



Papatoetoe Kāhui Ako

Achievement Plan 2020 – 2022

(September 2020 version)

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Section One: Introducing Our Community

Our Schools

Our schools have a long history of collaboration and are pleased to have this opportunity to formalise our connections and operate as a Kāhui Ako. The Papatoetoe Kāhui Ako is a network of four schools serving the Papatoetoe area. The four schools in the learning pathway of our Kāhui Ako are:

Wymondley Road School



Papatoetoe East School,



Papatoetoe High School



Papatoetoe Intermediate School



We are a community of four multicultural decile 1 to 3 schools comprised of two contributing primary schools, an intermediate school and a secondary school, all schools are in Papatoetoe and in close geographical proximity to each other.

Wymondley Road Primary School

Wymondley Road School is nestled on the edge of Otara, central to the borders of Papatoetoe and Otahuhu. The small suburban school caters for students in Years 1 to 6 and nurtures the well-being and learning of 200 children.

The school adage Tu Rangatira/Stand Tall, has underpinned the school values and culture for decades, and till this day 'Tu Rangatira' serves as inspiration to the current students, staff and community.

Papatoetoe East School

Papatoetoe East Primary School was established in 1958 opening on 16th June with 109 pupils. The first Principal was Mr L. D. Abbott and he was Principal for four years. Since then the pupil roll has moved up and down but reaching a peak roll of 600 pupils in 1966. Nowadays, our current roll is approximately 550 students.

Papatoetoe East Primary School has a school emblem comprising a 'tui' bird resting on a branch of the 'toi toi' tree which is of course related to the local area and our street name. Our historical school colours are red, gold and black which we have continued to use over the years with our sports uniform and now our school uniform. In recent years, we have incorporated the royal blue into our school colours.

Papatoetoe East Primary School has a reputation for being a friendly supportive school where the pupils are proud of who they are and enjoy working in a school environment that is well established and resourced to a very high standard.

Papatoetoe Intermediate School

Papatoetoe Intermediate School, established in 1952 and opened in 1953, was originally called Otara Intermediate School. The name changed in 1968. Built to cater for 650 students, the school, in the 1990s enrolled over 950 students with more than half living 'out-of-zone'. This had a significant impact on the property and maintenance. The current direction of the school is to 'provide high quality, holistic educational opportunities for students (living within the school zone, as a priority)'. The roll is around 720 students and has been so for the past six years. The numbers of out-of-zone students accepted to Papatoetoe Intermediate School has, by design, significantly declined over recent years.

Most Year 9 students go on to Papatoetoe High School (about 85%) and a few go to Otahuhu High School (about 10%).

Papatoetoe High School

Founded in 1956, our school community is hyper-diverse, and we have students at school from over 50 nationalities. We are a co-educational site with over 1400 students on campus each day. Set on a little over 11 hectares, our school community has always enjoyed significant community support, be that in the classroom, on the sports field or during times of cultural significance.

The school philosophy is summed up in its motto 'Digne Lampada Tradas' - "worthy to hand on the torch" and refers to the emphasis we place on developing pride, teamwork and a tradition of excellence.

Our aim is for all members of our school to eventually leave us as fully participative members of the community through 'living the values of our school'. Their learning journey will empower them with access to suitable qualifications, a desire to continue their learning and the ability and willingness to 'hand on the torch' to those who follow.

Our Shared Vision

Our vision is to create a community of learning across our schools and from one setting to the next, in which we work together to build the capacity of each individual student (their family and home communities) to become confident and passionate life-long learners and enjoy success and fulfilment in learning and life.

We will build from an understanding of the Treaty of Waitangi to ensure we are all understood and included within the Treaty partnership: Pākehā with Tauīwi (our more recent immigrants) and Māori beginning with Tainui, our Mana Whenua (guardians of the land). A strong foundation on relationships of trust and respect will enable us to further support and value the diversity of all of our learners and their families through ongoing inclusive practices.

The Papatoetoe Kāhui Ako is a group of schools that have proudly, and collectively, provided for the local Papatoetoe community since the 1950's. These schools, established in a past paradigm continue to represent the Treaty relationship between the Crown and Tainui within each of the schools artefacts (such as crests and motto) providing testament to that long and collective history. Relationship with Tainui is present in the names of the schools, the land on which they stand and in mottos such as 'Whaka pokai o Tara'. Fostering the 'right kind' of leadership is a theme that is present in all of the schools. The Kāhui Ako focus on celebrating and working with the local iwi requires our schools to acknowledge and understand their past, to work with and support current students and whanau in order to build a collectively strong future for our whole community. It is the purpose underlying all of the achievement challenges.

Our Shared Purpose

In order to achieve the above vision, we will continue to:

- Support ongoing leadership and teaching pedagogy to promote the wellbeing, belonging and achievement of our learners without compromising their cultural identity.
- Build relationships of mutual respect that will allow us to understand and challenge the existing biases, inequity and lower expectations that society might unconsciously or consciously hold for disproportionate numbers of Māori and Pacific learners for example, including these groups of learners in our own Kāhui Ako.

Our Shared Processes

The shared process we intend to engage in as a Kāhui Ako are to:

- foster community and professional collaboration that will promote the sharing of innovative and evidence-based practice within and between member-schools;
- strengthen teacher-led, professional development and disciplined inquiry focused on improved outcomes for all ākonga as they progress along their learning pathway;
- continue to identify relevant issues through the smart use of evidence and review, then reflect on findings and collectively develop, co-ordinate and implement solutions for improvement.

Community consultation

Each school has consulted with its own board, parent community and staff. In addition to the school led events there was also an additional wider community meeting held with the 4 boards (open to the public) in 2019, where the process and direction was explained in full. We were grateful that this meeting also had representatives from the Ministry of Education, New Zealand School Trustees Association and out member from the National Appointments Panel. As this document is being finalised, parents can view and provide commentary via our schools' websites (link shared across the Kāhui Ako).

Our Four Valued Focus Areas

To achieve this shared vision, we will increase our individual and collective adaptive expertise by collaborating in the following four valued areas:

Disciplined Inquiry

To strengthen our ability as educators and be responsive to the needs and potential of our learners we will:

- Develop a shared theory of change and practice model that will galvanise quality teaching where there are clear expectations on our staff, learners and parents.
- Work to explicitly understand and share a teaching as inquiry framework.
- Improve our collective ability and responsibility to understand and utilise related sources of information, data and analysis.
- Develop self-review techniques and ways of assessing effectiveness to analyse and deconstruct our practices in more meaningful ways.

Collaborative Learning

To strengthen collaborative opportunities and collective knowledge and practices we will:

- Identify teachers across the Kāhui Ako regarded as leaders of the pedagogies associated with best practice.
- Undertake an in-depth analysis of what the assessment data are telling us.
- Develop best practice guidelines about Collaborative Learning for all teachers.
- Work to develop and sustain practice to improve achievement in whatever area the data indicates.
- Develop a programme of support for parents and whānau that support the above.
- Understand whole school professional development to develop a common understanding of progressions.
- Developing common practices and resources across the Kāhui Ako through collaborative learning approaches.

