



Theory for Improvement Plan 2023-2025

*“Empowering and Encouraging our Community of Learners
(Whānau, Learners and Teachers) to Engage in Learning”*

Document Owners:

Kāhui Ako Lead Principal and Kāhui Ako Management team, BoT's, Local Iwi/Hapū

Key Participants:

Kāhui Ako Across-school Teachers, Expert, PLD facilitators, Within school teachers, Principal



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Rotorua East Kāhui Ako - Our Community of Learners

Ko wai mātou? Who are we?

Ko wai mātou? Who are we?

Our Kāhui Ako is situated to the East of Lake Rotorua-nui- ā -Kahumatamoemoe. Our community have a sense of belonging to this area. Our Kāhui Ako takes pride in our strong connection to the cultural heritage that comes with this area. With many children enrolled at ECE institutions, a Year 1-13 student population of 2,095 (44% who identify as Māori), and a growing year 1-13 staff population. It is our belief that learning starts in the home. From there, whānau have a range of options with ECE providers, including ABC Rotorua East, Eastern Suburbs Pre-School, Ebabies@Owhata, Lake Okareka Preschool, Owhata Kindergarten, Rotorua East Kindergarten, Rotorua Home-Based Childcare, Tiaki Early Learning Centre, Learning Adventures Rotorua, Ohana Kindy, and TopKids Lynmore. These ECE providers then contribute to the pathway of our 3 local primary schools - Lynmore Primary School, Owhata Primary school and Rotokawa School, then onto our local Intermediate - Mokoia Intermediate, and then onto our local High School – Rotorua Lakes High School. Three of the local schools, Ōwhata, Mokoia and Ngā Moana (Rotorua Lakes High) have Rūmaki. Stand for Children Services are also a part of our Kāhui Ako. We have close connections with our wider community, including local Iwi/Hapū, community groups and various organisations.

ABC Rotorua East 	Eastern Suburbs Pre-School 	Ebabies@Owhata 	Lake Okareka Preschool 	Lynmore Primary School 	Mokoia Intermediate 
Owhata Kindergarten 	Owhata Primary 	Rotorua East Kindergarten 	Rotorua Home-Based Childcare 	Rotokawa School 	Rotorua Lakes High School 
STAND 	Learning Adventures 	Tiaki Early Learning Centre 	Top Kids Lynmore 	Ohana Kindy 	
Board of Trustees (BOT) - receive a termly report from Kāhui Ako/ Presentation to the Bot's available at any time	Staff - English Medium and Māori Medium	Students (English Medium and Māori Medium) and their parents/whānau	Iwi/Hapū – Via local Kaumātua – Regular Contact	School Community	Community groups and Non-Government Organisations (NGO's) – Regular Contact

“Empowering and Encouraging our Community of Learners (Whānau, Learners and Teachers) to Engage in Learning”



Kahui Ako Lead Team



Lynmore School Hinei Taute Principal Co-Lead Kahui Ako	Rotorua Lakes High School Jon Ward Principal Co-Lead Kahui Ako	Mokoia Intermediate Rawiri Wihapi Principal	Owhata School Bob Stiles Principal	Rotokawa School Regan Williams Principal	Te Roro o terangi/Ngāti Uenuku Kopako Paraone Pirika	STAND for Children Lyn Balvert
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Lynmore School Hinei Taute Principal	Rotorua Lakes High School Jon Ward Principal	Rotokawa School Christine Roberts Supporting students with Additional Needs	Rotorua Lakes High School Glenda Cultural Responsive Pedagogy	Lynmore School Sian Twiddy Literacy Development	All Schools Supporting Transitions from cradle to career	All Schools Improving engagement and attendance
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Lynmore School Ben Kidd Shona Gibbs Whaiatua Eparaima	Rotorua Lakes High School Judith McLeod Stephanie Beaumont-Gill	Mokoia Intermediate Tineke O’Callaghan Kathryn McMurdo	Owhata School Callie Raureti	Rotokawa School
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Kei hea mātou? Where are we?



Eastern Rotorua Kāhui Ako

- 1 Lake Okareka Preschool
- 2 TopKids Lynmore
- 3 Eastern Suburbs Community Pre-School
- 4 Kidzworld Childcare Centre - Owata
- 5 Tiaki Early Learning Centre
- 6 ABC Rotorua East childcare
- 7 Ebabies@Owata
- 8 Rotokawa School
- 9 Rotorua Lakes High School
- 10 Lynmore Primary School
- 11 Owata School
- 12 Mokoia Intermediate School
- 13 Central Kids Kindergarten
- 14 Central Kids Kindergarten Owata
- 15 Rotorua Homebased Childcare



Background to the Development of this Plan

This ‘Theory for Improvement’ plan is being developed by Lynmore Primary School, Mokoia Intermediate, Owhata Primary School, Rotokawa School, and Rotorua Lakes High School as part of the Eastern Rotorua Kāhui Ako.

Work on this plan began in Term 1, 2017. Initially the work was started by the 3 across school lead teachers and the Lead Principal. The initial document format was suggested to the group by Niall Dinning and Knisha Ruland from the Ministry of Education and was adapted by the within our Kāhui Ako schools and lead Principal to its current format.

Input was sought from the within school teachers, BoT’s, Principals and teachers in each of the cluster schools. Advice, inclusions and adaptations were made to the draft plan and this final plan was completed.

This document is the framework for improvement in a number of key areas across our Kāhui Ako into the future. It is a document which will be reviewed each term and is intended to be responsive to change.

The process this development plan uses is:

- **Notice** - we need to be able see what our challenges are before we can do anything about them.
- **Think** - we need to be open to think about those challenges in a different way and from different perspectives.
- **Imitate** - once we have some possible solutions to what we have noticed we need to trial them.
- **Innovate** - once we are secure in using a new approach to our challenge we can innovate new ideas.

Monitoring and Reporting:

Data evidence is gathered in both summative and formative forms. Data and evidence will vary depending on the goal. Clear and constant communication with all stakeholders is key. twice termly formal reporting will be provided by the lead principal. Informal feedback is an intrinsic part of the culture of the Kāhui Ako.



How this ‘Theory for Improvement Plan’ links to the Kāhui Ako Cluster Wide Targets:

Kāhui Ako Cluster Wide Targets	Links to this plan
<p><u>Achievement Challenge targets for 2023-2025</u></p>	
<p>Leadership Development: identify, nurture and develop our leaders, across the Kāhui Ako</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3 x Across School Lead teachers for each Achievement Challenge area – Culturally Responsive Pedagogy, Supporting students with Additional Needs, Literacy Development. Employed for 2 days per week. <input type="checkbox"/> Each school will employ “Within School Teachers” specifically to support the Kahui Ako Achievement Challenges. <input type="checkbox"/> 2 x Across school Lead Principals (1 day each per week) employed <input type="checkbox"/> BSL PLD available to schools <input type="checkbox"/> Hapū involvement - Paraone Pirika <input type="checkbox"/> Clear job descriptions for all stakeholders <input type="checkbox"/> Regular within school lead teacher meetings with Across School Lead Teachers <input type="checkbox"/> SENCo, and SWAN AST Kāhui Ako meetings – Learning Support Register collaborative <input type="checkbox"/> Ongoing development in each school with DP’s, SENCO, Learning Support Coordinators who are dedicated to transition programmes in each school <input type="checkbox"/> Ongoing development in each school with Taiao learning experiences and Tatau Pounamu/Horizon <input type="checkbox"/> Icept training and support for SENCO and LSC’s
<p>Supporting students with Additional Needs Teachers: Support the development across schools to identify, track and develop improved outcomes for students with additional needs. Collaborate with school representatives to connect outside agency support to school, student and whanau needs. Students: All students have confidence to effectively express their own point of view and perspectives as well as listen and respond to others.</p> <p>Literacy Development - SL/ Icept/ Better Start Literacy etc Teachers: Share & develop knowledge and understanding of Teacher Pedagogy, Teacher processes, Skills & Moderation, Assessment for learning, and Evaluation in Literacy across Years 1-13. Students: All students will have access and support to Literacy Interventions to support individual needs.</p> <p>Culturally Responsive Pedagogy/Localised Curriculum Teachers: Develop culturally responsive relationships with staff in schools to identify each school’s needs. Students: All students feel a strong sense of belonging and are confident to express themselves and their culture.</p>	

<p>Ongoing development: Readiness to Learn: to have students and whanau who are engaged with education from ECE, through to Primary, to Intermediate, to High School and beyond. Promoting and Developing Science: to have students and whanau aware of and understand science as an integral part of our lives. Attendance: to improve attendance of all students below 90% attendance.</p>	
<p>Student Progress: All students will make progress in either Te Whāriki, NZC or Te Marautanga o Aotearoa over the school year. Please see individual school’s Analysis of Variance.</p>	
<p>Other suggestions:</p>	



