

Waimate Kāhui Ako

Mā te Mahi Ngātahi te Angitū Success through Collaboration

Tō Tātou Mātāpono

Our Principles

Ko te tamaiti te Pūtake o ngā Kaupapa

Children are the heart of who we are

Aroha, Tika, Pono

Integrity, Honesty and Mana drive

Our collaboration

Tō Tātou Rautaki

Our Strategy

Te Ara Tika mā te Tamaiti me te Hāpori

Our Road to Collaborative Success

Tō Tātou Aronga

Our Vision

Whakawhitiwhiti Kōrero

Whakawhitiwhiti whakaaro

Collaborate for success

Tō Tātou Moemoea

Our Dream

E tipu e rea mō ngā rā o tō ao

*Bi-cultural collaboration to
 grow respect, trust and under-
 standing*



Tō Tātou Ara Mātaruanga me ngā Whakawhitinga


Educational Transitions and Learning Pathways

Poipoia te Kākano kia puawai

Nurture the Seed and it will blossom

Waimate Kāhui Ako Charter

The Waimate Community of Learning is made up of:

<p>Makikihi School</p> 	<p>Waimate High School</p> 	<p>Centennial School</p> 	<p>St Patrick's School</p> 	<p>Waihao Downs School</p> 
<p>Waimate Main School</p> 	<p>John Street Kindergarten Esk Valley Kindergarten</p> 	<p>Waituna Creek</p> 	<p>Waimate Childcare</p> 	<p>Rural Scholars Early Learning Centre</p> 

Our Vision

Mā te Mahi Ngātahi te Angitū - Success through collaboration

Our Mission

These are the foundations on which we will work together.

- High trust relationships
- Children first and at the heart of our work
- Strong collaboration for the success of our learning community

These aims are encapsulated in the Maori concept Mahitahi. Mahi translates to mean work and effort, and tahi means unity, together, partnership.

Through the work carried out in formation of our Community of Learning, the previous working relationships, and the collaborative work that has taken place since the establishment of our Community of Learning, we are committed to work collaboratively to share best practice across our schools, to work in a more effective, efficient and supportive manner. Our boards have all indicated

that they fully support this collaboration. The principals and teachers have welcomed the opportunities for establishing a strong network of support that working collaboratively enables.

Our Proverb

The choice of the raupo reeds as an identifying image in our logo is particularly appropriate, and is captured in our whakatauki:



“Ki to kohahi te Kaakaho ka whati, ke te kaapuia, e kore e whati”

When reeds stand alone, they are vulnerable, but bound together they are unbreakable

The reeds that stand alone are battered by the wind but standing together they strengthen each other. This is also the premise on which the mokihi (raupo canoe) was based. Making a canoe out of reeds becomes possible when bundles of reeds are tied together to provide the necessary strength for a river going waka.

This particular type of raupo waka is indigenous to New Zealand and to this area. The technology was handed down from the original Waitaha people through the Kati Mamoe migration, then later Ngai Tahu and finally Takata Pora (boat people as opposed to waka people).

The local Hayman family was reputed to be excellent mokihi makers in their day. Locally the technology was retained and passed on to the current generation of local Waihao Maori and the Te Maiharoa family.

The importance of this technology in the development of the district and its use by all succeeding inhabitants resulted in a gift of a mokihi made by the Te Maiharoa brothers, Tama and Te Rangimarie, on the occasion of the 150th celebrations of the Waimate District and it now sits outside the Waimate District Council building.

“To see this principle reflected in the logo of Waimate Kāhui Ako resonates in such a positive way. It gives a real sense of excitement about the potential and future of the Waimate Community of Learning and learners in our community.” Wendy Heath.



Our Journey

During the last five years our emphasis on building strong and resilient relationships has enabled the Kahui Ako to deliver significant outcomes. Writing, Maths and Assessment professional development programmes have supported teachers and helped to raise achievement for students. Teachers and Principals have had

opportunities to develop their leadership skills and practice.

Our readiness to work together and preparedness to change where necessary stood us in good stead to win two learning support coordinator positions in the first rollout of these new roles.

Successive Whanau hui have attracted growing numbers of our community to be involved in decision making for the Kahui Ako. We are beginning to organise whole community events that promote inclusiveness and community engagement. This year the Matariki celebration will again be run by the Kahui Ako.

In 2019 the four local Early Learning Centres joined the Waimate Kahui Ako. This was a big step for our community as it completes the circle of all learning centres being involved in the Kahui Ako. We are looking forward to the contribution we can continue to make as a combined group of centres and schools.

Specific issues identified from our data include:

- Learner achievement – lifting our academic achievement in curriculum levels - Especially boys literacy levels
 - lifting our academic achievement in NCEA
- Learner engagement – learners being motivated, ready to learn and having the skills to learn
- Pathways and transitions – enabling smooth transitions from early childhood centres to primary to high school to tertiary. The need for a kahui ako graduate profile
- Community engagement and collaboration – engaging and working collaboratively with parents about their child’s learning journey, lifting the profile of education in the community and valuing education.

