

# Māwhera Kāhui Ako

*PURPOSE, SHARED VISION, JOURNEY, and EVALUATION OF IMPACT OF ACTIONS leading to the 2024-2027*  
Strategic Plan



Māwhera Kāhui Ako exists to improve outcomes for all Māwhera learners. We aim to do this by ‘working together to do things better’ and creating collaborative goals that reach across education settings to meet the needs of all of our students. With a focus on raising not only excellence but also equity in terms of access to learning we believe all students will be supported to reach their potential.

MKA began life in 2015 following previous clustering in the form of West Coast Way and Learning Change Network (which also included Westland schools); MKA was driven by our cluster joining the Manaiakalani Outreach Programme (MOP) and the newly formed Communities of Learning were a good fit.

Due to some of the cluster schools not being a part of Manaiakalani, it became clear to separate the objectives of MKA from this, and this led to a lead principal change in mid-2018, so the two entities could work separately effectively. The lead took on a co-lead in May 2019, and then left at the end of that year, so a new co-lead was appointed in early 2020.

The [2019 MKA plan](#) document was very detailed and difficult for schools to put into practice, so it became a priority for the two new co-leads to gauge the Kāhui Ako’s actual needs and use these to co-create a new strategic plan with members. This was done through extensive consultation with school principals and leaders, as well as having open meetings for all school staff to look at current data together and discuss

current needs. These meetings were very well attended, with over 100 teachers attending and actively engaging in the process. The data used was Reading cumulative data from mid and end of 2019, as well as Kāhui Ako-wide Wellbeing at School Survey data.

Consultation was also prioritised with local Iwi, and we worked very hard to develop ongoing working relationships with them. As a result of this relationship, we applied for specific discretionary funding, which we have been able to use to support the Iwi in educational website development, as well as supplying all members with copies of books they produced on local narratives.

As a result of these consultations, the [2020-2021 Draft Strategic Plan](#) was made. A goal was to make the plan simple, easy to understand, relevant to all members and clearly linked to Ka Hikitia, the NELPS and Ngāti Waewae's current Education Strategy.

Engagement with the strategic plan was very high, with members participating in PLD on Restorative Practice, as well as on embedding Māori language and local pūrakau into schools. Arotahi (focus) groups to look at key areas of need within the plan and research ways to bring improvement in a relevant way for our Kāhui Ako. Students competed to design our new logo, and there was a buzz of excitement for what we could achieve for our ākonga together.

Then Covid happened.

Much of the work continued within schools, but progress was greatly slowed due to the other priorities worldwide. One positive, despite this, was that since the new plan was implemented, we have welcomed our first non-school members to our Kāhui Ako - in droves. By the end of 2022, we had 5 pre-schools, West REAP, Shantytown, Trades Academy, Mana Ake, PB4L and RTLB join the Kāhui Ako as associate members. In 2023, MBIE asked to join us, and we also welcomed Gloriavale School. Having such a wide range of members, all with the same focus on improving outcomes for the ākonga of Māwhera has resulted in a dynamic, purpose-driven, and relevant Kāhui Ako.

In 2023 we held our first ever overnight hui for Kāhui Ako principals and leadership, with a focus on PLD as well as connection time, which was negatively impacted by the Covid years. This was so successful that attendees now want it to be an annual event.

The 2023-2024 draft Strategic Plan was co-constructed by principals and leads in May 2023, after looking at end of year 2022 and cumulative data. Successes from the previous plan were noted. Transition work has resulted in a programme created for rural Year 8 students to attend in the second half of the year to prepare them for High School. A strong relationship has been built between ECE and new entrant teachers, and a Kāhui Ako-wide information booklet for ECE parents to see what each new entrant class is like is now in circulation.

Areas to continue to work on included student wellbeing, with data showing that some students have peer relational difficulty, finding it hard to socially problem solve. The aggressive student culture scores are high and while our students are acknowledging that they are being taught social skills and strategies, our data doesn't show they are not implementing these taught skills. The challenge now is to change head learning into action.

[Reading data](#) from the end of 2022, compared with previous years, shows the need to revise the shared understanding and common practices around how we are measuring curriculum levels and moderating OTJs, especially when comparing the disparity between primary and high school results. This has resulted in our focus on Assessment for Learning as our main new PLD focus.

With the data in mind, as well as knowing our current climate with staff retention, stressful families and challenging needs in the wake of the last few difficult years, our 2023-2024 draft Strategic Plan is, in many ways, similar to the previous one, due to the slowing down of objectives met through the Covid years, and because we wish to achieve the outcomes thoroughly. A focus shift has occurred, with the main PLD focus now on Assessment for Learning, which ties in well with the Curriculum Refresh.

