



## **Tumanako: Improving outcomes for our Māori Students**

### **New Plymouth Girls' High School**

#### **Excellence in Leading**

##### **Atakura Award**

*Leadership and influence that has strengthened professional capability and created a change in conditions, leading to improved and sustained outcomes for all children and young people.*

#### **Excellence in Engaging**

##### **Atahāpara Award**

*Working together as a community to transform relationships and achievement, leading to improved and sustainable outcomes for all children and young people.*

### 3. Case Study Introduction

#### The people involved in this work

*Nau te rourou*

*Teaku te rourou*

*Ka ora ai te kaupapa*

A diverse range of people, both external and internal to the school have been and/or continue to be involved in the Tumanako Programme. Specifically, those who have participated in the development of this project and/or are involved in its deployment, include:

Kerry Macdonald, Deputy Principal at NPGHS, Kara Ralph, Deputy Principal at Coastal School and the developer of the Dreamweaver Mentoring Programme (pre 2011), Jenny Ellis, Principal, NPGHS; Senior Leadership Team, NPGHS, Rihari Brown, Head of Department, Māori, Honohono Committee (staff and students), Tumanako Mentors, Jain Gaudin, Kerry Macdonald's 2011 Mentor for the National Aspiring Principals Programme, Frances White and the team at Massey University, Colleen Douglas, Massey University, Dianne Wilson, He Kakano, Waikato University; Suzanne Bradburn, HOD at NPGHS who undertook a related NAPP inquiry 2013, Sandra Parry, Teacher at NPGHS who is undertaking a related NAPP Inquiry 2014, Allana Prestney, Truancy Service 2011 – 2012 and WITT Māori Liaison 2013-2014, Whaea Jo Thompson-Garrett, RTLB New Plymouth, NPGHS w'ānau and wider community, Pastoral Team and Heads of Department, NPGHS, Classroom Teachers and Tutor Group Teachers, Learning Support Services, NPGHS.

#### II. Background for this work

To understand the development of Tumanako it is important to describe some of the broader school wide initiatives that have been implemented in the past few years.

In 2008 NPGHS implemented a Building Positive Relationships approach which focused on a restorative methodology to managing student behaviour. This strategy has developed to include the RRRwards system where positive behaviours are acknowledged and rewarded. Other school wide initiatives which have also contributed to the development of a positive learning environment include the integration of the NPGHS performance system to include the Registered Teacher Criteria and the cultural competencies described in Tataiako. A 'teaching as inquiry' approach has been introduced to our professional learning and managed by involvement in professional learning groups. Combined, these initiatives have set the stage for an approach to teaching which is inquiry based and places priority learners first.

Tumanako started its journey when in November 2010 the Strategic Plan for Māori Achievement at NPGHS was reviewed and re-aligned to the principles embedded in Ka Hikitia. A need to improve NCEA achievement for Māori students in Year 11 was identified as a school target area. The Tumanako programme was set up as a key initiative to meet these goals. Developed from an inquiry pilot for a National Aspiring Principal's programme in 2011 it began with the NPGHS Senior Leadership Team Mentoring eleven Year 11 students. Tumanako focused on attendance, engagement, achievement and the power of ako and productive partnerships for all akonga. The aim was to develop an evidenced based inquiry that would use a "deep and narrow" approach as the most effective way to bring about transformation.

### 4. Case Study Outcomes and Impact

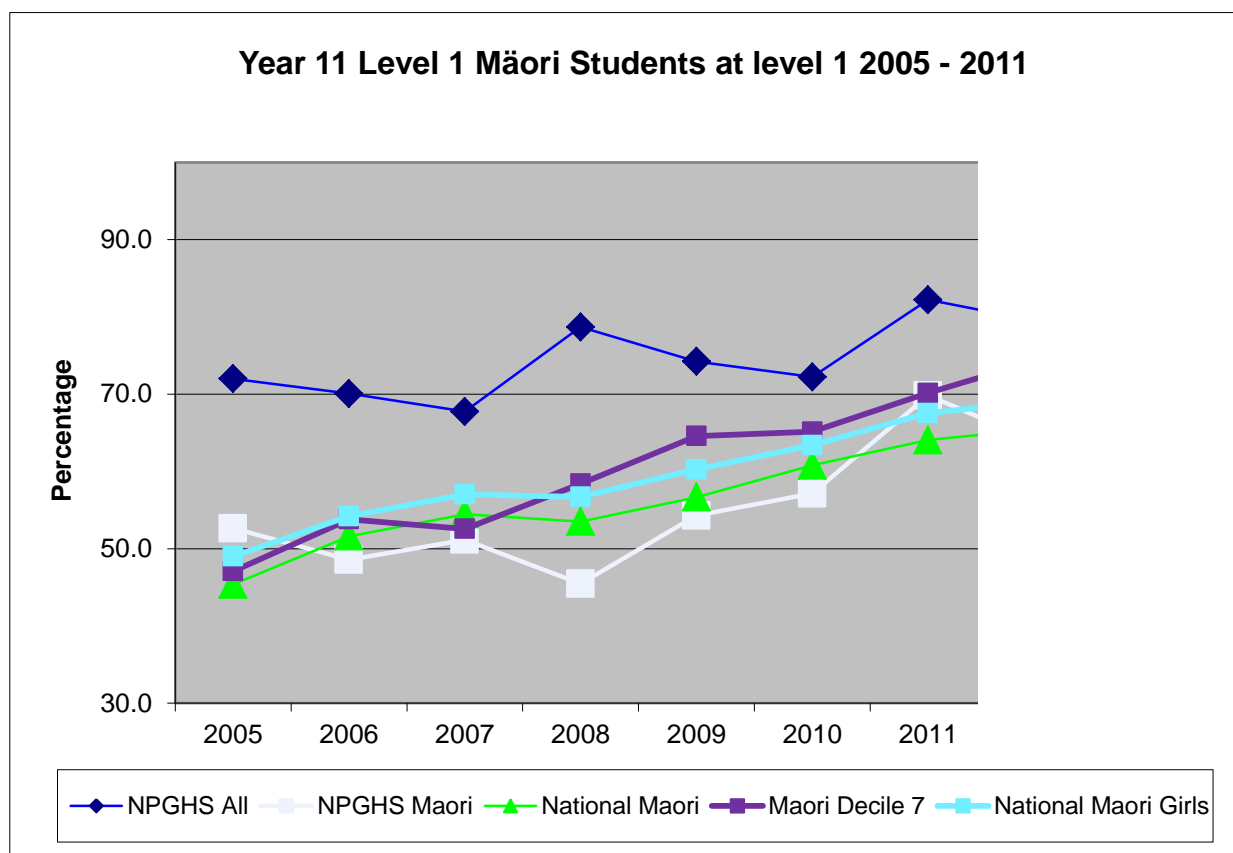
#### What we set out to achieve and why.