Role Descriptions

<p>School Principal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Active participant (suggest improvements, changes, new initiatives, feedback and/or challenges) at all Principal meetings <input type="checkbox"/> Share feedback that is appropriate for Kāhui Ako from your board meetings <input type="checkbox"/> Encourage and support initiatives (within school and across the Kāhui Ako) in their school <input type="checkbox"/> Communicate relevant information to all stakeholders (staff, community, board etc.) in a timely manner <input type="checkbox"/> Provide a job description and appraisal timetable for Within School Lead Teachers. Provide Lead Principal with the names of these people and notify if there are any changes throughout the year <input type="checkbox"/> Ensure release time for Within School Teachers is allocated and the time is utilised in accordance to their role <input type="checkbox"/> Ensure time is allocated to celebrate the successes (Within school, Across schools) and share updates on our Kāhui Ako. <input type="checkbox"/> Provide key dates within the calendar year and update this accordingly. <input type="checkbox"/> Allow teachers to use release time to observe classroom practice across the Kāhui Ako <input type="checkbox"/> Encourage the use of the Cluster directory and encourage and provide opportunities for staff members to observe others within our Kāhui Ako (e.g. crt time)
<p>BOT Members</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure Kāhui Ako has a time in board meetings. <input type="checkbox"/> Suggest improvements, changes, new initiatives, feedback and/or challenges for your school within the context of the Kāhui Ako <input type="checkbox"/> Communicate to the school community how the Kāhui Ako is progressing
<p>Lead Principals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide leadership in building productive collaboration in the Kāhui Ako <input type="checkbox"/> Facilitate the ongoing development and implementation of the Kāhui Ako achievement plan <input type="checkbox"/> Support the professional growth of Kāhui Ako principals and teachers <input type="checkbox"/> Provide leadership in the use of professional expertise across schools to meet the Kāhui Ako achievement challenges. <input type="checkbox"/> Ensure effective lines of communication are established and maintained with all schools in the Kāhui Ako. <input type="checkbox"/> Report to the MoE as required on behalf of the Kāhui Ako <input type="checkbox"/> Ongoing communication with all stakeholders
<p>Across School</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on improving teaching practices in order to meet the shared achievement challenge

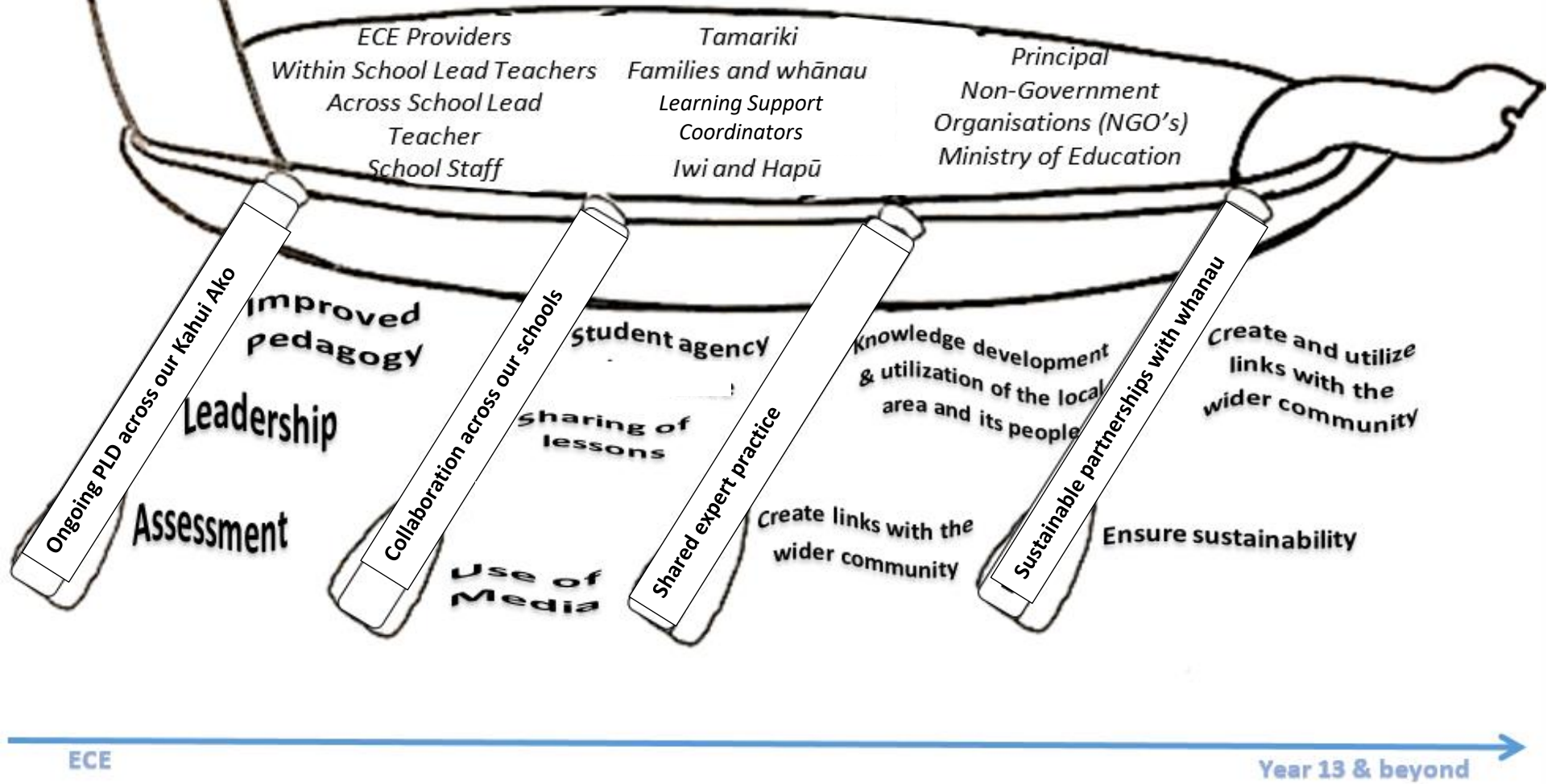
“Empowering and Encouraging our Community of Learners (Whānau, Learners and Teachers) to Engage in Learning”

<p>Lead Teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with colleagues to identify and address problems of professional practice <input type="checkbox"/> Work closely with the Community leadership role <input type="checkbox"/> Promote best teaching practice within a school <input type="checkbox"/> Strengthen the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives <input type="checkbox"/> support improvement in student achievement and well-being by strengthening teaching and leadership practices <input type="checkbox"/> Use their skills and knowledge in new ways across our Kāhui Ako <input type="checkbox"/> support, develop and encourage the sharing of effective practices that improve educational achievement. <input type="checkbox"/> Communicate key dates in a timely manner <input type="checkbox"/> Facilitate within-school lead teacher meetings <input type="checkbox"/> Actively participating in PLD and hui <input type="checkbox"/> Clear communication with all stakeholders
<p>Within School Lead Teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bring expertise/voice from each school to a shared forum <input type="checkbox"/> Relate information back to staff about what is happening within and across our Kāhui Ako <input type="checkbox"/> Create links between your schools and our Kāhui Ako and vice versa <input type="checkbox"/> Actively participating in PLD and hui <input type="checkbox"/> Supporting teachers within your schools <input type="checkbox"/> Support the building of relationships alongside our Kāhui Ako across school lead teachers <input type="checkbox"/> Being open to staff across our Kāhui Ako observing classroom practice <input type="checkbox"/> Ensuring job description is provided and appraisal timetable is planned for and shared <input type="checkbox"/> Ensure release time time is recorded and utilised in accordance to your role
<p>School Staff</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Stay up to date with developments and initiatives in the Kāhui Ako <input type="checkbox"/> Being open to staff across our Kāhui Ako observing classroom practice <input type="checkbox"/> Active participant (suggest improvements, changes, new initiatives, feedback and/or challenges) on all Kāhui Ako matters <input type="checkbox"/> Utilise Cluster Directory and organise observations during CRT
<p>Iwi/Hapū</p>	<ul style="list-style-type: none"> <input type="checkbox"/> On-going communication

Kāhui Ako Outcomes

'Supporting Children with Additional Needs' Development Plan

Goals: all students who need additional support to access learning and engagement opportunities are catered for across our Kahui Ako. Priority needs are identified and dedicated staff work towards improving outcomes for children.



