Introduction

Our purpose

To create a unique, community-oriented, collaborative and innovative educational network for all learners.

The purpose of the Rolleston Kāhui Ako | Community of Learning is embodied in our statement of purpose which is to create a unique, community-oriented, collaborative and innovative educational network for all learners. We will achieve this through our principles:

- Environmental sustainability
- Providing strong pathways to success
- Valuing language, identity and culture
- Innovation and excellence

Our vision

Communities collaborating to grow

Our vision, ‘Communities collaborating to grow’ clearly signals our intent to raise learner achievement within a culture of empowerment. Our challenges have been developed following consultation and reflection with all stakeholders. They are designed to promote a culture of learning where every learner gains the attitudes, values and beliefs that they can, and will, learn.

Our name, our gift

Ngā Peka o Tauwharekākaho

Our Kāhui Ako were gifted the name ‘Ngā Peka o Tauwharekākaho’ by Te Taumutu Rūnanga. It means ‘The Connecting Branches of the Rolleston Area’, and reinforces our desire to collaborate and make firm connections between schools.

Whāngaia ka tipu, ka puawai - That which is nurtured blossoms and grows
Our logo

Our logo was created in 2017 based on the environmental landscape of our area. It shows the plains and rivers reaching out from under the alps, and the sky / wind billowing over the mountains. It incorporates the concept of the intersection / interaction of different voices and energy, lending itself towards teaching children.

Our learning pathway
School information

1. Burnham School – Te Kura o Tiori
2. Clearview Primary School – Te Kura o Mārama
3. Kingslea School – Te Puna Wai ō Tuhinapō
4. Lemonwood Grove School – Te Uru Tarata
5. Rolleston Christian School
6. Rolleston College – Hōroeka Haemata
7. Rolleston School – Te Ahi Kaikōmako
8. Waitaha School
9. Weedons School – Te Kura o Karamu
10. West Melton School – Te Kura o Papatahora

West Rolleston Primary School – Te Kura o Te Uru Kōwhai

This map indicates the approximate location of schools in the Rolleston Kāhui Ako

Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows
<table>
<thead>
<tr>
<th>Kāhui Ako No. 99206</th>
<th>Rolleston Kāhui Ako – 10 schools</th>
<th>July 2017</th>
<th>Māori</th>
<th>% Māori</th>
</tr>
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<tbody>
<tr>
<td>ID No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3304</td>
<td>Burnham School</td>
<td>Full</td>
<td>158</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>– Te Kura o Tiori</td>
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<td></td>
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<tr>
<td>6980</td>
<td>Clearview Primary</td>
<td>Full</td>
<td>736</td>
<td>79</td>
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<td>– Te Kura o Mārama</td>
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<tr>
<td>518</td>
<td>Kingslea School</td>
<td>Special</td>
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<td>47</td>
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<tr>
<td></td>
<td>– Te Puna Wai ō Tuhiapo</td>
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<tr>
<td>6967</td>
<td>Lemonwood Grove School</td>
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<td>91</td>
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<td>– Te Uru Tarata</td>
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<tr>
<td>654</td>
<td>Rolleston College</td>
<td>Secondary</td>
<td>222</td>
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<td>– Hōroeka Haemata</td>
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<td>3488</td>
<td>Rolleston School</td>
<td>Full</td>
<td>798</td>
<td>92</td>
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<td>– Te Ahi Kaikōmako</td>
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<td>3554</td>
<td>Waitaha School</td>
<td>Special</td>
<td>77</td>
<td>11</td>
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<tr>
<td>3585</td>
<td>Weedons School</td>
<td>Full</td>
<td>161</td>
<td>21</td>
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<td>– Te Kura o Karamu</td>
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<tr>
<td>3587</td>
<td>West Melton School</td>
<td>Full</td>
<td>441</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>– Te Kura o Papatahora</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>584</td>
<td>West Rolleston Primary School</td>
<td>Full</td>
<td>282</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>– Te Kura o Te Uru Köwhai</td>
<td></td>
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</tbody>
</table>

* Rolleston Christian School is an honorary member of the Rolleston Kāhui Ako
ECE information

