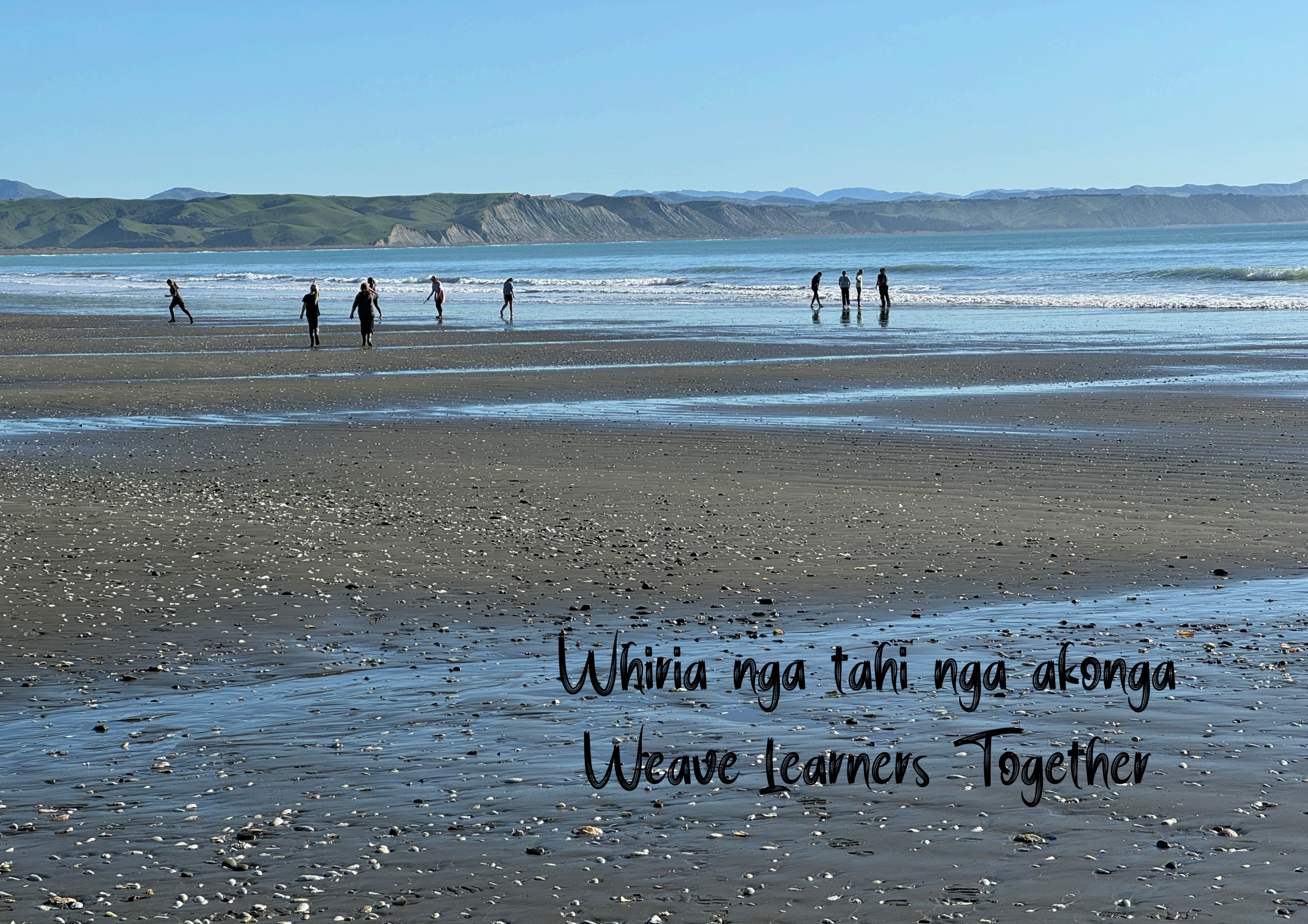


PIRITAHU KAHI AKO  
ACHIEVEMENT CHALLENGES

2024 - 2027



**Piritahi**



Whiria nga tahi nga akonga  
Weave Learners Together

## Our History

Piritahi Kahui Ako was the first Kahui Ako in New Zealand to be up and running. It began in 2015 as Blenheim 2BCos - two communities of schools operating as one in the Blenheim/Marlborough region. As it matured its name changed to Piritahi - Whiria nga tahi nga akonga - Weave Learners Together - to better describe the purpose and work of the group of learners.

Piritahi means working together as one.

## Our Purpose and Vision

The initial goal was simple - to bring together the 21 schools and 6 kindergartens from operating independently (in some instances in isolation) to work as a collaborative, and create a wider vision for education in Marlborough - our school of 6000. Our ultimate goal was to raise achievement outcomes for all students in Marlborough through a success - focussed learning pathway where high quality collaborative teaching and leadership across the system are the key drivers.

## Our Journey

Piritahi is a story of the evolving success and progress of Aotearoa New Zealand's first, longest serving and one of the largest Kahui Ako. It tells of how strengthening engagement in collaborative practices across learning institutions can really make a difference to leadership capability, teaching practices, and positive learning outcomes for our students when we all work as one. The story is about the growing and strengthening of leadership in a context where no real authority exists - only influence, but which flourishes on the strength of the collective agreement, sound research and commitment to purpose. It is a story of growing the understanding of practice across the sectors - kindergarten, primary and secondary, and about exploring methodologies that create seamlessness from Kindergarten to year 13. It is a story about how a strong influence on teaching practice can create excellence in the learning of all students.

**2015**

Piritahi is established and goals created. Goals were around raising achievement in writing for Boys, Maori and Pacifica students. These were the 3 focus groups.

**2017**

360 review process. The new Theory of Improvement Plan was developed with expert partners and reviewed again in July of the same year. Writing was the area of focus.

**2018**

The Theory of Improvement Plan was discarded & replaced with the Piritahi Operational Framework. Focusing on all students making progress in literacy & numeracy.

**2019**

Piritahi ERO report was positive. New Piritahi Teaching & Learning Framework created, 3 major workstreams identified. Spirals of Inquiry were used across all kura.

**2023**

Variations of the Teaching & Learning framework have been developed each year. Large review undertaken to re-establish goals and acknowledge the large changeover in tumuaki.

## 2017 Year in Review

Piritahi Kahui Ako had agreed to the mode of operation they would use alongside expert partner Helen Timperley. They mapped out the functions of the Kahui Ako and the purpose as well as how they would achieve their goals.

The 2017 Theory of Improvement can be seen by [CLICKING HERE](#)

The 2017 Piritahi Kahui Ako Annual Report can be seen by [CLICKING HERE](#)

## 2018 Operational Framework

To start the 2018 year an Operational Framework was developed to clarify the Piritahi work focus and place this in a framework that enabled Principals to feel less conflicted about involving their staff and communities in growth and development beyond the Piritahi goals. This was an important step in re-emphasising our commitment to our common goals, directing the Piritahi work, clarifying where school and cluster PLD fitted in the Piritahi structure and strengthening relational trust. The lead principals met staff in their schools to discuss the intent and benefits of the framework.

