



Te Oko Horoi Achievement Challenge: 2020 - 2022



*Unuhia te poo, te poo whiri maarama, Tomokia te ao, te ao whatu taangata,
Taatai ki runga, taatai ki raro, taatai aho rau, Haumi ee, hui ee, taiki ee!*

*From the confusion comes understanding, from the understanding comes unity,
we are interwoven, we are interconnected, together we learn.*





Te Puna o Kemureti

Our previous name, Te Puna o Kemureti was gifted to the Cambridge CoL by Manawhenua, Ngati Koroki Kahukura.

The name means the Spring of Cambridge. The history of this name comes from the time when King Taawhiao lived next to Lake Te Kooutu. At this time it was called Te Puna Roimata Taawhiao or the Spring of Taawhiao.

It is a significant historical site not only because it was the home of King Taawhiao but also because Cambridge was where the first Maaori land courts were held. King Taawhiao had runners at this time going between the courts and his home at Te Kootu updating him on the progress.

The idea of the Spring of Cambridge is based on He Matauranga, which refers to pulling together. Te Puna o Kemureti is given the name with the hope that we can all pull together for our Tamariki, Maaori, and Pakeha.

From the four winds we will come together. We will work to improve outcomes for all learners and make them proud of their Rohi, their town, their home.

Te Kahui Ako o Te Oko Horoi:

Due to the deepening of our relationship with Mana Whenua Te Puna o Kemureti has been gifted the new name

Te Kaahui Ako o Te Oko Horoi

The name comes from King Tawhiao's prophecy where he refers to Cambridge as his wash bowl of sorrow. Lake Te Ko Utu in Cambridge is where Tawhiao would come and wash. This was part of his healing of the grief and sorrow that followed the land wars of the early 1860s.

*Ko Arekahānara tōku haona kaha
Ko Kemureti tōku oko horoi*

Ko Ngāruawāhia tōku tūrangawaewae

Mana Whenua see the potential of our partnership to be a celebratory wash bowl as Lake Te Ko Utu was also a place where tupuna would gather for various celebrations.

Whakatauki:

Unuhia te poo, te poo whiri maarama, Tomokia te ao, te ao whatu taangata, Taatai ki runga, taatai ki raro, taatai aho rau, Haumi ee, hui ee, taiki ee! From the confusion comes understanding, from the understanding comes unity, we are interwoven, we are interconnected, together we learn.

Mana Whenua:

A significant development for our kachui ako has been the growth and strengthening of our partnership with mana whenua. [A committee meets regularly to guide our work in this space.](#)

The committee comprises centre and school leaders and representatives of Ngaati Koroki Kahukura. This committee is endorsed by Ngaati Hauaa and Waikato Tainui.

Mana Whenua co-chaired our recent professional learning day helping to shape a truly culturally responsive experience. Over one hundred TPOK educators have travelled to significant sites with mana whenua. Ngati Koroki Kahukura combined with Ngaati Hauaa to produce "Te Ara o te Koohao" a collection of local stories to guide kaiako and tamariki.

Values:

Whakaute - Respect

Respect themselves, others and human rights (Compassion).

Anahatanga - Creativity

Inquiry, curiosity, thinking critically, innovative and reflective thinking.

Tika - Integrity

Being honest, responsible, accountable and acting ethically.

Hiranga - Excellence

Setting ambitious goals and by persevering in the face of difficulties (Resilience).

Te Puna o Kemureti / Te Oko Horoi Logo

The Logo for Te Puna o Kemureti was created as part of a student competition. Students were asked to design a logo that represented the aspirations of our Community of Learning. The Te Puna o kemureti logo was designed in 2017 by a Year 10 Cambridge High School student, Nicola Boyd, as part of a community-wide competition.

The two koru symbolise the rural and town school coming together as well as the fact that Te Puna o Kemureti has schools on both sides of the Waikato river.

The stars represent the amazing people who make up the Te Puna o Kemureti community and reinforce the belief that when striving for excellence everyone deserves to be a star.



Te Puna o Kemureti 2016

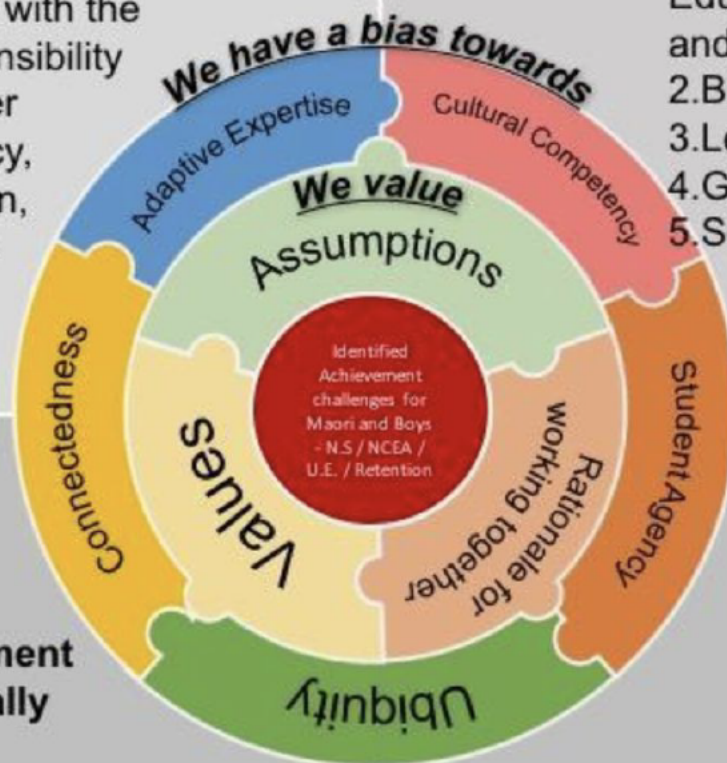
Where we were.

Use of achievement progressions to enhance student achievement and engagement through specifically looking at;

1. Explicit incremental learning steps with the locus of responsibility with the learner
2. Student Agency,
3. Personalisation,
4. Differentiation.

Holistic and authentic learning experiences through specifically looking at;

1. Unlocking the Gatekeepers of Education - Emotions and Motivation,
2. Brain development,
3. Learning Design
4. Growth mindset,
5. Self efficacy.



