

Waitomo Arotahi Kāhui Ako (W.A.K.A.)

Achievement Challenge Proposal
2018 - 2021

He Toa Takitini
The strength of many



(Maniapoto Waka)

Contents

Waitomo Arotahi Kāhui Ako (W.A.K.A.) Vision, Mission, Overview:	3
W.A.K.A. Participating Schools and Roll Based Data:	4
W.A.K.A. links to ECE and Tertiary:	5
W.A.K.A. links to Ngati Maniapoto:	6
Maniapoto Education Strategy:	7
W.A.K.A. links to Maniapoto Education Priorities:	8
W.A.K.A. Our Journey:	9
W.A.K.A. Te Ngāhere:	10
W.A.K.A. Shared Values, Guiding Principles and Actions:	11
Achievement Challenges Overview:	12
Achievement Challenge A1: Cultural Sustainability: Hauora/Wellbeing:	14
Achievement Challenge A2: Cultural Sustainability: Graduate Profile:	16
Achievement Challenge B1: Kōrero:	17
Achievement Challenge B2/B3: Oral language ECE to Year 8:	20
Achievement Challenge B4: Raising confidence in writing Years 9-10:	22
References:	25
Appendix 1: ERO Report 2016:	26
Appendix 2: Public Achievement Information (PAI) W.A.K.A. Education Profile:	27
Appendix 3: Reading Data Years 1-8 English Medium:	28
Appendix 4: Whanaketanga Data – Māori Medium: redactions	29
Appendix 5: Writing Data Years 9-10:	31

Note to the Reader:

The writing of this document is informed by many of the Ministry of Education initiatives and documents, in particular: The New Zealand Curriculum (NZC), Te Marautanga o Aotearoa (TMOA), Positive Behaviour for Learning (PB4L), Tātaiako, Ka Hikitia, National Standards/Ngā Whanaketanga Rumaki Māori, Te Kotahitanga. There is a detailed reference list at the end of this document.

The use of ākonga/student, kaiako/teacher and kura/school are used interchangeably throughout the document.

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Matawhānui: Vision

Waitomo ākonga will be lifelong learners who realise their full potential.

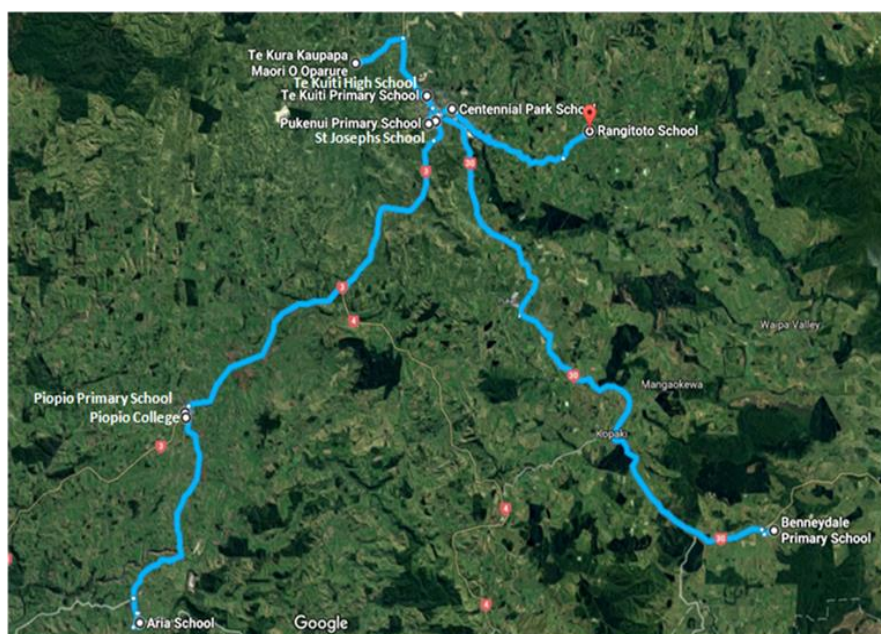
Whakatauki: Mission Statement

'He uru kahikatea, ka awhi mai, awhi atu'

Our W.A.K.A. is a caring and protective collaborative cluster that gains and provides support across its community.

'He waka eke noa'

This whakatauki reinforces the coming together as W.A.K.A. on the same journey/pathway.



Our name Waitomo Arotahi Kāhui Ako (W.A.K.A.) reflects the focus of a unified learning community coming together as a collective to achieve the aspirations of our rangatahi, tamariki and mokopuna.

Waitomo Arotahi Kāhui Ako (W.A.K.A.) incorporates eleven schools situated in and around the King Country town of Te Kuiti. It consists of six, Years 1 to 8 full primary schools, one of which is a Catholic school. There are two Year 1 to 6 contributing primary schools and two secondary schools that service the community; one being for Years 7 to 15 and the other for students Years 9 to 15 and one wharekura for Years 1-15. One of the community's schools offers Te Reo Māori dual medium education in two rumaki classes while the wharekura is full immersion with all instruction in Te Reo Māori.

W.A.K.A. involves approximately 1,489 students of whom 55% identify as Māori and many students whakapapa to local iwi, Ngāti Maniapoto and Ngāti Rereahu. There is also a small number of Pacific students attending these schools. Most of the schools in the Waitomo Arotahi Kāhui Ako have consistent roll numbers and the proportion of Māori students attending the schools is increasing.