1. Active Explorers
2. Ako - Rolleston
3. Annabel’s Educare West Melton
4. BestStart Rolleston
5. BestStart Faringdon
6. Bright Beginnings Montessori
7. Burnham Country Montessori
8. Kidsfirst Kindergartens Burnham
9. Kidsfirst Kindergartens Rolleston
10. Lollipops Rolleston
11. Paradise for Little Angels
12. Selwyn Kids
13. The Cat’s Pyjamas Preschool and Nursery – West Melton and Rolleston
14. West Melton Kindergarten, Nursery and Learning Centre

<table>
<thead>
<tr>
<th>Kāhui Ako No. 99206</th>
<th>Rolleston Kāhui Ako – 15 Centres</th>
<th>ID No.</th>
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</thead>
<tbody>
<tr>
<td>65145</td>
<td>Active Explorers</td>
<td>5465</td>
</tr>
<tr>
<td>65073</td>
<td>Ako - Rolleston</td>
<td>45493</td>
</tr>
<tr>
<td>47434</td>
<td>Annabel’s Educare – West Melton</td>
<td>45128</td>
</tr>
<tr>
<td>65014</td>
<td>BestStart Rolleston</td>
<td>45427</td>
</tr>
<tr>
<td>46844</td>
<td>BestStart Faringdon</td>
<td>45907</td>
</tr>
<tr>
<td>45483</td>
<td>Bright Beginnings Montessori</td>
<td>65099</td>
</tr>
<tr>
<td>70167</td>
<td>Burnham Country Montessori</td>
<td></td>
</tr>
</tbody>
</table>

This map indicates the approximate location of ECE centres in the Rolleston Kāhui Ako.

Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows
Our Kura

**Burnham School – Te Kura o Tiori**
Vision: Standing tall, aiming high
Website: www.burnham.school.nz

**Clearview Primary – Te Kura o Mārama**
Vision: Skilled thinkers and communicators stepping out with confidence
Website: www.clearview.school.nz

**Kingslea School – Te Puna Wai ō Tuhiapo**
Vision: Rediscovering the magic of learning
Website: www.kingslea.school.nz

**Lemonwood Grove School – Te Uru Tarata**
Vision: The best of you, as you
Website: www.lemonwoodgrove.school.nz

**Rolleston College – Horoeka Haemata**
Mission: To empower our learners to transform their lives, communities and futures. Whakamanatia ākonga kia pikia ngā taumata o nāianei, o ngā tau kei te heke mai, ā-tangata, ā-hapori hoki.
Website: www.rolestoncollege.nz
Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows
Our whakapūmau (beginnings)

Our Kāhui Ako began as the Rolleston Cluster in September / October of 2012. We were a group of schools working together collaboratively for professional development, conferences, and learner events. Geographically we were near each other, and there were strong social and sporting links for our whānau. In November / December of 2017 we were endorsed by the Minister of Education as a Community of Learning | Kāhui Ako.

Our structure

Stewardship Team
Members of the Ngā Peka o Tauwharekākaho Stewardship Group will act as governors of our Community of Learning | Kāhui Ako. They will oversee the smooth operation of our Community of Learning | Kāhui Ako to ensure our actions and decisions are carried out in accordance with our shared vision and co-constructed protocols. Our Stewardship Team is made up of: a representative from Te Taumutu Rūnanga; a Board of Trustees representative from one of our schools; a representative from an Early Childhood Centre; and our co-leads.

Leadership Team
The Leadership team consists of the eleven principals of the schools in our Kāhui Ako and two Early Childhood Representatives. Our leadership team is led by our foundation co-leads Susan Jackson and Sandra Keenan.

Engagement and consultation with our community

During September 2018, a meeting of ECE and junior school teachers was held to consult on achievement challenges. Staff meetings were held in each kura. The following questions were asked of staff:

- What are the priorities and current successes in your setting?
- What are the common challenges and concerns about the progress and achievement of learners in your setting?
- What are the possible reasons for these challenges? How do you know?