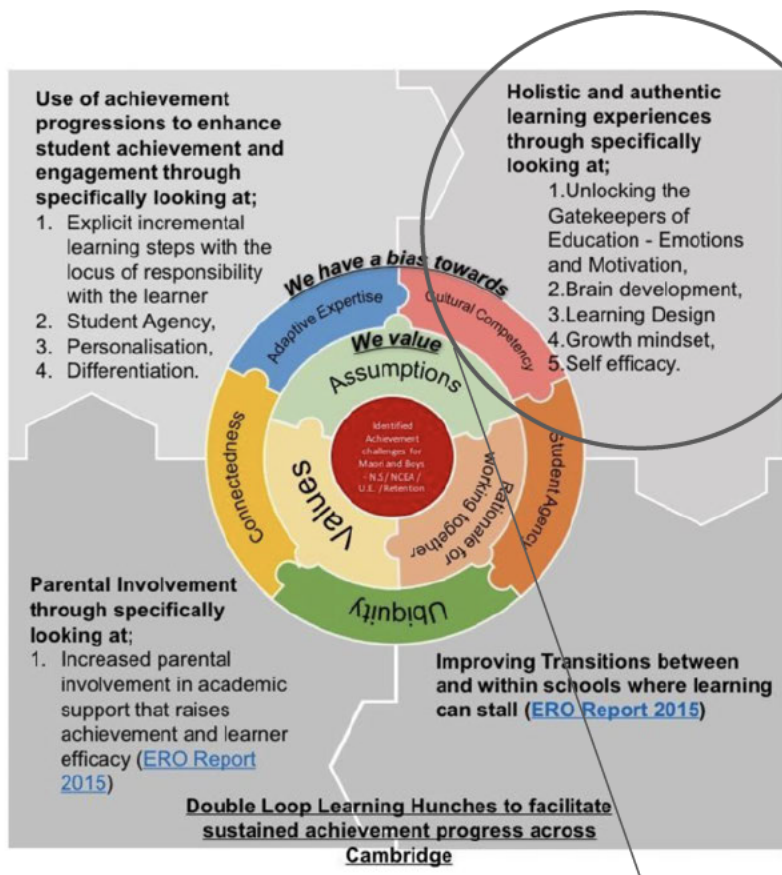
Parental Involvement through specifically looking at;

1. Increased parental involvement in academic support that raises achievement and learner efficacy ([ERO Report 2015](#))

Improving Transitions between and within schools where learning can stall ([ERO Report 2015](#))

Double Loop Learning Hunches to facilitate sustained achievement progress across Cambridge

2020 EOTIS



"We are committed to developing partnerships that strengthen and support student learning"

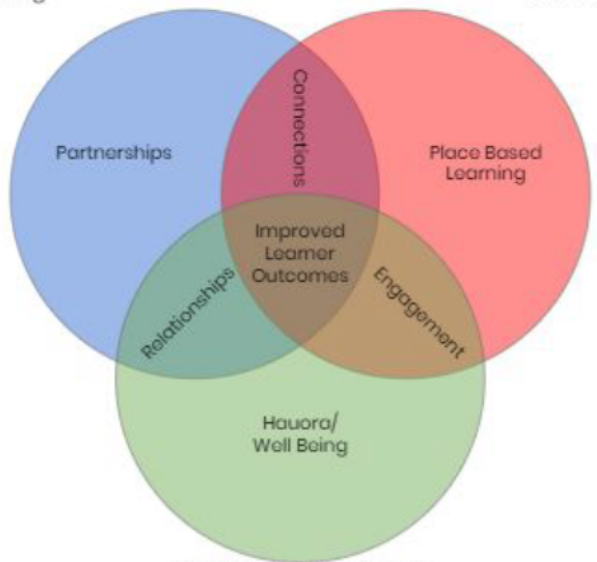
"We are committed to delivering learning opportunities that are responsive to the needs of our local contexts and issues"

After extensive consultation with learners, whaanau, kaiaako, community and leaders we have sharpened our focus in the "holistic and authentic learning experiences" quadrant of our original achievement challenge.

While all aspects of original challenge remain important, kura are determined to improve outcomes in terms of...

Place based Learning Partnerships and Hau Ora

Targets in terms of **achievement in writing**, improved **engagement** and **retention** and deepening **partnerships** will measure our progress.

