

# Mangere Kāhui Ako

*“To work collaboratively to raise achievement  
with integrity and inclusion”*



## **Our Vision**

*“To work collaboratively to raise achievement with integrity and inclusion”*

## **Our Whakatauki**

*Ma te mahi tahi i raro i te maru o te ngakau pono me te whakawhaiti ka whakapiki te paetae.*

*‘By working together under the concept of integrity and inclusion the achievement will be raised/increased.’*

## **Our Values**

**Integrity:** *We will be...*

- *Honest and transparent about learning and achievement*
- *Open minded to, and suspend judgements of, different perspectives*
- *Professionally, actively and positively engaged ambassadors of our Mangere Kāhui Ako.*

**Inclusion:** *We will...*

- *Seek and consider the thoughts and ideas of others*
- *Respect all cultures, ethnicities, beliefs and abilities.*

**Collaboration:** *We will...*

- *Work together to raise achievement by sharing resources equitably across our Mangere Kāhui Ako*

## 1 Context (ERO 2016)

The Mangere Kāhui Ako consists of approximately 3,500 students. Our nine schools are located in Mangere within close proximity of each other and serve ethnically diverse communities. Pacific students make up 60% of the student population, 23% are Asian, 15% are Maori and 1% are Pakeha. The schools are:

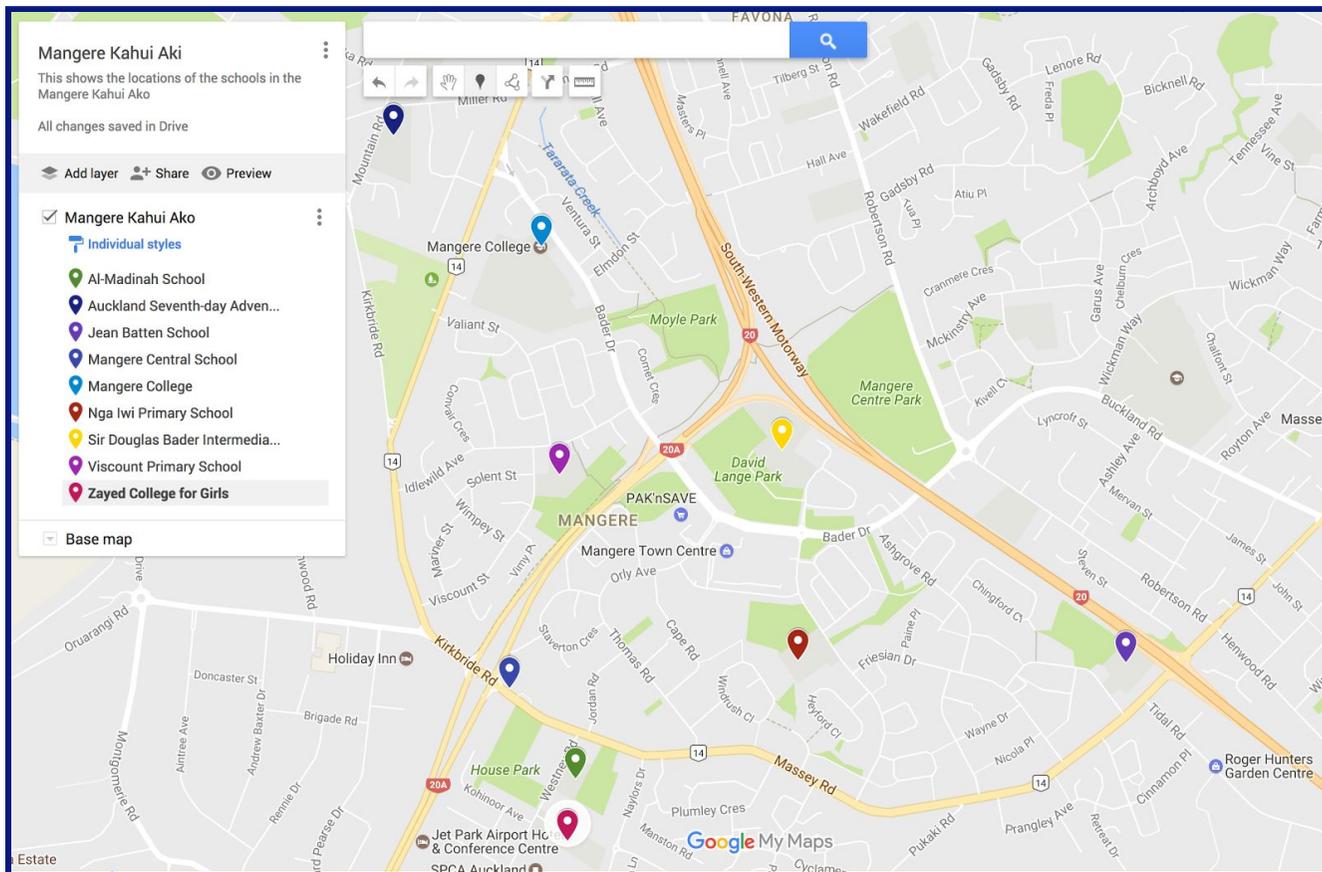
Al-Madinah School	Composite (Year 1-15)
Auckland Seventh-Day Adventist High School	Secondary (Year 9-15)
Jean Batten School	Contributing
Mangere Central School	Full Primary
Mangere College	Secondary (Year 9-15)
Nga Iwi School	Contributing
Sir Douglas Bader Intermediate School	Intermediate
Viscount School	Full Primary
Zayed College for Girls	Secondary (Year 7-15)