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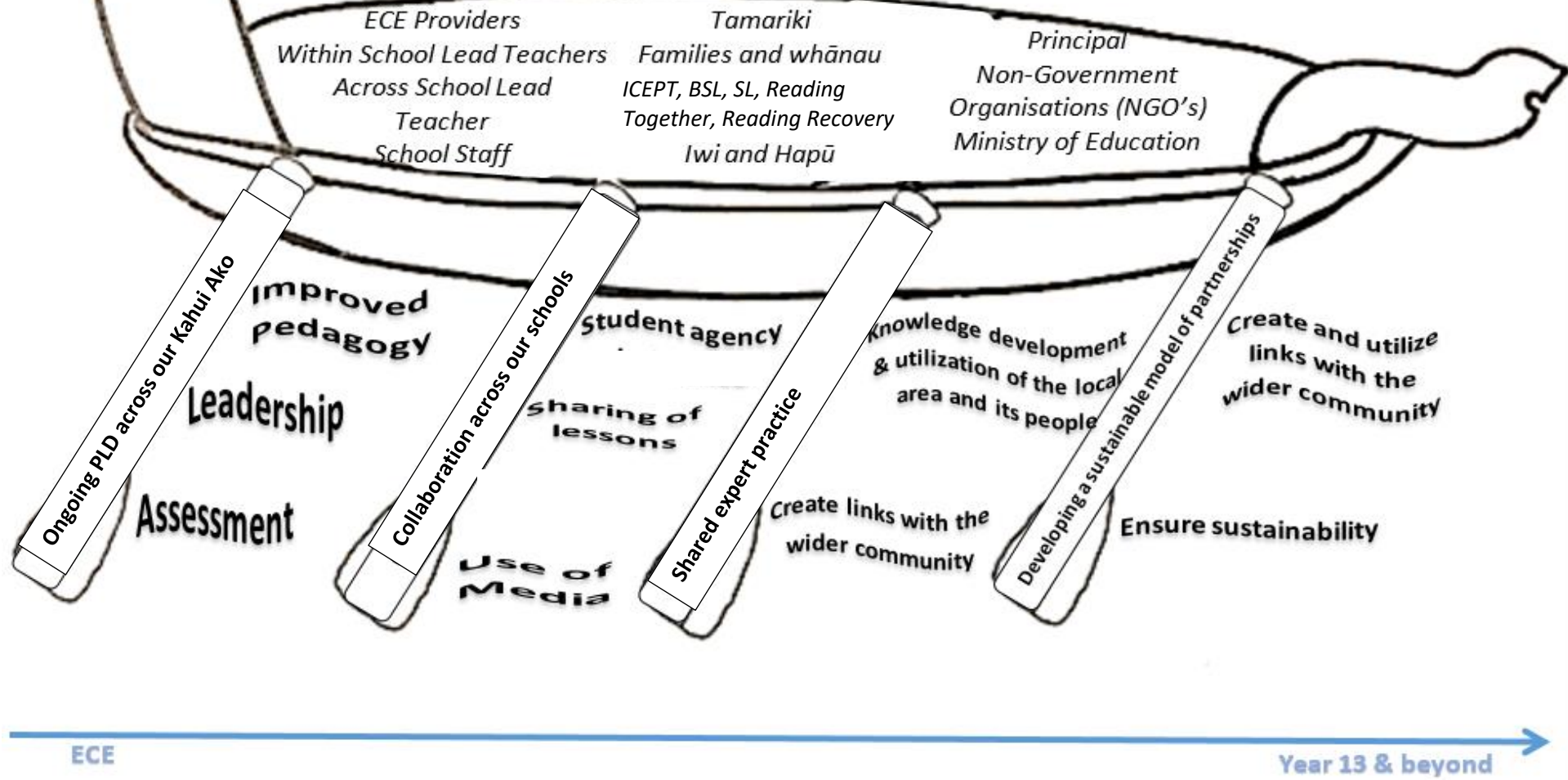
Kāhui Ako Outcomes

‘Literacy – Language, Symbols & Text’ Development Plan

Goals:

Teachers: Share & develop knowledge and understanding of Teacher Pedagogy, Teacher processes, Skills & Moderation, Assessment for learning, and Evaluation in Literacy across Years 1-13.

Students: All students will have access and support to Literacy Interventions to support individual needs

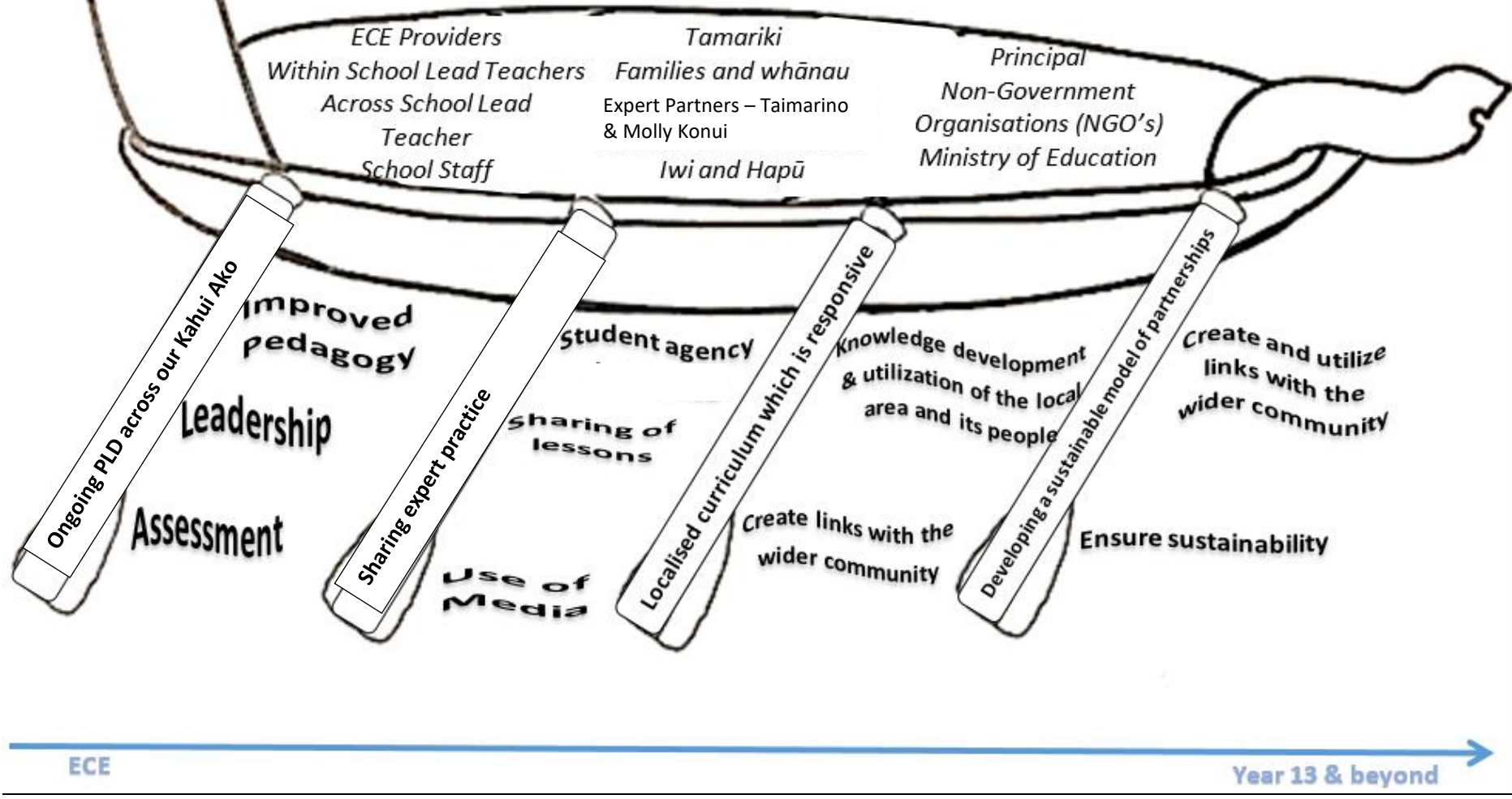


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Kāhui Ako Outcomes

‘Culturally Responsive Pedagogy/Localised Curriculum’ Development

Goals: Teacher – Develop culturally responsive relations with staff in schools to identify each school’s needs.
 Students: All students feel a strong sense of belonging and are confident to express themselves and their culture.



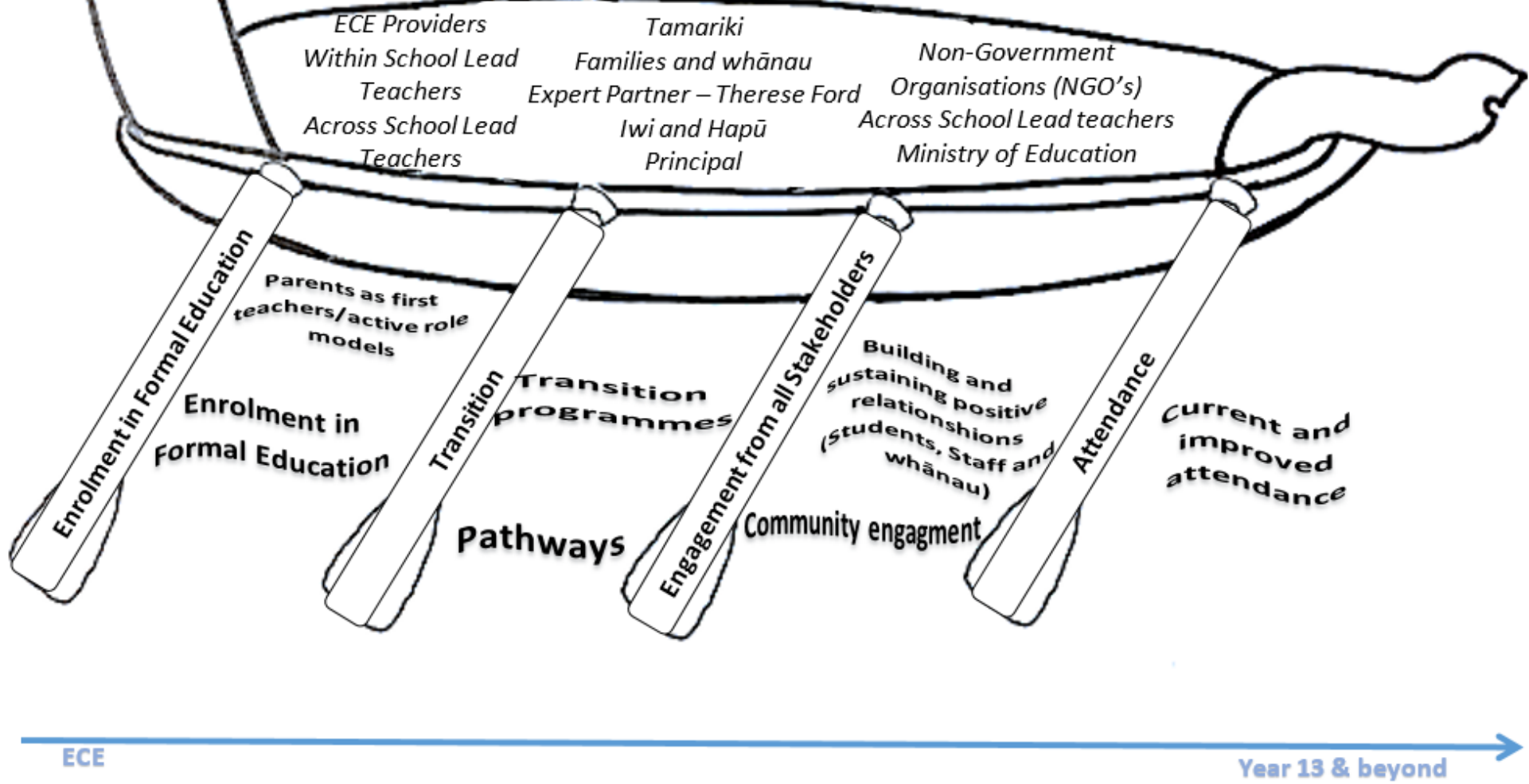
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Kāhui Ako Outcomes