Our work on these issues and the measurable outcomes to monitor progress will be articulated in the plans developed by the Waimate Community of Learning.

Target Learners

Progress on the challenges is monitored closely and developed further in response to analysis and evaluation. Our target groups will be students who are in the ‘below’ category because improving their outcomes in Mathematics, Writing and Reading will enable them to access the curriculum more effectively. We believe that focused work with these learners will have the most impact.

SUCSESSES:

Inclusiveness

All ECE are participating in Kahui Ako activities

Inclusiveness and collaboration is certainly a success from an ECE perspective. This is allowing strong relationships to start forming as we move and progress actions on common goals such as transition processes, learning in the maths domain, and creating robust pathways for our tamariki with additional learning needs. One of the key factors has been the regular communication and information sharing whether it be by email, ZOOM, face-to-face meetings or PLD opportunities.

Transition-

Kua Rite Matou (Are you ready?) Has been introduced and is in use across the Kahui Ako. This is a useful tool and will help with the level of readiness of our tamariki when they enter our kura.

Transience

Agreement between schools to send whanau back to the original school if they approach another kura so that any problems or issues can be resolved before a new enrolment is agreed to. This is sending a clear message that all the schools are working together to make kura safe and successful places.

Well-being-

We have had a focus on teacher wellbeing. This is becoming a focus on teachers and students this year. We have a principal who has a leadership project which is about helping all the Kura to find resources to work with students to ensure improved wellbeing.

Increasingly strong relational trust across the community.

We have programmed hui that bring us together. We discuss and reach agreement on academic and social issues and roll these out in our community.

Principals are actively mentoring each other and providing support. This is helping us to provide clear, unified messages to the community especially in times of crises like the pandemic and with information for families.

Improved inquiry and evaluative capabilities

Our cross Kahui Ako syndicate leaders have been assigned to specific schools (rather than leading year level teams across all schools). We have made this change to enable syndicate leaders to touch base with teachers in schools and the ECE centres and develop closer relationships with specific schools. Teachers are using an effective mathematics practice rubric to identify their strengths and next steps: 48% of teachers are focusing on mathematical discourse, 22% on the 5 practices planning and teaching mathematically worthwhile tasks, and 13% on assessment for learning.

Understanding what needs to change to lift student achievement

Teachers are monitoring and noticing what students are doing, recognizing when they see students doing particular things (for example a misconception), and are using a greater range of strategies to support students and build their understanding. Many teachers are asking specific questions of the facilitators based on what they have noticed in their classrooms. In this way they are continuing to develop their content and pedagogical knowledge and their capacity to formatively assess. Formative assessment will continue to be a focus for the remainder of 2020. We need to build leaders' capacity to coach and mentor teachers.

Engaging with the community:

Whanau hui every year. The whanau involvement in these has increased dramatically. These hui allow us to bring our Maori whanau together, to share Kai, to korero and to whakarongo to their concerns and aspirations for their children. A good example of the outcomes of this is the Matariki

and arts festival that we are now organising. We have developed relationships with Kai Tahu and organisations like Te Puni Kokori and Arowhenua Health services.

We are providing opportunities for the whole Kahui ako rather than individual schools. For example, we have an out of hours music programme that all school children from Waimate are now able to attend.

Introduction of the LSC

This has Resulted in efficient referrals for our tamariki and the development of unified processes to monitor tamariki. We have developed a register of needs and we are ready to transfer our existing data as soon as Te Rito is available. The LSC is reducing the stress in the Kahui Ako by providing care and support for our students with learning and behaviour needs.

Achievement:

NCEA

The Kahui Ako has reached our targets for the number of students leaving school with a minimum of level 2 NCEA. and are looking for these levels of success to improve yet. Waimate high school have been focusing on high impact practices in Literacy where each teacher identifies a small cohort. They have had Maths pld up to year 10. The idea of having target students has been introduced along with close monitoring of these students to ensure they are making progress. Learning advisories and team meetings ensure one teacher knows about each student in depth. There is also a focus on smaller class sizes where possible.

Maths

All cohorts are showing improved performance in Maths as a result of the schools combining for math PLD. The success we are seeing here is directly related to the model of delivery we have introduced which sees all teachers team teaching with a facilitator and receiving feedback in conjunction with seminars on current best practice. We have been encouraging a community of practice approach where teachers observe in other classrooms and they video themselves to investigate their practice in specific areas of maths teaching.

Assessment



Priority Groups

Transient students. These are families that seek to move their children from school to school within or outside the district. They do not have the skills to resolve conflict easily or who have looser ties to the community and less support from whanau.

We have a high proportion of students who are transient and this group is also over-represented with students who are Maori.

The national average of transient students who are Maori is 28 per 1000

In the Waimate district transient students who are Maori is 127 per 1000.

There are a total of 62 Maori students in the Waimate district (2023).