As part of our consultation process in October 2018 at a community engagement evening by means of a survey, the following questions were asked:

- What is going well for your child and / or family / whānau in relation to your child’s education?
- What are your priorities for your child within the school environment?
- What are the areas you would like the Kāhui Ako to focus on to support your child and family / whānau, such as education, culture, wellbeing etc.?

From this work four key trends were emerging:

- Wellbeing / Hauora
- Relationships
- Transitions
- Communication
Evidence and Data Analysis

In addition to consultation with key stakeholders, we explored a range of evidence and data when identifying the shared achievement challenges. This included referrals made to social services, attendance information, stand down suspension and exclusion data, and learner progress and achievement data.

As all primary schools in the Kāhui Ako are currently involved in a process of transitioning between progress and achievement measures due to changes to National Standard expectations, it was agreed that through shared analysis discussions, targets would be identified using reading progress and achievement data at this stage. Reading progress and achievement data provided consistency through colour wheel transitions and underpinned identified challenges in transitions and communication. As a Kāhui Ako, we intend to establish common learner progress and achievement indicators during 2019. We will use this baseline data to set specific targets in curriculum areas relevant to our achievement challenges from mid 2019.

At the time of writing this achievement challenge the secondary school did not have a Year 11 intake and as such, NCEA data was not accessible. Learners will be undertaking NCEA Level 1 for the first time at Rolleston College in 2019. This data will be used to inform achievement challenge targets from 2020.
Challenge A: Wellbeing | Hauora

Why is this important for our community and how will it support learner achievement?

Our schools are challenged with managing the phenomenal and continued growth, changing communities, the establishment of new schools in the area, and the ongoing consequences of the Canterbury earthquakes. This has resulted in a continuing and increasing need for:

- Learning and social service support,
- Building a sense of belonging and identity,
- Empowering and supporting learners, staff and community,
- Building networks and connections across the wider community, and
- Learners developing resilience, self-regulation, social confidence, effective communication skills, self-belief and a zing for life.

We believe that a focus on learner, staff, and community wellbeing | hauora will have the potential to improve learning, engagement, and wellbeing within a culture of empowerment.

100% of schools in the Kāhui Ako have wellbeing | hauora identified as a priority in their charter

85% of schools and ECE Centres identified wellbeing | hauora as a challenging and concerning influence on learner learning and achievement

100% of Kāhui Ako parents identified wellbeing | hauora as a priority for their child

185 referrals have been made across the Kāhui Ako for learning and behavioural support (Feb – Dec 2018)

7.2% of learners in the Kāhui Ako attended school less than 80% of the time in 2017

36% of primary teachers have participated in Incredible Years Teacher courses since 2012

36 referrals have been made across the Kāhui Ako to Mana Ake (Oct – Dec 2018)

100% of Kāhui Ako parents identified wellbeing | hauora as a priority for their child

2.5% of learners in the Kāhui Ako attended school less than 70% of the time in 2017

Identified from referral data

Identified from consultation

Waitaha School, Rolleston College and Kingslea School are excluded from this data
This baseline evidence highlights a high demand the Kāhui Ako requiring wellbeing support, as indicated by the high number of referrals made to RTLB for learning and behavioural support between February and December 2018. This is supported by a significant number of referrals made to Mana Ake within a six-week period.

We believe the attendance rates may correlate to learner wellbeing needs. We intend to investigate and monitor attendance to gain a full picture of what underpins these issues.

The consultation process indicated a high priority on wellbeing across the whole Kāhui Ako community (e.g. parents, staff, schools and ECE Centres).

We intend to gather and analyse baseline data using the Wellbeing@School survey in Term 1, 2019 for all learners in Years 5-10. This information will be used to establish achievement challenge targets from 2019. To do this, relationships will be identified between the Wellbeing@School school-wide and community aspects and evidence of learner progress. This information will also be used to identify common strengths and next steps for the ongoing review of the Kāhui Ako strategic and annual action plans.

