

Pasifika Achievement Plan Final Review 2014 Executive Summary

Review has been consistent throughout the year and the term 2 'Rolling Review' and term 4 Final Review show we have much to celebrate, notably as follows:

- ❖ Regular focus group meetings have sustained our efforts to ensure the goals set were being achieved
- ❖ Establishing leaders who made an annual plan of action helped to drive what would be done in order to achieve our goals
- ❖ Having several members on the PAP team has ensured that perceptions are varied and valid
- ❖ Having the Principal attend all meetings and ensuring that progress is indeed happening has given mana to the process
- ❖ Having the PAP as an agenda item for both whanau and Passion Pod has ensured that all staff are involved in and committed to the process and
- ❖ The construction of the school fale which is now in full use and is serving as a focal point for Pasifika meetings/events.

Recommendations for 2015 are:

- ❖ That the PAP goals remain the same as they encompass all that we feel is important to strive for in terms of Pasifika Achievement
- ❖ A 'cut and paste' review over the year will be done by Greer from all whanau and Passion Pod minutes. It was felt that this would increase the impetus for work around the PAP and ensure that it was a year-long, schoolwide focus
- ❖ Leaders for each goal would be established in the Staff Only Week as in other years and would formulate an annual action plan as in other years. What will differ in this area in 2015 is that time will be given at each cultural focus meeting for each leader to report back re progress of their plan. Google docs will be used to review the progress of each goal as part of this reporting back.
- ❖ That a 'Language Co-Ordinator' be appointed to guide the selection of language weeks to be celebrated in conjunction with the DP: Learning and Teaching and the DP: Pastoral Care. This person would also liaise with teachers as to their Professional Development and learning needs around learning some of the main Pasifika languages and work with Management to create opportunities so that this can happen. The person appointed to this position is Mr Tumii Poko.
- ❖ That the PAP representatives remain as a group with the MAP representatives so that good practice can be shared.

PLEASE FIND FOLLOWING COPIES OF THE

- ❖ MID-YEAR ROLLING REVIEW
- ❖ END OF YEAR REVIEW USING MOE STARTER QUESTIONS
- ❖ MOE STARTER QUESTIONS
- ❖ DATA SPREADSHEET FROM THE TWO AIGA CLASSES
- ❖ SCHOOLWIDE SUMMARY OF PASIFIKA ACHIEVEMENT

MID – YEAR ROLLING REVIEW

PASIFIKA ACHIEVEMENT PLAN

In 2014, we have aligned our Pasifika Achievement Plan directly to 'The Pasifika Education Plan 2013 -2017'. The stated vision in this document is:

Five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing.

CRITICAL FACTORS

In 2014, our focus will be on two critical factors.

We believe improvements in these two areas will make the biggest difference to Pasifika students' achievement.

- 1.** Quality provision, leadership, teaching and learning, supported by effective governance.
- 2.** Strong engagement and contribution from Pasifika parents, families, organisations, communities.

In order to target these critical factors and to service review of our development in these, the following will be our vision and success criteria.

NB – Rolling review MID – YEAR is in red.

When the vision is realised, all Pasifika students will:

- a) Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.***

The team leader for this objective will be Ruth Lyden.

To date the criteria for this goal has been met through the following:

- ✓ **Community engagement with our fonos. Parents have had the opportunity to share what they feel is important in regards to their child's learning and ways in which they can support each other.**
- ✓ **Language weeks have a strong significance within the school and a school wide focus**
- ✓ **Reading Together Workshop targeting Pasifika families**
- ✓ **Cultural groups**
- ✓ **Pacific language signage in and around the school**
- ✓ **Pasifika focus classes**
- ✓ **Language resources being shared with teaching staff**

The following are responses of what parents want from our fono. Provision of these has been achieved already in some areas and si in progress in others:

- ✓ **Five languages over the five days: Tongan, Samoan, Cook Island, Fijian, Tokelauan, Niuean, Kiribati**
- ✓ **Hymns and some prayers in different languages**
- ✓ **Promote different cultures through MITV**
- ✓ **Teach them their cultural beliefs**

- ✓ Teaching beliefs through the cultural groups, singing
- ✓ Hindi classes – language
- ✓ Through sports – learning about Pasifika type sports
- ✓ Keep our culture – fundraising for things Pacific
- ✓ Keep the language
- ✓ Cultural groups
- ✓ Homework nights e.g., Maths
- ✓ Language classes
- ✓ Encourage language week
- ✓ Signage in different languages
- ✓ Arts and Crafts
- ✓ More language teaching opportunities / speaking
- ✓ Globally aware
- ✓ Learn more about our history
- ✓ Translate the newsletter
- ✓ Island weeks: Parents cook, language taught by parents e.g. Song
- ✓ Legends /stories to build student heritage

b) Know their potential and feel supported to set goals and take action to enjoy success.

