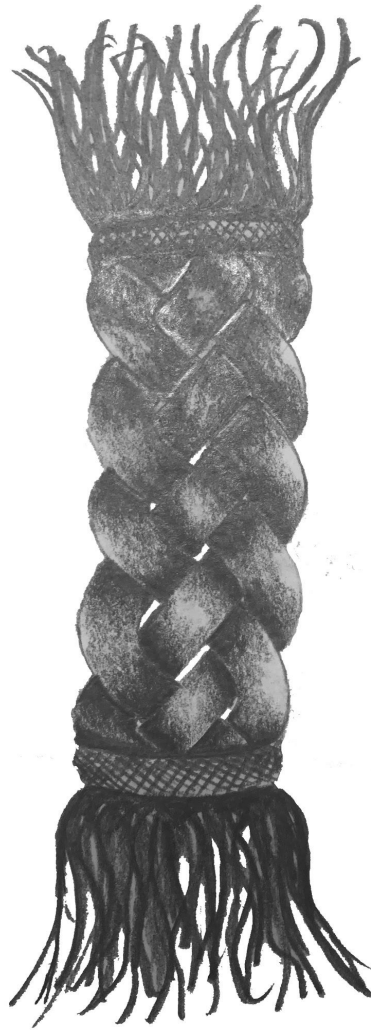


Whakaoriori Kāhui Ako



"Ko te manu e kai ana i te miro nōnā te ngahere,
Ēngari ko te manu e kai ana i te mātauranga nōnā te ao"
*The one who partakes of the flora and fauna, that will be their domain.
The one who engages in education, opportunities are boundless.*

VISION STATEMENT:

We work together to ensure that all Whakaoriori students are successful and all ākonga will achieve to their potential.

Who are we? (As a collective)

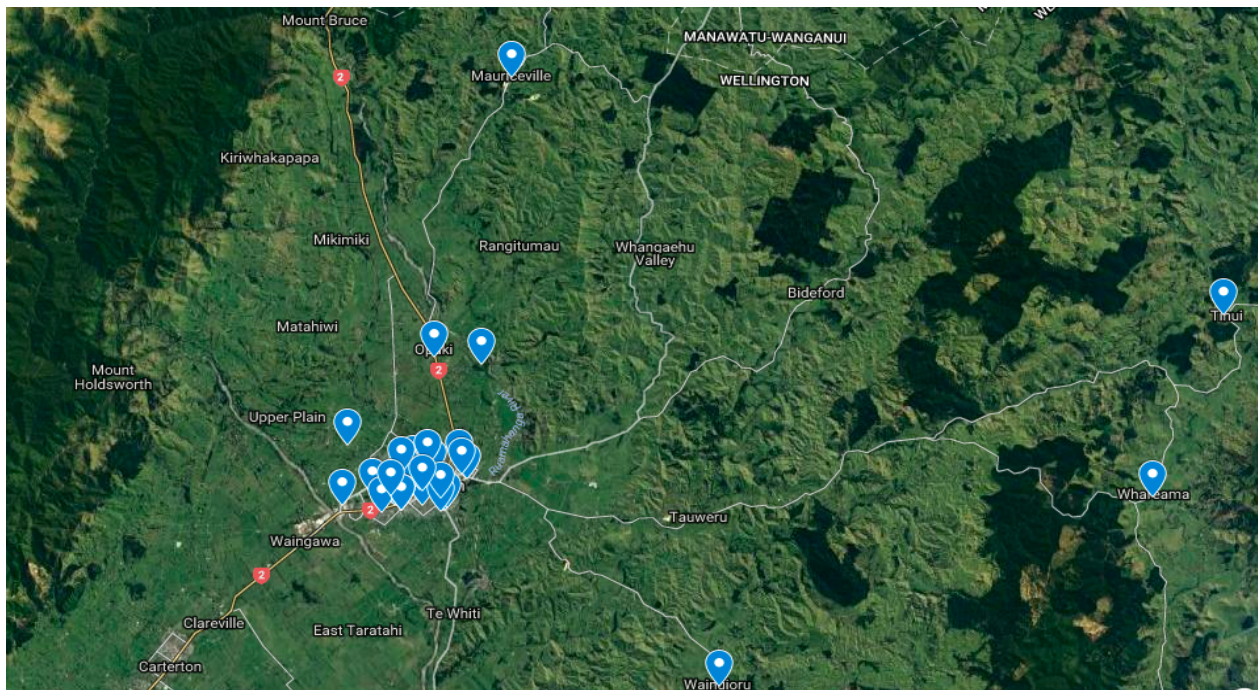
The Whakaoriori Kāhui Ako philosophically believes that together is better. We have a clear purpose to improve educational outcomes for all students in the area. That means that we have a collective responsibility for all learners even the ones not at our school or centre.

We are a large group with an identified pathway from Early Childhood Education (ECE) to school leavers. We believe in "Life Long" and "Life Wide" Learning and that is why we have engaged with iwi and other community partners like REAP and The Masterton District Council.

Our schools fall predominantly within the Rangitaane and Ngāti Kahungunu Rohe. The majority of our Māori students are drawn from these main iwi and the remaining are drawn from iwi across New Zealand.

In our large group of 35 members we are diverse and look at the diversity as a strength and opportunity rather than a challenge that is unsurmountable. We are going to manage this by everyone contributing and supporting each other to reach successful goals. Staying positive and remaining motivated will need to come from leadership.

The many sectors within the Kāhui Ako have come together in their professional relationships to collaborate and work together. There is the Early Childhood Network which is led by a strong steering group and supported by the local REAP. The Primary sector of principals have worked together for a number of years.



A Masterton Community of Learning

Article by Paul Green - Wairarapa Times Age, July 7, 2018

After months of gathering momentum, the Masterton Kāhui Ako is almost ready to get fully underway. Makoura College Principal Paul Green outlines the present situation.

Working together for improved community outcomes has always been important, and looking for ways of thinking and operating less selfishly and more cooperatively is more and more at the heart of local, national and international initiatives.

Around this country over the last three years, secondary and primary schools, and early childhood center's, have been encouraged by government to form into Kāhui Ako, local communities of learning, with the aims of improving achievement outcomes, understanding and tackling common teaching and learning challenges, and building better relationships between those involved in the development of our new generations.

What could or should be improved varies from community to community, so each Kāhui Ako identifies their own achievement challenges by asking community members what is good about school, what could be better, and what is important to learn.

Analysis of responses to these questions from over 400 children, parents, board members, and staff in local schools and early childhood Centre's has led to the Masterton/Whakaoriori Kāhui Ako three proposed focus areas being: knowledge (essential and broad), agency (understanding self, making things work for you and others, identity, learning how to learn), and citizenship (participating in and contributing to community/society).

All of these focus areas are inter-connected: for example, part of an individual's agency, or capacity to make things happen for themselves and others, is having knowledge about how to communicate effectively and articulately; part of your citizenship capability is dependent on your individual ability to empathise with others or take the initiative.

Whilst knowledge has clearly always been at the centre of teaching and learning activity, agency and citizenship are being increasingly emphasized around the world as integral elements in contemporary schooling.

Included in these concepts are the 'soft' skills related to how well you can work with others, be creative, think critically, and adapt to changing circumstances – universally recognized as crucial aspects of a young person's capacity to be successful in their personal and professional life.

Almost all local schools and early childhood centres joined in the formal expression of interest to the Ministry of Education for formation of a Community of Learning – meaning the Masterton/Whakaoriori Kāhui Ako is one of the largest in the country, and therefore potentially one of the most difficult to mobilize effectively.

Successful collaboration will depend on trust and the development of a compelling vision for improved outcomes for all of the town and region's children.

It's a challenge for all educators that is interesting and important.

Our Learners, Schools and Early Childhood Education Centres

Gender	Māori	Pasifika	Asian	Other	European/ Pākehā	International students	Total
Female	730	100	78	47	1,655	24	2,634
Male	764	97	78	22	1,597	27	2,585
Total	1,494	197	156	69	3,252	51	5,219

Douglas Park

Douglas Park School is a multicultural school located in the western suburbs of Masterton. Learning and living at DPS is driven by our PRIDE values (Peaceful, Respect, Independence, Dare to Dream and Excellence). We aim to develop the 'DPS Kid', a child with the skills and attributes our community wants in their young people to be successful citizens and great people. A Green Gold Sustainable School, Douglas Park is dedicated to the environment. We are committed to growing collaboration, critical thinking, creativity and student agency through our flexible learning environments.



Fernridge

We are a semi-rural contributing school which sits under the Tararua Ranges on the outskirts of Masterton. The Koru is significant for Fernridge School because it is a symbol of our children's potential being intricately formed. Under the right conditions our children - just like the Koru - will grow, develop, expand, and be ready to establish themselves in the world.