Three of the schools have very high numbers of students who are English Speakers of Other Languages (ESOL) and many students with the Kāhui Ako are bilingual. One primary school has a Maori-medium bilingual unit and at the secondary school, students can learn Pacific languages.

A significant number of children transition between the various schools in the course of their education. The schools are well placed to work collaboratively on identified common areas for development.

There has been some marked improvement in student achievement in National Standards over time across the Kāhui Ako, however there is also variability between schools and the national standard subjects. Information for 2015 shows that students are experiencing success in reading and maths, however, overall achievement in writing was lower but this result is a marked improvement on the 2013 data. This picture of improvement indicates that there is expertise within the Kāhui Ako that can be used to further improve student outcomes.

The Kāhui Ako's National Standards data shows little or no disparity between the achievement of Pacific and Maori students. However, there is gender disparity with boys' achievement in reading and writing well below that of girls.



The schools in the Kāhui Ako share a number of strengths.

Common strengths include:

- Providing a broad and balanced curriculum aligned to *The New Zealand Curriculum*
- Prioritising literacy and numeracy
- Improving overall student achievement over time
- Having learning environments characterised by respectful relationships
- Supporting student wellbeing through good pastoral care systems and fostering students' sense of belonging.

In many of the schools it is evident that students have a sense of pride and belonging as schools promote and value their culture, language and identity. In many schools student wellbeing is very well fostered through supportive pastoral care systems. Respectful relationships between students and teachers are evident and the tone in schools is positive and settled.

