ŌTARA Ō TE RERERANGI KĀHUI AKŌ

2019-2021 ACHIEVEMENT PLAN
Our Kāhui Akō

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

This map indicates the approximate location of ŌTARA Ō TE RERERANGI KĀHUI AKŌ.
We provide an inclusive environment that is fun and supportive, giving children the opportunity to learn and develop in a safe and stimulating environment.

An outdoor environment is a well-resourced dynamic early learning environment with plenty of space and a good flow between the indoor and outdoor areas. This means that they will experience all aspects of the environment.

We provide an inclusive environment that is fun and supportive, giving children the opportunity to learn and develop in a safe and stimulating environment.

We believe in developing a foundation and promoting positive attitudes to difference and diversity, and believe in developing a foundation and promoting positive attitudes to difference and diversity.

KZN Early childhood Centre, a full day care and early childhood learning centre

In cultural celebration, we acknowledge and promote the importance of cultural diversity and cultural values and beliefs in creating a meaningful learning environment. We are committed to ensuring that all children and their families are included and respected in all aspects of the centre. We are committed to ensuring that all children and their families are included and respected in all aspects of the centre.

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

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

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

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

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

The school is rich in culture and offers an enriched curriculum. A number of courses are being offered in cooperation with MIT. MIT students benefit from courses like electrical, mechanical, computer science, and other opportunities offered by the relationships with MIT. Twenty percent of the senior school students are majors.

The senior school is part of the College with the Middle and Junior school and all three schools are located in the same site. It is governed by a single board of trustees. It is situated on Okura and has a student roll of 756 students.

School values underpin the way we do things in and outside the classroom. As you walk into our school street, you see the college values of excellence, which are implemented and respected. Aligning with our Middle school values of excellence, which are implemented and respected.

The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. The College believes in nurturing the whole student: emotional, social, physical, and spiritual well-being is experienced in our celebration of culture. 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Students will get their NZQA qualification and the CTE qualification (and possibly an Associate Degree).

All work activity in the programme is credit bearing.

CTE support programme alongside the MIT classes.

All CTE qualification classes are normal scheduled MIT classes.

Personal development related to their school.

High levels of supervision and monitoring.

College knowledge emphasis in literacy, numeracy, and technology.

Special features

First in family to undertake tertiary education and family and training.

From a low-decile school and/or low income family.

Will be a relative of the communities of Counties Manukau L.E. Ngāti, Pacific peoples.

Interested in a career path that is appropriate to an institute of technology.

At risk educationally but not yet in risk.

Likely to finish school with little or no qualifications.

Potential threat of disengagement.

Unmet aspirations and likely in full-time school.

Students needed for the programme are likely to be:

Education (CTE qualification/diploma / Year 11-2 or a degree etc)

Selected students enter SSS1 in Year 11 to complete their secondary schooling ( = NZQA level 3) and a two-year Career and Technical

School/program/level 3 students who have potential but are unlikely to succeed in a school setting

A programme at Polytechnic (MIT) offered collaboratively with secondary schools mainly (Counties Manukau) achievement area

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Our Ako

occurs, influencing and improving academic
attainment, the nurturing of students, and
their readiness for life beyond this
university. We need to use a
Kahu Ako approach to
improve our outcomes.

Primary
Intermedia
college
higher
career

Kahu Ako

Education Sector in Our

Primary
Intermediate
college
higher
career

Kahu Ako

Ethnic Groups in Our

Samoa
Maori
Cook
Tongan
NuI
NC
Ne'
Kia
ECC
Cultural Centre
18
July

Numbers were not available.

Please note: This excludes the Early Childhood Centres at these

Schools.

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Intermediate
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Schools.
Learning relationships will result in an even higher level of satisfaction in schools of learning centers. Focus on enhancing experiential positive emotional engagement. In partnership with students, communities, and parents will provide a more meaningful experience and their social and emotional development. An increased level of wellness is shown through their satisfaction with life.

Wellbeing is vital for student success. It is strongly linked to learning. We believe, learn, act, through knowledge, comes life and wellbeing.

Our mission, Our vision, Moving forward, success together.

Our Achievement indicators have been created following:

- Reaching and learning to reach their potential.
- Where we work together to empower young to be.
- Where our leaders encourage the unique opportunities they have.
- Where they develop a culture of

Our Vision: Moving forward, success together.

Our purpose:

Collaboration will ensure we will experience success and reach their full potential now and in the future.