Learner Agency

To involve students in the process of learning we will:

- Develop learners' understanding of where they are at in their learning.
- Develop learners' understanding of what to do next and how they might achieve this.
- Identify what students say helps them to learn.
- Identify what is best practice for all learners.
- Identify how learners progress to higher levels of thinking.

Parent and Whānau Agency

To actively involve parents and whānau in the process of learning and schooling we will:

- Work with relevant research and literature and then with whānau to develop a shared understanding of their aspirations for their child/children.
- Share proven strategies whānau can use to support literacy in the home and at school (see chapter 7 of the Leadership BES for example).
- Develop a learning partnership for parents and whānau to support their child/children's engagement and progress at school.
- Investigate the related research and literature to increase our understandings of what it means for Māori to enjoy education and succeed as Māori then hui with whānau, board and iwi representation to personalise these understandings to our own Kāhui Ako.

Local curriculum design

Collectively use local expertise, knowledge and mana whenua to enhance the design of local curriculum across the Kāhui Ako.

Digital Technologies

We will work towards alignment of digital learning solutions that allows for critical skills and practices to be transferred across schools in the Kāhui Ako. Shared practice around computational thinking may be an important area to begin this conversation.

Our ākonga/learners

Our ākonga demographics are presented in the tables below:

Table 1 shows the 2019, 1st July roll (excluding international students) figures from the schools across our learning pathway, according to the major ethnic groupings.

School	NZ European	Māori	Pasifika	Asian	Other	Total
Wymondley Road School	4	31	153	4	0	192
Papatoetoe East School	37	67	190	188	6	488
Papatoetoe Intermediate School	28	137	294	238	12	713
Papatoetoe High School	34	229	381	741	27	1412
Totals	103	464	1018	1171	45	2805

Table 1: 2019 Ethnic makeup of students

Our ākonga represent a wide range of demographics but largely as can be seen in the tables above they are culturally diverse, and many are from low socio-economic families. Subsequently they come with a wide range of both potential and learning needs.

Table 2 shows the 2019, male to female totals from school to school.

School	Male	Female	Totals
Wymondley Road School	93	94	187
Papatoetoe East School	253	235	488
Papatoetoe Intermediate School	359	354	713
Papatoetoe High School	733	679	1412
Totals	1438	1362	2800

Table 2: 2019 Gender make-up of students

Our Whānau and their Home Communities

All schools in our Kāhui Ako value highly genuine engagement and collaboration with our local iwi, hapū and whānau/home communities in ways that are honouring of the Treaty of Waitangi. Our local iwi is Tainui and each of the schools have made direct connections at local tribal and confederation levels. Papatoetoe High School is a kawanata school with Tainui.

However, as shown in our ākonga demographics, many more of our students and whānau are Taiuiwi, living within a range of ethnically diverse neighbourhoods. Furthermore, we understand that Pasifika learners and their families do not represent an homogenous group, rather they link to different islands in the Pacific. The same can be said for our learners listed under Asian. If we are serious about including the language, culture and identity of all of our learners, genuine engagement may well include coming to know them better by also working with their community groups that are representative of each of these individual cultures.

Part 2: Our journey thus far

The schools in the Papatoetoe Kāhui Ako have had strong links and collaborated for a number of years as members of the Papatoetoe Principals Association and through transitional practice.

We intend to use this opportunity of becoming a Kāhui Ako as the means to enhancing and expanding the existing collaborative relationships and structures that are currently in place.

We are committed to working collaboratively in developing strategies to address the identified Achievement challenges that we have set for ourselves.

Our Shared Strengths

A trend in all our schools is the genuine desire to work more effectively together across a strong learning pathway for all our learners.

We believe that every student deserves to have leaders and teachers who are adaptive experts who are actively engaged in professional learning and development (PLD) and that this PLD supports and challenges them to accelerate valued student outcomes.

Our work could be grounded in initiatives that will support progress in our target areas, as identified above. At the heart of our responses will be specific school-based goal setting practices that align with the Kāhui Ako achievement challenge. Each member school will have the flexibility to create goals that work locally for them, as well as contribute to the overall progress of the Kāhui Ako. These will become more apparent over time.

The structure of our Kāhui Ako

Leadership

The Lead Principal of the Kāhui Ako will coordinate and liaise with each school through the LAT (Leadership Advisory Team) and individually with principals, in order to support and promote successful outcomes across the network.

The 'Across-School' Lead Teachers (ALT) will coordinate and liaise with the Kāhui Ako Lead Principal in order to develop the detail of work streams arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the network.

The 'Across School' Lead Teachers (ALT) will use a collaborative inquiry approach to develop specific responses to the Kāhui Ako achievement challenge and work with the appointed 'In-School' Lead Teachers (ILT) to co-construct school-based strategies.

The Across-School Lead Teachers will provide skills and expertise related to the identified achievement challenges and focus areas.

The Lead Principal and the Across-School Lead Teachers will set up an evaluative framework to measure effectiveness of actions undertaken and next steps.



Collaboration and Communication

All Principals will collaborate on the development plan for the Kāhui Ako achievement challenge. Principals will then consult with and share with their own school Board of Trustees and communities all aspects of the Kāhui Ako and how it will work for them in their school.

Appointments

The aim is to complete the entire appointments process by term 4, 2020. This timeline is to enable:

- schools to plan staffing and timetables for an effective and seamless start in 2021;
- some professional learning and collaborative planning time for appointed staff;
- some whole Kāhui Ako engagement activities.

Lead Principal role

The priority was the appointment of the Lead Principal role, following the process outlined by the National Appointments Panel.

Timeline followed for appointment of Lead Principal Papatoetoe Kāhui Ako:

- 20th September: Appointments committee finalised. Position information circulated to the committee for comment.
- 23rd September: Position advertised in the Gazette.
- 7th October: Applications close. Application material circulated to appointment committee.
- 14th October (after meeting with MOE and NZSTA): Committee meet to shortlist and discuss further steps.
- The Lead Principal role appointment commenced in December 2019 but further progress towards ALT appointments was significantly slowed as a result of lockdown.

Expert Partner

The Kāhui Ako Leader worked with the Ministry of Education to secure the services of an appropriate expert partner, so that they could be fully utilised in the critical setup and detailed design. Mere Berryman was brought in to do this work towards the end of October 2019.

Our Approach

Teachers will be supported in their practice by the In-School Lead Teachers, their role will be to work with teachers to gather data, make sense of the data and to guide staff through any learning process. The In-School Lead Teachers will be supported by school leadership teams and by the Across School Lead Teachers who will provide skills and expertise related to the identified achievement challenges and focus areas. The specific details about how each achievement challenge and area of focus will be addressed cannot be pre-determined until the Kāhui Ako appointments are made, and the relevant staff have time to co-construct the details.

Across - school Lead Teachers (ALT) team

The communication structure for the Lead Principal and Across-School Lead Teachers is yet to be determined but will involve:

- Regular meetings with the Lead Principal
- Regular meetings with each other for collaborative planning
- Work with the In-School Lead Teachers to develop a coherent strategic plan to support each school to meet its specific targets
- Identify, model and effectively share examples of best practice which accelerate progress for
- Māori, Pasifika, and diverse learners.
- Develop and reflect upon best practice in the professional learning of teachers

Monitoring and working together

We will develop guidelines to support collaborative ways of working and decision-making. They could include:

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

Monitoring will include collection and analysis of relevant data. This will include ensuring maintenance of a register of identified target ākonga within each school (names, needs and numbers) so that tracking of student achievement is on-going.