<b>MANGERE KĀHUI AKO (MKA)</b>			
<b>Our Whakatauki</b>	<i>Ma te mahi tahi i raro i te maru o te ngakau pono me te whakawhaiti ka whakapiki te paetae. 'By working together under the concept of integrity and inclusion the achievement will be raised/increased.'</i>		
<b>Our Vision</b>	<b>To work collaboratively to raise achievement with integrity and inclusion</b>		
<b>Our Values</b>	<p><b>Integrity:</b> We will be...</p> <ul style="list-style-type: none"> <li>• Honest and transparent about learning and achievement</li> <li>• Open minded to, and suspend judgements of, different perspectives</li> <li>• Professionally, actively and positively engaged ambassadors of Mangere Kāhui Ako.</li> </ul> <p><b>Inclusion:</b> We will...</p> <ul style="list-style-type: none"> <li>• Seek and consider the thoughts and ideas of others</li> <li>• Respect all cultures ethnicities beliefs and abilities.</li> </ul> <p><b>Collaboration:</b> We will...</p> <ul style="list-style-type: none"> <li>• Work together to raise accelerate achievement by sharing resources equitably across MKA.</li> </ul>		
<b>Overarching Strategic Achievement Challenge</b>	<b>Achievement Challenge 1</b>  Shift writing achievement across MKA schools	<b>Achievement Challenge 2</b>  Shift maths achievement across MKA schools	<b>Achievement Challenge 3</b>  Shift achievement in NCEA Level 2
<b>Rationale</b>	Strong written communication is the foundation for accessing new information and developing an understanding of the world. Writing enables students to gather information and express themselves creatively and so has an impact on all curriculum areas. Strong writing skills can lead to a greater variety of pathways in higher level of education.	Students who have a strong foundation in mathematics are able to acquire new and advance knowledge more easily. This will contribute to success in higher levels of education. Good mathematical understanding also helps students in their everyday lives.	NCEA Level 2 is a key indicator for success in future pathways.  Future educational and job prospects will be limited for those who leave school without Level 2 NCEA.

