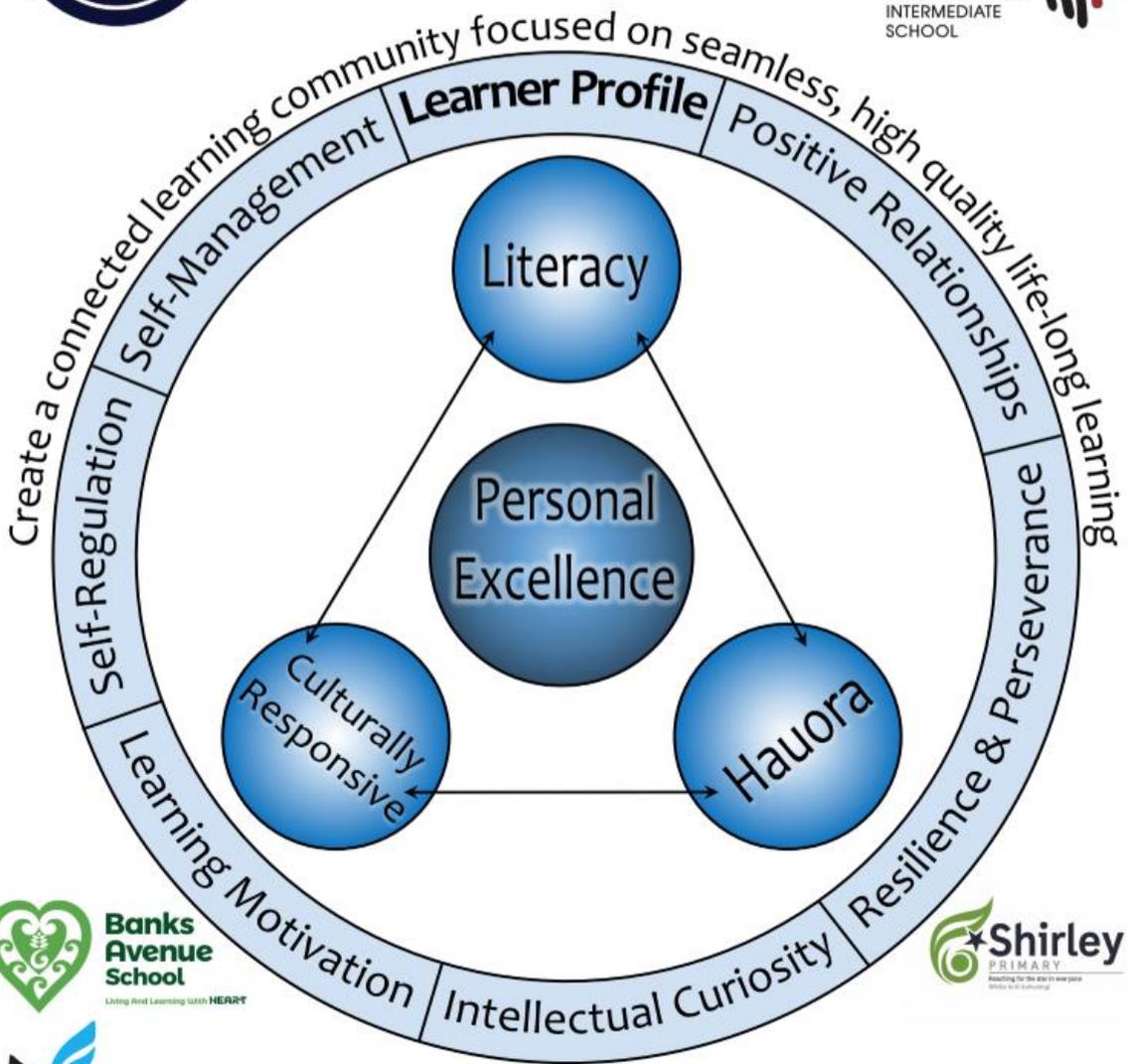




KĀHUI AKO KI ŌTĀKARO Vision





Naku te rourou nau te rourou ka ora ai te iwi

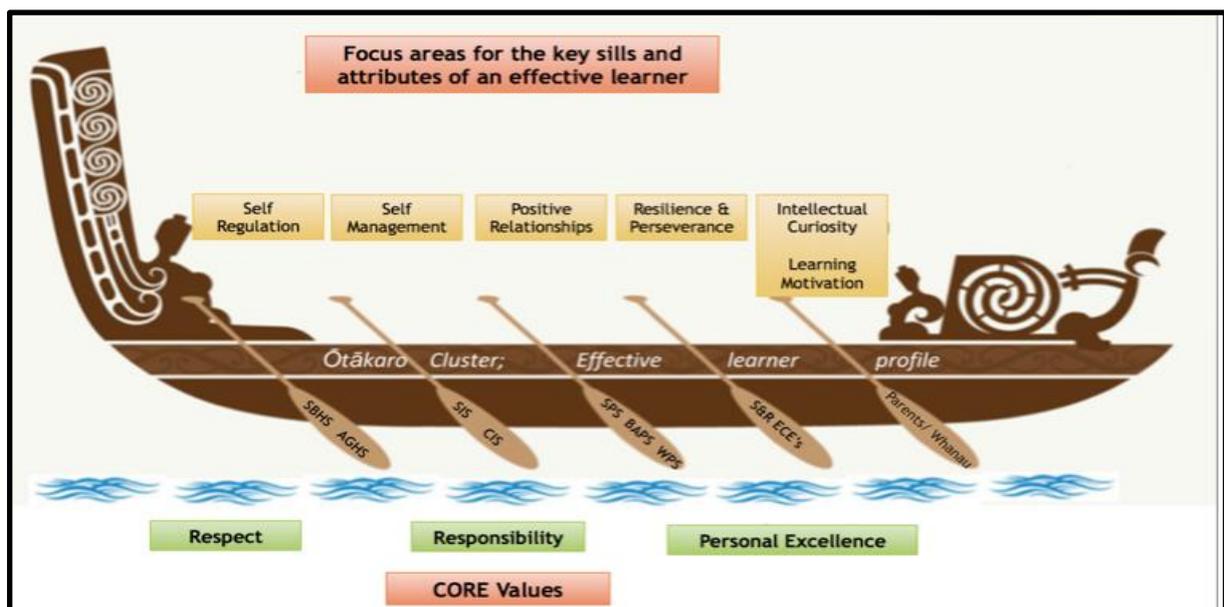
Achievement arises through co-operation

OUR WHAKAPŪMAU (BEGINNINGS)

Shortly after the 2011 earthquake, discussion was initiated between some like-minded schools in the east of Christchurch to see if they would agree to cooperate with each other. This led to the development of a formalised body of schools called the Ōtākaro Cluster in 2013.

This cluster subsequently applied to become a Community of Learning. The Minister of Education granted approval for this to occur in 2016. That year the cluster commissioned a research project to determine the key attributes and skills required to be an 'effective learner' across the cluster. The research project was undertaken by Dr Gabrielle Wall. The resulting data and analysis underpins the aim to address learning needs in our Community.

Also in 2016, Shirley Primary School was invited to work with Ngāi Tahu and Associate Professor Bobbie Hunter on a project called DMIC (Developing Mathematical Inquiry Communities). The project mentors teachers to facilitate mathematical knowledge and skills through culturally responsive collaborative mathematical inquiry and problem solving. In 2017 three additional schools (Chisnallwood Intermediate, Shirley Intermediate and Waitākiri Primary School) joined and in 2018 Shirley Boys' High School and Avonside Girls' High School also joined.



CORE VALUES

RESPECT, RESPONSIBILITY, PERSONAL EXCELLENCE

SHARED UNDERSTANDINGS

The community members share a belief in the value and power of Mahi Tahī-collaboration; they see a unique opportunity to provide a quality-learning pathway from early childhood through to tertiary and the workplace. Community members have a belief in Manaakitanga-care for each other and therefore they understand the need for alignment of values, and focus areas to enhance the contribution of each sector (ECE, primary, intermediate and secondary) toward helping our tamariki to excel as learners, to become self-regulated positive and contributing members of society. The community members see significant benefit and value in helping our tamariki to be intellectually curious and motivated to learn.

WORKING TOGETHER

Whanaungatanga, strong relationships, have committed the Community to working together with the long-term aim of enhancing the skills and attributes of tamariki in the identified key Achievement Challenge focus areas. Our Action Plan is designed to ensure achievement happens and our tamariki leave their schools, capable, connected, lifelong learners who display the skills and attributes of an effective Ōtākaro learner. Our stewardship team has a Board of Trustees member from each school and the lead principals. Our steering group has all the principals and ECEs leads.