The core work of Piritahi was established at the centre of the model, while the influencers on our work sat to the side. Schools developed a theory of improvement that established the links between the in-school and Piritahi work with conduits to sharing successful strategies and interventions. Cross school moderation, PLD, and leadership capacity building were outcomes to feature in the 2018 year. Two new cohorts were immersed with Cultural Relational and Responsive Pedagogy delivered by Poutama Pounamu, supported by and supporting the two Colleges which had begun this work prior to Piritahi. The third and final group began this work in 2019. The New Pedagogies for Deeper Learning PLD cluster developed strong learning relationships across their schools and began Cultural Relational and Responsive Pedagogy through their provider. In 2019, to utilise the special strengths of our expert partner, we addressed the workstream around building leadership and teaching capacity with a series of PLD sessions for our Principals, ASLs and Middle Leaders.

In September 2018, after useful PLD at the National Kahui Ako hui in Wellington and the top of the south Kahui Ako Principals' hui in Motueka, Piritahi began an extensive review of their achievement goals and their needs for goals in other aspects of learning, especially well-being. A wide selection of principals, ASLs, WSLs, Senior and Middle leaders, Kindergarten representatives, and RTLB contributed to the initial review. A working group distilled the responses and identified the key priorities. A draft framework was distributed to school Principals, Boards of Trustees and community leaders for consultation. Boards fed-back positively on the framework and Piritahi's work. After further refining the 2019 Piritahi Teaching and Learning Framework was approved.

Piritahi co-lead Principals attended Board meetings to explain the new framework, listen for opinions and answer questions.

Piritahi responded to the offer of a change manager to provide guidance on how we can more effectively engage with, and develop our relationships with our 8 iwi. This began by establishing relationships and understandings at the level of the community's new bi-lingual satellite Pa Wananga, which is attached to Renwick School. The learnings from this work are being applied to the framework work-stream around community, iwi and Māori engagement

[CLICK HERE](#) to view the 2018 Operational Framework or Priority Chart of Piritahi Kahui Ako

[CLICK HERE](#) to view the 2018 Kahui Ako Annual Report

# Our 2019 Teaching and Learning Framework & ERO Review



## TEACHING AND LEARNING FRAMEWORK

### Equity, Excellence, Belonging

#### STRENGTHENING TEACHER/LEADERSHIP CAPABILITY

- Deepening collaborative practice using spirals
- Strengthen teacher and leadership capabilities in school context to support Piritahi framework.
- Implement the Leadership Strategy & Educational Leadership Capability Framework
- PLD to grow teacher and leadership capability in collaborative and culturally responsive practice.
- Develop, use and embed agreed Piritahi effective pedagogical practices.
- Share successful practice within and across schools.
- Elevate the "gems" of effective practice to a strategic level and share across Piritahi.

ACTIONS

#### HAUORA

Engage with agencies to identify and set priorities.

Develop, list and share measures for Hauora and inclusive practice.

Schools lead conversations with students, parents, whānau regarding Hauora

Create Hauora action plans for identified priorities supported by MOE.

#### MONITORING & EVALUATING PROGRESS

- 4 priority learners identified per teacher (Primary)
- 4 priority learners identified per Kindergarten (MKA)
- Colleges design methodology for Year 9/10 priority learner data using PaCT
- Effective moderation practices will be strengthened across Piritahi.
- Use PaCT for identified priority learners in Reading, Writing and Maths.

#### COMMUNITY, IWI & MAORI ENGAGEMENT

- Piritahi Iwi/Maori Engagement Strategy - providing opportunity for whanau to share knowledge.
- Piritahi Māori Education Strategy
- Agreed Learning Aspirations maps at key transition points.

Learners at the Centre  
**MAURI ORA**  
Know your Learners

### SPIRALS OF INQUIRY - EVALUATIVE/REFLECTIVE PRACTICE - INNOVATION

- Monitoring & evaluating spirals against agreed criteria
- Leadership/teacher reflection – self /critical friend specific to context and Leadership Capability Framework.
- Rongohia te hau
- School Conditions (NPD)
- Shadow Coaching
- Piritahi wide sharing of 'gems' of practice.

MEASURES

Use, analyse and report consolidated data to set goals eg. education counts, Rongohia te hau, PB4L, student surveys

Develop shared understanding of Hauora, Inclusive Education, best practice and set priorities eg. Health Expo

Piritahi database of Hauora priorities

- Priority Learners will show \*accelerated progress.
- Reduce variability in assessment moderation across Piritahi.
- PaCT data for priority learners in Reading, Writing and Maths will be collected and shared across Piritahi.

- Iwi /Maori/Community is engaged with Piritahi to develop & implement education strategy.
- All Piritahi schools back mapping' from agreed Year 13 Community Learning Aspirations at key transition points.
- Accelerating excellence and reducing disparity reflecting our commitment to Tiriti o Waitangi and an equal partnership.
- Community knowing what expected progress & achievement looks like.
- Use social media tools in a culturally responsive manner to engage and inform our broader community.

Cultural & Relational & Responsive Pedagogies

Collaboration

Across Piritahi Kahui Ako we have TRUSTED data to inform teaching practice & achieve equitable outcomes for ALL students  
All learners make expected progress in Reading, Writing & Mathematics  
Equity - All priority learners make accelerated progress

## Key Points from the Piritahi ERO Review

Common strengths include:

- a focus on effective teaching and building teacher capacity to respond to students' needs
- a collaborative, collegial culture professional, improvement focused leadership/effective change management
- a broad, rich meaningful curriculum - child responsive in kindergartens
- culturally responsive curriculum
- clear, active vision and values
- positive relationships with whānau
- partnerships for learning with whānau
- useful transition processes (kindergarten to school)
- a focus of children's wellbeing – kindergartens

Common areas for improvement include:

- raising student achievement in literacy and/or mathematics
- improving internal evaluation practices
- increasing cultural responsiveness
- strengthening stewardship
- deeper inquiry into the effectiveness of teaching
- strengthening assessment, planning and evaluation practices – kindergartens

## 2019 Workstreams

We have applied 4 workstreams to help us achieve the Teaching and Learning Framework:

1. Strengthening Teacher/Leadership Capability
2. Hauora
3. Monitoring and Evaluating Progress
4. Community, Iwi, and Māori Engagement

# Our 2023 Teaching and Learning Framework



PIRITAHĪ KAHUI AKO  
TEACHING & LEARNING  
FRAMEWORK 2023

'Whiria ngatahi ngā ākonga - Weave Learners Together'