The purpose of our kaunai is to create a community culture of

Our purpose:
Our Values

- Positive outcomes for our Kauihako and Know ake
- Strategic growth (spiritual) which in turn increases (mental), (physical), and wellness (family)
- Health will

Draughtangaro - Wellbeing initiatives to engage and

- Displaying high expectations for learners outcomes.
- Kauihako (excellence) - The quality of being outstanding and

- Whakatuata (respect) - Displaying Integrity and equity for all and

- Whanau and community will strengthen the akeanga wairua.
- Te Papa Whanaetanga - Establishing strong relationships with family

- Manaakitanga - Responsibility and persistence are habits we will use to

- Heritage is intangible and protected.
- The akeanga we teach will continue to evolve and

- Mahiwhenua - Guardianship and protection with reverence to

- Witching for change.
- Care for other views and opinions. Being mindful when

- Mahiwhenua - Showing respect, using support, generosity and

- mahiwhenua - Through shared experiences and working together

- Waimahauwhenua - Is about relationships, connections and

- Whakatuata - Is about relationships, connections and

Our Kauihako Values:

Regeneration:

The key position new hope - new beginnings, growth and

Komitiwhakarua pattern which represents speed, swiftness and agility.

The design in the centre of the waka is a version of the "Piupiupu".

Identified as ways we have agreed to work together:

- Leadership
- Support from the Respective schools and

- Whakatuata display a value of how the schools of our region are turned together working in mission, the waka moves and the force is

- Kauihako and our values. On our kauihako we are greater than the other but

- Whakatuata also refers to our visual of a waka (sauane) moving

- Success as a collective - your success is our success.

This Whakatuata expresses the way our Kauihako agree to work

A canoe which we are all in, with no exception.

The waka are not,
Our Journey

Our school is committed to working together for the benefit of our students. We understand how crucial it is for students to have access to a quality education that prepares them for the future. Our journey began when our school and teachers participated in a professional development workshop that emphasized the importance of collaboration and student engagement. The workshop highlighted the benefits of a collaborative approach to teaching and learning, where teachers work together to create a positive and inclusive learning environment.

As a result of this workshop, a cross-functional team was formed to focus on improving student achievement and engagement. The team consisted of teachers, administrators, and parents, and they worked together to develop a comprehensive plan for achieving these goals.

The first phase of our journey involved defining our vision and setting clear, measurable goals. We developed a detailed plan that outlined the specific actions needed to achieve our objectives. This plan included strategies for increasing student engagement, improving academic performance, and fostering a positive school culture.

In the second phase, we implemented our plan and began to see improvements in student achievement and engagement. Teachers adopted new teaching strategies, and students showed increased motivation and interest in their studies.

Looking back, we are proud of the progress we have made and the positive impact we have had on our students. Our journey is far from over, and we remain committed to continuous improvement and excellence in education.

Our goal is to ensure that every student has the opportunity to succeed and reach their full potential. We are confident that, with the support of our community, we can continue to make strides towards achieving our vision of a vibrant and dynamic learning environment where every student is valued and supported.

Our school is proud to be a part of this journey, and we look forward to the continued success and growth of our students.
Achievement Challenges

- Full Potential

We believe that with the 3 Achievement Challenges, we can fully engage students in learning to reach their full potential.

Outcome

Enhanced Ako ( ako
- Increase engagement
- Increase teacher wellbeing
- Teachers develop authentic learning experiences

Drivers

- The Pāpa Whā
- Focused achievement challenge areas

Focus areas

- Increased student engagement
- Improved literacy
- Increased student learning
- Increased student engagement
- Increased student achievement

Kahui Ako Direction

In our Kahui Ako, we aim to create meaningful pathways for our students to be confident and connected to reach their full potential in life.
Communities will adapt learning and working collaboratively. Individuals and approaches that challenge mental models and embedded beliefs will not easily change. By focusing on professional learning, the multiplier effect naturally accommodates and provides a safe space to transform. This means becoming open to new ideas. Communities that are open to new ideas and communities that are adaptive, therefore, they Herriot, Gershon, and Linksy (2009) noted that when

it works. Student outcomes include improved educational practices and educational experiences for collaborative inquiry. Only then will our community will be successful in terms of learning and a collective responsibility for equity and excellence across all schools in our community. Openness to learning and a

are practiced.

