

# PIRITAHİ KAHUI AKO ANNUAL REPORT FOR 2017

Across Piritahi Kahui Ako we have trusted data to inform teaching practice and achieve equitable outcomes for all students

## PERSONNEL

- Our co-lead principal Karen Stewart resigned in July to take up a new position in Rangiora.
- New co-lead principal Murray Hewson appointed in term 4.
- New Personnel - New Principals - Paddy Dowling January 2017, Mary-Jean Lynch (MGC), Andrea Harnett (Witherlea) and Carey Huria (Ward) began January 2018. Spring Creek's new principal will begin Term 2, 2018.
- The 2 year terms for ASLs expired in September and the roles were advertised in Piritahi schools. Five Across Schools Leads were re-appointed, and two new Across School Leads, Peter Kehayioff (MBC) and Emily Stenhouse (MGC), were appointed. The valuable contribution of Chris Grage and Rachel Climo to the important work of the ASLs is acknowledged.
- Thirty seven WSLs were appointed by our kahui ako schools to lead the development of spirals of Inquiry and work towards our achievement goals. These are 1 year terms. At the end of 2017 when the roles were re-advertised 27 WSLs were re-appointed, 10 new appointments.
- Our Expert Partners - Piritahi is very fortunate to continue to have the guidance and support of our expert partners Emeritus Professor Helen Timperley and Associate Professor Anne Hynds.

## TEACHING PRACTICE

Spirals of Inquiry have been embedded in and across most schools in 2017. The process of examining teacher practice, knowing the impact of their practice on learners and the research base to support practice growth has been the language of Piritahi in 2017. This work has featured across school/sector staff collaboration, PLD, Piritahi wide "Writers Week" and opportunities for practice sharing led by our Across School Lead Teachers. Kindergarten, Primary and Secondary teachers all working together with a clear focus on strengthening capacity and capability and lifting achievement of our priority learners.

### Next steps

1. To develop effective teacher writing practice indicators.
2. To develop learner achievement indicators for writing across the curriculum.
3. Continued teacher development of rich and deep spirals of inquiry for priority learners.

## LEADERSHIP PRACTICE

Our Principals, MKA, RTL and Across School Leads met twice termly - one full day at the beginning of each term and one half day at the end. The key foci of these meetings is to:

- Develop, revise and implement our Theory of Improvement.
- Review progress and problem solve.
- Co-create and embed agreed protocols, vision and values for our leadership work.
- Share practice and consider future direction.
- Build and strengthen relational trust at a leadership level.

Our two Co Lead Principals presented the work of Piritahi Kahui Ako at:

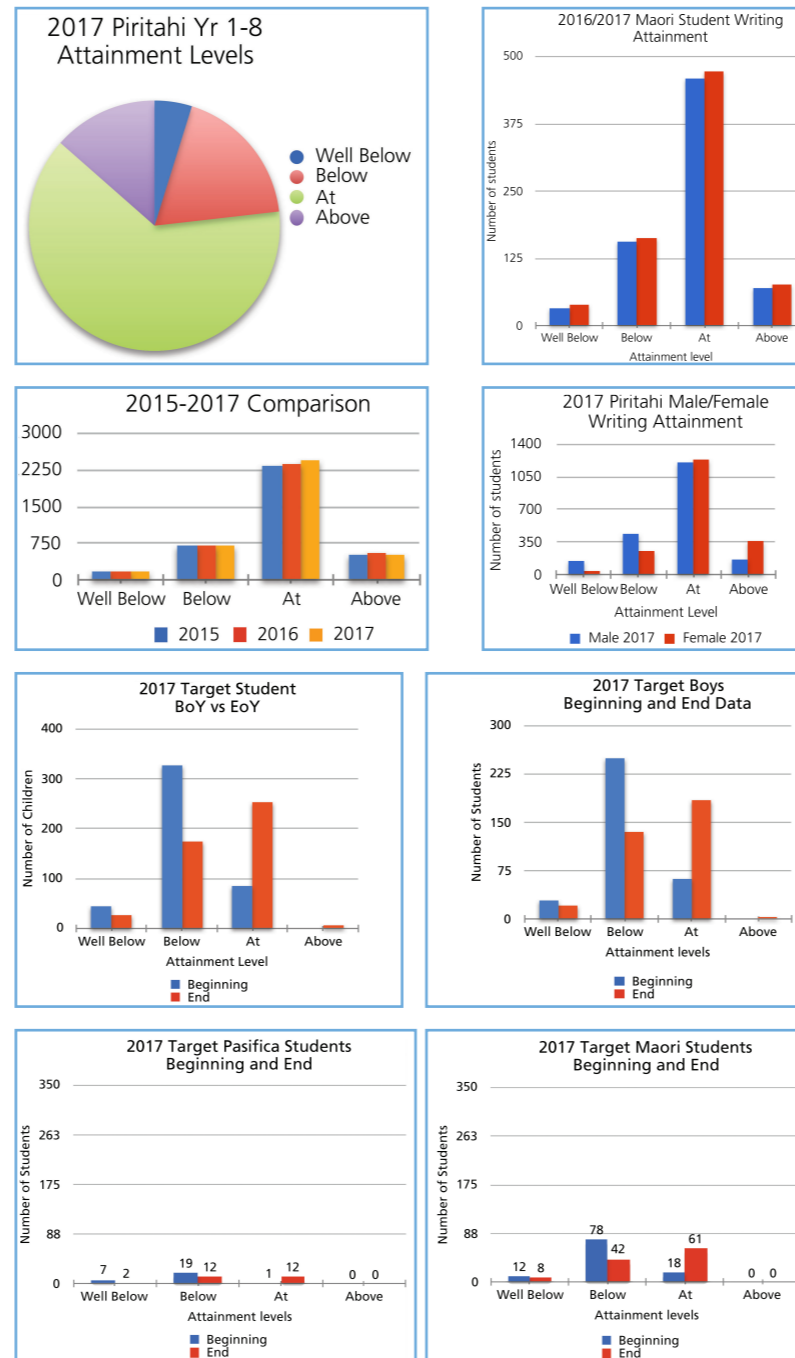
- The International Congress for School Effectiveness and Improvement in Ottawa, Canada in January alongside our Expert Partner Emeritus Professor Helen Timperley.
- National Education Forums with Ministry of Education and Education Council Aotearoa NZ.
- Top of the South Kahui Ako Lead principal forums.