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>Aspirations</th>
<th>Indicators of Success</th>
</tr>
</thead>
</table>
| Celebrating wellbeing    | Promotion and enhancement of wellbeing through a variety of contexts and opportunities. | The Kāhui Ako and organisations within it have evidence to support:  
- Reflection and promotion of the four pillars of the whare tapawha model (Mason Durie).  
- Increased access to and engagement in opportunities to celebrate and enhance wellbeing will be identified. |
| Creation of a climate of appropriate support for all – community, staff, learners | The enablement of positive relationships that will empower members of the community. | An increased number of mechanisms are available and utilised effectively for support.  
- Positive change in wellbeing data is evident. This will include Wellbeing@School survey data. |
| Consistent practices     | Consistent, shared approaches enable educational organisations to support the wellbeing of all. | Educational organisations report:  
- The guidelines developed support wellbeing practices in all organisations.  
- Effective engagement of Mana Ake.  
- Pastoral Care teams share best practice.  
- Wellbeing development is embedded within curriculum teaching and learning programmes. |

*Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows*
## High level plan to develop:

### Wellbeing Hauora

### Our wellbeing target is to raise the Wellbeing@School measures for Year 5-11 learners by an average (mean score) of 10% across the School-wide and Community aspects each year from 2019

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>First step actions</th>
<th>By the end of 2019</th>
<th>Long term actions 2020, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrating wellbeing</td>
<td>Explore current and establish future opportunities to promote and celebrate wellbeing within and across the Kāhui Ako e.g. teacher hauora weeks, shared hui, healthy habits celebrations, conferences etc.</td>
<td>Develop a range of effective wellbeing based initiatives / opportunities which could include building on first step actions e.g. teacher hauora weeks, shared hui etc.</td>
<td>Review and refine our celebrations of effective wellbeing.</td>
</tr>
<tr>
<td>Creation of a climate of appropriate support for all - community, staff, learners</td>
<td>Explore current effective practices of wellbeing support. Gather and analyse baseline data using the Wellbeing@School survey to establish specific targets within key focus areas / aspects. Establish shared knowledge of initiatives and available resources e.g. Mana Ake, Wellbeing Community of Practice, Leading Lights etc. Investigate underlying issues of attendance and the relationship between this and learner wellbeing.</td>
<td>Establish, develop, trial and refine current effective practices of wellbeing support. Address areas of need identified from Wellbeing@School survey data analysis. Build on shared knowledge of initiatives and available resources e.g. Mana Ake, Wellbeing Community of Practice, Leading Lights etc. Monitor issues of attendance and the relationship between this and learner wellbeing.</td>
<td>Review and refine effective practices of support. Gather and analyse ongoing data to establish and review specific targets.</td>
</tr>
<tr>
<td>Consistent practices</td>
<td>Explore current wellbeing practices between organisations. Explore and establish opportunities for wellbeing development to be embedded in curriculum teaching and learning programmes e.g. through a targeted approach underpinned by the key competencies and capabilities.</td>
<td>Develop, trial and refine current wellbeing practices between organisations to develop consistency e.g. adopting UDL approaches to plan for specific wellbeing needs in teaching and learning programmes.</td>
<td>Review and refine current wellbeing practices between organisations to develop consistency.</td>
</tr>
</tbody>
</table>

Consistent practices

<table>
<thead>
<tr>
<th>High level plan to develop: Wellbeing Hauora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrating wellbeing</td>
</tr>
<tr>
<td>Creation of a climate of appropriate support for all - community, staff, learners</td>
</tr>
<tr>
<td>Consistent practices</td>
</tr>
</tbody>
</table>
Challenge 8: Relationship management and learner engagement | Whanaungatanga

Why is this important for our community and how will it support learner achievement?

In 2013, the Ministry of Education (MoE) identified five guiding principles to support the educational success of all learners, and particularly Māori learners. One of these principles was productive partnerships, recognising that “Parents and whānau must be involved in conversations about their children and their learning”. Two essential elements for success were identified – ‘quality provision of leadership, teaching and learning’, and ‘strong engagement and contribution from learners, whānau, and communities’.

For kura and centres within our Kāhui Ako, our rapid growth has often made it difficult to form meaningful and enduring relationships with whānau.

