



Matariki

Kāhui Ako

Achievement

Challenges

2021-24



Kia kairangi te tū!

Striving for excellence together/collectively!

Ehara taku toa i te toa takitahi, engari he toa takitini.

My strength is not mine alone, but comes from the many. My successes are not due to my own efforts but are the result of input from many others.

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Do not lift the paddle out of unison or our canoe will never reach the shore.

He tangata ano mā te mauī, he tangata ano mā te katau.

People on my left, people on my right. A community can use the skills of all of its people (Mead & Grove, 2003).

Kia mau ki tō Māoritanga, tōku reo tōku ohooho.

Hold on to our Māoritanga/iwitanga, our language our inspiration.

Manaaki atu, manaaki mai, me haere whakamua.

By helping one another we can move forward.

Mā te tuakana ko tōtika te teina, mō te teina ko tōtika te tuakana.

Everyone has responsibilities to fulfil, the younger as well as the elder.

Part 1 | Who we are

Our members

Matariki Kāhui Ako (Matariki Community of Learning) is made up of eight schools and five early learning services (ECEs), located mostly in Napier but with the addition of two special character boarding schools that share our collective vision. We welcome the involvement of other schools/ECEs, and tertiary providers in our Matariki Kāhui Ako.

Our current members are:

- Early learning services: Best Start Riverbend Rd, Bette Christie Kindergarten, Learning Adventures Maraenui, Sunny Days and Colenso Early Childhood Centre
- Primary schools: Maraenui Bilingual School, Marewa School, Richmond School and Te Awa School
- Secondary schools: Te Aute College, William Colenso College, Hukarere Girls' College and Hawke's Bay School for Teenage Parents

We have a Memorandum of Understanding that links our Kāhui Ako with Pukemokimoki Marae, and we are building connections with local iwi through Ngāti Kahungunu and Te Taiwhenua o Te Whanganui-ā-Orotū, who have representatives from the 7 local marae and their hapū that whakapapa to our Kāhui Ako here in Ahuriri - Napier.



Our vision and values

Our shared vision is that all ākonga/learners in our Kāhui Ako will have a lifelong passion for learning, be confident and secure in their cultural identity, and feel strongly connected with their community.

We believe that student and whānau wellbeing is critical to learning. By working together across our schools and early learning services we hope to share best practice and support each other as critical friends so that our teaching, leadership and curriculum are exemplary and reflect the needs and vision of our communities.

We value relationships, and the strong, professional partnerships that we share between our teachers, staff, schools, early learning services, iwi and community groups have been integral to our successes so far. By collaborating on professional development and other opportunities, we are able to build on each other's strengths. We use evidence to evaluate the effectiveness of our practices and identify areas for improvement.

Our strengths and challenges

One of the many strengths of our Kāhui Ako is that the majority of our learners come from Māori and Pacific backgrounds. We are also fortunate to have a high level of expertise in te reo Māori and te ao Māori amongst our teachers, staff, ākonga and communities, with Māori-Medium and special character Māori education pathways available for our learners.

We also have a strong history of working together as a cluster, a collective understanding of the needs of our communities, and a total commitment to achieving excellent outcomes for our learners.

Our areas for improvement include:

- Raising achievement for our most vulnerable learners
- Decreasing the digital divide
- Implementing culturally responsive practice across all settings
- Raising the wellbeing of our learners.

Our ākonga

We have over 1,300 students enrolled in schools across Matariki Kāhui Ako. The table below shows the ethnic breakdown of our ākonga - note that some students identify as multiple ethnicities (e.g. Māori and Pacific) so they are counted in each of those columns, but only once in the Total Students column.

ID	School	Total students	Māori	Pacific	Asian	European\ Pākehā	Other ethnicity
435	Hukarere College	81	76	4	1	3	1
2604	Maraenui Bilingual School	186	183	4	0	4	0
2606	Marewa School	238	163	34	6	52	5
2665	Richmond School	69	57	9	0	19	0
232	Te Aute College	81	81	7	2	7	0
2691	Te Awa School	213	148	26	9	86	1
220	William Colenso College	457	301	42	25	150	0
Kāhui Ako Total		1,325	1,009 77%	126 10%	43 3%	321 24%	7 <1%

*Data as at 17 August, 2021

In our early learning services there are over 280 licenced places for children, with 228 children attending as at 1 July 2020.

