

Matamata Community of Learning | Kāhui Ako Achievement Challenge UPDATE

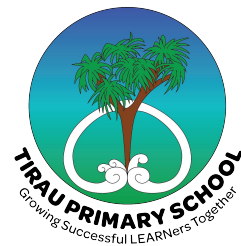
2023



Matamata Intermediate



St Joseph's Catholic School



"Mā te kaha, te mahitahi me te mana hei whāngai te ara o te matauranga"

"Strengthen, collaborate and empower to foster the pathway of learning"

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“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

INTRODUCTION

The Matamata Community of Learning | Kāhui Ako is set in the rural town of Matamata and surrounds of the Matamata-Piako area. The school communities are bordered by the Kaimai Ranges, Waihou River, Hinuera Valley, Walton Village, and Tirau Village to the South.

The CoL | KA consists of 9 Primary Schools, one Intermediate and one College.

There is a long history of collaboration and cooperation between Matamata schools, and a developing professional learning community. We are committed to developing the quality of teaching and learning through a collaborative, planned approach that utilises the leadership, pool of expertise and the culture of each school.

The Community of Learning incorporates a diverse group of learners:

- New Zealand European 60%
- Māori 30%, many of whom whakapapa to Ngati Haua, Ngati Hinerangi, Ngati Raukawa and other Tainui Iwi
- Pasifika 2%
- Other 8%

As of July 2020 there were 2384 students and 120.8 teachers in our Community of Learning | Kāhui Ako (CoL | KA). Note: with roll growth across the CoL | KA this is likely to be up in 2021. Around 80% of students will remain in our local CoL | KA educational pathway from Primary, to Intermediate and on to College.

Participating Schools:

Firth Primary	Hinuera Primary
Kuranui School	Matamata Intermediate
Matamata Primary School	Matamata College
St. Joseph's Catholic Primary	Te Poi School
Tirau Primary School	Wairere School
Walton School	

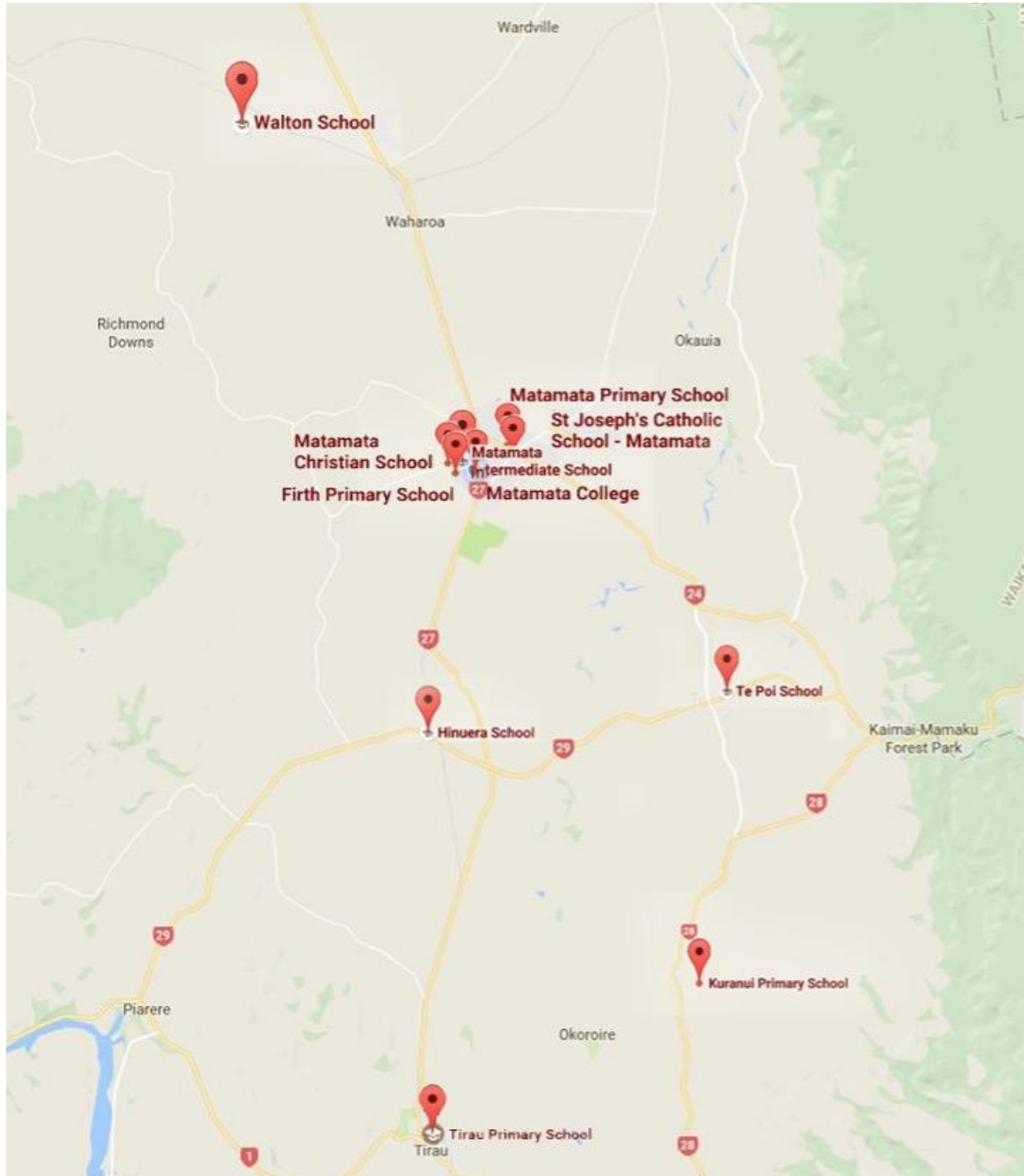
Participating ECE's:

Central Kids Rawhiti Kindergarten
 Central Kids Mill Crescent Kindergarten
 Rainbow Kidz
 Matamata Childcare Centre - Kids Corner
 Kids Collective
 Matamata Play Centre
 Kids On Broadway

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

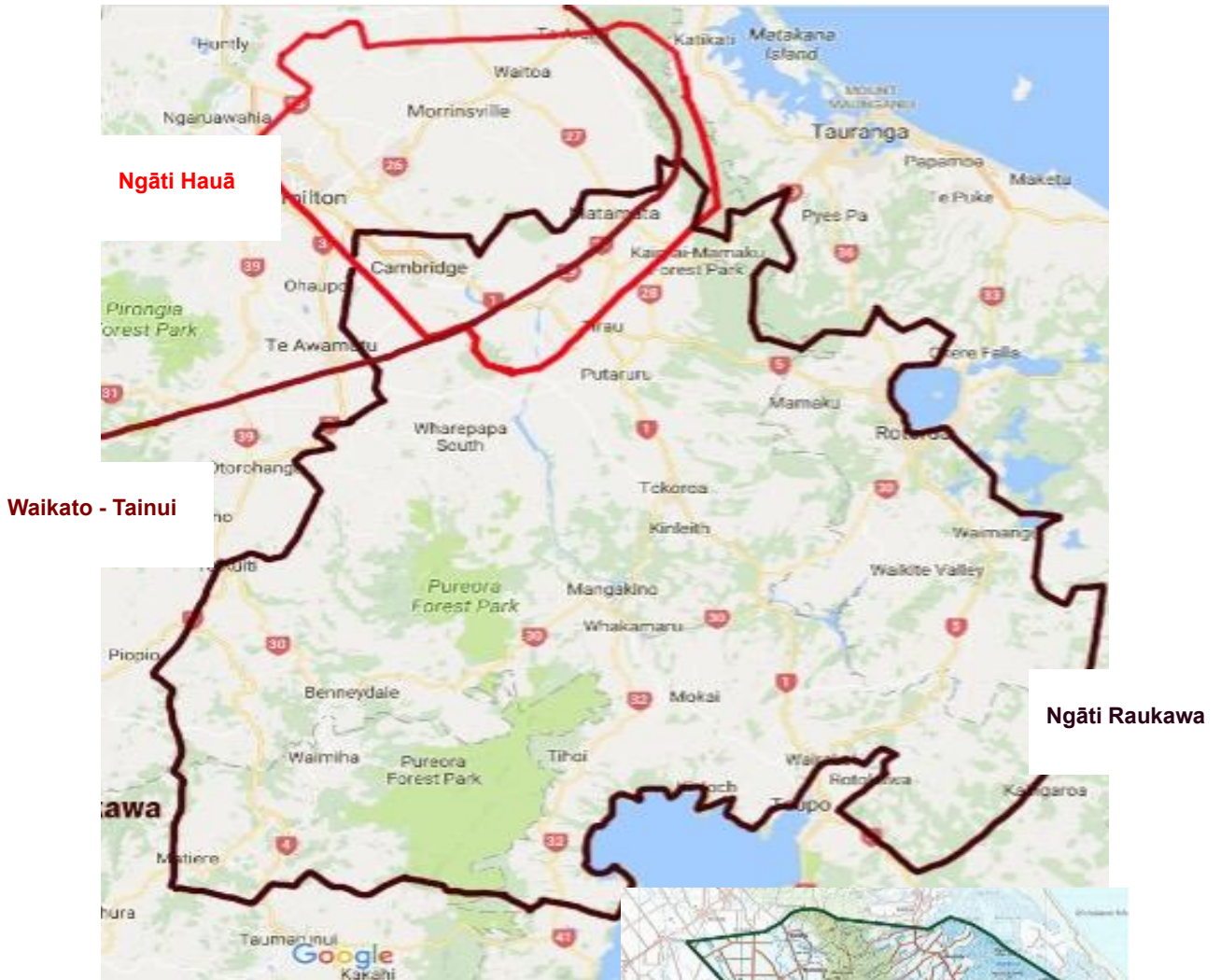
Map of Matamata Community of Learning | Kāhui Ako showing school locations



