

Ngā Mātāpuna o te

Waihora Kāhui Ako

A Confident, Connected, Caring Community.

Achievement Challenges

2024-2026.





“The people of Te Taumutu Rūnanga descend from the tīpuna or ancestor, Te Ruahikihiki and his son Moki (II) who settled at Taumutu in the seventeenth century. Te Ruahikihiki moved from Akaroa Harbour to Taumutu on the southern shores of Te Waihora. Te Ruahikihiki settled at the pā, Orariki, which is where the present day Hone Wetere church and hāpu urupā are located. Moki (II) established his pā site nearby at Taumutu, on the site where the present Ngāti Moki marae is located, near the south-western edge of Te Waihora. In 1891 a wharenui, named Moki, was opened on the site of the original historic Pā o Moki. The meeting hall has undergone many alterations and additions and is now known as Ngāti Moki. Grass covered mounds of earth can still be seen at the Ngāti Moki pā site. These ramparts run parallel to Pohau Road and are the remains of the traditional battle defences of the original pā (Te Taumutu Rūnanga 2014).”

(Educational Hub Cultural Narrative , Ngā Mātāpuna o Te Waihora (2015) prepared by Bridget Robilliard and Craig Pauling on behalf of Te Taumutu Rūnanga p: 2)



Ngā Mātāpuna o te Waihora Kāhui Ako is a group of Early Childhood Centres and Schools working together to help our learners/students achieve their full potential. Our Kāhui Ako sets a Strategic Plan and Achievement Challenges based on the needs of the young people who attend the ECE's and Schools.

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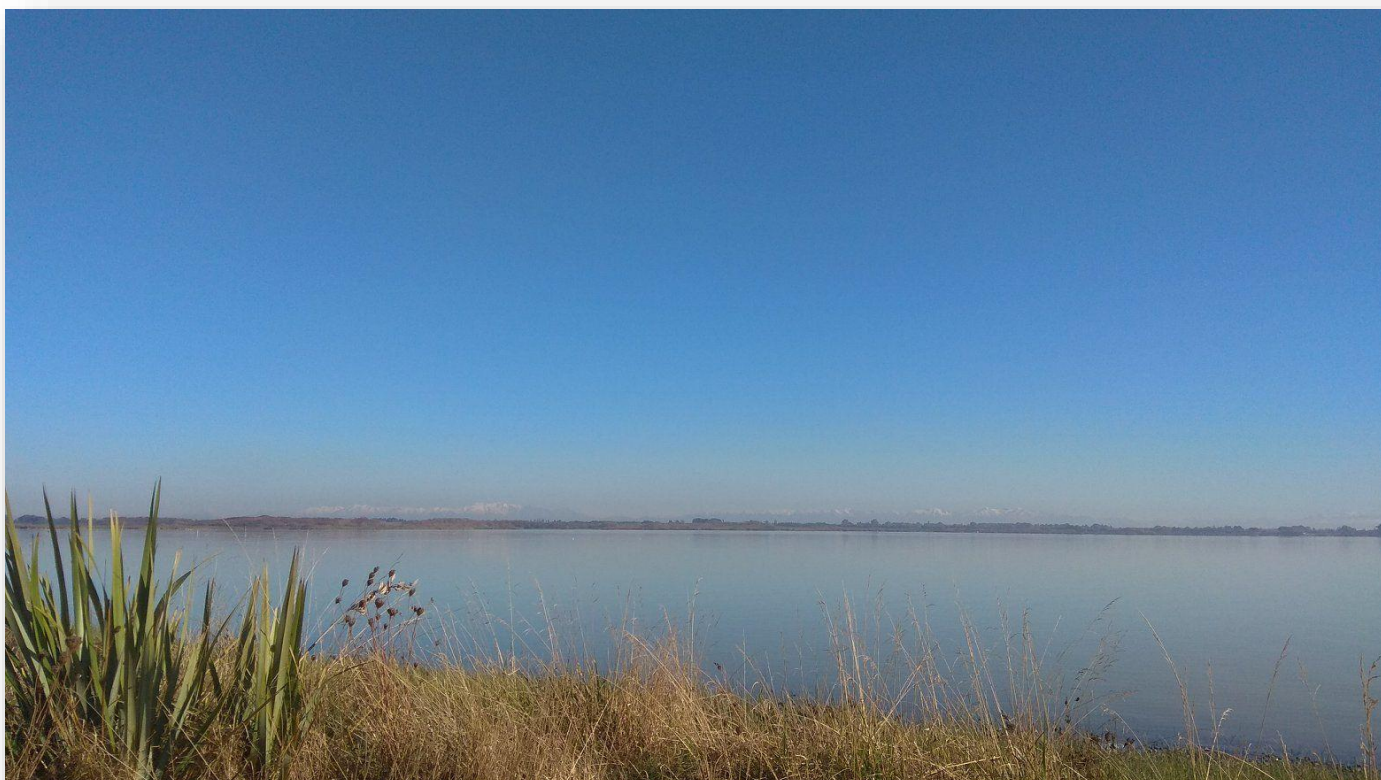
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A Confident, Connected, Caring Community



As a Kāhui Ako the schools and early childhood centres wish to work collaboratively to establish a confident, connected caring community, while retaining the uniqueness of our individual centres.

For our Kāhui Ako this means:

Confident

- Having confidence in what we believe and value
- Having self-belief and the confidence to try new things
- Knowing our capabilities
- Being resilient

Connected

- Having a sense of well-being and belonging
- Being connected to the wider community
- Networking and establishing new relationships and support across the Kāhui Ako
- Working collaboratively to achieve our goals

Caring

- Checking in with each other
- Each individual doing our part
- Being respectful

Community

- Working together as one - kotahitanga
- Participating in community events
- Knowing the people and families in our care and our wider community

Our Principles

Our Principles are based on the five key principles suggested by MacBeth and Dempster (2009) which determine what it means to lead schools that place learning at the centre of practice.

1. Having a focus on learning and putting learning at the centre of everything

2. Creating a safe and secure environment for learning, that enables risk taking and equips teachers with the tools and strategies to enhance thinking about learning

3. Cultivating a learning dialogue where values, understandings and practices are shared and valued

4. Encouraging everyone to take a lead as appropriate to task and content

5. Having internal and external accountability, with continuing focus on sustainability and succession is paramount.

Our Kāhui Ako

Ngā Mātāpuna o te Waihora Kāhui Ako consists of four schools and six Early Childhood Centres.

The four schools are:-

- Ellesmere College (Years 7-13)
- Dunsandel School (Years 1-6)
- Leeston Consolidated School (Years 1-6)
- Southbridge School (Years 1-6)

The six Early Childhood Centres are:-

- Active Explorers Leeston
- Children First Leeston
- Dunsandel Blue Goose
- Dunsandel Playcentre
- Leeston Playcentre
- Southbridge Playcentre



The total student population of the four schools as at 1 March 2024 was 1044 consisting of 496 female students, 547 male students and 1 another gender.

Our Context

The name and logo for our Kāhui Ako, Ngā Mātāpuna o Te Waihora, meaning the source of Te Waihora, gives reference to the importance of Te Waihora (Lake Ellesmere) as a taonga of Ngāi Te Ruahikihiki. It was Te Waihora, or Te Kete Ika a Rākaihautū, which attracted Taumutu tūpuna (ancestors) to the area, and sustained them through the generations, as well as continuing to provide for and be of great value and importance to the hapū.



Our name was gifted to us when we were a Learning Cluster by our local Rūnanga, Taumutu. Our logo was designed by Liz Brown (Te Taumutu Rūnanga). The hills represent N and M - from Ngā Mātāpuna. The larger shape is Te Waihora and the three koru in the lake represent Early Childhood, Primary and Secondary who together are growing education (koru symbolising growth).

In 2015, Bridget Robilliard and Craig Pauling, on behalf of the Te Taumutu Rūnanga, prepared a cultural narrative for our community of learning, which provides us with a rich insight into the cultural history of our surroundings.