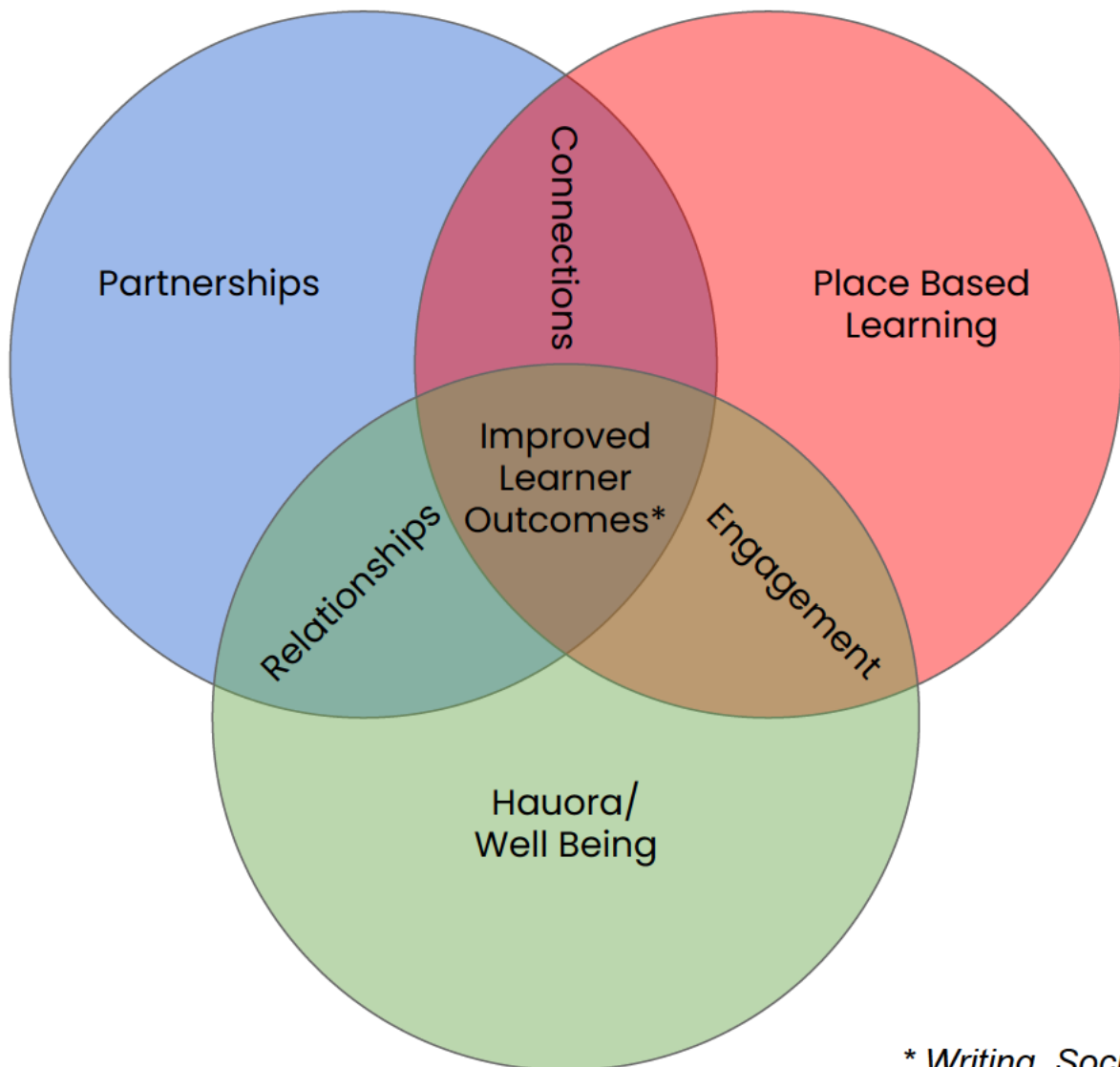


"We are committed to the Hauora and Well-being of all members of our Kahui Ako"

2019 Revised Te Oko Horoi Achievement Challenge Focus

"We are committed to developing partnerships that strengthen and support student learning"

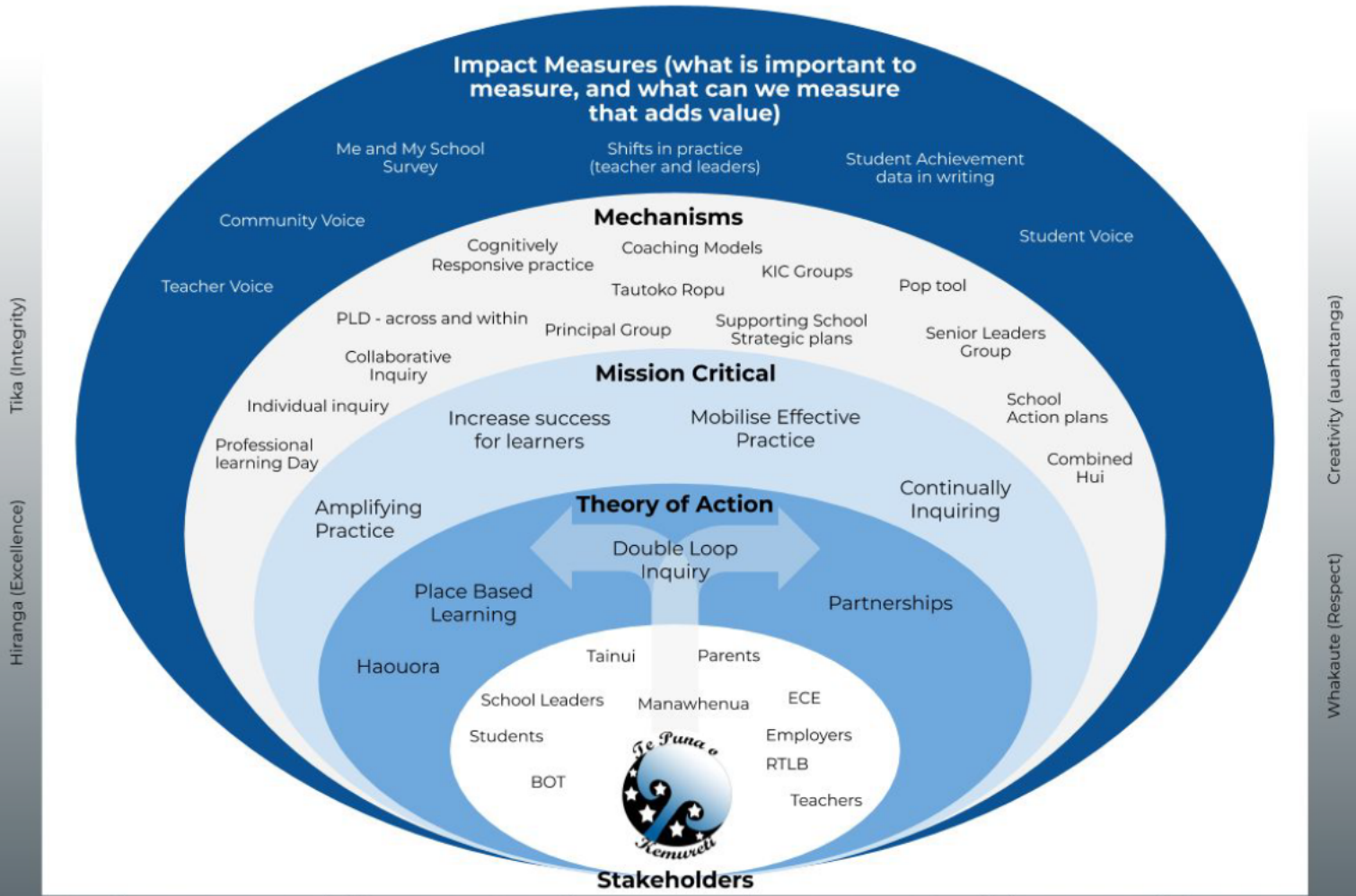
"We are committed to delivering learning opportunities that are responsive to the needs of our local contexts and issues "



"We are committed to the Hauora and Well-being of all members of our Kōwhiri Ako "

** Writing, Social Studies, NCEA, retention, partnerships, local histories.*

Theory of Action



Unuhia te poo, te poo whiri maarama, Tomokia te ao, te ao whatu taangata, Taatai ki runga, taatai ki raro, taatai aho rau, Haumi ee, hui ee, taiki ee!

IF WE...

BY...