Currently, leadership of the Kāhui Ako is in transition. One AST resigned mid-2022, and their replacement did not work out, and has not yet been replaced. The current AST is moving into principalship in 2024, leaving their role open. One co-lead has also resigned from principalship, reluctantly relinquishing this role at the end of August 2023 as a result. The remaining co-lead will continue alone in their role until May 2024, when their time comes to an end or renewal period.

Within School teachers are working well, meeting once a term with the AST. Those in smaller school's work between a few schools. All have job descriptions clearly connected to the strategic plan, worked out in their local school contexts.

The Stewardship Group is small and has not been as active as it could be, with several meetings cancelled due to sickness and other unavailability. It is an ongoing focus to get more people involved in this and member schools are being encouraged to let their communities know about the opportunity.

[In June 2023, the Kāhui Ako was featured in the Education Gazette](#), especially for its work in transitions. We are incredibly proud of the ongoing success and active collaboration in the MKA, and believe that having relevant, achievable strategic plans creates a shared sense of ownership and 'we can make a difference' amongst all members.

In 2024 the Kāhui Ako applied for RAPLD for Assess for Learning. We worked with Evaluation Associates for the three terms. Using both the online platform and face to face sessions. Outcomes of this [PLD](#)

## Members of the Māwhera Kāhui Ako:

### Primary Schools:

Awahono                  Barrytown                  Blaketown                  Runanga                  Greymain                  Saint Patrick's                  Karoro  
Kūmara                  Lake Brunner                  Paparoa Range                  Paroa                  Gloriavale

### Secondary Schools:

Greymouth High School                  John Paul II High School

### Preschools:

A-Z Preschool                  The Children's House Kids first Karoro                  Kids First Greymouth                  Active Explorers Nelson St

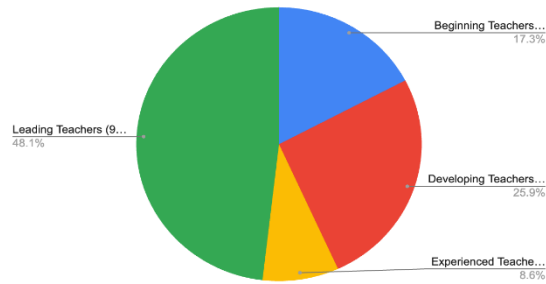
### Associate Members:

WEST REAP                  Shantytown                  Mana Ake                  PB4L                  RTLB                  Digital Hub/Trades Academy

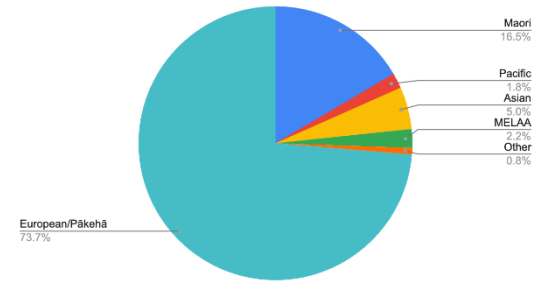
## Demographics

Principals: 13  
Secondary: 2  
Primary: 11  
Teaching: 4

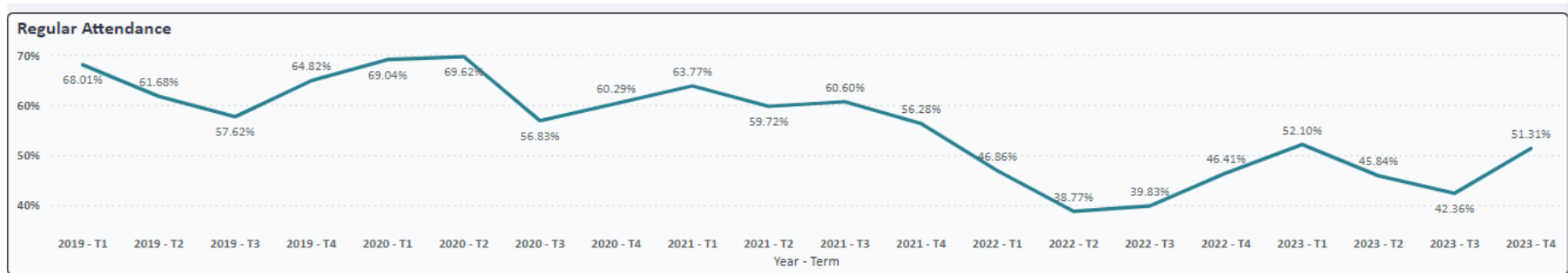
Make Up of Teaching Staff



Ethnicity Make Up



## Regular Attendance Data




### For all students in the KA

Term 1 2024, regular attendance was at 57.7 %,  
 Term 2 2024, regular attendance was at 50.2%.