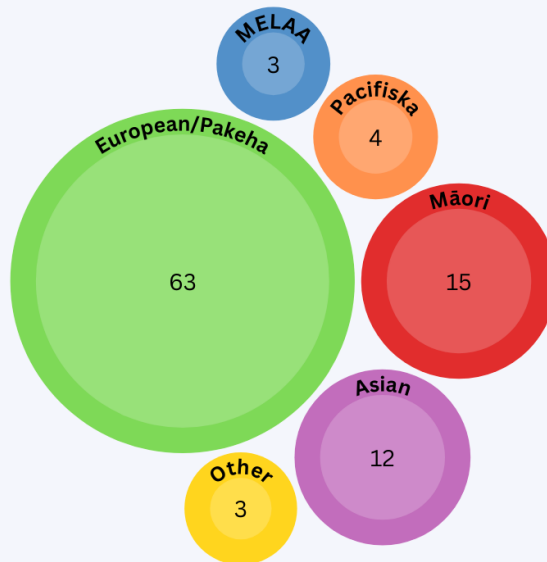
Ngā Mātāpuna o Te Waihora education community of learning is situated within a traditional network of Ngāi Tahu settlements and mahinga kai areas spread across the central part of Kā Pākihi Whakatekateka o Waitaha (the Canterbury Plains), which are of particular significance to Ngāi Te Ruahikihiki. This network played an important role in traditional lifeways, and remains significant to the heritage and ongoing identity of manawhenua. The network includes numerous wāhi tapu and wāhi taonga such as pā (fortified villages), kāinga (villages), urupā (burials), ara tawhito (trails) as well as mahinga kai (food gathering) areas. Collectively, these places, along with their associated creation, migration and settlement traditions, form a cultural landscape which reflects the ongoing and enduring relationship Ngāi Tahu have with the land.

Ngā Mātāpuna o Te Waihora Kāhui Ako falls within the takiwā of Te Taumutu Rūnanga, one of 18 Ngāi Tahu Papatipu Rūnanga, based at Ngāti Moki Marae, Taumutu. While, Te Taumutu Rūnanga and Te Ngāi Tūāhuriri (traditionally based at the Kaiapoi Pā) have shared interests in the Selwyn area, as part of the Education portfolio agreement, Te Taumutu is recognised as the kaitiaki of the educational institutions in the district (*Educational Hub Cultural Narrative, Ngā Matapuna o Te Waihora*)

All learning centres across the community of learning share the values of Taumutu Rūnanga.

- Aroha: Love, compassion, empathy, selflessness, tolerance and goodwill
- Whanaungatanga: Ancestral, historical, traditional, spiritual and kinship ties, the extended family; and relationship
- Manaakitanga: Hospitality, acknowledgment, showing respect, care, sympathy, and empathy)
- Kotahitanga: Solidarity, unity, shared aims
- Tiakitanga: To guard, tend, watch for, care, protect, conserve, look after and maintain.
- Rangatiratanga: Leadership, commitment, autonomy, chieftainship, respect, self-determination





Kāhui Ako Schools Roll Percentage by Ethnic Grouping as at 1 March 2024

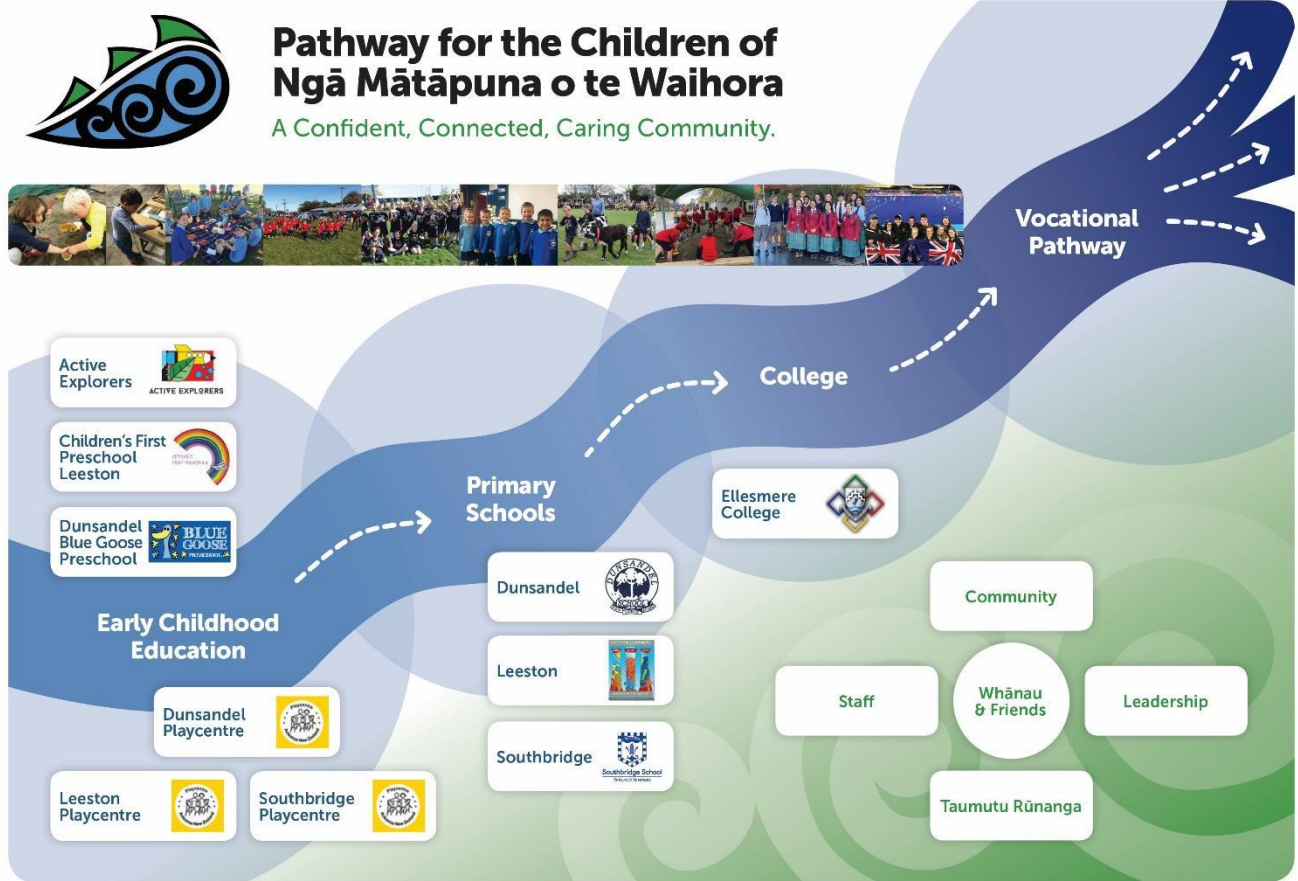
There is a history of co-operation between the four schools dating back to the establishment of Ellesmere College in 1981. The three primary schools contribute to Ellesmere College. The Christchurch Earthquakes saw the establishment of a Learning Cluster which included the six ECEs.

We have links with our local community and tertiary institutions, in particular through

- University and other Tertiary providers (e.g. Gateway, Ara)
- Local Businesses
- Sports and cultural groups throughout the community of learning.

There is a solid foundation of trust that has been developed over a number of years on which to base this community and we believe there is commonality in the learning needs of the children in our schools and ECEs. The work we have previously done as a group has had a focus on ensuring our children are well prepared and improving student progress – this will continue into the future with our achievement challenges and our Kāhui Ako programme. We are conscious of retaining and further developing existing community of learning opportunities for our Kāhui Ako children and staff.