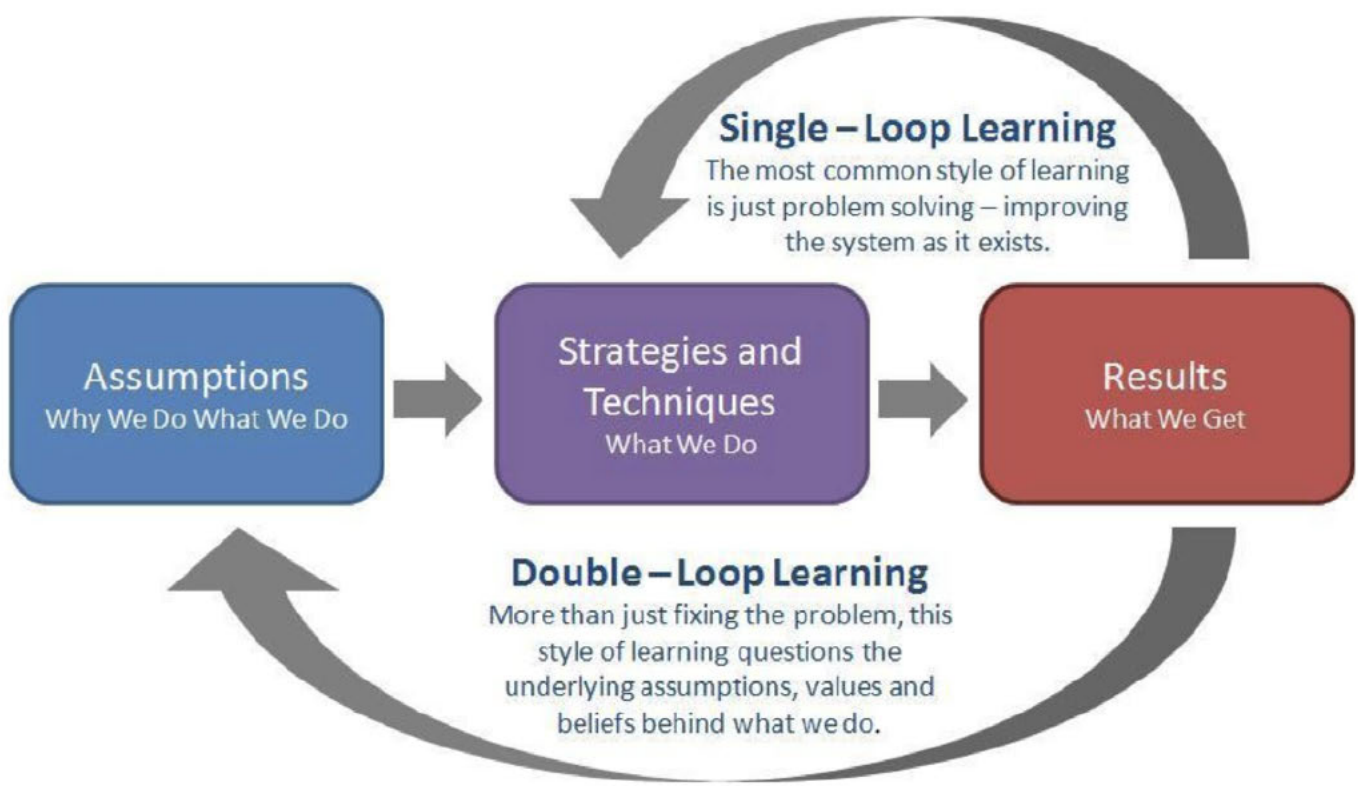
THEN...

Work across our Kaahui to amplify our collective professional sphere of influence. Continually inquire into learning. Lift professional capacity and de-silo practice across our community.

- Taking part in Inquiry Groups: professional sharing of inquiry, both individual and collaborative
- Utilising Spirals of Inquiry
- Taking part in coaching conversations.
- Taking part in professional development.
- Working across schools and sectors.

- We will improve learning outcomes for all learners which will be evident in:
- Writing Results for boys and Maaori
 - Improved engagement scores on key items in ME and My School Survey
 - Improved NCEA indicators

Double Loop Inquiry





Te Oko Horoi Kura Information



Bunnies:
(07) 827-5081
P O Box 1040 Cambridge
Off ce Ema enquiries@bunnies.co.nz



Elim:
Vision: L fe s an adventure and through ov ng re at onsh ps n a fa th based env ronment we ce ebrate the un que dent ty of each ch d. Through p ay we nurture our tamar k to be cur ous earners and empower them to be exp orers of the r unfo d ng wor d.
Our core values:
WHANAUNGATANGA (Relationships)
MATATOA (Adventure)
PIRIPONO (Faith)
8 Wordsworth St Leam ngton
07 823 3216
Off ce Ema receipt on.e m@gma .com



Cambridge East School:
Vision: Learn ng together today, Empower ng c t zens of Tomorrow
Motto: "A ways My Best"
Pr nc pa : Ham sh Fenemor
W ams St Cambr dge
07 827 7651
Off ce Ema office@cambridgeeast.school.nz



Cambridge High School:
Vision: Provides learning opportunities that are innovative and relevant.
Promotes traditional values of self discipline, integrity and respect for others.
Promises our commitment to quality co-education Te Kura Tuarua o Te Oko Horoi.
Whakarato He akoranga mea angitu e pa ana ki te auaha
Hapai Nga tikanga wariu o tau raupapa hei ngakau tapatahi me te whakaute
Kii taurangi o tatou oati ki te tikanga rangatira matauranga
Motto: "fortiter et recte" - means "to be strong, or to have the courage to do the right thing."
Pr nc pa : Greg Thornton
25 Swayne Road, Cambridge
+64 7 827 5415
Off ce Ema CHS1stcontact@camhigh.school.nz



Goodwood School:
Vision: Empower ng cur ous, car ng & connected fe ong exp orers who w make a d fference
Motto: Success s Our Reward
Pr nc pa : Dav d Graham
517 Fencourt Road Cambr dge
07 827 6817
Off ce Ema off ce@goodwood.schoo .nz



Grow:
Vision: To nurture the next generation and provide an organic education through strong relationships, inspiring an innovative, warm and responsive from birth to five.
Motto: Come grow with us.
12-16 Kaniera Terrace, St Kilda, Cambridge 3496
07 827 4442
Off ce Ema admin@growcambridge.org



Cambridge Middle School:
Vision: Prepare our learners to adapt to our ever changing world.
Meet and understand the needs of our Emerging Adolescent learners, within a happy and safe environment.
Encourage Persistent, Respectful and Independent risk takers where Diversity is nurtured and who are actively Engaged in a collaborative learning pathway. **PRIDE**
Motto: Reward n Endeavour
Pr nc pa : Dary G bbs
C a re St Cambr dge
07 827 5135
Off ce Ema office@cms.school.nz



Hora-Hora School:
Vision: To have the self-confidence to make a difference to my world.
Pr nc pa : Joanne Synge
1798 Maungatautari Rd, Leamington, Maungatautari 3494
07-827 2823
Ema : principal@horahoracambridge.school.nz