By educators and leaders when collaborating opportunities for sharing challenges and making connections within and outside of the group. Increased efficacy and ability will be experienced. The group work on creating and reflecting on the collaborative momentum to become successful in building relationships and the sharing of knowledge in the room. Building on the previous work, we discussed the importance of building capacity within and across the school. A collaborative framework, group roles, and responsibilities that support learning and making learning more effective for the teacher. A powerful strategy for building collaborative community is a disaster event (Dikkers, 2006).

door business: a way of thinking. Above all, business, and discuss difficult challenges related to inquiry to be truly effective, it needs to become a way of
Teachers understand us'. 'I love my friends'. 'Learning is fun'.
'I like Maths because I try my best'. 'I do my best'. 'My friends are the best'.

The strength is us together. 'You feel welcome. 'We use humour in class. 'The opportunities. 'I like learning because want a better job and future. 'Celebrate working together.

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

Many options are available. Students do not get left behind. Acceptance.
| Year | 64% | 65% | 66% | 67% | 68% | 69% | 70% | 71% | 72% | 73% | 74% | 75% | 76% | 77% | 78% | 79% | 80% | 81% | 82% | 83% | 84% | 85% | 86% | 87% | 88% | 89% | 90% | 91% | 92% | 93% | 94% | 95% |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 12   | 55% |      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 13   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 14   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 15   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

**Achievement Challenges**

- Gain 12 students to meet State Targets.
- Gain 3.6% of students to meet our own targets.
- Aims to improve reading, writing, and comprehension skills.
- Focus on the following areas:
  - Reading comprehension
  - Writing skills
  - Math proficiency

**2019 Baseline and 2020, 2021, 2022 Data**

- Baseline data is based on students who were in school at the time.
- Projections for future years.

**Target Projections**

We hope to see an increase in attendance.

Currently, responsive and relational practices - as this is embedded in the school's culture - contribute to student success.
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<tr>
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**Goal:** To strengthen our educational practices through culturally responsive and relational practices in order to reduce educational disparities and promote equity.
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<td>1. Welfare Survey data</td>
<td></td>
</tr>
<tr>
<td>2. Assoc Professors Opportunity-Events</td>
<td></td>
</tr>
<tr>
<td>3. Increase staff and student load to lead Whole and Kerrie during school refresher and whole school briefing</td>
<td></td>
</tr>
<tr>
<td>4. Assoc Professors Induction as a contextual tool for tasks and assessments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9-10</th>
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<tbody>
<tr>
<td>1. Welfare Survey data</td>
</tr>
<tr>
<td>2. Assoc Professors Opportunity-Events</td>
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<tr>
<td>3. Parent voice collected by child</td>
</tr>
<tr>
<td>4. Assoc Professors Induction as a contextual tool for tasks and assessments</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 7-8</th>
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</tr>
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<td>2. Assoc Professors Opportunity-Events</td>
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<td>3. Parent voice collected by child</td>
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<td>1. Welfare Survey data</td>
</tr>
<tr>
<td>2. Assoc Professors Opportunity-Events</td>
</tr>
<tr>
<td>3. Parent voice collected by child</td>
</tr>
</tbody>
</table>

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**CULTURAL RESPONSIVENESS AND RELATIONAL PRACTICES EVIDENCE/MeASUREMENT**

- Device  through the use of a matrix with a focus on strategies, support and cultural programs.
- Ensure the inclusion of culturally appropriate practices and strategies.

**ENGAGE PEOPLE**

- Ensure the engagement of all stakeholders, including parents, students, and the wider community.
- Involve parents and students in the decision-making process.
- Leverage school data and strategies to inform the learning of their students.
- Develop and implement strategies to support the engagement of all students.
- Establish partnerships with other cultural organizations and communities.
- Ensure that educational goals align with cultural practices.

**EXPERIENCE**

- Design experiences that are culturally relevant and meaningful.
- Encourage students to engage in the broader community and cultural practices.
- Foster a sense of belonging and respect among students.
- Promote intercultural understanding and respect.

**COLLATERAL**

- Gather data and feedback to inform the cultural responsive practices.
- Review and adjust strategies based on feedback and outcomes.
Problem Solving

- Contribute towards the social and emotional learning of students.
- Provide opportunities for students to develop empathy.
- Promote respectful interactions and model high expectations for all students.

Teaching and Learning

- Students perceive the learning environment as supportive and engaging.
- Students receive the school to be a safe and caring place.
- Teachers model positive behaviors.

School-Wide Climate & Practices

- Students feel respected and valued.
- The school culture is positive and supportive.

KEY: Grey box is National norm

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

OTARA O TE REHANGA KAHU Ako 2018 WELLBEING SURVEY RESULTS
1. Home-school partnerships: Students perceive that access to social support outside with peers and within school and that they have a sense of community.