Equity, Excellence, Belonging

STRENGTHENING TEACHER/LEADERSHIP CAPABILITY <small>ACTION PLAN</small>	HAUORA <small>ACTION PLAN</small>	EDUCATIONALLY POWERFUL CONNECTIONS & RELATIONSHIPS <small>ACTION PLAN</small>
<ul style="list-style-type: none"> <li>Build kaiako capabilities and competencies in Maturanga Māori and te reo Māori.</li> <li>Explore Te Mātaiaho and implement the Aotearoa NZ histories as part of the curriculum refresh.</li> <li>Build leadership capacity to enhance effective teams within and across schools and ECE.</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance and engagement.</li> <li>Address inequities, racism and bias using research based pedagogies and practices.</li> <li>Use best practice to meet the diverse needs of mokopuna eg. anxiety, neurodiversity and trauma informed practice.</li> </ul>	<ul style="list-style-type: none"> <li>Build governance capability with an emphasis upon cultural competence and kaupapa Māori.</li> <li>Strengthen pathways and transitions for all ākonga.</li> <li>Understand and support whānau and aiga aspirations to strengthen reciprocal learning partnerships.</li> </ul>

Cultural relationships for responsive pedagogy

Collaborative Inquiry

Kaiako  
Whānau  
Ākonga  
Mana Whenua

MAURI ORA

Trusted reliable data informs practice  
Strong moderation practices  
All learners make expected progress  
Progress measured and analysed  
Equitable outcomes for all






Ngā Kawatau me ngā Tūmanakotanga o Te Taihū






Our Iwi Partners














## Our Kura

Piritahi is one of New Zealand's larger Kahui Ako. We have 21 kura and a large number of Early Childhood Centres involved in our mahi. Our membership is listed below:














	LOGO	VALUES	BRIEF DESCRIPTION
Blenheim School		GRIT Growing Respect Initiative Tenacity	Blenheim School is uniquely located in the heart of the urban township. We are a whanau - a family that diverse ethnicities, nationalities and backgrounds. We are united by taking care of each other, by our aroha of learning and by our commitment to GRIT.
Bohally Intermediate		Manaakitanga - Respect Ako - Learning to learn Resilience - Kia kaha	Bohally Intermediate is a vibrant school dedicated to developing and challenging the learner in a safe and supportive environment. Emerging adolescence is a vital stage in your child's development. It is a time of significant growth socially, physically, morally and intellectually. Bohally Intermediate is a learning environment that is tailor-made to meet the needs of the emerging adolescent whilst also preparing your child to face the future with courage and confidence.
Fairhall School		Fairhall Pride Personal Best Respect Integrity Determined Enjoyment	Fairhall School is a rural primary school with around 200 students from New Entrants up to Year 8. Established in 1877, we are located between vineyards and farms five kilometres from Blenheim in Marlborough. Our students are encouraged to aim for academic excellence and strive for personal best. They enjoy an extensive programme of Education Outside the Classroom and are actively involved in inquiry based learning, information and communication technology and environmental Ed.
Grovetown School		Whanaungatanga Manaakitanga Ako Kia Kata	Grovetown School was established in 1866. We have now celebrated over 150 years of educating the children of Grovetown. Our school retains the character of a small rural school whilst still being very close to the township of Blenheim. Our students mostly come from the township of Grovetown village, surrounding farms and northern end of Blenheim.
Marlborough Boys College		Respect Involvement Pride Responsibility	Marlborough Boys College has a long and proud history of providing the young men of Blenheim, and the surrounding districts, with challenging opportunities, and high standards of excellence in all aspects of daily life. We encourage our young men to embrace all academic, sporting and cultural pursuits, to discover a new passion and to contribute to the life of school.

	LOGO	VALUES	BRIEF DESCRIPTION
Marlborough Girls College		Manaakitanga Whanaungatanga Kotahitanga	Marlborough Girls College's purpose is to develop young women who are independent learners with the skills and attributes to make our community, our nation and our world a better place. The school community works together to challenge and empower everyone to learn and achieve their personal best.
Mayfield School			We are a contributing primary school for New Entrant to Year 6 students. At Mayfield School we strive to create an inclusive school community, where our students learn, thrive and succeed, and where everyone feels welcome and included.
Rapaura School		Respect Excellence Adaptable Collaboration Hauora	Rapture School is a full primary school situated amongst the vineyards of Marlborough, north west of Blenheim. The well-kept grounds and rural location provide students with a pleasant environment in which to grow and excel in new learning. Students and parents appreciate the family atmosphere, the professional and caring attitude of staff, the leadership opportunities that are created that provide new experiences and at all times respecting the traditions of the past.
Redwoodtown School		Pānga Manawaroa Pono Manakitanga Anahatanga	Established in 1912 Redwoodtown School is a full primary located in Blenheim catering for over 300 Year 1 - 8 students. Redwoodtown offers quality education for a diverse community within our enforced enrolment zone. We pride ourselves on our welcoming school environment and extracurricular programmes which supplement the excellent learning in the classes. Pasifika and Kapa Haka groups perform in various community events. Sporting, cultural, and leadership opportunities allow students to pursue their dreams and build new skills.
Renwick School		Respectful Resilience Resourceful	Renwick School is a U6 primary school, catering for pupils from Year 0 - 8. The school is organised to capitalise on teachers' strengths and maximise students' opportunities for learning. Our parents are highly valued and very supported of the school. The Renwick School vision statement is Learning is Strength - Be the Best You Can Be and this statement underpins the values and attitudes inherent in our school.

	LOGO	VALUES	BRIEF DESCRIPTION
Richmond View School		Love for god Respect for self and others Respect for God's creation.	Richmond View School has a vibrant supportive community, where every student is valued for their individuality and where they are encouraged to pursue excellence, using the gifts god has provided. Within the framework of a Christian Worldview, Richmond View School will provide an excellent education, that equips each student for their future.
Riverland's School		Manaakitanga Whanaungatanga Kaitiakitanga Manawaroa	Riverlands School is a semi-rural school based on the outskirts of Blenheim. As a full primary school, we cater to the diverse needs of children from Year 0-8. We pride ourselves on having a strong connection with our school community. Our school's vision is for students to realise their potential in all areas - Mā te whiritahi ka whakatutuki ai ngā pūmanawa ā tāngata.
Seddon School		Versatility, Integrity Nurturing Enterprising Sustainability	Moku, mou, Mo te wa Kei te tu Knowing ourselves, connecting with others, growing towards the future. Seddon School is a rural full primary school located in the beautiful Awatere area south of Blenheim. We serve a diverse collaboration communities both urban and rural. We keep our learners at the heart of all that we do.
Spring Creek School		Respect Responsibility Resilience Relationships	Spring Creek School is located just 5 minutes out of Blenheim, we are a small school that provides BIG opportunities for our children. We have a strong and involved community. Our school reflects a cross section of our wider community with a number of cultural groups being represented on our roll. We take pride in our cultural responsiveness and value every student.
Springlands School		Manaakitanga Whanaungatanga Kaitiakitanga Manawanuitanga	Springlands School is located on the western side of Blenheim, in sunny Marlborough. We offer exciting high quality authentic learning experiences for around 450 Year 0 - 6 students. Springlands Primary School is part of a supportive and diverse community. We have always been held in very high regard as a successful, innovative school and strive to make a difference by developing lifelong learners.
St Mary's School		Humility, Compassion, Community, Faithfulness, Forgiveness, Honesty, Patience, Courage	St Mary's School is a vibrant Catholic State Integrated School, situated in the heart of Te Waiharakeke, catering to akonga from New Entrants to Year 8. Our Katorika Kura is one which celebrates its rich cultural diversity, promoting caring, confident learners in a rich, inclusive environment securely founded upon our gospel values. We are committed to supporting the holistic development of our ākonga where their Taha Wairoa, Taha Hinengaro, Taha Tinana, Taha Whanau and Ngā Mātauranga is nurtured.