OUR OVERALL APPROACH AND ACHIEVEMENT CHALLENGES

After surveying all staff in the Kāhui Ako at the end of 2019 it was clear that literacy, hauora and culturally responsive practice were the top priorities. As a result of the consultation our Achievement Challenges reflect this. As a Kāhui Ako we have had a major focus on DMIC since 2016 and believe that DMIC is sustainable and no longer needs to be an achievement challenge. A Kāhui Ako Action plan will be collaboratively developed in 2020 when the Across Kāhui Ako Community staff have started their positions. External expertise will be used to ensure we have the most effective plan that will make a difference to all students.

OUR STRUCTURE

Stewardship team

Members of the Ōtākaro stewardship group lead the Kāhui Ako. They oversee the smooth operation of our Kāhui Ako and ensure actions and decisions are carried out in accordance with our vision. Our Stewardship team is made up of a BOT representative from each school and our Kāhui Ako co-leads.

Steering group

This group consists of the principals from all schools and three ECE leads. Our Kāhui Ako co-leads run this group.

ACHIEVEMENT CHALLENGES - CHALLENGE 1- LITERACY

Background - Why literacy is important to the Ōtākoro Kāhui Ako

It is our belief that students having opportunities to write for authentic reasons and for a real audience is pivotal in order for improvement in writing to occur. Effective teaching and scaffolding of writing is required so that all learners know what their learning goals are, what their next steps are and how to go about them, as well as how to identify what they need help with and where to access that help. By ensuring that quality writing is embedded within all curriculum areas, learning can be personalised by having challenging goals that each learner seeks feedback about and then acts on. It is highly likely that achievement can be accelerated for all by doing this.

Previously we had literacy targets for years 1-10. The decision was made to leave that to individual schools because we couldn't find a suitable AST. These targets are still relevant for individual schools. The only staff suitable to lead literacy across the Ōtākoro Kāhui Ako were already in senior management positions. Hence the decision was made to empower the primary/intermediates to focus on their specific needs.

The Kāhui Ako submitted a joint PLD application at the end of 2019. Unfortunately this submission was declined. This submission was for support with the implementation of the Progression and Consistency Tool (PaCT). This would have upskilled all staff on the Learning Progression Framework and given the Kāhui Ako constant professional learning and a consistent tool to measure progress in literacy. As a result of the declined application all of the primary/intermediates are working on literacy targets, progress will be monitored in the middle and at the end of the year.

Banks Avenue School - Focusing on vocabulary and feedback in writing. Looking at PAT and how results can better inform literacy teaching.

Shirley Primary School - Literacy Learning Progression Writing MoE PLD. Part of the ALL and TALL programmes this year.

Waitākiri Primary School - Literacy Learning Progression Framework, PaCT (Focus on Writing) Storytelling.

Chisnallwood Intermediate School - Literacy Learning Progression Framework, PaCT (Focus on Writing) Implemented a writing team.

Shirley Intermediate School - MoE PLD Reading until the end of term 2. Applied for extension. Two literacy leads, Accelerating Literacy Learning. Literacy across the curriculum.

ECEs are focussing on oral literacy as this is more appropriate for them. They also see this as important as students segue into primary schools.

Literacy lies at the heart of student understanding and achievement. We mistakenly assume that the reading, writing, speaking and thinking skills that students develop in primary and intermediate school are sufficient for the sophisticated learning tasks they face at high school. Adolescents need more sophisticated and specific kinds of literacy support for reading in content areas, or academic disciplines. We need to better support our adolescent readers as they grapple with increasingly complex texts written for different content areas.

Students also benefit from having knowledgeable and skilled teachers who strategically choose from a range of deliberate acts of teaching so that they provide the scaffolding our

learners need in order to meet the cognitive and physical demands of the writing task, e.g., topic selection, forming ideas, text production, revising and editing.

Goals

Secondary

By the end of 2021 accelerate by at least one curriculum level in reading for all Year 9 ākonga below level three of the curriculum and all Year 10 ākonga below level 4 of the curriculum. There will be an annual checkpoint for the goal whereby the beginning of Year 9 and Year 10 AsTTle reading data will be compared with end of year data. This data will be analysed against expected norms and progress for students and a narrative will be written up to help provide a measure of progress towards accelerating our struggling readers. Checking of progress will be augmented by our Across School Teacher, SENCO, teachers and LSCs who are working with those target students.

