



# Kaikōura Kāhui Ako Refreshed Achievement Challenge Plan 2024-2026



## Kaikōura Kāhui Ako – Achievement challenges 2024-2026

The Kaikōura Kāhui Ako first formed early in 2016. There were originally six schools spread over the district. In the first year after it's inception the area was struck by a significant earthquake and one of the schools was closed as a result of it's declining roll. A number of staff changes have occurred over the years, there is currently a new Lead Principal and 4 Within School Leads, the Kāhui Ako is trying to appoint an Across School Lead.

### **Our Area/Kāhui Ako**

The Kaikōura Kāhui Ako originally consisted of four ECE, four primary and one High School and is located in and around the Kaikōura area in southern Marlborough. The Schools started their Kāhui Ako in 2016 and the ECE joined during 2018.

Our Schools are located close together and this has supported and promoted collaboration. Over the last three years the covid pandemic has had a significant impact on our ability to meet and work collaboratively effectively. At the end of last year we undertook consultation with the community and staff to ensure our achievement challenges reflected the needs of our diverse community of learners.

## **Collaboration, Agency, Contribution and Attitude**

The work for the Kāhui Ako really started during 2018. A number of issues really impacted on progress before this point, including the earthquake and staffing changes. The Lead Principal spent a huge amount of time building trust between the other Principals which had been lacking following many years of issues. The 2018 year started with teacher only days for all the staff of the schools in the district. One of the things to come out of this was the agreed ways of working...

The education providers in the Kaikōura Kāhui Ako will:

- ensure that everyone has a voice and everyone is heard (**Agency**)
- contribute to shared decision making and planning for the future (**Collaboration**)
- share their skills, expertise and knowledge with each other for the betterment of everyone (**Contribution**)
- be optimistic about new ideas and opportunities , and open to change (**Attitude**)

These were discussed and suggested by teachers with the ideas then synthesised into four statements of intent for the work that would follow. These were shared with all before being finalised.

In a similar way guiding principles were drawn together from the five schools and four ECE to create the diagram shown below. After discussion, the statement of intent was created to highlight our focus.

The Covid pandemic had a significant impact on working relationships across schools. The revised Achievement Challenges reflect the more recent challenges our community is facing.

## Kaikōura Kāhui Ako Guiding Principles

				
<p>Fun, Organised, Respect, Communication, Excellence</p>	<p>Achievement/Kaha Respect/Mana Confidence/Awhina Honesty/Pono</p>	<p>Excellence/Hiranga Respect/Whakautē Integrity/Whakapono Endeavour/Whāinga Awhi</p>	<p>Kotahitanga Ako Hauora Tuakiritanga</p>	<p>Manaakitanga Whanaungatanga Ako Aroha</p>

***Giving our tamariki every opportunity to experience success  
Kia whai angitu a tātou tamariki***

Reviewed challenges 2019 - 2023

**Ma te huruhuru ka rere ai te manu –  
with feathers a bird flies.**

**He ao te rangi ka uhia –  
wear the right garment for the right occasion.**

The Kaikōura Kāhui Ako focused its achievement challenges around the theme of wellbeing as we move forward in a post-earthquake environment.

We believed that developing our communities' wellbeing in these circumstances would have the greatest impact on student achievement.

**AC1 - We will implement strategies to improve the wellbeing of students to raise educational outcomes.**

*We believed the key components of this achievement challenge could be broken down into relationships, growth mindset and localised curriculum.*

**Review:**

- Student voice (eg Wellbeing @ School) School enrolment and attendance data - *not completed*
- Stand downs & suspensions data (decreasing)
- Attendance data No. & % students attendance > 90% and <65% (attendance increasing)
- School surveys and Wellbeing toolkit questionnaires - *not completed*.
- Improvements in writing - assessment data not collected
- Improvements in reading - assessment data not collected
- NCEA improvements:
  - less referrals to CoL Social worker and school counsellor - we no longer have a CoL social worker, KHS school counsellor left in 2023.
  - development of a growth mindset in students including collating learnings from individual teachers who have used growth mindset as inquiry. Also can be seen in how students approach problem solving situations.
  - less anxiety around transition and NCEA (evidenced by student survey data) - still an issue for many students.

