |     |    |    |
| 442  | 215  | 227            | 58    | 5       | 354             | 50      | 16              |       |       |     |     |     |     |    |     |    |    |

## Ōtātara Kāhui Ako Journey So Far

### 2010-2013

Taradale Intermediate and Taradale High School invited regular principals' meetings with the local primary schools, which operated for a short time, providing an opportunity to share data, concerns, and

### 2014-2018

With encouragement and initiative from the Puketapu School Principal, the cluster began meeting each term. It has gradually built in strength ever since.

### 2019

Expressions of Interest were signed by six schools in March-June. We chose to continue to be inclusive of all schools in our cluster, even those who might choose not to become part of the COL, however the

### 2020

In January, a Kāhui Ako Lead was appointed to the position.

The MOE approved an application for centrally-funded PLD, enabling us to continue to use the services of

celebrations. However, the group went into abeyance.

Patoka School joined us during these years.

Much discussion took place about whether or not to form a Kāhui Ako, but we were generally not comfortable with the lack of flexibility of the model.

remaining three schools signed later in the year.

Our change of heart to joining a COL was based around three factors:

1. The Ministry inclusion of well-being within the achievement challenges.
2. The possible provision for alternative leadership structure, allowing for the prospect of appointing a former principal colleague from within the cluster to be Kāhui Ako Lead, thereby retaining the trust that had been established over time.
3. An increasing realisation that whilst we had achieved good things together, the resourcing to be provided by forming a Kāhui Ako would considerably extend our reach into addressing stubborn underachievement by some groups of students.

Subsequently, Elizabeth Eley of Waikato University, was

Elizabeth Eley to shape our Achievement and Well-Being Challenges.

The Ministry also funded PLD so that front-line staff working with our most at-risk priority learners could be provided with the same learning as our teaching staff in regard to cultural and relational practices.

Additionally, we secured an undertaking late in 2019 for support from our local Ministry office to work alongside us as we provide for the needs of learners whose preparedness to learn at Year 1 is significantly behind that of their peers.

|  |  |   |  |
|--|--|---|--|
|  |  | appointed to the position of Expert Partner, assisting the COL with the process of appointing a Lead. |  |
|--|--|---|--|

## A History of Our Collaborative Work

Out of the principals' collaboration have come many tangible projects

- The annual running of an increasingly well-supported and proficient Kapa Haka Festival.
- Leadership roles in the annual Napier-wide *DigiAwards*, which celebrate digital presentations from Year 1-8, including animation and short films.
- Sharing of teaching staff between schools, sometimes gratis, in specialist areas: music, French, Mandarin.
- The sharing of a Mandarin Learning Assistant between Taradale Intermediate, Taradale Primary, Greenmeadows, and Taradale High School; and engaging in collaborations to enhance the learning of French.
- A Literacy Cluster group of up to 50 teachers, from all sectors, meets regularly to discuss best practice in literacy and share resources and strategies. This group also participates in cross-school moderation of writing samples.
- A creative writing course has been available to extend talented writers at the primary and intermediate schools, run by a teacher at the high school, who also happens to be a NZ poet of some renown.
- All schools have participated in an RSA-sponsored ANZAC commemoration run by leaders at the local high schools specifically for the Taradale schools. Similarly, speech competitions have been run by the RSA for our cluster.
- In 2018, Health Hawke's Bay supported a Resiliency Evening run for parents across the cluster, supporting practices to build resilience in our suburb's children. Another is planned to take place in 2020.
- Schools have joined together to run events on "Navigating the Journey", a programme designed to assist learners with developing strategies to build and manage relationships, and to build resilience.

- Taradale Intermediate hosts an annual 'Battle of the Books' competition, with a contributing schools' division that is supported by our local schools.

Less tangible, but equally important, has been the professional sharing of ideas among principals. Many of these ideas have resulted in a positive impact on the learning of our suburb's children and young people. A strong collegiality and trust has developed between the principals, which we would now like to extend by formalising our collaboration. Most of the principals have worked together for a number of years, so the time is opportune to create the formalisation of the Ōtātara Kāhui Ako, signifying a commitment to develop a shared culture of critical reflection, evidence-based internal evaluation, and collaboration.

## ERO's main findings, 2019

(NB: at the time ERO composed this, not all of our schools had signed an Expression of Interest)

### *Common strengths include:*

- *meeting expected achievement rates for many students*
- *a focus on supporting Māori achievement through implementing a more culturally responsive curriculum*
- *constructive relationships with parents and whānau*
- *a broad curriculum providing some authentic, meaningful and increasingly student-driven learning opportunities*
- *positive learning environments*
- *leadership that sets clear direction and works collaboratively with boards and school communities*
- *a focus on developing teacher capability through relevant professional learning and development (PLD), inquiry and appraisal processes*
- *well informed trustees enabled to make decisions based on evidence of student outcomes.*

### *Areas for improvement include:*

- *enhancing engagement with parents and whānau towards more learning-focused partnerships*
- *improving the school's response for equitable outcomes by developing:*
  - *a clear definition of acceleration and reliable assessment processes*