ECE	Max places	No. enrolled	Māori	Pacific	Asian	European\ Pākehā	Other ethnicity
Bette Christie Kindergarten	42	25	17	3	0	5	0
BestStart Riverbend Road	75	72	36	3	6	26	0
Learning Adventures Maraenui	60	47	42	2	0	1	2
Sunny Days	62	60	36	4	2	13	4
Colenso Early Childhood Centre	44	24	22	0	0	2	0
Kāhui Ako Total	283	228	153 67%	12 5%	8 4%	47 21%	6 3%

Part 2 | Our journey so far

Kāhui Ako formation

The schools and ECEs in Napier south have had strong links and have worked collaboratively for the past 15 years on a range of initiatives, including the SENS (Strengthening Education in Napier South) project that provided case studies for the Best Evidence Synthesis.

The Matariki Kāhui Ako was a natural progression and in 2016, Matariki Kāhui Ako was one of the first Communities of Learning established in Hawke's Bay. It was immediately obvious to us that the Kāhui Ako model offered an opportunity to strengthen the way we were already working to support our tamariki. It has proven to not only provide a strengthened curriculum for our tamariki but has built collegial relationships across our Kāhui Ako and has been able to strengthen the practice and critical companionship of our kaiako.

2016-2018

Culturally Responsive Pedagogy (CRP) was selected as an overarching set of practices that would guide our learning pathway. The CRP professional development (PD) was delivered collectively initially with Mere Berryman as our Expert Partner. The PD then was distributed into schools to meet the needs of each context. Rongohia te Hau was carried out in most contexts as a tool to gather data around cultural competence. A series of support hui were provided to schools to challenge current thinking and unconscious bias.

Daniel Murfitt, the then principal of William Colenso College was appointed the lead of the Kāhui Ako and two Across-School teachers were appointed to work directly with two of the three specific achievement challenges. Fiona Craven led the role of science and Greta Van Zyl the Role of Maths.

During this time we sought the involvement of PLD providers Sue Pine and Anne Milburn to work alongside the Maths In-School teachers to focus on best practice, understand the teaching and learning of maths, to share rich tasks at meetings, and develop a data collection strategy. They worked in two ways, running workshops for combined and individual staff meetings and modelling and feeding back on practice to teachers. This was successful in creating networks of maths teachers and in enriching the programme design. An additional outcome was the creation of a bank of shared resources. Each school was able to develop an action plan to meet their needs.

2018-2020

In 2018, Tim Van Zyl took over the leadership of the Kāhui Ako and Sara Neville and Greta Van Zyl were appointed as Across-School teachers. The focus during these years was the sustainability of mathematics, new oral language development and the implementation of Learning Support Coordinators in schools and ECEs. Shared PD was a focus with regular meetings to support this. Culturally Responsive Pedagogy development was implemented across all schools and ECEs with University of Waikato support.

Shared Kāhui Ako wide teacher only days have been a regular feature. These create a shared kaupapa that is present across the Kāhui. Keynote speakers have included Mere Berryman, Nathan Mikaere Wallace and Ann Milne. At these hui, staff from across the Kāhui Ako have often presented on innovative things they were doing in their learning space.

2020-2021

In 2020, our Kāhui Ako was granted an alternative leadership arrangement, allowing us to split the leadership role into two shared positions. Chris Meynell of Marewa School and Shane Foster of Richmond School were appointed into these positions, with Greta Van Zyl and Oriana Nepata as Across-School teachers.

With Shane leaving his position at Richmond School in 2021, Greta Van Zyl was appointed as co-leader of the Kāhui Ako and Nicole Reihana was appointed as Across-School teacher.

Oral language

When we surveyed the schools in our Kāhui Ako the key message from all schools was that there was a clear need for a focus on oral language in the first few years of schooling.