'Readiness to Learn' Development Plan

Goal:

- To have students and whānau who are engaged with education from ECE, through to Primary, to Intermediate, to High School and beyond

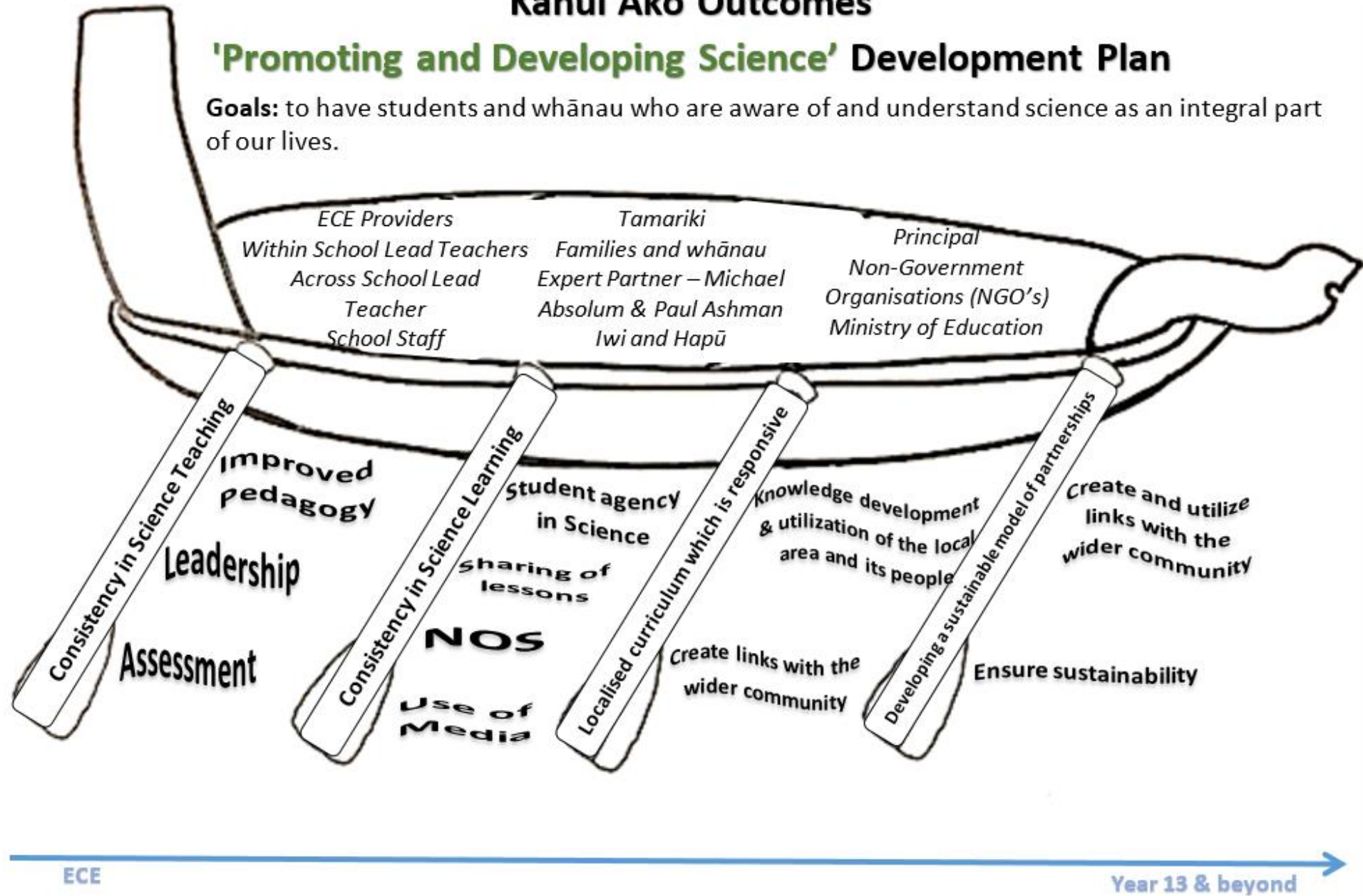


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Kāhui Ako Outcomes

'Promoting and Developing Science' Development Plan

Goals: to have students and whānau who are aware of and understand science as an integral part of our lives.



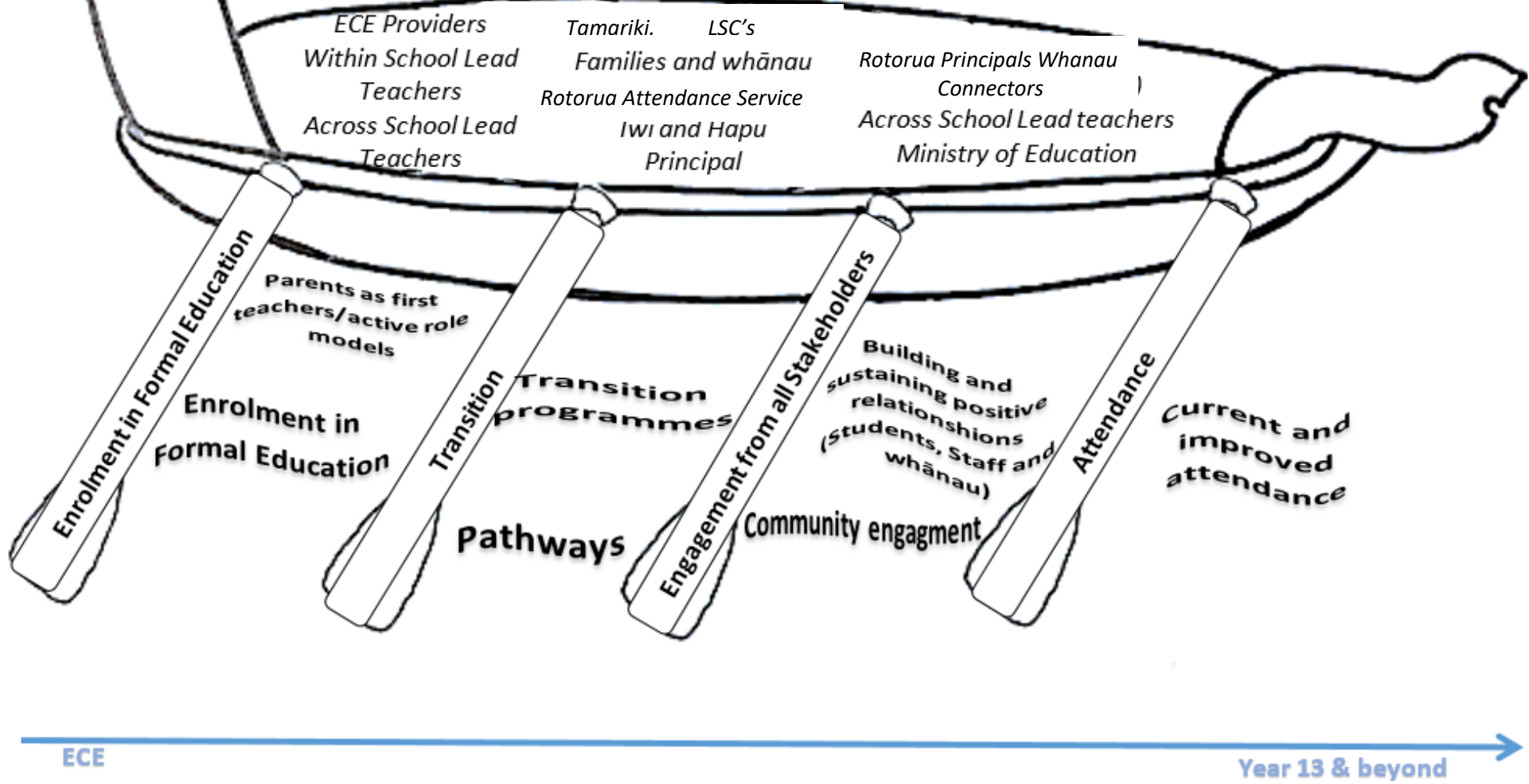
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Kāhui Ako Outcomes