In addition, monitoring will focus on:

- Implementation of the plan (Have the agreed tasks been carried out? How well? Timely and on-going problem solving).
- Emerging evidence of changes in pedagogy and school practices or culture.
- Professional learning needs and potential of all staff to learn and to lead.

Part 3: Our Challenges

Achievement Challenge 1: Student, Family and Whānau Engagement and Wellbeing

Achievement Challenge 1: To collaborate with mana whenua and iwi in order to promote whānau engagement that will support student learning and wellbeing.

Achievement Challenge 1 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Developed reciprocal working relationships and made cultural connections with key iwi and other community people in our Kāhui Ako school networks (reciprocal networks).
- Made a strong commitment to the existing expertise found within our communities and have brokered more effective whānau engagement (community expertise).
- Increased opportunities to engage more effectively with whānau who are not currently engaging with school activities (engaging the non-engaged).
- Seen a reduction in our students' overall records of lateness alongside an improvement in their overall attendance.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- A 15% increase in retention of Māori students into Y11-13
- Increased authentic use of Te Reo in classrooms by teachers (difficult to get a measure on this at the moment as no baseline data)
- A 5% increase in the attendance of our Māori students
- A 20% improvement in whānau engagement at parent/teacher opportunities.

Achieving this challenge is important because:

- We are aware that regular, timely attendance at school has a significant impact on learning.
- the funds of knowledge in these communities can help make our schools more inviting and culturally relevant and authentic spaces
- a stronger alliance with whānau can increase the likelihood that we will benefit from their skills and expertise in this regard.
- Improved engagement with mana whenua.

The evidence to inform Challenge 1 and to track our progress includes:

- Numbers of learners identified and registered as:
 - Māori
 - Tainui
 - Other
- Numbers of teachers/staff who are:
 - Māori
- Evidence of retention and engagement at Years 11 to 13 (numbers and student/whānau/teacher interviews and experiences)
- Number of teachers who are learning and /or are able to use conversation Māori Language or better.
- Attendance and lateness statistics.
- Number of learners learning Te Reo Māori at L1, L2 and L3
- Number of ways in which schools regularly engage with and learn from mana whenua about things like:
 - iwi/ maunga/ whenua/ awa/ waka
 - Whakapapa and tipuna
 - Moteatea/ karakia/ Waiata ringa
 - Pakiwaitara
 - Tikanga and kawa
 - Iwi history
- Develop formalised relationships and responsibilities with local marae
- Develop relevant teaching resources
- Number of localised resources, including people developed through and with Tainui and whānau expertise.
- Developing a database of Tainui expertise and sights of significance for wider sharing.
- Number of schools and students who participate in a range of cultural settings such as Kapa Haka at a local, regional and national level.
- Numbers of parents and other whānau attending and actively contributing to formal and informal iwi and other cultural events

We will track our progress by:

- Undertaking annual checks as indicated above
- Developing, aligning and implementing our intentions into our school's strategic vision
- Electronic surveys with ākonga, whānau and staff.
- Prioritising the attendance and participation in cultural learning and events.
- Getting yearly feedback from Tainui and/or mana whenua.
- Tracking cultural events and new resources as they are produced.
- Sharing relevant written and digital medium across our schools and with external agencies.

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

Achievement Challenge 2: Seamless Transitions and Pathways

Achievement Challenge 2: To increase seamless transitions, practices and pathways across and between all formal learning settings in the Kāhui Ako.

Achievement Challenge 2 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Clear pathways for learners that are followed by the community.
- Reduction of out of zone drift from our community.
- Clarity and quality of information when transition from school to school takes place.
- Increased participation in our Kāhui Ako from primary schools in our area to better reflect our student population and actual pathways that exist now.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- A 5% increase in the transition of in zone learners from Wymondley Road School and Papatoetoe East School enrolling at Papatoetoe Intermediate School.
- A 5% increase in the transition of in zone learners from Papatoetoe High School enrolling at Papatoetoe High School.
- Want to increase the in zone capture by 10% over two years.
- Want to increase number of curriculum link opportunities – currently ad hoc and infrequent across schools. Want a planned, regular engagement system.
- Want to try and build a post-secondary engagement tool to help create a picture of where our students go. Currently we are dependent on tertiary providers sending us graduation information. No other data is available or easy to gather.
- Development of a cross Kāhui Ako student voice and student agency framework.

Achieving this challenge is important because:

- The building of community and pathway expectations makes sense and makes things easier and better for whanau.
- The feeling of community adds value
- Continuity of learning can be developed in areas such as:
 - Languages
 - Science and technology
 - Digital literacy and learning progressions in this area
 - Cultural performance
 - Co-curricular engagement
 - Learning support needs

The evidence to inform Challenge 2 and to track our progress includes:

- Enrol data
- [Enrolment data](#)
- [Zone data](#)
- Learning data transferred when students move from one school to another
- Across school workshops / mini conference around key learning areas where progressions can be discussed (eg, digital tech, mathematics, science, etc).
- Teacher judgements where appropriate.
- 47 out of 58 Papatoetoe East students who left Papatoetoe Intermediate School in 2019 enrolled at Papatoetoe High School.
- 4 out of 19 Wymondley students who left Papatoetoe Intermediate School in 2019 enrolled at Papatoetoe High School (note that not all of the Wymondley catchment area fits in the Papatoetoe High School zone.
- Diagnostic assessment tools ([e-asTTle](#), [PAT](#), [Probe](#), etc).
- Learning support co-ordinators, [RTLb](#) service, [Learner Support Action Plan](#).

We will track our progress by:

- Recording how students move through the compulsory sector in our Kāhui Ako.
- Attempt to track more overtly where students move to post-secondary education.
- PLD engagement in across school learning.
- Diagnostic assessment tools and year end achievement data.
- Anecdotal evidence
- Student voice

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

Achievement Challenge 3: Key Competency Development and Feedback

Achievement Challenge 3: To help grow agentic learners through their development in the key competency areas.

Achievement Challenge 3 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Pedagogical approaches support the development of the key competencies.
- Developed a sense of progression in terms of key competency development for each learner.
- Developed tools to gather key competency data.
- Developed tools for reporting key competency progression to parents/whanau.
- Involved students in the process by
 - Developing learners understanding of their current progress and achievement.
 - Developing learners understanding of what to do next and how they might achieve this.
 - Identifying what students say helps them learn.
 - Identifying what is best practice for all learners.
 - Identifying how learners progress to higher levels of thinking.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- Currently the manner in which KC data is gathered and used across the Kāhui Ako is rather varied. We wish to develop a common Kāhui Ako wide approach to the collection and use of KC information (see appendices for detail on KC collection and use at present).
- Establish a feedback framework to provide KC data consistently across the Kāhui Ako.
- Development of a cross school self-review tool for students.
- We hope to see improvement in exiting NCEA achievement and will target a 5% real increase in students leaving school having attained NCEA level 2 as a minimum.