Kaipaki School:
Vision: An env ronment where ch dren can be ch dren, fam y s va ued and earners empowered to become fe ong earners who can make a pos tve contr but on to soc ety.
Motto: Br ng ng Learn ng to L fe
Pr nc pa : K m Budd
687 Ka pak Road, RD3, Cambr dge 3495
07 823 6653
Off ce Ema office@kaipaki.school.nz



Te Oko Horoi Kura Information



Leamington Primary School

Vision: Creat ng futures together.
Motto: Str ve to ach eve.
Pr nc pa : M ke Ma co m
Address Lamb Street Cambridge 3432
Phone 07 827 5747
Off ce Ema office@leamington.school.nz



St Peter's Cambridge:

Vision:
Motto: Structa Saxo
Pr nc pa : Da e Burden
Cambr dge Road
(0) 7 827 9899
Off ce Ema
info@stpeters.school.nz



Little Sparrows:

22 Froude St, Leamington,
Cambridge 3432
(07) 823 4073
Off ce Ema caroline@littlesparrows.co.nz
Values: The ro e of parents and extended fam y
n the care and educat on of the r ch d.
The potent a and un queness of every ch d.
Maor as Tangata Whenua acknow edg ng the
pr nc pes of Te T r t o Wa tang /The Treaty of
Wa tang and the b cu tura foundat ons of
Aotearoa New Zea and.



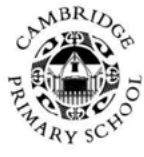
Te Miro School:

Vision: For a earners to be se f regu at ng,
cur ous, creat ve, and nnovat ve.
Motto: Empower ng Students toward a br ghter
future
Pr nc pa : M chae a Ph ps
443 Te M ro Road
07 827 8146
Off ce Ema off ce@tem.ro.school.nz



Roto-o-Rangi School:

Vision: We are comm tted to prov d ng
A pos t ve, st mu at ng, enjoyab e earn ng
Env ronment where your ch d s
Encouraged to **Aim High** and reach the r
fu potent a.
Motto: A m H gh
Pr nc pa : Wayne Donnellon
5 Kairangi Rd, Cambridge
07 827 1727
Off ce Ema office@rotoorangischool.nz



Cambridge Primary

Vision: Creat ng powerfu students through
qua ty, trad t on and nnovat on..
Motto: Qua ty, Trad t on, nnovat on
Pr nc pa : M chae Pett t
Corner W son and Duke Street
07 827 5316
Off ce Ema
adm.n@cambr dgepr mary.school.nz



Hautapu School

Vision: Exp ore your m ts.
Motto: Exp ore your m ts
Pr nc pa : Tracey Bennet
5 Hana Lane
07 827 7466
Off ce Ema adm.n@hautapu.school.nz



St Peters Catholic School:

Vision: Be ng the best we can be.
Motto: Servabo F dem
Pr nc pa : Grant Stuart
22 Anzac Street
07 827 6623
Off ce Ema off ce@stpeterscatho c.school.nz



Karapiro School

Vision: Karap ro Schoo s a safe and happy
earn ng env ronment where together we grow
our potent a
Motto: Whakatapu tah tatou Together we
Grow
Pr nc pa : T na Maree Thatcher
705 T rau Road, RD 4, Cambr dge
07 827 7642
Off ce Ema off ce@karap ro.school.nz



Achievement Challenge One; Improved Achievement in Writing

Kaahui Ako Writing Targets:

Targets set against expected curriculum levels.

Group	2018 Tota Number of Learners	2018 Tota Number of Boys	2018 Tota No. and % of boys at or above expectat on Dec 2018	2018 Tota Number of G r s	2018 Tota Number and % of g r s at or above expectat on	End of 2020 Targets
Year 1 - 8	2213	1100	787 (71.5%)	1113	930 (83.5%)	2020 Target: 82% Yr 1 - 8 boys at or above 2018 actua 71.5% 2015 actua 72%
Year 1 - 8 Maaor	265	137	88 (64.2%)	128	91(71.0%)	2020 Target: 82% Maaori at or above 2018 actua 64.2% 2015 actua 67%
Year 9-10	650	329	210 (63.8%)	321	259 (80.7%)	2020 Target: 82% boys at or above 2018 63.8% boys at or above 2015 actua 45%
Year 9- 10 Maaor	86	49	23 (47%)	37	23(62%)	2020 Target: 70% Maaori at or above 2015 actua 22% 2018 actua 53%

*For Year 1 - 8

Commentary: Significant progress has been noted for **Year 9 and 10 Maaori Learners**. Overall, at the end of 2018, 53.5% of Year 9 and 10 Maaori were writing at or above expected levels of achievement. This has more than doubled the percentage of students achieving at the expected level. (the numbers of Maaori students were very similar 85 in 2015 vs 86 in 2018.) This achievement challenge for our kaahui ako has been exceeded. This progress can be attributed to a combination of greater teacher awareness of culturally responsive practice and targeted writing PLD (Write that Essay) delivered via kaahui ako PLD. There remains a disparity between boys and girls achievement for this cohort. This is reflected in a disparity between boys and girls' engagement data and is a focus for this achievement challenge.

There has also been significant progress towards the achievement challenge set for **Year 9 - 10 boys**. 63.8% (210 boys) of this group are now achieving at expected levels as compared to 45% (131 boys) in 2015. This can once again be attributed to targeted writing PLD (Write that Essay) delivered via kaahui ako PLD.

There has been little shift in achievement across our kaahui for **boys, Maaori and non Maaori, in Years 1 - 8** in writing. (overall 72% vs 71.5%, Maaori 67% vs 64.2%) Generally, Maaori and boys are yet to see value and authenticity in writing tasks. The development of a local curriculum based on their local stories will see a lift in engagement and achievement.

Achievement Challenge Two: Improved Retention, NCEA & UE Results

Secondary targets			
Maaori Students Retention	2014 baseline for Maaori 69%	Target for Maori Students 90%	2018 actual for Maaori students 87%
Maaori School Leavers with NCEA L2	2015 Baseline for Maaori Students 76%	Target for Maaori Students 93%	2018 Actual for Maaori 80%
Boys School Leavers with UE	2015 Baseline for Boys 26%	Target for Boys 43%	2018 Actual for Boys 31%

Commentary: Progress has been made toward all of these achievement challenges. An **18% point increase in the retention of Maaori students** is of particular note. This improvement can be attributed to our Kaahui Ako's unrelenting focus on promoting culturally responsive practice. A strong, developing and deepening relationship with our mana whenua has set a foundation on which to build knowledge that is transferring to responsive practice across our kaahui ako, Major kaahui ako events have invited expert practitioners to work with kaiako. These experts have included Mere Berryman, John Leonard, Cath Savage, Judge Andrew Beecroft, the Waikato Tainui Education Team and teachers from within our community. Akongaa Maaori see a place for them in their kura. An **increased % of boys are leaving with University Entrance (+5%)** and **increased number of Maaori with NCEA 2 (+4%)**. These increases can be attributed to how Cambridge High School has focussed PLD on writing, desiloing literacy to develop a shared accountability across all departments. These achievement challenge targets will be retained.