The outcomes of this work is an evolving Theory of Improvement methodology that is leading Piritahi Kahui Ako and a growing evaluative capability to examine our impact both at practice and student outcome levels.

### Next steps

1. To strengthen our approach to gathering data across Piritahi that informs practice.
2. To further define the roles and responsibilities across the levels of leadership within Piritahi and engage our APs/DPs/Middle Leaders/Head Teachers/Heads of Department in the work.

## Student Achievement/Progress 2017



### Notes Re Achievement

- There have been marginal achievement gains across Piritahi in this first year of implementation
- Girls continue to out perform boys
- There is a noticeable lift in Maori and Pasifika student achievement
- 20% of students are below achievement expectations in writing
- Noticeable acceleration of achievement for targeted priority learners Boys, Maori & Pasifika

### Next steps

1. Effective teacher practice indicators for writing across the curriculum to be developed
2. To strengthen our approach to gathering data across Piritahi that informs practice
3. To further define the roles and responsibilities across the levels of leadership within Piritahi and engage our APs/DPs/Middle Leaders/Head Teachers/Heads of Department in the work
4. Explore the impact of PLD across Piritahi

## ASSESSMENT

- LLP. All schools familiar with and using the Literacy Learning Progressions.
- PaCT: Introduction of Progress Assessment Consistency Tool. 11 schools using PaCT focusing targeted priority learners.
- Cross school/sector moderation: 80 Principals, WSLs, and literacy teachers were involved in a moderation exercise to determine level of consistency across the Piritahi.

### Next steps

1. Further strengthen progress measurement and OTJ's now that the government has removed National Standards.
2. Further development of Piritahi-wide protocols and procedures for use of LLPs.
3. Further introduction of PaCT to schools not yet on board.
4. Continue cross school/sector moderation exercises with extending to broader range of teachers.
5. Piritahi's data collection and analysis systems strengthened.

## PLD

- 770 hours of PLD delivery were sourced for three primary school clusters over two years
- New Pedagogies for Deeper Learning - 6 schools,
- Visible Learning - 4 schools
- Digital Literacies - 8 schools.
- Write that Essay - Colleges
- Readiness to Write - Kindergartens
- Varying success was experienced in shifting teacher practice and impacting on student achievement
- 5 schools and kindergartens participated in the Poutama Pounamu PLD pilot in term 3&4

### Next steps

1. Some schools will withdraw from their 2017 PLD to engage in other PLD activities most likely to make a difference in their particular context.
2. Clusters will manage their PLD with cluster Theory of Improvement links to Piritahi priority goals.
3. Poutama Pounamu will be roll out to Cohort 2 (5 schools) in Term 3 2018, and Cohort 3 (the remaining schools) in Term 1 2019.
4. Piritahi will collect data on the impact of cluster PLD on student writing outcomes.
5. Piritahi will develop effective cultural and relational practice indicators to raise consistency of practice across the community of learning.

## BUDGET PERFORMANCE

<b>Income</b>	\$36,186	Carried forward from 2016
	\$21,000	Piritahi Schools
	<b>\$57,186</b>	<b>Total Income for 2017</b>

### Our main investment areas for piritahi kahui ako were;

\$4,676	Professional Learning & Development Support
\$7,461	Leadership Support & Development and Venue Hire
\$3,321	Administration Support
\$577	Lead Principal Meetings & Piritahi Printing Costs
\$16,035	Total expenditure for the year
<b>\$38,990</b>	<b>Balance brought forward for 2018</b>

### Next steps

1. We have been able to carry forward funds due to having very little expenditure in 2015/16. These funds are earmarked for special projects within Piritahi that will require additional resources such as release costs for teachers/principals or to help meet the costs of additional PLD.
2. The investment in PLD and Leadership support provides additional support across Piritahi bringing teachers and leaders together to share, plan and strengthen practice.