Achieving this challenge is important because:

- The key competencies are integral to pro-social development of young people to ensure they can be active participants in society in the future.
- Key competencies are important in curriculum design and delivery as they are indicative of the holistic development that is the heart of the New Zealand education system.

The evidence to inform Challenge 3 and to track our progress includes:

- Personal goal setting.
- Student initiated feedback on progress.
- Self-review and assessment by students.
- Utilising existing SMS tools.
- Other best practice tools discovered by across school teams.

We will track our progress by:

- Analysis of the evidence above.
- NCEA achievement rate analysis regularly throughout the year.

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

Part 4: Evaluation of Progress across all the challenges

The following assumptions underpin our approach to evaluation:

- We understand the importance of evaluating our work overtime, and that the four challenges we have chosen are vital foundations to ensure all students can make progress through their learning pathway and against the New Zealand curriculum.
- Research suggests that sustainable change over time, across a complex network such as a Kāhui Ako can take several years. Therefore, we have selected measures that should provide the most useful, common-sense indicators of short, medium and long-term progress. We believe qualitative feedback from students and whānau, in swift cycles of inquiry, will offer powerful, early signals of change.
- Specific targets in limited curriculum areas can disguise or exclude relevant progress in other areas. We are committed to broad, holistic change in our schools that cuts across the whole curriculum.
- Evidence is best shown through manageable triangulation of a few, vital measures at crucial staging posts in the learning pathway of our students. As Timperley (2008) reminds us, there is uncertainty in the validity and accuracy of any individual piece of evidence, and it is important to integrate multiple sources of evidence to provide a picture of where students are at in relation to outcomes valued by our Kāhui Ako. While it may not be possible to track students across the Kāhui Ako for the lifetime of their learning (i.e. students may arrive and leave), we will seek to gather comparative data over time.
- Measures of student achievement against the curriculum will be aggregated across all schools and some measures may be based on overall teacher judgements.
- Given the focus and complexity of our challenges, we understand that the measures and sample groups listed below are, at best, proxy indicators for progress.

Summary of Key Measures

Challenge 1: School and Whānau Engagement and Wellbeing

We are looking for signals in the evidence that whānau and their children feel welcomed, accepted and belong in our schools so that they want to and are attending school on a more regular basis. These measures may include (but will not be limited to)

- Numbers of learners identified and registered as:
 - Māori
 - Tainui
 - Other
- Numbers of teachers/staff who are:
 - Māori
- Evidence of retention and engagement at Years 11 to 13 (numbers and student/ whānau/ teacher interviews and experiences)
- Numbers of teachers who are learning and /or can use conversational Māori language or better.
- Attendance and lateness statistics.
- Number of learners learning Te Reo Māori at L1, L2 and L3
- Number of ways in which schools regularly engage with and learn from mana whenua about things like:
 - iwi/ maunga/ whenua/ awa/ waka
 - Whakapapa and tipuna
 - Moteatea/ karakia/ waiata ringa
 - Pakiwaitara
 - Tikanga and kawa
 - Iwi history
- Develop formalised relationships and responsibilities with local marae
- Develop relevant teaching resources

Challenge 2: Seamless Transitions and Pathways

We are looking for signals in the evidence that whānau and their children are engaging across the learning pathway that we provide in our Kāhui Ako. Longitudinal data will include;

- Enrol data
- Enrolment data
- Zone data
- Learning data transferred when students move from one school to another
- Across school workshops / mini conference around key learning areas where progressions can be discussed (e.g., digital technology, mathematics, science, etc).
- Teacher judgements where appropriate.
- Diagnostic assessment tools (e-asTTle, PAT, Probe, etc).
- Learning support co-ordinators, RTLB service, Learner Support Action Plan.

Challenge 3: Key Competency Development and Feedback

Our data will include longitudinal and 'change point' data across the years and at key points of transition (Y4, Y6 to 7, Y8 to 9, Y13). Will include data extracted from schools SMS that will be developed through the course of the work in our Kāhui Ako. No one seems to be doing this well now (nationally) so the discovery of tools, methods and approaches to help measure progress will be a key part of the learning here.

Part 5: Our Plan for Improvement

At this stage we are still very much 'forming' the team and relationships that will help further support student achievement across our Kāhui Ako. Our key tasks early on (i.e. 2020) will be the establishment of roles and responsibilities across the leadership positions in our Kāhui Ako.

2020: Establishment phase

Term 2- Achievement plan approval.

Term 3- 4 Across school position appointments process

Establishing position descriptions

Establishing reporting and accountability framework

Term 4- In school appointments process (school specific)

Develop 2021 annual plan that will include theories of improvement and baseline data.

2021: Implementation phase

Term 1- Commence functional aspects of across school support roles

Develop annual plan based on achievement plan for Kāhui Ako

Create KPI's for individuals and teams

Establish meeting and connectivity structure

Term 2- Review establishment phase

Update Kāhui Ako annual plan document

Term 3-4 Working on annual plan targets

Measure progress to date

Develop 2022 annual plan

2022: Embedding phase

Term 1- Review Implementation phase

Update Kāhui Ako annual plan

Term 3-4 Working on annual plan targets

Measure progress to date

Develop 2022 annual plan

Appendix 1: Baseline Data

Aggregated evidence from across the Kāhui Ako

Attendance Rates – number and percentage of students attending regularly (more than 90% of Term 2, 2018)

- Privacy rules have not been applied to the data, therefore it is not to be released to external parties.
- This data is generated by the Attendance Survey, which is voluntary.
- This data uses total response Ethnicity; students who identified in more than one ethnic group have been counted in each ethnic group, but only one in the “Total”

Table 1: Regular Student Attendance by School, Term 2, 2018

MoE Number	School	Total Students (n)	Students Attending Regularly (n)	Students Attending Regularly (%)
1579	Wymondley Road School	WRS did not participate in 2018.		
1427	Papatoetoe East School	505	310	61.4%
1428	Papatoetoe Intermediate	704	473	67.2%
95	Papatoetoe High School	1441	851	59.1%

Table 2: Regular Student Attendance by School, for Māori, Pacific, and Total, Term 2, 2018

MoE Number	School	Student: Ethnicity	Total Students (n)	Students Attending Regularly (n)	Students Attending Regularly (%)
1579	Wymondley Road School	WRS did not participate in 2018.			
1427	Papatoetoe East School	Māori	73	37	50.7%
		Pacific	203	112	55.2%
		Total	505	310	61.4%
1428	Papatoetoe Intermediate	Māori	115	67	58.3%
		Pacific	364	228	62.6%
		Total	704	473	67.2%
95	Papatoetoe High School	Māori	229	103	45.0%
		Pacific	494	248	50.2%
		Total	1441	851	59.1%

Individual school evidence from Wymondley Road School

Our school opened for classes on 25th May 1959 as Otara Number 1 Primary School. The opening roll was expected to be 120 children. The principal was Mr Jack McNaughton. At the time of opening there was some objection to the name Otara Primary School, as the present Papatoetoe Intermediate was named Otara Intermediate and it was felt that some confusion might ensue. The official opening of the school took place on 3rd December 1960. In 1962, two more rooms for administration and library were built.