- *systems to recognise the progress of students and identify those students who need acceleration*
- *identifying the groups and curriculum areas that demonstrate the most compelling need to have their progress accelerated in pursuit of equity*
- *specific targets and actions relating to students in these identified groups*
- *evaluation processes to know about what works well and what needs to change in promoting acceleration for these students.*
- *continued development of the school curriculum to:*
  - *be localised, personalised and reflect the aspirations of the school's community including hapū and iwi*
  - *promote student agency*
  - *provide explicit expectations for teaching and learning including embedding culturally responsive practice.*

### **How well do the schools use achievement information to make positive changes to learners' engagement, progress and achievement?**

*There is variation across the schools in the quality and use of assessment data to know about students' achievement, progress and engagement.*

*Some schools are able to show progress for some identified students, for example, those who have participated in a specific intervention or who have been specifically targeted. Developing systems to use achievement information to show students' progress for all students is a next step.*

*Some schools have targets that focus on students whose learning needs to be accelerated, others need to sharpen the focus of their targets. Targets that focus on Māori, Pacific or male students, where their achievement is not equitable with their peers, would be appropriate in some schools.*

*Good practice is evident, in the use of assessment information to identify at risk students and set focused targets for accelerating progress and promoting equity should be built on across the Kāhui Ako.*

### **How effectively does the curriculum and organisational processes and practices in these schools promote and support student learning?**

*Students across the schools access a broad curriculum that provides a variety of learning experiences and opportunities for development of competencies. Learners' wellbeing is given priority.*

*The schools are on a continuum of development in their responsiveness to promoting success for Māori students. Most schools have yet to fully implement a curriculum that:*

- *is committed to bicultural practice and is localised*
- *explicitly promotes culturally responsive teaching practices that acknowledge students language, culture and identity*
- *reflects the aspirations of whānau, hapū and iwi.*

### **Curriculum and organisational processes and practices:**

*As the Taradale Kāhui Ako develops the way it works together, it will be important to focus on the quality of transitions children and young people experience as they move through their schooling. To enhance each student's learning pathways, Kāhui Ako members should consider making clear expectations at each transition point by agreeing achievement signposts and developing a cohesive local curriculum and teaching practices.*

#### **Overview of Common Strengths:**

*Effective teaching is evident across the Kāhui Ako, with relevant professional learning and development assisting teachers to continue to improve practice. Teachers work collaboratively with each other.*

*Schools are also expanding their delivery of a curriculum that supports students to lead their own learning and develop their self-management skills.*

*Schools have capable leadership that focuses on achieving each school's vision and promoting positive outcomes for students. Leaders implement effective systems to build the capacity of teachers through systematic appraisal and purposeful PLD decisions.*

*A positive tone and culture conducive to learning is evident across the schools.*

#### **Overview of Work-Ons:**

*The most recent ERO reports show that all the primary schools have systems and processes to identify and provide programmes for students whose learning needs acceleration. Schools do not always know about the effectiveness of these programmes or approaches in accelerating*

*progress. Additionally, school targets and subsequent approaches do not always respond to the most compelling needs for groups of learners or curriculum areas as identified by the data.*

*As the Taradale Kāhui Ako develops the way it works together, it will be important to focus on the quality of transitions children and young people experience as they move through their schooling. To enhance each student's learning pathways, Kāhui Ako members should consider making clear expectations at each transition point by agreeing achievement signposts and developing a cohesive local curriculum and teaching practices.*

*All schools need to develop their internal evaluation practice, using data from a range of sources, to:*

- set focused targets relating to the most compelling needs to promote equity and excellence*
- determine the effectiveness of change, innovation and practice in reducing disparity and improving outcomes for students*
- evaluate what works for which groups of students (particularly Māori students and males), what does not work and where improvements need to be made.*

## **Kāhui Ako Structure**

Attaining the well-being and achievement challenges requires a multi-lateral approach in which our schools will seek to change teacher practice, influence parenting, and harness support from outside agencies. It's a significant undertaking requiring a thoughtfully devised, sustainable infrastructure, one that is clear to all, simple to understand, and sharply focused on what is beneficial to our learners.

In the medium-term, the principals will perform the advisory role of a stewardship group, referred to hereafter as the Governance Group. It will introduce key representation from within our community from the early stages, including ECE, tertiary, and MOE. It will develop an annual plan based on its strategic plan. This group will make periodic reviews of our strategic direction resulting in management decisions to set the parameters which will guide the work of the Kāhui Ako Lead, who will oversee the work of the Across School Teachers, including accountabilities. Along with each

principal, the Kāhui Ako Lead will share the role of overseeing the work of Within School Teachers and use of Inquiry Time, in accordance with decisions made collectively.

The Governance Group will collectively utilise and manage the dedicated resources provided (the Kāhui Ako leadership, teacher roles, financial grants and associated Inquiry Time) to best meet our agreed Challenges. Therefore, all major decisions about staffing and resourcing, including how the PLD budget is used, will be shared by the Governance Group. We will invite ECE, the Eastern Institute of Technology, iwi, hapū, parents, students, families/whānau and communities in shaping and implementing the plan. Individual Boards will reference the annual Kāhui Ako plan and Challenges within their own individual schools' Charters along with the goals/objectives related to the needs of their own students. We will implement systems for monitoring, reviewing and adapting the plan as necessary. We will establish an operational structure to manage the processes to implement the plan.

## Well-Being and Achievement Challenges

### Challenge 1: Well-being/Hauora

Increase the proportion of students who report positively against our four well-being indicators.