**AC2 - We will develop relationships within the Kāhui Ako to improve outcomes for Kaikōura students.**

**Review**

- seamless transition (less RTLB referral for transition)
- combined school/ECE activities
- number of awards given to students for displaying values (all schools values reflect aspects of wellbeing)
- ongoing meetings and PLD at both Principal and across school levels
- development of a shared graduate profile for Kaikoura tamariki

**AC3 - We will design a localised curriculum that will result in improvements in outcomes for Kaikōura students.**

***Review:***

- increased curriculum involvement with community, including Ngati Kuri.
- increased curriculum development with Ngati Kuri (evidenced by documentation and practice)

Unfortunately our plans were significantly influenced by the global pandemic that began in 2020. It was extremely difficult to meet as a group due to lockdowns and the risk that all teachers would get covid and schools would not be able to open.

We did however make some progress with the localised curriculum, we now have a bank of local resources available to teachers to use, we strengthened our ties with community organisations including the runanga and museum.

Initiatives have been put in place to support the wellbeing of students including Mana Ake, our LSC, 2 schools are KIVA schools (anti-bullying programme).

## Moving forward:

Last year the attendance services asked akonga and whānau to complete an attendance and engagement survey, Te Ha o Matauranga surveyed the community through the Kaikōura Educational Aspirations lens, they asked our community for feedback on their educational journey. The Kāhui Ako also surveyed school staff and asked what their needs were to achieve our goals. From this information the following Achievement Challenges have been identified:

# KAIKŌURA KĀHUI AKO STRATEGIC PLAN



Giving our tamariki every opportunity to experience success

Kia whai angitu a tātou tamariki

## Tamariki in Kaikōura will experience...

**Equity - Mana taurite**  
be empowered to explore various opportunities to experience their own success.

**Excellence - Kairangi**  
be supported to identify and achieve their own personal excellence.



**Achievement - Tutukitanga**  
be supported to achieve at or above their expected curriculum level.

**Manaakitanga - Protection/Support**  
feel valued and be resilient, caring for themselves and others.

### Goals:

**Learner Pathways:** Provide tamariki every opportunity to experience success by strengthening transitions, high impact teaching practices and understanding of the refreshed curriculum and common practice model.



**Wellbeing - Hauora**  
Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others



**Culturally Responsive Practice:** Kaiako will meaningfully incorporate local pūrakau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.

### Success:

For all generations to value, engage, celebrate and protect the integrity and uniqueness of the Te Reo me nga tikanga of Ngati Kuri through educational opportunities.

Relationships/ Manaakitanga/Whanaungatanga - Tamariki in Kaikōura will benefit from teachers, leaders and whānau who put quality relationships at the heart of all learning

## 2024 - 2026 Kaikōura Kahui Ako Achievement Challenges

### Culturally Responsive Practice:

Kaiako will meaningfully incorporate local pūrakau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.

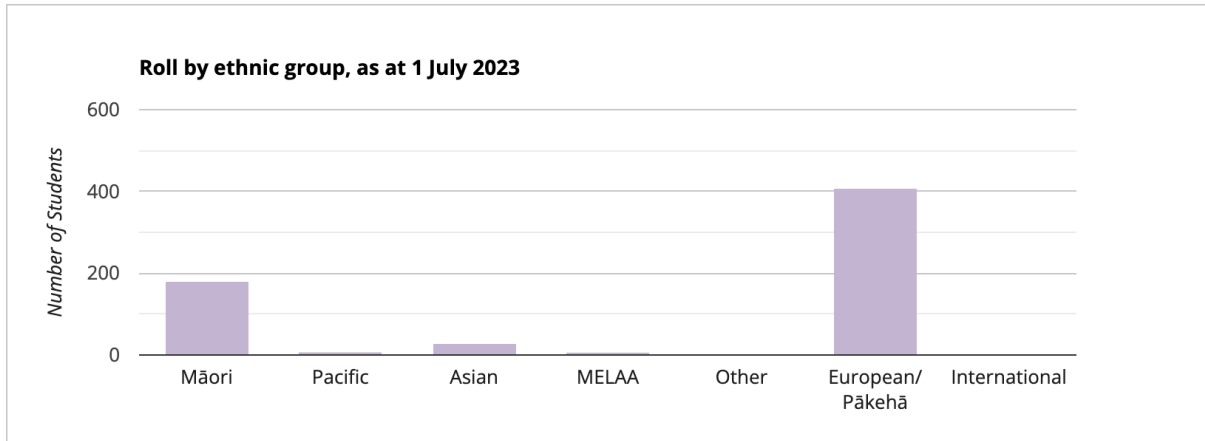
### Learner Pathways:

Provide tamariki every opportunity to experience success by strengthening transitions, high impact teaching practices and understanding of the refreshed curriculum and common practice model with a focus on priority learners including Māori and Pasifika students.

## Wellbeing/Hauora:

Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others, with a focus on priority learners including Māori and Pasifika students.

