

The Invercargill Kāhui Ako



Strategic Plan

2024 - 2026



Our Vision: 100% Students achieving success as themselves (defined as learners reaching their potential, secure in their identities, languages and cultures.)

Our Guiding Principles: provide a framework to assist the Kāhui Ako in achieving the vision.

Manaakitanga - working together to challenge, support and build each other as we continually improve teacher practice, systems and process.

Whanaungatanga - building a sense of belonging as we gather and genuinely engage with student, teacher and whānau voice and aspirations.

Mahi Tahī - working together on our achievement challenges and building the waka of work that will move our vision forward.

Ako - understand that we all have things to add to our journey and build upon these strengths for the benefit of all our students, teachers and whānau.

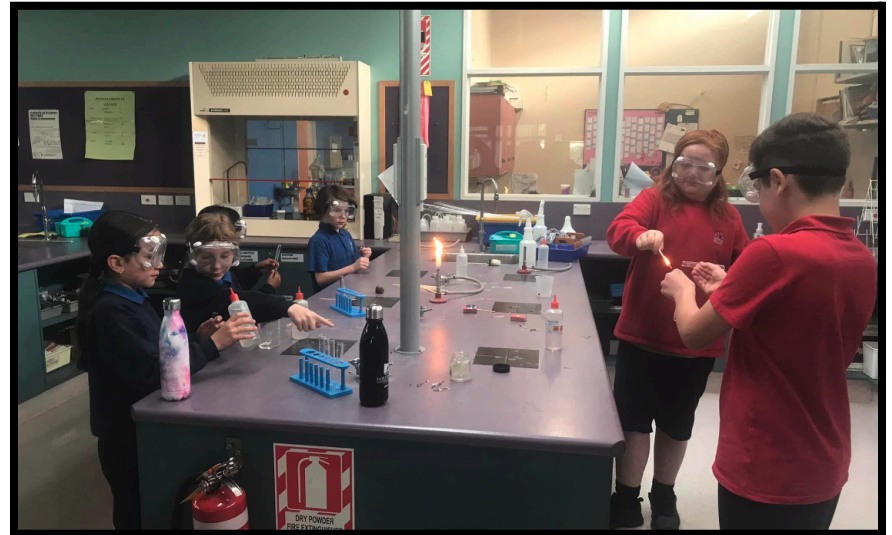
Shared Leadership Statement:

A team who are committed to growing through being open, collaborative. Valuing the strengths within the team so that we will be empowered to meet the above vision.

What is important to us?

The Invercargill Kāhui Ako is committed to:

- maintaining autonomy as individual schools, yet developing and strengthening interdependent relationships across and between schools through shared understandings.
- adding value to the individual schools involved by supporting best teacher practice based on up-to date pedagogy, adaptive expertise which will increase and strengthen teacher capability, which will in turn raise student achievement.
- making the learning community as transparent and accessible as possible for other schools in the areas to access and join in the future.



How are we doing?

The Invercargill Kāhui Ako has been operating since 2016. In the beginning the community of learning focused on student achievement in Mathematics and English and how school's were developing their cultural responsiveness. In 2019, leadership changed into a two leadership model and the achievement challenges changed to be focused on student and teacher well-being and the implementation of Digital Technology across the curriculum.

In monitoring student and teacher well being, the community of learning used the Rongohia Te Hau framework, in which student, teacher and whānau voice was collected. However, during the two years of Covid interruption not all schools completed the full survey and therefore data can not be analysed over the community of learning.

In 2022 leadership has moved into developing a sustainable leadership model, with one of the leaders appointed from the 2020 appointment panel and a new leader. The intention is for leaders to be changing every two years with the maximum time in the leadership role of 4 years. Hence a roll over leadership format to help with continuity.

Moving forward the principals have developed new achievement challenges which are aligned with the direction in which the Kāhui Ako is moving. The achievement challenges, although they stand alone, they are connected and interwoven through the premise that:

"if students are **present** at school, they are more likely to **participate** in learning
which will lead them to make **progress**
to meet our vision ...

100% Students achieving success as themselves.



Our Kura:

Aurora College
Invercargill Middle
New River Primary
Tisbury Primary

Years 7 - 13
Years 1 - 6
Years 1 - 6
Years 1 - 6

Our Composition:

1,276 students

European - 55%
Māori - 29%
Pasifika - 9%
Asian - 4%
Other - 3%

Our People:

Co-Leads 2
Across School Teachers 1
Within School Teachers 7
Learning Support Coordinators 2

Revised Achievement Challenge One

Support teachers to collaborate across our Kāhui Ako to positively influence students to achieve success as themselves. This will be achieved through:

1.1

Collaborating as a Kāhui Ako to ensure we are offering the best wellbeing support for staff and students

1.2

Developing student well being. It is recognised that students make better progress when teachers build authentic relationships that encompass the holistic learner; the learner is seen and heard with strong links to their cultural identity. This will be evidenced by improved academic outcomes in literacy and numeracy.

1.3

Developing educational workers' holistic wellbeing. A work environment has higher retention rates, increased loyalty, increased conscientiousness and less sickness by its staff

Tools that will support collaboration to positively affect students achieving success as themselves.