*The NPGHS educational outcomes that are valued for all students.*

The aims of Tumanako are embedded in the NPGHS Mission Statement; "...To develop educated, confident young women of outstanding character." The core values of Tumanako are found in the school's values which are Whakamana – Respect, Whānaungatanga – Relationships, Haepapa – Responsibilities. It was our belief that our students had the potential to achieve success as Māori if we could create culturally responsive classrooms that valued Māori language, identity and culture.

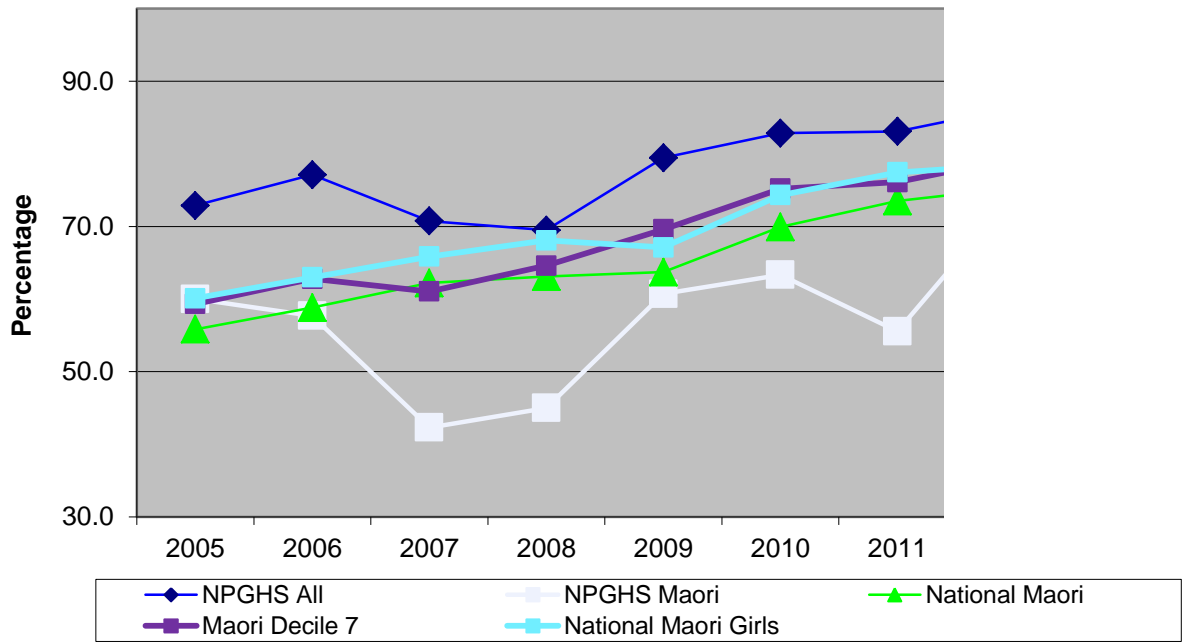
**How we were going before the inquiry question.**

In 2005 Level 1 NCEA achievement for NPGHS Māori students was at 50%, slightly above the percentage for National Māori Girls and Māori Decile 7, but comparatively below when compared with all NPGHS students (at just over 70%). In 2008 the percentage of NPGHS Māori students achieving Level 1 dropped to below 50% but rose to above 50% in 2009 and then largely trended upward for the next three years (post Tumanako and other initiatives – see graphs further ahead for post 2011.)



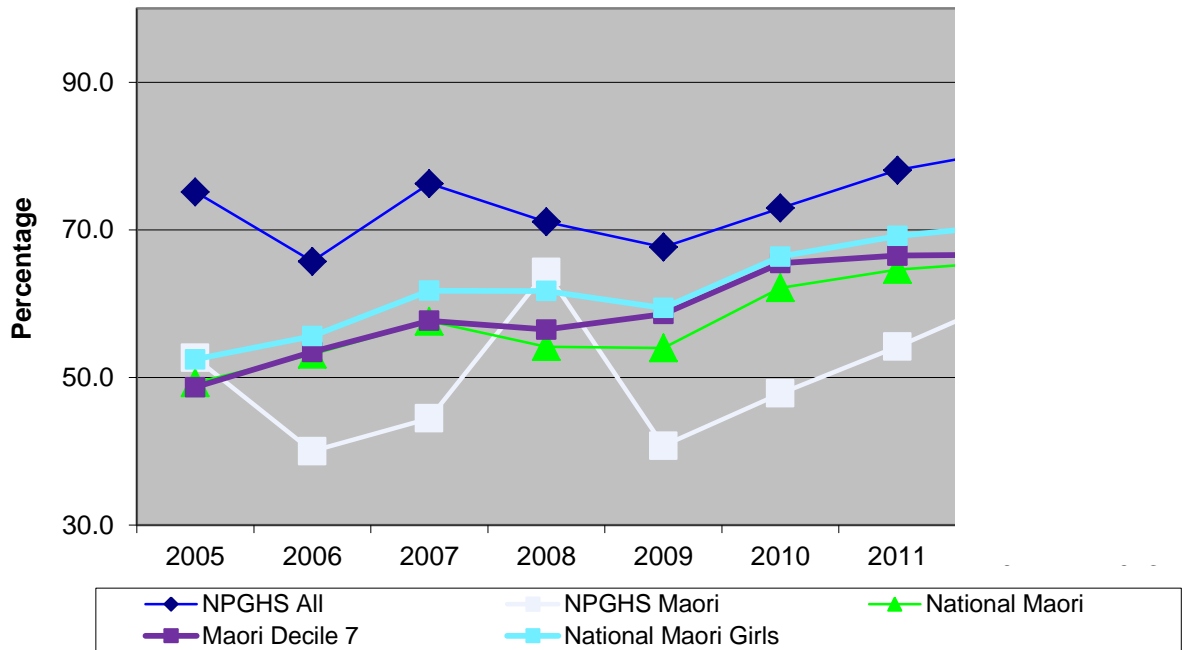
For NPGHS Level 2 NCEA Māori students in 2005 achievement of Level 2 was on target with National Māori Girls and Māori at around 50% but similar to Level 1 significantly lower when compared with all NPGHS girls (at just over 70%). In 2006, 2007 the percentage trends downward to around a 40% and is below the percentages for Māori Decile 7 and National Māori Girls. Post 2008 the percentage trends upward for the next two years but a significant gap remained between Māori and Non Māori students.