Achievement Challenge Three: Reduced disparity in engagement data.

Age Standardised stand-down rate by gender and ethnic group (2018)

Group	Observed stand-downs	Baseline stand-downs ?	Age-standardised stand-down rate per 1,000 students
Female	20	55.4	9.2
Male	77	53.6	36.6
Māori	24	14.0	43.6
Pacific	0	1.3	0.0
Asian	2	4.9	10.4
Other	2	1.8	27.7
European/Pākehā	69	87.0	20.2
CoL Total	97	109.1	22.7
New Zealand Total	19,412	19,412.0	25.5

Age Standardised suspension rate by gender and ethnic group (2018)

Group	Observed suspensions	Baseline suspensions ?	Age-standardised suspension rate per 1,000 students
Female	2	9.0	0.9
Male	13	8.7	6.0
Māori	3	2.3	5.3
Pacific	0	0.2	0.0
Asian	1	0.7	5.5
Other	0	0.3	0.0
European/Pākehā	11	14.2	3.1
CoL Total	15	17.6	3.4
New Zealand Total	3,065	3,065.0	4.0

The baseline number of stand downs or suspensions is how many cases WOULD have occurred if the national rate for each group were applied to our Kaahui Ako.

Age Standardised exclusion rate by gender and ethnic group (2018)

Group	Observed exclusions	Baseline exclusions [?]	Age-standardised exclusion rate per 1,000 students
Female	1	2.9	0.5
Male	4	2.9	2.1
Māori	1	0.7	2.1
Pacific	0	0.1	0.0
Asian	0	0.2	0.0
Other	0	0.1	0.0
European/Pākehā	4	4.7	1.3
CoL Total	5	5.8	1.3
New Zealand Total	1,016	1,016.0	1.5

The baseline number of stand downs or suspensions is how many cases **WOULD** have occurred if the national rate for each group were applied to our Kaahui Ako.

Commentary: Student engagement data indicates that boys and Māori learners are disproportionately represented against the age - standardised rate per 1000 students in terms of stand downs, suspensions and exclusions.

Reducing this **disparity by at least 25%** is an important priority for our kaahui ako.

We also aim to **reduce our kaahui ako total; number of stand downs, suspensions and exclusions by at least 10%** as our kaahui ako rate is only just below the national rate.



Achievement Challenge Four: Enhance community partnerships

One of the defining features of our kaahui ako has been the development deepening of a powerful partnership with our mana whenua.

The trustees of Ngaati Koroki Kahukura and Ngaati Hauaa have been generous in their support of the objectives of our kaahui ako.

The name of our kaahui ako, Te Puna o Kemureti was gifted soon after the establishment of our community of learning. In 2020 our mana whenua have indicated a desire for the renaming of our kaahui ako to the original name of our rohe, Te Oko Horoi.

A committee of leaders from kura and mana whenua strategically co-plan kaahui ako activities. These have included our PLD days, new teacher and board of trustees haerengaa and the production of a book of local stories that inform kura local curricula.

Our kaahui ako is committed to further enhancing this relationships by....

- Inviting mana whenua into all kura so tamariki can retell local stories.
- Providing opportunities for all kaiaako, leaders and governors to attend ongoing haerenga.
- Fully participating and supporting mana whenua at events such at Rangiaowhia and Kiingitanga commemorations and waka ama championships.

Our kaahui ako will measure this growth through monitoring attendance levels at events and through korero with leaders of our mana whenua.





Te Oko Horoi Current State Data

Me and My School Survey Analysis 2019

"Me and My School is a unique, research-based student engagement survey designed for New Zealand students Years 4 to 10. It offers a snapshot of the learning culture in your school, standardised data to track progress over time and a nationally referenced gender, ethnicity, and year level comparison."

<https://www.nzcer.org.nz>

The Me and My Schools Survey has been gathered from across our Kaahui Ako over the last three years. We have used the 2019 data to review the impact of the decisions we have made to improve teaching and learning – the efficacy of our systems for implementations of the programmes of learning we have chosen is a fundamental component for the use of longitudinal data.

We cannot ever really know why students responded the way they have, but we do want to pull some general themes from the data that either affirms or challenges our assumptions about their perceptions, or challenges them.

Our Maaori learners in years 4-6 go against the national trend and score more highly than non-maaori in a number of items and overall. This is further evidence that our kaahui ako focus on culturally responsive practice is having a positive effect.

Items indicating respectful relationships are generally scored highly in and students view learning as important.

Student scores follow the national trend and drop off through years 7-10. We can see this in our data but it does not tell us what is causing the drop. Our hunches at this stage are:

- **Development stage: We know adolescents face significant physiological and psychological changes.**
- **Transition: Schooling structures change through this time period.**

Our senior Maaori learners (Year 12 and 13) told of the challenges that they experienced in seeing themselves and their culture in kura as they moved through schools. This same group reported that they can see aspects of this disconnection changing and felt more positive about the school experience for younger Maaori students. Our kaahui ako initiative in developing a cross kura Maaori cultural group is designed to further improve connections for akongaa Maaori.

[Me and My School Analysis 2019](#)

Reports from Me and My Schools Survey 2019

[CoL Wide Data At A Glance Year 4 _ 6](#)

[CoL Wide Data At A Glance Year 7 _ 10](#)

[Engagement by Ethnicity Year 4 _ 6 Maaori and Non Maaori](#)

[Engagement by Ethnicity Year 7 _ 10 Maaori and Non Maaori](#)

Te Oko Horoi Pathways

Te Puna o Kemureti Kāhui Ako Engagement within ECE-Primary-Secondary Pathway





Action plan area: Partnerships with Learners

Strategic Goal: developing partnerships that strengthen and support student learning

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Kaahui	Resourcing	End of year review
Develop the use of Student Agency across the Kahui Ako.	Student outcomes and engagement is improved as a result of the use of these practices in classroom programmes.	AST to support and organise PLD. Schools responsible to implement with curriculum. Me and My School Survey	Me and My School Survey Check in with schools Unpack data as individual schools CO w de ana y s s and next steps Support for schools	\$8000 Me and My School Survey Costs. \$250 catering and admin costs.	
Apply for Digital Technologies and Hangarau Matihiko PLD funding.	All schools have access to PLD in this curriculum area and are able to use it to engage learners.	AST & OMGTech ([redacted])			
Create an Across Kura Maaori Student Group with a focus on developing their ability to help lead Te Reo and Tikanga in their Kura	Akonga are confident and capable in their own Kura. Transitions will be improved and supported. students' Mana will be enhanced.	[redacted] (CHS) and [redacted] (CES) will lead with support from [redacted] (AST).	Part project across s x kura.	Bus Cost, Student Resources, Marae Fee. TBC	
Writing	Collate and share expected levels of achievement in writing across all kura.	AST	AP/DP group Workshop curriculum group w be nformed from AP/DP group and data.		