**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 in order to engage with school in ongoing learning.

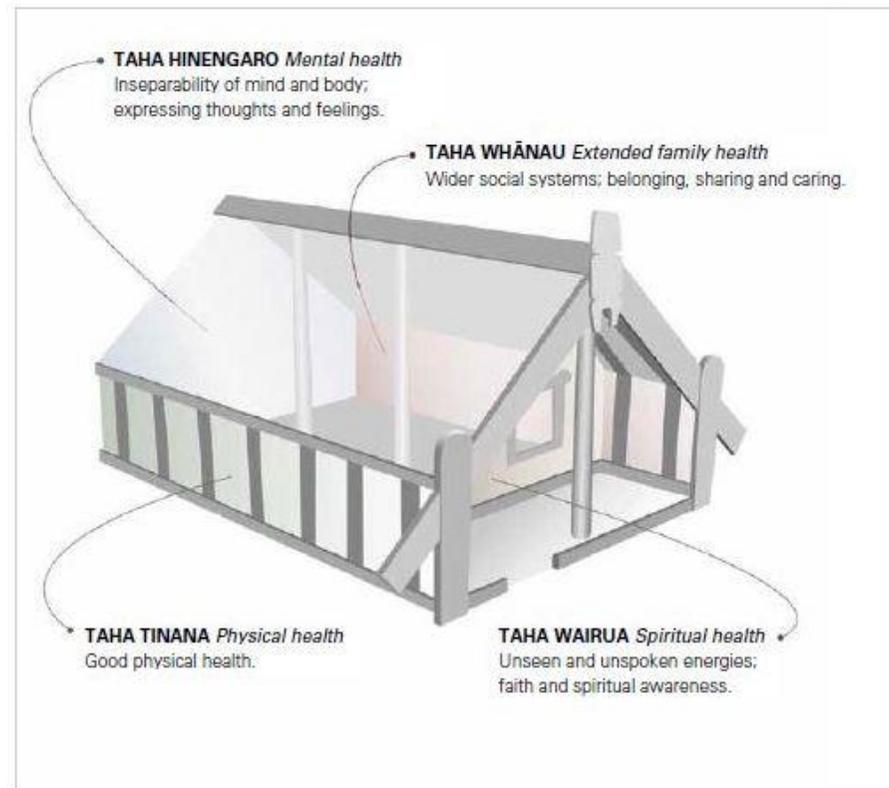
**Description:**

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

This will be demonstrated by:

- Taha 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 (Because of the potential for plurality of meaning from which potential misunderstandings could arise, a working definition of spiritual wellbeing will be further developed by the Governance Group)
- Taha tinana / Physical wellbeing – caring for our bodies
  - adapted from Durie, M. Te Whare Tapa Whā model for Hauora, illustrated below



### Why this is important

Students feeling settled and engaged in school is 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, they 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 whom our schools work.

#### **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.

Our school principals have, informally, observed increased evidence of anxiety across our student body. There is talk of negative self-image, self-harming behaviours and suicidal ideation, and it is neither decile nor culture specific. 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:

- Six Year Net
- Student voice in the *NZCER Wellbeing@School* survey, *Attitude and Engagement Survey*, using the work of Dr Melinda Webber from the University of Auckland, or schools' own custom-made surveys
- 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.

Our schools are committing to using a single measure of well-being in the future, namely the NZCER Wellbeing@School survey. By necessity, the survey information collected in 2020 will form our baseline data.

**What do we want to see?**

Ōtāra Kāhui Ako wants 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.

**Challenge 2: Cultural Connectedness**

*Increase the proportion of students who report that they feel* strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako.

**Moral purpose:**

We believe that when students' cultural identities are strong and secure, their academic success will improve.

**Description:**

Cultural connectedness will be demonstrated by students reporting that they:

- Experience positive acknowledgement of their cultural heritage at school
- Have a strong sense of belonging within their school
- Have strong, positive relationships with others
- Believe they are positive contributors across a range of life settings, such as learning, sport, community involvement
- Can accept others for who they are, and learn positively alongside them

- Have a sense of their place and acceptance within the school, community, Aotearoa, and the global community

### **Why this is important**

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 *Quality Teaching for Diverse Students in Schooling* (2003) it is recommended that teaching be responsive to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students.

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.

In 2018, we were reminded of the views of rangatahi in the report from the 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 patterns of inequity in our data when it is disaggregated by ethnicity. Many of our schools have made strong efforts over many years to connect with local iwi and hāpu, grow the use of te reo Māori and put in place a range of initiatives, such as Kia Eke Panuku and Poutama Pounamu. 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, Pasifika families want or need. Whilst many of our families are mana whenua, perhaps they do not feel able to offer opinions, engage us or have authority to raise issues.

In terms of our hunches, we wonder whether:

- there is still cultural bias and power imbalance 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**

Our hunches related to this Achievement Challenge are based on disparities between data for Maori and non-Maori in:

- Student achievement
- Stand down / suspension
- Attendance
- The relevant cultural question in NZCER's Wellbeing@School Survey

**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, and an increased willingness to understand Tikanga and a Te Ao Māori world view. We will continue to promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for all students.

We believe that knowing 'where your feet are' is the vehicle to navigate and explore the world, therefore we need to prioritise a bicultural curriculum and learning context for tamariki Maori and tamariki tatou.

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).