“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

Map of Matamata Community of Learning | Kāhui Ako Waikato - Tainui waka & iwi affiliation boundaries



The schools in the Matamata CoL | KA are situated within the rohe of three Waikato Tainui iwi: Ngati Hauā, Ngati Raukawa and Ngati Hinerangi. We are in the process of establishing stronger links with these three iwi, and acknowledging their status as mana whenua. Matamata College is a Waikato - Tainui Kawenata school.

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

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Matamata Community of Learning | Kāhui Ako - engagement with Waikato-Tainui iwi

Matamata is in the rohe of Waikato-Tainui iwi. As a member of the Kaahui Ako, Matamata College is a Waikato-Tainui Kawenata School, and as such, provides a link for all of our CoL | KA schools to benefit from working with Waikato-Tainui Iwi to raise the aspirations and achievement of our Māori students.

What has the benefit of Matamata College been in terms of the Kawenata with Waikato Tainui in terms of strengthening Iwi relations?

To work together to achieve mutual educational objectives. It enables an opportunity for ongoing and meaningful engagement between iwi and schools promoting positive collaboration and allows for meaningful pathways to be developed by providing schools with access to industry partners and mentoring programmes to align the shared aspirations and goals of all parties involved.

The Matamata CoL | KA supports the aspirations of the Waikato-Tainui Strategy 2050, the cultural, social and economic advancement of Waikato-Tainui people, and each school will take reasonable actions to support Waikato-Tainui students and whanau attending their respective schools.

The Matamata CoL | KA is committed to increase understanding of and unpack the Māori land wars and the impact that this has had and continues to have on the aspirations of our local Māori community.

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

Mission

The Matamata CoL | Kāhui Ako aspires for all our students to be successful learners and our teachers to be effective teachers through the realisation of our Mission Statement:

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

Strengthen, collaborate and empower to foster the pathway of learning

Vision

“All students achieving educational success as confident, connected, lifelong, resilient learners”

Values

For Principals/BOT/Staff

- Trust
- Integrity
- Respect
- Honesty
- Perseverance
- Open-mindedness
- Equity

In the case of students, we want them to **ASPIRE**.

We want our students...

to be Adaptable,
to enjoy Success while showing strength and solidarity
to display Perseverance,
to operate with Integrity,
to show Respect,
to have access to Equity

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

Informing our CoL | KA and consultation with our community - an on-going work in progress

Matamata Principals have a history of working together and believe we have established a highly successful Matamata CoL | KA. We operate from a position of strength, with an established Matamata Principals Association in operation for decades meeting usually once per term which is now usually followed by CoL | KA hui and/or PLD.

In 2023 the CoL | KA Principals, AST's, and iwi representation held a wananga in Rotorua over two days where we reviewed our MKA Achievement Challenge and And we developed a Strategic Plan which will continue to evolve over time.