**Year 12 Level 2 Maori Students at level 2 2005 - 2011**



In 2005 just over 50% of NPGHS Level 3 NCEA Māori students achieved their Level 3 NCEA compared to over 70% of all NPGHS Girls. In 2006 and 2007 NPGHS Māori Girls falls below Māori Decile 7 and National Māori Girls percentage. In 2008 it rises sharply to above these national comparatives but then trends downward. From 2009 the percentage of NPGHS Māori students achieving Level 3 NCEA has steadily increased.

**Year 13 Level 3 Maori Students at level 3 2005 - 2013**



## ***What we set out to achieve.***

### **2011**

In 2011 the Tumanako programme was set up as a key initiative to develop opportunities for Māori achieving success as Māori and with the aim to improve attendance, engagement and NCEA achievement for Year 11 Māori students. NPGHS 2011 NCEA data showed a 12.7% increase in Māori student achievement at Level 1 from the previous year and so a decision was made by the Senior Leadership Team to continue the programme in 2012 and develop it further. Tumanako was introduced within the wider professional responsibility of staff with a focus on understanding the Māori potential approach.

### **2012**

Continuing with the aim to improve NCEA achievement for Year 11 Māori students, it was decided to include Year 12 and Year 13 students in the programme. In 2012 twenty-eight senior students were involved in the Tumanako programme. The Māori potential approach continued to strengthen through the work of the Honohono team and supported by the refurbishment of Tuhonohono.

### **2013**

With the initiative now showing success, (NPGHS results for 2012 showed a continuing trend of improvement with 64.7 % of Māori achieving Level 1 and success in retaining students at Year 12 with 96.3 % achieving Level 1 at Year 12 and 72% achieving level 2 at Year 12), it was decided in 2013 to continue to support the current Year 12 and 13's but also target Year 11 at risk students and expand the programme further to Year 9 and 10 where possible. In 2013 Tumanako involved 61 students. In Term 2 of that year, the programme grew to include 29 juniors using the Circle time approach with Whaea Jo Thompson-Garrett, Sandra Parry and several other enthusiastic staff. Continuing to be guided by Tataiako-Cultural Competencies, the Registered Teachers Criteria and underpinned by the principles of Ka Hikitia, by the end of 2013, 36 staff were involved as Mentors including the Principal and 2 Deputy Principals.

In 2013 we also aimed to continue to embed the development of positive relationships. Through the PB4L contract we were able to develop the RRR wards system which had a significant impact on building affirmative relationships across the school. As part of a National Aspiring Principals Programme (NAPP), Suzanne Bradburn in her inquiry focussed on the application of the RRR wards system on students involved in the Tumanako programme.

In 2013 the Tumanako programme aimed to develop and implement Tumanako at Year 10 – 13, more specifically to:

- Build student/teacher Mentoring relationships based on individual goals developed through improved student/school/w'ānau partnerships.
- Provide strong, evidence-based, culturally responsive professional learning and strengthen professional leadership responsibility for Māori students' presence, engagement, achievement through the involvement of Mentors and linking to curriculum teachers. There is a need to further develop the evidence-based, culturally responsive professional learning aspect further. Funding is needed to sustain this.
- Increase Year 11-13 student involvement in and responsibility for decision-making and empower students to make responsible choices about their future education pathways through the Individual Education Goal setting process.

### **2014**

The scope of the target group has now broadened with all Māori and Pacifica students identified as priority learners for 2014. The 2013-14 NPGHS Māori Achievement Strategic Plan Goals are specific in their focus on improved educational outcomes for Māori students and include the following:

- Effective teaching and learning for Māori students across curriculum areas that provides meaningful learning contexts for the learner that integrates identity, language and culture and sets high expectations for students.
- Increased student involvement in and responsibility for decision-making and empowerment to make responsible choices about future education pathways.
- Strong, evidence-based professional learning and development of professional leadership responsibility for Māori students - presence, engagement and achievement, including the targeted Tumanako Mentoring programme from Year 9-13 where possible.
- Further development of w'ānau-school productive partnerships focused on presence, engagement, and achievement.
- Development of improved use of student attendance, pastoral and achievement data school-wide to lift student outcomes.
- Early identification for students at risk and provision of intensive support across school wide systems.

### ***The outcome and impact of the initiative.***

The outcomes from Tumanako when measured against the Tool for Assessing Values Outcomes for all Learners sit in the right upper quadrant. Tumanako is a culturally responsive programme that is resulting in improved academic outcomes for Māori students as shown by the graphs that appear at the end of this section. It is important to note here that the programme has also identified other successful outcomes in terms of identity and Māori achieving success as Māori.