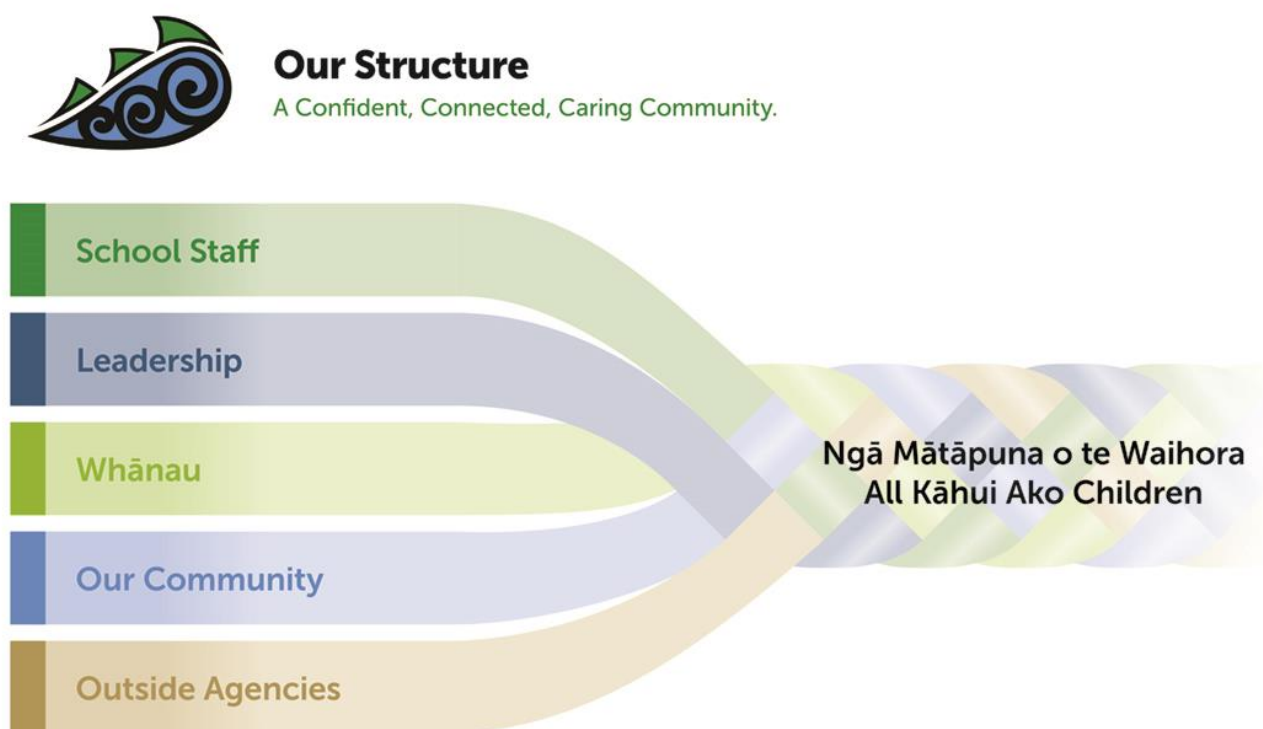


It is our belief that our Kāhui Ako represents a learning pathway for the children of Ngā Mātāpuna o Te Waihora as depicted in the above diagram. We each contribute to the learning pathway of our tamariki, while retaining our individual identity.



Our Structure

This is the operational structure we have established to manage the process to implement our Achievement Challenges plan, with key stakeholders weaving throughout the educational pathway of our learners



School Staff

Our school staff include all teaching and support staff employed throughout our collective organisations (ECEs and schools) that play a role in teaching and learning.

Across School Lead (ASL)

This resourcing will be used to develop and enhance our key lever of change - Wellbeing. Through the coordination and support of the Within School Teachers to work from the Wellbeing Strategic Plan. It will contribute to improved practice and learning across the kura in our Kāhui Ako and will impact on the achievement challenges:

Within School Teachers (WST)

Our identified lever of change (Wellbeing) will drive professional development and support teacher practice in the classroom. WST will work from the Wellbeing Strategic Plan, using the Strategic Initiatives and Actions to drive their work, enhancing practice of leaders and teachers to better meet the needs of all our learners, and in particular our targeted groups and will be supported by our with-in school teachers.

Leadership Group

Our Leadership group consists of the four school Principals and one ECE representative. This group meets regularly to set the goals for our Kāhui Ako and to develop the achievement challenges. They are responsible for the monitoring, reviewing and evaluating of the Kāhui Ako on a regular basis. The Leadership group has and will work together to collate and analyse information to direct the achievement challenges and vision of our Kāhui Ako.

Whanau/Our Community/Outside Agencies

We consider our community to include all our families/whānau, outside agencies we engage with, Te Taumutu Rūnanga, and our local communities.

Our Achievement Challenges 2021-2023 Review

Purpose and Vision

Our original vision “A Confident, Connected, Caring Community” forms the basis and direction for all of our mahi. Meeting our achievement challenges will help us get closer to our vision by allowing our students to have strength in their academic achievement, understanding and control of their wellbeing and confidence in their identity.

Our Journey

As with all aspects of life during this period we experienced the challenges of working through the Covid-19 Pandemic. Implementing our Wellbeing Model, Te Whare Mauri Ora © 1997 Wiremu Gray, during these times was difficult, but reinforced the need to allow our ākonga to learn about the aspects of wellbeing and how to strengthen wellbeing. Conversations around wellbeing were normalised in the classroom and in kura generally, this was supported by the national discussion around wellbeing and mental health through this time.

We have made the most progress against our achievement challenge around wellbeing. We believe that wellbeing is at the core of all we do in education. Without wellbeing we would not have learning. Without the multifaceted nature of wellbeing, we would not be confident with our identity.

Our Within School Teachers have worked extremely hard both in their kura and collectively to support each other

- Upskilling colleagues around our Wellbeing Model, Te Whare Mauri Ora
- Working with ākonga, teaching them about our wellbeing model. Te Whare Mauri Ora and the supporting programme, Te Waka Mauri Ora, the journey of resilience
- Collecting and collating student voice around wellbeing
- Supporting secondary school students to run a Wellbeing Event for our primary schools

From our colleagues

What are some of the benefits/successes you have experienced through engaging with the Kāhui Ako mahi?

- It has been great interacting with teachers from other local schools and bouncing ideas off each other. It is good to have that support around us. I like that we are all using the same health model and terminology.
- Hearing others' experiences and seeing how other schools are engaging.
- I loved our well-being event run by secondary school students!
- Given me a foundation to teach wellbeing from, from the perspective of it being a journey, and something that always needs to be focused on.
- The models (Waka and Te Whare Mauri Ora) are really helpful and the team are very supportive in teaching the models, they always offer to help.
- The connection across schools and the transition days for students are really positive in allowing students the opportunity to connect in a fun environment
- A strong anchor in our well-being model that is constantly used by staff/learners and myself. Building strong relationships with outside facilitators and staff from other kura and ECEs; New learnings around Te Tiriti and the implications of colonization.
- Plenty – the main thing is we are a collaborative unit – it is so important that our schools in the cluster do have a common language and similar understandings. This will ensure things will keep moving forward and we have a similar focus.
- The day at the marae was fabulous – listening to Liz was a really cool way of making connections with our local iwi and environment.
- Having a common language that students understand when talking about wellbeing. Something common that we can both refer back to.

Which practices have had the most impact on the progress and achievement of your students?

- Te Whare Mauri Ora has worked well when thinking about ourselves, our learning, spirituality & emotions
- Taking each section of the Te Waka Hikoi model and making a piece of art that relates to that. Making a binded book of each slide and going through that weekly.
- Just overall wellbeing has been the biggest indicator of success in my class. If I can help them settle and de-escalate when they arrive in a heightened state, then the rest of the curriculum goes much better. Following the model, and reminding children of the strength in their pillars has been a great tool for little ones to remember (well some of them remember!)
- Hapori has allowed me to connect on a personal level with students which has allowed me to better assess class well being as a whole.
- Well being of all students – this helps children progress and achievement – if they are not happy about themselves then it is hard to get the best out of students.
- Looking at the different pillars in our Te Whare Mauri Ora and how they are all connected. Working out what this looks like in the classroom and how we can further support students in this area.
- Te Waka Mauri Ora has been an excellent whole-class approach to the well-being of our team culture. It has helped create a supportive learning environment, where we support each other, acknowledge each other's strengths and support each other when the water gets choppy.
- Encouraging students to talk about their own well being and having shared language to do so.
- Getting started on our Journey – the lighthouse and compass. Looking at who we can go to for help when we are finding things tough, and also identifying when our internal compass is slightly off and developing strategies to get it back on track.
- Class Waka – in that we all have different strengths and if we work together then we will all be stronger --



How has your practice changed as a result of engaging with the Kāhui Ako mahi?