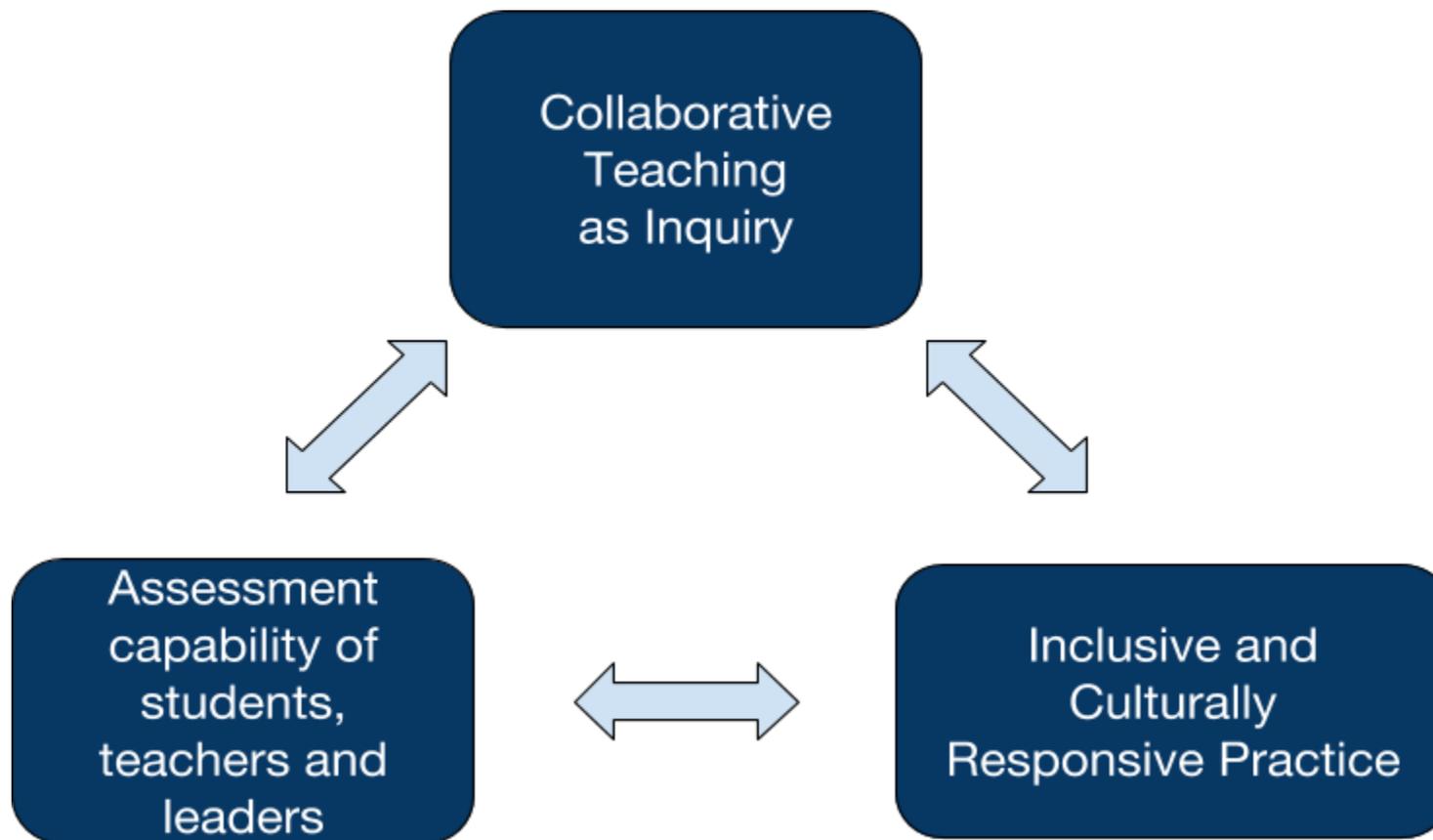
	(New Zealand Curriculum)	(New Zealand Curriculum)	(Education Counts)
Baseline evidence and targets	<p><b>a.</b> In 2016 our Year 1-8 National Standards for writing 'At and Above' are as follows:</p> <ul style="list-style-type: none"> <li>• <b>All</b> - 61.9% (1858/3001)</li> <li>• <b>Maori</b> - 61.4% (291/474)</li> <li>• <b>Pasifika</b> - 59.5% (1160/1950)</li> </ul> <p>Our aim is to improve all areas to 80 % by 2020</p> <ul style="list-style-type: none"> <li>• <b>All</b> - 80% (2401/3001)</li> <li>• <b>Maori</b> - 80% (379/474)</li> <li>• <b>Pasifika</b> - 80% (1560/1950)</li> </ul> <p>This will mean moving a total of 543 students over 3 years.</p> <hr/> <p><b>b.</b> In 2016, 36.9% (149/404) year 9 and 10 students were At or Above the expected curriculum level in writing.</p> <ul style="list-style-type: none"> <li>• <b>All</b> - 36.9% (149/404)</li> <li>• <b>Maori</b> - 14.3% (8/56)</li> <li>• <b>Pasifika</b> - 27.7% (83/300)</li> </ul> <p>Our aim is to improve all areas to 70 % by 2020</p> <ul style="list-style-type: none"> <li>• <b>All</b> - (283/404)</li> <li>• <b>Maori</b> - (39/56)</li> <li>• <b>Pasifika</b> - (210/300)</li> </ul> <p>By 2020 this will be 70% (283/404) which is a shift of 134 students over 3 years.</p>	<p><b>a.</b> In 2016 our Year 1-8 National Standards for maths 'At and Above' are as follows:</p> <ul style="list-style-type: none"> <li>• <b>All</b> - 71% (2130/3001)</li> <li>• <b>Maori</b> - 69.6% (330/474)</li> <li>• <b>Pasifika</b> - 68.7% (1339/1950)</li> </ul> <p>Our aim is to improve all areas to 85 % by 2020</p> <ul style="list-style-type: none"> <li>• <b>All</b> - 85% (2551/3001)</li> <li>• <b>Maori</b> - 85% (403/474)</li> <li>• <b>Pasifika</b> - 85% (1657/1950)</li> </ul> <p>This will mean moving a total of 421 students over 3 years.</p> <hr/> <p><b>b.</b> In 2016, 41% (181/443) year 9 and 10 students were at the expected curriculum level.</p> <p>By 2020 this will be at 70% (310/443), which is a shift of 129 students over 3 years.</p>	<p><b>a.</b> In 2016 - 69% of year 12 students (139/201) students achieved NCEA Level 2. We will lift this to 85 % by 2020 which will be 171 out of 201 students. This will mean moving a total of 32 students.</p> <p><b>b.</b> In 2016 - 14% of year 12 students (28/201) students achieved L2 with a merit endorsement and 7% (14/201) achieved level 2 with excellence. By 2020, 30% (60/201) of year 12 students will gain merit endorsements. This will mean moving 32 students. By 2020, 15% (30/201) of year 12 students will gain excellence, 16 more students overall.</p>
<b>Evidence Based</b>	See appendix 1		

<p><b>Process Target</b></p> <p>Strengthen the pathways of students through the MKA schools and beyond to improve retention of students.</p>	<p>Students who stay at school for longer are more likely to have higher levels of skills and knowledge required to participate positively in society.</p> <p>The risk of unemployment is also lower for these students.</p> <p>Keeping students in local schools strengthens belief in themselves and pride in the richness of their local community. It also develops a strong and coherent pathway through primary, intermediate, secondary and beyond.</p> <p>(Education Counts)</p>	<p>a.Retention of 85% of all our students until their 17th Birthdays.</p>
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**Note:** In the table above student numbers reflect the number of students in the 2016 cohorts and so the number of students that will have to shift is only representative of this year group and will be different in 2020.

### Strategic approach

We will use the three elements of our strategic approach to address each of the achievement challenges. Our overarching approach is one of inquiry which is backed up by culturally responsive practice and assessment capability. Our group of cross-school leaders will develop a model of inquiry for our community of learning and use it to lead teachers in inquiring into their practice to seek out new solutions that will raise achievement in the areas of our achievement challenges. This model of inquiry will be based on up-to-date research.



### Why:

#### **Collaborative Teaching as Inquiry**

- Teachers and leaders who collaboratively inquire robustly and innovatively into issues of underachievement and try new solutions will raise achievement.

"Even in very challenging situations, we have observed leadership teams transform their settings through engaging in evidence-informed collaborative inquiry." (Timperley et al, 2014)

## Inclusive and culturally responsive practice

- Inclusive and culturally responsive teachers and schools create a learning environment in which cultural capital is recognised and used as a basis for curriculum design and the methods of delivery.

"Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time." (Alton-Lee, 2003)

## Assessment capability

- Assessment capable teachers have accurate information about student achievement and progressions and so are able to focus inquiry into the areas that will have the greatest impact on student achievement.
- Assessment capable students know their own stage of learning and what next steps they need to take and can give accurate feedback to teachers about what has the greatest impact on their learning.

"Students who have well developed assessment capabilities are able and motivated to access, interpret, and use information from quality assessment in ways that affirm or further their learning." (Absolum et al, 2009)

## How:

As our Across School Teachers work together they we will determine the details of the three elements of our strategic approach and establish what the area looks like when it is fully functioning across the Mangere Kāhui Ako. This work will take place once the across school teachers are appointed, however the general process will follow the steps below:

Strategic Area	Establishing	Developing	Embedding	Fully functioning
<b>Collaborative Teaching as Inquiry</b>	Establish common inquiry process across the Kāhui Ako. <ul style="list-style-type: none"> <li>• Identify areas of strength and</li> </ul>	Share the common inquiry process across the Kāhui Ako so there is a shared commitment to it. <ul style="list-style-type: none"> <li>• Across-school</li> </ul>	Using the common inquiry process to identify successful teaching practice and share these learnings across the schools.	Systematically share the learnings from collaborative inquiries to improve teaching and learning capability.

	<p>needs in inquiry across the Kāhui Ako.</p> <ul style="list-style-type: none"> <li>• Develop a common inquiry process that will enable collaborative inquiry across the Kāhui Ako.</li> </ul>	<p>teachers work with other teachers to apply the common inquiry process in collaborative inquiry.</p> <ul style="list-style-type: none"> <li>• Set up systems for monitoring the impact of the common inquiry process on teacher practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the impact of collaborative inquiries to see the impact across the Kāhui Ako.</li> <li>• Set up systems and processes for sharing the learning from collaborative inquiries across the Kāhui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify teaching practices that have the greatest impact.</li> <li>• Demonstrate how these practices are having an impact on achievement across our achievement challenges.</li> <li>• Share these practices across the Kāhui Ako.</li> <li>• Use these teaching practices to inform future inquiries.</li> </ul>
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<p><b>Inclusive and culturally responsive practice</b></p>	<p>Establish a common understanding of culturally responsive practices.</p> <ul style="list-style-type: none"> <li>● Engage students, whanau and community (including iwi) to identify the strengths that students bring to school and the teaching practices that recognise and build on these strengths.</li> <li>● Identify current understanding of culturally responsive practices across the Kāhui Ako.</li> <li>● Identify strengths and needs regarding culturally responsive practices across the Kāhui Ako.</li> </ul>	<p>Make a plan to improve the capability of teachers to teach in a culturally responsive way</p> <ul style="list-style-type: none"> <li>● Build understanding of culturally responsive practices.</li> <li>● Across school teachers support other teachers to establish collaborative inquiries into cultural responsiveness.</li> </ul>	<p>Implement the plan</p> <ul style="list-style-type: none"> <li>● Monitor collaborative inquiries into cultural responsiveness to ensure they are focused on using the strengths of students more explicitly.</li> </ul>	<p>Systematically share the learnings</p> <ul style="list-style-type: none"> <li>● Identify teaching practices that have the greatest impact.</li> <li>● Share these practices across the Kāhui Ako.</li> <li>● Use these teaching practices to inform future inquiries.</li> </ul>
<p><b>Assessment capability</b></p>	<p>Establish a common understanding of assessment capability of students, whanau, teachers and leaders.</p>	<p>Share the common understanding of assessment capability of students, whanau, teachers and leaders.</p>	<p>Use the common understanding of assessment capability of students, whanau, teachers and leaders.</p>	<p>Consistent use of assessment tools across the Kāhui Ako and agreed use of targets for individual students and</p>

	<ul style="list-style-type: none"> <li>Establish a common understanding of appropriate curriculum levels and progress against these levels.</li> <li>Investigate the use of different assessment tools for monitoring progress.</li> <li>Identify areas of strength and needs of students, whanau, teachers and leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a shared approach to assessment.</li> <li>Use the established curriculum levels to report against.</li> <li>Across school teachers support other teachers to establish collaborative inquiries into assessment capability of their students.</li> <li>Investigate the continuity of reporting language across the sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment information is used as a focus for collaborative inquiries.</li> <li>Monitor collaborative inquiries into student capability.</li> <li>Employ methods of moderation to build trust in evidence and data.</li> </ul>	<p>groups of students.</p> <ul style="list-style-type: none"> <li>Use valid and trusted evidence and data as to monitor progress against our achievement challenges and to drive improvement.</li> <li>Systems are in place to ensure the validity of data.</li> <li>Learnings from collaborative inquiries are shared and used to inform future inquiries.</li> </ul>
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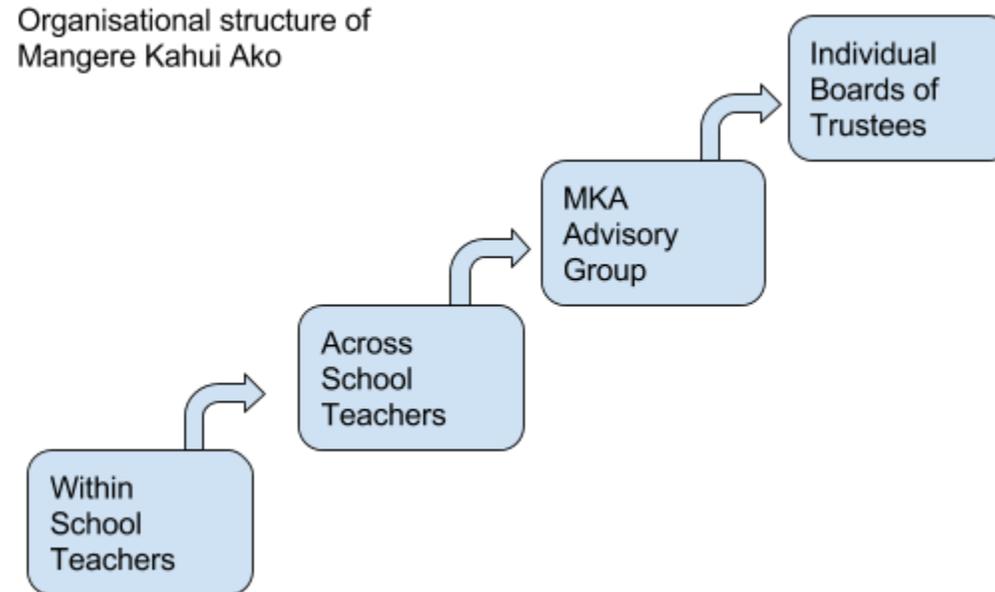
Adapted from the MoE Development Map