2. Students' social strategies: Students know and use social problem-solving strategies (e.g., managing their emotions, seeking help).

3. Behavioural (e.g., caring, helping, showing empathy).

This aspect explores students' perceptions of the extent to which they and their peers engage in prosocial behaviours and use prosocial strategies.
Dr. O Te Reerenga Kahuji Ako 2017-2018 Attendance Data All Year Levels - All Akonga

1. Aggressive and bullying behaviours - Students' perceptions
2. Aggressive and bullying behaviours - Students' experiences

Subject aspect explores the extent to which...
All Year Levels - Female Akonga

OTARA 0 TE REERANGI KAHU | AKO 2011-2018 ATTENDANCE DATA
All Year Levels - Male Akonga

OTARA 0 TE RERENGİ KAHUI AKO 2011-2018 ATTENDANCE DATA
<table>
<thead>
<tr>
<th>Tertiary</th>
<th>Year 11-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organized information sessions for parents and students to discuss the Program.</td>
</tr>
<tr>
<td>2.</td>
<td>Include the data and goals developed from the Engagement Survey conducted with parents/caregivers for Honolulu Safety.</td>
</tr>
<tr>
<td>3.</td>
<td>Aim for 75% of students to participate in student-led activities.</td>
</tr>
<tr>
<td>4.</td>
<td>To roll-out the use of the School App to students and parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<table>
<thead>
<tr>
<th>Years 7-8</th>
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<tbody>
<tr>
<td>2.</td>
</tr>
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<td>3.</td>
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<table>
<thead>
<tr>
<th>Years 6-7</th>
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<tbody>
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<td>3.</td>
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<tr>
<td>4.</td>
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### Classroom Walkthrough Observations

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<th>Leaders</th>
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<th>0</th>
<th>ALL</th>
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<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pedagogy Orientation</td>
<td>Developing</td>
<td>Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Staff Observed</td>
<td>39</td>
<td></td>
<td></td>
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<tr>
<td>Number of Observations</td>
<td>10</td>
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<td></td>
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</table>

#### Summary of Evidence – Ronggoia Te Haun

<table>
<thead>
<tr>
<th>147</th>
<th>Number of Major Surveys</th>
<th>Total Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>9/5/18</td>
<td>726</td>
</tr>
<tr>
<td></td>
<td>Date of Walkthroughs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gora O Te Rerengi Kaniu Ako</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sir Edmund Hillary College</td>
<td></td>
</tr>
</tbody>
</table>

How will our actions and outcomes impact achievement data? Our baseline data says:
2. In this school, I have opportunities to do...

2. In this school, I want to do...

YEAR 9-13

YEAR 7-8
12. Teachers talk with me about my results

Other with our work

11. Teachers in my classes let us help each

YEAR 9-13

YEAR 7-8
<table>
<thead>
<tr>
<th><strong>Achivement Challenge 3 - Te Panekiretaanga o Te Mataruaanga Mō Māori, He Māori</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> To create an inclusive community which actively promotes partnerships, participation and protection enabling Māori students to achieve success.</td>
</tr>
<tr>
<td>- Te Aro Māra: Mātauranga Māori me te whaea kia mārae</td>
</tr>
<tr>
<td>- Te Whare Tapā Whā - Te Taha</td>
</tr>
<tr>
<td>- Te Taha Hinehinga (Māori)</td>
</tr>
<tr>
<td>- Te Taha Whanau (Physical)</td>
</tr>
<tr>
<td>- Te Taha Whanau (Social, Well)</td>
</tr>
<tr>
<td>- Te Taha Whanau (Total Well)</td>
</tr>
</tbody>
</table>

**Click On Link:** [www.gofile.com/file/p/0k4x863q9CXTCM.html](http://www.gofile.com/file/p/0k4x863q9CXTCM.html)
<table>
<thead>
<tr>
<th>Year 7-6</th>
<th>Attendance and Retention data</th>
<th>Attendance and Retention data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7-8</td>
<td>Incorporating the Māori language and culture to be visible and embedded in practice (cultural and bilingual practices) and for the Auckland Kindergarten Association</td>
<td>Include a mediator to facilitate whakapapa whaiwhai.</td>
</tr>
<tr>
<td>Year 9-10</td>
<td>Collect student and group voice</td>
<td>Success for Māori as Māori ERO Evidence/Measurements</td>
</tr>
</tbody>
</table>