- Learning to let go and believing that things will work out. Not sweating the small stuff and letting it stress me out.
- More aware of the facets of my own and other well being.
- It's given me a new lens through which to see aspects of behaviour
- Increasing my use of Te ao Maori in the use of models and approach to wellbeing. Having a common language and model across the school is great. I thought the wellbeing afternoon with the secondary school kids was great and well worth repeating.
- I love the model we use, I think it's been really adaptive to whatever level we teach and very hands on for the little ones.
- More aware of student wellbeing at the forefront
- Yes it gives me a great structure to share and develop students wellbeing
- Focus on what I am doing to ensure my wellbeing is being met as I balance teaching/family etc.
- It has allowed me to justify the need for risky play and for nature connections.
- Absolutely! Te Whare Mauri Ora has changed how I plan, teach and share with whānau. It has also had a positive impact on my personal life. I love it!
- I focus on well being far more effectively. Found it hard to get students to engage in Pause, Breath, Smile, but find engagement in lessons around Te Waka highly engaging and easy to adapt to my students interests. Easily integrated into curriculum areas.
- Kids talking about how they would react to different situations in the class and out in the playground
- I have deliberately taught well being and incorporated it more into my every day speak in the classroom. I have also actively encouraged my class members to watch out for their friends and notice how they might be feeling and what they can do to make them feel better.
- I use it a lot when working with students as kaitiaki. Especially when helping them to navigate relationships in Year 10.
- I am more aware so look out for signs when students are in class.



Achievement Challenge One: To improve student and whānau wellbeing

The purpose of this achievement challenge was to focus on student wellbeing. This was based on events in our local area and was confirmed as an important area of mahi with regional, national and international events occurring that challenged everyone's wellbeing.

In 2021 we started working with Wiremu Gray to implement our Wellbeing Model, Te Whare Mauri Ora. This is a model based on Sir Mason Durie's Te Whare Tapa Whā but integrating aspects of positive psychology for the school environment. We have implemented this model to develop common language around wellbeing from ECE to our secondary school. Teachers have learnt about Te Whare Mauri Ora, learning correct Te Reo and implemented in their classrooms. Second steps included development of a poutama for senior students and implementation of Te Waka Mauri Ora, the journey of resilience as a vehicle for discussing many important aspects of life and what to do when things don't go well. As these were Maori based models our kaiako needed to have a deeper understanding of our place in Aotearoa and our local environment, so we have had several teacher only days to develop kaiako's knowledge around Te Tiriti, and how Te Tiriti is enacted today.

Kaiako and students have developed a common understanding and language around wellbeing, allowing transitions between sectors to be enhanced.

The implementation of Te Whare Mauri Ora has been the anchor stone of our mahi. It allows common language and understanding of the multi-faceted nature of wellbeing. Success has come from hearing the discussions about wellbeing / Te Whare Mauri Ora from students and our younger students transitioning to secondary school, bringing this knowledge. The additional program of Te Waka Mauri Ora, Journey of Resilience has helped give a concrete situation to the journey of life. We may not see all benefits of implementing our wellbeing model Te Whare Mauri Ora for our students until they are well out of school. But we know that with students discussing wellbeing confidently and normalising discussions of wellbeing, our mahi is going well.

Examples of student, kaiako and whanau voice:

Papatuanuku: Mother Earth - all of the earth and all of nature. Helps us to be grateful for our nature and what we have around us. (Year 6)

A 5-year-old student in my class was chatting to an upset friend and I heard them say "I will look after you and make your house strong again!" (Kaiako)

Talking about the model helps to weave the language and understanding of it better through the classroom so we are able to relate more easily when we discuss issues. We always refer to the model we have and try to incorporate it into everyday situations to make it familiar and more normalised. This has helped many students in my class. It helps to help make things make better sense. (Kaiako)

Our waka is like our family. We need to keep rowing and helping each other. On our waka, we are a team, not individuals. If there is a storm, we start to go off track a bit. It's important to try and get ourselves, back on track. Reflect. This is what we have to do, just keep on going and we will have to do this for our whole life. Humanity is on the waka - we need to have fun and help ourselves. We have to cooperate & trust so everything works. We learnt about our internal compass. We need to try and keep it pointing north. Sometimes it goes of a little bit but that's okay. It's important to keep calm, be positive, take some deep breaths and keep going. (Year 6)

Three children had an argument over the rules of a game at lunchtime. Once things had settled down, we chatted about what had happened. One of the children said, "It was OK; a storm was passing through, so it was a bit rough on the waka. It will be OK though, because the storm will pass and the sea will become calm again. Then we will be best mates again!" (Year 3 student with learning and some behaviour challenges). (Kaiako)

I learned that to help your mind (hinengaro) you can do things you enjoy to feel better when you're sad. (Year 5)

We are all on the waka so we need to enjoy love and be kind to each other. (Year 4)

Athletics sports were postponed due to weather. When I told the class, a child commented, "That's a good thing because our poor tinana might not be happy after trick or treating, but doing athletic sports after trick or treating will make, our tinana feel happier. (Kaiako)

We had a wellbeing afternoon and we spelled kiwi, did yoga, did mindfulness colouring and we always do bounce back. We also did jump jam and we did athletics, which is tinana. (Year 3)

We have to point our waka in the right direction and we have to be kind to each other. We are all different and can be good at different things. We have learnt that if one of our pillars is broken then we need to build it back up. If you are kind to someone, then they will hopefully be kind back to you and this will help to rebuild your pillar. (Year 6)

It is great to hear the students use the language and terminology that our teaching staff use. They remind each other of expectations and the kindness to each other has improved. (Kaiako)

Yes, students are able to refer to the well-being model and we talk about giving thanks to Papatuanuku for the beautiful days, our Secret Garden area and being able to work outdoors. (Kaiako)

Some people in our class were being silly, so we had to pull our waka into a bay for a bit because it was too rough out at sea. The bay was calmer. As a class, we didn't go on the computers for a few days and we lined up on our number outside of the classroom when the bell went. Once people were being respectful and kind again, we could come back to our classroom and go back on the computers - this is when our waka went back out to sea, so we could keep travelling to our destination. (Year 4)

Good to have those connections between the various schools and early childhood centres (Parent)

In this day and age, wellbeing is so important - this work is brilliant and what the children are learning re wellbeing is coming through at home too. Thank you :) (Parent)

Amazing work! We often talk about the pillars of Te Whare Mauri Ora at home and what we can do to keep the pillars strong. (Parent)

We did our wellbeing day. I really like the kiwi game. We had to do teamwork, which was whanau. We also have been doing 'blaming fairly' for bounce back and I know I need to do this for my friends. (Year 4)

Tinana is take care of your tinana, keeping our tinana healthy by eating healthy food, exercise, washing, sleeping, training in athletics (Year 4)

In our event we had senior students who created activities that focused on the different pillars. Students at EC were mostly confident explaining the pillars and what they meant which was awesome. (Kaiako)

We use the South Island braided river as a metaphor for implementation. We are all heading in the same direction with our implementation, and will get there, just as the river reaches the sea, however there are times when different people or kura pop out of the main river and head into a wee whirlpool.

We have had challenges through this cycle, the main one being Covid and the impact of schools shutting down, the impact on the nations wellbeing and the adaption of teaching and learning through a pandemic. If anything the experience has meant all in our community have had more discussions around wellbeing and wellbeing is discussed more openly than when we started this mahi. At times we've had people or kura pop out of the main river, and we have learnt to accept this, knowing they will come back into the main flow.

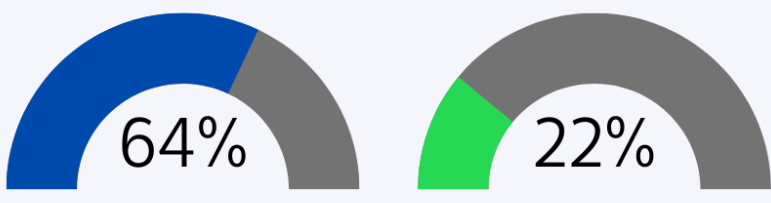
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It is challenging to track the wellbeing of students, there are so many variables that impact and support wellbeing, some well out of a school's control. But we have collected several types of data to help us follow progress.

Longitudinal Wellbeing Survey

The Year 6 cohort of 2020 is being tracked to monitor their possible changes in response to these questions as they get older. The Year 6 cohort each year is being monitored for possible changes in responses.

Family as a sole source of support continues to decrease as students get older.