Our Values:

Knowledge: Fill our Kete with knowledge

Opportunity: Make the most of every opportunity to do your best

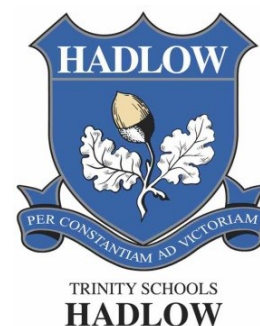
Respect: Be Respectful and Responsible

Understanding: Understand the differences in others



Hadlow

Hadlow will give your child a fantastic start in education and life, drawing from the best of the traditions and harnessing the most from what today's modern education system offers. Hadlow Preparatory School, Years 1 to 8 is situated in Masterton and has a roll of 200 students. We're committed to the development of all our students, ensuring they have the skills and attributes they need to succeed in tomorrow's world. We offer state-of-the-art facilities, wonderfully skilled and experienced teachers and a curriculum that is future focused. Like you, we want the best for your child and to see your child be all they can be in life.



Lakeview

Lakeview School is positioned on the north-eastern corner of Masterton. Approximately 400 students from year 1-8 attend our school. We are a vibrant school community - around 55% of our students are Maori, 36% Pakeha and about 9% Pasifika. Our school operates in 4 syndicates and places an emphasis on the older students working with the younger students to help with learning, relationship building and behaviour modelling.



Masterton Intermediate

Masterton Intermediate caters for Year Seven and Eight students throughout the Wairarapa region. We encourage high levels of involvement in academic, cultural, digital, musical and sporting opportunities. We also encourage all students to live and breathe our school whakatauki, "E matahi ana, e mataara!" (Work together and be on to it!)



Mauriceville

We are a small rural school who cater for inclusion of all students in Years 1-8, and it is because of this more than two thirds of our students travel to us from Masterton. We have over 50% Maori students. We are focused on the well-being of our learners, teaching emotional regulation, values, social skills and life skills, in addition to the academic curriculum. At Mauriceville School we are TRUE- Trust, Respect, Unique, Excel.



Opaki

Opaki School is a semi-rural school situated 10 minutes north of Masterton in wine country.

Our children aspire to our Aroha values

- A Appreciative
- R Respectful
- O Open Minded
- H Honest
- A Aware

Children work in four collaborative teaching spaces (Aronui, Kahure, Mahuri, Tipu) with wonderfully skilled, enthusiastic staff that are dedicated to providing the best education inside and outside of the classroom.

OPAKI SCHOOL



Learning for Life

St Patrick's

St Patrick's School is an Integrated Primary School offering education with a special Catholic character. Our school is situated within the town of Masterton and the makeup of our students reflect the diversity of a family, friendly, rural town community. Our aim is to prepare students to be Catholic citizens who can participate and contribute to our ever changing world. We aim to provide an education that children can engage in and connect with personally, that connects with their learning, as well as with their own personal language, culture and identity.

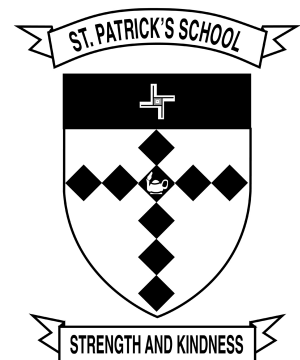
Our Vision

Love - Aspire - Create

Love - each other and all of God's creations

Aspire - be the best we can be in everything we do

Create - explore and develop new ideas for learning



Solway

Solway School sits on the edge of urban Masterton and draws students from both town and country. Established in 1918 our current roll is around 230 students. Solway has a strong vision that is clearly and consistently expressed by the staff and students. **Inclusion, Connectedness and Cultural Relevancy** are key elements of this vision.

We are a warm and vibrant school with a supportive community at its heart. Solway has a positive culture of collaboration, collegiality and professional support within our staff. We understand that "knowing the learner" is vital to making the difference. Solway School is a special place for everyone, children, teachers, support staff, parents, and visitors.



Tinui

Tinui school is a full primary school with a current roll of 35 students. It was established in 1876 and is located 35 minutes east of Masterton.

Our RESPECT values encompass who we are.

Responsibility: students will make good decisions and be accountable for them.

Enthusiasm: we will enjoy meeting challenges in our learning.

Success: students reach their own individual potential and celebrate this. Success will be different for every person.

Participating with Pride: students are actively involved in all aspects of school life and take ownership of who they are and where they come from. (Their identity)

Excellence: students set high goals and strive to achieve them.

Caring: looking out for each other and the environment when we learn and play.

Togetherness: a close supportive relationship occurs between students, teachers, parents, staff, families, B.O.T and whānau.



Wainuioru

Excellence & pride in our learning, our school & ourselves

Wainuioru is a country school delivering high quality education to approximately 90 Year 1 - 8 students. This school is located 20 km east of Masterton, however the catchment area is up to 40 km from Wainuioru.

The school is the hub of the district and parents and community members are actively involved in providing a unique "rural" experience for our students.

We are a school that is built on a strong foundation of manaakitanga & kaitiakitanga, these characteristics are embedded in our way of life.



Whareama

We are a small rural school of 48 students who cater from Year 1-8. Located 30 minutes east of Masterton we have always enjoyed good success with our students in academic and sporting endeavours. We are well resourced and have a strong, supportive and growing community. We recently undertook a full community consultation so are in the process of rewriting our full curriculum, values and we are going to be a RURAL school.....soon to be decided upon. We are a school that learns with pride and the students and community take this mantra in all they do.



MAKOURA

Our school is a busy dynamic community of Year 9 to 13 students from throughout the Masterton area and beyond. Over half our students are Maori, a third Pākehā/NZ European, and one in ten Pasifika. Staff and students work together in progressively co-constructive ways, with restorative practice and affirming of cultural identity also featuring strongly. We strive to live in line with our motto of Kia Manawanui (emphasising courage and compassion) and our tikanga of Whaia Te Tika (making the right choices), Whaia Te Pono (seeking wisdom), and Whaia Te Aroha (acting with empathy and compassion).



WAIRARAPA COLLEGE

Wairarapa College was established in 1923. It is situated in an attractive and expansive setting and includes a small farm and co-ed boarding hostel. Although the majority of our 1092 students are of NZ European descent, 24% are Māori and we have increasing representations of Pasifika and Asian populations in our community. The curriculum and pedagogy are developing from a traditional model into a more student centred approach with the introduction of new initiatives such as academic mentoring and digital learning.



SOLWAY COLLEGE

Timor Dei Principium Sapientiae

Solway College is a Decile 7 school. It is a small integrated boarding school for Year 7 to 13 girls also enrolling a limited number of day girls. It belongs to the Presbyterian network of schools but is non-sectarian and inclusive in its enrolment. Its special character includes an education based on a family environment and Christian values with all students being required to be fully involved in all aspects of school life. Strengths and features of the college include a strong focus on catering for individual student needs and comparatively high level of achievement in all areas of school life. It also has an on-site equestrian academy.



ST MATTHEW'S COLLEGIATE

SCHOOL HISTORY- St Matthew's opened on February 10th 1914. The school moved to the present site in 1921. For many years it was an independent Anglican school, originally from preschool to Seniors. Now it is a Years 7 - 13 school. Since 1982 Year 12 & 13 girls have been taught in co-ed classes with Rathkeale boys to form a Senior college, based at the Rathkeale college site. In 1992 St Matthew's integrated into the State system as a Form 1 to 7 Anglican Boarding School for girls. A spiritual dimension based on the gospel of Jesus Christ permeates school life and school decisions. Religious and spiritual education help us in educating the whole child.

OUR MOTTO- Ad Astra per aspera - To the stars through endeavour.

OUR MISSION- To provide an education which will encourage young women; to seek excellence in every aspect of their school lives - academic, spiritual, cultural, social and sporting.

OUR VISION- St Matthew's Collegiate is a centre of educational excellence, providing a foundation for young women to reach their highest potential through academic, sporting and cultural opportunities. It empowers young women to be confident, resilient, connected and successful valued citizens who are equipped for the future.



RATHKEALE COLLEGE

Founded under the auspices of the St Matthew's Schools' Trust Board and opened by Governor General Sir Bernard Fergusson in August 1963, Rathkeale College quickly developed into a leading boys' school.

Alongside Hadlow Preparatory School and St Matthew's Collegiate School for Girls, Rathkeale is one of a group of three Trinity Schools affiliated to the Anglican Church.

From its foundation as an independent boys' boarding school, the College has become known for its exceptionally beautiful campus and for the high accomplishments it achieves in academic, cultural and sporting pursuits.

The Senior College was formalised in 1988 and girls from St Matthew's are now very much at home in Year 12 and 13 classes on the Rathkeale Campus.

Rathkeale College and St Matthew's Collegiate were integrated in 1992. This process brought a number of significant changes to the College but at heart Rathkeale continues to strive for excellence and to attract staff and students of a high caliber. The desire to create Good Rathkeale Men is indicative of the College's focus on the importance of citizenship, traditional values and all round achievement.



