












Westland Kāhui Ako
Strategic directions and achievement challenges 2024-2028

Name of School		Description
Active Explorers		<p>We are part of the Evolve Education Group (EEG). It provides full-day education and care. Our warm and welcoming centre has vibrant spaces that nurture and engage, with separate rooms specially designed for each age and stage.</p>
Fox Glacier School		<p>We cater for children from Year 0-8. Located in the heart of scenic South Westland, our community is primarily tourism-based with adventure and sightseeing activities available year-round. At Fox Glacier School we want our ākonga to be caring, confident, successful learners who respect themselves, others, and the environment.</p>
Hokitika Primary School		<p>We are a Year 0-6 school nestled in the seaside town of Hokitika. Our vision is that our students flourish now and in their future lives as confident global citizens who are open, kind and collaborative, think creatively, reason critically and communicate effectively.</p>
Kaniere School		<p>We are a semi-rural Year 0-6 school. Our vision is that through learn, create and share students are empowered to take action and achieve success for a sustainable future within a respectful, safe and inclusive environment.</p>

Kidsfirst Hokitika		<p>You'll find our kindergarten in a huge, park-like setting, surrounded by tall trees and established gardens. We've been teaching and learning alongside children aged 2 – 5 years in Hokitika for more than 60 years!</p>
Kokatahi Kowhitirangi School		<p>We are a rural contributing primary school (Years 1-6) near Hokitika in Westland. The school's vision is to facilitate continuous improvement in skills and the environment. The vision aligns with quality learning to meet the unique needs of each child.</p>
<p>Ross School</p>		<p>We are a small, rural contributing school in Westland with a long history as an integral part of its local community. The school's vision, confident, honest, creative students who have pride in themselves, their community and their environment. This vision is underpinned by the values of pride, personal best respect, integrity, diversity, empathy.</p>
St Mary's School		<p>We are a Year 1 to 8 integrated Catholic school located in Hokitika. The school vision is that students will be "leading, loving and learning in the heart of the community." The school's virtues are Integrity, Service, Faith, and Aroha.</p>
Westland High School		<p>We are a co-educational, Years 7-13 secondary school in Hokitika. Our vision is to "experience success together" or in Māori, "piki kotahi ki te taumata" which refers to climbing the mountains to reach the summit, with everyone experiencing success in unison (as one). Akonga, are at the heart of everything we do, and Westland High School's people, place and learning environment are all designed to foster the wellbeing and growth of students</p>

Demographics

Total School Roll 871

Schools 7

Principals 7

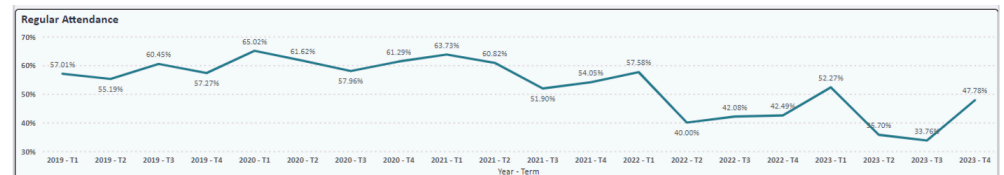
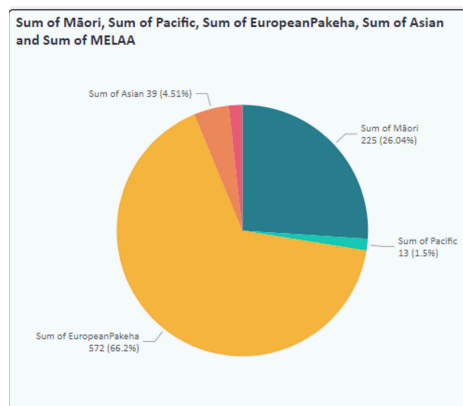
Teachers 75

Leading Teachers (9+ years) 44

Experienced Teachers (6-8 years) 10

Developing Teachers – (3-5 years) 9

Beginning Teachers (0-2 years) 12



Context

Westland Kāhui Ako is nestled between the Tasman Sea *Te Tai-o-Rēhua* and Southern Alps *Kā Tiritiri o te Moana*; - on the West Coast- Te Tai Poutini of the South Island- Te Waipounamu. Consists of 7 schools and 2 ECE. We cover from Hokitika south to Fox Glacier. Ngāti Waewae and Ngāti Māhaki are the 2 hapū within our rohe (area). Ngāti Waewae are hau kāinga from north of Karamea to the north bank of the Hokitika river, and have a shared role with Ngāti Māhaki from the south bank of the Hokitika river to the Pouerua river in South Westland.