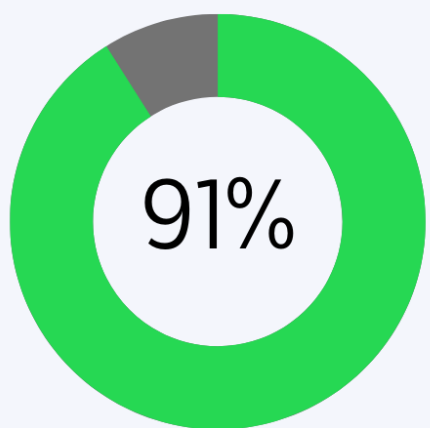


2020 as Year 6 students: 64%

2023 as Year 9 students: 22%

As they get older, the Year 6 2020 cohort recognise that they are not solely responsible for their wellbeing with only 18% stating they are solely responsible for their wellbeing.

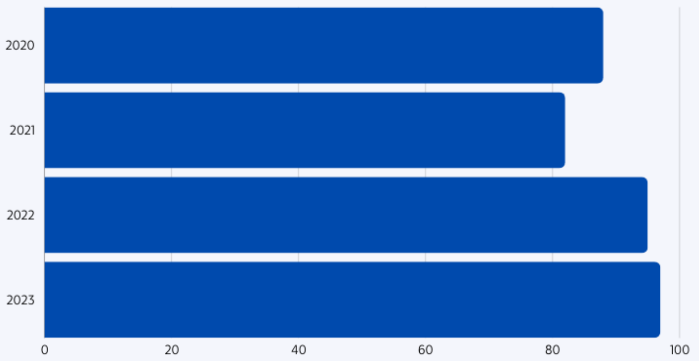
When asked “Who helps you when things are not going well for you?” 15% of the year 6 2020 cohort felt that no one helps them.



91%

The percentage of the Year 6 2020 cohort that are able to say that well-being is multi-dimensional.

What is Wellbeing?



The percentage of each year 6 group 2020-2023 that understand the multi-dimensional aspect of well being.

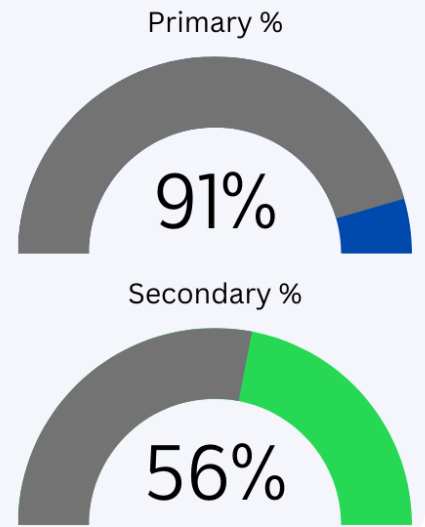
Wellbeing @ School Survey Summary

The NZCER Wellbeing@School Survey has six aspects and 63 indicators. Several indicators have been chosen to track as part of monitoring the Kāhui Ako Achievement Challenges. This is presented with aggregated primary school data.

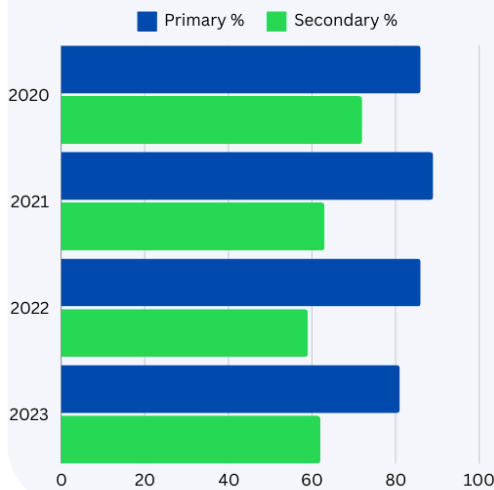
I feel safe at school. (Tinana)



There is an adult at school I can talk to if I need support, or if I feel sad or angry (2023)



I feel I belong at school (Mauri Ora)

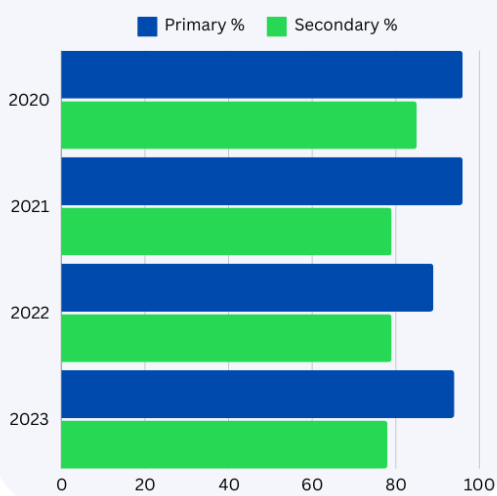


Do other students say mean things about your culture or family? (Never / 1 or 2 times per year)

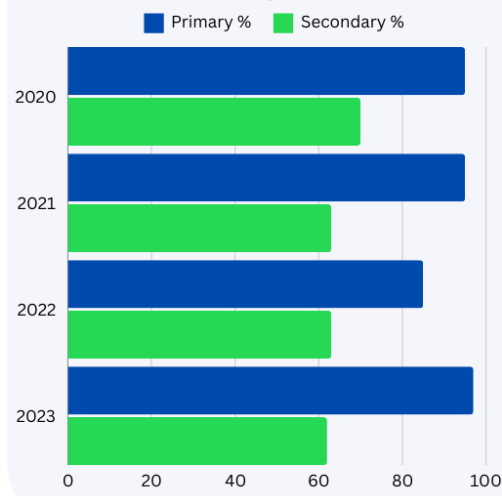
(Wairua)



My parents and teachers respect each other (Whānau)



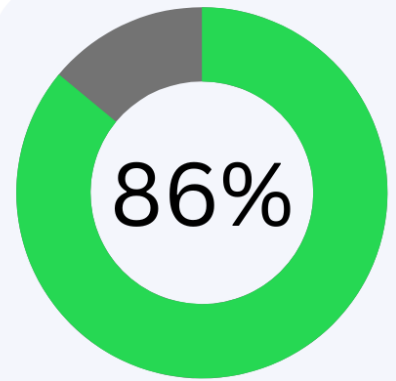
Teachers think that all students can do well (Ranginui)



Staff Wellbeing Survey Summary

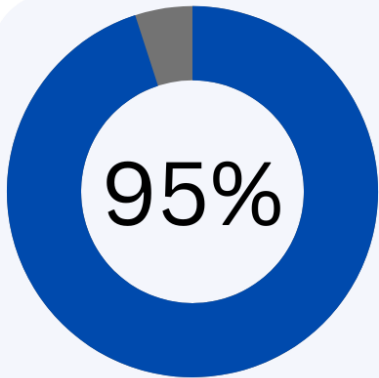
To collect the understanding of kaiako around some different aspects of wellbeing, of themselves, their students and their classrooms and what challenges they see in schools

It has been great interacting with teachers from other local schools and bouncing ideas off each other. It is good to have that support around us. I like that we are all using the same health model and terminology.



The percentage of staff who strongly believe our Kāhui Ako is inclusive and respects cultural diversity

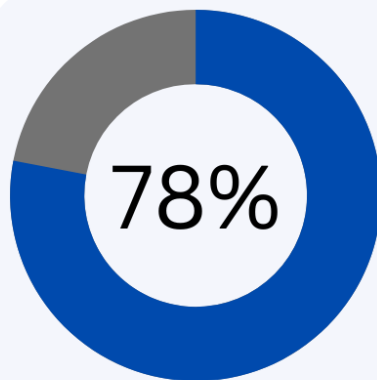
I use it (WB Model) a lot when working with students as kaitiaki. Especially when helping them to navigate relationships in Year 10.



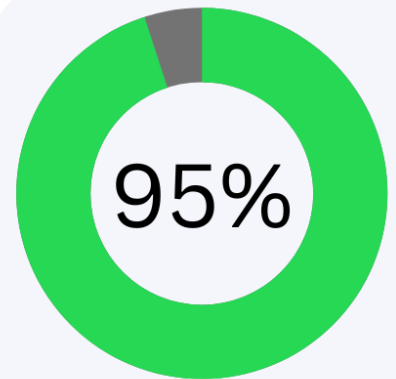
The percentage of staff who believe all staff are committed to improving Kāhui Ako wellbeing

Te Waka Mauri Ora has been an excellent whole-class approach to the well-being of our team culture. It has helped create a supportive learning environment, where we support each other, acknowledge each other's strengths and support each other when the water gets choppy

Three children had an argument over the rules of a game at lunchtime. Once things had settled down, we chatted about what had happened. One of the children said, "It was OK; a storm was passing through, so it was a bit rough on the waka. It will be OK though, because the storm will pass and the sea will become calm again. Then we will be best mates again!" (Year 3 student with learning and some behaviour challenges).