90% of teaching staff in schools and ECE centres rated behaviour as their second highest concern

81% of parents surveyed identified engagement with learning or relationships as a priority for their child

36 referrals have been made across the Kāhui Ako to Mana Ake (Oct – Dec 2018)

Stand down and suspension data shows an over-representation of boys (87%) and Māori learners (27%)

2.5% of learners in the Kāhui Ako attended school less than 70% of the time in 2017

7.2% of learners in the Kāhui Ako attended school less than 80% of the time in 2017

Waitaha School, Rolleston College and Kingslea School are excluded from this data

Identified from stand down, suspension and exclusion data

Identified from consultation

Identified through consultation

Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows
This baseline evidence highlights that parents place a high priority on their child’s learning relationships and engagement in order to be happy and actively engaged in their learning.

It was evident through consultation with school and ECE staff that learning relationships and engagement has a significant influence on learner behaviour and learning.

The stand down and suspension data shows an overrepresentation of boys and Māori learners. The data for these two cohorts was consistent with national baseline data in 2017. This reflects a need to explore cultural responsiveness and gender disparity in order to support learning relationships and engagement.

We believe that relationship management and learner engagement may also correlate to learner wellbeing needs. We intend to investigate and monitor this to gain a full picture of what underpins these issues.

We intend to gather and analyse baseline data using the Wellbeing@School survey in Term 1, 2019 for all learners in Years 5-10. This information will be used to establish achievement challenge targets from 2019. To do this, relationships will be identified between the Wellbeing@School learner, classroom and aggressive school culture aspects and evidence of learner progress. This information will also be used to identify common strengths and next steps for the ongoing review of the Kāhui Ako strategic and annual action plans.

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>Aspirations</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High quality practices enhance positive relationships</strong></td>
<td>Shared understanding and development of quality practices, enhance relationships and learner dispositions.</td>
<td>Evidence to indicate an increased shared understanding and provision of quality practices to enhance relationships and learner dispositions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relevant evidence from the Wellbeing@School survey and/or Me &amp; My School survey will demonstrate positive shifts in relationship management.</td>
</tr>
<tr>
<td><strong>Increased levels of learner agency</strong></td>
<td>Empower schools to Empower learners. Empower teachers and organisations to promote learner agency by providing opportunities for learners to be responsible.</td>
<td>Relevant evidence from the Wellbeing@School survey and/or Me &amp; My School survey will demonstrate positive shifts in learner agency.</td>
</tr>
<tr>
<td><strong>Effective engagement with whānau enhances relationships</strong></td>
<td>Celebrate learning, in a variety of contexts as a basis to build trusting, meaningful relationships. Engagement is reciprocal - ‘nothing about us without us’.</td>
<td>Increased whānau participation, contribution, and leadership identified through surveys, attendance in learning conferences, celebrations and community events.</td>
</tr>
</tbody>
</table>
**Management & engagement | Whanaungatanga**

**Our relationship management target is** to raise the Wellbeing@School measures for Year 5-11 learners by an average (mean score) of 10% across the Learners, Classroom and Aggressive School Culture aspects each year from 2019

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>First step actions</th>
<th>By the end of 2019</th>
<th>Long term actions 2020, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality practices enhance positive relationships</td>
<td>Explore current practices and identify areas for development e.g. IEPs, CAPs, learner / teacher conferences, goal setting, circle time, peer support etc. Establish underlying root causes to attendance and engagement issues e.g. authentic curriculum design, wellbeing needs etc. Share and establish common approaches to enhance positive relationships, support learner decision-making e.g. PB4L, UBRS, restorative practices etc. Gather and analyse baseline data using the Wellbeing@School survey to establish specific targets within key focus areas / aspects.</td>
<td>Develop, trial and refine practices to support the goal of positive relationships identified from first step actions. Address areas of need identified from Wellbeing@School survey data analysis.</td>
<td>Embed and review relationship practices to ensure sustainability.</td>
</tr>
<tr>
<td>Increased levels of learner agency</td>
<td>Explore current practices and potential ways to increase learner agency e.g. harnessing digital technology, learner agreements etc. Establish strategies to embed key competencies and capabilities or dispositions into teaching and learning programmes to promote learner agency.</td>
<td>Develop, trial and refine practices to support learner agency identified from first step actions.</td>
<td>Embed and review learner agency experiences to ensure sustainability.</td>
</tr>
</tbody>
</table>