- **Curriculum Developments:**

Curriculum Refresh, Literacy and Numeracy Pathways

- **Professional Development:**

NZIWR - The Educator's Guide to Whole School Well-Being, Cultural Connectedness (Core Education), Neurodiversity (Andrea Greer and Chris Cole)

- **Collegial Support:**

Principalship, AST/WSTs (Leadership mentoring and development)

- **Well Being Initiatives:**

PB4L, PB4L Restorative, Te Whare Tapa Wha Framework, Guidance Counsellors, Counsellors in Schools including SWiS and Chatbus, Travellers' Programme, Seasons for Growth, Trauma Informed Practice, Second Steps, Mitey, Pause, Breathe, Smile, Kiwi Can

- **Data Gathering Options:**

Individual School's student/akonga/staff voice

Pastoral Data

Wellbeing and Resilience Survey (NZIWR/Core Education)

Literacy and Numeracy Data

Baseline Data**KA - well being survey data coming from CORE**

18% of our Kāhui Ako Kaiako deliberately practice activities to support their wellbeing.

Literacy and Numeracy Data (End of 2023 - see below)**Kāhui Ako Literacy and Numeracy Baseline Data (End of 2023)**

Reading	Well Below	Below	At	Above	Total
Year 3	16 (21%)	8 (11%)	37 (49%)	14 (19%)	75
Year 6	5 (6%)	11 (14%)	38 (46%)	28 (34%)	82
Year 8	3 (4%)	52 (61%)	22 (26%)	8 (9%)	85
Writing					
Writing	Well Below	Below	At	Above	Total
Year 3	8 (11%)	21 (28%)	41 (55%)	5 (6%)	75
Year 6	8 (10%)	9 (11%)	40 (49%)	25 (30%)	82
Year 8	6 (7%)	54 (64%)	24 (28%)	1 (1%)	85
Maths					
Maths	Well Below	Below	At	Above	Total
Year 3	11 (14%)	20 (27%)	38 (51%)	6 (8%)	75
Year 6	12 (15%)	7 (9%)	49 (59%)	14 (17%)	82
Year 8	0 (0%)	58 (68%)	17 (20%)	10 (12%)	85

Targeted Outcomes:**Wellbeing:****By the end of 2024**

- Engaging - 40% of our Kāhui Ako Kaiako deliberately practice activities to support their wellbeing.

By the end of 2025

- Functioning - 60% of our Kāhui Ako Kaiako deliberately practice activities to support their wellbeing.

By the end of 2026

- Flourishing - 80% of our Kāhui Ako Kaiako deliberately practice activities to support their wellbeing.

Literacy:**By the end of 2024**

- 65% of year 3 students will be at or above in reading and writing
- 65% of year 8 students will be at or above in reading and writing

By the end of 2025

- 75% of year 3 students will be at or above in reading and writing
- 75% of year 8 students will be at or above in reading and writing

By the end of 2026

- 80% of year 3 students will be at or above in reading and writing
- 80% of year 8 students will be at or above in reading and writing

Numeracy:**By the end of 2024**

- 65% of year 3 students will be at or above in maths
- 65% of year 8 students will be at or above in maths

By the end of 2025

- 75% of year 3 students will be at or above in maths
- 75% of year 8 students will be at or above in maths

By the end of 2026

- 80% of year 3 students will be at or above in maths
- 80% of year 8 students will be at or above in maths

Revised Achievement Challenge Two

Support students to attend school regularly and engage in the learning programmes. This will be achieved through:

1.1

Developing students' sense of identity and belonging. It is recognised that students make better progress when teachers build authentic relationships that encompass the holistic learner; the learner is seen and heard with strong links to their cultural identity

1.2

Supporting students and their whānau to partner with schools to ensure regular attendance across the Kāhui Ako. It is recognised that regular attendance builds a stronger sense of identity and belonging which impacts on educational learning outcomes.

Tools that will support collaboration to positively affect students achieving success as themselves.

- **Curriculum Developments:**

Curriculum Refresh, Literacy and Numeracy Pathways

- **Professional Development:**

NZIWR - The Educator's Guide to Whole School Well-Being, Cultural Connectedness (Core Education), Neurodiversity (Andrea Greer and Chris Cole),

- **Collegial Support:**

Principalship, AST/WSTs (Leadership mentoring and development)

- **Attendance Initiatives:**

Incentive groups run by Aurora College

- **Data Gathering Options:**

Individual School's student/akonga/staff voice

Pastoral Data

Wellbeing and Resilience Survey (NZIWR/Core Education)

Literacy and Numeracy Data

Baseline Data

Attendance Data (Every Day Matters)

46% of our students across the Kāhui Ako are attending school 90% of the time. (Every Day Matters, Term 1, 2024)

Literacy and Numeracy Data (End of 2023 from each school - noted above)**Targeted Outcomes****By the end of 2024**

- That 55% of students across the Kāhui Ako will be attending school 90% of the time.

By the end of 2025

- That 65% of students across the Kāhui Ako will be attending school 90% of the time.

By the end of 2026

- That 75% of students across the Kāhui Ako will be attending school 90% of the time.