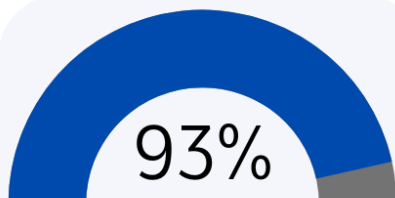


The percentage of staff who strongly believe our Kāhui Ako Leadership supports staff wellbeing.



The percentage of staff who believe our Kāhui Ako Leadership supports student wellbeing.

Te Whare Mauri Ora has changed how I plan, teach and share with whānau. It has also had a positive impact on my personal life. I love it!



The percentage of staff who have said Wellbeing is explicitly taught in their classroom



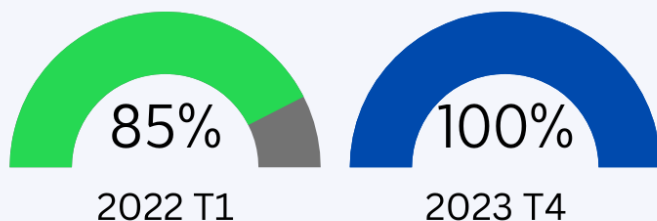
The percentage of staff who have said they feel competent discussing wellbeing with whānau

The connection across schools and the transition days for students are really positive in allowing students the opportunity to connect in a fun environment

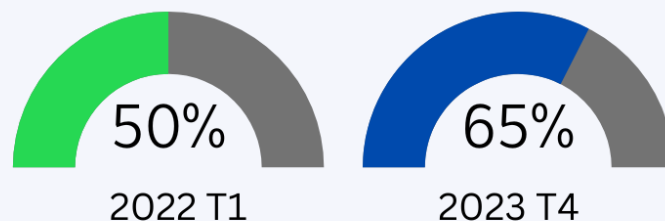
Te Whare Mauri Ora implementation

Measuring the implementation of our model.

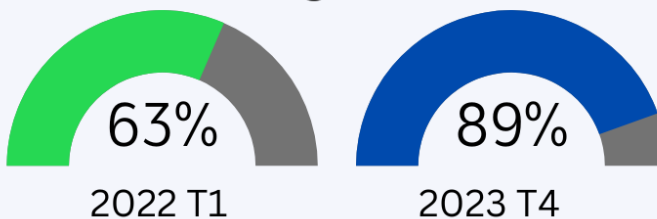
Staff - Know the Model



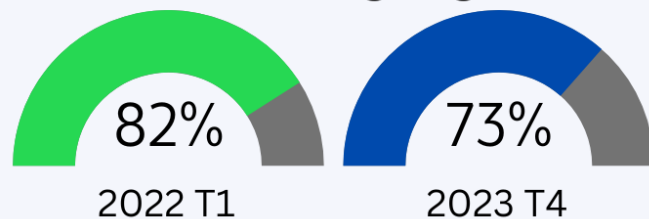
Students - Know the Model



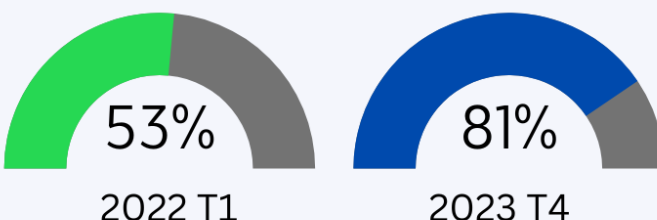
Staff - Taught the Model



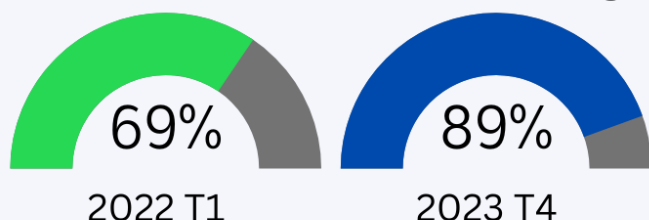
Students - Being taught WB



Staff - Referred to the Model



Locations in schools with the image



The target of improving student's wellbeing is still very relevant in the post-covid times we are living in. There has been much more public discussion around wellbeing which supports the mahi we have been doing, and parents and whānau are very accepting of the work being done - they can see the connection between wellbeing and learning.

In regards to different ways of measuring progress, there are new measures of wellbeing being developed all the time. Our mahi to this point has been on students' learning about the components of wellbeing and how to support the different aspects of Te Whare Mauri Ora. There is more work to be done on different mahi for different age groups and how this is honed for our school leavers.

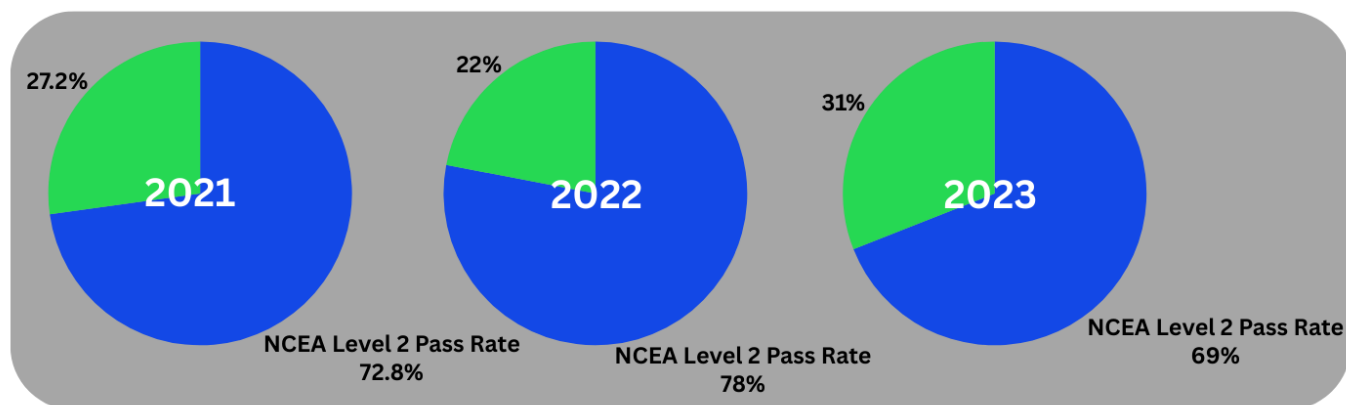
Achievement Challenge Two: To improve student achievement for our school leavers in our Kāhui Ako

Our Kāhui Ako vision is for "A Confident, Connected, Caring Community." We are wanting to prepare our children for their future, both knowing who they are and having the academic ability to follow the pathway they desire. Improved student achievement will allow more students to follow their desired pathway.

Our main mahi has been around implementing our wellbeing model, Te Whare Mauri Ora. Through this we identified the need for professional learning about our responsibilities under Te Tiriti and understanding of how we are situated within the history of Aotearoa. We have held Teacher Only Days, supported by Core Education, Mana Facilitation, Leadership Lab and our local Rūnanga. This has supported the implementation of Aotearoa New Zealand Histories Curriculum and set up the structure and connections for implementation of the refreshed curriculum Te Mātaiaho.

Our kaiako have formed connections through our Within School Teacher initiatives and projects, and developed a professional working relationship to benefit our students. We have implemented 'Kāhui Connect' sessions, bringing together kaiako with a shared interest such as structured literacy, to find out what is happening in other kura and in other stages. We look forward to using these sessions to further the work with common aspects of Te Mātaiaho.

There are too many variables that go into student achievement to claim the progress made in the NCEA Level Two results.



The target is still relevant, we want our student to reach their 'ranginui', their aspirational goal, so they can take their desired pathway on leaving Ngā Mātāpuna o Te Waihora.

Achievement Challenge Three: To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako.