Through analysis of our current vision, values and achievement challenges it was determined that we still have work to do across our schools in developing Culturally Responsive and Relational Pedagogy and building teacher efficacy. One of the significant areas identified through our discussions was the use of Spiral's of Inquiry which was stipulated in our previous Achievement Challenge. We have found that all of our schools have interpreted this in different ways so there is a lack of consistency and cohesion in this across our schools. We agreed to change this focus to the Professional Growth Cycle which is personalised to individual schools.

In 2024 we will utilise working groups lead by our AST's with WST's and Principal's will develop a Matamata Kāhui Ako Resource in the areas of Cultural Capabilities,

“Ehara taku toa i te toa takitahi, engari he toa takitini”

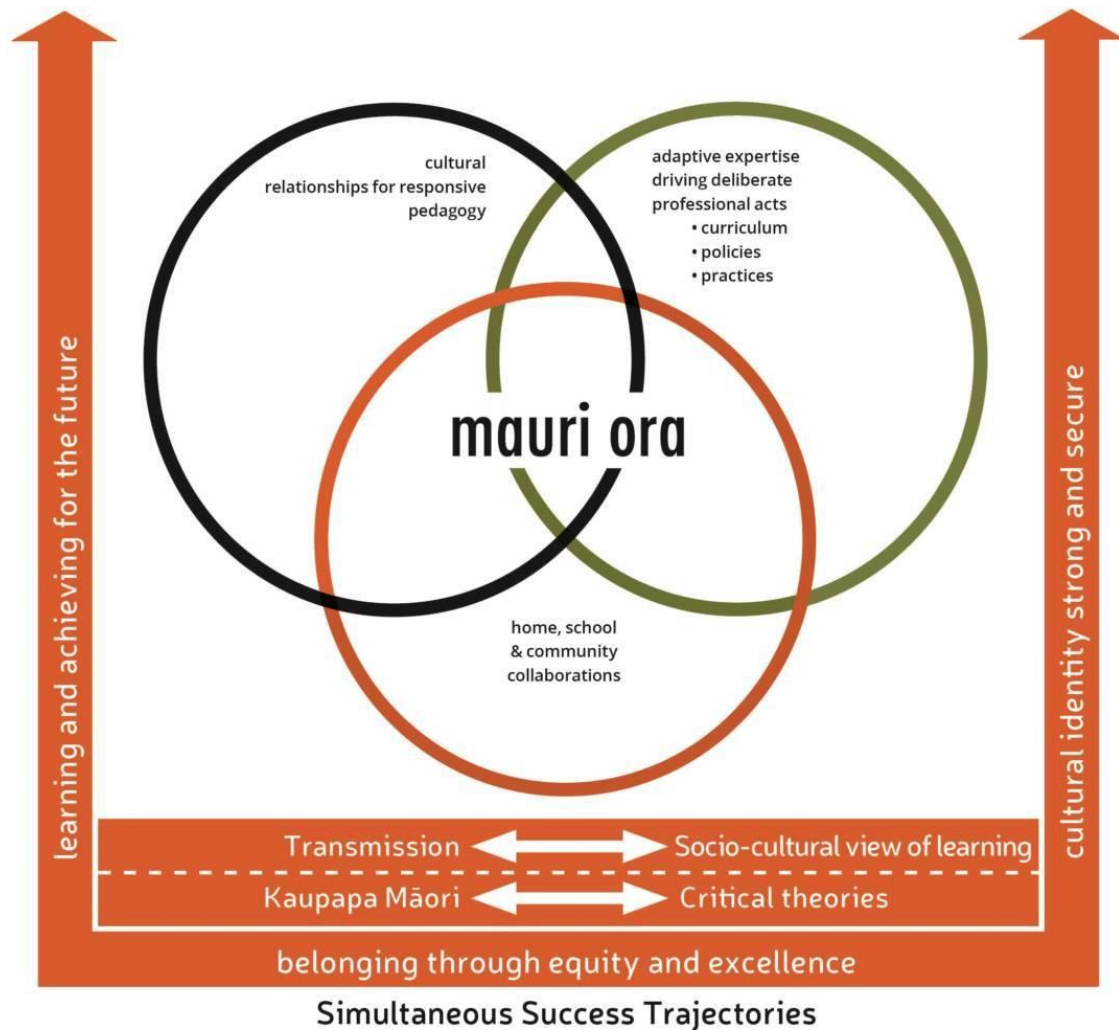
My success is not mine alone, as it is not the work of one, but the work of the collective

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

Te Ara Whakamua – The Way Forward

We are committed to our Theory of Change, Ako Critical Context for Change (Acknowledging Poutama Pounamu) to increase cultural capability through consistency of practice and to meet the needs of the New Education Learning Priorities.