## Snapshot Demographics - Our Community:



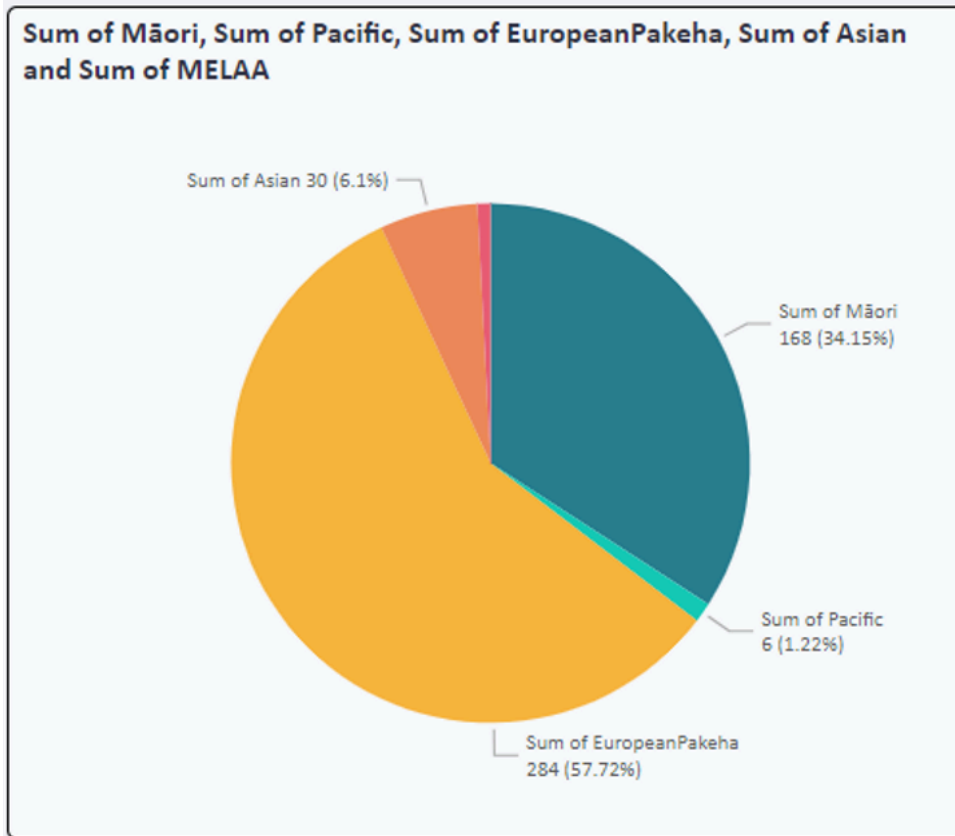
### Roll by year level and ethnic group, as at 1 July 2023

Funding year level	Māori	Pacific	Asian	MELAA	Other	European/Pākehā	International students	Total
Year 01	10	0	2	3	0	24	0	29
Year 02	19	0	4	1	1	38	0	48
Year 03	18	0	4	0	0	33	0	43
Year 04	19	0	3	1	0	42	0	49
Year 05	15	1	2	0	0	34	0	43
Year 06	9	0	3	0	1	31	0	46
Year 07	20	2	3	0	0	46	0	47
Year 08	18	0	2	1	0	28	0	37
Year 09	18	3	1	0	0	40	0	49
Year 10	12	0	3	1	0	32	0	37
Year 11	13	1	2	0	0	30	0	39
Year 12	8	0	0	0	0	20	0	25
Year 13+	3	1	0	0	0	10	0	11
CoL Total	182	8	29	7	2	408	0	503

#### Notes:

1. Ethnicity is multiple response, that is, students who affiliated in more than one ethnic group have been counted in each ethnic group. Students are only counted once in the total, therefore, the ethnic groups may not sum to the total.
2. MELAA (Middle Eastern, Latin American, and African) students.



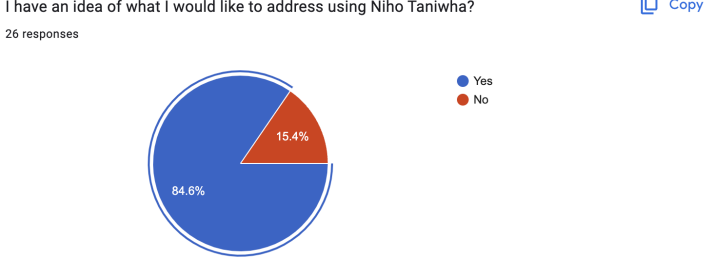


2024 Data:  
 Selected Schools: 5  
 Latest Termly Regularly Attendance: 47.82%  
 Total School Roll: 495  
 Principals: 5  
 Teachers: 46  
 - 21 Leading 9+ years  
 - 4 Experienced (6-8 years)  
 - 14 Developing (3-5 years)  
 - 7 Beginning (0-2 Years)











**Achievement challenge:**

**Culturally responsive practices**

Kaiako will meaningfully incorporate local pūrakau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.