Aspirational targets have been identified from the profile data for our Community of Learning. As well, specific targets will be set by the individual schools. End of year data is analysed annually to determine the target group learners for the following year.

Opening of the Whitehorse Project 2022



Te Reo Cafe 2022



Strategic goals for our direction over the next three to five years:

Goal 1: Create a rich local curriculum - Our story, our history

Goal 2: Develop and nurture our community of learners

Goal 3: Foster and grow community partnerships



The operational structures of our Community of Learning are the way we support the work on our strategic goals and these structures have become business as usual.

These include:

- Principals / Leaders Group that meets regularly to oversee management
- COL Syndicate Leaders (Within School Leaders) who meet regularly to plan their syndicate meetings and professional learning groups
- Syndicate meetings twice a term to support professional learning and development for all kāhui āko teachers to recommence post Covid



Waimate kahui Ako Achievement Challenges 2023

		First Steps/Actions	By the end of 2023	Long Term
1	Attendance and Transience - Linked to student achievement	Establish and analyse baseline data on community wide attendance levels. Analyse and look at Term 4 2021 and term 4 2022 (out in February 2023) Tina to follow this up.	Current approaches to lifting school attendance across the community will be reviewed and a new coordinated plan established and implemented to begin Term 1, 2023 (Rock on - highlight the process and the success of this approach - (Led by LSC/Across School Lead attached to the highschool)	A united and well- coordinated community wide approach to school attendance will result in a measurable increase in attendance across the Waimate Kahui Ako over time.
2	Literacy - Boys	Over two years, male learners will make accelerated progress in literacy, as measured by New Zealand Curriculum levels, and positively improve school-selected pastoral indicators including wellbeing as measured by the NZCER W@S tool.	Each school will commit to evidence-based plans within their annual plan framework NZCER W@S tool will be used and male student data reviewed for school-selected indicators (Literacy in 2022 and Literacy continued in 2023)	Over two years, male learners will make accelerated progress (2+ curriculum sublevels per year using e-asTTle) in reading, in literacy, as measured by New Zealand Curriculum levels, and positively improve school-selected pastoral indicators including wellbeing as measured by the NZCER W@S tool.

Kahui Ako Curriculum Level Data End - Year 2021 - Literacy - Reading

Schools	Well Below		Below		At		Above		Total	
	Number	%	Number	%	Number	%	Number	%	Total Number	%
Girls	11	4%	45	18%	128	52%	63	26%	247	100%
Boys	26	11%	51	22%	121	51%	38	16%	236	100%
European	31	8%	82	21%	198	50%	83	21%	394	100%
Māori	5	9%	12	21%	34	58%	7	12%	58	100%
Pasifika	0	0	0	0	2	66.6%	1	33.3%	3	100%
Asian	1	3%	1	3%	15	55%	11	39%	28	100%
Totals	30	6%	106	22%	254	53%	93	19%	483	100%

Waimate Kahui Ako Curriculum Level Data End-Year 2021 - Literacy Writing

Schools	Well Below		Below		At		Above		Total	
	Number	%	Number	%	Number	%	Number	%	Total Number	%
Girls	12	4%	46	18%	156	62%	43	16%	247	100%
Boys	29	12%	73	31%	126	53%	8	4%	236	100%
European	35	9%	102	26%	225	57%	32	8%	394	100%
Maori	5	9%	15	26%	37	63%	1	2%	58	100%
Pasifika	0	0	0	0	2	66.6%	1	33.3%	3	100%
Asian	1	3%	2	7%	18	65%	7	25%	28	100%
Totals	41	9%	119	25%	282	58%	41	9%	483	100%

3	Transitions	Extend the current Waimate Kahui Ako review of EC – school transitions to across the entire education pathway- linked to the Graduate Profile - overarching document - bring new document to life (created in Term 3 2022 - community and school consultation).	<p>A cohesive transition plan will be established by the end of 2023 for learners moving within the Waimate Kahui Ako</p> <p>A Kahui Ako graduate profile from 0 - 18 has been created - this will guide and drive the transition plans - flexibility for schools.</p>	Learners will be supported by a cohesive transition process at every level of the Waimate Kahui Ako
				Introduced at Early Childhood Trial beginning for Year 6 - transitioning to year 7 and 8 - future view to use transition from year 8 to year 9 within and across the schools and ECE in the Waimate Kāhui Āko.