Shirley Boys HS and Avonside Girls HS to measure their own targets and report back.

Action Plan - Improving Literacy in Secondary Schools

This will be developed with the support of the AST, school literacy leads and external experts

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk
7. Provide high quality literacy interventions for struggling students

Critical success factors	First step actions	By the end of 2020	Long term actions 2021, 2022
Teacher professional learning	Lead, plan and facilitate professional development in the area of literacy at AGHS & SBHS.	Implement 1,2 & 3 of action plan: Prioritise 'disciplinary literacy' across the curriculum. Provide targeted vocabulary instruction in every subject. Work alongside SENCO and LSC to strengthen evidence based interventions for struggling students (7).	Embed best practice plus introduce 4, 5 and 6 of action plan. Continue to work alongside SENCO and LSC in order to provide evidence based literacy interventions for those students with complex literacy needs.

Data analysis and interpretation	AsTTle reading data for Y9 and Y10 students analysed and presented to staff at AGHS and SBHS.	All staff become more familiar with using and interpreting AsTTle reading data and this is reflected in planning documents.	Develop expertise in staff around the Literacy Learning Progressions Framework and PACT.
Formation of professional learning groups	Link in with existing professional learning structures to support and facilitate professional learning.	Develop and embed 'disciplinary literacy' across curriculum areas. Targeted vocabulary in each curriculum area. Best practice shared.	Distribute leadership of learning to others across the Kāhi Ako in order to create improvement in literacy practices.

ACHIEVEMENT CHALLENGES - CHALLENGE 2 - HAUORA

Background - Why hauora is important to the Ōtākoro Kāhui Ako

Since the earthquakes our schools and ECE have been subjected to significant change and stress: this has included school closures, rebuilds and relocation.

We see every child through a holistic lens acknowledging the connection between social, emotional, spiritual and physical health underpinning academic learning and developing the skills to 'feel good and function well' to flourish. Continuing to foster the partnership between whanau, school and ākonga is essential to the success of this approach. When ākonga have increased levels of wellbeing they experience greater levels of success in all aspects of their life. This approach supports lifelong learning.

From a recent survey of staff in the Kāhui Ako, positive relationships was identified as the leading priority. This links succinctly with our Hauora challenge and our learner profile. All schools have compiled data on Hauora that they can utilise effectively to provide better outcomes for students. To ensure we have consistent data across the Kāhui Ako we will be developing our own Hauora survey. Previously schools have done the Assessing Wellbeing in Education (AWE) survey or the Wellbeing@school survey. We decided that the best way forward was to develop our own survey.

This target was set because there is a clear link between attendance, hauora and engagement. As we set aspirational targets for attendance we will tie this in with an analysis of the survey data we receive and the follow up surveys. The ECEs will also be focusing on this goal in their individual settings.

Goals

- **Attendance targets**

Attendance band	Current attendance	Desired increase
80-100%	90%	5%
80-100%	80-90%	10%
80-100%	Less than 80%	15%

- 2020 Target. For schools over 90% we are looking for a 2% increase. For schools between 80% & 90% we are looking for a 4% increase. For schools lower than 80% we are looking for a 5% increase
- 2021 Target. For schools over 90% we are looking for a 1% increase. For schools between 80% & 90% we are looking for a 3% increase. For schools lower than 80% we are looking for a 5% increase
- For schools over 90% we are looking for a 2% increase. For schools between 80% & 90% we are looking for a 4% increase. For schools lower than 80% we are looking for a 5% increase
- Wellbeing survey - raise wellbeing scores against baseline data by 10% in all/targeted areas by end of 2022.

- The Ōtākaro Kāhui Ako will develop our own survey with extra parts for transition (years 1, 7, 9) and cultural responsiveness-completed end of Term 1, 2020.