#### **Summary of 2012 Outcomes**

- Average attendance of students rose to 84.8% with no students below 72%.
- Two year 11's and two year 12's students left school during the year. One year 11 student left to attend alternative education despite a wide range of interventions including Tumanako. The other left to change schools as relocating out of New Plymouth. The two year 12s both decided on alternative pathways outside of school and one of these recently returned to let us know she had achieved her Level 2 in an alternative education programme.
- Of the 3 students from Rock On, two have been successful in achieving all goals and their attendance, behaviour and engagement in learning has improved significantly this year.
- One student had a further stand down at the end of the school but all others show either, a maintenance of good behaviour, or a significant improvement.
- Of the 25 students who remained in the programme, all IEP individual achievement goals across the year were met or exceeded.
- Of the ten Year 12 students who remained in the programme 6 achieved Level 2 and 2 are on track to meet this in 2013, 2 others have left. Of the fifteen Year 11 students 9 achieved L1, of the 6 who didn't 4 achieved 60 or more credits.
- Strong student/ teacher Mentoring relationships were developed and clear Individual Education Goals developed through improved student/school/w'ānau partnerships.
- The staff involved acknowledged this strengthened their professional leadership responsibility for Māori students' presence, engagement, achievement through the involvement of Mentors and linking to curriculum teachers. It was also noted that the programme had a definite flow on effect to other staff.
- For the students involved there was a definite increase in Year 11/12 student involvement in and responsibility for decision-making and empowering students to make responsible choices about their future education pathways through the Individual Education Goal setting process. The link to our Massey hui "Puanga" was helpful in reinforcing this as was the w'ānau hui held across the year.
- There have been improved whānau-school partnerships focused on presence, engagement, and achievement and this is clearly evident from the response and attendance of w'ānau at hui. Every hui held had w'ānau of students who were in Tumanako and their feedback was consistently positive across the year.
- Our school results for 2012 show a continuing trend of improvement with 64.7 % of Māori achieving Level 1 and success in retaining students at Year 12 with 96.3 % achieving Level 1 at Year 12 and 72% achieving level 2 at year 12.

#### **Other Significant Outcomes**

- The feeling of empowerment that students, staff and w'ānau described- a sense of community and connection was a central theme for all involved.
- This was reflected in the improved numbers of students, w'ānau and staff attending hui across the year and w'ānau articulating the reason they were there was because of their involvement with Tumanako.
- The support by the RTLB for Māori, Jo Thompson-Garrett, and the involvement of linking staff into Staff Kapahaka and Karanga workshops was invaluable. This really raised the profile of the importance of Tikanga Māori and its central place in our school.
- The support and active involvement of the Truancy Service with our truancy officer supporting the programme 100%.
- The Tumanako celebrations each term are significant in empowering and acknowledging our students and the students really enjoyed these. Manaakitanga is core to developing w'ānaungatanga and is embedded within the Registered Teacher Criteria through Tataiako- Cultural Competencies (NZ Teachers Council).
- The continued involvement and support of Kui Whero, first Māori teacher for New Plymouth Girls' High School. The reopening of Tuhonohono was a significant school event for all involved.

#### **Summary of 2013 Outcomes**

The summary of outcomes detailed below focus on the 32 senior students (Year 11-13) involved in an individual Mentoring programme in 2013. The junior Tumanako programme involving 29 juniors was a pilot that evolved across 2013. Anecdotal and formative data suggests the junior programme was successful in engagement, attendance and achievement for the junior students involved.

- Average attendance for individual students above 85% was achieved with 85.5% across 27 senior students who completed the programme. Of significance was the improvement and retention of students with previous history of attendance issues. Only 4 students left school before the end of the year in 2013 and 1 student who had significant on-going attendance issues with a 56% attendance overall but she has returned in 2014.
- Pastoral data improvement for 11 students with identified behavioural concerns achieved with 100% students showing on-going improvement in pastoral records. Two year 12's who had both been at risk of not returning to school in 2013 because of significant behavioural concerns in 2012 returned and showed a dramatic improvement in behaviour and achieved Level 2 NCEA.
- 26 out of 29 students' individual achievement goals were met or exceeded across the year.
- 26 out of 29 students External NCEA goals were achieved with 8 out of the 9 Year 11 students achieving L1, 14 out of 16 Year 12 students achieved Level 2. All 4 Year 13 students achieved L3.
- 2013 NCEA results for Māori show another significant school wide improvement. The school wide target had been 70 % success at Level 1, 75% success at Level 2, 65% at Level 3. Participation based figures show Level 1 at 75%, a 11.5% improvement from 2012, Level 2 87.8% with a 13% improvement from 2012 and achieving a higher success rate than Non Māori for Level 2, Level 3 show 67.6% with a 6.5% improvement. UE results had a 20% improvement at 64.7% and 100% of Year 13 Māori students achieved at least Level 2 in 2013.

### **Other Significant Outcomes**

#### **Goal Setting – Future Pathways**

For the students involved there was a definite increase Year 11-13 student involvement in and responsibility for decision-making and empowering students to make responsible choices about their future education pathways through the Individual Education Goal setting process. With the improved focus from Year 9- 13 we have been able to reach across all year levels with the Tumanako programme. The link to our school Goal Setting has been very effective with the Tumanako Mentors as Goal setting counsellors for their students providing an effective and improved link to w'ānau and student engagement in this process. Our Massey university connection continued with a successful focus on Year 12 and 13 and our hui each term have developed into a strong connection with our w'ānau and their role in helping students make future decisions.