Oral language competence has a major influence on children's developmental pathways and ability to become lifelong learners. Children who don't develop language skills face long term difficulties.

[\(Goldfeld, S., Snow, P. et al 2017\)](#)

In 2017, our Kāhui Ako was reviewed by ERO. Using evidence-based practice we undertook to implement the recommendations from the review. These were:

- Explicit Oral language for early learners
- Monitoring language progress
- Formalising an approach

- Planned interventions
- Taking advantage of linguistically diverse learners
- Building teacher capability

Our focus was on increasing academic performance and socio-emotional wellbeing for all learners across the primary cohort with a special focus on Māori and Pasifika learners in Years 0-3.

This work was undertaken in collaboration with Del Costello from Cognition Education and included surveys depicting teacher voice regarding professional practice as well as student data. Whole Kāhui Ako Teacher practice data was collected and this indicated a strong shift in practice.

A cohort of learners across the Kāhui Ako we tracked through 2019 and this progress informed the second application that allowed us to continue this work. The oral language data used the co-constructed rubric, and the progress shift data is shown below.

Kāhui Ako Impact Tracking Oral Language Cohort March-November 2019

Shift in 6 mths			
0 = no progress	1 – 3 little progress	4 – 8 good progress	8+ accelerated progress
3%	27%	48%	21%

Part 3 | Our Challenges

Overview

We have chosen three achievement challenges which we believe reflect the needs of our communities.



The following sections outline the rationale for choosing these challenges, the steps we will take to improve outcomes for our learners, and the evidence we will collect in order to measure our progress and evaluate our success.



CHALLENGE 1

Cultural identity & connecting

All Matariki learners, whānau and staff are confident in their language, culture and identity.

Description	<p>We believe that when students' cultural identities are strong and secure, their academic success will improve.</p> <p>We have a responsibility under the Treaty of Waitangi to preserve and honour the unique place of Te Ao Māori within our educational facilities.</p>
Why this is important	<p>Research has shown that students who are connected and confident in their culture and identity are able to engage more successfully in their learning. When schools and ECE celebrate the culture and identity of their learners, our ākonga feel welcomed and can participate in all aspects of school life.</p> <p>Our school community is predominantly made up of Māori and Pasifika students. Historically the education system has not served these groups well. Transforming education and taking a culturally conscious approach to learning is proven to have a positive impact on learning outcomes. This is clearly supported by the work of Berryman and Bishop.</p> <p>Matariki Kāhui Ako has based its approach to change beyond a culturally responsive framework. This was founded on the 'critical contexts for change' model found in Poutama Pounamu.</p>
What we will do	<p>In order to achieve our vision, we will</p> <ul style="list-style-type: none">● Strengthen our connections and knowledge of local pūrākau● Strengthen our connections and knowledge of local cultural practices● Increase our kaitiakitanga in our local environment● Design relevant localised curriculum● Strengthen and apply Te Reo Māori content and contexts to support oral language● Build language and cultural competencies for all students● Empower whānau through valuing their cultural capital● Measure success in ways that truly reflect 'Māori experiencing success as Māori'. <p>As a Kāhui Ako, we look forward to developing and implementing a more inclusive, equitable, critically conscious and culturally sustaining curriculum and practice. This is supported by the work of Dr Ann Milne.</p>