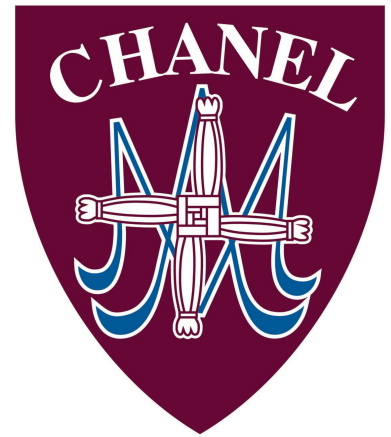
CHANEL COLLEGE

Chanel College was founded in 1978 with the amalgamation of St Brides College and St Joseph's College. Chanel College educates and shapes the lives of young people from Year 7 to Year 13 and is located in Masterton. Chanel College is the only Catholic Secondary School in the Wairarapa region.

Our College Motto is "All through Christ".

Our Mission is to achieve and celebrate personal excellence in a Catholic learning community.

Our Values reflect our dual Marist and Brigidine charisms which include celebrating all that is good with joy and gratitude, presence, family spirit, service to others and working in the way of Mary.



THE CUBBYHOUSE

Our centre is one of four purpose built centres owned by Provincial Education. We are licenced for 60 children, catering for ages 12 weeks to 5 years. Our team consists of registered teachers through to support staff. We are all committed to ensuring our children and their whānau feel a sense of belonging and pride ourselves on supporting the cultures of the children within our centre. Having four defined rooms allows us to provide for the developing skills of the children while fostering the aspirations of their whānau.



MANAIA KINDERGARTEN

Manaia Kindergarten operates under the umbrella Association of He Whānau Manaaki o Taranaki Free Kindergarten Association Incorporated and are one of six kindergartens in Masterton. Manaia Kindergarten is licensed for 40 two to five year olds. Our team is made up of five qualified fully registered teachers both full and part time. We also have an office administrator/support person.

Manaia Kindergarten is on site at Masterton Primary School so we are well placed to support children's seamless transition to school. Manaakitanga, tuakana/teina relationships and the principle of ako are encouraged and supported. We are responsive to the interests and needs of the children and feel that forming partnerships whānau is always in their best interests.

We are committed to:

- Learning through a variety of means with children's interests as starting the starting point;
- Children's exploration, investigation and discovery;
- Helping develop children's social skills;
- Children trying new things;
- Children being creative, using their imagination and having fun;
- Children experiencing situations that have meaning for them.



GOOD BEGINNINGS

Good Beginnings comprises of two privately owned centres - the Infants and Toddlers centre is licensed for children under the age of three and the Educare centre caters for children aged between two and five years. The owners work between the two centres and are committed to providing quality care and education through aesthetically pleasing environments, high teacher to child ratios, qualified teachers who are committed to education and keeping fees to a minimum. Both centres have the philosophy that children learn through play and implement primary caregiving to ensure fundamental relationships are formed with the child and their whānau.



ACTIVE EXPLORERS

Active explorers is part of the Evolve Education Group, we are situated at 29 Albert Street. The centre is licensed for 80 children, including 28 children under the age of two. The centre which is 10 years old, is a purposely built building, with four age defined learning and care rooms, providing both inside and outside learning opportunities. We have 12 teachers, teaching each day, with a centre cook who provides all meals, for the children over the age of 12 months an administration lady, and centre manager who is overseen by a regional manager.



WEST

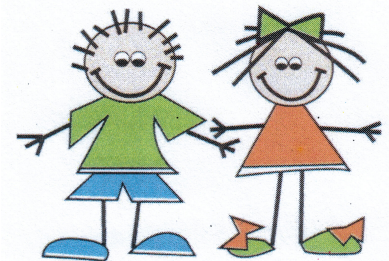
We are very lucky to have a huge outdoor environment and we make the most of it in every way. We have a large vegetable garden, a beautiful bee garden, more than enough fruit trees, a berry garden, annually an excess of 100 giant sunflowers, and four lovely chooks that provide us with fresh eggs. We emphasise learning opportunities involving hands-on exploration with the natural environment and have a special focus on preparing healthy food grown at the kindergarten. Through fully participating in the process of growing harvesting and preparing food, children are not only learning in an holistic way but also enjoy experiencing new and familiar tastes for morning teas. The teaching team at Masterton West are committed to a philosophy of holistic teaching and learning, manaakitanga and whanaungatanga. We strongly advocate respect and understanding of others similarities and differences, encouraging children to be socially competent and able to initiate and sustain relationships.



MAKOURA ECE

Makoura Community Early Childhood Centre, is a Community based not for profit Centre that has been operating for over 30 years. We are situated on Makoura College grounds alongside the Wairarapa Teen Parent Unit and are licenced for 50 children. Twenty five of the child spaces are allocated to the Teen Parent Unit and twenty five for the wider community. This makes us a diverse Centre serving a wide range of local Whānau.

We believe strongly in being a family/Whanau orientated Centre building strong, respectful & trusting relationships, in the importance of being an active part of the local community, in children experiencing authentic real life experiences in the natural environment and in working towards an environmentally sustainable future as part of the Enviro Schools programme.



YORK STREET

York St Kindergarten is surrounded by the local Intermediate school farm and nearby Millennium native reserve which we visit regularly. Licensed for 40 children from tow and a half to five years with 5 fully registered teachers.

We have a large outdoor area, with trees and a small bush area. The inside area is well developed offering arts, cooking, dramatic play and construction. We are well supported by our parents and local community.

Our curriculum is playbased, valuing children's rights to lead their own learning. Teachers support and extend children's interests toward developing a love of lifelong learning.

KO TE AROHA

Kia ora, Ko te Aroha children's centre is a wonderful little centre, situated on the east side of town. Our centre is a safe and welcoming place for whānau, where calm and peacefulness reside and a place where the mana of any person, no matter how big or small is recognised and embraced. We believe in providing a quality, calming and aesthetically pleasing environment for children and their whānau, so they can enjoy the benefits of a bicultural education in a safe and respectful environment. Alongside of our centre, run's a whānau education service where we extend on whānau developing understanding for children's developmental milestones/needs and the importance of play.

ko te aroha

WHĀNAU MANAAKI
KINDERGARTENS

Formed in August 2014 WMK is the joining of the former Wellington Region Free Kindergarten and Rimutaka Kindergarten Associations with over 100 years of history behind them. In our 86 services that include One Pasifika Home-based Learning Service, One kindergarten as part of a Teen Parent unit, One kindergarten situated at Te Papa, Seven kindergartens operating for more than 7 hours, Twelve kindergartens licenced for babies and under two, Three Pasifika kindergartens from Seatoun through to Masterton and Levin, we are diverse and responsive to our communities of learners. WMK holds strong the importance of 100% qualified teachers, and maintains early childhood education to be affordable and accessible to families. Whakakitenga - Our Vision is to be a respected leader in early childhood education and a strong advocate for children and whānau. Ngā Uara - Our Values for the next 5 years are; Nurturing the mana of the child, Kounga - Quality, Mahi Tahī - Partnership, Pono - Integrity.

SPECKLED FROG

Speckled Frog Preschool has been a part of the Masterton community for ten years. We are situated at 50 Harley street Masterton. The preschool has a wonderful team of Kaiako. We have six full time Kaiako and two part-time. We firmly believe having a consistent team is pivotal to providing the best quality start to life for all our tamariki and whānau. We are licenced for 27 tamariki including 15 up to two-year olds. We have two programmes here, our Teina programme for children up to two and half - year olds and Tuakana programme for children over two years of age, each with their own indoor spaces for exploration and play. The programmes have a shared outdoor space. We come together to play outside as well as for various celebrations. We always encourage tamariki to develop relationships with each other in teina and tuakana. We are currently converting an old house into a new under Two and half centre, which will be open early 2019.



Our Approach - Structure and Roles

STEERING GROUP: The steering group is made up of the Principal Kāhui Ako Lead, one support Principal and one ECE Leader plus Across School Teachers. This group will oversee the working groups.

WORKING GROUPS: These will be established for each area of inquiry. The group will be made up of the Across School Teachers, Within School Teachers and other school staff as appropriate. This group will be tasked with supporting changes of school and teacher practice. These groups will be seeking to compliment the leadership and management structures already in place in schools and ECE, using evidence and building relationships to either support or challenge current practice.

KĀHUI AKO LEAD: This person has the role of co-ordinating the collaborative and professional activities across the Kāhui Ako. They will play a lead role in planning, co-ordinating and facilitating the work of the Kāhui Ako as a whole and the other Kāhui Ako teacher roles. They will support Principals and Teachers to raise achievement and meet shared goals.

PRINCIPAL, SCHOOL AND ECE LEADERS: Have the role to progress the work of the Kāhui Ako within their schools/centres. This group would meet twice a term to review progress, receive reports and guide further work. Due to our Kāhui Ako having a large contingent of teaching leaders we will try to schedule these meetings on the same day as other meetings to minimise disruption.