	LOGO	VALUES	BRIEF DESCRIPTION
Tua Marina School	 Tua Marina School	Manaaki Whakaute Takohanga Matatika	Tua Marina School is a semi rural full primary school, located approximately 10km's from Blenheim on the road to Picton on State Highway 1. The school faces away from the road with a lovely rural aspect. We welcome all learners in our community and are committed to their protection, participation, engagement and achievement.
Wairau Valley School	 Wairau Valley School	Love of learning Respect Responsibility Resilience	Wairau Valley School is a rural full primary school located 40km from Blenheim on State Highway 63. The school fosters a caring, family orientated environment based on respect, responsibility, resilience, and a love of learning. It has a supportive parent community and board, along with students care for and support each other. The teachers focus on each students strengths and understand that their efforts can make a difference in learning.
Ward School	 WARD SCHOOL	Together Respectful Adaptive Creative Kind	Ward School is a full primary school about 45km south of Blenheim. Located in the heart of the Flaxbourne region we are a rural school with spirit. We have 3 classrooms and excellent school facilities. We have strong ties to our local community and schools and actively participate in a range of our rural events. Ward School has a proud history of serving our local community and enjoys strong support as a result.
Whitney Street School	 Whitney Street School	Honesty Caring Respectful Learners	Whitney Street School is a contributing primary school, located in central Blenheim. We are a diverse and inclusive community - a true reflection of the world in which we live. We work with our whānau in partnership, to understand their aspirations and goals for their child's education. Our students thrive at our school where they are happy, supported and challenged. They embrace mistakes as opportunities to learn or grow, and are self-managing thinkers who are collaborative and connected. Roll: Approximately 350 (Year 0-6)
Witherlea School	 WITHERLEA SCHOOL	Be Kind Be Brave Be Fair	Witherlea School caters to Year 0 - 6 students in a picturesque location based at the foot of the Wither Hills. We are a learning community that prioritises a curriculum we value. We personalise the learning experiences for each of our learners and offer opportunities for each child to grow and develop. We believe in a living holistic curriculum so we provide children with rich, authentic opportunities in all curriculum areas.

## Our ECE and Other Partnerships

ABC Blenheim Central	ABC Mayfield	ABC Springlands	Awatere Early Learning Centre
 <b>BestStart</b> Together we teach, learn and nurture	 <b>BestStart</b> Together we teach, learn and nurture	 <b>BestStart</b> Together we teach, learn and nurture	 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI
John Street Pre-School	Te Kupenga Pre-School	Little Footsteps John Street	Little Footsteps Scott Street
 <b>BLENHEIM EARLY CHILDHOOD CENTRES INC.</b>	 <b>BLENHEIM EARLY CHILDHOOD CENTRES INC.</b>	 <b>BLENHEIM EARLY CHILDHOOD CENTRES INC.</b>	 <b>Little Footsteps</b>
Mayfield Kindergarten	PORSE Marlborough	Redwoodtown Kindergarten	Renwick Preschool
 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI	 <b>porse</b> natural childcare	 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI	 <b>Renwick Pre-School</b>
Seymour Kindergarten	Springlands Kindergarten	Step 2 Growth Marlborough Ltd	Witherlea Kindergarten
 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI	 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI		 Marlborough Kindergarten Association NGĀ WHARE KOHUNGAHUNGA MAI WAIRAU KI WAITOHI
<b>RTL</b>		<b>MIT</b>	



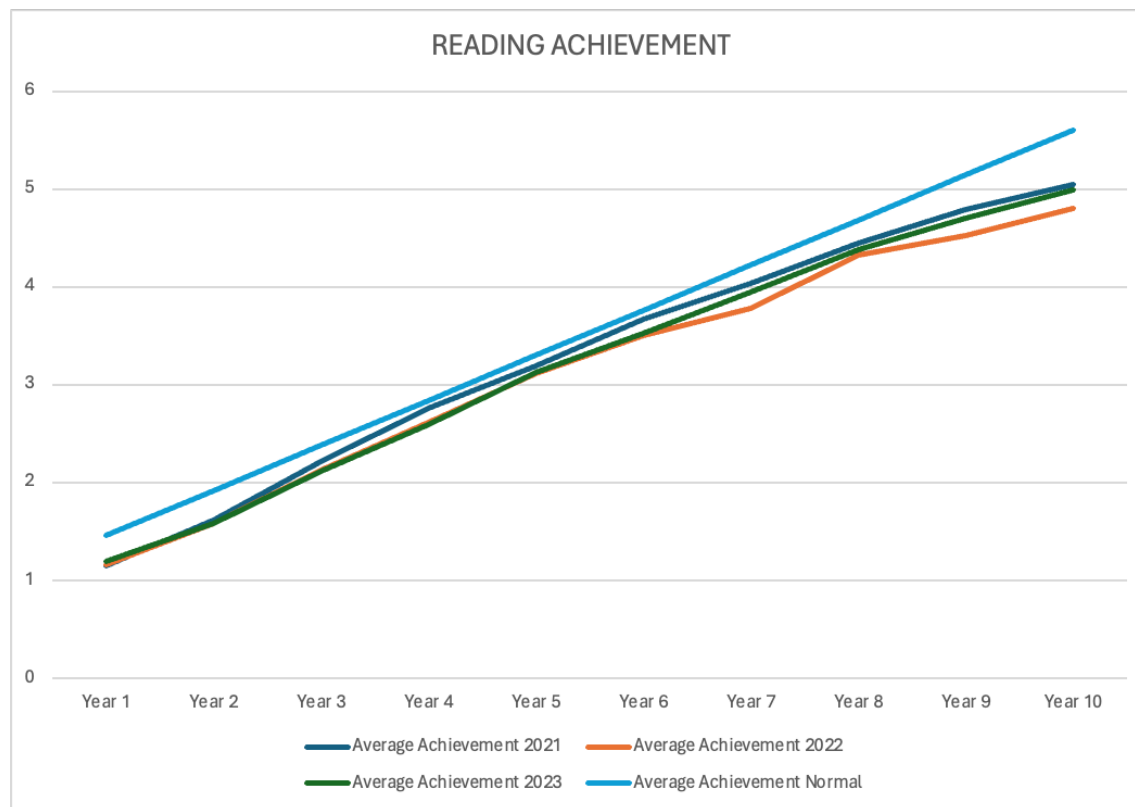


## Our Achievement Data

Piritahi achievement data has been jointly collected for a number of years. This has allowed us to track progress and consistency across our Kahui Ako. We are able to utilise this data to inform next steps and future planning. Achievement data has been available for students in Year 1 - 10. Beyond this we rely on NCEA pass rates from our secondary schools.