<p>What we want to see</p>	<p>Our akonga will report that they:</p> <ul style="list-style-type: none"> ● Feel safe and a strong sense of belonging and identity in our schools and ECEs, and as they transition between schools/ECEs ● Have positive relationships and work well alongside others ● Are able to consciously practice positive culturally inclusive thinking ● Believe they are positive contributors across a range of life settings ● Have a sense of their place within their, local, national and global community <p>Our schools, ECEs and learning programmes will offer a safe and diverse learning environment and our teachers will be able to engage in effective teaching interactions, particularly with Māori students ‘as Māori’ through strategies that promote effective relationships with their learners.</p> <p>We want to continue to grow opportunities for everyone to confidently integrate te reo me ona tikanga Māori on a daily basis and increase Māori content in their classrooms.</p> <p>We want to work with appropriate local communities so that the design and contexts of our schooling systems and processes increasingly reflect “a Māori worldview and ways of working (for example, with respect to whānaungatanga and ako)” (ERO Domain 4).</p>
<p>Baseline data</p>	<p>For our baseline we surveyed Year 6 students in Term 2 of 2020. Overall answers for Questions 1, 4 and 11 were around 90% positive. This was similar for Maori students.</p> <p>A number of schools participated in Rongohia te Hau surveys and associated observations.</p> <p>We are lucky in our Kāhui Ako to have a high proportion of teachers that are fluent or proficient in te reo Māori, however we are hoping that with the introduction of Te Ahu o Te Reo Māori that we will have an even greater proportion of teachers that are confident at using te reo Māori in their everyday classroom interactions with students.</p>
<p>Progress indicators</p>	<p>By 2024, we hope to see:</p> <ul style="list-style-type: none"> ● An increase in the number of Māori students who report feeling a sense of emotional wellbeing, belonging and connection to our schools and ECEs in the NZCER Wellbeing@School Survey. We want 95% for all cultural groups. ● An increase in staff proficiency in te reo Māori ● 80% of Rongohia Te Hau observations rated as integrating ● A curriculum that has strong links to local place and pūrākau ● Matariki schools and ECEs display a high degree of cultural competence



CHALLENGE 2

Hauora & wellbeing

All Matariki learners have the physical, spiritual, mental and whānau wellbeing that they need to be successful and contribute positively in their communities.

Description	<p>We believe that when students' hauora is flourishing, their learning will also flourish.</p> <p>We consider hauora for learning as follows:</p> <ul style="list-style-type: none">• Taha hinengaro / Mental and emotional wellbeing – being resilient, responding positively to challenge and change, problem solving and having a positive mindset• Taha whānau / Social wellbeing – knowing they belong, positive relationships, caring and sharing• Taha wairua / Spiritual wellbeing – having a purpose for learning and for life, making good choices• Taha tinana / Physical wellbeing – caring for their bodies <p>— adapted from Durie, M. Te Whare Tapa Whā model for Hauora</p>
Why this is important	<p>Our schools, ECEs and communities are vulnerable to many issues facing New Zealand today. The challenges young people face are increasingly complex and impacting on student hauora and their ability to learn.</p> <p>Although schools and ECEs cannot solve many of these issues, we can be a safe haven for our ākonga. Pastoral care is a significant aspect of the work we do in all our schools and ECEs, as is the role of counsellors, learning services, RTLBs, SENCO, LSC's and the many other agencies we work with on a daily basis.</p> <p>We also continue to experience behavioural challenges across our schools and ECEs. We see this impacting on staff wellbeing and the roles of teachers and leaders are increasingly challenging as a result.</p>
What we will do	<p>In order to achieve our vision, we will:</p> <ul style="list-style-type: none">• Build and develop emotional wellbeing and strategies for managing emotions.• Improve the transition from ECE to primary and primary to college so that support is seamless for students.• Build taha wairua through connection to cultural knowledge.

<p>What we want to see</p>	<p>We want to see our ākonga feeling positive and connected to education and knowing that their school or ECE is a safe place for them to be themselves.</p> <p>We hope that this will lead to a reduction in absenteeism, lateness, anxiety and behavioural related incidences and an increase in engagement in school or ECE life.</p> <p>For our teachers and staff, we would like to see them working collaboratively and effectively with each other and supporting agencies to address the complex challenges they and our ākonga face.</p>
<p>Baseline data</p>	<p>Attendance across our Kāhui Ako is historically poor, and 2020 was no exception. Only around 40% of our students attend school regularly. The Ministry of Education target is to have at least 70% of students attending school regularly.</p> <p>The proportion of school leavers staying at school until at least age 17 was 68% in 2020. While this is low compared to previous years, the drop actually occurred in 2019, prior to the pandemic. During the last five years our retention to age 17 data was as follows; 2016 = 75%, 2017 = 76%, 2018 = 78%, 2019 = 69%, 2020 = 68%. At this stage we are unable to explain the reduction in 2019.</p>
<p>Progress indicators</p>	<p>By 2024, we hope to see:</p> <ul style="list-style-type: none"> ● An increase in the number of Māori students who report feeling a sense of emotional wellbeing, belonging and connection to our schools and ECEs in the NZCER Wellbeing@School Survey. We are working towards 95%. ● An increase in the proportion of students attending school regularly, with at least 55% across all four terms. ● An increase in the percentage of students staying at school until at least age 17, with a minimum of 85% of students our goal.