Te Tai Poutini takes its name from the taniwha, Poutini, who was a key part of the creation narrative for a locally sourced taonga (treasure): pounamu (greenstone).

Vision -

- As a Kāhui ako, we are committed to support the ākonga, kaimahi - staff, and whānau of our community to know and embrace; Ko wai tātou - Kei hea tātou - E haere ana tātou ki hea - - who we are, where we are, where we aspire to in our journeys.

Our vision denotes where we work in partnership with iwi and all key stakeholders. It is about creating a community of learners (including educators and our wider community) in which learning is engaging, empowering, and success-making for our diverse population. The richness of the New Zealand Curriculum and the vision of confident, connected, actively involved life-long learners, rather than the singular focus on academic achievement along with recognition of each school's local curriculum, **must** be at the centre of all learning as we respond to our challenges. We believe in developing quality leaders and teachers who facilitate learning opportunities for learners to engage in meaningful learning, reflective of their interests, passions, and aspirations. Learners and their whanau must remain at the centre.

Throughout our mahi, we work to support Ākonga to know who they are, where we are, and where we are going! - We develop these through focusing on *relationships, learning, and capability*.

The Westland Kāhui ako actively works to authentically give life to the articles of Te Tiriti o Waitangi and through genuine collaboration with mana whenua - Ngati Waewae and Makawhio

We will work closely on these challenges with our Westland Kāhui Ako colleagues.

As a result of the consultation work done in our community, we have outlined 3 Strategic Aims. These align with the National Education Learning Priorities(NELPs) and will be addressed through the achievement challenges.

Each goal is further explained with medium and short-term actions that we intend to take to address them in our strategic plan

Goals / Key Principles	Ko wai Tātou - Who are we? Individually	Kei hea tātou Where are we? Place and collectively	E haere ana tātou ki hea? Where are we going?
Strategic aims	<i>We are located in our whakapapa, culture and identity, our local history and our own whānau narratives.</i>	<i>We understand and are active participants within our homes, school and wider community.</i>	<i>We aspire to a continuous journey of progress where each stage builds upon the previous one with passion and healthy curiosity</i>

	<i>We are capable, resilient, grounded in diversity and relationships. Have a passion for learning, our people and our aspirations</i>	<i>We have the skills, abilities and confidence to adapt to change and to move within contexts.</i> <i>We have strong connections to our place, taiao, and have a living knowledge of our local pūrākau and Aotearoa histories.</i>	<i>We seek personal growth and capability in the areas of life skills, resilience, identity, confidence, creativity, generosity, goal-setting, self-directed learning, and critical thinking.</i> <i>We have the skills and attributes to achieve excellence and used to chart our own futures.</i>
NELP Reference	<ul style="list-style-type: none"> ● Learners and their whanau at the centre The needs of learners and their whanau will be at the centre of education. 	<ul style="list-style-type: none"> ● Barrier Free access to education Great education opportunities and outcomes are within reach for every learner. ● Quality teaching and leadership Quality Teaching and leadership makes the difference for learners and whanau 	<ul style="list-style-type: none"> ● Future of learning Learning should be relevant to the lives of young people today and throughout their lives.
Achievement Challenges	Develop a collaborative culture based on wellbeing and belonging by building on the importance of whakapapa, culture, identity, diversity, relationships and passion for learning and community.	To build ākonga (all tamariki and staff) capability to have success as learners located in their place	Enhancing effective learning partnerships across our community to realise the potential of all ākonga.



Annual Plan 2024 Targets

Challenge 1

Develop a collaborative culture based on wellbeing and belonging by building on the importance of whakapapa, culture, identity, diversity, relationships and passion for learning and community.