### Reading

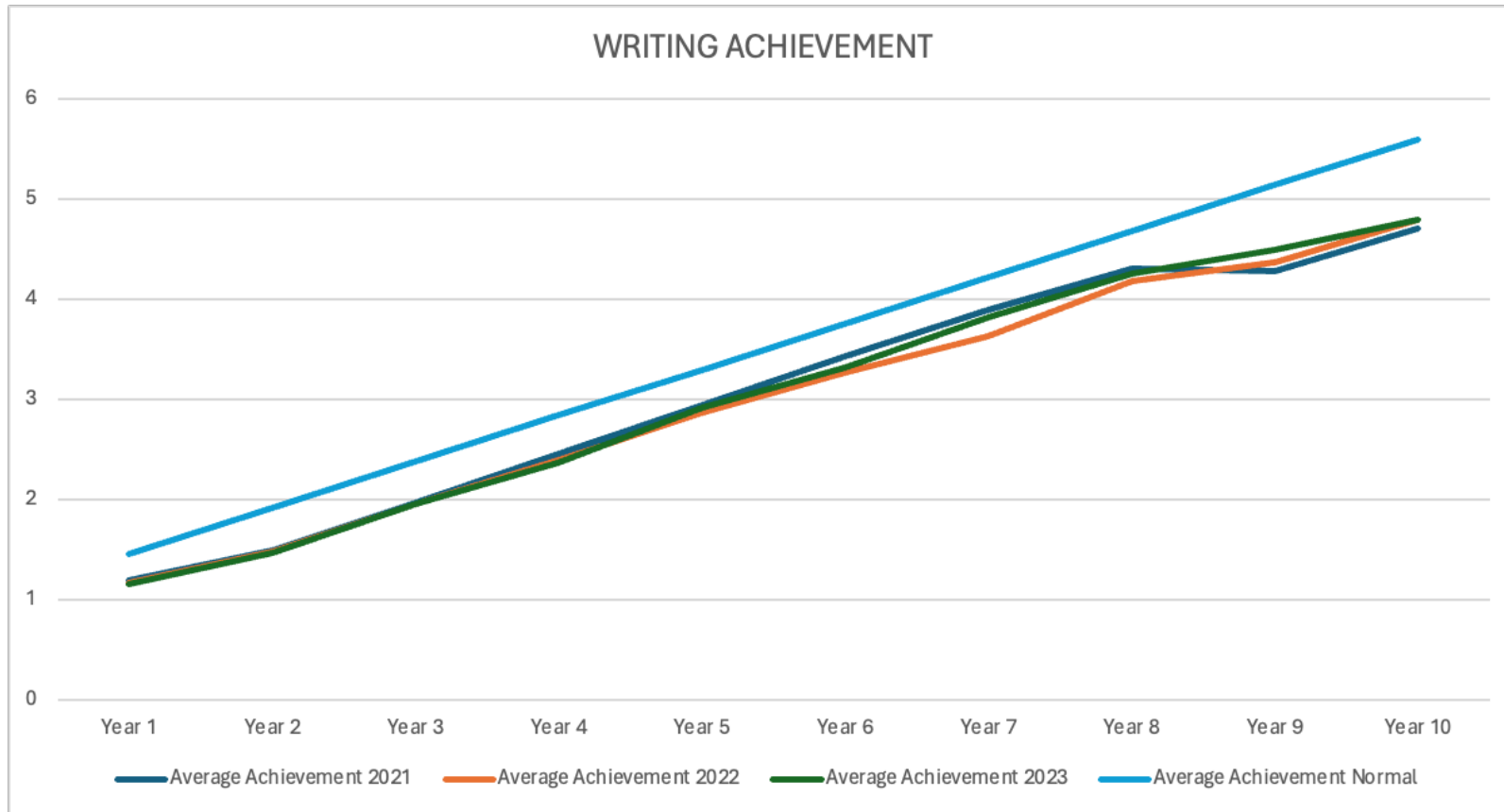
As it stands at the end of 2023 50% of our students did not meet the Piritahi Expectations for achievement in Years 1 - 10. Over the last 3 years the following overall average results have been achieved:



When analysing this data it can be seen that achievement rates have not changed significantly over the past 3 years - but have also not worsened.