Writing Data Waimate Kāhui Āko 2022

Schools	Well Below		Below		At		Above		Total	
	Number	%	Number	%	Number	%	Number	%	Total Number	%
Writing										
Girls' Total	14	6%	35	14%	166	69%	27	11%	242	100%
Boys' Total	34	14%	73	31%	117	50%	12	5%	236	100%
European Total	40	10%	83	22%	228	60%	30	8%	381	100%
Māori Total	7	11%	18	29%	35	57%	2	3%	62	100%
Pasifika Total	1	8%	3	25%	6	50%	2	17%	12	100%
Asian Totals	0	0	2	15%	10	77%	1	8%	13	100%
Other Total	0	0	1	10%	5	50%	4	40%	10	100%
All Total	48	10%	108	23%	283	59%	39	8%	478	100%
Mid Term Total 22	43	9%	141	30%	258	55%	26	6%	468	

Analysis:

Mid Term data 2022:

61% of students are 'at' or 'above' in writing

39% of students are 'below' or 'well below' in writing

In the Waimate Kāhui Āko of the 6/7 schools (No data submitted by St Patrick School)

67% of all students are 'at' or 'above' in writing

33% of all students are 'below' or 'well below' in writing.

A 6% shift in the percentage of students 'at' or 'above' in writing shows an improvement in writing from mid term to the end of year data.

Gender:

55% of boys are 'at' or 'above' in writing

45% of boys are 'below' or 'well below' in writing

80% of girls are 'at' and 'above' in writing

20% of girls who are 'below' and 'well below' in writing

European:

68% of European students are 'at' or 'above' in writing

32% of European students are 'below' or 'well below' in writing

Māori:

60% of Māori students are 'at' or 'above' in writing

40 % of māori students are 'below' or 'well below' in writing

Asian:

85% of Asian students are 'at' or 'above' in writing

15% of Asian students are 'below' or 'well below' in writing

Pasifika:

67% of Pasifika students are 'at' or 'above' in writing

33% of Pasifika students are 'below' or 'well below' in writing

Reading Data Waimate Kāhui Āko 2022

Schools	Well Below		Below		At		Above		Total	
	Number	%	Number	%	Number	%	Number	%	Total Number	%
Girls' Total	15	6%	32	13%	128	53%	67	28%	242	100%
Boys' Total	29	12%	54	23%	114	48.5%	39	16.5%	236	100%
European Total	36	9.5%	65	17%	188	49.5%	92	24%	381	100%
Māori Total	6	10%	19	31%	33	53%	4	6%	62	100%
Pasifika Total	1	8.5%	0	0	7	58%	4	33.5%	12	100%
Asian Total	1	8%	2	15%	8	62%	2	15%	13	100%
Other Total	0	0	0	0	6	60%	4	40%	10	100%
All Total	44	9%	86	18%	242	51%	106	22%	478	100%
Mid Term 22	43	9%	110	24%	254	54%	59	13%	468	

Analysis:

Mid Term Data 2022:

63% of all students are 'at' and 'above' in reading

33% of all students are 'below' or 'above' in reading

End of year Data 2022:

73 % of all students are 'at' and 'above' in reading

27% of all students are 'below' and 'well below' in reading

There has been a shift improvement of 10% in reading from mid term data to the end of term data.

Gender:

65% of boys' are 'at' and 'above' in reading
 35% of boys' are 'below' and 'well below' in reading
 81% of girls' are 'at' and 'above' in reading
 19% of girls are 'below' and 'well below' in reading

European:

73.5% of all European students 'at' or 'above' in reading
 26.5% of all European students are 'below' or 'well below' in reading

Māori:

59% of all Māori students are 'at' or 'above' in reading
 41% of all Māori students are 'below' or 'well below' in reading

Asian:

77% of all Asian students are 'at' or 'above' in reading
 23% of all Asian students are 'below' or 'well below' in reading

Pasifika:

91.5% of all Pasifika students are 'at' or 'above' in reading
 8.5% of all Pasifika students are 'below' or 'well below' in reading

Goal 1 Road Map 2023

2023					
Strategic Goals	Strategic Initiatives	T1	T2	T3	T4
Create a rich local curriculum -	SG1 - 1 - Build community and cultural partnerships through investigating our people, places and stories	Liaise with local iwi and 'Waihau Education Komite' - Invite them to share with the Kahui Ako - continuing to build this partnership in 2023 - contributed to the Graduate Profile in 2022. Important Connections - hold principal meetings at the Waihau Marae to continue to foster the partnership. School and kahui ako	Iwi share local pūrākau, (myths and legends), whakapapa, (genealogies), and kōrero, (stories) continue - ongoing Working with Waimate 2Gether on local curriculum Highlighting local areas / connecting to Histories Curriculum Pop Up - PLG run by Principals / Leads Within and Across and LSC x 2. History show case - History Together workshops - run by schools at a central location. Use students as leaders to run the event - lead to encourage parents to participate. Link with		Individual Kahui Ako schools integrate their schools unique cultural heritage into their own curriculum The Hikairo Schema is being implemented across the kahui ako - books purchased by the Kāhui Ako for all teachers within school or ECE centre. Books purchased relevant to the centre - ECE / Primary / Secondary. Complete all whitehorse projects Plan for 2023 Whitehorse projects