‘Attendance in Education’ Development Plan

Goal:

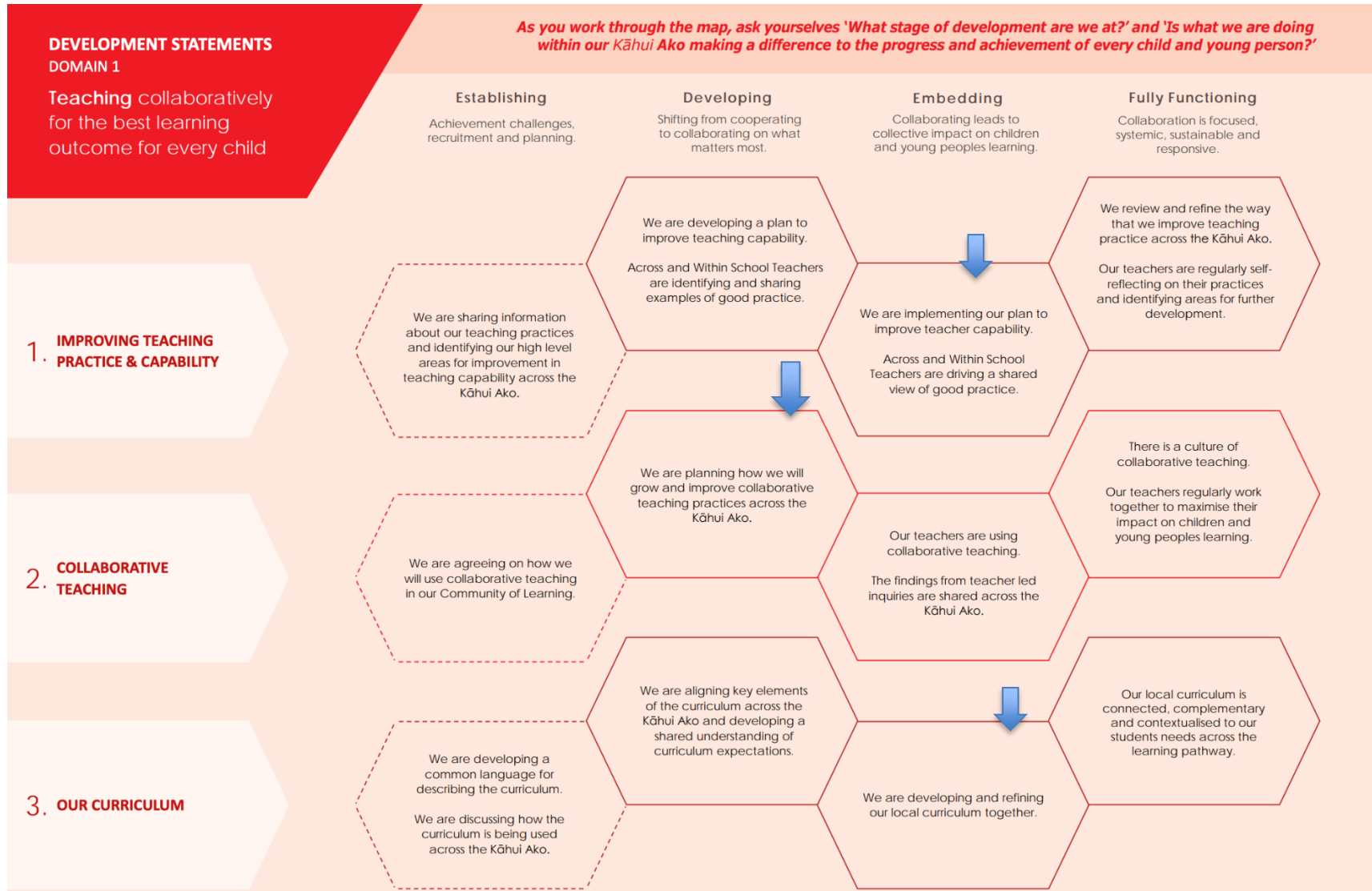
- To have students and whānau who are engaged with education from ECE, through to Primary, to Intermediate, to High School and beyond



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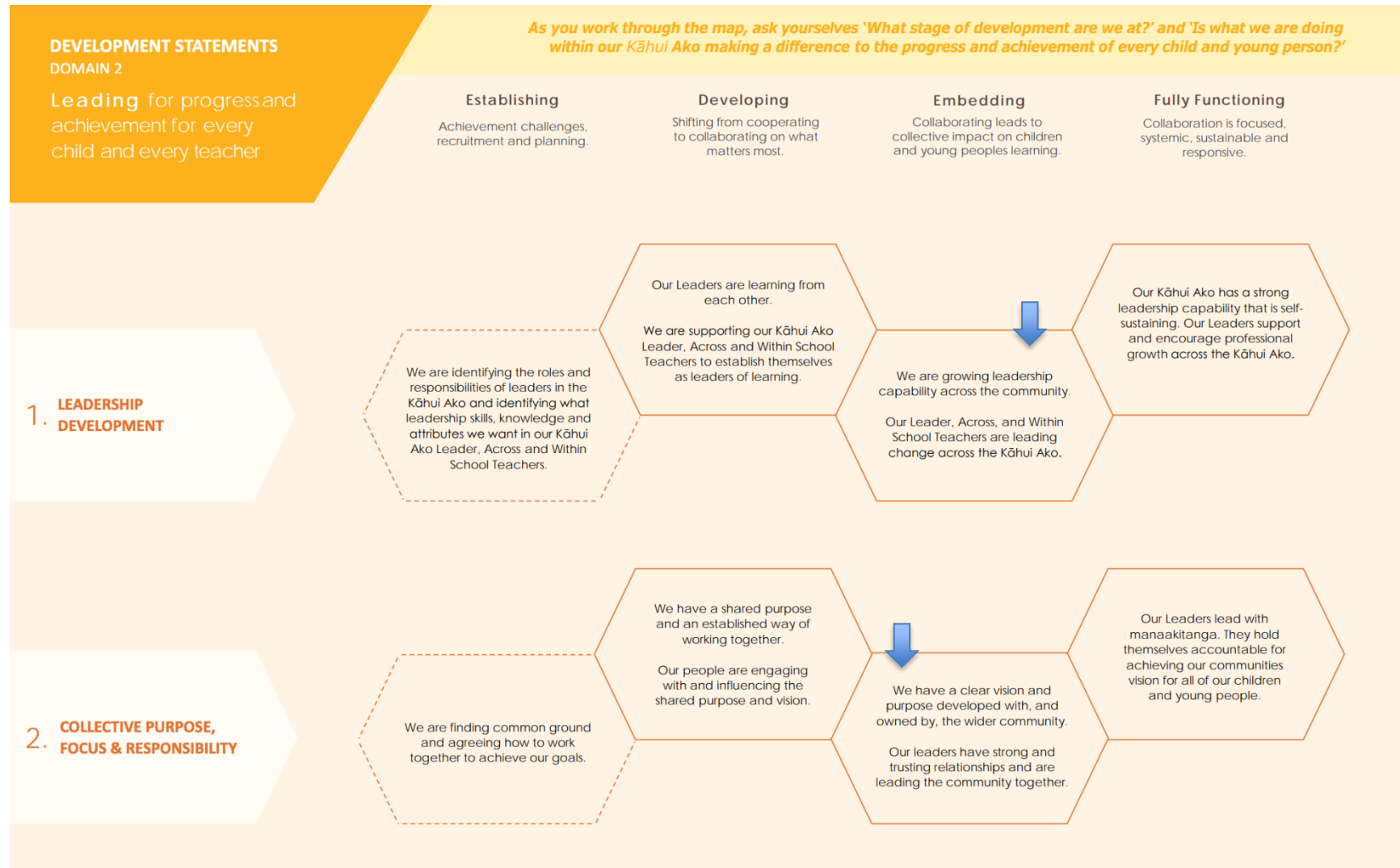
2023 Review: ↓



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2023 Review:



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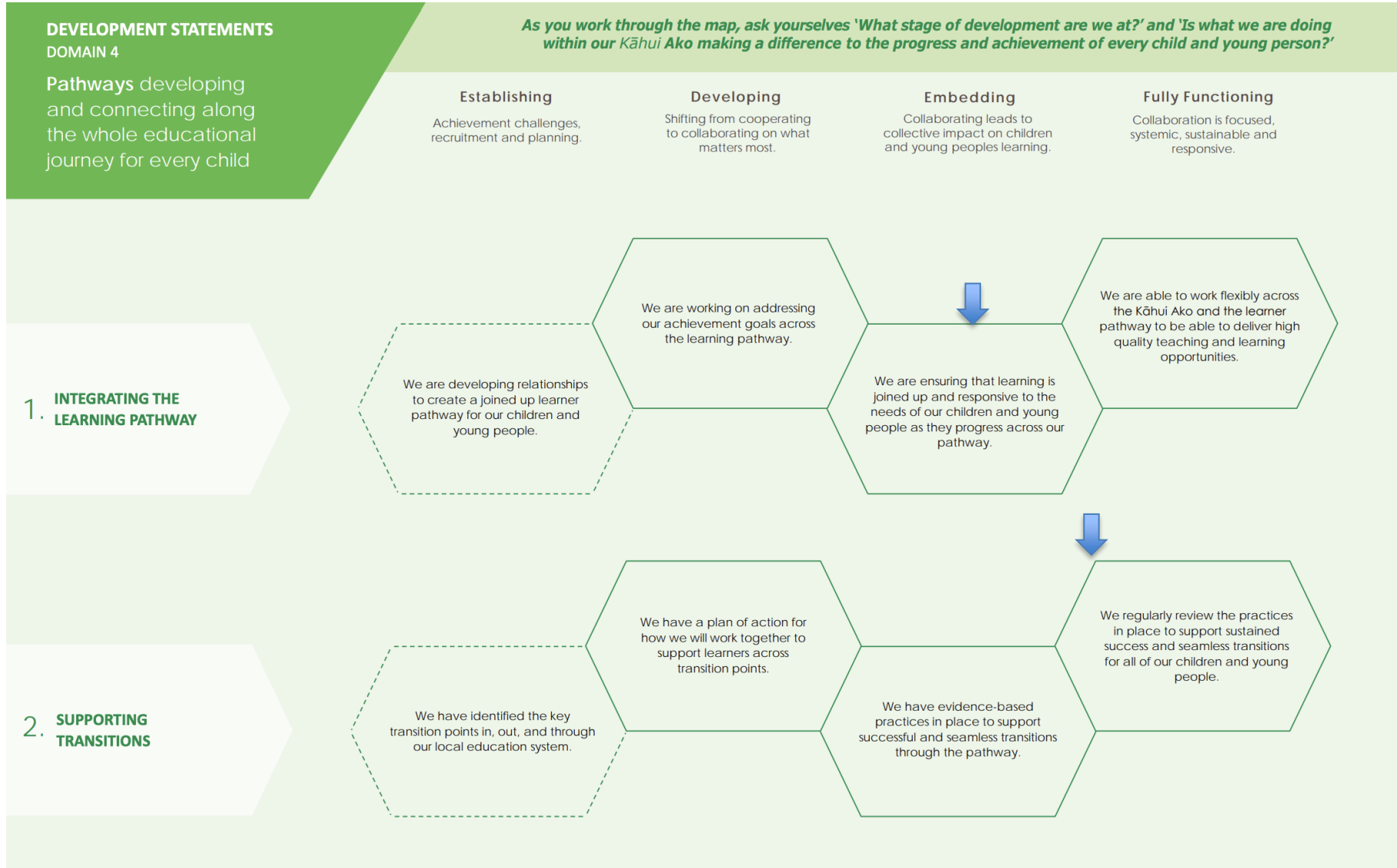


2023 Review:



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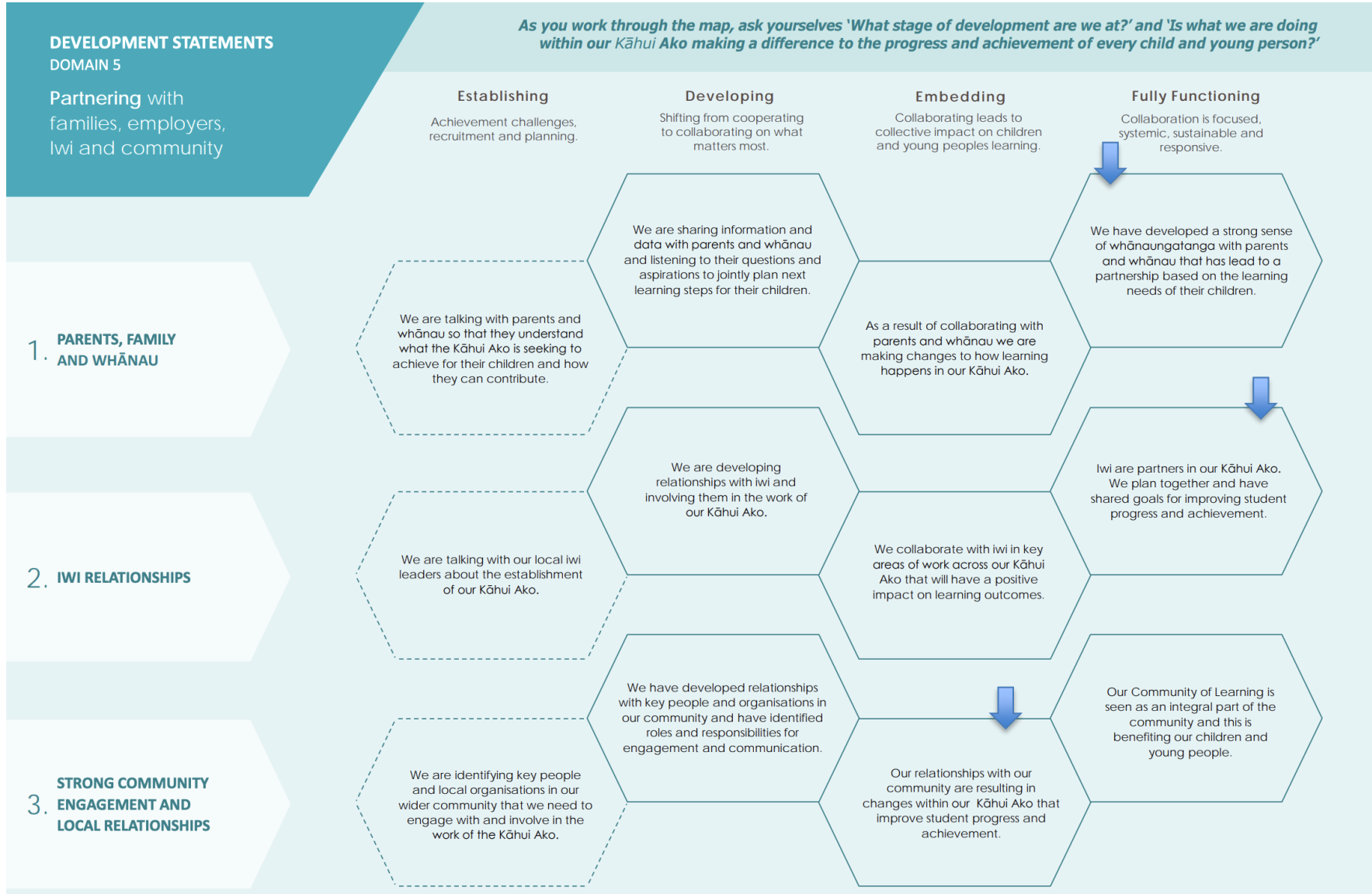
2023 Review:



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2023 Review:



“Empowering and Encouraging our Community of Learners (Whānau, Learners and Teachers) to Engage in Learning”



Development Plan for ‘Supporting Students with Additional Needs’
Notice, Think, Imitate and Innovate

Team: SENCo, LSC, AST, Whānau/Students, Ministry of Education, RTLB, STAND, Hapū

Version: 4

Date: February 2024

Strategic Goal: To provide a consistent means for the Rotorua East Kāhui Ako to identify, track and establish outcomes for students with additional needs - Learning Support Register

Achievement challenge link:

Objective 1	<i>To identify, track and establish kāhui wide outcomes through the LSR</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
<p>A consistent way for a collective to collect data to collate, analyse, and use the data to inform decision making.</p> <p>Through the LSR further be able to provide positive outcomes for all students with additional needs.</p>	<ul style="list-style-type: none"> Review of the LSR document and how it functionally works 	LSR documents - 1 per school/centre	Term 4 - yearly	AST, MOE, SENCo	<ul style="list-style-type: none"> Reviewed LSR document current and up to date 	Utilisation of LSR tool
	<ul style="list-style-type: none"> Review of the consent documentation 	LSR consent document	Term 4 - yearly	AST, MOE, SENCo	<ul style="list-style-type: none"> Reviewed LSR consent current and up to date 	
	<ul style="list-style-type: none"> Clear processes kāhui akowide with set dates for LSR meeting 	LSR processes	Term 4 - yearly	AST	<ul style="list-style-type: none"> All processes are clear and understood by all 	SENCo / lead teacher conversations and reviews
	<ul style="list-style-type: none"> Collate/analyse the collective LSR hui to work collectively and identify, prioritize, and respond to learners' needs. termly Kāhui ako LSR meeting which supports us to plan how to work together, identifying trends, deploy resources and build capability across the cluster. Actions will be created with the AST supporting and following up actions taken. 	LSR reports	Termly	SENCo, MOE, RTLB, DHB, STAND, hapū, Community organizations, Whānau/ Tamariki	<ul style="list-style-type: none"> Attendance at LSR termly meetings Outcomes / actions identified and followed up from LSR meetings. Status definitions within the LSR changing to reflect the actions carried out. 	
	<ul style="list-style-type: none"> Collation of Everyday matters attendance reports in report format Attendance analysis - kāhui ako wide 	Everyday matters reports	Week 4 of each term		<ul style="list-style-type: none"> Cluster wide attendance report based on Everyday matters 	
<p>Monitoring and Reporting</p> <ul style="list-style-type: none"> Termly reporting of LSR - LSR folder Regular meetings with Key personnel termly reflection on role / note 						



Development Plan for 'Supporting Students with Additional Needs'
Notice, Think, Imitate and Innovate

Team: SENCo, LSC, AST, RTLB, MOE

Version: 4

Date: February 2024

Strategic Goal: To collaborate with Schools to provide a consistent means for individual schools to identify, track and establish outcomes for students with additional needs - Learning Support Register.
Achievement challenge link:

Objective 2		<i>Support SENCo to identify, track and establish individual school outcomes through the LSR</i>				
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
A consistent way for individual schools to collect data to collate, analyse, and use the data to inform decision making. Through the LSR further be able to provide positive outcomes for all students with additional needs.	<ul style="list-style-type: none"> Support SENCo & ECE leads to identify, track and establish outcomes Regular meetings with leads to establish goals/discuss key areas within the school 	AST tracking sheet,	On-going	AST SENCo Key leaders LSC	<ul style="list-style-type: none"> SENCo/ECE leads are supported in their roles Clear communication with those that need to be involved. 	Utilisation of LSR tool SENCo / lead teacher conversations and reviews
	<ul style="list-style-type: none"> Provide an individualized LSR report -an overview of the school data Alongside schools, use data will then help to <ul style="list-style-type: none"> identify trends plan to meet those needs work to build capability / understand across the school/kura - pld/resource support where req 	Individual school reports Individual school action plans Time	Termly/when req.	AST, MOE, SENCo	<ul style="list-style-type: none"> Action plans that are responsive to the data/trends identified 	
	<ul style="list-style-type: none"> Transition processes to support individual students with additional needs Supporting students with transition support 	Transition documents	Term 3 - Year 6/8 Ongoing - ECE to Yr 0	SENCo, AST, MOE, RTLB	<ul style="list-style-type: none"> 	
Monitoring and Reporting <ul style="list-style-type: none"> Individual School SWAN folders termly reflection on role / note 						



Development Plan for 'Supporting Students with Additional Needs'
Notice, Think, Imitate and Innovate

Team: SENCo, LSC, AST, STAND, community connections

Version: 4

Date: February 2024

Strategic Goal: Connect outside agency support to support school, student and whanau needs.

Achievement challenge link:

Objective 3	<i>Build and maintain relationships with external agencies and connect these external agencies with schools.</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
A relationship between the schools and outside agencies	<ul style="list-style-type: none"> • Identification of key experts within the community <ul style="list-style-type: none"> • Who are they • What are their strengths / key areas of expertise • Key contact details 	Document collating these	On-going	AST, School staff, community groups	<ul style="list-style-type: none"> • Sharing of expert information • connection with experts 	Discussion with schools around the relationships/key expertise that they use
	<ul style="list-style-type: none"> • Create links between schools and the wider community - see individual and kāhui ako LSR goals 		on-going			
	<ul style="list-style-type: none"> • Sustainability of relationships for long term - On-going connections • Identification of goals and how we as a kāhui ako can support 		on-going			
Monitoring and Reporting <ul style="list-style-type: none"> • termly reflection on role / note • Discussions 						



Development Plan for ‘Literacy – Language, Symbols and Text’

Notice, Think, Imitate and Innovate

Team: Sian, Karen, Lisa, Michael, Callie, Emma, Robyn, Christina, Rebecca, Annemarie, Tineke, Jude, Lucile, Justin

Version: 4 Date: February 2024

Strategic Goal: Developing consistency and building teacher capability at both tier 1 (classroom level) and tier 3 (intervention level).

Achievement challenge link: Links to student achievement in Literacy Reading & Writing.

Objective 1	<i>To support school leaders and teachers in proven practices to raise literacy achievement across kura.</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
To have build, developed and sustained effectively literacy practices across the kāhui ako.	<ul style="list-style-type: none"> Identifying and supporting learners/Kaiako with next steps for learning. <ul style="list-style-type: none"> Intervention pathway 	<i>School Data SWAN data</i>	Ongoing	<i>SENCO, AST - SWAN, Literacy leads, LSC, UDL - Lakes, classroom teachers</i>	<ul style="list-style-type: none"> SENO/Kaiako are supported in their roles Clear communication with those that need to be involved. 	Termly School and individual feedback - responsive support is provided as required
	<ul style="list-style-type: none"> Develop and build on current understandings of best practice <ul style="list-style-type: none"> PLD opportunities - Reading Together, Better Start Literacy, Reading Recovery, Structured Literacy In class support as required across school Professional discussions as required 		Termly	<i>SENCO, AST - SWAN, Literacy leads, LSC UDL - Lakes, School Leaders</i>		–Termly reflection of practice
	<ul style="list-style-type: none"> Foster pedagogical consistency across and within schools. <ul style="list-style-type: none"> Systems / processes Assessments 		Annually	<i>School Leaders</i>		
	<ul style="list-style-type: none"> Engaging with Whanau and wider community - ECE 		Termly			
Monitoring and Reporting Collation of school wide achievement data in Literacy						



Development Plan for ‘Culturally Responsive Pedagogy/Localised curriculum which is responsive’

Notice, Think, Imitate and Innovate

Team: Glenda Curtis, Lisa Hohepa, Michael Cunliffe, Anne-Marie Hyde, Callie Raureti, Christina Roberts, Stephanie Beaumont-Gill

Version: 4
Date: February, 2024

Strategic Goal: All students feel a strong sense of belonging and are confident to express themselves and their culture. Students and Teachers to experience and understand learning in local contexts and histories.

Achievement challenge link:

Objective 1	<i>Develop and support local curriculum contexts and relationships across our schools with iwi/hapū and other external stakeholders.</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
To provide a positive environment where students background and culture are at the centre of the learning	Focused PLD Years 9-13 Mana Whānau - Connect with our local experts and create a shared directory for reference across schools Mana Ūkaipo – Cultural identity is fostered across the school Mana Motuhake – Targeted teaching and learning to mee student needs Mana Tū – Relationships are at the forefront of all communications. Mana Tangatarua – Diversity is valued	<i>Creation of an on-line resource</i> <i>Link back to Mental Health Education Years 1-13 MOE</i> <i>Niho Taniwha</i> <i>Melinda Webber Research</i>	Annual	AST, School Leads Community Groups Taimarino PLD providers Molly Konui Paraone Pirika Nireaha Pirika	Survey for all Māori students Years 9-13	Half year and full year

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	Identifying local curriculum contexts in Years 9-13 at RLHS to share across schools	Creating an online document	Annual	<i>AST, School leads</i>	On-going updates	Discussion with in school leaders
<p>Monitoring and Reporting Termly reflection on role Discussions</p>						



Development Plan for Readiness to Learn: ‘Enrolment in Education’

Notice, Think, Imitate and Innovate

Team: Christina (R), Rebecca (R), Talia (R), Karen(L), Ruth (L), Maryanne (L), Jackie (M), Annemarie (M), Sue (M), Callie (O), Robyn (O), Emma (O), AJ (LSC), and RLHS, Contributing ECE - Leslie, Sarah, Jenny, Bobett, Wendy, Aimee, Denise, Barbara, Justine & Whanau

Version: 4
Date: February, 2024.

Strategic Goal: To have all children ready to engage in learning for their next Educational Pathway (Home, ECE, Primary, Intermediate, High School)

Achievement Challenge Link: In order to meet any of our achievement challenges in Reading, Writing, Mathematics and Science, parents as first teachers and then enrolment in formal education is integral

Objective 1	<i>Parents as first teachers/Parents as Role Models</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
Parents to have confidence in their ability to be actively involved in their child’s school life.	Teachers being approachable and aware of whanau situations and what is happening at home. e.g. support being needed at home, internet, parent feelings about school life etc. Open, Approachable, communication.	<i>Time - Regular visits to ECE</i>	On-going	<ul style="list-style-type: none"> • Teachers - ECE and school • Whānau • Community organization • SENCO • LSC’s 	<ul style="list-style-type: none"> • Part of the school culture • The information is provided and discussed with the appropriate personnel 	Survey newly enrolled whanau.
	Schools having clear pathways for these families and whānau. Transition pack outlining school expectations. <ul style="list-style-type: none"> • Clarity in support processes/courses/information for parents in their own home (under 3-6’s). • Clear job titles/contact information that can be passed on to parents and whānau where needed. 	Transition pack A means of communication (website, phone, email etc)	Yearly review - review as and when required.	<ul style="list-style-type: none"> • Schools-communication of important information • LSC’s • Principals, Deputy Principals, Board, PTA • Rotorua E & A Whanau Connectors • Community leaders/Kaumatua • Marae/Hapu links • Plunket 	<ul style="list-style-type: none"> • Teachers using their own initiative to access support • Clear communication with those that need to be involved. 	

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				<ul style="list-style-type: none">• MCA• Tipu Ora• Lakes DHB b4 school check/ health nurse• ECE/Schools• Community Groups		
Monitoring and Reporting <ul style="list-style-type: none">• Annual collation of survey review						



Development Plan for Readiness to Learn: ‘Transitions’

Notice, Think, Imitate and Innovate

Team: ECE teachers, school teachers, Principals, Deputy Principals, SENCo’s, Whānau

Version: 4

Date: February, 2024

Objective 2	<i>ECE/Primary/Intermediate/Highschool/Beyond Transition Processes</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
Clarity around transition processes	Collate transition processes for each learning institution. Add to each learning institution (including Rumaki) folders. <ul style="list-style-type: none"> • How • transition numbers • When • Where • Key people/Photo • Forms/Flyer etc. 	<i>Transition flier for each Kura</i>	When required.	<ul style="list-style-type: none"> • Learning institutions • Christina, Karen, Jackie, Callie, AJ • Within School Lead teachers • Transition leads 	Folder that holds up to date transition flier	Monitored by AST and communication direct to each Kura termly.
	Share this information with the different centers that feed into this learning institution.	<i>Time - Face to face contact</i>	When required.	<ul style="list-style-type: none"> • Christina • Various institutions 	Information shared	Monitored by AST and communication direct to each Kura termly.
	Key dates/Info identified ASAP for Year 6/Year 8 transitions <ul style="list-style-type: none"> • dates - including visits, parent information evening (At primary schools, Intermediate, Lakes), key events for students for cross school events, teachers crossing over • data required • information required • enrolment of students 			<ul style="list-style-type: none"> • Primary Year 6 • Mokoia • Lakes High 		

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	School staff supporting all transitions		When required.		Monitored by AST and communication direct to each Kura termly.
Monitoring and Reporting <ul style="list-style-type: none">• Folder that holds the yearly transition information					



Development Plan for Readiness to Learn: ‘Engagement from all stakeholders’
Notice, Think, Imitate and Innovate

Team: LSC’s, SENCO, Senior Leadership in Kura, Whanau, Kura Staff

Version: 4

Date: February, 2024.