**Challenge 3: Preparedness to Learn**

Increase the proportion of students who report they have the dispositions required to develop "capabilities for living and lifelong learning" (NZC, 2007, p.12).

**Moral purpose:**

Otātara Kāhui Ako students will be prepared and equipped for living and lifelong learning, confident in their identity as learners and able to manage their own learning. Our schools and institutions will be prepared for learners and our learners will confidently transition across schools and institutions.

**Description:**

Students demonstrate the capabilities of living and lifelong learning when they are:

- Agentic – they know why they are learning and how they learn best
- Motivated, inspired and engaged — with the tools and skills to succeed
- Able to adapt and thrive in a changing world
- Critical, informed, responsive citizens
- Well-prepared for a positive and successful future

**Why this is important**

We believe that when learners are agentic about their own learning and 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. Our world is in a state of change, including the changing 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 learners 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 build on a relevant, contemporary educational experience.

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

We would like to explore ways to explicitly teach, model and evaluate progress in the dispositions for life-long learning. 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 some assessment practices 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. We also recognise that the nature of knowledge is changing in our current technological age and we want our children to be well prepared for and able to navigate the world they will be living in. The development of Innovative Learning Spaces, and the national shift in thinking that is occurring 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.

In its report to the Kāhui Ako in 2019, ERO recommended a focus "*on the quality of transitions children and young people experience as they move through their schooling. To enhance each student's learning pathways, Kāhui Ako members should consider making clear expectations at each transition point by agreeing achievement signposts and developing a cohesive local curriculum and teaching practices.*" In forming this Kāhui Ako, our schools are committing to working closer together on the transitions between our schools. This is especially important for students who are operating below curriculum expectations, and/or lack a sense of belonging within our schools, and/or lack an expression of cultural identity in our schools, and/or lack an agentic growth mindset towards their learning. We recognise that these learners are least prepared for learning, and most at risk of ultimate underachievement, therefore we need to do everything we can to improve the transitions within and between our schools.

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

- Various entry data when commencing primary school, including assessments of reading readiness, physical co-ordination, interviews with parents, and anecdotal observations by teachers.
- Yolanda Soryl test of phonics at Year 1 & 2.
- The Six Year Net.
- Assessment data when commencing Year 7 & 9.

### What do we want to see?

We want our learners to have agency over 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 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). This requires our schools to be ready to meet our learners where they are when they arrive at school, and to continue to grow the self-regulated learner as they progress through their schooling.

### Key indicators:

1. **Students, teachers and whānau report** an increasing ability to understand, have choice and ownership of their learning process
2. **Rongohia te Hau data** around the responsive pedagogy questions and classroom observations shows students, teachers and whānau are satisfied with the learning
3. **Achievement (OTJs) in writing and mathematics** shows an increase in Years 5 and 8.
4. **Achievement** in the percentage of school leavers with NCEA Level 2 Mathematics and English (measured by those with 14+ credits).

## 2020—2022 | Indicators of Progress

This section describes the indicators of progress that we might expect to see, together with 2022 '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 2020.

### Challenge 1: Hauora/wellbeing

#### Progress indicators and projected achievements

Our challenge: *Increase the proportion of students who report positively against our four well-being indicators.*

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 (2020-2022)

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 2022, 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 90% for all learners.
- More **positive** responses in our Rongohia te Hau results regarding satisfaction with school
- **Improved** student achievement in writing and mathematics, Years 5 and 8.
- An **increased percentage** of school leavers with NCEA Level 2 Mathematics and English.
- **Progress** against our baseline data gathered against the tapa whā model (to be developed).

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

## Challenge 2: Cultural identity strong and secure

### Progress indicators and projected outputs

*Our challenge: Increase the proportion of students who report that they feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako.*

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 (2020-2022)

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 using our shared questioning tool. This tool will be developed once we have Across School Teachers appointed, and is likely to consist of student focus groups and self-review questionnaires.
- An **increase** in the attendance rate of our Māori learners with a commensurate decrease in disparity between all learners and our Māori students.
- An **increase** in the retention rate of our Māori learners beyond their 17<sup>th</sup> birthday

#### Target Indicators — by the end of 2022, we expect to see:

- An **increase** in the proportion of students, teachers and whānau who report feeling a sense of belonging against NZCER Wellbeing@School Survey questions
- **Positive** reports by students in conversations with them about aspects that matter to them.
- **Narrowing** patterns of inequity when attendance data is disaggregated by ethnicity
- **Improved** Rongohia te Hau data regarding the cultural congruence with schooling across students, teachers and whanau
- **Improved** student achievement in writing and mathematics, Years 5 and 8.

- An **increased percentage** of school leavers with NCEA Level 2 Mathematics and English. We note that there exists a disparity in leavers' outcomes when comparing Māori leavers with leavers from all ethnicities. This is indicated in the outcomes at NCEA Level 2 in 2019, where English outcomes indicate an achievement gap of between 4.3 and 6.7 percentage points, and mathematics outcomes indicate an achievement gap of between 1.5 and 22.3 percentage points in mathematics. There is more work to be done to gather firmer data, but these percentages are consistent with a long-standing, well-documented under-achievement by Māori students at Taradale High School when their outcomes are compared to all other ethnicities.

#### Who will lead this work?

Responsibility for leading this work will be established once the Across School roles are appointed.