Whāngaia ka tipu, ka puāwai - That which is nurtured blossoms and grows
<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>First step actions</th>
<th>By the end of 2019</th>
<th>Long term actions 2020, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective engagement with whānau enhances relationships</td>
<td>Explore and establish current practices and potential ways to increase engagement within organisations and across the Kāhui Ako with whānau, such as whānau hui, pasifika fono, partnership meetings etc.</td>
<td>Develop, trial and refine practices to support engagement with whānau.</td>
<td>Embed and review practices to ensure positive and meaningful engagement.</td>
</tr>
</tbody>
</table>

Establish a ‘nothing about us without us’ philosophy which encourages reciprocal engagement and collaboration with local Rūnanga e.g. curriculum design meetings, strategic and annual planning etc.

Strengthen what is working across schools in collaboration with local Rūnanga identified from first step actions.
Challenge C: Transitions | Whakawhiti

Why is this important for our community and how will it support learner achievement?

In 2015, the Education Review Office (ERO) investigated effective transitions between early childhood centres and school-based settings. They identify seven key points that are more likely to ensure successful transitions for learners, and state “effective transitions are critical to the development of children’s self-worth, confidence and resilience, and ongoing success at school. This is a time to build relationships, maintain excitement for learning and ensure children experience continuity in their learning.”

In 2012, the Education Review Office (ERO) investigated learner transitions to secondary school. They identify that this “transition can be complicated by the social, emotional and physiological changes that can negatively impact on their learning”, and identify several key considerations for schools and whānau.

32.6% population increase in Selwyn 2006 – 2018; Rolleston is one of the fastest growing towns in NZ

In 2008 there were 6 Early Childhood Centres 5 Primary Schools

In 2018 there are 23+ Early Childhood Centres 10+ Primary Schools 1 Secondary School

Funding
business model of funding for Early Childhood Services may be seen as a barrier to collaboration between ECE and schools

Information
passed between centres and schools during transition phases varies

Identified through consultation

Identified from demographic data
100% increase in number of primary schools
100% increase in number of secondary schools
500% increase in number of ECE Centres within 10 years

67% of learners after 1 year at school were at or above the Green Ready to Read level in 2018

Identified from learner achievement data analysis discussion

Whāngaia ka tipu, ka puawai - That which is nurtured blossoms and grows
For learners in our Kāhui Ako, the rapid growth in our region has led to inconsistent transition practices throughout the learning pathway. Establishing and maintaining relationships with whānau, and developing common understandings is a challenge due to the volume of learners, and unprecedented growth across the Kāhui Ako. There is a proven need to streamline the process of transitions for learners and whānau. There is a need for a common language, shared understanding, and realistic expectations around periods of transition for learners, whānau and teaching staff.

Our Kāhui Ako intend to develop a shared rubric as a tool to measure progress and success for this achievement challenge in Term 1 2019. To do this we will identify what we believe a successful transition should look like. This rubric will include reference to learner progress and achievement information and reference to key pathway elements of the NZC and Te Whāriki (e.g. key competencies, learning areas, principles and values etc.). This rubric will be used to identify the number and % of learners considered as transitioning ‘well’ into NE and Year 10. Once the rubric has been developed baseline data will be gathered for all NE and Year 9 learners and targets will be set for 2020 and 2021.

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>Aspirations</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication</td>
<td>Appropriate information about each learner’s wellbeing, learning, and engagement is consistently and efficiently shared to support transition between educational organisations.</td>
<td>Individual needs of learners are shared and accommodated for in each learner’s transition to a new setting through appropriate:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• documentation and communication.</td>
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<td>• process and practice.</td>
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<tr>
<td></td>
<td></td>
<td>• networks of support.</td>
</tr>
<tr>
<td>Effective engagement with whānau</td>
<td>School context and expectations are shared with parents and whānau in an appropriate and timely manner to support transition between educational organisations.</td>
<td>Parents and whānau:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• report positive transition experiences.</td>
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<td></td>
<td></td>
<td>• are actively involved in their child’s learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• feel well supported by effective information and communication.</td>
</tr>
<tr>
<td>Consistent practices</td>
<td>Consistent, shared approaches enable educational organisations to support the successful transition of learners.</td>
<td>Educational organisations report:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shared understanding of transition practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• consistency of implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• effective transition.</td>
</tr>
</tbody>
</table>
### Transitions Whakawhitih

#### High level plan to develop:

**Our transition target is** to improve the number of learners transitioning well from ECE to primary school (NE) and from primary school to secondary school (Y9) by 12% each year from 2019 – 2021.