## Writing

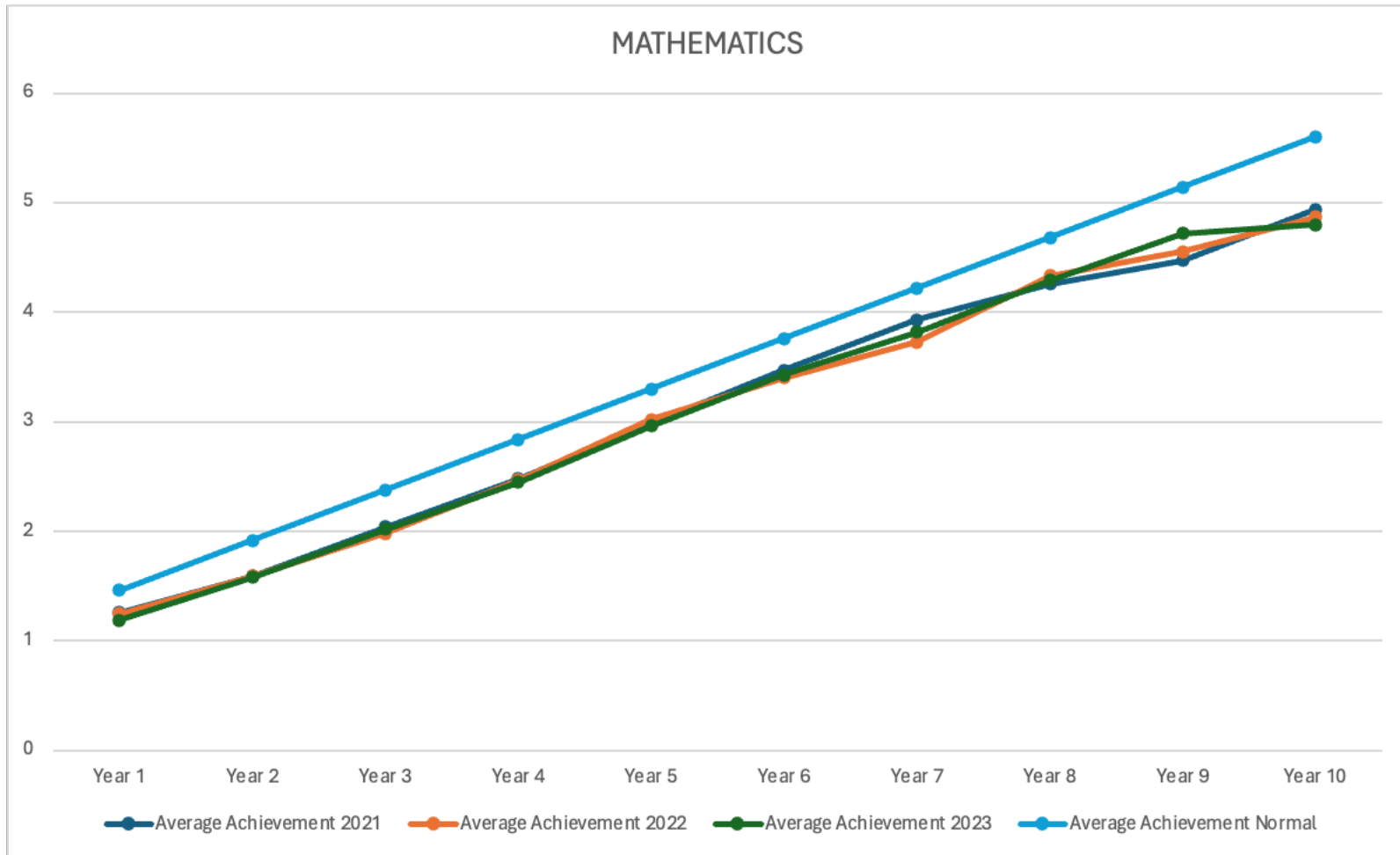
At the end of 2023 63% of our students did not meet the Piritahi Expectations for achievement in Years 1 - 10. Over the last 3 years the following overall average results have been achieved:



Very similar to reading it can be seen that whilst the rates are slightly higher from Year 7 - 10 in 2023 there is also no statistically significant shift in achievement over the 3 years.

## Mathematics

At the end of 2023 54% of our students had not met Pirithi achievement expectations for Years 1 - 10. Over the last 3 years the following overall results have been achieved:



Again the data is indicating that very little has changed in terms of overall student achievement levels in the past 3 years.

## Important Notes on Data:

Data was collected and analysed by an independent source and whilst achievement data shows little information each year the Piritahi data does most importantly show positive progress made across the year levels. There is some drop points in Year 7 and Year 9 as they transition into new school systems.

Data was an OTJ made by teachers using triangulated evidence from classroom practice, assessment and ongoing formative feedback. There is some question as to whether all school's understood the level should be working at rather than achieved - some schools have in fact ended up with no students working at the expectations - despite the fact their annual reports highlight they do have good percentages of students working at.

If you were to take the one sub level down from each Working At achievement bracket data would indicated we are sitting more in the realm of 70% achievement within curriculum expectations - but for the purpose of having analysis of the past 3 years we have kept the data pure ad looked solely at the Piritahi Aspirational goal - with an understanding this may not reflect the total number of students not achieving at their curriculum level.

Piritahi will be using a different agreed form of data collection (quite possibly the new student assessments the MoE are to require). This will ensure better data consistency and accuracy moving forward.

It should also be noted there were large numbers of students missed off the data as a number of schools had high levels of parents not wanting their child's data shared into the Piritahi data pool. This data was removed and has impacted by a few hundred students overall.

It is the intention of the Piritahi to have a base line data set for the end of 2024 that can be used to measure against progress in 2025, 2026 and beyond.

## Piritahi Curriculum 'Working at' Levels Expectations/Guidelines

	NZ Curriculum Level	Curriculum Levels (Use these for judgments of 'working at' levels) Refer to Assessment Map links on P2 below	EOY Expectations/ Aspirations for Reading, Writing & Maths Working at.....	Reading	Writing LLP, e-asTTle, PaCT, Bek Hub Stages	Numeracy Strategy/ Knowledge Stages GLOSS,	Maths JAM e-asTTle, PAT, ARBs
Year 1	Level 1	<b>1B - Beginning Level 1</b>	1M	Green	1M	1-3	1M
Year 2		<b>1M - Middle Level 1</b> <b>1E - End Level 1</b>	1E	Turquoise	1E	4	1E
Year 3	Level 2	<b>2B - Beginning Level 2</b>	2M	Gold	2M	5 Early	2M
Year 4		<b>2M - Middle Level 2</b> <b>2E - End Level 2</b>	2E	2E	2E	5	2E
Year 5	Level 3	<b>3B - Beginning Level 3</b>	3M	3M	3M	6 Early	3M
Year 6		<b>3M - Middle Level 3</b> <b>3E - End Level 3</b>	3E	3E	3E	6	3E
Year 7	Level 4	<b>4B - Beginning Level 4</b>	4M	4M	4M	7 Early	4M
Year 8		<b>4M - Middle Level 4</b> <b>4E - End Level 4</b>	4E	4E	4E	7	4E
Year 9	Level 5	<b>5B - Beginning Level 5</b>	5M	5M	5M	8 Early	5M
Year 10		<b>5M - Middle Level 5</b> <b>5E - End Level 5</b>	5E	5E	5E	8	5E



## How Did We Obtain Our Information

Information was gathered through the following sources to develop these achievement plans:

1. Piritahi Achievement data from 2023
2. Principal voice through 1:1 interviews
3. SLT voice at Piritahi hui
4. Teachers surveys (limited responses 30 from approximately 450 teachers in Piritahi)
5. Collated feedback from workshops and other events
6. WSL feedback during hui with our ASL's
7. Attendance data for the Piritahi cluster from Term 4 2023
8. School's strategic and annual plans

This has all been synthesised and reviewed by Piritahi principals at their working hui to ensure the voices of all of our kura no matter how big or how small can be heard and reflected in our planning moving forward.

## Our 3 Areas of Focus - Definitions

### **Strengthening Teacher and Leadership Capability**

We believe that by strengthening the capabilities of our teachers and leaders we will positively impact the learning outcomes for akonga. Within this work stream we expect to see professional development in strong teaching pedagogy, opportunities to network, collaboration and formation of strong partnerships within and beyond our schools and leadership development opportunities at all levels of leadership.