### Challenge 3: Preparedness to learn

#### Progress indicators and projected outputs

Our challenge: *Increase the proportion of students who report they have the dispositions required to develop “capabilities for living and lifelong learning”* (NZC, 2007, p.12).

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 (2020-2022)

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 (ownership of their learning) and are able to identify the focus and direction of their learning.
- An **increase** in the numbers of staff who are involved in exploring student agency as part of teaching as inquiry.

#### Target Indicator — by the end of 2022, we expect to see:

- An **increasing proportion** of students demonstrating an ability to understand, have choice and ownership of their learning process, as reported by teachers and parents.

- **Improved** Rongohia te Hau data around the responsive pedagogy questions and classroom observations shows students, teachers and whānau are satisfied with the learning
- **Improved** student achievement in writing and mathematics, Years 5 and 8.
- An **increased percentage** of school leavers with NCEA Level 2 Mathematics and English.

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

## Curriculum Indicators

It is our theory that by responding well to the achievement challenges, the Kāhui Ako will develop in students a stronger sense of belonging at school, a stronger connection with others, and will be more engaged in their learning. Therefore, by the end of 2024, we will look for increases of student achievement in Writing and Mathematics, as proxies for achievement in all learning:

- Year 5 students at or above Curriculum Level 3. Assessments in 2019 indicated:
  - Considerable variation between schools in writing, from 3% below expectation to 36%, with an average overall of 19.5% below.
  - Similarly, a wide variation between schools in mathematics, from 5% below expectation to 28%, with an average overall of 16% below.
- Year 8 students at or above Curriculum Level 4. Assessments in 2019 indicated:
  - At least 4% of students were below expectation in writing.
  - About 5% of students were below expectation in mathematics.
- School leavers with NCEA Level 2 Mathematics and English or better. Based on 2019's NCEA results at Level 2:
  - Between 70%-90% of students were achieving 14+ credits in English
  - Between 80%-90% of students were achieving 14+ credits in Mathematics

We have chosen 2024, because that will conclude four years of implementation. Michael Fullan\* provides a compelling argument for the difficulties of making successful change, and the expectation that effective change happens slowly in education. So, we are not anticipating rapid change in achievement data, but we are expecting that change will occur, so 2024 seems to be soon enough to expect to see changes beginning to happen, without being too soon to risk disappointment.

Curriculum indicators will be specified **at school level**.

*\*Change theory A force for school improvement, Michael Fullan, Centre for Strategic Education Seminar Series Paper No. 157, November 2006*

## Levers For Change

Our journey towards the realisation of our achievement challenges will be underpinned by the levers for change that will be outlined in our Theory of Improvement. Our Theory of Improvement will be built on the *Ako: Critical contexts for change* (see Figure 1). Our Kāhui Ako believes, and research affirms that the three contexts within the *Ako: Critical contexts for change* model provide the levers for change that will have a high impact on the achievement and well being of our students:

### ***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 decision-making 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.

We want to extend the concept of collaboration to include other community entities, using the cluster as an efficient and effective means of enhancing productive relationships with:

- iwi and hapū
- Ministry of Education
- Public Health organisations
- Government departments, such as Oranga Tamariki, Police

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

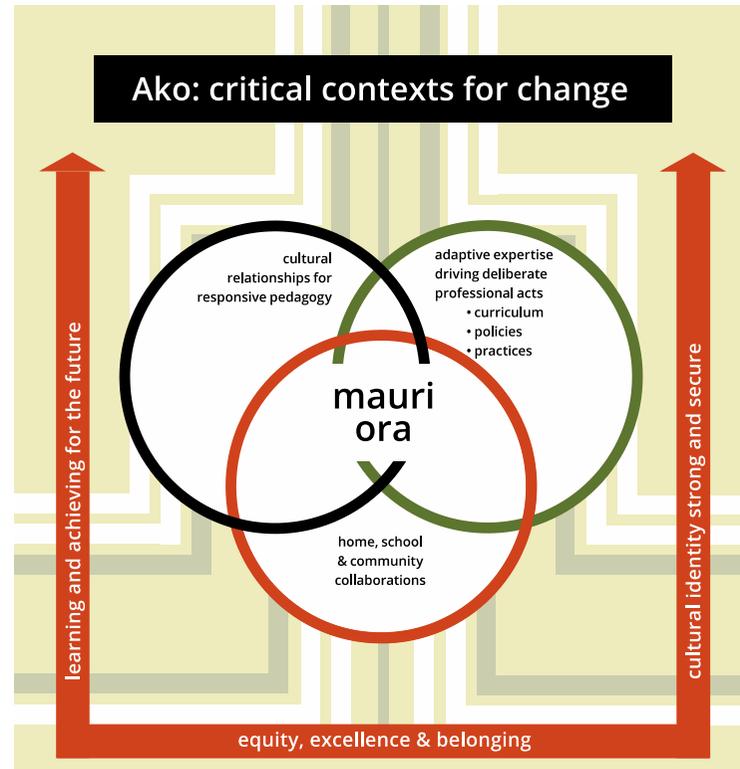
We believe that it is the ethical responsibility of teachers and leaders to continue to develop and grow their professional practices in order to provide the optimum learning opportunities for all students. This relies on “adaptive expertise” (see below) driving the deliberate professional acts of teachers, 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
- provide 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 and rich professional dialogue to make deliberate decisions about what will make the biggest difference for student achievement and well-being.