“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

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Matamata CoL | KA Areas of Focus

Improving Māori student achievement and engagement is critical to addressing achievement disparities in our CoL | KA. To overcome these significant challenges, we have identified three areas of priority on which to focus our work:

1. Culturally Relationships for-Responsive-Pedagogy

Building teachers' cultural responsiveness and capability to recognise and respond to cultural diversity. To us, this also includes improving school-wide whanau engagement.

2. Teacher Efficacy and Transformation through Professional Growth Cycles

Building teacher efficacy and capability in providing inclusive learning environments for all students, especially priority learners, through our CoL | KA wide inquiry and a focus on transformation and innovation using the professional growth cycle.

3. Hauora Mauri Ora – this is a new priority for 2021

We are committed to improving Mauri Ora for all in our educational pathway and believe that improvements in this space will be reflected in improved engagement and attendance.

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

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Focus 1 - Culturally Responsive and Relational Pedagogy Focus

- As a CoL | KA we have identified through school achievement data, PGC's and observation tools that we need to continue to improve our understanding of:
 - Te Tiriti o Waitangi
 - Giving focus to the National Education and Learning Priorities
 - Genuine mana-whenua engagement
 - Ako – a reciprocal, two way teaching and learning approach
 - Cultural relationships for responsive pedagogy
 - Te ao Māori
 - Whānau engagement
 - Hauora
 - Mauri ora
 - Leadership
 - Māori achieving educational success as Māori
 - Tikanga Māori and Te Reo Māori
 - Teaching as Inquiry
 - Data analysis and evidenced based inquiry
 - Differentiation
 - Student Agency

To measure - we are going to use CoL -wide Rongohia te Hau data which encompasses, student, teacher and community voice. We gather the data through surveys that are sent to whānau, students and teachers. Each year we analyse the responses to identify perceptions around pedagogy and relationships. This provides data to inform our leadership Professional Learning across the Kāhui Ako.

We have noticed an increase in whānau engagement through attendance at our annual Kāhui Ako instigated Kapahaka and Ki o Rahi festival.

In 2023, 3 of our schools are now at a level 4b for Te Reo Māori instruction this is up from 1 in 2021. We have a large number of schools working with the Māori Achievement Collaborative which has supported this.

A professional development inquiry cycle of learning addressing Culturally Responsive and Relational Pedagogy (CR for RP) is required for our CoL | KA.

We need to support our schools' leadership teams to embed, a shared understanding of culturally responsive and relational pedagogy, and leadership, so that there are consistent indicators of these principles and practices across our CoL | KA.

Making educationally powerful connections with whānau and genuine mana-whenua engagement.

A key aspect of our plan to embed CRforRP is based around developing contextually specific effective teacher rubrics and a supportive model of observations, shadow coaching and reflective practice.

Key to achieving this is ongoing support and professional learning for our CoL | KA leaders, our Principals and Across School Teachers - focused on leadership and other dimensions of change:

- Culturally relationships for responsive pedagogy
- Educationally powerful connections with whanau and genuine mana whenua engagement
- Evidence based inquiry
- Teacher inquiry

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

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2015 Achievement Data in Writing

In 2015 when we collated data for our achievement data we looked at an average across all levels from Years 1 to 8, in 2019 when looking at the data for this refresh we have looked rather than at every student in Years 1 to 8 but at particular cohorts - Year 4 and Year 8. In 2015 we collated Year 1 to 8 data together. 53.9% of Māori students were achieving at or above National standards in Writing compared 69.8% of non Māori

In 2015 the number of māori students Achieving Level Two NCEA was 54%, the number of non māori students Achieving Level Two NCEA was 80.5%. The difference between the achievement levels of boys and girls was 5%
36% of boys left school without NCEA Level 2 compared to 27% of girls.

“Ma te kaha, te mahitahi me te mana hei whangai te ara o te matauranga”

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Matamata CoL | KA Student Achievement Data

Analysis of our Matamata Community of Learning | Kāhui Ako 2019 data shows broad disparities. While some progress has been made these broad disparities remain in 2021.

These broad disparities track throughout the educational pathway from new entrants to NCEA Level 2 and are:

- Between Māori and non-Māori learners
- Between male and female learners

All schools within the Matamata CoL | KA have identified and acknowledge that across our cluster, Māori and male learners are achieving at an expectation far below that desired by them, their parents/whānau and school.