ACROSS SCHOOL LEADERS: Have the role of working with leaders and teachers across schools to improve school and teacher practice. They will also work closely with the Within School Leaders from all schools on collaborative inquiries

WITHIN SCHOOL LEADERS: Have the role of working in collaboration with Across school leaders and teachers in their own schools/centres with a focus closely on meeting the shared achievement challenges.

INQUIRY TIME: This will enable teachers to have the time to identify and respond to challenges in practice and support each other and work together on our Kāhui Ako goals/challenges.

Community Consultation - Our Initial Inquiry

Inquiry method

A group of principals and ECE leaders joined together to form an inquiry group. They worked alongside the Expert Partner. The qualitative data collected from the multiple stakeholder groups informed how we might best approach our work. This inquiry helped us to decide on our Achievement Challenges and the Learning Framework, the underlying philosophy that drives our Kāhui Ako and the effective teaching and learning and high level planning that is needed to bring this to fruition.

Our Inquiry asked:

1. *What makes school a good place to be?*
2. *What would make school better?*
3. *What is important to learn at school?*

Question 3 supported and developed our achievement challenge around curriculum.

The results of our inquiry helped to identify our purpose - 'WHAT the group expected the Kāhui Ako to achieve'.

Parents, Board Members, Teachers, Iwi, and Students were asked the three questions above. An online survey was constructed and sent to all the schools, centres and participants. The narrative data results were collated, analysed and key themes emerged to form into key areas across the learning pathway:

- *Knowledge*
- *Citizenship*
- *Agency*
- *Pedagogy*



Responses. What is important to learn at school?

KNOWLEDGE

- Reading, writing, maths, spelling
- To be literate and numerate
- The basics
- The fundamentals of learning, a solid based where they can be confident with their numeracy and literacy moving forward
- Learning the things you are passionate about its very important
- I also want my children who are both Māori and European to grow into big people, strong in knowing who they are, all parts of them.
- Local Maori history
- Responsibility, science, maths, tinkering with technology and dismantling, discovering about the world.

CITIZENSHIP

- Expectations and respect
- How to be a good person
- Respect, resilience and a positive outlook
- To learn about friendship, how to be responsible for myself
- Perseverance, resilience, empathy and kindness
- Tolerance and the right for others to hold differing views to your own.
- Manners
- Life skills, swimming, cooking and growing your own food
- How to survive without technology
- To prepare children for life

AGENCY

- How to learn
- Growing an inquiring mind and finding your passion
- Ability to keep learning if there isn't a teacher to guide you
- Learning is life long
- Learning can be fun
- Driving their own learning
- Self-worth and self-belief
- 21st century skills - collaboration, creativity, and critical thinking
- That learning is tricky - growth mindset/learning pit

PEDAGOGY

- 21st century skills - success will look different for every student
- Strong learner dispositions
- How to meet the needs of all students
- Prepare students for the future rather than filling them full of knowledge
- Create safe learning environments where all can be successful
- Strong transitions between and across schools
- Teach with passion
- Use a range of teaching and learning strategies
- Work collaboratively
- Positive leadership
- A culture of high expectations

These key themes were then synthesised further by the Kāhui Ako Lead and inquiry team to develop the four key strands for the work of the Kāhui Ako. These have then been developed into a visual metaphor of "Rāranga" and 4 four kete for learning. It is captured and articulated in the following *whakataukī*:

"Nā tō rourou, nā taku rourou, ka ora ai te iwi"

"With your food basket and my food basket the people will thrive"

This whakataukī encapsulates the notion that while working in isolation might result in survival, working together can take people beyond survival and onto prosperity.

Similarly, when schools and their Māori communities (whānau, hapū, iwi) combine the skills and knowledge that are located within both settings, there is greater potential to accelerate the learning of Māori students so that they can enjoy and achieve education success 'as Māori'.

The Whakaoriori Kāhui Ako Vision

The Whakaoriori Kāhui Ako vision was developed upon the voice of the students, family, whānau, community and teachers.

Our Vision:

We work together to ensure that all Whakaoriori students are successful and all akonga will achieve to their potential.

“Ko te manu e kai ana i te miro nona te ngahere,

Engari ko te manu e kai ana i te matauranga nona te ao”

The one who partakes of the flora and fauna, that will be their domain.

The one who engages in education, opportunities are boundless.

Raranga:

Raranga is a visual metaphor for the Whakaoriori Kāhui Ako. It represents the gradual weaving together of many strands into the story of our Kāhui Ako.

Our Raranga is a plait that represents the four areas that emerged from our Community inquiry. These four areas will be our focus for our collaborative inquiry journeys.

The four strands weave together to create a successful citizen of our area. These citizens will be positive contributors to our community with a strong sense of self and apply their capabilities in either work or learning.

The four key strands are; Effective Pedagogy, Agency of learners, Hauora/support and Capabilities.



The Shared Achievement Challenges

Agency of learners

All learners need to be empowered to take agency over their learning. They should be able to work purposefully in authentic contexts and be able to drive their own learning.

Effective Pedagogy

Strong and effective teaching and learning is a key to success. Teachers need to be empowered to use future-focused and culturally responsive best practice to improve outcomes.

Citizenship

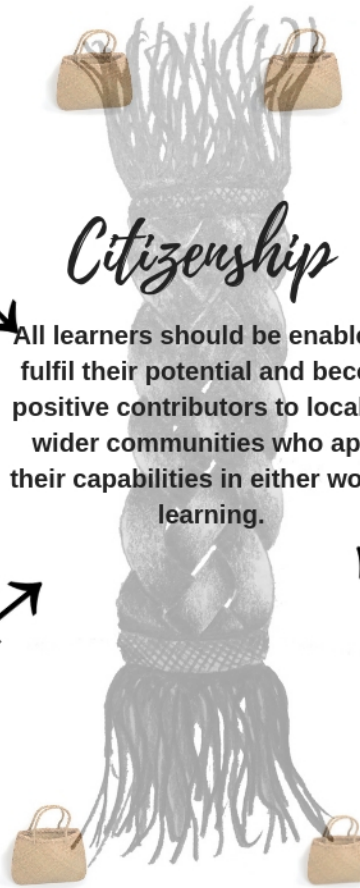
All learners should be enabled to fulfil their potential and become positive contributors to local and wider communities who apply their capabilities in either work or learning.

Capabilities

All learners need to develop the understandings, literacies and skills that will enable them to meet the expectations of the New Zealand Curriculum and achieve to their potential.

Hauora/Support

All learners should be able to access all the supports that they may need to be successful. Transitions should be managed with empathy.



Current situation regarding achievement

Our achievement challenges are bold, brave and transformative. They are a clear response to the vision, principles and values of the New Zealand Curriculum. We have collected a wide range of data in forming our challenges in addition to achievement data. The shared achievement challenges are also a response to our community and the priorities that they and our Board of Trustees in each of the schools, and centres in our Kāhui Ako. Student voice was also collected and analysed along with other community organisations.

Gender	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Female	31	21	34	199	183	177	86.5	89.7	83.9
Male	29	44	46	171	151	192	85.5	77.4	80.7
Total	60	65	80	370	334	369	86	83.7	82.2

NZ TOTALS									
Female	5,383	5,053	5,119	23,561	24,458	24,617	81.4	82.9	82.8
Male	7,575	7,301	6,828	22,783	23,794	24,176	75	76.5	78
Total	12,958	12,354	11,947	46,344	48,252	48,793	78.1	79.6	80.3

National Standards	2014	2014%	2015	2015%	2016	2016%
Mathematics	1898	72%	1967	70%	2038	73%
Reading	2051	78%	2138	76%	2164	77%
Writing	1814	69%	1871	67%	1976	70%

From this raw data we can see that overall we are performing slightly better than the whole of NZ at NCEA Level 2 although our overall total had a slight reduction in 2016.

We also collected broad initial data from principals and leaders about what was their biggest challenges at their schools. These are recorded on the next pages.

INITIAL BASELINE DATA FROM KĀHUI AKO 2018:

This data was collected from all sectors in term three of 2018. This is part of the principals using their professional knowledge to make hunches and notice what is important for the students at their school. The ASL and WSL will use this information and then gather additional more specific baseline data to inform the directions of the collaborative inquiries.

ACHIEVEMENT CHALLENGE 1:

Reading - Year 7 & 8

Oral Language in ECE

Developing Social Competencies

Lack of emotional regulation

Enrolling Students Phonological sounds

Early Literacy skills

Social competence

Māori Boys Literacy

Oral Language

Oral Language Development

Boys Literacy

Inclusion of children with significant behavioural needs

Junior (Yrs. 7 to 9) Maths

The challenge of enabling students to leave us at the end of Year 8 reading at their chronological age.