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>First step actions</th>
<th>By the end of 2019</th>
<th>Long term actions 2020, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective communication</strong></td>
<td>Explore and establish current means of communication between organisations to develop consistent protocols e.g. what information is being shared by whom, to whom and when.</td>
<td>Develop, trial and refine different communication protocols identified in first step actions.</td>
<td>Embed and review communication protocols.</td>
</tr>
<tr>
<td><strong>Effective engagement with whānau</strong></td>
<td>Explore and establish current means of parent and whānau engagement to develop effective and inclusive transition practices e.g. information packs, school visits, whānau hui, liaison meetings etc.</td>
<td>Develop, trial and refine inclusive transition practices in partnership with parents and whānau identified in first step actions.</td>
<td>Embed and review parent and whānau partnership and engagement to ensure the empowerment of all.</td>
</tr>
<tr>
<td><strong>Consistent practices</strong></td>
<td>Explore current transition practices between organisations to develop consistency. Establish what it means to transition ‘well’ from ECE to primary school (NE) and primary school to secondary school (Y9). Develop a rubric to gather baseline data and establish specific targets.</td>
<td>Develop, trial and refine transition practices to ensure consistency.</td>
<td>Embed and review consistent transition practices to ensure sustainability. Gather and analyse ongoing data to establish and review specific targets.</td>
</tr>
</tbody>
</table>

*A shared rubric will be developed and used to identify if a learner is transitioning ‘well’ from ECE to primary (NE) and from primary to secondary (Y9)*
Challenge D: Communication | Reo ā-waha

Why is this important for our community and how will it support learner achievement?

In their 2017 report, the Education Review Office (ERO) investigated how effectively oral language learning and development was supported for learners in their early years of education. This report identifies a number of key findings for teachers in both early learning services and the first three years of school.
Specifically, for learners in our Kāhui Ako, our significant and rapid growth has impacted on relationships within centres and kura, and within whānau groupings. The role and availability of parents is changing with the demands of technology and financial need for parents to continue work, often at a distance from home.

We believe there is a correlation between oral language needs and requests for academic and behavioural support from other services / providers for learners. There is a clear need for a common language, shared understanding, and realistic expectations around oral language development for learners, whānau and teaching staff.

A high number of educators believe there is a decline in oral language ability which is affecting learning in other areas, especially literacy. This may be considered evident in the percentage of learners after 1 year at school who were reading at or above the Green Ready to Read level in 2018.

There is a clear indication from educators and whānau across the Kāhui Ako that communication issues can impact the whole child and their ability to successfully engage with others and learning. This is particularly relevant for this Kāhui Ako with the number of schools who promote and nurture collaborative practice and learner agency within Innovative Learning Environments.

This challenge has particular relevance to learners with communication goals identified in their IEP (Individual Education Plan), GEP (Group Education Plan) or CAP (Collaborative Action Plan). These may relate to verbal and non-verbal communication. We intend to gather data to indicate the number of learners across the Kāhui Ako who have communication goals identified in their IEP, GEP or CAP. We will then establish specific targets to measure the number of learners who have met identified communication goals by the end of each year from 2019.