CHALLENGE 3

Equipping Matariki students for lifelong learning

All Matariki learners will be exposed to best evidence teaching practice that builds skills for success in the 21st century.

Description	<p>We recognise the importance of teachers creating learning experiences that are context driven and engage students in the learning process. This means creating meaningful opportunities for learners that invite them to explore, problem-solve and collaborate in authentic ways.</p> <p>Our local curriculum design should allow exploration of specific contexts within and between the learning areas in ways that are relevant, contemporary educational experiences.</p>
Why this is important	<p>Students' ability to adapt, make positive choices and understand themselves as learners is increasingly important. We need to give our students the best opportunities for educational success.</p> <p>If learners are to become increasingly independent, we will hear their voices in the way we design learning and make decisions. Some students are well-supported to self-manage and make decisions, while others require additional and explicit guidance from school to help them develop independence and a 'growth mindset'. Research has shown that more dialogic, and contextual learning engages learners in becoming agentic.</p> <p>The future of work and education is becoming increasingly reliant on technology, however not all of our ākonga have the opportunities in their home environments to learn these skills. By sharing knowledge and resources in our Kāhui Ako, and exposing our ākonga to a broad range of technologies and experiences, we have an opportunity to bridge the digital divide.</p>
What we will do	<p>In order to achieve our vision, we will:</p> <ul style="list-style-type: none">● Sustain Maths and Oral Language development● Share Digital Learning practice● Implement a localised curriculum that reflects our students and communities

<p>What we want to see</p>	<p>For our schools and ECEs:</p> <ul style="list-style-type: none"> ● Best Evidence teaching practice is evident in all schools and ECEs ● Increased numbers of students achieving NCEA ● Integrated learning that is contextualised for our students ● Digital learning is seamlessly integrated into the curriculum ● Sustainability of Maths, Oral Language and Culturally Responsive PLD across the Kāhui Ako ● Every child's learning is supported to achieve improved outcomes <p>Students are:</p> <ul style="list-style-type: none"> ● Motivated, inspired and engaged with the tools and skills to succeed. ● Critical, informed and responsive learners. ● Following pathways to further learning and career.
<p>Baseline data</p>	<p>For baseline data, please refer to Part 5 of this document.</p> <p>In the primary years, curriculum level data for Reading, Writing and Maths shows that the proportion of students at the expected level is relatively low at Year 4. However, by Year 6 there is an improvement and by Year 8 around 80% of all students are at or above the appropriate curriculum level.</p> <p>Baseline NCEA Level 2 data for 2020 was 61%. However, previously this achievement figure was closer to 70% (2018 = 68% and 2019 = 69%). It is likely that the COVID-19 pandemic impacted on school leaver achievement in 2020, with a high proportion of our students coming from families where digital devices are not readily accessible or have to be shared among other family members.</p>
<p>Progress indicators</p>	<p>By 2024, we hope to see:</p> <ul style="list-style-type: none"> ● An improved percentage of our students at curriculum level expectations across our core learning areas, with at least 60% of Year 4 students at or above the expected level in Reading, Writing and Maths. ● At least 75% of school leavers achieve NCEA level 2. ● Effective Maths practice is evident and a strong network of Maths teachers is in place ● All schools and ECEs use Digital learning to enhance teaching. ● Oral language skills as measured on the communication matrix will continue to show improvement. ● Localised curriculum is in place in all schools

Part 4 | Action Plan

In 2021-2022, we will implement the following actions in order to uphold our achievement challenges.