Ākonga, whānau and kaimahi have a sense of well-being and belonging as part of our Kāhui Ako. A common language across the Kāhui Ako is used to support positive relational cultures. Relationships are formed and continued and with mana whenua

Initiatives	Key actions	Measurement/Actions	Responsible	Success
Restorative practices Positive Behaviour for Learning (PB4L) Neurodiverse	<ul style="list-style-type: none"> Using Ross Greene , Marg Thorsborne and PB4L facilitators to a develop a shared understanding Strengthening our relational / restorative practice - as staff / students / across schools and wider community - Greg Jansen Work across our schools to ensure all schools are using consistent language and restorative practices Wellbeing survey (google forms) across schools data Administer Term 1-4 	<ul style="list-style-type: none"> SET data questionnaire for PB4L Wellbeing survey results- Principals to action -Across school teachers (AST's) & Lead Principal (LP) to analyse data and report to principals 	<ul style="list-style-type: none"> Jason Johnson Principals to action -AST's & LP to analyse data and report to principals 	<ul style="list-style-type: none"> Consistent language across all schools in the Kāhui Ako Students feel they belong to the school community Students feel positive about their learning
Culturally responsive practices	<ul style="list-style-type: none"> Schools take part in the He Ruru Matauranga programme through local iwi. Kāhui Ako Teacher Only Day (TOD) 25th January 4th June TOD Schools are implementing the Aotearoa New Zealand Histories (ANZH) curriculum through local pūrākau -Common focus for learning Ngā Pūrākau - Poutini and Waitaiki, Otorohanga & ANZH 	<ul style="list-style-type: none"> Gather feedback from TOD's Gather student voice on transitioning Term 1 2025- Yr 7, 9, 1 students. 	<ul style="list-style-type: none"> AST's and LP 	<ul style="list-style-type: none"> When students move from school to school they feel they belong. The narratives spoken are indigenous to the local area
Trauma Informed	<ul style="list-style-type: none"> All centres take part in the TOD Jase Williams trauma informed practice 	<ul style="list-style-type: none"> Schools will share what they are doing at the TOD 	<ul style="list-style-type: none"> Bronwyn to set up slide 	<ul style="list-style-type: none"> Schools will identify and

practice	<p>TOD 24th January</p> <ul style="list-style-type: none"> • Trauma workshops at MOE TODAY in term 2. • Schools develop plans on how they are using trauma informed practices. 		deck	<p>explain 2 areas that they have implemented as part of the trauma informed PD</p> <ul style="list-style-type: none"> • Kāhui Ako slide deck 2 slides per school with ways that they have implemented changes • Term 3
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Annual Plan 2024 Targets

Challenge 2 To build ākonga (all tamariki and staff) capability to have success as learners located in their place.				
Staff are supported to improve their practice and to understand new content and strategies. Ākonga are engaged in learning and have opportunities to reach their full potential.				
Initiative	Key Actions	Measurement	Responsible	Success
Attendance	<ul style="list-style-type: none"> • Shared attendance data in Everyday Matters shared across Kāhui Ako (KA) • Engage with the attendance officer to identify trends and develop a plan to re-engage the student that are disengaged 	<ul style="list-style-type: none"> • Everyday matters data reports • 80% of students to be present more than 90% of the time by term 4 2028 	<ul style="list-style-type: none"> • Principals • Attendance officer • Ministry of Education (MOE) 	<ul style="list-style-type: none"> • Students will be present and engaged in learning
Literacy continuation	<ul style="list-style-type: none"> • Unpack and back map prerequisite test • Agreement across KA that all teachers will use the key indicators within their 	<ul style="list-style-type: none"> • That teachers understand and can plan for filling the gaps 	<ul style="list-style-type: none"> • Siobhan and Lead Teachers-AST's 	<ul style="list-style-type: none"> • More students able to pass and sit first time up

	<p>classroom</p> <ul style="list-style-type: none"> Develop a consistent writing assessment for Yr 0-3 across our Kāhui Ako Developing a Aromatawai focus for assessment in kōrero oral language and tuhituhi writing in Māori medium classes in the Kāhui Ako 	<ul style="list-style-type: none"> Self chosen writing topic 10 minute sample marked against e-asttle rubric The code data collection 85% of students will be working at their appropriate level by term 4 2025 He Manu Tuhituhi matrix tool Ministry of Education (MOE) 	<ul style="list-style-type: none"> Bronwyn Reid Sharon McN Bronwyn 	<ul style="list-style-type: none"> Writing to improve Kaiako/teachers can make more informed Overall Teacher Judgements (OTJ's) Tamariki/ students have more control over their learning
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Challenge 3 Enhancing effective learning partnerships across our community to realise the potential of all ākonga.