<p><b>Date</b></p>							
<p> <b>GOAL</b></p> <p>What do you want to do or achieve?</p>	<p>Students who have a sound understanding of the history of our country and demonstrate a commitment to tangata whenua and Te Tiriti o Waitangi, who can confidently incorporate tikanga Māori in their everyday life.</p>						
<p> <b>REALITY</b></p> <p>What is the current situation? Where are you know ?</p>	<p>Evidence for choosing this challenge:</p> <ul style="list-style-type: none"> <li>● Utilise Niho Taniwha - how will you gather stories of progress and support identified goals</li> </ul> <div data-bbox="624 824 1377 1131">  <p>I have an idea of what I would like to address using Niho Taniwha? 26 responses</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>84.6%</td> </tr> <tr> <td>No</td> <td>15.4%</td> </tr> </tbody> </table> </div> <p>Our teachers tells us that they would like to be more confident in te ao Māori to ensure that all in our school community have a sound understanding of the pūrakau of Kaikōura, tikanga and how teachers can bring te ao Māori into schools and classrooms to ensure everyone feels welcomed and valued.</p>	Response	Percentage	Yes	84.6%	No	15.4%
Response	Percentage						
Yes	84.6%						
No	15.4%						
<p> <b>OPTIONS/ OBSTACLES</b></p> <p>What could you do?</p>	<p>All teachers are at different stages on their te ao Māori learning journeys, teacher knowledge will impact what and how they teach.</p>						
<p> <b>WAY FORWARD</b></p> <p>What are you going to do?</p>	<p>Teachers offered a variety of ways to undertake te reo language learning including;</p> <ul style="list-style-type: none"> <li>● Te reo puawai</li> <li>● Te Reo Cafe with Whaea Jess</li> <li>● Kahurangi Stone's te reo course @ Takahanga Marae</li> <li>● Te Ahu o te reo</li> </ul> <p>All teachers welcomed at Takahanga Marae with a powhiri - meaning of each step then explained. Pūrakau/local stories shared with staff - half day at the beginning of 2024, session with Maurice Manawatu later in the year. Te Ao Māori Wellbeing/Hauora model shared with staff along with how this can be implemented and embedded in each school.</p>						

<p>Achievement challenge:</p> <p><b>Wellbeing   Hauora</b></p>	<p>Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others, with a focus on priority learners including Māori and Pasifika students.</p>
<p><b>Date</b></p>	
<p> <b>GOAL</b></p> <p>What do you want to do or achieve?</p>	<p>Students who are resilient, can manage their learning and life so they achieve their best.</p>
<p> <b>REALITY</b></p> <p>What is the current situation? Where are you know ?</p>	<p>Less than 60% of our students are regularly (90% or more) attending school in Kaikōura. There are issues with anxiety, bullying and truancy. This adds stress and workload to teachers as they try to support these students to attend school regularly and see the value in attending school. see appendix 1 for attendance data.</p>
<p> <b>OPTIONS/ OBSTACLES</b></p> <p>What could you do?</p>	<p>Some of our community do not value school education, this increases the challenge to encourage students to attend school regularly without the support of the whānau. We need to focus on the positive aspects of education and the aspirations of our community, ensuring we provide relevant learning experiences for the students in Kaikōura.</p>
<p> <b>WAY FORWARD</b></p> <p>What are you going to do?</p>	<p>Work with Wiremu Gray to implement Te Whare Mauri Ora in our schools. Support teacher wellbeing by providing teachers with tools to manage their own wellbeing.</p>