### **Hauora**

We believe that high levels of well-being will improve student engagement, achievement and performance. This extends to our kaiako and tumuaki in that engaged akonga with excellent well-being will lead to more fulfilling work for the adults. Within this work stream we expect outcomes related to over-all well-being, attendance and engagement.

### **Curriculum**

We believe the curriculum content and knowledge is key to all achievement and success of our students and those working with them. Within this work stream we expect to see targeted professional development in key curriculum areas, opportunities for students to learn, explore and develop their skills in positive and meaningful ways and a collective agreement about what success looks like for our akonga.

## Our Achievement Challenges 2024 - 2027

**Strengthening Teacher & Leadership Capability Challenge:**  
Improve student learning outcomes by improving teacher capability and ensuring students have relevant & meaningful learning experiences

**By 2027 Piritahi will:**

1. Provide quality PLD from within and beyond our region in all curriculum areas
2. Strengthen assessment practices across the Kahui Ako through common tools, practices and assessment literacy
3. Provide localised response to the needs of our tumuaki, kaiako, kaiawhina and other relevant staff.
4. Continue to strengthen practices and partnerships which bring the aspirations of Ngā Kawatau me ngā Tūmanakotanga o Te Taihū alive in our kura

### Curriculum

Develop strong literacy and numeracy practices throughout the kahui ako that raise student achievement in all areas of the curriculum.

**By 2027 Piritahi will:**

1. Improve our literacy and maths results from Year 0 - 10 so that at least 75% of our students are achieving within expectations
2. Improve our NCEA achievement rates for Year 11 - 13 so that at least 75% of our students attain Level 1 or 2 NCEA & the CAA Assessments
3. Ensure the new curriculum is effectively implemented within our kura
4. Increase localised learning opportunities for our akonga

### Hauora

Provide strong positive learning environments that constantly foster student well-being

**By 2027 Piritahi will:**

1. Use best practice to support the needs of all our akonga, particularly our neurodiverse & Māori students
2. Collectively improve attendance rates across our Kahui Ako
3. Share best practice in well-being models that are fit for purpose and culturally responsive
4. Improve transition points throughout our local education system

# The Piritahi Working Framework 2024-2027



'Whiria ngatahi ngā ākonga - Weave Learners Together'

Equity, Excellence, Belonging

STRENGTHENING TEACHER AND LEADERSHIP CAPABILITY	CURRICULUM	HAUORA
<b>ACTION PLAN</b>	<b>ACTION PLAN</b>	<b>ACTION PLAN</b>
Provide quality PLD from within and beyond our region in all curriculum areas	Improve our literacy results from Year 0 - 10 so that at least 70% of our students are achieving within expectations	Use best practice to support the needs of all our ākonga, particularly our neurodiverse students
Strengthen assessment practices across the Kahui Ako through common tools, practices and assessment literacy	Improve our mathematics results from Year 0 - 10 so that at least 70% of our students are achieving within expectations	Collectively improve attendance rates across our Kahui Ako
Provide localised response to the needs of our tumuaki, kaiako, kaiawhina and other relevant staff.	Ensure the new curriculum is effectively implemented within our kura	Share best practice in well-being models that are fit for purpose and culturally responsive
Continue to strengthen practices which bring the aspirations of Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu alive in our kura	Increase localised learning opportunities for our ākonga	Improve transition points throughout our local education system

Cultural relationships for responsive pedagogy

Collaborative Inquiry

Kaiako  
Whānau  
Ākonga  
Mana Whenua

MAURI ORA

Trusted reliable data informs practice  
Strong moderation practices  
All learners make expected progress  
Progress measured and analysed  
Equitable outcomes for all

Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu



## PIRITAHĪ KAHUI AKO ANNUAL PLAN 2024

*Whiria ngatahi ngā ākonga - Weave Learners Together*



### Achievement Success Indicators

- All learners make expected progress
- Progress measured and analysed
- Strong moderation practices
- Trusted reliable data informs practice
- Equitable outcomes for all

### Principles

- Equity, Excellence, and Belonging
- Collaborative Inquiry
- Cultural Relationships for Responsive Pedagogy

### Strengthening Teacher / Leadership Capability

1. Introduction of forums for kaiako in assessment and literacy (ASL's)
2. PCT localised support workshops (ASL's)
3. Introduction of resource sharing (ASL's)
4. Leadership development for our ASL's (CO)
5. Leadership development for our WSL's (ASL's CO)
6. Investigate middle leadership development for our AP/DP and Team Leaders (CO)
7. Supported induction for new to the kahui tumuaki (CO)
8. Regional PLD applications as appropriate (CO)
9. Niho Taniwha PLD (CO)
10. Balance of hours for Poutāmu Pounamu (CO)
11. Board/Governance workshops for CRP (CO)
12. Introduction of rural support (and town if needed) for teachers to discuss Inquiries with others (PLG) (CO)
13. Piritahi Staff Only Day (CO)
14. Revamp of website to be more interactive and supportive of need and development (ASL's)

### Curriculum

1. PLD for new curriculum (CO)
2. Moderation for literacy (ASL's)
3. Introduction of forums for kaiako in assessment and literacy (ASL's)
4. In school PLD provided by ASL's - negotiated for each school (ASL's)
5. Staff workshops in Term 2 and 3 (ASL's)
6. Piritahi Staff Only Day (CO)
7. Set up lesson observations of skilled practitioners for additional professional development opportunities at all levels of our Kahui (ASL's)
8. Develop termly extension opportunities for our students starting with Maths (Term 3) and Literacy (Term 4) (ASL's & CO)
9. Work with iwi and secondary school to find meaningful ways to share the local stories at the places and spaces for all of our akonga and their whanau (eg Community QR codes with stories and information) as well as kaiako support for localised curriculum EOTC (ASL's and CO)

### Hauora

1. RRF Funding for group of schools to support attendance - feeding back to wider group about successes and learnings (CO)
2. Marlborough Attendance Services launch videos (CO)
3. Marlborough Attendance Services partnership to have mentors (CO)
4. In school PLD provided by ASL's - negotiated for each school (ASL's)
5. Workshops for T/A's around Neurodiverse behaviours (CO & ASL's)
6. Workshops for Kaiako around Neurodiverse behaviours (CO & ASL's)
7. Discussion around cohort entry for our kahui (CO)
8. Reinvigoration of the Transitions group (ASL's)
9. E-Asttle Coordinator roles and access for ease of data sharing with colleges (CO)
10. Pasifika Fono workstreams & support from ASL's (ASL's)
11. WSL presentations on well-being models used in our kura (CO)