Develop a learner transitional pathway through our Kāhui Ako to align with individual schools values and the vision for young people with a focus on Māori, Pasifika and priority learners

Initiative	Key Actions	Measurement/Actions	Responsibles	Success
Through collaboration, develop transition pathways	<ul style="list-style-type: none"> Evaluate across the Kāhui Ako transition procedures of our neurodiverse, learners between Early Childhood Education (ECE) and primary school Develop clear and consistent procedures of roles across the Kāhui Ako Evaluate across the Kāhui Ako transition procedures of our Māori and Pasifika 	<ul style="list-style-type: none"> Survey what's working ,not working, need help with- 	<ul style="list-style-type: none"> Principal, Senior Leadership Team, Learning Support Coordinator, MOE, ECE 	<ul style="list-style-type: none"> Seamless transitions for all ākonga/ students
Graduate profile- Transition	<ul style="list-style-type: none"> Greg Jansen (leadership lab) will develop a Kāhui Ako graduate profile alongside principals 	<ul style="list-style-type: none"> A graphic of a shared understanding of what it looks like at each transition and stage 	<ul style="list-style-type: none"> Greg Jansen, AST's LP, Principals 	<ul style="list-style-type: none"> Shared journey for Westland students

Whānau engagement	<ul style="list-style-type: none"> • Equip whānau with strategies to help dealing with tamariki anxiety 	<ul style="list-style-type: none"> • Presentations, Q and A opportunities for whānua over a 3 week period 	<ul style="list-style-type: none"> • Lead P and principals 	<ul style="list-style-type: none"> • Feedback form
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Networks

The Westland Kāhui Ako reflects the broader Westland community's diverse ethnic makeup, emphasising the recognition of student diversity and the creation of opportunities for cultural pride.

All schools are actively fostering stronger connections with whānau, cultivating powerful educational relationships. As inclusive institutions, several students with additional needs receive reasonably effective support from their schools and collaborating agencies.

A culture of shared professional development and learning is emerging within the Westland Kāhui Ako. The commitment persists in reinforcing digital fluency across all schools, considering technology as a means to enhance student engagement and teacher pedagogy. Additionally, there is a dedication to deepening our understanding of quality teaching practices and ensuring consistency in determining success and progress for learners across schools.

Historically, many of our schools collaborated with facilitators to enhance literacy and cultural capabilities. Four schools participate in the Manaiakalani Outreach Programme (MOP). The upcoming professional learning period from 2024 to 2027 will specifically address teaching and assessment practices with a digital capability, future-focused lens, providing consistent academic data from participating schools—an achievement that has proven challenging within the Kāhui Ako.

Elevating the capabilities of teachers and leaders is a pivotal goal in our aspirations. We believe that a collaborative approach, where teachers and leaders challenge, support, and collaborate with one another across the community, holds immense potential for benefiting our learners. The collective accountability we embrace emphasises our commitment to fostering innovation, strategy, and true collaboration.

In our Westland Kāhui Ako, we prioritise the holistic growth and pathways of every individual 'from before school until beyond school.' Our long-term intention, through the exchange of emerging collective thinking, is to witness the success of our students in all aspects of their lives. With unwavering high expectations and aspirations, we aim to empower all our students to thrive.

Tracking, Monitoring and Evaluating Progress

Specific actions and timeframes to track, monitor and evaluate progress are further identified and further elaborated in the Strategic Plan for each short and medium term goal.

Academic Achievement

Using Norm referenced assessments

Determining any clear picture of achievement across our primary and high school has been a challenge over the past four years, primarily because each school has gathered this information in a different way.

Four schools (across Hokitika) are a part of the Manaiakalani Outreach programme and there is a requirement to monitor academic progress through the use of norm referenced assessments as part of this professional learning approach. Tracking academic progress in a consistent way for those schools who chose not to be part of MOP will be determined as part of our processes; this could be one 'measure'.

For our secondary school we currently have NCEA results for year groups, which is a 'measure' of academic achievement however we also need to look at including statistics for those who go into work or further training.(which are of course not norm referenced).

Attendance

We also intend to monitor and analyse attendance data from Every day matters for Westland Kāhui Ako to determine trends and patterns. Our focus will be on setting goals to raise attendance rates.

All evaluation will be in collaboration with the community, Principals, CoL Leadership and Across School Leadership.

Progress reporting

Schools will report to their Boards through the principal report and newsletters. Also the community will be reported to via newsletters.

[Word Cloud](#) community, student, teachers engagement

[Strategic planning summary 2023](#)

[Summary 2015-2018 Strategic Planning for 2019-2021](#)