During our Achievement Challenge 2018-2020 review we, as a Pākeha Kāhui Ako leadership team wanted to ensure we had the aspirations of the parents and whānau of Māori students included. We completed a whānau survey asking parents about their aspirations for their students within our Kāhui Ako and what they wanted them to leave our educational pathway having done and learnt. This third achievement challenge came from that survey.

In the last three years we have been implementing a Māori model of wellbeing, Wiremu Gray's Te Whare Mauri Ora. This has required a great amount of learning for our kaiako to ensure we maintain the mana of the model. We have invested time and resources for kaiako to correct pronunciation of the different aspects of Te Whare Mauri Ora, and gain a deeper understanding of the model. This has moved into understanding our place within present day Aotearoa and learning about the history of our land. We have had external support from Mana Facilitation, Core Education, Leadership Lab and representatives of Taumutu Marae. By working with our kaiako on this mahi we have deepened their respect for cultural identity and reaffirmed our commitment to Te Tiriti o Waitangi. Our individual kura have continued their work on areas focused by their own school community including

- Strengthening Kapa Haka
- Developing a garden – Leeston Consolidated School Grade of Papatuanuku.
- Having all students record how their names should be said correctly
- Running Te Reo lessons for students and whānau

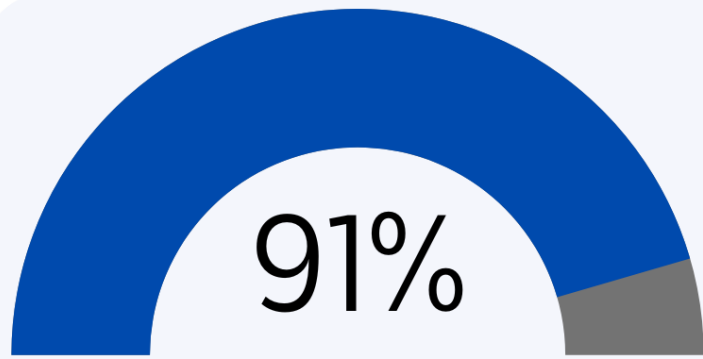
We recognise that we still have much work to do, and also recognise that our community's ethnic make-up is changing. While the percentage of our Pākeha, Māori and Pasifika students is steady there is a doubling of Asian students over the last three years (4% to 8% of our Kāhui Ako).

2023 Kāhui Ako Whānau survey feedback, when asked about our wellbeing work includes:-

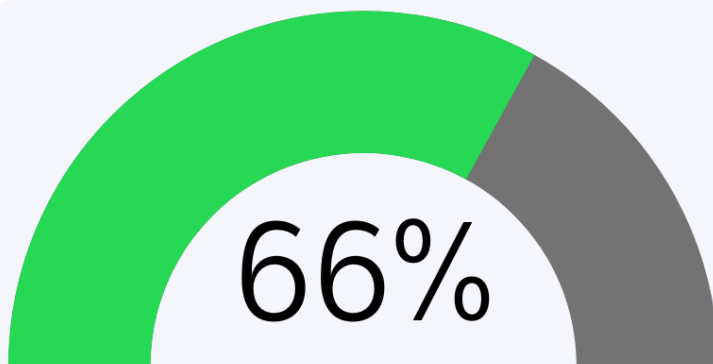
To allow my child to understand and know the pillars and to know what it is like when one pillar may not be standing and ways to cope with this	Keep encouraging well-being and health safe relationships. Keep talking about it
Our sense of community is so important to the well-being of our children. Being involved in our townships and fellow schools (zones etc) keeps the sense of belonging and respect for each other and themselves	These are great models and I don't feel that practices with the Tamariki the whare ora have huge room for improvement checking in more often how their cornerstones are checking the balance
I think the topics you are working on are great. Keep going as you are	Keep being open and transparent with whanau/families

Wellbeing @ School Survey Māori Students Summary

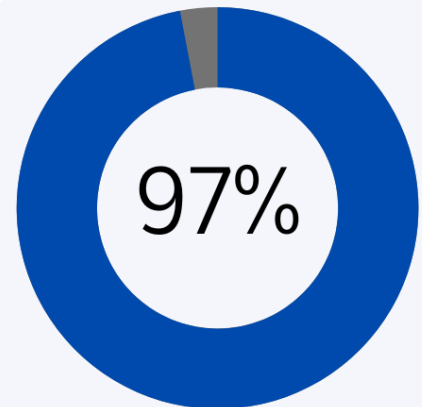
The NZCER Wellbeing@School Survey has six aspects and 63 indicators. Several indicators have been chosen to track as part of monitoring the Kāhui Ako Achievement Challenges. This is presented with aggregated primary school data.



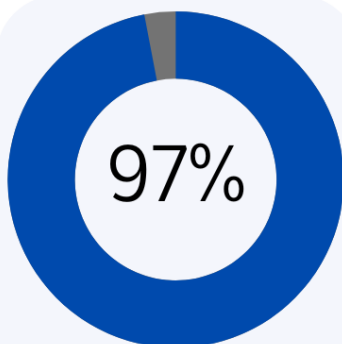
**Students get on well with students of other cultures -
Year 4-6 Primary students who are Māori**



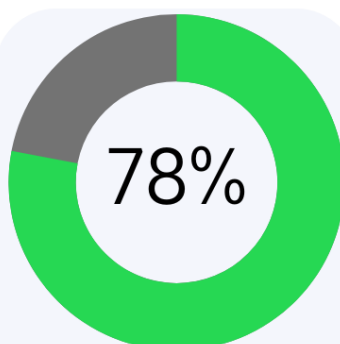
**The percentage of students Year 7-13 who are Māori
that say students get on well with students from
different cultures.**



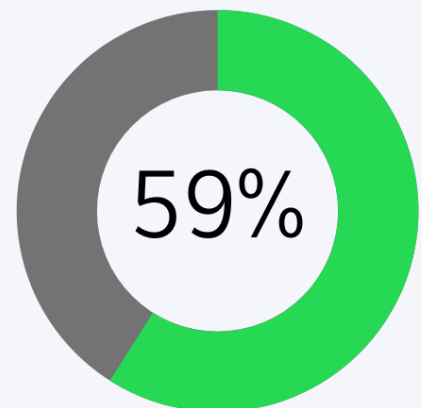
**The percentage of Primary
Students Year 4-6 who are
Māori that say their
parents/whānau always feel
welcome at school.**



**The percentage of
Primary Students Year 4-6
who are Māori that say
Teachers think all
students can do well.**



**The percentage of
Students Year 7-13 who
are Māori that say
Teachers get on well with
students from different
cultures and backgrounds**