### For Māori Students in the KA

Term 1 2024, regular attendance was at 47.3%.  
 Term 2 2024, regular attendance was at 44.3%.

	<b>Wellbeing</b>  <i>"We all belong here. We love it."</i>  <i>The pounamu is a symbol of strength and connection - shaped and made to shine by the environment it is in.</i>	<b>Engagement</b>  <i>"I care because this matters to me."</i>  <i>Gold is valued and sought for. Miners are prepared to work hard, knowing the value of their goal.</i>	<b>Success for All</b>  <i>"What I do matters, and my schooling is catered to my needs."</i>  <i>The mountain peaks encourage us to strive and remind us of the successes of those who have gone before.</i>	<b>Transitions</b>  <i>"When I move, I still belong."</i>  <i>The pikopiko grows from a small shoot and unfurls at the right time to thrive as a fern.</i>
<b>What do we want to see across our Kāhui Ako?</b>	Students will develop healthy connections with staff, by having their academic and socio-emotional needs effectively met. Through staff feeling confident and supported as professionals while implementing Te Mātaiaho New Zealand Curriculum and embedding Restorative Practice	Students are present, engaged, and excited to learn. <b>80% of students attending school regularly by 2026.</b> 2024 – 60% regular attendance across the KA 2025 – 70% regular attendance across the KA 2026- 80% regular attendance across the KA	All students have their learning needs met and extended through staff who are confident in teaching the curriculum and using formative assessment. <b>80% of students achieving within expected level by 2030</b> Leaving school with NCEA Level 2 2023. 78.9% 2025. 79% 2030. 80%	Transitions into and within schooling are learner-focussed, effectively supported and seamless between all providers within the Kāhui Ako.

<p><b>What will that look like in action?</b></p>	<ol style="list-style-type: none"> <li>1. Reduction in absenteeism</li> <li>2. Higher self-initiated use of prosocial skills evident amongst students</li> <li>3. Formative and restorative practice in each classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduction in absenteeism</li> <li>2. Targeted, rich recruitment of staff</li> <li>3. Shared localised learning with Pūrākau embedded and community connections visible.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment for Learning / Formative Practise used effectively in teaching at all levels.</li> <li>2. Staff are empowered and resourced to effectively teach Te Whariki / Te Mātaiaho New Zealand Curriculum to all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shared understanding at transition points of Te Whariki / NZC for Primary / NCEA, with strategies to support staff and students at either end of these transitions.</li> </ol>
<p><b>What is our current situation?</b></p>	<p><a href="#">NZCER Wellbeing Survey data 2022</a></p>	<p><a href="#">MOE Attendance Data</a></p>	<p>NZCER Wellbeing Survey data <a href="#">2022</a>, <a href="#">2023</a></p> <p><a href="#">MKA Reading data analysis 2022</a>, <a href="#">2023</a></p>	<p><a href="#">MKA Reading data analysis 2020</a> - noting transition to school and high school years especially.</p>
<p><b>How will we get to our desired result?</b></p>	<ul style="list-style-type: none"> <li>• Restorative Practice PLD to finish at the end of 2023.</li> <li>• Te Mātaiaho Curriculum Refresh / NCEA / Te Whariki PLD</li> <li>• Schools' own attendance initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Schools funded to investigate community suggestions from whānau and students with high absenteeism.</li> <li>• PLD with Ngāti Waewae on Pūrākau</li> </ul>	<ul style="list-style-type: none"> <li>• Access PLD on AFL</li> <li>• Investigate ways to develop a broader sense of success amongst learners - not just academic.</li> <li>• Strengthen supports for learners with additional needs!</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant information is effectively shared between pre-school providers, families and schools for children starting school.</li> <li>• Whānau, students and teachers are</li> </ul>