#### **Improved w'ānau-school partnerships focused on presence, engagement, and achievement**

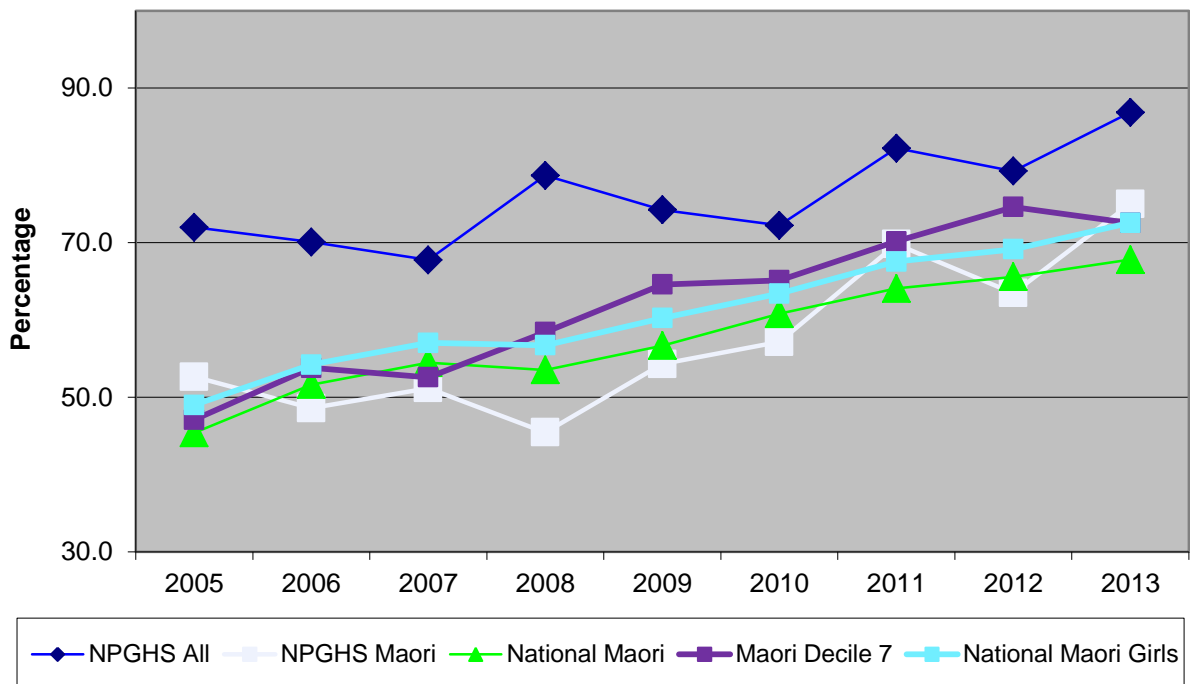
There have been improved w'ānau-school partnerships focused on presence, engagement, and achievement and this is clearly evident from the response and attendance of w'ānau at hui. The commitment of our Mentors remains a significant part of the success of this programme. Hui across the year showed a consistently high level of attendance by Mentors and this included the end of year Poroporoake. W'ānau who attend hui are usually there because of the Tumanako connection. Our noho marae was an effective link to w'ānau and despite smaller numbers, formed a sound basis of relationship building with those who attended. Attendance at parent interviews of Tumanako w'ānau is slowly improving and again it is related to the Mentor connection. All Tumanako students have an individual action plan in place and this is communicated to w'ānau and teachers. It is updated each term.

#### **Ako – Teachers as Learners**

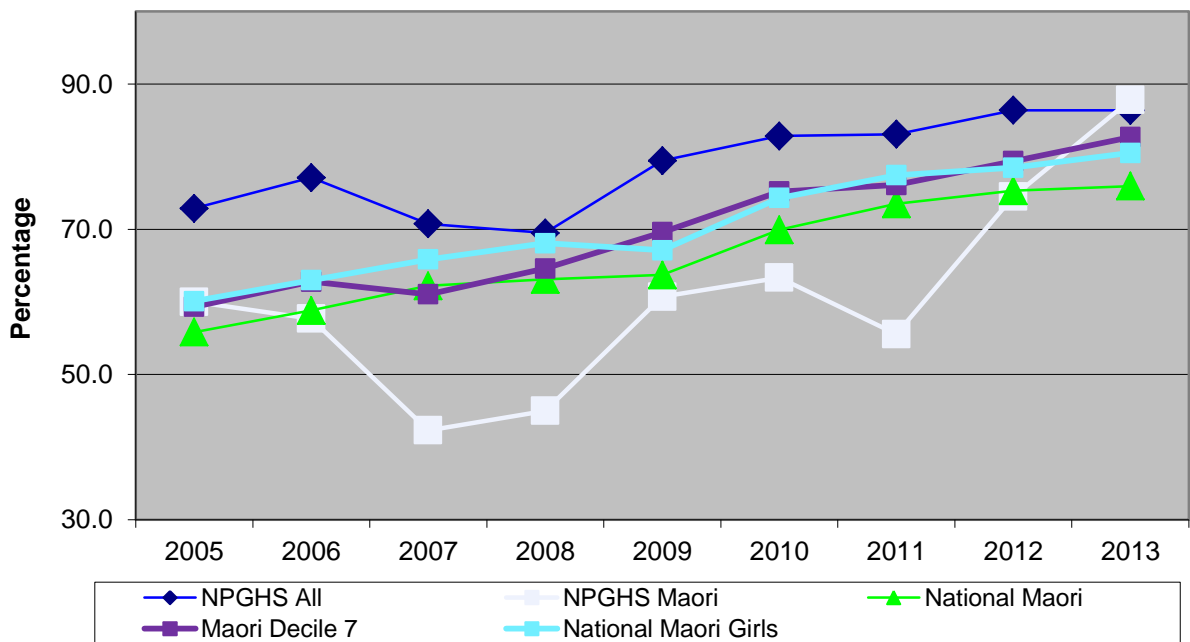
This year over 50% of the teaching staff have volunteered to be Mentors on the programme. There has been a fundamental shift in our school culture that clearly embraces the value of a Māori potential approach and the importance of developing productive partnerships. Tumanako has a significant impact beyond the 80 students now involved as it is changing the way in which all teachers take responsibility for their Māori and Pasifika students as a key part of their professional responsibility to meet the needs of students and develop their own cultural competency.

There is still a greater need for teachers to consider ways in which they are delivering their curriculum to reach Māori learners. While the significant improvement in Māori achievement school-wide reflects the effectiveness of our Māori achievement strategies of which Tumanako is an integral part, the Mentors and students gave clear feedback that a significant success of the programme is in the connection to curriculum teachers and the link to home as a partnership model.