The team leader for this objective will be Junior Peilua .

| | | What we think exists | Action Plan Review |
|---|---|---|--|
| 1 | ESTABLISH WHAT EXISTS | <ul style="list-style-type: none"> - Having an MI Planner for students to write weekly goals and reflections. - MI Record - Term goals. - Class learning goals. - Trialled the Reflective Practitioner with Rooms 15, 30 and 23. This worked effectively. | <ul style="list-style-type: none"> - Children are being taught how to set goals. - SMART goals are given and reinforced each term. |
| 2 | ESTABLISH WHAT DOES NOT EXIST | <p>Allowing time for students to reflect on term goals on a weekly basis.</p> <p>Reflection Practice – Celebration: Are we celebrating success?</p> | Create ways for celebration other than just certificates. |
| 3 | WHAT CAN WE DO TO FURTHER DEVELOP THIS AREA | Follow a system where learning goals are reflected upon on a regular basis more effectively. Reflective | Introduction of the Reflective Practitioner: Dream, Knowledge, Action, Celebration. |

| | | | |
|---|---------------------|-----------------|--|
| | | Practice | |
| 4 | REVIEW DEVELOPMENTS | | |

c) *Have experienced teaching that is relevant, engaging, rewarding and positive.*

The team leader for this objective will be Mel Bland and all management.

SEE SCHOOLWIDE DATA GRAPHS AT THE END OF THIS REVIEW.

Aiga classes achievement spreadsheets to date attached.

d) *Have gained the skills, knowledge and qualifications they need to achieve success in the eyes of their own Pasifika culture, New Zealand and the wider world.*

The team leader for this objective will be Aruna Krishna.

- **Fono- there has been an increase in the number of Pasifika families involved in Fono held at school. The Fono has also given opportunities not only to the Aiga classes but Pasifika children from other classes to celebrate our identity. The parents are becoming more willing to participate as the set-up is less formal now, which is working well.**
 - **The Telephone-Tree – this includes teachers liaising with parents in their classes by calling them and then asking them to call at least 3 other Pasifika Families where possible and introduce themselves. The main aim of this initiative is to get families to communicate and familiarise themselves with each other. This will hopefully lead to better attendance and engagement of families at school-wide activities.**
 - **Pasifika Languages Weeks- again, various staff members have taken up a week of the different Pasifika Language week and will be running things like a quiz, competitions, etc. to bring about more awareness and use of these Pasifika languages.**
- e) *Be supported by the strong engagement and contribution from Pasifika parents, families and Pasifika organisations and communities.*

The team leader for this objective will be Tumii Poko.

This is a collation of feedback from our first fono.

- ✓ **Keeping parents involved in school stuff**
- ✓ **Explaining / talking about the Fono**
- ✓ **Asking lots of questions**
- ✓ **Informing them about meetings in schools**
- ✓ **Meetings about learning**
- ✓ **More publicity through Manukau Courier**
- ✓ **Visibility in the community**

- ✓ **Email parents and caregivers**
- ✓ **Use ICT technology e.g., texts**
- ✓ **Using the Aiga classes / Fale by the wider community**
- ✓ **Free feed!**
- ✓ **Attending Poly Fest**
- ✓ **Family based within class**
- ✓ **Strong religious foundation**
- ✓ **Invite and make our school available to Pasifika communities**
- ✓ **Have food at events**
- ✓ **Involve local church**
- ✓ **Keep in touch with all island nation leaders in our community – work together as a community**
- ✓ **Research**
- ✓ **Pasifika festivals**

Most of these have been achieved by:

- **More notices going home about Pasifika events**
- **Southmall visits**
- **Exposure through media – Service, Manukau courier**
- **Having food for the first time during our last fono**
- **Getting our parent leaders to share their experiences and what they do at home to hook their children on their homework**
- **A more ROBUST checking on who attends these Pasifika Meeting and the reinforcement of it as a criteria for being in the AIGA CLASSES**
- **Gospel choir singing at the Festival of Education**
- **Ongoing celebration of Language Weeks**
- **Cultural clubs**
- **Pasifika class students stepping up to be leaders**
- **Ongoing discussions during WHANAU and PASSION POD meetings**
- **Having the Mormon church community involved with the Samoan Girls Cultural Club**

Things that still need work:

- **More community involvement (eg) getting parent to run our Gospel Choir, Fijian Club**
- **More parent sharing during our fono meetings**
- **Use church leaders or well-known Community experts to speak at fono meetings**
- **FURTHER DEVELOP ACTION PLAN**

The process by which this will be achieved is:

1. Cultural focus group will be represented in all whanau teaching teams.
2. Pasifika Achievement will be an agenda item on all whanau and passion pod agendas. This will allow for constant focus.
3. Each team leader will develop an annual action plan and enlist the support of other members to achieve the objectives of our vision as stated above. This will also afford greater 'ownership' of the plan and widen awareness of our vision and objectives.
4. A 'rolling review' will identify developments and progress made each term

END OF YEAR ROLLING REVIEW USING MOE STARTER QUESTIONS

PASIFKA ACHIEVEMENT PLAN REVIEW

NUMBERS, NAMES AND NEEDS

1. Class sizes are small, consisting of 25 - 26 students max **Ruth/Tumii/Aruna**
2. Term Fono / Cultural Pursuits / Signage / Language Weeks / Monday Magic (encouraging language learning) / Dates / PAP / Board presentations and support for school initiatives / Cultural nights / Focus classes **Ruth/Tumii/Aruna**
3. Achievement data shows that there is a slow progression of our Pasifika students which is improving every year where our below and well below are moving up **Ruth**
4. The changes made this year with administering Math assessment tools (GloSS) has really made a significant improvement especially for the Below and Well Below achievers **Aruna/Tumii**
5. Our Pasifika students have become more aware of making positive choices for their future. This is evident in the number of students that have moved on to high school and who are achieving really good things. In class, we target future choices through career learning, smart targets and school-wide values, this better enables our students to make more informed decisions about their futures **Ruth**
6. Student feedback takes place when they are surveyed on their teachers and learning programmes, and parents have been surveyed at STiC as well as at our fono **Ruth**
7. Pasifika parents and families value education highly hence the movement from their homeland to New Zealand. These values have been embedded through family history and children to aspire to do well at school **Tumii**
8. Varying the teaching styles/strategies with the Pasifika students knowing that their learning needs require more hands on, oral language, role plays, etc which is done regularly in their churches and community. **Tumii**
9. Incorporating cultural values and beliefs in teaching content/style to enhance student engagement. **Junior**
10. Use of technical vocabulary that is curriculum specific and making links. **Treveen**

SPECIAL EDUCATION NEEDS

1. Focus classes that target Pasifika achievement **Ruth**
2. Fono each term that engages the community and targets our school's PAP **Ruth**
3. We have focus groups for Culture, Gifted and Talented, PB4L; plus Pastoral and Guidance and Support to help with the assistance of external agencies that are accessed to support our Pasifika students with special learning needs **Ruth**
4. Pasifika teachers / learning assistants are on staff **Ruth**
5. Cultural language weeks are celebrated **Ruth**

6. Signage reflects the Pacific clientele of the school **Ruth**
7. Cultural Pursuits **Ruth**
8. ESOL and Learning Support **Tumii/Aruna**

TEACHING AND LEARNING

1. Be here or be nowhere. **Ruth**
1. Analysis of student data is shared and results are used to target specific learning needs. **Ruth**
2. IEP and IBPs are used to target specific student's learning needs alongside support networks - both internal and external- that support these students. **Ruth, Treveen**
3. Data is used within the focus classes and from the fono to target specific learning needs and inform future practice with learning programmes that involve families and the community. **Ruth**
4. Students are becoming more involved with articulating their next steps - especially for Humanities and Mathematics - our new reporting system encourages student ownership of identifying their next steps. **Ruth**
5. I am always incorporating 1:1 teacher conferencing so I can be informed of where my students are at, and use this to plan for next steps of learning. **Ruth**
6. Students taking more ownership for their next steps during S.I.C. **Aruna, Treveen**
7. More Oral language is used during teaching instead of written work sheets therefore more focus, engagement and understanding of task from students. **Tumii, Treveen**
8. The better the scaffolding of shared expectation from teachers, the quality of work produced is higher from students. **Treveen**
9. Having specific cultural groups for students to join and show pride in their cultural identity. **Junior, Treveen**
10. Giving the children the opportunity to perform at school assembly, Erin Park and out in the community to promote their cultural heritage. **Aruna, Treveen**
11. Pasifika students are involved in self evaluation and assessments at the end of each module which leads to students driving their learning. **Treveen**

PLANNING

1. School wide / community surveys and feedback on PAP and Strategic goals which takes place every year and each term **Ruth**
2. Board meetings take place each month and student achievement and learning is presented to the board **Ruth**
3. Student data is analysed and shared every year **Ruth**
4. Data is being broken down according to year level, gender, ethnicity and subject - Maths and English **Ruth**
5. Aims and targets set out in our school charter cater to all students, including Pasifika **Ruth**
6. Our school charter is in line with the Ministries Pasifika Education Plan **Ruth**