We anticipate that Across School Teachers, Within School Teachers, and Inquiry Time will be put towards investing in rich professional dialogues which inform the daily cycle of inquiry, thereby tomorrow’s deliberate acts of teaching will be guided by today’s conversations.



We will be developing our Theory of Improvement, based on the *Ako: Critical contexts for change* model with the Across School Leaders, following their appointment.

## 2019 Data

|                      | Well Below |     | Below |     | Med / At / Within |     | Above |     | Well Above |     | WRITING YEAR 5 |
|----------------------|------------|-----|-------|-----|-------------------|-----|-------|-----|------------|-----|----------------|
|                      | All        | NZM | All   | NZM | All               | NZM | All   | NZM | All        | NZM |                |
| Arthur Millar        | 3%         | 12% | 22%   | 25% | 55%               | 56% | 20%   | 6%  | 2%         | 0   |                |
| Bledisloe            | 5%         | 17% | 24%   | 11% | 50%               | 56% | 21%   | 17% |            |     |                |
| Greenmeadows         | 8%         | 16% | 28%   | 42% | 52%               | 26% | 12%   | 16% |            |     |                |
| Patoka (Raw Numbers) | 0          | *   | 3*    | *   | 4*                | *   | 1*    | *   |            |     |                |
| Puketapu             | 4%         | 2%  | 15%   | 17% | 63%               | 66% | 18%   | 15% |            |     |                |
| Reignier             | 0          | *   | 3%    | *   | 97%               | *   | 0     | *   |            |     |                |
| Taradale Primary     |            |     | 5%    |     | 54%               |     | 41%   |     |            |     |                |

|                      | Well Below |     | Below |     | Med / At / Within |     | Above |     | Well Above |     | MATHEMATICS YEAR 5 |
|----------------------|------------|-----|-------|-----|-------------------|-----|-------|-----|------------|-----|--------------------|
|                      | All        | NZM | All   | NZM | All               | NZM | All   | NZM | All        | NZM |                    |
| Arthur Millar        | 0          | 0   | 5%    | 8%  | 43%               | 40% | 50%   | 38% | 2%         | 0   |                    |
| Bledisloe            | 0          | 0   | 23%   | 23% | 51%               | 51% | 26%   | 26% |            |     |                    |
| Greenmeadows         | 7%         | 16% | 21%   | 21% | 57%               | 58% | 15%   | 5%  |            |     |                    |
| Patoka (Raw Numbers) | 0*         | *   | 2*    | *   | 6*                | *   | 0*    | *   |            |     |                    |
| Puketapu             | 7%         | 2%  | 4%    | 15% | 74%               | 73% | 15%   | 10% |            |     |                    |
| Reignier             | 0%         |     | 18%   |     | 76%               |     | 6%    |     |            |     |                    |
| Taradale Primary     |            |     | 8%    |     | 52%               |     | 40%   |     |            |     |                    |

|                         | Well Below |     | Below |     | Med / At / Within |     | Above |     | Well Above |     |                |
|-------------------------|------------|-----|-------|-----|-------------------|-----|-------|-----|------------|-----|----------------|
|                         | All        | NZM | All   | NZM | All               | NZM | All   | NZM | All        | NZM |                |
| Patoka<br>(Raw Numbers) | 1*         | *   | 0*    | *   | 4*                | *   | 2*    | *   |            |     | WRITING YEAR 8 |
| Puketapu                | 3%         | 2%  | 7%    | 17% | 41%               | 66% | 48%   | 15% |            |     |                |
| Taradale Intermediate   | 1%         | 2%  | 3%    | 3%  | 78%               | 81% | 17%   | 14% | 1%         | 0%  |                |
|                         |            |     |       |     |                   |     |       |     |            |     |                |
|                         | Well Below |     | Below |     | Med / At / Within |     | Above |     | Well Above |     |                |
|                         | All        | NZM | All   | NZM | All               | NZM | All   | NZM | All        | NZM |                |
| Patoka                  | 0*         | *   | 1*    | *   | 4                 | *   | 2*    | *   |            |     | MATHS YEAR 8   |

|                       |    |    |    |     |     |     |     |     |    |    |  |
|-----------------------|----|----|----|-----|-----|-----|-----|-----|----|----|--|
| Puketapu              | 3% | 2% | 0% | 15% | 48% | 73% | 48% | 10% |    |    |  |
| Taradale Intermediate | 0% | 0% | 5% | 9%  | 72% | 77% | 19% | 12% | 3% | 2% |  |

\* Cohort too small to provide percentages with validity.

#### TARADALE HIGH SCHOOL LEVEL 2 ENGLISH & MATHS, 2019

|                  | Achievement Standards Awarded at Achieved, Merit, or Excellence |       |
|------------------|---|-------|
|                  | ALL ETHNICITIES   | MĀORI |
| ENGLISH COURSE 1 | 70%   | 65.7% |
| ENGLISH COURSE 2 | 90%   | 83.3% |
|                  |   |       |
| MATHS COURSE 1   | 80%   | 57.7% |
| MATHS COURSE 2   | 90%   | 88.5% |

Based on assessed achievement standards only, not total entries.