“Strive for the highest” was the original school motto. This was later changed to ‘Tu Rangatira’, meaning ‘Stand Tall’ or ‘chiefly’ when the school name was changed to Wymondley Road School.

The Māori history of Otara is entwined with the Māori history of Auckland. The Māori name for Auckland, Tamaki-makau-rau refers to the large number of tribes contending for this area as both a desirable place to live, and a pathway to the North and South.

Land in Otara may have once been used as a Māori burial site in Cryers Road along the banks of the Tamaki River. When Gideon Smales purchased land around Te Puke O Tara, bones were often found and reburied with Christian rites.

Wymondley Road School is a small contributing school (Years 1 to 6). The roll of nearly 190 students are predominantly of Pacific heritage with a small percentage of Māori students.

Most students from Wymondley Road School move on to attend Papatoetoe Intermediate School with less than 5% of students attending Ferguson Intermediate School or schools outside of Otara.

Classified as a Decile 1a school, the school community is supported by KidsCan, Fonterra Milk in Schools and Fruit in Schools. Through Fruit in Schools and KidsCan the school can provide lunches for students who are without.

This year we opted into the School Donation Scheme and do not charge for curriculum-based activities apart from transport, accommodation and food. Our data is reflective of issues such as attendance, lateness and transience. While we have always had ‘Incredible Years for Teachers’ professional development, we are also moving into Incredible Years for Schools, School Leaders and Parents to ensure uniformity in understanding and commitment to improving student outcomes.

We have 8 classes from New Entrants to Year 6. We have a Deputy Principal and two team leaders, one for the Junior school and one for the Senior school. We have 6 learning assistants that support students learning across the school.

Frequency of parent meetings

Term 1	Beginning of term: Meet the teacher evening Akoranga 1 (T1Wk3): Goal setting with student and their family
Term 2	Formal report given at Akoranga 2
Term 3	Students open morning. Invitation to parents to visit classes (Akoranga 3)
Term 4	Formal report given at Akoranga 4

In the past, there would be at least 65% whānau attendance at Akoranga meetings. Our goal from 2017 has been to ensure at least 75% of our whānau attended. We have been able to consistently achieve this, however, this is due to meeting at other times of the day/week, leaving many messages, ‘catching’ parents in the car park to make appointments.

Our ‘Meet the Teacher’ evenings have had around 20 families in attendance. We are aware that students whose whānau are in regular contact with the school and attend Akoranga evenings and Mutukaroa meetings. We have seen a positive shift in achievement when whānau are engaged in their child’s learning.

LP3 (Learning Past 3)	1 x 6-week inquiry project per term from Terms 1 - 3 (Parent & child)
LP5 (Learning Past 5)	Once per term, whānau information evenings - around literacy, numeracy, ICT
Mutukaroa	Individual meetings with parents of Junior students to set goals, learn strategies to support child's learning at home. Frequency: on entry @ 5 years old, 5.5 yrs, 6 yrs, 6.5yrs, 7yrs
Whānau hui	Once per term
Assemblies	Weekly, as well as Honours assembly (termly) and graduation assembly (annually)
Camp meetings	Bi-annually
Mentoring/Leadership meetings	Project Wy (offsite) - educational and fitness bootcamps and events Project Wy graduation
Other feedback from whānau	Unsolicited Attendance and lateness follow-up Formal and informal meetings SWiS

Attendance data/ Truancy

Attendance is a problem at our school. In 2018 we started the Walking School Bus initiative to support families and children to walk and arrive at school safely and on time. This is mostly staffed by our teacher aides. We have had parent volunteers for short periods of time but due to weather, having small children they were not able to commit fully or for very long. We believe it has helped with attendance, however again, to sustain student attendance has been difficult.

Stand down and Suspension Data

From 2017 - 2019 there have been no stand-downs or suspensions.

Community Survey Summary

Our community surveys have mostly been hard copy sent home with students. We are moving into both online and hard copy. We would receive about 33% return from surveys sent home.

We would seek and receive valuable feedback from our whānau hui. However, we would have the same families attend with only one or two new families.

BOT

Only a small number of the community stood for the Board in 2019. One missed out on a position.

Transition

Year	Beginning	End
2017	191	205
2018	182	193
2019	188	192
2020	184	Currently 187 (June)

Our roll has been somewhat consistent over the last 3 years. On average we would have up to 20 students enrol in school over the course of the first semester, however with state and emergency housing in the area, there is a lot of transience.

Our Year 6 cohorts have varied between 15 and 35. Most of our Year 6 students would attend Papatoetoe Intermediate, with just a small percentage attending Ferguson Intermediate (dependent on home address) or schools outside of Otara/Papatoetoe. We have ongoing issues with families NOT enrolling their children prior to the end of their Year 6 year. A small percentage are still not enrolled prior to school starting.

Students that attend Papatoetoe Intermediate School can spend time in the school prior to starting. They are invited to 'Technology Tasters' and visits from the students already attending the intermediate. This is invaluable as our school is so small in comparison. WRS staff meet with Pap. Int. DP and SENCO in term 4 to discuss transition, learning and behaviour needs, etc. This enables support (IBP/IEP) to be in place prior to the start of school and ease the transition of our students to the intermediate.

WRS welcomes pre-schoolers from a variety of ECE settings in Otara, some home-based, KINZ and WELC predominantly. We have HIPPY onsite and in 2018 began a transition discussion group with ECE and NE teachers in the Otara area to develop an understanding and a plan to transition our tamariki into primary schools.

Transition meetings are held for those students coming from ECE that had intervention for learning or behaviour needs.

We all know transition to new spaces can affect the time it takes for a child to settle into a place and start their educational journey, and in some cases, continue it. Interesting conversations were had in this group but the most valuable being the expectation of ECE teachers in comparison to NE teachers and the reality of how children were being prepared for primary school. The questions of what and how much - what should 5-year olds know when they start school, what is important for them to know (baseline) and how much do they need to know and do on arrival? The answers lie in our curriculum, particularly Te Whaariki.

To also help with transition we invite families and their children to visit the school and spend time in the New Entrant class. We also invite the 4-year-old children from Wymondley Early Learning Centre (WELC) for weekly afternoon visits to our New Entrant class. Our office staff collect lists of pre-schoolers that will be attending our school. On enrolment, families meet with the Principal.

Cultural Responsiveness and Responsive Pedagogy

In 2019, WRS celebrated their 60th Jubilee. It is a school rich in history with a community that still considers this area home and have fond memories of the school they attended many years ago. From the Jubilee the school made links with the Whai Ora marae and connected with two kaumatua, Matua Jeff and Matua Busby. With Matua Jeff we were able to craft our school pepeha and unveil it at our jubilee celebrations. Matua Busby helped us with kapa haka, as well as powhiri to welcome guests into our space. The hope is that we will fully engage in a te reo me ona tikanga programme, write a school haka and waiata, and all staff would attend a noho marae.

Each term we organise Whānau Days for students, to learn about their own culture as well as the cultures of others. Our whānau help with these days, they become the experts and read stories to classes, teach arts and crafts, cooking and dance, and language. All of our students are able to engage in all of the whānau days.