Children are arriving at kindergarten with very limited language and the ability to communicate effectively. Often referrals are submitted to Learning Support Services which are often approved but we are currently still waiting 8 months after being approved for support. As a result this impacts on their ability to function and work successfully alongside their peers in age appropriate and age related experiences (tamariki are often working at a lower level than their age)

Increasingly there are a number of children with low resilience and self-confidence to manage conflict resolution in appropriate ways. Children's self-regulation skills and managing emotions/behaviour, are almost non-existent in some cases, therefore this requires intense planning and intentional teaching to build these skills.

This affects students being able to participate in their learning as they are constantly in a state of anxiety (out of sorts) and unable to learn effectively, it also have an impact on their relationships with others.

Students coming into our school have good letter recognition however they lack the phonological awareness that relate to the letters they know.

This obviously impacts hugely in all areas of literacy.

Children are coming to school with less and less literacy readiness, knowledge and skills. This is becoming worse and worse each year.

Children will be confident, independent, develop resilience, have good self-help skills. These skills will be fostered across the centre.

Reading and Writing outcomes get steadily worse for these lads across their time at DPS. Our challenge is more around developing culturally responsive practice...not literacy practice.

We have found that our younger students have challenges around oral language and we have had to change our programmes to support more robust programmes around oral language. Oral language is the foundation for reading and writing

Many of our students start school with speech difficulties - (including extremely limited vocabulary, speech production impediments, unclear and non-fluent speech, and an inability to speak in sentences).

Seeking methods/strategies to engage boys in Literacy

Can take up to a year from the initial referral to The Early Intervention Service for support until an assessment is made and support activated. This presents significant challenges for the Centre and staff, especially if there are several children requiring support at the same time, and does affect the educational and care experience for all the children.

Lack of confidence in their abilities in maths is our most common issue for the girls we enrol.

Supporting positive growth as an individual through improved individual well-being (participation in house and school activities, sense of self-efficacy, physical, mental and spiritual health) and improved interpersonal outcomes (leadership capability, empathy, interactional capability, pro-social approaches to school culture and morale).

Maori students do not achieve to the same levels as European students. Our challenge is to raise their achievement to equal or better than European

ACHIEVEMENT CHALLENGE 2:

Empowering self-managing learners

Social Competency/Play Skills in ECE

Learning Support

Writing

Resilience in all students

Maori achievement

Literacy - Oral language

Development of Core Beliefs (Key Competencies)

Reading

Written Language Development

Whanau ownership in learning

Development of Oral language skills

Writing across the curriculum

Academic success

Improving the achievement of males

Enabling all students to become self-managing learners and getting their parents on board as well.

Lots of our tamariki are arriving at kindergarten with very basic skills and lack the ability to perform normal self help and care tasks. As a result lots of tamariki are operating at a lower level than their age as mentioned above which impacts on their ability to function and be a contributing member of our Manaia community.

Children with additional learning needs are not being served well by the ministry. Waiting for referrals and any types of additional support, hours with an ESW, can be 18 months. As an organisation we have had to implement our own Learning support project PLD, systems and processes to provide the support as best as we can with limited funding. Therefore this is impacting on workload and learning outcomes for children as resources are extremely limited. Furthermore the pathways to school for children with additional learning needs from ECE is horrid for flow on support.

Year 1-8

We see many students who lack a real resilience to change, challenges, dealing with minor issues. A lot of students will lash out as a way of resolving conflict, they lack the skills to 'move on' and not take little things personally. A real lack of reflecting on their own uniqueness and the skills they already have to deal with issues that they don't seem to be able to use when needed.

Across the key areas of reading writing and maths our Maori children are struggling in comparison to other students across all year groups.

Early literacy skills and oral language will be fostered across the centre. Staff will be supported to identify children who need additional support with language development.

Rethinking teaching so that our programmes also develop our core beliefs of Agency, Collaboration, Critical Thinking and Creativity alongside the curriculum content (e.g., how does a reading programme develop these beliefs).

We have a number of Year two and three students who are not meeting expectations in reading. This could be due to lack of oral language and some school readiness for some students

Many of our students continue to have difficulties in written language, particularly boys. This may be as a result of the limited oral language that many of them start school with (outlined in Achievement Challenge # 1 above). In order for fluency and confidence in writing to accelerate, the oral language deficits need to be addressed and accelerated - if they can't speak using compound sentences, or orally sequence ideas then they will continue to have difficulties in written language.

Developing methods for whanau to be engaged and positive partners in their children's learning. We have great parents, but we want them to actively participate in supporting learning at home, and for them to understand the value in doing so!

More children presenting with difficulties in developing oral language skills. Less parent/child verbal communication/interaction in some homes, increased use of technology by parents, less reading of books to children, less access to Early intervention support. Increased use of dummies by parents as a settling tool.

Our writing assessment data indicated student writing skills are weaker than reading - Like all schools! but still something we need to work on all the time.

Supporting personal success through improved engagement in learning (innovative pedagogical practice, student agency) and improved achievement outcomes (critical thinking capacity, literacy capability, digital fluency)

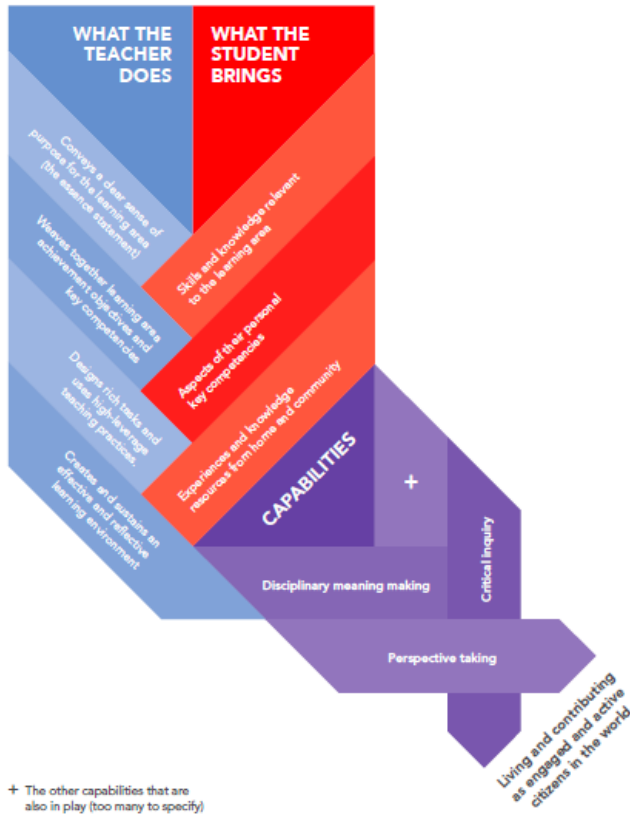
Male students do not achieve to the same levels as female achievement. Our challenge is to improve male achievement to equal or better than female achievement

In 2019 we will collect baseline data for each of the shared challenges and make this an essential part of our collaborative inquiries. We will use a range of data as tools including

- attendance data
- NZCER well being survey
- Previous achievement data from primary schools
- More current achievement data from primary and secondary schools (as Education Counts has only got information up to 2016)

From our engagement and our community inquiry we have discovered that knowledge and academic skills are important as well as citizenship, agency and strong pedagogy. The Whakaoriori Kāhui Ako will create a collaborative environment in which each of these strands can be developed.

BUILDING CAPABILITIES



Shared Challenges:

Collaborative inquiries will be developed throughout the Kāhui Ako that inform and influence the Capabilities strand of the Rāranga.

From these areas of the Rāranga we will empower our teachers and students and community to weave together their knowledge, skills and relationships to create amazing citizens for the Masterton Whakaoriori Kāhui Ako.

All schools and centres will make reference to the Learning Framework in their Charter and Strategic plans and the teachers and leaders will ensure that students can have opportunities to grow and be successful.

Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives. (Ministry of Education, 2007a, p. 16).

Reference document: [Weaving a coherent document - NZCER](#)

Our Shared Achievement Challenges in detail:

CAPABILITIES:

Students will work within and across the curriculum to learn and build on their capabilities so that they meet expectations of the New Zealand Curriculum.

<p>What does the evidence tell us?</p>	<p><i>All learners need to develop the understandings, literacies and skills that will enable them to fulfil the expectations of the New Zealand Curriculum and meet their potential</i></p> <p><i>The 2016 data:</i></p> <p><i>Our data shows from 2016 shows that achievement at NCEA level 2 data is meeting expectations with 80.2% of all students.</i></p> <p><i>90.7% of all 18 year olds with NCEA Level 2</i></p> <p><i>But when we look at gender and ethnicity we find the following:</i></p> <ul style="list-style-type: none"> • <i>Female % Level 2 or above 83.9% in 2016</i> • <i>Male % Level 2 or above 80.7% in 2016</i> • <i>Māori Level 2 or above 70.3%</i> • <i>Māori Males Level 2 or above 68.6%</i> <p><i>(We note that this data may change due to the adjustments around enrolment based data.)</i></p> <p><i>NATIONAL STANDARDS DATA FOR 2015-2016 SHOWS:</i></p> <ul style="list-style-type: none"> • <i>78.4% of all students met the standard in Reading – 69.4% of Māori students</i> • <i>71.4% of all students met the standard in Writing – 62.1% of Māori students</i> • <i>73.2% of all students met the standard in Mathematics – 62.8% of Māori students</i> <p><i>EARLY CHILDHOOD PARTICIPATION:</i></p> <ul style="list-style-type: none"> • <i>97.3% of all children are in early childhood education – 95% of Māori students</i> <p><i>CAPABILITIES:</i></p> <p><i>We don't have evidence around the capabilities but the Masterton primary school sector has developed Learner Qualities that have been designed by students and implemented into schools.</i></p> <p><i>This work fits alongside the Key Competencies and there are direct links between the Key Competencies and the four capabilities across the curriculum. We will use the NZCER document "Weaving a coherent curriculum" as a guide. The four capabilities they refer to are:</i></p>
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	<ul style="list-style-type: none"> • Making Meaning • Perspective taking • Critical Inquiry • Taking Action
<p>What progress do we want to see?</p>	<p>Progress indicators : Student enjoyment of educational success</p> <p>We will see an increase in the proportion of students who demonstrate success in English at all levels of the curriculum. This will be driven by an inquiry into oral language. There is a hunch that phonemic awareness and the lack of oral language skills in young students is causing a delay in achievement in literacy.</p> <p><u>Target</u></p> <ul style="list-style-type: none"> • By 2021 we aim to see ALL Year 1-10 Maori students achieving or exceeding expectations in Reading, with a significant % increase over the 3 year time frame (e.g. 10%) • By 2021 we aim to see ALL Year 1-10 Maori students achieving or exceeding expectations in Writing, with a significant % increase over the 3 year time frame (e.g.10%) <p>Progress Indicator: Capabilities -</p> <p>We expect to see an increase in the proportion of students who achieve educational success that embraces their languages, cultures and identities. We have selected the curriculum area of English as our indicator for this challenge. We expect to see an increase in students' Reading and Writing outcomes across the Kāhui Ako and patterns of inequity narrowed so that disparities in the achievement of Māori and non -Māori students are closed.</p> <p><u>Target:</u></p> <ul style="list-style-type: none"> • To develop a tool to collect data around the capabilities • To collect evidence around Reading Writing and Mathematics annually – Beginning to/Meeting/Exceeding expectations (These will be based on the expectations from the Literacy learning progressions and numeracy framework.) • The development of oral language is proven to increase Reading and Writing in students. <p>We would like</p> <p>All students to reach expectations and their potentials at every level of the New Zealand Curriculum and Te Whāriki. We would like students to be aware of the capabilities and be active in their learning to meet these expectations. We would like all teachers to have a clear understanding of the capabilities and use these as a vehicle for teaching and learning.</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Across School Teachers will develop an Inquiry into oral language across the Kāhui Ako. They will use a range of tools to measure this e.g. RENFREW tool. • They will liaise with RTLB & SLT to gather data around these inquiry. • To investigate the best tools to use for collecting data in oral language. • To collect Kāhui Ako wide curriculum level data in Reading and Writing annually. • Develop capability around the use of the oral language tool with teaching staff. • Communicate and develop effective teaching practices that promote oral language in classrooms across Kāhui Ako • Review inquiry and data and use those to inform next steps. • Obtain student, teacher, support staff, leaders and whānau voice • Develop transition statements and capability profiles for: after 3 years, Year 6, Year 8, Year 10 and transition from ECE and onto work /tertiary. • Teachers will know and use the capability profiles to plan for explicit teaching • Identify the range of practices and programmes that contribute to an inclusive environment 	<p>Outputs:</p> <ul style="list-style-type: none"> • Trends and patterns are identified based on language, culture and identity • Student, teacher, support staff, leaders and whanau voice used to inform decision making • Higher levels of academic motivation, achievement and success at school • Effective inclusive practices and programmes will be used across the community where appropriate • Schools practices and programmes underpin effective inclusive practices • Effective and appropriate culturally responsive practices in learning and assessment will be shared across the Kāhui Ako. • Teachers will engage in evidence based critical conversations on students' language and cultures and identities • Teachers will engage in deliberate professional acts that embrace culture, language and identity.
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	<ul style="list-style-type: none">• Teacher efficacy and job satisfaction is increased.
Responsible To be identified when appointments are made	

AGENCY:

Current landscape: Noticing

We want students to drive their learning and have a sense of purpose and self-belief. We want to empower them.

Agency of learners is about students and teachers taking control of their learning and growing their potential by being guided by great teachers and mentors. Work within and through this strand will empower students, so that they are encouraged to drive their learning and have a sense of purpose and self-belief.

The idea that education is the process through which learners become capable of independent thought which, in turn, forms the basis for autonomous action has had a profound impact on modern educational theory and practice. One way of thinking of **learner agency** is when **learners** have "the power to act" – (Core Education)

What does the evidence tell us?	<p><i>All learners need to be empowered to take agency over their learning. They should be able to work purposefully in authentic contexts and be able to drive their own learning.</i></p> <p><i>Work in schools previously has shown that when students are given agency in their learning – improved teaching quality is achieved and the engagement of students has increased.</i></p> <p><i>Future Focused teaching and learning lead teacher groups have been running in the primary sector for the last 3 years with a focus on student agency</i></p>
What progress do we want to see?	<p>We will see an increase of students using strategies such as self-assessing, developing their own goals and being self directed learners</p> <ul style="list-style-type: none">• Ensuring curricula are culturally responsive and engaging• Assisting students to develop a growth mind-set• Developing student motivation and engagement• Nurturing, coaching and making changes to pedagogy that will lead students to take greater control of their learning• Actively seeking student input into learning activities, and gradually shifting the balance from teacher directed to more self-directed learner approaches <p>Progress indicators : Student Agency</p> <p>We will use the practice analysis conversation designed by Vivianne Robinson and Helen Timperley to ensure we have consistency across the Kāhui Ako, during 2019.</p> <p>Progress Indicator: Student Agency Interview</p> <p>All schools agree to use the Student Agency Interview with students from Years 4-10 to assess agency across the Kāhui Ako.</p> <p>We would like:</p> <p>All students to take responsibility for their learning and be involved in designing their own learning pathway. We would like teachers to coach learners instinctively while actively guiding students on their learning pathways</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Identify the range of practices and programmes that contribute to student being agentic throughout the community • Building knowledge of how to teach the skills to develop a growth mind-set will be a professional development opportunity across the Kāhui Ako • Explicit teaching of metacognitive skills and self-regulation • Obtain student, teacher, support staff, leaders, parents and whanau voice • Train and use the practice analysis process with Across School leads and teachers to utilise in schools and centres • Use the student agency interview from Years 4-10 Kāhui Ako wide and collect this data annually. • Develop transition statements and capability profiles for after 3 years, Year 6, Year 8, Year 10 and transition from ECE and onto work /tertiary. • Teachers will know and use the capability profiles to plan for explicit teaching • Look for patterns and trends across the Kāhui Ako about how each student learns 	<p>Outputs:</p> <ul style="list-style-type: none"> • School practices and programmes that underpin agentic learning are shared across the Kāhui Ako • Growth mind-set strategies will become common language within schools and across the Kāhui Ako. • Teachers will be explicit in planning critical inquiry skills • Voice obtained where appropriate provides students with strategies to support active learning by developing goals, asking for help, self-assessing, remaining focused and achieving success • The Practice analysis tool developed by Viviane Robinson and Helen Timperley will be used for questions. This tool provides a strong link to the teacher inquiry cycle • Students will be active in their learning and enabled to understand how they learn • Students will be operating in a way that meets their learning needs • Common trend and patterns will be identified from student voice and used to develop plans across the community. • .
<p>Responsible To be identified when appointments are made</p>	

EFFECTIVE PEDAGOGY:

We believe that all teachers in the Kāhui Ako should be high quality and use best practice so that ALL our students can succeed.

We will empower and motivate our teachers to build on their strengths and the great things that they are doing in their learning environments. We will do this by providing high quality PLD and by creating an environment of best practice. While there is no formula that will guarantee learning for every student in every context there is extensive, well documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning.

High levels of inquiry practice build and embed effective pedagogies across our Kāhui Ako, with a particular focus on relationships-based teaching and cultural responsiveness, which will lift outcomes.

This evidence tells us that students learn best when teachers

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquiry into the teaching-learning relationship
- Are culturally responsive

John Hattie's collation and synthesis of research focuses on effect sizes and lists the most 'effective' influences on raising student achievement. Attributes of effective teacher pedagogy rank extremely highly. Examples of these are cognitive tasks, teaching strategies, scaffolding and classroom discussion. His work on Visible Learning will also be a useful tool.