## Percentage of Students Attending School Regularly, Term 2, 2019 – Years 5, 8 & 12

| School: Name                 | Student:<br>Year Level | Chronic<br>Absence<br>0-70% | Moderate<br>Absence<br>70-80% | Irregular<br>Absence<br>80-90% | Attending<br>Regularly<br>>90% | Total<br>students |
|------------------------------|------------------------|-----------------------------|-------------------------------|--------------------------------|--------------------------------|-------------------|
| Arthur Miller School         | 5                      | 3.7%                        | 5.6%                          | 25.9%                          | 64.8%                          | 54                |
| Greenmeadows School          | 5                      | 1.2%                        | 4.8%                          | 14.3%                          | 79.8%                          | 84                |
| Patoka School                | 5                      | 0.0%                        | 0.0%                          | 60.0%                          | 40.0%                          | 10                |
| Puketapu School (Hawkes Bay) | 5                      | 0.0%                        | 6.1%                          | 24.2%                          | 69.7%                          | 33                |
| Reignier Catholic School     | 5                      | 0.0%                        | 2.6%                          | 15.4%                          | 82.1%                          | 39                |
| Taradale School              | 5                      | 1.1%                        | 3.3%                          | 24.4%                          | 71.1%                          | 90                |
| Patoka School                | 8                      | 0.0%                        | 0.0%                          | 16.7%                          | 83.3%                          | 6                 |
| Puketapu School (Hawkes Bay) | 8                      | 3.4%                        | 3.4%                          | 27.6%                          | 65.5%                          | 29                |
| Taradale Intermediate        | 8                      | 3.8%                        | 7.3%                          | 24.8%                          | 64.0%                          | 314               |
| Taradale High School         | 12                     | 6.7%                        | 7.7%                          | 27.8%                          | 57.7%                          | 194               |

### Kāhui Ako Combined Attendance, Term 2, 2019 – by Year Level

| Student: Year Level      | Chronic Absence<br>0-70% | Moderate Absence<br>70-80% | Irregular Absence<br>80-90% | Attending Regularly<br>>90% | Total students |
|--------------------------|--------------------------|----------------------------|-----------------------------|-----------------------------|----------------|
| 1                        | 1.2%                     | 7.1%                       | 21.3%                       | 70.4%                       | 253            |
| 2                        | 2.2%                     | 4.4%                       | 21.7%                       | 71.7%                       | 272            |
| 3                        | 2.2%                     | 6.5%                       | 25.2%                       | 66.2%                       | 278            |
| 4                        | 0.8%                     | 4.9%                       | 25.1%                       | 69.2%                       | 247            |
| 5                        | 1.3%                     | 4.2%                       | 21.9%                       | 72.6%                       | 310            |
| 6                        | 2.7%                     | 8.8%                       | 23.6%                       | 64.8%                       | 330            |
| 7                        | 4.4%                     | 8.1%                       | 22.4%                       | 65.1%                       | 321            |
| 8                        | 3.7%                     | 6.9%                       | 24.9%                       | 64.5%                       | 349            |
| 9                        | 4.2%                     | 10.8%                      | 19.2%                       | 65.8%                       | 240            |
| 10                       | 8.9%                     | 8.1%                       | 20.9%                       | 62.1%                       | 235            |
| 11                       | 10.8%                    | 9.3%                       | 22.2%                       | 57.7%                       | 194            |
| 12                       | 6.7%                     | 7.7%                       | 27.8%                       | 57.7%                       | 194            |
| 13                       | 19.4%                    | 9.7%                       | 25.5%                       | 45.5%                       | 165            |
| <b>Kāhui Ako average</b> | <b>4.5%</b>              | <b>7.3%</b>                | <b>23.1%</b>                | <b>65.0%</b>                | <b>3,396</b>   |

### Kāhui Ako Combined Attendance, Term 2, 2019 – with Māori & Pacific Ethnicities – Whole School Data

| Student: Ethnicity       | Chronic Absence 0-70% | Moderate Absence 70-80% | Irregular Absence 80-90% | Attending Regularly >90% | Total students |
|--------------------------|-----------------------|-------------------------|--------------------------|--------------------------|----------------|
| European/Pakeha          | 4.2%                  | 7.5%                    | 23.2%                    | 65.2%                    | 2,825          |
| Māori                    | 8.4%                  | 8.6%                    | 28.5%                    | 54.4%                    | 652            |
| Pacific Peoples          | 8.1%                  | 14.0%                   | 32.6%                    | 45.3%                    | 86             |
| <b>Kāhui Ako average</b> | <b>4.5%</b>           | <b>7.3%</b>             | <b>23.1%</b>             | <b>65.0%</b>             | <b>3,396</b>   |

### Percentage of Half-Days Attended, Term 2, 2019, Years 5, 8 & 12.

| School: Name                 | Student: Year Level | Justifiably Absent | Present | Unjustifiably Absent |
|------------------------------|---------------------|--------------------|---------|----------------------|
| Arthur Miller School         | 5                   | 7.3%               | 91.6%   | 1.1%                 |
| Greenmeadows School          | 5                   | 5.1%               | 93.0%   | 1.9%                 |
| Patoka School                | 5                   | 4.2%               | 90.5%   | 5.3%                 |
| Puketapu School (Hawkes Bay) | 5                   | 5.7%               | 92.0%   | 2.2%                 |
| Reignier Catholic School     | 5                   | 4.6%               | 94.0%   | 1.4%                 |
| Taradale School              | 5                   | 5.4%               | 93.2%   | 1.4%                 |
| Patoka School                | 8                   | 2.7%               | 94.0%   | 3.3%                 |
| Puketapu School (Hawkes Bay) | 8                   | 5.2%               | 92.2%   | 2.6%                 |
| Taradale Intermediate        | 8                   | 7.5%               | 90.9%   | 1.6%                 |
| Taradale High School         | 12                  | 6.9%               | 88.7%   | 4.4%                 |