<table>
<thead>
<tr>
<th>Critical success factors</th>
<th>Aspirations</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective engagement with whānau</td>
<td>Whānau feel empowered with strategies to enhance their child / ren’s verbal and non-verbal communication skills.</td>
<td>Evidence of regular communication with whānau on the development of communication skills.</td>
</tr>
<tr>
<td>Strategic leadership</td>
<td>Leaders within the Kāhui Ako will promote:</td>
<td>Development of communication skills is deliberately reflected in school / centre curriculum and strategic plans.</td>
</tr>
<tr>
<td></td>
<td>• the identification of learners who would benefit from additional support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the importance of communication skills in the development of a learner.</td>
<td></td>
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<tr>
<td></td>
<td>• effective methods of monitoring and evaluating initiatives and interventions.</td>
<td></td>
</tr>
<tr>
<td>Teacher capability</td>
<td>Teachers are confident and effective in supporting learners to develop their communication skills in a variety of contexts.</td>
<td>Evidence of deliberate and observable actions that relate to learner communication development.</td>
</tr>
</tbody>
</table>
### Critical success factors

<table>
<thead>
<tr>
<th>Effective engagement with whānau</th>
<th>First step actions</th>
<th>By the end of 2019</th>
<th>Long term actions 2020, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore current means of communication and engagement with whānau to support the development of oral language skills e.g. whānau hui, workshops, online digital exemplars or videos etc.</td>
<td>Develop, trial and refine opportunities for communication and engagement with whānau to support the development of oral language skills identified from first step actions.</td>
<td>Embed and review means of communication and engagement with whānau to support the development of oral language skills.</td>
<td></td>
</tr>
</tbody>
</table>

| Strategic leadership | Explore current means of:  
• The identification of learners who require additional oral language support.  
• Monitoring and analysis of data and evidence for learners who require additional oral language support.  
• Oral Language development being enhanced through curriculum frameworks and embedded in teaching and learning programmes. | Develop, trial and refine approaches to support:  
• The identification of learners who require additional oral language support.  
• Monitoring and analysis of data and evidence for learners who require additional oral language support.  
• Oral Language development being enhanced through curriculum frameworks and embedded in teaching and learning programmes. | Embed and review means of oral language development in school programmes and practices.  
Effectively measure progress / improvement in oral language development. |

| Teacher capability | Explore current levels of teacher confidence and capability to support oral language development. Gather baseline data to indicate the number of learners who have communication goals identified within their IEP, GEP or CAP. Analyse this data to establish specific targets. | Develop, trial and refine practice to support oral language development through collaborative inquiry cycles. Gather progress data to indicate the number of learners who have met communication goals identified within their IEP, GEP or CAP. | Embed and review consistent practices to support oral language development and promote effective induction processes for sustainability. Gather and analyse ongoing data to establish and review specific targets. |

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**Our communication target is** to increase the number of learners after 1 year at school achieving at or above Green (Ready to Read level) by 7% each year from 2019 – 2021.
Progress and reporting

Once the Achievement Challenges are endorsed, we will engage in collaborative inquiry with school leaders and staff to establish a theory of change and a detailed action plan to reflect our four Achievement Challenges.

Progress will be measured using the identified success indicators and identified targets for each Achievement Challenge. This will include the analysis of a broad range of qualitative or quantitative data and evidence obtained through surveys, tools, learning progress and achievement, rubrics and observation, demographic and attendance information etc. More specific targets will be established once the Wellbeing@school survey has been completed by Term 1 2019 and once common measures have been identified for learner progress and achievement across the curriculum by Term 2 2019.

A range of evidence and data will also be analysed to measure the impact of productive collaboration on the vision and purpose of the Kāhui Ako. This will include analysis of progress identified through the Kāhui Ako Development Map, regular reflection using our shared risk matrix, relationship mapping and survey tools etc.

The Kāhui Ako vision and purpose will be reflected in regular monitoring, review and reporting processes. Kāhui Ako leads will support the Leadership Group, Across School Leaders and Within School Leaders to informally monitor and review shared goals identified in the action plan in an ongoing way. Key stakeholders will be involved in regular consultation and communication of progress towards the identified Achievement Challenges. In addition, the Kāhui Ako Leads will support the Leadership Group, Across School Leaders and Within School Leaders to formally measure progress against identified Achievement Challenge success indicators through milestone reporting twice a year to the Stewardship Group.

This Achievement Challenge document will be reviewed by the Leadership Team, Stewardship Team and other relevant parties in 2020, in line with internal evaluation processes.
References