Action Plan

This will be developed in term 1 2020 with the support of the AST and school leads.
Develop a shared rubric on transition for year 1, 7 and 9

Critical success factors	First step actions	By the end of 2020	Long term actions 2021, 2022
Attendance improvement	<ul style="list-style-type: none"> *identify baseline data *connect with each school's attendance team *review their plans * research attendance strategies * gatherer ECE attendance data 	<ul style="list-style-type: none"> *gather 2020 data * assess, review and improve plans *gain feedback from student and relevant staff * implement strategy 	<ul style="list-style-type: none"> * continue to gather and assess data * consolidate previous work and implement further strategies
Wellbeing improvement	<ul style="list-style-type: none"> * gather two previously used surveys and discuss with principals preferred questions * create and trial survey * distribute survey to Kāhui Ako *work with ECE to gather oral Hauora feedback 	<ul style="list-style-type: none"> * Re-administer survey * compare results * seek feedback * Review for future years 	<ul style="list-style-type: none"> * Continue to administer, and review surveys * Use transitional data to make improvements across Kāhui Ako. * Continue to visit schools and teams to improve wellbeing and implement strategies *Investigate waiora and its values
General support	Attend relevant PD around wellbeing	Gather staff feedback on wellbeing in schools and ECE	Implement staff and student well-being strategies

ACHIEVEMENT CHALLENGES - CHALLENGE 3 - Culturally Responsive

Background - Why Culturally Responsive practice is important to the Ōtākoro Kāhui Ako

Our data suggests that schools are not currently meeting the needs of certain groups of ākonga - this is indicated by the fact that Māori and Pasifika ākonga are achieving below the desired levels in literacy and numeracy. There is a need to collect more specific evidence to highlight particular areas of need, for example, year levels, student and parent voice, as well as evidence concerning teacher confidence and capability to engage in a more culturally responsive or enhancing manner.

The ECEs have also been focusing on this goal in their individual settings.

The measurement tool that the Ōtākoro Kāhui Ako will be using to monitor progress is the Mātauraka Mahaanui Indicators Framework for our Māori learners and Tapasā cultural competencies for our Pacific learners. The Kāhui Ako will collaboratively set some progression goals and individual schools will set their own individual goals.

Goals

Culturally Responsive practice

- Developing individual school strategies in this area. Tamara Rochford-Kerr (Ngai Tahu) will support the development of goals through the use of Mātauraka Mahaanui.
- Tapasā cultural competencies will be used to develop and to monitor progress for Pasifika.
- Supporting goals across the Hauora and Literacy achievement challenges - working to achieve equitable outcomes for Māori and Pasifika, as well as other ethnic groups.
- Building on work achieved in 2018-2019 in individual schools around critical success factors
- Building staff capability and implementation of necessary curriculum improvements
- Supporting schools in the success factors listed below

Critical success factors	First step actions	By the end of 2020	Long term actions 2021, 2022
Whānau engagement	Supporting schools in their existing practice and troubleshooting areas of concern.	Schools to have reflected on their current practice and have a coherent plan for engagement in 2021.	Embed best practice and link school strategic actions to iwi and rūnanga goals and aspirations.
Teacher professional development	Continue connecting schools with opportunities for development, as well as resources for upskilling.	Schools to have a clear plan for ongoing PLD in areas of relevance for them as individual schools,	Treaty of Waitangi professional development embedded in school programs of PLD. Strengthened

		as well as areas of possible collaboration (KA and locally).	understandings of Te Ao Māori within staff thinking.
Curriculum development	Connect with middle leaders as the leavers of curriculum change. Meet in relevant groups (secondary, intermediate and primary).	Be able to reflect and review changes made, looking forward to concrete steps to be taken in 2021 - for example, curriculum content, unit planning, thematic work, assessment material.	Support for culturally relevant content embedded within curriculum design. Foundation set for New Zealand history curriculum to be introduced in 2022.
School leadership development	Strategic planning with Joanna Houston. Provision of some PLD for school leaders and governance bodies, leading to discussion around strategic change that might need to occur.	Senior teams and BOTs with increased confidence in this area, and well connected to relevant bodies, for example, Ngai Tāhu, relevant MOE resource.	Senior and middle leadership reflects culturally responsive thinking. Recruitment, mentoring and appraisal systems connect with culturally responsive frameworks.

Conclusion

Our Ōtākaro Kāhui Ako is looking forward to the new direction of our Achievement challenges. We are feeling positive about the impact we can have across our Kāhui Ako and believe the Kāhui Ako conference day will galvanise our Kāhui Ako.

We have developed a robust strategic plan to ensure we achieve our goals.

Progress will be measured at various checkpoints along the way using a range of qualitative and quantitative data.

The collaboration between all stakeholders will be vital to the success of our achievement challenges. Regular communication between all stakeholders will be at the forefront of our Kāhui Ako.

Ōtākaro Kāhui Ako Lead Principals - Andrew Barker and Justin Fields.