### Percentage of Half-Days Attended, Term 2, 2019 - with Māori & Pacific Ethnicities – Whole School Data

| School: Name                 | Student: Ethnicity | Justifiably Absent | Present | Unjustifiably Absent |
|------------------------------|--------------------|--------------------|---------|----------------------|
| Arthur Miller School         | European/Pakeha    | 6.3%               | 91.8%   | 1.9%                 |
|                              | Māori              | 8.3%               | 90.0%   | 1.7%                 |
|                              | Pacific Peoples    | 5.6%               | 93.1%   | 1.3%                 |
|                              | Total              | 6.3%               | 91.7%   | 2.0%                 |
| Greenmeadows School          | European/Pakeha    | 5.7%               | 92.5%   | 1.7%                 |
|                              | Māori              | 8.7%               | 88.0%   | 3.3%                 |
|                              | Pacific Peoples    | 11.5%              | 85.1%   | 3.4%                 |
|                              | Total              | 6.1%               | 91.7%   | 2.2%                 |
| Patoka School                | European/Pakeha    | 6.1%               | 89.9%   | 4.0%                 |
|                              | Māori              | 8.9%               | 89.2%   | 1.9%                 |
|                              | Pacific Peoples    | 3.6%               | 85.0%   | 11.4%                |
|                              | Total              | 6.6%               | 88.6%   | 4.8%                 |
| Puketapu School (Hawkes Bay) | European/Pakeha    | 6.0%               | 92.1%   | 1.9%                 |
|                              | Māori              | 7.9%               | 91.2%   | 0.9%                 |
|                              | Total              | 6.3%               | 91.8%   | 1.9%                 |
| Reignier Catholic School     | European/Pakeha    | 4.8%               | 91.2%   | 4.1%                 |
|                              | Māori              | 7.7%               | 91.0%   | 1.4%                 |
|                              | Total              | 5.0%               | 91.9%   | 3.1%                 |
| Taradale High School         | European/Pakeha    | 7.2%               | 88.3%   | 4.5%                 |
|                              | Māori              | 8.5%               | 84.4%   | 7.1%                 |
|                              | Pacific Peoples    | 5.4%               | 87.8%   | 6.9%                 |
|                              | Total              | 6.9%               | 88.2%   | 4.9%                 |
| Taradale Intermediate        | European/Pakeha    | 7.3%               | 90.7%   | 2.0%                 |
|                              | Māori              | 8.2%               | 90.2%   | 1.6%                 |
|                              | Pacific Peoples    | 10.5%              | 88.2%   | 1.4%                 |
|                              | Total              | 7.1%               | 90.8%   | 2.0%                 |

|                        |                 |      |       |      |
|------------------------|-----------------|------|-------|------|
| <b>Taradale School</b> | European/Pakeha | 5.0% | 93.2% | 1.9% |
|                        | Māori           | 5.5% | 92.1% | 2.3% |
|                        | Pacific Peoples | 2.4% | 96.0% | 1.6% |
|                        | Total           | 4.8% | 93.4% | 1.8% |

## Percentage of Half-Days Attended, Term 2, 2019 - Kāhui Ako Combined Data, Term 2, 2019

### Kāhui Ako by Year Level

| Student: Year Level      | Justifiably Absent | Present      | Unjustifiably Absent |
|--------------------------|--------------------|--------------|----------------------|
| 1                        | 5.3%               | 92.1%        | 2.6%                 |
| 2                        | 5.8%               | 92.1%        | 2.1%                 |
| 3                        | 6.1%               | 91.9%        | 2.0%                 |
| 4                        | 5.0%               | 92.8%        | 2.2%                 |
| 5                        | 5.6%               | 92.8%        | 1.7%                 |
| 6                        | 6.2%               | 91.2%        | 2.6%                 |
| 7                        | 6.9%               | 90.7%        | 2.4%                 |
| 8                        | 7.2%               | 91.0%        | 1.8%                 |
| 9                        | 6.0%               | 90.9%        | 3.1%                 |
| 10                       | 6.6%               | 89.3%        | 4.1%                 |
| 11                       | 7.6%               | 87.5%        | 4.9%                 |
| 12                       | 6.9%               | 88.7%        | 4.4%                 |
| 13                       | 7.9%               | 82.5%        | 9.6%                 |
| <b>Kāhui Ako Average</b> | <b>6.3%</b>        | <b>90.7%</b> | <b>2.9%</b>          |

### Kāhui Ako by Whole Schools

| Student: Ethnicity       | Justifiably Absent | Present      | Unjustifiably Absent |
|--------------------------|--------------------|--------------|----------------------|
| European/Pakeha          | 6.4%               | 90.8%        | 2.8%                 |
| Māori                    | 8.1%               | 88.4%        | 3.5%                 |
| Pacific Peoples          | 8.1%               | 87.3%        | 4.6%                 |
| <b>Kāhui Ako Average</b> | <b>6.3%</b>        | <b>90.7%</b> | <b>2.9%</b>          |