Examples of these disparities:

Year 4 writing in 2019 56% of Māori students were achieving at or above expected curriculum levels compared to 76% of Non-Māori. 60% of boys were achieving at or above expected curriculum levels compared to 83% of girls.

Year 8 writing in 2019 58% of Māori students were achieving at or above expected curriculum levels compared to 70% of Non-Māori. 63% of boys were achieving at or above expected curriculum levels compared to 86% of girls.

In 2019 at Level 2 NCEA there was a major disparity between the achievement of Māori students 54% and Non-Māori 80.5% and a disparity between Girls and Boys of around 5%.

We believe these disparities are not acceptable and we are committed to meeting the challenge of raising the level of student outcomes for all Matamata learners.

This CoL | KA data continues to reflect the trends seen both nationally and across the Waikato district. It is also a trend that is historic within the Matamata schools, despite both individual schools and cluster wide professional learning targeting these areas. There have been pockets of great success for schools, however we will now be striving to embed the conditions of collaborative and sustained improvement for all schools and all learners within the Matamata Community of Learning | Kāhui Ako.

Our Curriculum expectation levels show a clear variation between Male and Female achievement and also Māori and Non-Māori achievement. An implicit understanding for each of our Achievement Challenge foci is that as we focus on embedding teacher practice so that all Māori students have strong literacy, numeracy and are successful as Māori; learning will be enhanced for our male students and additionally that girls and non-Māori achievement will also increase.

Whatever we do to improve pedagogy and teacher efficacy moving forward is underpinned by the understanding of the 'He kākano' mantra of...-"What is good for Māori is good for everyone!

"Mā te kaha, te mahitahi me te mana hei whāngai te ara o te mātauranga"

"Strengthen, collaborate and empower to foster the pathway of learning"

2019 Achievement Data in Writing

Year 4									
Writing	Māori		Non-Māori		Boys		Girls		All
Working towards Level 2	22	44%	34	24%	40	40%	16	17%	56
Level 2	21	42%	96	68%	53	54%	64	70%	117
Early Level 3	7	14%	11	8%	6	6%	12	13%	18
	50		141		99		92		191

Year 8									
Writing	Māori		Non-Māori		Boys		Girls		All
Working towards Level 4	10	32%	39	30%	28	36%	21	24%	49
Level 4	17	45%	56	43%	35	45%	38	45%	73
Early Level 5	4	13%	36	27%	14	18%	26	41%	50
	31		131		77		85		162

Year 10									
Writing	Māori		Non-Māori		Boys		Girls		All
Working below or at Level 4	34	97.1%	100	68%	72	80.9%	62	67.4%	
Working towards Level 5	0	0%	31	21%	13	14.6%	18	19.6%	
Level 5	1	2.9%	13	9%	11	12%	11	12%	
	0		2	1%	1	1%	1	1%	
	5		131		77		95		

NCEA Level 2									
Writing	Māori		Non-Māori		Boys		Girls		All
NCEA Level 2	18	75%	77	92%	34	73.9%	41	71.9%	106

We have used the 2019 data as we wanted an accurate picture of the achievement levels in schools.

2021 data will be used as baseline data for measuring focus 3 Mauri Ora

- NZCER Wellbeing At School surveys, and...
- Attendance Data (as a measure of engagement)
- Strand C of the NZ Health and Physical Education Curriculum which focuses on relationships with *“Mā te kaha, te mahitahi me te mana hei whāngai te ara o te mātauranga”*

“Strengthen, collaborate and empower to foster the pathway of learning”

Focus 2 - Teacher Efficacy and Transformation through Professional Growth Cycle Focus

The Matamata Community of Learning | Kāhui Ako leadership group are firm believers that teacher quality is the crucial factor in successful educational outcomes for students. After-all it is what teachers does in the classroom and the relationship they have with their students that really makes the difference.

Supporting our teachers across the CoL | KA to be evidence based, reflective, responsive practitioners is key to raising student achievement.

We have a culture of inquiry across our CoL | KA staff driving CR4RP and see teaching and learning:

- where there is student agency,
- where power is shared and culture counts
- that is based on evidence
- where staff are reflective practitioners – informed by data and their own teaching/learning inquiry
- that ensures equitable outcomes

A culture of teaching as inquiry, which is already an established focus in many of the Matamata CoL | KA schools is required. As schools develop their own Professional Growth Cycles as part of the updates to appraisal requirements they will streamline their own practices in this area. Many of our schools are developing peer coaching or 'critical friend' relationships to impact teacher practice.