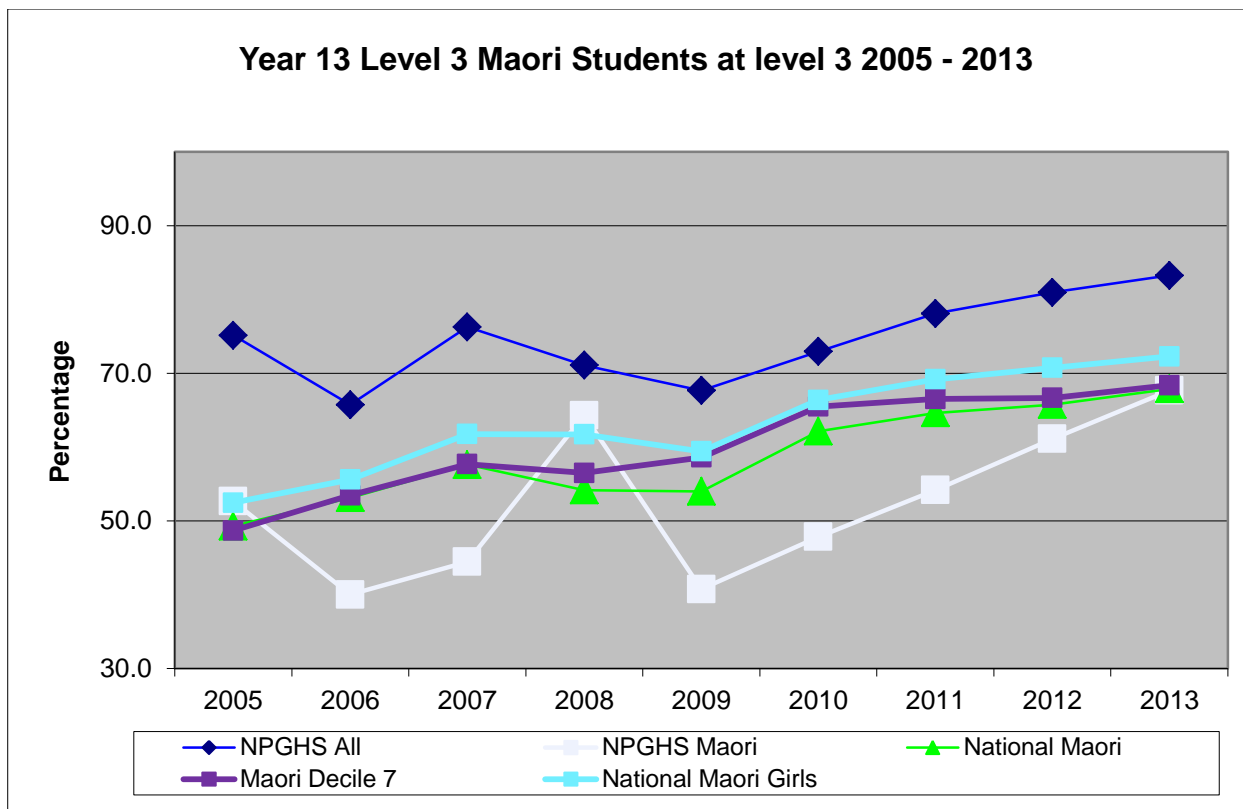
**Year 11 Level 1 Maori Students at level 1 2005 - 2013**



**Year 12 Level 2 Maori Students at level 2 2005 - 2013**







## 5. Learning needed to bring about the change and improvements

### 1. ENGAGING

*What we needed to do to activate educationally powerful connections with parents, families and communities for our students.*

We needed to strengthen our relationships with w'ānau. Tumanako connects from the heart first and foremost. The name itself has strong links to our school whakapapa and our belief that we want all of our students to share the school vision of developing educated, confident young women of outstanding character with Māori achieving their potential success as Māori. The cultural competencies embedded in Tataiako are inherent in the programme with a strong focus on manaakitanga and w'ānaungatanga to build those positive partnership relationships. The partnership with w'ānau and school has the Tumanako Mentor at the core and provided the opportunity for w'ānau to always have one person they can contact if they need to and one person they know is there to tautoko their daughter. Some of those relationships that have been building over the last three years are now very strong and certainly very special to everyone involved.

A key focus has been on regular w'ānau hui each term, these are driven by our Honohono team and highlight our staff and student kapahaka as well as providing a forum for students, staff and w'ānau to come together and connect over a kai. Attendance of w'ānau has regularly improved over the three years of Tumanako as has the increased attendance of staff and it is usually Tumanako Mentors, students and w'ānau who are most in attendance because of those powerful connections. Providing kai is really important in all of our hui and we extend this to celebration lunches each term with Mentors and students as another way of staying connected.

In 2013 we also had a noho marae at a local marae involving both student and staff kapahaka and Tumanako Mentors, students and w'ānau. Ako in action was clearly evident both in the learning from staff to students with kapahaka but also in the whole learning experience of Tikanga Māori across the weekend. Our staff and student involvement in karanga workshops has also linked in and become part of the kaupapa of significant school events in the last two years.

Our end of year Poroporoake has grown from strength to strength, this is our celebration of our graduating Year 13s and again the numbers participating have grown with our Tumanako numbers. We have also embedded Tumanako within the wider school Goal Setting Days over the past two years with Mentors being the Goal Setting counsellor which starts the Tumanako action plan for the year.

## **2. LEADING**

### ***How we promoted our learning and the learning of our teachers to bridge the gaps for our students.***

The BES School Leadership and Student outcomes clearly states that leaders promoting and participating in teacher learning and development has the most significant impact on student outcomes, along with the setting clear goals and expectations school wide. In its first year Tumanako Mentors were the five members of the Senior Leadership Team including the Principal. This clearly demonstrated to students, staff and w'ānau the importance and significance of the programme and the value we placed on it. The importance of leaders being actively involved in school wide professional learning initiative cannot be underestimated and certainly this drove Tumanako forward in its first year and the has continued to be a key feature of the programme.

Tumanako remains both a leadership inquiry and a teaching inquiry in action with ongoing review and reflection across the year. The shift in our professional learning to an inquiry based practice over the last two years has made a significant difference in how teachers engage in their professional learning.