			<ul style="list-style-type: none"> <li>• Arotahi Group supported to initiate ongoing induction / support programme for teachers.</li> <li>• Poutama Reo resource is taught specifically and incrementally at all levels.</li> <li>• Teacher and Support Staff supported in their own usage of Te Reo Māori and subsequent delivery of Poutama Reo</li> </ul>	<p>well prepared for start of schooling.</p> <ul style="list-style-type: none"> <li>• Year 8 - 9 transition is natural and seamless, with students feeling prepared.</li> <li>• Academic results show continuation rather than drops in Year 9 and 10</li> <li>• School leavers are equipped for whichever pathway they choose to follow.</li> <li>• Transitions between schools are seamless, and students still feel they 'belong'.</li> </ul>
<p><b>How will we know if we have made progress?</b></p>	<ul style="list-style-type: none"> <li>• MOE attendance reports</li> <li>• Reports from attendance officer</li> <li>• <a href="#">Wellbeing at school survey</a></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data <ul style="list-style-type: none"> <li>• <a href="#">Term 1 2024</a></li> <li>• <a href="#">Term 2 2024</a></li> </ul> </li> <li>• Evidence of Pūrākau embedded visible.</li> <li>• An active attendance campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Practise before and after assessments decided upon with Evaluation Associates</li> <li>• Reading, Writing and Maths data.</li> <li>• We are hoping to shift the practise of</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Practise before and after assessments decided upon with Evaluation Associates</li> <li>• Reading, Writing and Maths data.</li> </ul>

			all teachers involved. <ul style="list-style-type: none"> <li>• End data from <a href="#">AFL</a> <a href="#">PLD</a></li> </ul>	
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## Implementation Plan

<p><b>Annual Goal: Wellbeing</b>          Students will develop healthy connections with staff, by having their academic and socio-emotional needs effectively met. Through staff feeling confident and supported as professionals while</p> <ul style="list-style-type: none"> <li>• Implementing Te Mātaiaho New Zealand Curriculum</li> <li>• Embedding Restorative Practice</li> </ul> <p><b>Regulation 9(1)(a)</b></p>				
What do we expect to see?	Who is Responsible? <b>Regulation 9(1)(c)</b>	Resources Required? <b>Regulation 9(1)(c)</b>	How will we achieve or make progress towards our strategic goals?	How will we measure success?
All teachers and leaders in the KA using a restorative approach	Teachers at MKA schools School Leadership Teams Principals	2022/23/24 RAPLD (Already received and being utilised)	PLD 2022/23 Restorative Approach Continuing to use the strategies learnt at PLD with Greg Jensen on restorative practice Principal Hui	Wellbeing at School Survey data Improved stand down statistics

			<ul style="list-style-type: none"> <li>○ Refresher with Greg Jansen 23/24</li> </ul>	
<p>Implementing the curriculum</p> <ul style="list-style-type: none"> <li>• Term 1, 2025: Schools and kura must teach the updated English and Te Reo Rangatira curriculum for Years 0 to 6, and maths and pāngarau for Years 0 to 8.</li> <li>• <b>Term 1, 2026:</b> Schools and Kura with Years 7 to 13 must teach the updated English and mathematics and statistics and pāngarau for Years 9 to 13.</li> </ul>	<p>Principals School Leadership Teams Teachers</p>	<p>MOE curriculum advisors</p> <ul style="list-style-type: none"> <li>• Janine Higgins</li> <li>• Dan Green</li> <li>• Hopefully a secondary person for the Jan workshop</li> </ul>	<p>A series of curriculum days working with the new curricula.</p> <ul style="list-style-type: none"> <li>• 14th August 2024 Science of Learning</li> <li>• 2nd September 2024 Maths and English curriculum feedback workshop</li> <li>• 29th October 2024 Teacher Only Day (Accord) Maths and English curriculum workshop</li> <li>• 30th January 2025 Teacher Only Day Maths and English curriculum workshop</li> </ul> <p>Arotahi Groups Junior, Middle and Senior primary teachers have been working together with the AFL. Use these connections to share ideas and work with the new curricula</p>	<p>Attendance at Workshops Individual schools planning and teaching programmes</p> <p>Attendance at Arotahi Groups.</p>

### Annual Goal: Engagement

- Students are present, engaged, and excited to learn.
  - Increase in Regular attendance.
  - Targeted, rich recruitment of staff
  - Shared localised learning with Pūrākau embedded and community connections visible.

### Regulation 9(1)(a)

What do we expect to see?	Who is Responsible? Regulation 9(1)(c)	Resources Required? Regulation 9(1)(c)	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Increase in student attendance	Principals Teachers Attendance Service	\$49,000 Regional Response Funding <i>(Already received and being utilised)</i>	Use the RRF to implement the following <ul style="list-style-type: none"> <li>• Communication Campaign - Pamphlets, posters</li> <li>• Responding to Iwi survey</li> <li>• Transport</li> <li>• Individual Whanau support.</li> </ul> MKA attendance meetings for principals twice a term. MOE in attendance Analyse MKA attendance data using Everyday Matters Report Every school to fill in Attendance Self Review Tool. Kayla to analyse	Increase in regular school attendance. Using the Everyday Matters Reports All schools are using the Triangle attendance info, code definitions, letters and procedural flowchart as part of their procedure.