**Te Reo Māori Whakapapa Whaiwhai**

*Success for Māori as Māori ERO Evidence/Measurements*

<table>
<thead>
<tr>
<th>Actions</th>
<th>Actions</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Establish and run a network buli | 38 & attendance data (to pg 44) | on pg 37-38, follow-up information in on pg 9-10 |***Establish whakapapa hubs for***
| Support of whaiwhai on students' homework | Attend further education (after to lead) | Establish whakapapa hubs for |***Work with family caregivers***
| Establish and run a network buli | Establish whakapapa hubs for | Establish whakapapa hubs for |***Work with family caregivers***
| Establish and run a network buli | Establish whakapapa hubs for | Establish whakapapa hubs for |***Work with family caregivers***

*Te Reo Māori Whakapapa Whaiwhai*
2. **Caring Learning Students perceive the learning environment as safe and caring**, promoting positive interactions and emotional well-being with peers, helping show students how they are supported and model respectful behaviors, and cultivate a caring culture.

**Teaching and Learning**

- **Respect for culture**
  - Students perceive the school as culturally diverse and inclusive.

- **Safe school**
  - Students perceive the school as safe and supportive.

**School-wide climate & practices**

- **Supportive environment**
  - Students perceive the school as a caring and collaborative environment.

**Key**

- Grey box = National norm

**OTA & TE Reference Kahu & Ako 2018 MAORI WELLBEING SURVEY RESULTS**

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

- [Graph showing data points and trends over years 6, 8, and 10 for different measures of achievement and wellbeing.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Achievement Score</th>
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<tbody>
<tr>
<td>6</td>
<td>100</td>
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<tr>
<td>8</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>130</td>
</tr>
</tbody>
</table>

Within these classroom learning programs, this aspect explores students' perceptions of whether a safe and caring climate is modeled through school-wide culture & practices.
This aspect explores students' perceptions of the extent to which they engage in pro-social behaviours and use pro-social student culture and strategies.

1. Sub-aspect: Access to social support outside with parents and whānau, and that they have school practices model a sense of community.

2. Sub-aspect: Students' perceived cultural and strategic student engagement with their peers, and their peers in pro-social strategies and behaviors.
4 out of our 22 Maori students at Level 1 had not yet achieved literacy by 13 November 2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>80.7%</th>
<th>73%</th>
<th>70.7%</th>
<th>79.0%</th>
<th>82%</th>
<th>67.4%</th>
<th>61.2%</th>
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</thead>
</table>

**NCEA Literacy Comparative Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>5%</th>
<th>33%</th>
<th>62%</th>
<th>63%</th>
<th>57%</th>
<th>37%</th>
<th>57%</th>
<th>14%</th>
<th>12%</th>
<th>8.00%</th>
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<td>n(1/21)</td>
<td>n(1/22)</td>
<td>n(1/23)</td>
<td>n(1/24)</td>
<td>n(1/25)</td>
<td>n(1/26)</td>
<td>n(1/27)</td>
<td>n(1/28)</td>
<td>n(1/29)</td>
</tr>
<tr>
<td>5%</td>
<td>55%</td>
<td>40%</td>
<td>40%</td>
<td>33%</td>
<td>33%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
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<tr>
<td>3%</td>
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**Achieved & Advanced**

**2018 Reading Data for Maori Akonga**

Otara o te Herenga Kahu Ako
<table>
<thead>
<tr>
<th>Year</th>
<th>Working Towards</th>
<th>Achieved</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Year 10</td>
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<td></td>
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</tr>
<tr>
<td>Year 9</td>
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<td>Year 6</td>
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<tr>
<td>Year 5</td>
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<td></td>
</tr>
<tr>
<td>Year 4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
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</tbody>
</table>

2018-2019 Writing Data for Moa1 Akonga

**OTARA O TE REERAENGI KAHUI AKO**

All 9 Moa1 Akonga at Level 3 achieved Level 1 literacy in 2018.

**Year 13 Moa1 Akonga:**

- Level 3

1 out of our 14 Moa1 Akonga at Level 2 had not yet achieved literacy at Level 1 by 13 November 2018.