**The percentage of Students
Year 7-13 who are Māori that say
their parents/whānau always
feel welcome at school.**

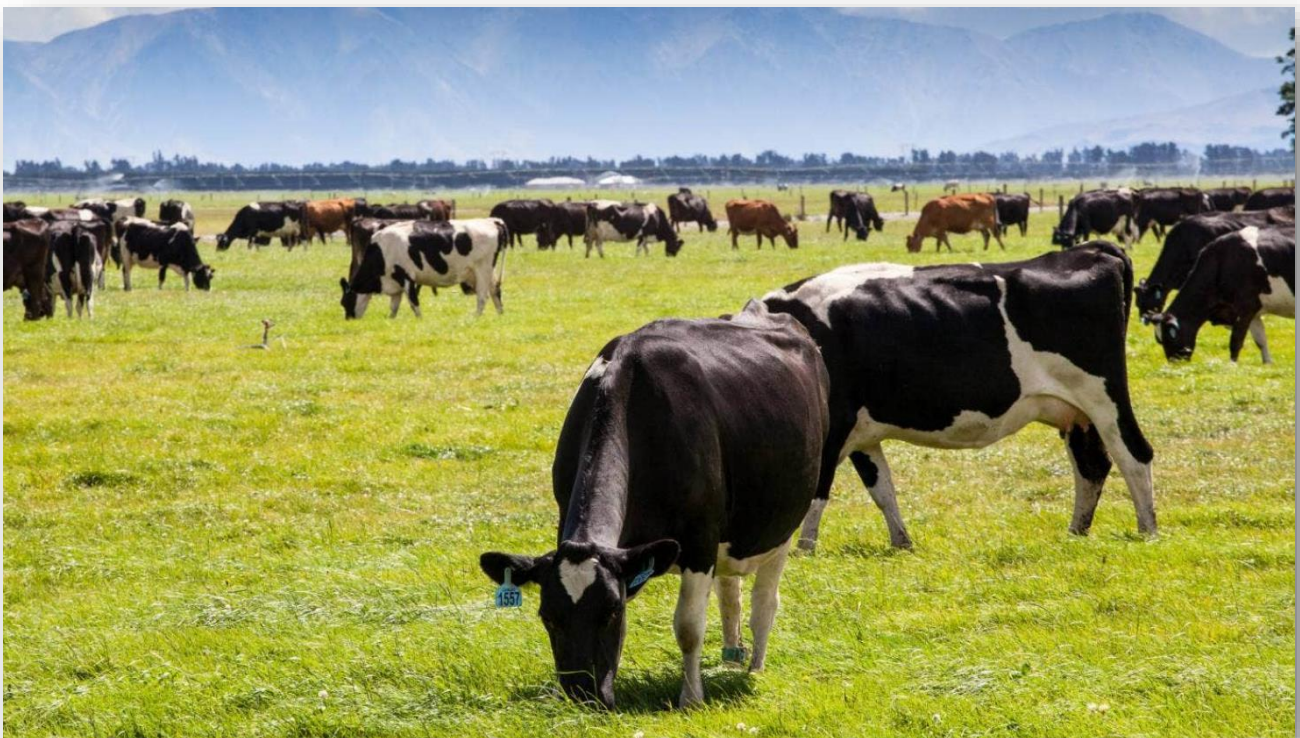
The Achievement Challenge is still relevant as we still have work to do and feel we are in a beginning phase in this mahi. We are fortunate to have the support of our whānau and Taumutu Marae all working together.

Our Achievement Challenges 2024 - 2026

Achievement Challenges are shared goals that are identified and developed by our Kāhui Ako based on the needs of our learners. Whilst the achievement challenges are not directly related to ECE it was seen that the actions towards making the achievement challenges happen would have benefit across the whole learning community from ECE up particularly those of a holistic and wellbeing nature.

These are:

- **Achievement Challenge 1:** To enhance student wellbeing by either sustaining or elevating wellbeing standards, while also developing the capacity to recognize issues and engage in problem-solving (link to Strategic Goals B and C).
- **Achievement Challenge 2:** To ensure all school leavers pass the NCEA mandatory co-requisite standards in Literacy and Numeracy (link to Strategic Goal A).
- **Achievement Challenge 3:** To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako (link to Strategic Goals A and B).



Our Strategic Plan

The co-construction of our Strategic Plan has provided clear direction for the Kāhui Ako. The Strategic Initiatives are in response to the data collected and needs of the students, staff, kura and whānau within the Kāhui Ako. This directs the work of the Across School Leader and Within School Teachers, improving the practice of the kaiako and the experience that students have in our Kāhui Ako.

The outcomes of the Strategic Initiatives of our Strategic Plan combine with our interests in other targets to form our Achievement Challenges 2024-2026

Ngā Mātāpuna o te Waihora Kāhui Ako 2024-2026

A Confident, Connected, Caring Community










Strategic Goal A.
Students experience an engaging, relevant and localised curriculum within a culture of care.

Success
The Curriculum reflects the needs of our Student Community.

Strategic Goal B.
Students and staff are able to participate and have ownership in opportunities and experiences around wellbeing.

Success
All students and staff individual differences are embraced and all feel a sense of belonging. Student wellbeing is monitored and recognised - programmes are implemented to reflect Wellbeing issues.

Strategic Goal C.
Strong community/whanau partnerships to help support and educate parents/whanau as partners in promote student wellbeing.

Success
Our Community is invested in and takes collective responsibility for students wellbeing.

PLD Programme 2024

Key External Provider
Leadership Lab

Across Kāhui Ako PLD
ECE's, Primary Schools, College Leadership Lab

Key Year 1-6 PLD
Aotearoa NZ Histories Curriculum

Key Year 7-13 PLD
PLD Cultural Awareness

TE WHARE MAURI ORA FRAMEWORK



Each School has their own Strategic Plan and Annual Plan for each school year with their own Strategic Goals.

Achievement Challenge One

Wellbeing

Achievement Challenge 1

To enhance student wellbeing by either sustaining or elevating wellbeing standards, while also developing the capacity to recognize issues and engage in problem-solving
(link to Strategic Goals B and C)

Baseline Data

- *2023 W@S Student Survey
- *2023 NZIWR Staff Benchmark Survey
- *2023 Year 6 Survey
- *Year 6 2019 Cohort Survey and Study

Initial Steps to be Taken

- *Implementation of 2024-2026 Strategic Plan
- *Continuation of TWMO learning in each in each individual kura.
- *Learn what programmes in schools are driving the Wellbeing data
- *Teacher training around Wellbeing
- *Use our data to make informed decisions about Strategic Plan Initiatives each year.

Outcomes 2024-2026

- *Continue to develop our Wellbeing purpose across the Kāhui Ako
- *Increase of student's awareness of being responsible for their own wellbeing
- *Increase in collective staff awareness of Wellbeing Models and professional knowledge of Wellbeing.
- *Transitions between ECE/Primary Schools/High School are well supported and children settle confidently to their new setting. Information about children is shared and used to support transitions and to reduce anxieties associated with change.

Success

All students' individual differences are embraced and all feel a sense of belonging. Our Community is invested in and takes collective responsibility for student's wellbeing. Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.

Main improvement focus

- Feel I belong at school
- Teachers are interested in my culture or family background
- Do other students say mean things about your culture or family?

Achievement Challenge Two

Achievement

Achievement Challenge 2

To ensure all school leavers pass the NCEA mandatory co-requisite standards in Literacy and Numeracy.

(link to Strategic Goal A)

Baseline Data

- *2023 NCEA Level 2 data
- *2023 Year 4, 6, 8, 10 checkpoint data

Initial Steps to be Taken

- *Implementation of 2024-2026 Strategic Plan
- *Data collation method reviewed
- *Schools follow their Numeracy and Literacy programmes
- *Assessment and Attendance Data shared, analysed and reviewed
- *Programmes improved if required (School responsibility)

Outcomes 2024-2026

- *Parents are encouraged to be active partners in their child's learning by teachers and whanau working together
- *Continue to address the learning needs of identified groups of priority learners (School responsibility)
- *100% of school leavers have passed the NCEA mandatory co-requisite standards in Literacy and Numeracy.

Success

The Curriculum reflects the needs of our Student Community.

Our Community is invested in and takes collective responsibility for student's academic success and wellbeing.

School leavers leaving the school with NCEA Level 2

Main improvement focus

Positive shift at internal checkpoints for Numeracy and Literacy Achievement Data in Year Four, Six, Eight and Ten.

Achievement Challenge Three

Our Māori Learners

Achievement Challenge 3

To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako, [\(link to Strategic Goals A and B\)](#)

Baseline Data

- *2023 Parent and Whānau Survey
- *2023 W@S Data

Initial Steps to be Taken

- *Implementation of 2024-2026 Strategic Plan
- *Review Parent and whānau survey 2023 of Māori students to explore aspirations and links to Wellbeing
 - *Investigate individual kura's commitment to te reo and tikanga

Outcomes 2024-2026

- *Continue to develop our Wellbeing purpose across the Kāhui Ako
- *Increase of student's awareness of being responsible for their own wellbeing
- *Consider student and whānau voice to make improvement.
- *Have all students in our Kāhui Ako feel a strong connection to their culture and identity.
- *Have all cultures valued and respected across our Kāhui Ako.

Success

All students and staff individual differences are embraced and all feel a sense of belonging. Our Community is invested in and takes collective responsibility for student's wellbeing. Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.

Main improvement focus

I feel I belong at school

Teachers are interested in my culture or family background

Do other students say mean things about your culture or family?

REFERENCE LIST

Education Review Office (2016) Wellbeing for Success: A Resource for Schools. New Zealand Government. Retrieved from <https://ero.govt.nz/our-research/wellbeing-for-success-a-resource-for-schools>.

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Robilliard, B. & Pauling, C. (2015). Educational Hub Cultural Narrative Ngā Mātāpuna o Te Waihora. Te Taumutu Rūnanga.