We are aware of the strength of the Pacific Islands in our school and our cultural groups - Tongan, Samoan and Cook Island have always had a lot of support from these groups. We encourage our families to be the 'experts' during our Learning Languages weeks and also during our inquiry learning. They are asked to translate words and passages for our learners.

What we do:

- Karakia, waiata, himene
- Cultural festivals
- Cultural groups
- Learning Language weeks
- Parents as Experts
- Whānau Days
- Inquiry through the local curriculum
- Whānau hui/ fono

Teacher practice measures:

- Appraisal
- Teaching as Inquiry
- Various classroom observations
- Collaborative staff meetings
- Moderation

In classes:

- Differentiated programme
- Students knowing what they are learning, where they are achieving and their next steps
- Modelling walls
- Teacher's modelling
- Independent activities linked to current learning
- Collaborative activities
- Learner agency

Roll data (included in attendance)

Bio of WRS:

- Current roll 187
- Decile 1a
- Demographics (as with roll data)
- Staff:
 - 10 teaching staff (including myself)
 - 6 learning assistants (4 full-time, 2 part-time)
 - 3 ancillary staff
 - 2 part-time teaching staff
- Curriculum
 - Inquiry
 - Play-based learning
- Main Challenges/Goals
 - Enhance teacher capability and leadership capability
 - Strengthen systems and processes
 - Building a learning-focused culture throughout the community
 - Engaging whānau
 - Attendance

Key Competencies

Key competencies:

- Added to collaborative inquiry plan
- Taught explicitly in classes
- Currently designing a Graduate Profile that includes school values and key competencies
- Student voice (also included in report)
- Included in end of year report
- Displayed in classrooms
- Discussed often in classes

Individual school evidence from Papatoetoe East School

Engagement and Wellbeing	
Data Type	Information
Attendance and truancy	2019 Edge Summaries These are easy to generate and we can do an update closer to the EOY
Parent / teacher interview attendance	Term 1 2019 Term 2 2019 We'll need to remove names?
Parent survey	2019 BOT Parent Survey
BOT vote stats	No election held at the last election.
Transition	
Data Type	Information
Number enrolling before 5th birthday	Almost 100%
Year 6 destination intermediate	2019 Intermediate transition
Culturally Responsive Practice	
Data Type	Information
Key Competencies	
Data Type	Information
How are our KC reported?	Annually in July
Roll data	Boys: 264 Girls: 251 Year 0: 47 Year 1: 64 Year 2: 88 Year 3: 74 Year 4: 76 Year 5: 91 Year 6: 75

2019 Overall Attendance

Year	Students	% Rate
0	47	85.53
1	64	88.73
2	88	88.3
3	74	89.56
4	76	91.63
5	91	90.28
6	75	92.8

Term 1 Learning Partnership Meetings

423 – 89% of students had a Learning Partnership Meeting booked

- 402/476 learning conversations held (including 7 meetings held on other days or in the morning) – 84% of students
- 21 appointments were made however they did not show
- Teachers noting that they tried to contact parents and numbers aren't valid
- 6 students currently overseas or out of Auckland
- 3 teachers reported barriers relating to communicating with no English-speaking parents and not being able to make a time

Term 2 Learning Partnership Meetings

Learning partnerships held 435/485 students 89.5%

- It is unclear exactly how many, but thought that at least 10 additional appointments were held on alternative days or have been scheduled for early in Term 3
- 25 no shows over the 2 nights – 2 families account for 7 of those/12 other families contacted the school and said it was because it was raining, or their child was sick
- Of the students without appointments:
 - 6 students currently overseas or out of Auckland
 - 7 students, 3 families, are new to our school

2019 Attendance by Gender

Gender	Students	% Rate
Female	251	90.48
Male	264	89.64

2019 Attendance by Ethnicity

Ethnicity	Students	% Rate
African	█	96.67
Australian	█	72.9
British/Irish	█	91.82
Cambodian	13	97.57
Chinese	22	95.63
Cook Islands Māori	31	88.15
Dutch	█	93.86
Fijian	27	90.76
Filipino	█	89.63
Indian	139	90.66
Māori	58	89.12
Middle Eastern	7	92.48
Niuean	6	89.23
NZ European/Pakeha	45	93.6
Other Asian	█	89.18
Other ethnicity	█	88.25
Other Southeast Asian	█	96.49
Samoan	98	86.91
Tongan	34	84.2
Vietnamese	19	97.07

Individual school evidence from Papatoetoe Intermediate School

Parent interview attendance

	2013	2014	2015	2016	2017	2018	2019
						Composite	
Year 7					80%		60%
Year 8					78%	62%	76%
Total							

Working with families from other cultural groups

Our school comprises of many cultures with Pasifika and Indian ethnicities predominating. In 2013-14 students and teacher surveys indicated that inter-racial bullying and overt racism was the biggest concern in the school.

The following are strategies have created a more positive and inclusive school culture

- Established composite classes with a focus on Tuakana Teina and 'every Year 8 student a leader'
- Introduced peer mediation and peer mentoring (specifically taught)
- Reviewed the school-specific curriculum with a focus on inclusion of Māori history and understandings alongside the promotion of and learning about the other cultural groups within our school
- Made connections with and visited (as a whole school) local community groups: gurudwara, mosque, Hindu temples
- Promoted cultural groups and language development and performance within those groups (e.g. Tongan, Samoan, Bollywood, Fijian, etc.). Cultural groups perform for assemblies and for parent meetings.
- Invited local community leaders to attend school assemblies
- Introduced International Day
- Celebrate all cultural language weeks and acknowledge festivals
- Community cultural meetings

Each year the NZCER Wellbeing Survey taken in Term 2 with staff and students provides data used to track improvements and to identify 'next steps'.

Description of engagement with Tainui

- Kaumatua: Matua Jeff
- Attendance at Koroneihana
- Participation in the Papatoetoe Kapa Haka Festival
- Participation in Regional Kapa Haka competitions every 'even' year

Description of engagement with the other community groups and methodology of 'cultural engagement' strategies

- See above

Description of classroom pedagogy expectations

- All classes are expected to teach and maintain agreed school kawa
- Clarity in the Classroom; Michael Absolum (Assessment for Learning) and Visible Learning for Teachers; John Hattie (Best Evidence Synthesis) are provided to all new teachers as foundational texts. We have well-developed mentoring programmes, and these are all based on these texts.
- Both general and subject-specific classroom expectations are written as references for teachers
- School leaders undertake walk through observations and work together to develop and maintain consistency in both pedagogical and curriculum delivery expectations
- School leaders provide release for teachers to observe in other classes and support teachers to improve practice by modelling

Key Competencies

Papatoetoe Intermediate School have spent 2018-19 working with facilitators from Evaluation Associates to explore the Key Competencies within Mathematics and other curriculum areas and developing a school graduate profile based upon the Key Competencies.