Our story, our history

	<p>leaders continue to implement the Hikairo Schema - purchase books for teachers in all schools and ECE (purchase a copy relevant for ECE and primary and high school - of the new book - strategies and tools for behaviour.</p> <p>Work closely with Waimate Together on local curriculum projects (Paul C Liaison)</p>	<p>library to explore and utilise.</p>	
Measurement	Auditing the White Spaces	Hikairo Schema self review	Review the action plan and how well outcomes have been met
Success	<ul style="list-style-type: none"> - A community strongly connected and aware of their place, locally, nationally & globally - The Hikairo Schema is being implemented in every classroom and centre in Waimate - At the appropriate level. - The cultural competencies of the Tataiako document are evident in every classroom and centre in Waimate 		
SG1 - 2 - Provide PLD for schools and teachers to develop a localised curriculum and culturally responsive practice through Cognition PLD - 160 hours MOE Funded.	--Level 1/ level 2 and Te reo cafe - continued in 2023 - Te Reo intensive course	<p>Kahui Ako Schools develop their own 'local curriculum'</p> <p>PLG's contribute to the local curriculum development process Sharing their journey so far - Tina / Megan to explore this further - staff meetings/joint staff meetings.</p> <p>Level 1 and Level 2 Te Reo continues in 2023 - ongoing</p> <p>Begin looking at and unpacking Te Reo Lesson plans and what it will look like in the different education settings - Working with Marie Donaldson.</p>	<p>Individual school and centre local curriculum documents are in place</p> <p>Completion of Level 1 and Level 2 Te Reo - ongoing for some staff in 2023 - continued.</p>
Measurement		<p>Individual schools and centres review their current curriculum, and plan how to localise - Measure against the plan</p> <p>Te Reo - Internal evaluation</p>	<p>External provider final report</p> <p>Teacher surveys - PLG's, Leadership Lab and Te Reo</p>
Success	<ul style="list-style-type: none"> - Every school and centre in Waimate understands the goal of local curriculum implementation - All schools have identified the core elements of their local curriculum - Each school and centres guiding documentation reflects their local curriculum - Each school and centres local curriculum is visible to the Waimate community 		
SG1 - 3 - Leaders and Schools to Develop an action plan - based on Hikairo Schema	Work through the book at a whole staff level - to implement / grow and change environment and content - to encourage learners to feel valued and safe. Common language	<p>Implement our community engagement plan - Hikairo Schema work to go in here with links to the achievement challenge of raising attendance, through community engagement</p> <p>Working with ECE's and schools to develop their use of implementing the Hikairo Schema - leaders meeting to support each other - identifying strategies & resources needed to help support implementation</p>	<p>Review 2023 and plan for community engagement in 2023</p> <p>Review end of year attendance data</p>

		approach between and among school staff and leaders.		
	Measurement		Hikairo Schema whanau engagement self assessment tool	Reflect on the success of the plan and desired outcomes Measure and compare attendance across the Kahui Ako - Term 4 2021 and Term 4 2022. To be reviewed in February 2023 - Tina to access information through Every day Matters.
	Success	<ul style="list-style-type: none"> - All stakeholders in Waimate are aware of our hui's and have the opportunity to attend - All stakeholders are communicated with, and/or consulted on key kahui ako projects and issues - Attendance levels in Waimate are significantly higher 		



Goal 2 Road Map 2023

		2023			
Strategic Goals	Strategic Initiatives	T1	T2	T3	T4

Develop and nurture our community of learners through culturally responsive practice.

SG2 - 1 - Boys literacy
Improve the level of boys literacy across the Kahui Ako.

Schools continue to identify a target group of boys who are not achieving in literacy.
Capture achievement data, attendance data and student voice from their target group with a focus on attitude towards literacy and how they see themselves as learners.

At the end of each term LSC's to work with teachers to review their target group learners and where they are at - what is working well / what needs to change / next steps.

LSC's to work alongside teachers who have children in the target groups, developing programmes to support these learners, i.e. modifying current programmes to better suit learners /using other teachers expertise for PLD. workshops eg ASLA/Ideal/BSLA/ Structured Literacy

Continue to explore and unpack the Hikairo Schema principles to develop culturally responsive classroom environments where all students feel valued and are achieving. - Self assessments and next steps at each

Ongoing Self assessments and next steps at each PLG meeting and school internal weekly staff meetings.

Schools to collect achievement data for target group

Schools to capture student voice from their target group with a focus on attitude towards literacy and how they see themselves as learners

Schools to capture attendance data for the boys in their target groups.

Review of progress target group has made and identify next steps for 2023.