While our Matamata CoL | KA inquiry focus is clearly on culturally responsive and relational pedagogy to help raise achievement of Māori students and boys, individual schools within the CoL | KA will develop their school context specific inquiry inclusive of the broader CR4RP focus.

We aim to accelerate the achievement and empower the learning of priority learners at Level 2 (Year 12) so they achieve and enjoy meaningful pathways beyond school. This will be measured by pathway data and NCEA Level 2 achievement data.

*“Ma te kaha, te mahitahi me te mana hei whāngai te ara o te matauranga”
“Strengthen, collaborate and empower to foster the pathway of learning”*

Focus 2 - Teacher Efficacy and Transformation through Professional Growth Cycle Focus

The data below shows the percentages of students in our Kāhui Ako who have achieved NCEA Level 2 and also the percentage of students who have stayed engaged in their schooling until at least 17. While the data shows some areas of decline, it is great to see a higher percentage of boys achieving NCEA Level 2.

Data

NCEA Level 2							
Māori 2020	2022	Boys 2020	2022	Girls 2020	2022	All 2020	2022
54%	61%	61%	66%	84%	69%	72%	67%

Retention until 17							
Māori 2020	2022	Boys 2020	2022	Girls 2020	2022	All 2020	2022
65%	54%	62%	55%	71%	69%	67%	62%

*“Ma te kaha, te mahitahi me te mana hei whāngai te ara o te matauranga”
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Focus 3 - Hauora - Mauri Ora

Hauora of our tamariki is essential for nurturing confidence, strong identity, and sense of belonging, this is an emerging area that we have identified needs to be included in our work as the Matamata CoL | Kāhui Ako. Ka Hikitia states that “Identity, language and culture are an asset and a foundation of knowledge on which to build and celebrate learning and success (p.17).” Durie (2016) describes Mauri as the “vitality, integrity, and energy within a person, and the nature of relationships in the wider environment”. These aspects are demonstrated by “an enlightened spirit; an alert and inquiring mind; a fit-for-purpose and pain-free body” and importantly “a set of relationships that are nurturing and mutually beneficial” (Durie, 2015). Successful Māori students exhibited what has been termed by Mason Durie (2015; 2016) as “Mauri Ora”. We are committed to improving Mauri Ora for our students. It promotes positive learning experiences and outcomes for tamariki, positioning them to fully engage in the educational activity.

To measure we will use...

- NZCER Wellbeing At School surveys was administered to students in Year 5 and above in schools 2021 and 2023.
 - This comparative data about how students feel they belong and whether they feel cared for at school. Our results in 2023 indicate that supporting students with their hauora is still an area where we need to focus.

Areas of Strength Identified by most schools 2021	2023
At school I learn what behaviours are OK and not OK	Teachers and students care about each other
Teachers and students care about each other	Our school values are important to everyone
Our school values are important to everyone	At school I learn what behaviours are OK and not OK
Students treat teachers with respect	Students treat teachers with respect
Areas for Growth across our schools 2021	2023
Students having a say in what happens at school?	Students identified that they need support to express their feelings.
Learn how to manage my feelings (like if I am upset or angry)	A focus on teaching students the importance respecting each other.
A focus on teaching respect in schools	Students having a say in what happens at school?
Students identified that they need support to develop resilience strategies	Students identified that they need support to manage their feelings
Students identified that they need support to express their feelings.	Students being able to seek support from their peers.

“Mā te kaha, te mahitahi me te mana hei whāngai te ara o te mātauranga”

“Strengthen, collaborate and empower to foster the pathway of learning”

Focus 3 - Hauora - Mauri Ora

- Attendance Data has been collated as a measure of engagement and we hope to see an increase in this .
 - Year To Date Regular Attending across all students is 89.22%
 - Year To Date Regular Attending across all Māori students = 84.8%
- Number of Māori students in Kaahui Ako = 596
- Strand A & C of the NZ Health and Physical Education Curriculum which focuses on Personal Identity and Relationships with other people.

Strand A: Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development

A4 Personal Identity

Strand C: Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others

C1 Relationships

We have explored the following initiatives to grow māori ora in schools

- Wairere Toi - is a group affiliated to local iwi Ngāti Hinerangi who offered services in Matamata Schools to support involvement and participation in Te Reo Māori and Tikanga Māori learning situations for learners in particular Māori and Boys (2021 - 2023)
- Whare Tapa Wha
Professor Sir Mason Durie's Te Whare Tapa Wha Model (1984) symbolises the strength of the wharenuī or hauora (Maori wellbeing) of 'he tangata' as being the four dimensions of Māori well-being. In a traditional Māori approach, Taha wairua (spiritual health), Taha whānau (family health), Taha Hinengaro (mental health) and Taha tinana (physical health). Some of our schools are exploring Durie's (1984) work as a guiding document which will help deliver the positive outcomes for our tamariki and wider community
- Implementing the Pause, Breathe, Smile programme in 2022.
- Implementing school wide Mindfulness programmes

The success of this initiative will be measured by an increase in attendance in all areas -

- Non-Māori -92%
- Māori 90%

"Mā te kaha, te mahitahi me te mana hei whāngai te ara o te mātauranga"

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MATAMATA KAAHUI AKO 2023 STRATEGIC PLAN

In 2022 we committed to utilising Ako: Critical Contexts for Change as the lens and framework for everything we do.

In 2023 our aim is to grow our knowledge and understanding of Ako: Critical Contexts for Change

Embed Ako: Critical Contexts for Change into each Individual School's Strategic planning

To facilitate opportunities for Tumuaki to share and learn from one another.

Term 1

Mahi Sharing - Share your Digital Korowai - 6 slides in 3 minutes - share what drives your passion for equitable outcomes for all learners?

Theme - Home School Community Collaborations activated through the new curriculum refresh and localised Curriculum

Some potential themes emerging:
Understanding that our schools have a common language, theory and approach.
Our communities have not been part of the journey - not had access to the PLD how can we share this journey with them
Providing PLD opportunities for our communities

Term 2

Mahi Sharing - 6 Slides in 3 minutes - Localised Curriculum - what is happening in your school

Theme: Kaupapa Māori
Kaupapa Māori challenges Western ideas of what constitutes valid knowledge. Rather than abuse and degrade Māori ways of knowing, it allows Māori communities to take ownership and support the revitalization and protection of all things Māori. This enables Māori to take a proactive role in bringing about the changes that they identify as being important, and taking responsibility for transforming their own situation. Therefore, they can reposition away from deficit positions about their status within colonisation, to positions of agency.

Outcomes:
What does this mean for us as educators in Matamata?
What can we do to support our Māori communities to take ownership?

Teacher Only Day Monday 24th April

Iwi Perspectives of Mauri Ora

Keynote Speaker
Janelle Riki-Waaka
the importance of Mauri Ora

School Sharing of their journeys
Te Kahu Rolleston - Poetry

Term 3

Theme - Critical Theories
There are some big themes in the Critical theories Pou that deal with our own Conscientisation and activating agency in our Kura. We can start thinking about our own agency and our own ability to contribute to doing things differently. Not only individually but also systemically within the school's leadership team, in order to disrupt some of the taken for granted assumptions that have often remained unchanged.

Another crucial area is Praxis - Praxis is becoming deliberate and conscious about what I do, and why I do it. It's my practice and the theory behind my practice coming together so that I move forward in a very mindful way. New theories help me to establish new practices By being quite deliberate I can start to transform my everyday practice until it becomes the new normal for me. I know exactly why I am changing and I can talk to people about why I'm doing it in the way that I am.

Term 4

Theme: Adaptive Expertise Driving Deliberate Professional Acts
Adaptive expertise positions educators to:

- make the most of the 'learning opportunity' – adapting and developing teaching as students engage and interact with the learning
- plan a personalised pathway for every learner, and a personalised response to every learning need and aspiration
- make more deliberate choices about how they will implement curriculum, policies and practices.

Deliberate professional acts occur when educators draw from their professional expertise to make deliberate decisions about what will make the biggest difference for student achievement and well-being. These include implementing curriculum, policies, practices and interventions that are:

- purposefully developed to promote excellence, equity and belonging for all students
- responsive and appropriate to local contexts
- grounded in research about what we know works to support students' strong, secure cultural identities
- learning and achieving for the future
- reviewed in response to evidence and feedback on how their decisions and actions are affecting students and whānau.