<p>Achievement challenge:</p> <p><b>Learner pathways</b></p>	<p>Provide tamariki every opportunity to experience success by strengthening transitions, high impact teaching practices and understanding of the refreshed curriculum with a focus on priority learners including Māori and Pasifika students.</p>
<p> <b>GOAL</b></p> <p>What do you want to do or achieve?</p>	<p>Students who can confidently transition from Early Childhood to Primary to Secondary education in Kaikōura.</p>
<p> <b>REALITY</b></p> <p>What is the current situation? Where are you know ?</p>	<p>Teachers are not working collaboratively across schools as much as they have in the past.  Students struggle with transitions to new schools affecting attendance and engagement.  The refreshed curriculum is slowly being released to schools, understanding and use of the new documents has stalled due to the changes being implemented by the new government.  The KEA community consultation identified that transitions between and across schools has been an issue for some students and their whānau.</p>
<p> <b>OPTIONS/ OBSTACLES</b></p> <p>What could you do?</p>	<p>Schools are used to working individually after the pandemic. ECE has not been engaged in the Kāhui Ako over the last few years, however many have indicated they are keen to be involved once again.</p>
<p> <b>WAY FORWARD</b></p> <p>What are you going to</p>	<p>Provide opportunities for cross sector collaboration - ECE - Primary - Secondary.  Provide opportunities for teachers to learn from others teaching a similar level or curriculum subject.  Ensure teachers value collaboration.</p>

do?	Provide opportunities for students to participate in a variety of curriculum related activities across different settings/schools/local places. Support and create community events to provide students and whānau the opportunity to come together.
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## Kaikōura Kahui Ako Implementation Plan

*Giving our tamariki every opportunity to experience success*

*Kia whai angitu a tātou tamariki*

**The Kaikōura community will be kept informed of progress towards these goals through a termly newsletter shared to school communities.**

### **Culturally Responsive Practice:**

Kaiako will meaningfully incorporate local pūrakau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.

### **Initiative 1:**

- Te Tiriti o Waitangi: ensure all staff have an understanding of this document and its relevance to teaching in Kaikōura schools

<b>Key Actions</b>	<b>Responsible</b>	<b>Complete by</b>	<b>Measures</b>	<b>Success</b>
Core Education - Te Tiriti o Waitangi training	Core Education	End of Term 4	Term 4 2025 teachers will reflect on the learning undertaken over the past 2 years, teachers will complete the Niho Taniwha survey. Students will complete the attendance and engagement survey.	Teachers have a greater understanding of Te Tiriti o Waitangi.
Knowledge sharing of Te Tiriti o Waitangi at Kahui Ako meetings, work with the runanga to provide learning opportunities	Kāhui Ako/Marae	Term 4 2025		Teachers can practise and develop use of Te Reo and Tikanga with growing confidence and implement what they have learnt in their classrooms.
Annotated Pōwhiri at Takahanga Marae - 20th February	Kāhui Ako/Marae	End of Term 1		Teachers understand the process of the pōwhiri and why it is important and can incorporate the pōwhiri process into their classrooms everyday.
Te ao Māori teaching and learning will be incorporated into all classrooms in Kaikōura.	Kahui Ako	Term 4 2026	Students will complete the attendance and engagement survey.	Students will have a good knowledge and understanding of Te Ao Māori including te reo, tikanga and the pūrākau of Ngati Kurī.

### **Culturally Responsive Practice:**

### **Initiative 2:**

- Te reo/language learning: provide regular opportunities for staff to

Kaiako will meaningfully incorporate local pūrākau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.	learn te reo (including pronunciation) that can be used in classrooms and to build confidence.			
Key Actions	Responsible	Complete by	Measures	Success
Teachers are offered opportunities to learn te reo including Te Reo Puawai, Kura Reo Kaikoura	Judith, Suzi, Gaye	Term 4	All teachers will confidently be able to say their Pepeha and incorporate use of te reo in their classrooms.	Staff increase their te reo knowledge and are more confident to use te reo in the classroom and everyday life.
Te reo cafe	Jess	Term 4		Staff increase their te reo knowledge through games, conversation and hands on learning.

<b>Culturally Responsive Practice:</b>  Kaiako will meaningfully incorporate local pūrākau, Te Reo Māori and tikanga Māori into teaching, learning and everyday life, so that akonga demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.	<b>Initiative 3:</b> <ul style="list-style-type: none"> <li>Pūrākau/stories of Ngati Kuri: Teachers new to Kaikōura Schools programme; learning resources in classrooms used by teachers who have knowledge of the stories/pūrākau, opportunities provided for staff to learn the pūrākau of Ngati Kurī.</li> </ul>			
Key Actions	Responsible	Complete by	Measures	Success
Provide new teachers with a kit that includes contact details and pūrākau	Kahui Ako	Term 4 2024	Local Pūrākau will be shared regularly in Kaikōura classrooms, students will be able to confidently retell the pūrākau of Kaikōura.	All students know Pūrākau stories before they leave school.
Maurice Manawatu will come and speak to staff to share pūrākau of Ngati Kurī.	Kahui Ako	Term 4 2025		
Work with KDC and other community organisations to create a Matariki community event.	Averil, Jess, KDC	Term 2		Kahui Ako successfully collaborate with community agencies to create a Matariki community event.
<b>Learner Pathways:</b> Provide tamariki every	<b>Initiative 1:</b> <ul style="list-style-type: none"> <li>Improve understanding of teaching and learning strategies and expectations</li> </ul>			