		<p>PLG meeting and staff meetings</p> <p>Cognition- Ministry PLD 160 hours</p> <p>2X Term Syndicate Meetings - ECE-Yr3 Yr 4-6 Yr 7-13 for professional learning, moderation and developing a common language</p>			
	<p>Success -</p> <ul style="list-style-type: none"> - Target students have made accelerated progress in literacy - Target students attitudes and view of themselves has learners has shown improvement - Teachers feel supported in providing programmes and support for these children 				
	Measurement	target groups identified student voice collected attendance data collected	plans / programmes / resources developed / reviewed / modified - Schools - target groups achievement data tracked and monitored	student voice collected attendance data for target group collected achievement data for target group collected	

	<p>SG2 - 2- Develop strategies & processes for well-being for all in our community</p>	<p>Kids Conference - get a group of interested teachers/senior students together to work on developing a road map for running a Kids Conference across our Kahui Ako. Explore how this will look using able student leaders linking their passion to Literacy. Trial conference end of Term 1 and deliver in term 2</p>	<p>Kids Conference Early Term 2</p>	<p>PMI to reflect on Success and Next Steps for 2023</p>	
<p>Success</p> <ul style="list-style-type: none"> - There is clarity around the learning pathways for all learners- ongoing - Learners thriving because of good communication and systems between ECE, primary and high school 					
<p>Measurement</p>	<p>ECE / Primary/Secondary Kua Rite Matou document in use across all transitions where needed.</p>	<p>Generic ideas developed for each sector Document for transition to Yr 7 & 9 being used</p>		<p>Kua Rite Matou document bor ECE - primary and secondary embedded in practice</p>	

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Goal 3 Road Map 2023

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Strategic Goals	Strategic Initiatives	T1	T2	T3	T4
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Foster and grow community partnerships	<p>Develop resources and strategies to strengthen partnerships between and across schools to ensure equity and support for all students and the wider Waimate and parent community. Create an action plan and community plan.</p> <p>SG1 - 3 - Leaders to Develop a community consultation p/ Engagement plan -</p>	<p>Continue to Look at transitions - across between ECE - Primary & Secondary - Leads / ECE</p> <p>Social events - End of Term 2 and end of Term 4 - Within School Organisation - plan-within leads to organise</p> <p>Tina / Lizzie/ Megan and other leads to deliver Reading Together workshops in Term 1 and Term 3 for Schools and ECE -</p> <p>News and Views updates each term to highlight events and keep schools and communities informed.</p> <p>Community newsletter</p>	<p>Meeting with Early Childhood Centres - and gathering ideas - what the needs and focus is for ECE.- Tina and Megan</p> <p>Look at revamping Matariki - Community event to a digital presentation - schools and ECE present their story - display art work culminating in Whanau hui trial in Term 2 for Parent community with Matariki Stories by Students and other community leads - to</p>		
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	<p>to engage with Kahui Ako Community. - newsletters to go to all staff - and then out to all schools and ECE Community. - parents and local library / events / Waimate 2Together</p> <p>Continue to develop resources and strategies to strengthen transitions across Kahui Ako</p>	<p>for schools - regular updates on goals, achievements throughout the year.</p> <p>Transitions of students ongoing communication with ECE and primary and primary and the high school.</p> <p>Continue using and trialing Kua Rite Mātou - adjusted version with Early Childhood and Primary Schools. Ongoing review of how this is working from end 2022 - any changes needed?</p> <p>Begin using the Graduate Profile within schools and for students transitioning from ECE to school or at Year 6 and 8. What does a child who leaves our place look like?</p>	<p>encourage participation of whanau - collecting and gathering their voice and ideas. End of Term 2 or beginning of Term 3 - Matariki is in the school holidays between the two terms.</p> <p>Continuing to redesign and implement by introducing to year 6 for transition to the High School and for year 8 transitioning to the high school for year 9. - creating for children who have a specific issue- include info on the issue(s) and programmes/strategies that have worked & agencies involved.. Term 1 and ongoing through 2023</p>		<p>Communicate with schools where students are transitioning to/from and arrange meetings to share information for students who may need a supported transition. Involve RtLB if deemed necessary to coordinate meeting and information sharing with current/new schools and parents.</p>
<p>Success</p> <ul style="list-style-type: none"> - There is clarity around the learning pathways for all learners- ongoing - Communication and systems between ECE, primary and high school have improved 					
<p>Measurement</p>	<p>Measure Baseline Data Quantitative</p>	<p>Raise profile of the Waimate Kahui Ako through community</p>	<p>Big picture thinking / template - what will this look like - road map / visual thinking tool?</p>	<p>Year 6/7 transition Document designed - draft form - trial 2023 - LSC design and implement. Review Kua Rite Mātou - review / trialling/ bring in year 6 and year 8 2023</p>	