**Year 12 Moa1 Akonga:**

- Level 2

**Level 3**

- Level 2
<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
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<td>n(14/25)</td>
<td>n(15/25)</td>
<td>n(16/25)</td>
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<tr>
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<td>n(16/24)</td>
<td>n(17/24)</td>
<td>n(18/24)</td>
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<td>n(17/23)</td>
<td>n(18/23)</td>
<td>n(19/23)</td>
<td>n(20/23)</td>
</tr>
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<td>Year 7</td>
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<td>n(21/22)</td>
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<td>Year 4</td>
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<td>Year 3</td>
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<td>n(32/16)</td>
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**Maths**

2018 Mathematics Data for Moti Akonga

**Otra O Te Rerenga Kahu Ako**
TE PAPA RARAUNGA

Te Reo Pānui

<table>
<thead>
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<th>Tau 1</th>
<th>Tau 2</th>
<th>Tau 3</th>
<th>Tau 4</th>
<th>Tau 5</th>
<th>Tau 6</th>
<th>Tau 7</th>
<th>Tau 8</th>
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<td>4</td>
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<td>2</td>
<td>5</td>
<td>4</td>
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<td>4</td>
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<td>3</td>
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</tbody>
</table>

Pāngarau – Tāpiritanga/Tangoanga

Pitopito Kōrero
Mo ngā tau 5/6 kihai i tūtuki ai ngā kohikohinga raraunga mo te mutunga o te tau, nā runga i tēnā i noho tonu ngā ākonga kia aua raraunga.

WHERE – kei raro i te keotanga
KĀKARIKI – kei te keotanga
ARANGI – kei tua o te keotanga

Te Reo Tuhihi

<table>
<thead>
<tr>
<th>Tau 1</th>
<th>Tau 2</th>
<th>Tau 3</th>
<th>Tau 4</th>
<th>Tau 5</th>
<th>Tau 6</th>
<th>Tau 7</th>
<th>Tau 8</th>
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<tbody>
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Pāngarau – Tāpiritanga/Tangoanga

Pitopito Kōrero
Mo ngā tau 5/6 kihai i tūtuki ai ngā kohikohinga raraunga mo te mutunga o te tau, nā runga i tēnā i noho tonu ngā ākonga kia aua raraunga.

TE KEOTANGA

TE REO MATATINI/PĀNGARAU

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

Keotanga mo ngā tau ako Wāhanga 2 2018

<table>
<thead>
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<th>Tau 1</th>
<th>Tau 2</th>
<th>Tau 3</th>
<th>Tau 4</th>
<th>Tau 5</th>
<th>Tau 6</th>
<th>Tau 7</th>
<th>Tau 8</th>
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<td>KKe</td>
<td>KKPi</td>
<td>KKi</td>
<td>KPa</td>
<td>KPe</td>
<td>KPo</td>
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<td>Ka Oho – Whai Huruhuru</td>
<td>Whai Huruhuru</td>
<td>Whai Huruhuru - Ka Marewa</td>
<td>Ka Marewa</td>
<td>Ka Marewa - Ka Rere</td>
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</table>

**Table 1:**

- **Week 1:**
  - 1/8: Tan 8
  - 2/8: Tan 7
  - 3/8: Tan 6
  - 4/8: Tan 5
  - 5/8: Tan 4
  - 6/8: Tan 3
  - 7/8: Tan 2
  - 8/8: Tan 1

- **Week 2:**
  - 9/8: Tan 2
  - 10/8: Tan 1

**Note:**
- 60% - 80% of the data is filled in.
- The remaining data is not filled in as per the instructions.
- The table is named "Vahanaga 2 2018."
### Classroom Walkthrough Observations:

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>% of Staff Observed</td>
</tr>
<tr>
<td>10</td>
<td>Number of Observations</td>
</tr>
</tbody>
</table>

### Summary of Evidence - Rongorua Te Hau

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>147</td>
<td>Number of Maori</td>
</tr>
<tr>
<td>726</td>
<td>Total Roll</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 9/5/18</td>
<td>Date of Walkthroughs (if applicable)</td>
</tr>
<tr>
<td>Sir Edmund Hillary College</td>
<td>School Name</td>
</tr>
</tbody>
</table>
2. In this school, I have opportunities to do all the things I want to do.

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

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

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

YEAR 7-8

YEAR 9-13
I2. Teachers talk with me about my results so I can do better

I2. Teachers talk with me about my results so I can do better

Other work with our work

Other work with our work

YEAR 9-13

YEAR 7-8
13. I am provided with opportunities to contribute my knowledge and experiences to the school.

\[
\begin{array}{c}
\text{% of respondents} \\
\hline
\text{Never} & \text{Hardly ever} & \text{Sometimes} & \text{Mostly} & \text{Always} \\
\end{array}
\]

\[\text{Whānau Māori} \quad \text{Whānau non-Māori}\]