### When:

	T1 2018	T2 2018	T3 2018	T4 2018	T1 2019	T2 2019	T3 2019	T4 2019
<b>Collaborative Teaching as Inquiry</b>	Establish common inquiry process across the Kāhui Ako.		Share the common inquiry process across the Kāhui Ako so there is a shared commitment to it.		Using the common inquiry process to identify successful teaching practice and share these learnings across the schools.		Systematically share the learnings from collaborative inquiries to improve teaching and learning capability.	

<b>Inclusive and culturally responsive practice</b>		Establish a common understanding of culturally responsive practices.	Make a plan to improve the capability of teachers to teach in a culturally responsive way	Implement the plan	Systematically share the learnings
<b>Assessment capability</b>		Establish a common understanding of assessment capability of students, whanau, teachers and leaders.	Share the common understanding of assessment capability of students, whanau, teachers and leaders.	Use the common understanding of assessment capability of students, whanau, teachers and leaders.	Consistent use of assessment tools across the Kāhui Ako and agreed use of targets for individual students and groups of students.

### Organisation, measurements of progress, monitoring and evaluation:



The lead principal will work with the six Across School Teachers to develop monitoring and evaluation systems that take account of the relevant data and the shifts in achievement that have been achieved. This group will report to the MKA Advisory Group each term on the progress made towards our achievement challenges. Reporting will consist of the following:

- Long term data and short term indicators - what progress has been made towards our achievement challenges.
- Capability shifts of staff - with the possibility of measurement against a rubric.
- Progress of implementation - what progress has been made in our three strategic areas.
- Investigate assessment tools for use in Year 9 and 10 to gain consistency across the schools.

### Future directions:

- Including a greater community voice in the MKA Advisory group. Currently this group consists of the principals of each of the schools but

we would like to get a greater voice from Boards of Trustees, whanau, students and other community groups (including iwi) as we move forward.

- Making links with ECE centres to extend the reach of MKA into the early childhood sector. In 2016 317 children from 141 registered ECE learning services feed into the Mangere Kāhui Ako schools. The 22 main services make up 64% of these children and our plan would be to engage with these services to examine the links that we could make with our Kāhui Ako.
- Making links to employers, tertiary institutions and the wider community to create stronger pathways beyond secondary school and take advantage of the opportunities for our students in the local area (eg airport). The greater availability of tertiary data through the QLIK application will allow us to identify the tertiary pathways for our students and make links to those tertiary providers.