		<p>-</p> <p>Qualitative Survey – what do we do well, what can we do differently, what could we change? How involved did you feel? Measure engagement/collaboration</p> <p>Evaluation ongoing</p>	<p>partnership involvement - Reading Together, Maths Together, Writing Together Workshops, Matariki Event and Whanau Hui each year.</p> <p>Workshops supported by the ECE and the Primary Schools - invitations / numbers attending events - feedback from Centres / Schools as to effectiveness, changes to refine - Survey Staff / Community</p> <p>Attendance based on meetings for New Entrant teachers and ECE. - feedback</p>	<p>Evidence of thinking from all stakeholders. Using community voice. Questionnaire - survey monkey.</p> <p>Survey and feedback to all schools based on parent feedback on Reading Together - workshops</p>	<p>Survey feedback from teachers / school visits/using feedback from teachers/staff / students.</p>
	<p>Within / Across / LSC / Lead Principals to take an active role in developing and using the Hikairo - to enrich learning for all students in the Waimate Kahui Ako.</p>	<p>Building trusting relationships. Team Building Social event held each term -</p> <p>All Leads - Meeting with individual groups and schools in their setting,</p> <p>Getting to know what needs and priorities the staff have gathering teacher voice Within School / Across School / Lead Principal / LSC -</p> <p>Term 1 - Tina with the help of Megan to lead Within Schools / LSC in the PLG content to deliver to the school they are working alongside - staff meeting - syndicate Hikairo Schema work and Cultural responsive work with PLG - Cognition. - .</p>	<p>Meeting needs Professional readings to support Professional Growth Cycles - linked to Hikairo Schema - community partnerships, building relationships-</p> <p>Tina to lead Reading Together Workshop - Where will this be held - Primary School /Parents Term 2 - ECE Term 3 - Primary (Public Library) - when possible</p>	<p>Imbedding Hikairo Schema into everyday practice -</p> <ul style="list-style-type: none"> - Class Planning - Classwide - school wide initiatives and progress - strategic planning - Stocktake - reflect - list differences <p>Look at new book by Angus McFarlane and team - tips and tools and strategies for teachers to use for behaviour and engagement.</p>	<p>Leading - professional learning groups - leading / contributing term 2-4 PLG groups - transition groups Folder / resource created / meetings continue with Early Childhood / NE teachers to look at</p>
<p>Success - Learners thriving through community collaboration and engagement</p>					

	Measurement	<ul style="list-style-type: none"> - Newsletter information and Articles etc highlighting positive achievements - leadership reports - for newsletters. - completed by all leaders sharing the work load. 	<p>numbers participating in ECE READING Together Workshops- Parent/community voice Social events</p> <p>Feedback / survey on how well supported schools feel</p>	<p>Feedback - Qualitative measure - stakeholder voice / feedback</p>	<p>Look at numbers term 1, 2, 3 and 4 - community partnership feedback. Participation and numbers wise. Quantitative measure - numbers from each school - baseline data - number of attendees.</p>
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Annual Plan - Strategic Goal 1

Create a rich local curriculum - Our story, our history

SG2 - Strategic Initiative 1

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
SG2 - 1a - Build community and cultural partnerships through investigating our people, places and stories	Work with local iwi and the newly formed 'Education Komitee' to discover our local stories, heritage and whakapapa Record our local stories Work with the Waimate museum around local pūrākau, (myths and legends), whakapapa, (genealogies), and kōrero, (stories) Create a digital record of our local stories to be included in the Whitehorse development project	Tina Ivamy /Within and LSC - Supported by Kahui Ako principals and Lead Teachers of ECE	\$4000 Costs for Hikairo Schema Books	Terms 1 - 4	Our children, staff and families have a deeper understanding of their school and communities unique history, heritage and stories Our local iwi, and local community feel better connected to our kahui ako and schools Each school/centre has a 'Pou Kura' installed at the top of the White Horse monument - The pou illustrate each school/centres local curriculum - how we build on this.	Terms 2 - 4
	Begin looking at and unpacking Te Reo Lesson plans and what it will look like in the different education settings - Working with Marie Donaldson.		\$500	Term 2-4	Begin to develop lesson plans for Te Reo Māori	Term 2-4

		Marie Donaldson, Tina/ Megan Within and LSC - Supported by Kahui Ako principals and Lead Teachers of ECE				
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SG2 - Strategic Initiative 2

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
SG2 - 2 - Provide PLD for schools and teachers to develop a localised curriculum through Cognition PLD - 160 hours.	Kahui Ako leads and PLG lead teachers provide PLD to local teachers around localised curriculum Waimate Kahui Ako members continue to participate in the Level 1 or 2 Te Reo Qualification and the regular Te Reo Cafe - meetings at a central space.	External provider - Cognition PLD 160 hours - Within / Across / Principal Lead and Kahui Ako Principals. Te Ahu o te Reo - optional level 1 and level 2 via zoom offered in 2023.		Terms 1 -3 Terms 2 - 4	Kahui Ako school and centre leads feel confident to continue to lead review and development of local curriculum within their schools Kahui Ako lead teachers have a good understanding of local curriculum and how to personalise their own school culture and documentation Teachers across the Kahui Ako feel included in the development of their own school/centres local curriculum Leadership capability within the Kahui Ako is grown Waimate educators have vastly increased knowledge and skills in the area of Te Reo and Tikanga Māori	Terms 1 - 4

SG2 - Strategic Initiative 3

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
SG2 - 3 - Develop a community engagement plan - meetings and events planned.	The kahui Ako principals group review the community engagement plan for 2023	Kahui Ako leads / Megan and Tina		Term 1	A clear plan exists for how and when our kahui ako will engage with our community over the course of 2022. The plan outlines how the community are to be consulted and included	Terms 1 - 4