opportunity to experience success by strengthening transitions, high impact teaching practices and understanding of the refreshed curriculum.	across year levels in literacy: Literacy teachers vertical meeting <ul style="list-style-type: none"> <li>Improve understanding of teaching and learning strategies and expectations across year levels in mathematics: maths teachers vertical meeting</li> </ul>			
Key Actions	Responsible	Complete	Measures	Success
Mathematics teaching in primary schools with a cultural lense PLD with Robyn McNeill	Robin McNeil	Term 4 2024	WST will collect teacher and student voice regarding new learning in mathematics.	Improve understanding of teaching and learning strategies and expectations across year levels in mathematics with a cultural lense.
Supporting Teacher aides by providing regular PLD with Jacinta	Jacinta Riordan	On going	ASL and WST conversations/reflection with TA's.	Teacher aides will receive tailored PLD depending on the needs of the students in our Kahui Ako.
Meetings twice yearly to share ideas, expectations, resources and strategies for teaching and learning in literacy and mathematics	WSL	Term 4 2025	ASL and WST conversations/reflection with staff	Teachers will share adaptations they have made to their classroom programmes.
Teacher Only Days and Professional Development organised to support and share high impact teaching practices.	Kahui Ako	Term 4 2025	ASL and WST conversations/reflection with staff	95% + staff attendance at staff only days, changes implemented to their classroom programmes that reflect learning.

<b>Learner Pathways:</b> Provide tamariki every opportunity to experience success by strengthening transitions, high impact teaching practices and understanding of the refreshed curriculum and common practice model.	<b>Initiative 2:</b> <ul style="list-style-type: none"> <li>Information sharing, strengths/what works, curriculum update, looking at the pathway from year 0-13</li> </ul>			
Key Actions	Responsible	Complete by	Measures	Success
Shared district events to encourage students and staff to work together and build stronger relationships. Teachers are working collaboratively to create district wide events. (Kapa haka, speech competition, cross country etc).	Teachers (link)	Term 4	All schools will participate in a variety of district events with positive feedback collected by AST/WSL.	Collaborative approach to district wide events that bring our community together.
E-asttle moderation across all schools from New Entrant to Year 10, at a KPT meeting.	Averil Sophie	End of Term 3	Feedback collected by AST/WSL.	Consistency of moderation in writing across year 1-10, shared expectations across the Kahui Ako.
Across school syndicate meetings twice yearly to share ideas, resources and strategies within each group - y0-3; yr 4-6; yr 7-10.	WSL	Term 4 2026	Feedback collected by AST/WSL.	Teachers will work collaboratively across schools to enhance learning and engagement across the

				district.
Create a welcome pack for new staff, organise social events to support relationship building across our schools.	WSL	Term 4 2024	Feedback collected by AST/WSL from new staff to Kaikōura.	Teachers will know who to contact for support/resources as they will know each of the other teachers in the Kaikōura District.
Implement The Code by Liz Kane Structured Literacy approach across the Kahui Ako in years 0-10	RTLit WSL	Term 4 2025	Feedback collected by AST/WSL.	All students will complete The Code programme by the time they reach year 10.
<b>Wellbeing/Hauora:</b> Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others, with a focus on priority learners including Māori and Pasifika students.	<b>Initiative 1:</b> <ul style="list-style-type: none"> <li>Akonga have the knowledge and skills to manage their own health and wellbeing to ensure they are able to confidently attend and engage in learning at school. 75% of Kaikōura students will attend regularly (90%+) by the end of 2024 increasing to 80% of Kaikōura students attending school regularly (90% +) by the end of 2026.</li> </ul>			
<b>Key Actions</b>	<b>Responsible</b>	<b>Complete by</b>	<b>Measures</b>	<b>Success</b>
Investigate embedding Huakina Mai in our schools PB4L/Behaviour Expectations/Values	Jess/Kahui Ako	Term 4 2024	Huakina Mai will be incorporated into Kaikōura schools PB4L.	Schools will investigate how they can implement and embed Huakina Mai in their schools.
Survey the community and students about attendance and engagement. Develop a plan for improvement from this data to be implemented in 2025-26.	KEA, attendance team, Kahui Ako.	Term 4 2025	Students and whānau complete the attendance and engagement survey, compare with data collected in 2023.	Kahui Ako team to work with the attendance team to create a survey for the community and students to gather information about attendance and engagement. Identify ways to increase engagement and attendance across all schools.
<b>Wellbeing/Hauora:</b> Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others, with a focus on priority learners including Māori and Pasifika students.	<b>Initiative 2:</b> <ul style="list-style-type: none"> <li>Share Te Whare Mauri Ora with students to support them to have the knowledge and skills to manage their own health and wellbeing to ensure they are able to confidently attend and engage in learning at school.</li> </ul>			
<b>Key Actions</b>	<b>Responsible</b>	<b>Complete by</b>	<b>Measures</b>	<b>Success</b>
Teachers take part in PLD run by Wiremu Gray to build their understanding of Te Whare Mauri Ora.	Kahui Ako	Term 4 2024	Attendance and engagement data	Akonga will develop the knowledge and skills to manage their own health and wellbeing and attend and engage in learning at school.
Each kura will develop a Hauora	Schools	Term 4 2025	Student voice	