## **3. TEACHING AND LEARNING**

### ***The knowledge and skills we needed to develop as teachers to improve outcomes for our students.***

Professional learning has including developing skills around the cultural competencies, Mentoring skills, and building positive relationship skills. Individual teacher Inquiries have included focussing on areas of classroom effectiveness taking into account and/or in light of the Tumanako programme. Currently the cultural competencies framed within Tataiako: Cultural Competencies for teachers of Māori Learners (MOE and NZTC) are implemented as part of the professional learning for Tumanako Mentors. There is an essential component on ongoing professional learning and ako in action inherent in the programme. Our understanding of Tikanga Māori and Te Ao Māori has been further enhanced by our staff Kapahaka and Karanga learning opportunities.

## **4. GOVERNING**

### ***How we promoted our own learning and that of our teachers to bridge gaps for our students.***

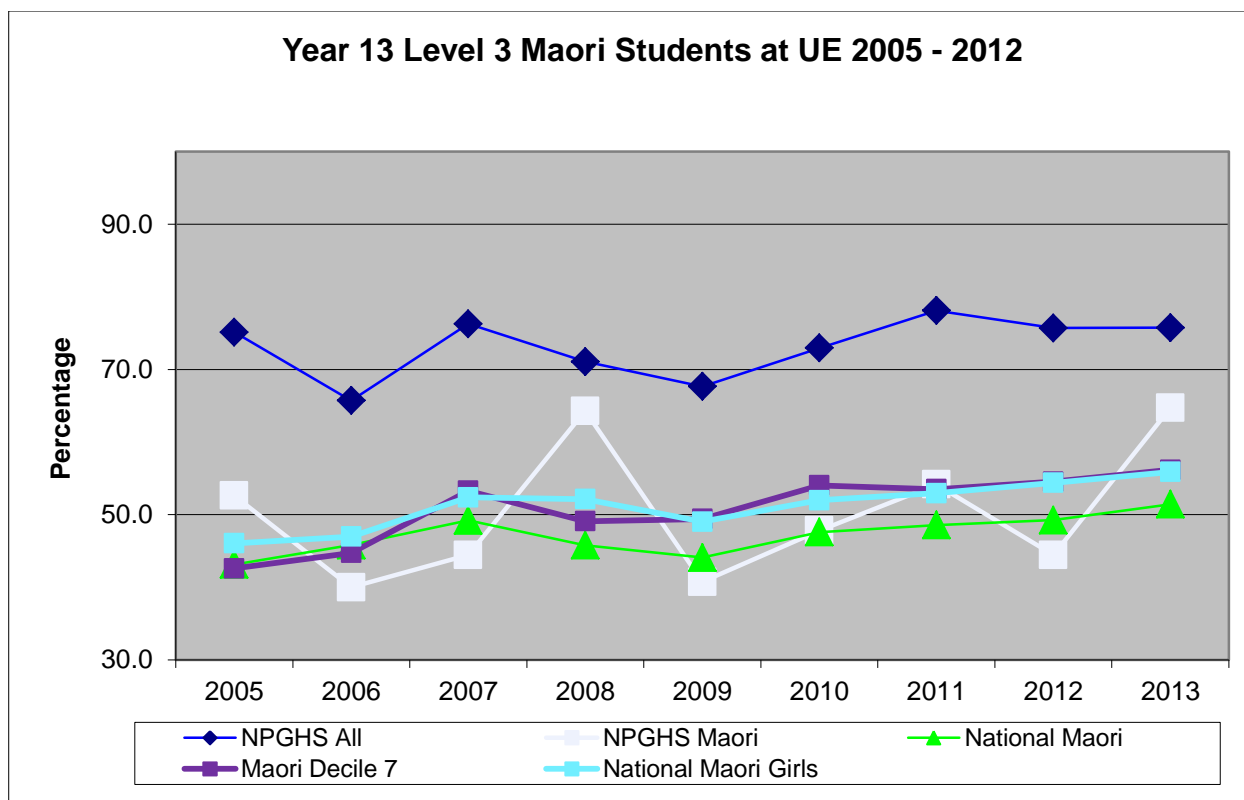
The NPGHS Board of Trustees has set the strategic direction of the school and the importance of Māori as priority learners is clearly evident in our school charter. In 2011 Kerry Macdonald presented to the board the focus on Māori achievement initiatives school wide including Tumanako. Māori achievement targets are reviewed and presented to the BOT annually by individual departments. A significant component of the departmental analysis of student results for presentation to the BOT is focussed on comparison of results in terms of ethnicity, including those results for Māori students.

## **5. LEARNER LED PATHWAYS**

### ***What knowledge and skills we needed to improve learner led pathways for our students in terms of the secondary-tertiary/employer arena.***

To improve transitions for our Māori students we needed to improve opportunities for individual careers guidance as research indicates that an individualised approach to facilitating career development is effective. The Mentoring aspect of the Tumanako programme provides a vehicle for this. Tumanako Mentors provide support and input for Māori students in assisting them in establishing a school to work or school to further study pathway and this results in improved transitioning through secondary education and from secondary educational environments into further education and/or training settings for this cohort. Students who undertake Trades Academy, Gateway or STAR programmes benefit from the focused support and guidance in meeting the challenges in attending a programme off site and/or completing tasks in a less structured environment. The gap between NPGHS students and NPGHS Māori students achieving Level 3 UE closed significantly over the period 2012 to 2013 to the point where NPGHS Māori trails 10% behind and exceed Māori National Girls and Māori Decile 7.

## Year 13 Level 3 Maori Students at UE 2005 - 2012



## 6. Actions taken to bring about the change and improvements

Tumanako is founded on the principles embedded in Ka Hikitia: Managing for Success 2008-2012 and Ka Hikitia: Accelerating Success 2013-2017 and focussed initially on developing the Te Kotahitanga Effective Teacher profile with Mentors and through the links to curriculum staff. Currently the cultural competencies framed within [Tataiako: Cultural Competencies for teachers of Māori Learners](#) (MOE and NZTC) which meet the Registered Teachers Criteria are to be implemented as part of the professional learning for Tumanako Mentors.