Annual Plan - Strategic Goal 2

SG1 - Strategic Initiative 1

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
SG1 - 1 Boys literacy Improve the level of boys literacy across the Kahui Ako.	Schools to identify a target group of boys who are not achieving in literacy Capture achievement data	Principals / Literacy leads in school	\$	Term 1 & 4 2022	Schools will have target groups set up by the end of Term 1 2022.	End of Term 1
	Schools to capture student voice from their target group with a focus on attitude towards literacy and how they see themselves as learners	Principals / Literacy leads in school		Term 1 & 4 2022	Schools will have captured student voice from their target group by the end of Term 1 2023	
	Schools to capture attendance data for the boys in their target groups. and note any link between attendance and literacy.	Principals / Literacy leads in school		Term 1 & 4 2022	Schools will have attendance data for the children in their target groups by end of Term 1	Terms 2 & 3
	Learning Support Coordinators working with teachers around supporting the learners in the target groups.	LSC / teachers	\$1000	Term 3 & 4	Teachers will feel supported to trial and implement strategies / programmes / resources to support target group learners	

SG1 - Strategic Initiative 2

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
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<p>SG1 - 2</p> <p>Develop strategies & processes for well-being for all in our community</p> <p>Develop resources and strategies to strengthen transitions across Kāhui Ako.</p>	<p>Kids Conference run- Literacy based- trail end of term 1 and run in Term 2 across Kāhui Ako</p>	<p>Principals / /Literacy leads in school plus Megan & Tina- supported by within schools & LSC's</p>	<p>\$500</p>	<p>Term 1 & 2</p>	<p>Conference trialled and successfully run for students</p>		
	<p>Using Kua Rite Mātou - adjusted version with Early Childhood and Primary Schools. Developing this document to use with children transitioning from primary to secondary (those with specific issues)</p>	<p>Megan- supported by within schools & LSC's</p>		<p>Term 1 & 2</p>	<p>Document being used between ECE and schools via New Entrant teachers</p>		<p>Term 1-4</p>
	<p>Use Kahui Ako Graduate Profile across all ECE and school settings</p>	<p>Megan - with support from within schools & LSC's</p>		<p>Term 1 - 4</p>	<p>Document in place for schools to use of at beginning of 2023</p>		<p>Term 2 - 4</p>
				<p>Terms 1 - 4</p>	<p>Document being used that shows the thinking for each sector - places can then link their own graduate profile to this</p>		<p>Term 4</p>

Annual Plan - Strategic Goal 3

Foster and Grow Community Partnerships

SG3 - Strategic Initiative 1

Goal	Actions to achieve targets	Led by	Budget	Timeframe	Indicators	Review and Monitoring Schedule
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SG3 - 1	Develop resources and strategies to strengthen partnerships between and across schools to ensure equity and support for all students and the wider Waimate and parent community	Tina/ Within School Leads / Across School Lead and Learning Support Co-ordinators	\$2000	Term 2-4 2023	<p>There is clarity around the learning pathways for all learners from ECE, Primary School, High School.</p> <p>Regular meetings to build on transition /pathways with ECE and Schools New Entrant teachers and Primary to Secondary.</p> <p>ECE - Teachers / Staff - Leading the Reading Together Workshops.</p>	End of Term 2, Term 3, Term 4
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SG3 Strategic Initiative 2

SG3 - 2	Leaders and Stakeholders take active roles in Professional Learning and Development.	Tina	\$2000	Term 2 Term 4	<p>Learners thriving through community engagement.</p> <p>Term 1 - Te Reo Support</p> <p>Term 2 - Social function celebration level 1 te reo acknowledgement.</p> <p>Term 3 - PLG - Hikairo schema</p> <p>Term 4 - Social function</p> <p>Staff and students leading positive change.</p> <p>A Positive and active profile within and across the community by stakeholders.</p> <p>All stakeholders take an active part in PLG groups (choices by teachers - linked to their own professional growth cycles).</p> <p>Term 2 - Professional Learning Groups - bringing all schools and ECE together- x 2 sessions led by LSC / Within / Across and Principals - Tina / Megan</p>	End of Term 2 and Term 4
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	Building Leadership in partnership with Cognition		\$5000		Term 3 - PLG x 2 - options offered (choice for teachers) Term 4 - PLG x 1 Session - taster / overview / Release/ travel for within school leads to attend PLD - to lead through Cognition	
SG3-3	Newsletter - actively taking turns to create a community newsletter and ensure it goes out to all staff and the school community of ECE and Schools	Roster created so all leads will work together on the newsletter - set up by Tina / Megan		Term 1 Term 2 Term 3 Term 4	One newsletter highlighting successes and up coming events - written by a different pair of leaders for each term for all K.A Schools / Centres / Staff and parent community plus wider community - a celebration of events.	