## Measures of Success

Goals	Workstream	End Outcome	Measures of Success 2025	Measures of Success 2027
Provide quality PLD from within and beyond our region in all curriculum areas	Strengthening Teacher & Leadership Capability	All Piritahi teachers will be able to engage in high quality PLD focused on teaching pedagogy. Piritahi will have high levels of achievement and engagement of our students.	<ol style="list-style-type: none"> <li>1. Achievement data will improve to 60% at or above</li> <li>2. Records of PLD provided and teacher engagement/feedback</li> <li>3. Staff feedback / surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. Achievement data will improve to 70% at or above</li> <li>2. Records of PLD provided and teacher engagement/feedback</li> <li>3. Staff feedback / surveys</li> </ol>
Strengthen assessment practices across the Kahui Ako through common tools, practices and assessment literacy	Strengthening Teacher & Leadership Capability	All Piritahi teachers and leadership will have strong assessment pedagogy and assessment literacy. Schools will all have consistent data that informs practice and learning programmes.	<ol style="list-style-type: none"> <li>1. Achievement data will improve to 60% at or above</li> <li>2. Moderation practices - across school moderation engagement and feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Achievement data will improve 60 70% at or above</li> <li>2. Moderation practices will have full Piritahi engagement</li> </ol>
Provide localised response to the needs of our tumuaki, kaiako, kaiawhina and other relevant staff	Strengthening Teacher & Leadership Capability	Our people working with our tamariki will have their local needs met in ways that work for our collective kura.	<ol style="list-style-type: none"> <li>1. Middle management surveys and feedback</li> <li>2. Principal hui attendance - at least 60% attendance</li> <li>3. PCT engagement - at least 50%</li> <li>4. Records of PLD provided and teacher engagement/feedback</li> <li>5. General staff feedback / surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. Middle management surveys and feedback</li> <li>2. Principal hui attendance - at least 80%</li> <li>3. All PCT's will be engaged in workshops</li> <li>4. Records of PLD Provided</li> </ol>
Continue to strengthen practices & partnerships which bring the aspirations of Ngā Kawatau me ngā Tūmanakotanga o te Tauihu alive in our kura	Strengthening Teacher & Leadership Capability	All our schools will be making progress through the phases of Ngā Kawatau	<ol style="list-style-type: none"> <li>1. PLD Engagement through Niho Taniwha</li> <li>2. School update into Pounamu Pounamu remaining hours with Renee - around 30% of schools remaining</li> </ol>	<ol style="list-style-type: none"> <li>1. Final report of Niho Taniwha</li> <li>2. Records of online participation in Niho Taniwha hours</li> <li>3. School self review 2025 compared to 2027</li> </ol>

Goals	Workstream	End Outcome	Measures of Success 2025	Measures of Success 2027
Use best practice to support the needs of our neurodiverse & Maori students	Hauora	Behavioural incidents in our school will reduce and all students will have the opportunity to learn in safe and supportive environments. Maori Achievement data will improve	<ol style="list-style-type: none"> <li>1. Suspension and stand downs data</li> <li>2. Attendance data</li> <li>3. School wide behavioural tracking data</li> <li>4. Well being survey data</li> <li>5. Piritahi Achievement Data</li> </ol>	<ol style="list-style-type: none"> <li>1. Suspense / Stand Down's will reduce from 2025 - 2027</li> <li>2. Attendance data will increase so all schools have at least 65% attending regularly</li> <li>3. Achievement data will show 70% at or above in literacy/maths</li> </ol>
Collectively improve attendance rates across our Kahui Ako	Hauora	Piritahi will meet at least a 75% regular attendance threshold by 2026 - exceeding current government expectations.	<ol style="list-style-type: none"> <li>1. Attendance data will increase so all schools have at least 60% attending regularly</li> <li>2. Every day matters reports for Piritahi will show reduction in chronic truancy</li> <li>3. Marlborough Attendance Services data review for 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance data will increase so all schools have at least 65% attending regularly</li> <li>2. MAS will show increase in number of success closed cases</li> </ol>
Share best practice in well-being models that are fit for purpose and culturally responsive	Hauora	Our collective kura will have strong models of hauora that fit their schools and communities.	<ol style="list-style-type: none"> <li>1. School websites will show Hauora for students</li> <li>2. School well-being data</li> </ol>	<ol style="list-style-type: none"> <li>1. All schools will have models of Hauora operating within their kura</li> </ol>
Improve transition points throughout our local education system	Hauora	There will be clear collective agreements on transitions, processes and supports in our Kahui Ako (ECE - Primary, Primary - Intermediate, Primary - Secondary, Intermediate - Secondary)	<ol style="list-style-type: none"> <li>1. Engagement data</li> <li>2. Feedback from ECE, NE Kaiako, Intermediate Kaiako and College SLT's</li> <li>3. Anecdotal parent feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement data will show more whanau engaging in transition programmes - at least 90% uptake</li> <li>2. Feedback will show a positive improvement</li> </ol>
Improve our literacy and maths results from Year 0 - 10 so that at least 70% of our students are achieving within expectations	Curriculum	Students in our Kahui Ako will have strong literacy and mathematics results with high achievement and good progress.	<ol style="list-style-type: none"> <li>1. Piritahi collective data from Year 0 - 10 will show 60% at or above</li> <li>2. Piritahi OTJ's in the interim of national testing</li> </ol>	<ol style="list-style-type: none"> <li>1. Piritahi collective data from Year 0 - 10 will show 70% at or above</li> <li>2. Piritahi wide agreements on assessment formats from government initiatives</li> </ol>

Goals	Workstream	End Outcome	Measures of Success 2025	Measures of Success 2027
Improve our NCEA achievement rates for Year 11 - 13 so that at least 70% of our students attain Level 1 or 2 NCEA.	Curriculum	Students in our Kahui Ako will have excellent pathway options for tertiary or post school learning based on their NCEA results	1. Piritahi collective data from NCEA & CAA pass rates will show an increase from 2024 - 2025	1. Piritahi collective data from NCEA & CAA pass rates will show 75% pass rates
Ensure the new curriculum is effectively implemented within our kura	Curriculum	All schools will have strong implementation plans of the new curriculum and academic results will reflect this	<ol style="list-style-type: none"> <li>1. Schools curriculum delivery documents</li> <li>2. School/Tumuaki feedback</li> <li>3. Piritahi achievement data</li> </ol>	<ol style="list-style-type: none"> <li>1. All schools will have strong curriculum delivery documents operating</li> <li>2. Feedback from schools and tumuaki will show an increased confidence in the new curriculum delivery</li> <li>3. Piritahi achievement data will show 70% of students are at or above in literacy and maths</li> </ol>
Increase localised learning opportunities for our akonga	Curriculum	Our Kahui Aka will have many opportunities for our akonga to learn and grow in our region, including within, across and out of school learning opportunities.	<ol style="list-style-type: none"> <li>1. Students will report having more localised opportunities</li> <li>2. School feedback</li> <li>3. Student engagement at Piritahi offered curriculum opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. School's reporting will show an increase in localised learning opportunities</li> <li>2. Student numbers will increase from 2025-27 in locally offered curriculum opportunities</li> </ol>