### The 2014 intervention plan includes:

- Initial student identification needed across year levels with a focus on three broad areas of students at high risk in behaviour, attendance, engagement and achievement. This will include students who are low achievers, underachievers and high achievers needing further support.
- The Deputy Principal leads the programme implementation and works in liaison with HOD of Māori and Honohono Committee to build on developing trusting w'ānau partnerships and strengthening the cultural responsiveness of staff and school through evidenced based practice.
- Developing the professional learning of the Mentor both in cultural competencies and the effective teacher profile in addition to developing coaching and Mentoring skills.
- Further development of Tumanako learning circles as an effective intervention for junior students that includes both staff Mentors and student Mentors based on the Tuakina Teina model.
- Inclusion of a National Aspiring Principals inquiry with the goal of improving the junior/senior Tumanako circle as an integral part of the 2014-2015 programme.
- Mentors working with the student, w'ānau and school to set an Individual Action Plan with key goals to lift individual achievement. The plan is based on student feedback, teacher feedback, attendance and related data, reports. The goals are developed and shared with students, teachers, w'ānau and linked to the school Goal Setting process.
- Mentors establishing regular contact with students identified with minimum of three times per term, and at least once per term information sharing with w'ānau. Mentors aim to link w'ānau into all key school events e.g. Massey University Hui, Parent Interviews, Goal Setting day, Hui.
- A student focused hui once per term with Mentors with focus on manaakitanga and a hakaari for w'ānau at end of year.
- Reinforcing the school wide Reward system for all students involved.
- Mentor's engaging in meaningful dialogue with w'ānau beginning with initial contact from panui and extending to sharing professional learning and ako in action.

- Mentors developing communication links with cross curriculum teacher for both staff professional learning with the effective teacher profile and for students IEP goals.
- Additional interventions and supports are accessed in liaison with the DP and Mentor as needed and ongoing relationship developed between Mentor, student, w'ānau and school e.g.; link to STAR course, Learning Support programmes, EOTC opportunities.
- Additional professional learning opportunities involving community guest speakers, kaumatua and kuia, linking to developing staff and student Kapahaka and opportunities for bicultural korero across the school where possible.
- Further developing a Wananga for students, staff, w'ānau to build on w'ānaungatanga through manaakitanga and creating positive opportunities for ako to develop in partnership with our community.

#### **The Mentor role:**

- Act as student's Goal Setting counsellor.
- Set boundaries of that role i.e. not a discipline role but an advocate and support
- Set an individual action plan with key goals to lift individual achievement based on student feedback, teacher feedback, attendance and related data, reports.
- Share goals with teachers, w'ānau.
- Establish regular contact with students identified with minimum of three times per term, twice a term information sharing w'ānau.
- Student group to meet and support once per term with Mentors/w'ānau
- Attend w'ānau hui and wananga where possible to build partnerships.
- Engage in meaningful dialogue with w'ānau beginning with initial contact from panui and Goal Setting Day Term 1.
- Develop communication link with cross curriculum teacher for both staff professional learning and for students' action plan.

#### **Things we do that involve Data Analysis**

Aim is to identify attendance, achievement, behavioural needs for each student with individual goals for students achieved.

- Individual Action Plan goals- NCEA achievement data.
- MUSAC attendance data
- MUSAC pastoral data
- MUSAC achievement data and student reports

**Resources we use include:** A range of smart tools have been developed in order to provide structure and support for students, staff and w'ānau. These include Tumanako circle templates for planning sessions, Goal Setting Data and initial forms used on Goal Setting day, Action Plan forms- a range of templates being trialled, Student Self Review prompts for across the year, Teacher feedback forms, GROW questions, Mentor/Student plan, Getting to Know you profile. The Mentor/w'ānau/student register is on an excel spread-sheet.

### **7. Challenges we have faced and the lessons we have learned. Some strategies for staying focussed and sustaining this improvement.**

The commitment of the Mentors and the Honohono team, Tumanako, a link to the National Aspiring Principals programme, school wide teaching as inquiry and linking to our Professional Performance system, our restorative school wide approach have all combined to shift our school culture with teachers accepting and understanding the Māori Potential approach. This has been the key challenge and it is crucial that we continue to tautoko our school community in this.

Continuing to build our partnerships with w'ānau remains a key challenge; we believe Tumanako provides the direction to do this and we are always reflecting on how we could do this more effectively. This year our aim is to connect with our Year 9 w'ānau and we have already held our first hui early in Term 1 to try to build the long term relationship right from the start of the year. We want to strengthen this relationship through to our Year 13 Poroporoake.

The sustainability of Tumanako and managing the logistics of it are now a significant challenge with 46 staff and 81 students currently involved. Making more effective use of data gathering and data analysis is a key challenge and creating a shared leadership role will be important.

The pilot of the junior Tumanako circles has been successful thanks to Whaea Jo's advice and guidance and Sandra Parry's leadership. Mentors and students felt strongly that this was a model we needed to build on for 2014.

The staff involved acknowledged Tumanako strengthened their professional leadership responsibility for Māori students'

presence, engagement, achievement through the involvement of Mentors and linking to curriculum teachers. The Mentors clearly demonstrate a strong focus on Māori achievement as a priority professional goal and provide professional leadership for their peers in doing so. In our end of year review it was noted that the programme had a definite flow on effect to other staff and this will continue to be an area to build on school wide.

The use of a professional learning circle for Mentors at the end of the year was also very successful and the feedback from our Mentoring team was overwhelmingly positive. All staff from 2013 have chosen to remain as Mentors in 2014 with 12 additional staff joining us. We will aim to further develop the role of the Mentor as a coach school wide for their colleagues. The ultimate goal is to have all staff involved as Mentors. In 2014 the school wide focus is on Coaching and Mentoring and the inquiry process and Māori achievement remains a priority target across all departments.

**Expected Tumanako 2014 Student Outcomes:**

- Average attendance for junior and senior students above 85%.
- Pastoral data improvement for students with identified concerns.
- Individual Goals for junior students achieved in attendance, achievement, behavioural where relevant.
- Individual achievement goals met in internal assessments L1-L3.
- Individual achievement goals on track for External assessments L1-L3. Aim for 75 % success at Level 1, 85% success at Level 2. 70% at Level 3. ( refer School Charter targets)
- Tuakina Teina-senior students guiding younger students
- Stronger links with w'ānau and wider Māori community
- Continuing to raise self-esteem and self-belief in Māori potential.