Challenge	Planned actions
Cultural identity & connecting	<ul style="list-style-type: none"> ● Planned and systematic support across the Kāhui in Te Reo Māori. This will be site specific. ● Develop a localised curriculum that shows a strong link to mana whenua for each kura. This is supported by Sharron Fabish and Chad Tareha. ● Increase teacher knowledge of Kahungunutanga and Pūrākau through teacher professional development. Combined hui with mana whenua, plus PD with Tipene Cottrell and Levi Walford. ● Offer opportunities to whānau to grow traditional knowledge / mātauranga Māori to enhance wellbeing. ● Kāhui Ako-wide teacher only day with Ann Milne as guest speaker. ● Bring digital atua to life through Mana Enhancement. ● Develop our knowledge of our local area that encompasses stories and whakapapa pertaining to our kura, our hāpori of Maraenui, local hapū and iwi. ● Learn waiata based on the pepeha of our area. ● Fill in the 'white spaces' at the front of our buildings. ● Continue celebrating Kapa Haka with the Matariki Ahurei held annually involving all schools and ECE
Hauora & wellbeing	<ul style="list-style-type: none"> ● Investigate and implement PLD in emotional wellbeing, social coaching and learner agency. ● Build relationships with key staff at transition points and work with Early Intervention to ensure plans are robust. ● Plan and deliver a series of workshops to raise student and whānau knowledge of Te Ao Māori. ● Explore the relevance and depth of the Whare Tapa Whā model with a focus on inclusion of Taha Whenua. ● Strengthen PB4L understandings by unpacking the tohu.

Challenge	Planned actions
Equipping Matariki students for lifelong learning	<ul style="list-style-type: none"> ● Oral language PLD - linked to Talk to Write (completed). ● Develop a network of digital leaders who can collaborate. ● Host across Kāhui Ako Digital Learning hui for students. ● Link our digital work with recording our cultural stories. ● Engage with Sharron Fabish in curriculum design. ● Develop and use learning progressions for Digital Learning in order to provide a rich learning programme that has a range of online and unplugged opportunities for our students. ● Develop coding and robotics skills across our primary school kāhui so our students are engaged in the digital curriculum. Create collaborative opportunities for students to work together on digital outcomes

Part 5 | Baseline Data

The following data shows our current 'baseline' from which we hope to improve on by the actions and theories outlined in the previous sections.

Given the relative availability of the data and consistency across schools and ECEs, we have chosen the below Achievement, Wellbeing and Attendance and Engagement indicators for our baseline data. Whilst these datasets do not directly measure our achievement challenges as, for example, we aren't truly able to measure cultural competency, wellbeing or lifelong learning, they are reflective of progress.

Note that the data is able to be disaggregated to schools, gender, year levels and ethnicity. However, for the purposes of this document we have aggregated the data to the Kāhui Ako level. This is due to the low numbers of students in some cohorts which could risk identifying individuals. When analysing our data we have taken care to note cohorts which are of particular importance for our achievement challenges.

Achievement data

Kāhui Ako 2020	Year 4	Year 6	Year 8
Percentage of students at or above expectation in Reading	49%	71%	80%
Percentage of students at or above expectation in Writing	54%	57%	78%
Percentage of students at or above expectation in Mathematics	53%	58%	84%

Kāhui Ako 2020	School leavers
Percentage of school leavers that have achieved NCEA Level 2 or above	61%

*Note - Data was not available for students attending the Hawke's Bay Teen Parent Unit

Wellbeing data

Kāhui Ako 2020*	Year 4	Year 6	Year 8
Wellbeing@School survey - Q1 aggregated score	N/A	91.5%	N/A
Wellbeing@School survey - Q4 aggregated score	N/A	88.5%	N/A
Wellbeing@School survey - Q11 aggregated score	N/A	90.5%	N/A

*Note - Wellbeing@School baseline data was not available for all schools in our Kāhui Ako

Attendance & Engagement data

Kāhui Ako 2020	Term 1	Term 2	Term 3	Term 4
Percentage of students attending at least 90% of the time (i.e. MOE definition of “attending regularly”)	40%	43%	40%	33%

Kāhui Ako 2020	School leavers
Percentage of school leavers that stayed at school until at least age 17	68%