Strategic Goal: To improve attendance and engagement of all stakeholders.

Achievement Challenge Link: In order to meet any of our achievement challenges in Reading, Writing, Mathematics and Science, children, Whānau, our community, organisations and school staff need to be engaged in the learning process.

Objective 2	<i>Student Engagement - Across School activities</i>					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
Need for improved attendance	Collate all schools Attendance policy/Processes. Add to each schools folders. Support schools to add Kahui Ako Lead teachers into this process. Discussions with schools/Organisations (where applicable) to identify names, needs, numbers for attendance issues.	<i>Everyday matters report each term</i>	Annually	<ul style="list-style-type: none"> • <i>MOE Attendance</i> • <i>AST</i> • <i>Senior Leadership</i> • <i>Teachers</i> • <i>LSC’s</i> • <i>Whanau Connectors</i> • <i>Attendance Officer - RLHS ASA</i> 	<ul style="list-style-type: none"> • Individual School reports sent to Christina • Individual School follows up non-attendance 	Termly
To support across cluster relationships	Identification of all student leaders in each school/across schools. Sharing the strengths across schools <ul style="list-style-type: none"> • Shared Resources - EPro8, Aquabots, Science • Kahui Ako events - TOD’s, Kapahaka, EPIC, Cross Country 	<i>As required</i>	Annually	<ul style="list-style-type: none"> • <i>All staff in schools</i> • <i>MOE A & E</i> • <i>Kahui Ako Representatives</i> 	<ul style="list-style-type: none"> • Individual school report to MOE • Everyday Matters Attendance Report 	Termly - by SWAN AST



	<ul style="list-style-type: none"> • Develop holistic programmes to engage specific learners to improve student/whanau engagement • Increased opportunity to engage in strength/interest based learning • Responsive teaching approaches to meet individual student needs 			<ul style="list-style-type: none"> • <i>schools</i> • <i>across Kahui lead teachers</i> 		
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Monitoring and Reporting

To MOE for individual School A & E projects and Half Yearly Everyday matters Kahui Ako reports.
Improved attendance at school. Ongoing monitoring of attendance.



Development Plan for ‘Consistency in Science Teaching’
Notice, Think, Imitate and Innovate

Team: In school science leaders, Hapū representative - Nireaha Pirika, leadership team, teachers

Version: 4

Date: February, 2024.

Strategic Goal: Consistency in science teaching

Achievement challenge link: To expose all teachers to PLD so they can build confidence and expertise in-order to teach science in a fun and innovative way, that engages our students to be ‘science literate’

Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
Objective 1: Student are aware that Science is an integral part of their lives	<ul style="list-style-type: none"> ongoing PLD for Teachers as the opportunities arise for teacher PLD Opportunities for Science exploration in localised curriculum contexts Engagement with Hāpu biosecurity initiatives Engagement with Te Arawa Lakes Trust (TALT) - Catfish monitoring Engagement with SCION 	<i>PLD</i> <i>house of science</i> <i>equipment</i> <i>digital devices</i> <i>internet</i>	Annually	<i>House of Science</i> <i>Ngāti Uenuku</i> <i>Kopako</i> <i>TALT</i> <i>Teachers</i> <i>LSC’s</i>	<ul style="list-style-type: none"> Anecdotal feedback from Kahui Ako schools 	Annually
	Leadership In-School Teacher working alongside school Teachers, building confidence and independence to teach science.	Providing time and resource where required	Annually	<i>In School teachers and leaders</i>		

Monitoring and Reporting

Science teaching and learning is embedded in school practice. Schools connect and collaborate with each other and outside providers as part of the localised curriculum.



Development Plan for 'Attendance'

Notice, Think, Imitate and Innovate

Team: Christina Roberts/SENCO, LSC's, Jaylene Raukawa (Rotorua Engagement & Attendance) All teachers - ECE, Primary, Intermediate, High School

Version: 4

Date: February, 2024.

Strategic Goal: To improve attendance of all students below 90% attendance

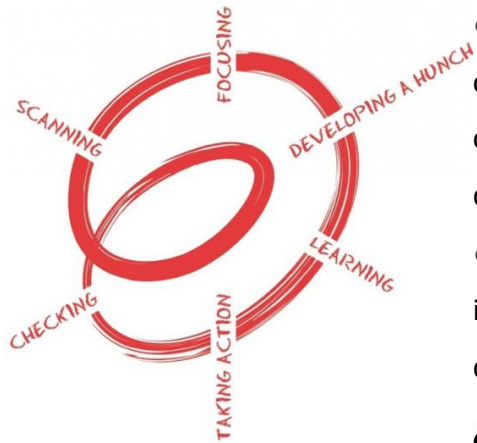
Achievement Challenge Link: In order to meet any of our achievement challenges in Reading, Writing, Mathematics and Science, children need to have regular attendance at their learning institution.

Objective 1	To Support improved attendance					
Desired Outcome	Actions to meet the outcome	Resources	Time Frame	Personnel	Measure of success	Review
Need for improved attendance	Collate all schools Attendance policy/Processes. Add to each schools folders. Support schools to add Kahui Ako Lead teachers into this process.	<i>Online folder</i>	Term 1	<input type="checkbox"/> Christina/ <input type="checkbox"/> SENCO <input type="checkbox"/> Within School	All schools folders have their processes in.	
	Discussions with schools/Organisations (where applicable) to identify names, needs, numbers for attendance issues.		On-Going	<input type="checkbox"/> Christina <input type="checkbox"/> SENCO <input type="checkbox"/> Within School <input type="checkbox"/> Learning institutions	Evidence to reflect names, needs and numbers for attendance of children at risk of not attending.	
	Contact Whānau through the different learning centers to develop: <ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Whānau voice/reasons about absence 			<input type="checkbox"/> Whanau <input type="checkbox"/> Christina <input type="checkbox"/> SENCO <input type="checkbox"/> Within School	Open communication between all involved.	
	Co-construction of an informed plan with clear goals of action to improve attendance <ul style="list-style-type: none"> <input type="checkbox"/> student involvement <input type="checkbox"/> teacher involvement <input type="checkbox"/> school involvement <input type="checkbox"/> whānau involvement 				Plan co-constructed to meet the needs of/support developed attendance.	
	Monitoring of attendance/Providing support				Improved attendance.	
Monitoring and Reporting Improved attendance at school. Ongoing monitoring of attendance.						



Inquiry Foci - The six parts of the spiral of inquiry:

(<http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/The-spiral-of-inquiry>)



- **Scanning** - What's going on for learners? More emphasis is placed on teacher observations of students, in all circumstances. There are some difficult questions to ask, such as: Is it alright for some learners to experience challenging and engaging learning in one classroom while in the room next door the students are not? Scanning is not done overnight, can last two months, and may turn up surprises.
- **Focusing** - Where will concentrating our energies make the most difference? Focusing well will lead to informed actions, and usually means selecting no more than one or two areas so that the inquiry is "focused and deep". The authors point out that a common focus generates the momentum to transform schools.

Graphic credit: Judy Halberg and Linda Kaser (2013)

- **Developing a hunch** - How are we contributing to the situation? "Hunch" is an important word – hunches may not be totally accurate, but it is essential to get them all on the table because they guide the focusing. Sometimes they might be well-established routines of the school or the classroom, and be relevant to your own school. Hunches need testing.
- **New learning** - How and where will we learn more about what we do? Teacher learning must be connected to identify learner needs. External expertise is important here and the school must make clear to externals what makes a difference to learners. We all need to know why new ways of doing things are better than what we did before.
- **Taking action** - What can we do differently to make enough of a difference? "Genuine inquiry needs space to take risks, make mistakes, and try again – and again". Changing things can also feel risky for some learners who then resist change, and in turn bring concerned parents. We need to build understanding for all, right from the outset.
- **Checking** - Have we made enough of a difference? Checking doesn't have to be formal, or at a set time. It can go on throughout the spiral. The importance of trust should be a recurring theme throughout the cycle, and it certainly is true of checking.

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Self Review Process for this Plan

Twice a term the Across School Teachers will provide a progress report for the Kāhui Ako governance group. Twice a year (mid and end of year) a report will be provided to the governance group with data and evidence on the progress of each achievement challenge. The self review will include progress reports from all across cluster teachers and some input from the within school teachers in each cluster school.



“Ako mai, ako atu, ako ai, ako tu, ko koia aaraa ee”



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(Whānau, Learners and Teachers) to Engage in Learning”*



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