Team to lead and implement Te Whare Mauri Ora in each kura.			survey	
<b>Wellbeing/Hauora:</b> Students and staff gain wellbeing literacies i.e. knowledge, skills and resilience in learning and life so that they can manage their own health and wellbeing and support others, with a focus on priority learners including Māori and Pasifika students.	<b>Initiative 3:</b> <ul style="list-style-type: none"> <li>Develop and build transition pathways across and between schools.</li> </ul>			
<b>Key Actions</b>	<b>Responsible</b>	<b>Complete by</b>	<b>Measures</b>	<b>Success</b>
Transitions: develop strong networks across sectors - ece - primary - secondary; develop a toolbox of suggestions to support transitions using whānau voice/KEA/REAP	Kahui Ako Within School Teachers	Term 4 2025	ASL and WST collect informal data from conversations had with akonga and whānau transitioning across and between schools, KEA survey data.	Whānau and akonga will have positive experiences of transitions from ECE - primary - secondary.
Build student resilience to support successful transitions across and between schools.	Kahui Ako	Term 4 2026	Attendance and engagement survey - questions include transition between and across schools.	Transitions include parents, teachers and students across primary and secondary school settings, taking place over an extended timeframe. Students experience a sense of belonging and are included in school programmes and activities They feel their culture is valued and acknowledged They make progress academically They can envision where their learning pathway leads beyond secondary school

# Appendix 1.

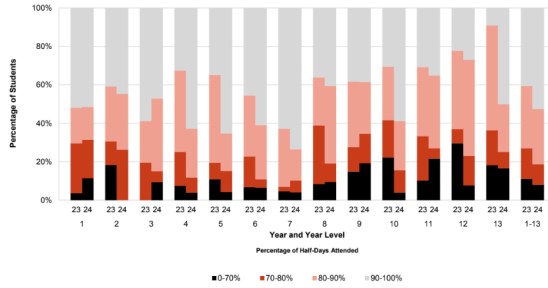
## Reason for Absence

Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 56.6% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 42.1% of their absences. Year 5 students had the highest proportion of justified absences, with 63.3% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 60.6% of their absences. Year 11 students had the highest proportion of unjustified absences, with 87.5% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Unknown, accounting for 28.4% of their absences. Maori students had the highest proportion of justified absences, with 55.0% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 43.0% of their absences. Other students had the highest proportion of unjustified absences, with 87.5% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (G) Holiday, accounting for 81.8% of their absences. Male students had the highest proportion of justified absences, with 54.2% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 46.5% of their absences. Female students had the highest proportion of unjustified absences, with 46.8% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (E) Other Unjustified, accounting for 17.2% of their absences.

## SECTION 2: Student attendance

### Student attendance rates, by Year level

NB. If the total number of students is small, we suggest you use this data with caution.