Reporting

- We report on the Key Competencies in Mid and End of Year written reports
- They provide the basic format for the 3 Way Conferences

Progressions

- There are graduate profiles and progressions (From TKI) used in each curriculum area
- We have (since December 2019) school specific graduate profile
- We will use the graduate profiles to inform the report writing and discussions

Classroom use

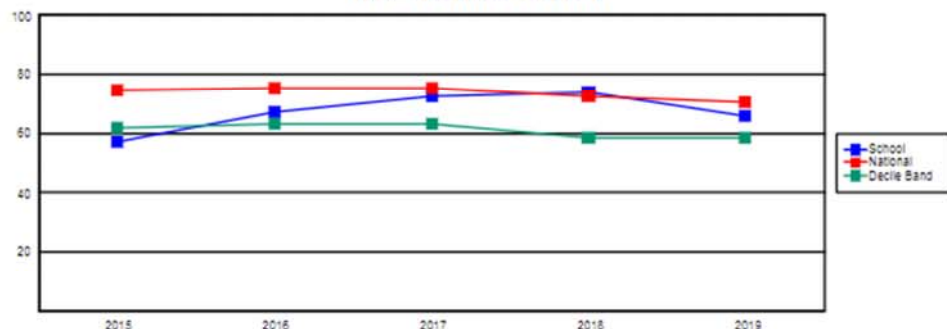
- They are displayed in most classes
- Most Teachers use them in planning
- Some teachers explicitly teach the Key Competencies in a way that supports student learning
- Most teachers can describe to students how the Key Competencies are evidenced within a range of learning areas
- Many students include progress within the Key Competencies as part of their goal setting
- Some students can describe their own progress within the various Key Competencies and how they made that progress

Achievement in NCEA and UE: Papatoetoe High School

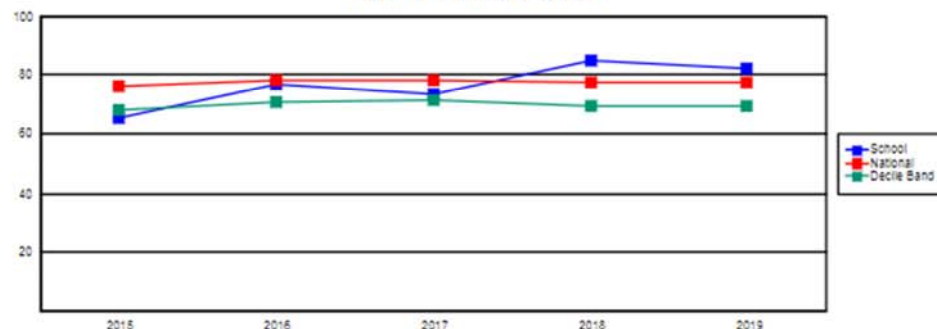
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Papatoetoe High School				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2015	57.0	65.6	48.6	37.9	74.5	76.3	62.6	48.1	61.7	68.0	50.1	26.4
2016	67.2	77.0	49.1	38.5	75.3	78.4	64.2	48.8	63.4	70.8	53.9	28.1
2017	72.5	73.4	47.1	29.1	75.0	78.5	65.5	48.9	63.4	71.4	55.6	27.4
2018	74.2	84.8	60.9	37.7	72.4	77.6	66.1	48.9	58.4	69.5	56.9	27.8
2019	66.1	82.1	68.8	41.4	70.6	77.5	67.3	49.3	58.6	69.7	59.4	29.8