			Alignment of Attendance Procedures and code definitions for all MKA schools Kayla to liase with community and find someone that can make a video/reel to encourage attendance, change the perception of attendance service and non attendance being a whānau issue	
Targeted, rich recruitment of staff	Principals BOTs		Some principals attend the open day at Canterbury University Share relievers when and where possible	Schools are fully staffed and there are enough relievers
Shared localised learning with Pūrākau embedded and community connections visible	Principals BOTs Teachers Kāhui Ako	\$60,000, 2022 Descriptionary funding to build a relationship with local Iwi. <i>(Already received and being utilised)</i>	Some of this money has been used to help fund Ngāti Waewae website and to pay the yearly subscription for all MKA members. Resource schools with the Ngāti Waewae pounamu books. Funding for Ariana Stevens (Reo Māori Mai) to work with teachers and leaders. Going forward: Ariana to work with leaders Ariana to work on Te reo lessons for adults in schools Fund all MKA schools access to website	Teachers/principals will build meaningful and respectful relationships with whānau and ākongā

			Work with Airana to develop a Karakia and Whakataukī for MKA	
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### Annual Goal: Success for All

- All students have their learning needs met and extended through staff who are confident in teaching the curriculum, and using formative assessment.
  - Assessment for Learning/Formative Practise used effectively in teaching at all levels.
  - Staff are empowered and resourced to effectively teach Te Whariki / New Zealand Curriculum to all students.

### Regulation 9(1)(a)

What do we expect to see?	Who is Responsible? Regulation 9(1)(c)	Resources Required? Regulation 9(1)(c)	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Assessment for Learning / Formative Practise used effectively in teaching at all levels.	MKA Lead  AST  Principals  Teachers  Evaluation Associates	RFPLD – 100 hours. <i>(Already received and being utilised.)</i>	Work with Evaluation Associates  Teacher only day at the beginning of 2024 to introduce AFL  Work through the online AFL module in schools.  Teachers to attend PLD with Scott Wolfe, termly.  PLGs set up for each phase to share ideas and artifacts.	Change in practice. This will be seen in the data collected at the beginning of the year in comparison to the data collected at the end of the year.  Collect data on <ul style="list-style-type: none"> <li>• Learner focused realtionships.</li> <li>• Clarity about what is being taught.</li> </ul>

				The continuation of the PLG after the contract has finished.
Staff are empowered and resourced to effectively teach Te Whariki / New Zealand Curriculum to all students.	See implementing the curricula under Wellbeing.			

Annual Goal: Transitions				
<ul style="list-style-type: none"> <li>Transitions into and within schooling are learner – focussed, effectively supported and seamless between all providers within the Kāhui Ako</li> </ul>				
Regulation 9(1)(a)				
What do we expect to see?	Who is Responsible?	Resources Required?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Shared understanding at transition points of Te Whariki/NZC for Primary/NCEA, with strategies to Support Staff and students at either end of these transitions.  Whānau, students and teachers are well prepared	AST Teachers	Regulation 9(1)(c)	Relevant Information is effectively shared between pre-school providers, families and schools for children starting School.  Arotahi group – Transition to School Meet termly Preschool teachers and junior school teachers	MKA Reading data analysis 2020 – noting transition to School and high School years especially.  Formative Practise before and after assessments decided upon with Evaluation Associates.

<p>for start of schooling through</p> <p>Year 8 – 9 transition is natural and seamless, with students feeling prepared.</p> <p>Academic results show continuation rather than drops in Year 9 and 10</p> <p>School leavers are equipped for whichever pathway they choose to follow.</p> <p>Transitions between schools are seamless, and students still feel they belong.</p>	<p>High Schools</p> <p>Principals</p> <p>Trades Academy</p> <p>Midline Schools</p>		<p>High Schools provide transition meetings at individual primary schools for all year 8 students.</p> <p>Transition days for year 8 students held at both high schools</p> <p>Continue to collect reading and wellbeing at school data</p> <p>Trades Academy NCEA Level 2 results Careers teaching</p> <p>Continue with the small and rural schools transition day High School and Life Ed involved in this</p>	<p>Attendace at theses meetings</p> <p>Reading, Writing and Maths Data. Wellbeing at School data</p> <p>Level 2 NCEA results</p>
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## Reporting Progress

Reports on progress will be shared with all principals and centre leaders and with their boards of trustees or management teams.

Report to the Māwhera Kāhui Ako Stewardship Group twice a year.