<p>What does the evidence tell us?</p>	<p>Strong and effective teaching and learning is a key to success. Teachers need to be empowered to use future focused and culturally responsive best practice to improve outcomes.</p> <p>We notice from NCEA and National Standard achievement data that there is a disparity of achievement between Maori and Non Maori.</p> <p>NATIONAL STANDARDS DATA FOR MĀORI SHOWS: (2015-2016)</p> <ul style="list-style-type: none"> • 69.4% meeting standard in Reading (Pākehā 82.2%) • 62.1% meeting standard in Writing (Pākehā 75.5%) • 62.8% meeting standard in Mathematics (Pākehā 77.5%) <p>NCEA LEVEL 2 FOR MĀORI SHOWS: (2015-2016)</p> <ul style="list-style-type: none"> • 80.8% (Pākehā 93.7%) <p>Our hunch is that we need to develop culturally responsive practices across the Kāhui Ako to increase student achievement.</p> <p>Culturally Responsive Pedagogy</p> <p>Effective pedagogy is also culturally responsive. This is about providing contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences. Each learner's 'cultural toolkit' (Bruner 1996), is accepted as valid and legitimate. In this way, cognitive levels and learning activities are responsive to the interests and abilities of individual learners.</p> <p>Tātaiako - Cultural Competencies for Teachers of Māori Learners (MOE 2011)</p> <p>- Cultural Competencies for Teachers of Māori Learners provides a philosophical and practical framework to guide teachers to develop a culturally appropriate and responsive context for teaching and learning.</p>
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<p>What progress do we want to see?</p>	<p>For teachers in the Kāhui Ako to be highly effective and use culturally responsive practices.</p> <p>Progress indicator: Culturally Responsive Practice We will use the Practice Analysis Conversation designed by Vivianne Robinson and Helen Timperley to ensure we have consistency across the Kāhui Ako, during 2019.</p> <p>Progress Indicator: Teacher knowledge increased Teachers in the Kāhui Ako will have increased knowledge of culturally responsive practices Use the NZCER well-being@school tool to measure this.</p> <p>We would like: Every school and centre to provide personalised learning experiences for their students and for students to be at the centre of teaching and learning. Teachers give and receive feedback to improve their teaching. Principals and leaders focus relentlessly on quality teaching and learning and student progress. Through collaboration we will bring sustained improvement across the Kāhui Ako.</p>
<p>Actions:</p> <ul style="list-style-type: none"> ● All schools will administer the Well-being@School survey annually ● Develop a shared understanding of teaching as inquiry and to create a common understanding best practice ● Develop a learner-centric, Kāhui Ako wide curriculum underpinned by effective pedagogy ● Build existing capabilities and seek out the strengths of kaiako in our Kāhui Ako ● Across School Teachers will design focus group questions to unpack aspects of students' enjoyment and achievement that embraces languages, cultures and identities ● Obtain student, teacher, support staff, leaders and whanau voice ● Collect base-line evidence about current teacher practice that embraces language culture and identity 	<p>Outputs:</p> <ul style="list-style-type: none"> ● School practices and programmes that underpin agentic learning are shared across the Kāhui Ako ● Growth mind-set strategies will become common language within schools and across the Kāhui Ako. ● Teachers will be explicit in planning critical inquiry skills. ● Voice obtained where appropriate provides students strategies to support active learning by developing goals, asking for help, self-assessing, remaining focused and achieving success

- Look for good practice in culturally responsive teaching across the Kāhui Ako.
- Support teacher inquiries to build on our focus of cultural responsive practice
- Develop professional learning opportunities that focus on inclusive practice in the classroom
- Look for patterns and trends across the Kāhui Ako about how each student learns

- The Practice Analysis Tool developed by Viviane Robinson and Helen Timperley will be used for questions. This tool provides a strong link to the teacher inquiry cycle
- Students will be active in their learning and enabled to know how they learn.
- Students will be operating in a way that meets their learning needs
- Common trend and patterns will be identified from student voice and used to develop plans across the community

Responsible

To be identified when appointments are made

HAUORA/SUPPORT:

The National system supports the learning and education of close to a million children and young people every year. Every child is entitled to a high quality education. Some children and young people need additional support to make the most of their learning. This can be because of a disability, disadvantage or for behavioural or emotional reasons. The need for support could be for a short time, or it may be ongoing. What's most important is that children and young people get what they need for their learning when they need it, and in a way that enables them to get involved, and learn to the best of their abilities.

Well-being (Hauora) is fundamental to all activities in our schools and early childhood services, and central to the vision, values and principles of the New Zealand Curriculum and Te Whāriki. If our young people are to be confident, connected, actively-involved lifelong learners, they need to feel happy and secure.

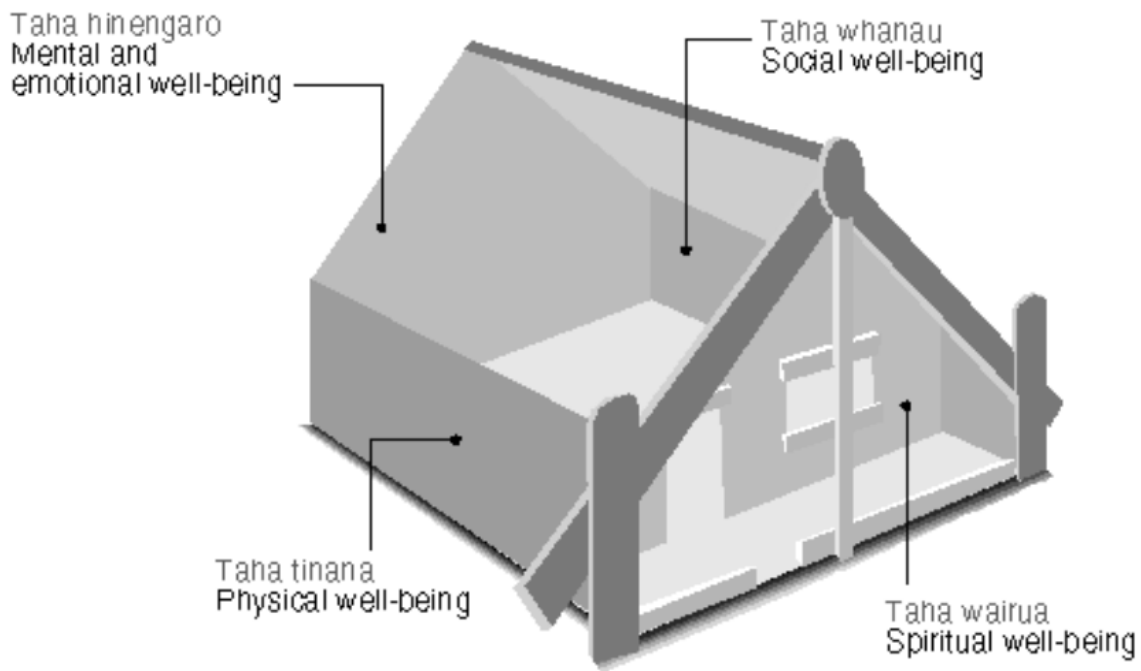
In March 2016 the Education Review Office published, *Well-being for Success: A Resource for Schools*. This resource highlighted the need for education services to value the importance of an holistic view based on promoting the well-being of the child. It contained this statement regarding well-being.

"Well-being is vital for student success. Student well-being is strongly linked to learning. A student's level of well-being at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student well-being is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences."

During initial inquiries with principals, the area of resilience and social competencies were highlighted. This aligns closely to the Dr Mason Durie model – Nga Tapa Wha. The well-being model is divided into 4 parts:

- Taha hinengaro (Mental and emotional well-being) Resilience, problem solving and decision making
- Taha whanau (Social Well-being) Belonging, caring and sharing
- Taha wairua (Spiritual) I have a purpose in life, plan for learning in my life and am in control of my learning
- Taha Tinana (Physical)

Note that we have based our focus for this achievement challenge from Professor Mason Durie's *Te Whare Tapa Whā* model (see diagram below).



WHAT WILL THE WHAKAORIORI KĀHUI AKO DO TO MAKE SURE THIS HAPPENS?

- Create a register of special needs throughout the Kāhui Ako
- Focus on collaborative inquiry to build capacity in Special Needs Education for teachers
- Ensure inclusive classrooms
- Provide an environment where access to learning support is easy and where students are not disadvantaged by being in a rural community.
- Liaison with whanau and community will be paramount
- Provide opportunities for teachers to upskill in teaching resilience strategies

<p>What does the evidence tell us?</p>	<p>All learners should be able to access all the supports that they may need to be successful. Transitions should be managed with empathy.</p> <p>It is important that the students are not disadvantaged due to their rural location and can access all the supports that they need to be successful learners.</p> <p>Resilience is a key factor to success and initial anecdotal data from principals has indicated that the resilience of our learners is a challenge in the current landscape</p>
<p>What progress do we want to see?</p>	<p>Through the Well-being@school data we are able to determine the quality of student experiences in the school.</p> <p>We will use NZCER's Well-being@school tool as a starting point to identify what areas each school will need to focus on.</p> <p>Progress indicators : Well Being</p> <p>In 2019, we will collect and analyse, the data (including sub analyses for gender and ethnicity) to determine trends and patterns in reported student experiences in these survey questions.</p> <p>We will investigate the negative ratings and develop action plans to address these. These may look different in individual schools.</p> <p>We would like:</p> <p>All of our students to be resilient, have high attendance and have great transitions between classes and schools.</p> <p>All of our teachers to be highly skilled at supporting our students and have strong relationships with support agencies.</p> <p>Families, whanau and communities work collaboratively with schools and centres and teachers. Principals and leaders take time to value the well being of their teachers and in all schools and centres Kāhui Ako wide students well being were at the centre.</p> <p>Progress Indicator: Health and PE</p> <ul style="list-style-type: none"> • When the four well-being indicators are being addressed, we expect to see an increase in the proportion of students who achieve well at school. (Dr Mason Durie's model – Nga Tapa Wha) • Taha hinengaro (mental and emotional well-being) Resilience, problem solving and decision making • Taha whanau (Social Well-being) Belonging, caring and sharing • Taha wairua (Spiritual) I have a purpose in life, plan for learning in my life and am in control of my learning • Taha Tinana (physical)

We have selected the curriculum area of Health and Physical Education as our indicator for this challenge.

Our schools currently do not have a consistent way of reporting in the Health and PE curriculum (and therefore the measures against our four well-being indicators). By using the 2019 final reporting information for Health and PE from each school, we can in 2020 develop support for each school to provide overall teacher judgements of student progress against achievement levels of the Health and PE curriculum area.

The capabilities pathways will also be used as evidence for holistic progress in this achievement challenge.

<p>Actions:</p> <ul style="list-style-type: none"> • Identify specific areas of need in each school from analysis of the Well-being@school data. • Develop focus questions to ask samples of students in each year group we are measuring. Across School Leaders to lead this process. • Identify professional development opportunities for the whole Kāhui Ako in areas of identified need. • Share knowledge and approaches from schools identified as showing good practice in some areas across other schools Obtain student, teacher, support staff, leaders, parents and whanau voice • . Grow our communities understanding of the capabilities pathway tool and develop profiles for each cohort across the Kāhui Ako (Y4, Y6, Y8, Y10 and Y12) • Use the book by NZCER "Mental Health Education and Hauora" - teaching interpersonal skills, resilience, and well-being for background reading and to guide schools in implementing strategies • Gather 2019 Health and PE reporting evidence. • Explore a consistent framework for OTJ's for Health and PE across our schools. 	<p>Outputs:</p> <ul style="list-style-type: none"> • Well-being data will be analysed by end of 2019. • Using the 2019 analysis to identify gaps an action plan will be developed. • Focus questions will be asked and information used to inform work streams • Schools will develop teacher capability in areas of need • Internal capability will be used to develop teachers in Well-being across the Kāhui Ako • PLD in resilience, well being and effective pedagogy and appropriate research will be delivered to improve teacher capability and outcomes for students • Internal capability will be used to develop teachers in Health and PE Curriculum across the Kāhui Ako
<p>Responsible To be identified when appointments are made</p>	

Tools to gather data and information at each level:

Stage	Measures
ECE	To be negotiated with ECEs Possibly the RENFREW oral language tool for phonemic awareness
Years 1- 3	RENFREW oral language tool/or similar to assess oral language in priority learners
Year 4	NZCER Well-being@school - there is no national reference group for this cohort but we will gather this as a base-line to track as this cohort transitions. Students' sense of agency interview <i>Student voice through focus groups</i> <i>Individual and school professional inquiries</i> ERO indicators Transition capabilities <i>Attendance data</i> <i>Overall Teacher Judgement - Health and PE</i>
Year 6	NZCER Well-being@school <i>Student voice through focus groups,</i> <i>Student Surveys</i> Students' sense of agency interview <i>Individual and school professional inquiries</i> ERO indicators Transition capabilities <i>Attendance, lateness data</i> <i>Overall Teacher Judgement - Health and PE</i>
Year 8	NZCER Well-being@school <i>Student voice through focus groups,</i> <i>Student Surveys</i> Students' sense of agency interview <i>Individual and school professional inquiries</i> ERO indicators Transition capabilities <i>Attendance, lateness data</i> <i>Overall Teacher Judgement - Health and PE</i>
Year 10	NZCER Well-being@school <i>Student voice through focus groups,</i> <i>Student Surveys</i> Students' sense of agency interview <i>Individual and school professional inquiries</i> ERO indicators

	<p>Transition capabilities Attendance, lateness and in-class engagement data Guidance Counsellor reports and statistics <i>Overall Teacher Judgement - Health and PE</i></p>
Year 12	<p>NZCER Well-being@school <i>Student voice through focus groups,</i> <i>Student Surveys</i> Students' sense of agency interview <i>Individual and school professional inquiries</i> ERO indicators Transition capabilities <i>Attendance, lateness and in-class engagement data</i> <i>Guidance Counsellor reports and statistics</i> <i>Overall Teacher Judgement - Health and PE</i></p>

2019 and beyond:

2019: We want to ensure that we set up the community with a solid foundation. There will be induction and training given for our Across School and Within School leaders and we want to build the capacity and interest of all teachers as we journey through our Achievement Challenges. We will also work together to appoint the final number of Across School leaders.

We will develop a shared understanding among our schools' staff of the strands of our Achievement Challenge and their relation to building capabilities across the New Zealand Curriculum.

We want to support manageable collaborative inquiries that are specific and well-formed so that teachers feel motivated and can see ownership for the work and time that they are investing.

Principals and Senior Leaders are an integral part to our work and keeping them in the loop and invested is key to the success of the Kāhui Ako.

In line with good practice individual schools will maintain ongoing formative assessment data which will continue to inform the achievement challenge, the actions taken and as part of the teaching as inquiry process.

We will offer workshops and PLD for teachers on the four key strands so that they can identify meaningful inquiries that they want to undertake that will contribute to building great citizens of our community. They will share and discuss data with the Kāhui Ako team as a regular cycle of review and to measure progress. Trends or areas of concern will be highlighted, addressed and shared.

The Steering Group will be responsible for leading the review against the Kāhui Ako Achievement Challenge, using the domains of affirm and plan, implement, monitor and share, review and refine. This will be undertaken in term four of each year as per the workplan. The steering group along with principals and leaders will review the data and then consider whether achievement targets have been achieved or not.

We are excited about the journey that we are embarking on and want to ensure that we maintain a strength-based model where teachers and students are motivated and excited to bring about change that will improve the achievement and citizenship of the learners of the Whakaoriori Kāhui Ako.

	Work undertaken	Key personnel	Outcomes
2017 - 2018	<p>Meetings and discussions were held with iwi, schools and ECE regarding the Kāhui Ako model.</p> <p>Expressions of interest were sought and then this was submitted to the MOE.</p> <p>Interviews for an executive partner were undertaken and then the group chose Infinity – a combination of Brian and Jean Annan and Mary Wootton. Infinity was working with the South Wairarapa Kāhui Ako and we felt that this was positive for our students</p> <p>Meetings were held with principals and leaders of schools and centres to set a direction forward.</p> <p>Applications for the lead principal were sought and then an appointment was made in July 2018.</p> <p>The achievement challenge was then drafted and worked on over the second half of the year and applications were sought for Across School Leader positions.</p>	<p>All principals and leaders Boards of Trustees</p> <p>The appointment committees</p> <p>Infinity</p> <p>Janine Devenport Lead principal</p> <p>Steering group formed – Sue Walters, Michelle Mortensen, Paul Green</p> <p>Application to Lands Trust for support/funding for ECE sector</p> <p>Interviews held for Across School leaders</p>	<p>Expression of interest submitted</p> <p>Lead principal appointed</p> <p>Steering group formed</p> <p>Meetings held on direction and planning for the Kāhui Ako</p> <p>Achievement Challenge drafted and worked on and then submitted in December</p> <p>Steering group attended Inquiry seminars and leadership days</p> <p>Across School leaders and Within school leaders appointed.</p>
2019	<p>Develop a strong shared understanding of the achievement challenge and the vision of the Kāhui Ako</p> <p>Provide PLD for ASL and WSL through infinity and MOE on collaborative inquiries</p> <p>Develop a strong framework for collaborative inquiry and work alongside teachers in the Kāhui Ako to collect baseline data, carry out actions and celebrate success</p>	<p>Lead</p> <p>Steering committee</p> <p>Boards</p> <p>ASL and WSL</p> <p>Senior leadership</p>	<p>Strong shared vision and purpose</p> <p>Event to communicate Achievement Challenge and subsequent work to community</p> <p>Collaborative inquiries began and developed</p>

	All participating schools and centres to identify the achievement challenge in strategic plans and charters		Review of Achievement Challenge in term 4. Celebration of success
2020 and beyond	Follow the model of review and review and reappoint key leaders Ensuring procedures are followed correctly Build on the collaboration between and within schools across the Kāhui Ako		