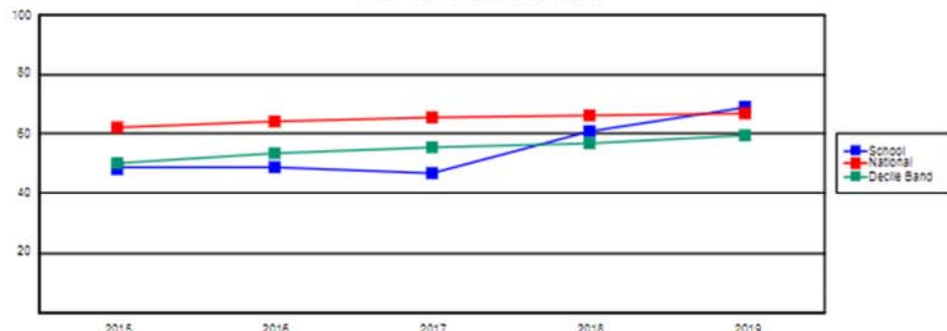
Year 11 - NCEA Level 1



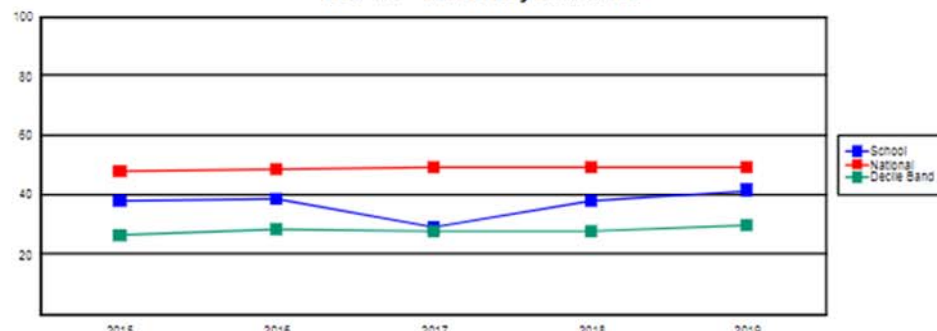
Year 12 - NCEA Level 2



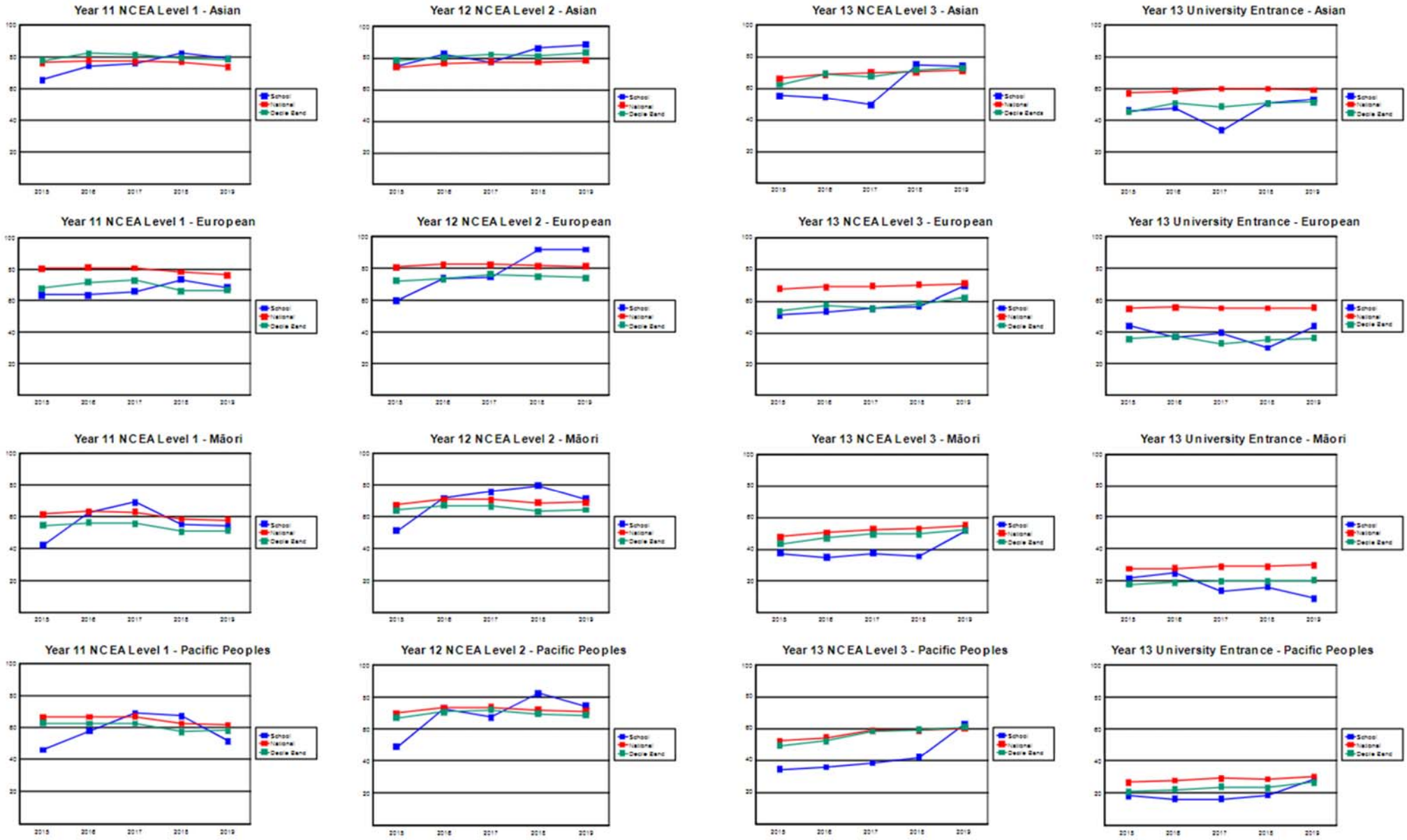
Year 13 - NCEA Level 3



Year 13 - University Entrance



PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Papatoetoe High School



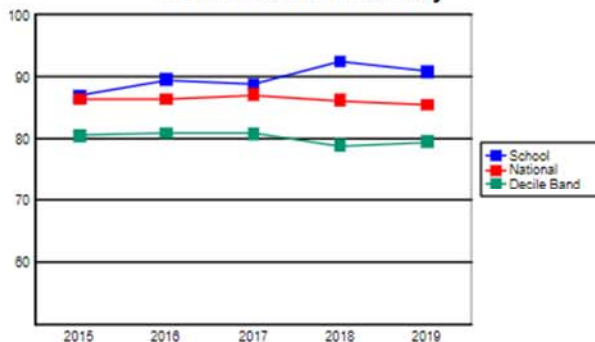
Level 1 Literacy and Numeracy: Papatoetoe High School

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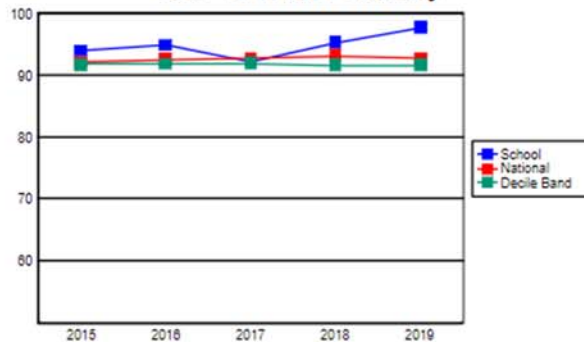
PR 3 - Cumulative Results by Percentage

Academic	Year	Achievement	Papatoetoe High School			National			Decile 1-3			
			Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	
Literacy	2015	Literacy	86.9	94.0	95.8	86.4	92.2	93.6	80.6	91.9	95.1	
	2016	Literacy	89.6	95.0	96.6	86.5	92.6	93.9	81.0	92.0	95.6	
	2017	Literacy	88.9	92.3	96.9	87.1	92.8	94.2	80.8	92.0	95.4	
	2018	Literacy	92.5	95.3	94.2	86.2	93.3	94.4	78.9	91.8	95.6	
	2019	Literacy	90.9	97.8	97.0	85.5	92.8	94.6	79.5	91.7	95.2	
	Numeracy	2015	Numeracy	78.0	86.1	95.2	84.6	91.0	92.8	77.6	89.9	94.4
		2016	Numeracy	78.9	93.3	95.9	85.1	91.8	93.1	79.0	90.9	95.0
		2017	Numeracy	82.9	91.6	96.9	85.5	92.0	93.7	79.0	91.3	95.0
		2018	Numeracy	86.8	95.7	94.2	84.4	92.4	93.8	76.7	90.9	95.1
2019		Numeracy	80.3	95.6	97.5	83.4	91.8	94.0	76.6	90.7	95.0	

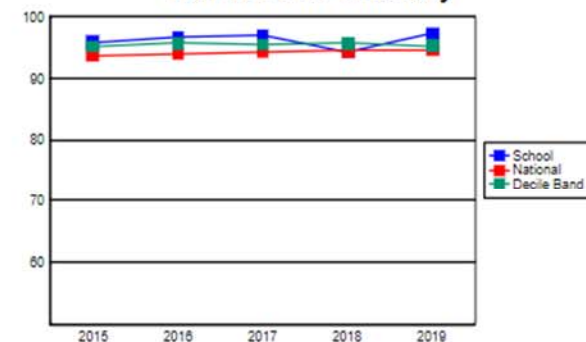
Year 11 Level 1 Literacy



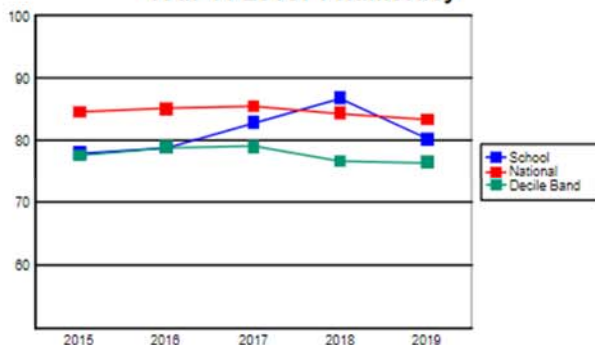
Year 12 Level 1 Literacy



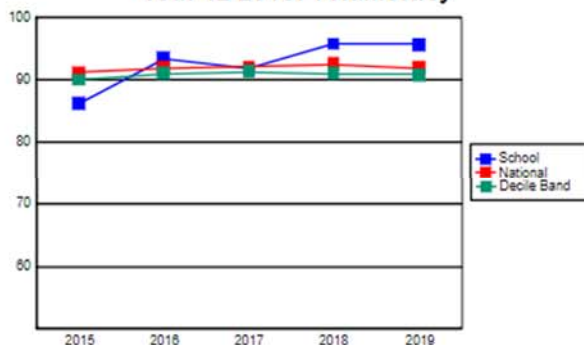
Year 13 Level 1 Literacy



Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy