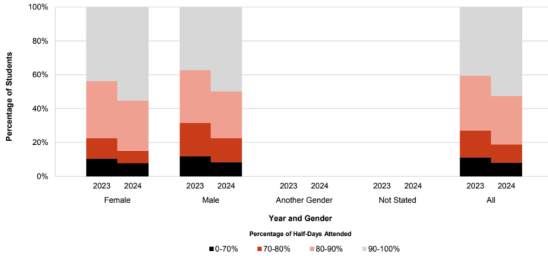
Year Level	Year	Total Student	Number of students attending				Percent of students attending			
			90-100%	80-90%	70-80%	0-70%	90-100%	80-90%	70-80%	0-70%
1	2023	27	14	5	7	1	51.9	18.5	25.9	3.7
1	2024	35	18	6	7	4	51.4	17.1	20.0	11.4
2	2023	49	20	14	6	9	40.8	28.6	12.2	18.4
2	2024	38	17	11	10	0	44.7	28.9	28.3	0.0
3	2023	51	30	11	10	0	58.8	21.6	19.6	0.0
3	2024	53	25	20	3	5	47.2	37.7	5.7	9.4
4	2023	40	13	17	7	3	32.5	42.5	17.5	7.5
4	2024	51	32	13	4	2	62.7	25.5	7.8	3.9
5	2023	46	16	21	4	5	34.8	45.7	8.7	10.9
5	2024	46	30	9	5	2	65.2	19.6	10.9	4.3
6	2023	44	20	14	7	3	45.5	31.8	15.9	6.8
6	2024	46	28	13	2	3	60.9	28.3	4.3	6.5
7	2023	43	27	13	1	2	62.8	30.2	2.3	4.7
7	2024	49	36	8	3	2	73.5	16.3	6.1	4.1
8	2023	36	13	9	11	3	36.1	25.0	30.6	8.3
8	2024	42	17	17	4	4	40.5	40.5	9.5	9.5
9	2023	47	18	16	6	7	38.3	34.0	12.8	14.9
9	2024	26	10	7	4	5	38.5	26.9	15.4	19.2
10	2023	36	11	10	7	8	30.6	27.8	19.4	22.2
10	2024	51	30	13	6	2	58.8	25.5	11.8	3.9
11	2023	39	12	14	9	4	30.8	35.9	23.1	10.3
11	2024	37	13	14	2	8	35.1	37.9	5.4	21.6
12	2023	27	6	11	2	8	22.2	40.7	7.4	29.6
12	2024	26	7	13	4	2	26.9	50.0	15.4	7.7
13	2023	11	1	6	2	2	9.1	54.5	18.2	18.2
13	2024	12	6	5	1	2	50.0	25.0	8.3	16.7
1-13	2023	498	201	161	79	55	40.5	32.5	15.9	11.1
1-13	2024	512	209	147	55	41	52.5	28.7	10.7	8.0

In 2024, Year 7 had the highest percentage of students attending regularly, with 89.8% of students attending this often. Year 9 had the lowest percentage of students attending regularly, with 65.4% of students attending this often.

## SECTION 2: Student attendance

### Student attendance rates, by gender

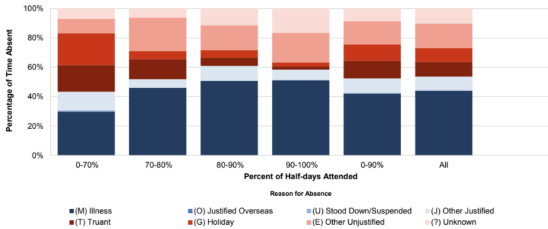
NB. If the total number of students is small, we suggest you use this data with caution.



Gender	Year	Total Student	Number of students attending				Percent of students attending			
			90-100%	80-90%	70-80%	0-70%	90-100%	80-90%	70-80%	0-70%
Female	2023	249	109	84	30	26	43.8	33.7	12.0	10.4
Female	2024	259	143	77	19	20	55.2	29.7	7.3	7.7
Male	2023	247	92	77	49	29	37.2	31.2	19.8	11.7
Male	2024	253	126	70	36	21	49.8	27.7	14.2	8.3
Another Gender	2023	0	0	0	0	0				
Another Gender	2024	0	0	0	0	0				
Not Stated	2023	0	0	0	0	0				
Not Stated	2024	0	0	0	0	0				
All	2023	496	201	161	79	55	40.5	32.5	15.9	11.1
All	2024	512	209	147	55	41	52.5	28.7	10.7	8.0

## SECTION 3: Reasons given for non-attendance

### Reasons given for non-attendance, by rate of student attendance (Term 1, 2024)



% of Days Attended	Justified absences							Unjustified absences			All
	(M) Illness	(O) Justified Overseas	(J) Slood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust	(T) Unknown		
0-70%	29.8	0.0	0.8	12.8	43.4	18.0	21.8	9.8	7.0	56.6	
70-80%	46.0	0.0	0.2	5.7	51.9	13.6	5.5	22.8	6.2	48.1	
80-90%	60.7	0.0	0.2	10.1	61.0	5.5	5.2	16.9	11.4	39.0	
0-90%	51.3	0.0	0.0	7.2	58.5	2.1	2.8	20.1	16.6	41.6	
90-100%	42.1	0.0	0.4	10.0	52.5	11.9	11.2	16.8	8.0	47.5	
All	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

See the Attendance Code List for an explanation of these codes.

Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 56.6% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 42.1% of their absences.