Action plan area: Partnerships Across Schools

Strategic Goal: developing partnerships that strengthen and support student learning

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Resourcing	End of year review
<p><i>Kaihoe Inquiry Circles (KIC Groups)</i></p> <ul style="list-style-type: none"> - Review Feedback to align with new Achievement Challenge 	Partnerships between schools are strengthened,	<ul style="list-style-type: none"> • AST Team to Lead KIC Group feedback form 	Release for WST, \$2400 for Catering	
<i>Professional Learning Day</i>	Teachers across Te Oko Horoi develop a shared understanding of key Kahui Ako themes and strategies.	<ul style="list-style-type: none"> • AST Team lead PLD Day Feedback 	\$15000 for presenters fees. catering and admin costs	
<i>Develop DP/AP and other Leaders group.</i>	Members of this group take an active role in shaping the direction and resources used across the Kahui Ako.	<ul style="list-style-type: none"> • AST Team AP/DP engagement levels will be measured. 	\$1000 for catering and admin costs	
<i>Develop the WST and AST partnership.</i>	Within school teachers will be supported by the AST.	<ul style="list-style-type: none"> • AST Team and WST Teachers. All within school teachers will feel that they have been able to access the AST when they have requested support. 	AST Travel costs. Release time	
Implement ECE engagement plan .	ECE Engagement Objectives are met	All stakeholders	Factored into kaahui event planning and budgets	
Develop curriculum" groups that meet regularly to discuss teaching and learning in specific curriculum areas.	Improve connections across the CoL for teachers who do not hold WST positions.	AST team to facilitate and organise meetings	\$2000 for Catering and admin purposes.	



Action plan area: Partnerships with Manawhenua and Waikato Tainui

Strategic Goal: developing partnerships that strengthen and support student learning

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Resourcing	End of year review
<p><i>Governance groups from kura to engage with Manawhenua to strengthen strategic planning.</i></p>	<p>Representatives from all governance groups will have taken part in Mana Whenua Bus tours.</p> <p>All school charters will reference aspirations of mana whenua.</p>	<ul style="list-style-type: none"> • AST and Mana Whenua Measure engagement levels of Te Oko Horoi board members. 	<p>\$1000</p>	
<p><i>Regular Manawhenua and CoL meetings to make decisions in partnership.</i></p>	<p>CoL Decisions are made in consultation with Manawhenua.</p>	<p>[Redacted] and [Redacted] to co-chair. Meeting will be minuted and decisions made in consultation.</p>	<p>\$1000 for catering and Administration.</p>	



Whanau Aspirations Partnerships

<p><i>Time and opportunities to strengthen partnerships that support student learning are provided.</i></p>	<p>Develop the use of Student Agency across the Kahui Ako.</p> <p>Apply for Digital Technologies and Hangarau Matihiko PLD funding.</p> <p>Create an Across Kura Maaori Student Group with a focus on developing their ability to help lead Te Reo and Tikanga in their Kura</p>
<p><i>Partnerships need to be approached with an open mind and empathy for all involved.</i></p>	<p>Me and My School: Engagement Survey</p> <p>Play Based Learning</p> <p>Writing</p>
<p><i>Partnerships that support students journey through education in Cambridge need to make a difference.</i></p>	<p><i>Kaihoe Inquiry Circles (KIC Groups)</i></p> <ul style="list-style-type: none"> - Review Feedback to align with new Achievement Challenge <p><i>Professional Learning Day</i></p> <p><i>Develop DP/AP and other Leaders group.</i></p> <p><i>Develop the WST and AST partnership.</i></p>
<p><i>Partnerships need to be reciprocal and respectful.</i></p>	<p>Implement ECE engagement plan.</p> <p>Develop "curriculum" groups that meet regularly to discuss teaching and learning in specific curriculum areas.</p> <p><i>Governance groups from kura to engage with Manawhenua to strengthen strategic planning.</i></p> <p><i>Regular Manawhenua and CoL meetings to make decisions in partnership.</i></p>



Action plan area: Hauora – Wellbeing

Strategic Goal: *Practices and Pedagogies that focus on the Hauora – Wellbeing of Learners and Educators.*

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Resourcing	End of year review
Implement whaanau hauora goals as shared at 2019 combined hui .	Schools Identify aspects of of the survey that guide next steps for student wellbeing.	AST to lead Me and My School Analysis Day. Schools to plan and implement future actions.	\$8500 - Me and My School Survey. \$300 Catering and admin costs.	
Me and my School 2019 Survey	Schools	AST to lead. School / Centre leaders to decide.	\$200 for catering and admin. \$1000 for follow up sessions for schools.	
Me and My School Review	Provide multiple PLD and opportunities to collaborate on how to improve and maintain staff wellbeing.	Staff wellbeing is improved and maintained against the Wellbeing at School teacher survey.	\$600 for admin and catering.	
Leaders Hui	Provide multiple PLD and opportunities to collaborate on how to improve and maintain student wellbeing.	Student wellbeing is improved and maintained against the Wellbeing at School teacher survey.	\$600 for admin and catering.	
Teachers Hui	Shared understanding across our schools of what good practice to improve wellbeing looks like with practice based evidence provided.	AST to lead and support WST. Student wellbeing is improved against the wellbeing at school survey and Me and My School Survey.		
Collaborative inquiry into well being in our schools conducted through KIC group.				
Investigate opportunities offered by Wellbeing Toolkit https://www.wellbeingatchool.org.nz/about-ws-tools				



Whanau Aspirations Hauora – Wellbeing

<p>Te Ao Maaori is respected and used in authentic ways.</p>	<p>Implement whaanau hau ora goals as shared at 2019 combined hui</p> <p>Me and my School 2019 Survey</p>
<p>Students, Whanau, Community and Educators are provided with a sense of belonging in all Te Oko Horoi educational settings.</p>	<p>Me and My School Review</p> <p>Leaders Hui</p> <p>Teachers Hui</p> <p>Collaborative inquiry into well being in our schools conducted through KIC group.</p>
<p>Educators use holistic approaches to teaching learners that supports their Hauora.</p>	<p>Investigate opportunities offered by Wellbeing Toolkit https://www.wellbeingatschool.org.nz/about-ws-tools</p>

Action plan area: Place Based Learning

Strategic Goal: *learning opportunities that are responsive to the needs of our local contexts and issues*

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Resourcing	End of year review
<p><i>Consult with Schools to find out about current Place Based learning Practices across Te Oko Horoi</i></p>	AST has Data so that support can be tailored.	<ul style="list-style-type: none"> • AST Team to Lead 		
<p><i>Every Teacher in the Kahui Ako has access to Te Ara o te Koohao (Local Hitori resource developed for our kaahui ako.)</i></p>	Students, Teachers and Kura are able to share their learning about local hitori to Mana Whenua	<ul style="list-style-type: none"> • AST Team to organise, Mana Whenua <p>Mana Whenua feedback as measure.</p>	Cost of resources TBC	
<p><i>Consult with Mana Whenua, Iwi and Waikato Tainui to identify the key local stories Te Oko Horoi Schools will teach.</i></p>	A clear bank of resources are able to be used to support teachers teaching of Local Maaori Hitori.	AST Team. Measured by the number of teachers accessing and using local stories.		
<p>Support teacher development in play based / experiential learning and teaching practices.</p>	Student outcomes and engagement is improved through the use of these practices. This is linked closely to Student Agency.	AST to lead and organise development, Schools to lead implementation.		
<p>Share kaahui wide waiata, karakia, karanga</p>	All kaahui learners will know a range of local waiata, karakia, karanga	Mana Whenua Committee		
<p>Teacher only days to be located in places of local significance and to promote themes of learning through place.</p>	Participant satisfaction of over 85% indicated in survey.	ASL in partnership with Mana Whenua with support from leaders and MOE		



Whanau Aspirations Place Based Learning

<p><i>Local Te Oko Horoi and Aotearoa history is taught through the lense of both Maaori and non Maaori experience.</i></p>	
<p><i>Local stories and Hitori identified by Mana Whenua are taught and students are able to go to important local sites and experience these places first hand.</i></p>	<p><i>Consult with Schools to find out about current Place Based learning Practices across Te Oko Horoi</i></p> <p><i>Every Teacher in the Kahui Ako has access to Te Ara o te Koohao (Local Hitori resource developed for our kaahui ako.)</i></p> <p><i>Consult with Mana Whenua, Iwi and Waikato Tainui to identify the key local stories Te Oko Horoi Schools will teach.</i></p>
<p><i>Our Kura visually reflect the significance of their location in Te Oko Horoi and Aotearoa.</i></p>	<p><i>Support teacher development in play based / experiential learning and teaching practices.</i></p>
<p><i>Use Waiata, Haka and Karakia that are significant to Te Oko Horoi and Waikato.</i></p>	<p><i>Share kaahui wide waiata, karakia, karanga</i></p> <p><i>Teacher only days to be located in places of local significance and to promote themes of learning through place.</i></p>
<p><i>Our Learners need a strong understanding of where they are from to give them the confidence to go out into the world.</i></p>	



Action plan area: Tools and Resources

Strategic Goal: Develop tools and actions that support the work of the Kahui Ako

Actions to achieve strategic goal/s	What success might look like	Who will lead and how will this be measured	Resourcing	End of year review
<p><i>Review and Renew Possibilities of Practice tool to reflect Hauora, Place Based Learning and Partnerships.</i></p> <p><u>Possibilities of Practice Tool</u></p>	<p>Possibilities of practice tool's current sections are reviewed and three new sections to reflect the new themes of the reviewed achievement challenge. There is a common understanding of Place Based Learning language and terms. Teachers are supported to use of place based learning and allow them to identify key next steps in their practice.</p>	<p>AST Team to organise, AP/DP and within school teachers group to contribute to this mahi.</p>	<p>\$1000 for catering and admin costs.</p>	
<p><i>Access research and professional readings and other CoL wide resources</i></p>	<p>Members of the Kahui Ako have access to high quality research and readings to base their practice on.</p>	<p>AST Team</p>	<p>\$1500</p>	
<p><i>Explore the use of Assay CoL Connector to allow for collation of CoL wide data.</i></p>	<p>Analysis of data possible at school and CoL levels. Allowing for a collective ownership of data that adds to the CoL goals.</p>			
<p><i>Coaching Framework developed and resources created.</i></p>	<p>A cognitive coaching framework is clearly understood by all members of the Kahui Ako.</p>	<p>AST Team</p>		
<p><i>Explore the development of measurement tools that link wellbeing, partnership and place based learning measures.</i></p>	<p>A survey developed from our key measures that allows us to quickly identify items of interest across our Kaahui Ako.</p>	<p>AST Team, [REDACTED]</p>	<p>PLD Hours</p>	
		<p>AST Team, Ropu Tautoko and School leaders involved in data</p>	<p>\$500 admin and catering.</p>	



Te Oko Horoi Measures of success

Me and My Schools Survey:

Measures: Well-being, Student Engagement, Partnerships,

School Stand Down, Suspension and Exclusion Data:

Measures: Student Engagement

Kahui Ako Development Roadmap:

Measures: Overall Kahui Ako State, Partnerships, Pathways, Teaching and Learning Practices,

Kaihoe Inquiry Circle Engagement Surveys

Measures: Within School Teacher engagement in KIC groups. Effectiveness of AST facilitation, Impact of WST participation on Schools and Settings.

Possibilities of Practice Tool:

Measures: Teacher ability in key Te Oko Horoi areas of Student Agency, Culturally Responsive Practice and Teaching as Inquiry.



Engagement and consultation with our community

Iwi

Centre and School Staff

BOT

Whanau

Community

Support Organisations

Students



Te Oko Horoi Previous Achievement Challenge Details

Underpinning themes from the 2016 proposal document

13.2. Cultural Responsiveness and Competency [Tataiako](#)

13.3. Adaptive Expertise [Nature of Learning 2015 OECD pg 3](#)

13.4. Learner Agency [Future Focused learning in connected communities](#)

13.5. Ubiquity [Future Focused learning in connected communities](#)

13.6. Connectedness [Future Focused in connected communities](#)