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Participating Schools and Roll Based Data - July 2017

Roll Data July 2017			2017 Total Students	Māori	% Māori	Pacific	% Pacific	
	ID	Waitomo: 11 Schools / Kura	1489	918	62%	47	3%	
	160	Te Kuiti High School	266	155	58.3%	14	5%	
	161	Benneydale School	40	31	77.5%	3	8%	
	162	Piopio College	170	96	56.5%	1	1%	
	1687	Aria School	49	24	49.0%	0	0%	
	1705	Centennial Park School	89	89	100.0%	0	0%	
	1865	Te Wharekura o Maniapoto	99	99	100.0%	0	0%	
	1895	Piopio Primary School	148	63	42.6%	1	1%	
	1906	Pukenui School (Te Kuiti)	137	112	81.8%	8	6%	
	1920	Rangitoto School	49	22	44.9%	0	0%	
	1953	St Joseph's Catholic School (Te Kuiti)	110	22	20.0%	7	6%	
	2008	Te Kuiti Primary School	332	205	61.7%	13	4%	

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Early Childhood Education (ECE)

There are fourteen different Early Childhood Services that support pre-schoolers in our rohe. Just endorsed by the Ministry of Education are Central Kids Kindergarten (Te Kuiti), Curious Keas Ltd., Te Kuiti Community Childcare Centre Inc., Te Kōhanga Reo o Ōpārure, Te Kōhanga Reo o Te Kuiti and Te Kōhanga Reo o Te Whānau o Piopio. Local and national discussions with Te Kōhanga Reo Trust are yet to confirm that the needs of all parties are being met.

We are working to involve ECE representation in W.A.K.A. from those services that have indicated a willingness to collaborate. A closer collaborative relationship is vital to ensure pathway consensus of the specific focus on successful transitions. (See Achievement Challenge B2 which specifically focuses on oral language from ECE to early school years).

Waitomo Arotahi Kāhui Ako links with Tertiary Opportunities

W.A.K.A. will continue to support the effective transition of students from secondary into tertiary education or training by proactively supporting students' interests and strengths, expecting them to extend their learning pathways beyond secondary education.

The two secondary schools and the wharekura within W.A.K.A. have strong education links with tertiary institutions. These include Waikato University, Te Wananga O Aotearoa and Wintec. Gateway funding enables secondary schools to give senior students access to structured workplace learning that is integrated with school-based learning to enable them to achieve credits on the New Zealand Qualifications Framework (NZQF) towards their National Certificate of Educational Achievement (NCEA). Independent providers, funded by STAR such as MITO, Technology Institute, WELTEC, and Vertical Horizons, are also embedded within the schools provision of valuable workplace-based credits. The wider Waikato region in which the Kāhui Ako is located is well positioned to offer students extensive opportunities to further education, training and potential employment.

Secondary School Employment Partnerships (SSEP) through Smart Waikato is a new initiative working with junior students to make connections with curriculum and the workplace. Business partners in the area include Placemakers, Crusader Meats, The Lines Company, Waitomo District Council, New World Supermarket, The Red Shed, Discover Waitomo and Giltrap AgriZone, Moffit Farms and Marshall Electrical.

Both Te Kuiti High School and Piopio College do have effective Gateway programmes with links to over 100 local businesses. These links are used for employment possibilities, industry placements and taster sessions. Current businesses with student placements (some with multiple students):

- Retail- Chapman Shoes, The Warehouse, Waitomo Caves- I site, Appliance Plus
- Primary Industries- Baynze Contracting, Te Hapi, Smart Plants, JRK Contracting,
- Services- Stoked Eatery, Pukeiti ECE
- Business-Sew worms
- Trades -NPG Plumbing and Gas, Spec Auto Air and Electrical
- MITO-Grainger Motors

Te Kuiti High School runs programmes within school as 'Ready for trade' in the areas of Engineering and Carpentry. The school also has industry pathways available in the area of Tourism and Hospitality, which includes cookery and barista courses. Students are able to gain vocational pathways and sector related qualifications/certificates.

All Year 10 students complete a course designed to help them look at careers suited to their interests, strengths and weaknesses and what is needed in order to attain their goals.

Year 9 and 10 students at Te Kuiti High School will have the opportunity to participate in the online 'Minded programme' which enables students to achieve career aspirations based on self-understanding after teacher training takes place in August 2018.

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Ngāti Maniapoto iwi the Waitomo Schools are connected to.

Figure 1: Geographical Spread of the Ngāti Maniapoto Iwi



The Ancestor Maniapoto

Maniapoto lived in the 17th century and established numerous powerful tribes. As the second son of Rereahu he was a direct descendant of Hoturoa, the captain of the Tainui canoe (that voyaged from Hawaiki to Aotearoa over 800 years ago). Rereahu chose Maniapoto (his son by a second marriage) to succeed him as chief rather than Te Ihingaarangi, his eldest son by his first marriage.

It was custom for chiefs to select the person who would take on their chiefly mana. Te Ihingaarangi naturally expected that his father's mana would pass to him, however Rereahu preferred Maniapoto. Whilst Te Ihingaarangi was away and Rereahu was nearing his death, Rereahu summoned Maniapoto

before him. The dying chief instructed Maniapoto to bite the crown of his head, which he had anointed with red ochre. This act signified the passing of Rereahu's chiefly mana to Maniapoto. By the time Te Ihingaarangi returned, Rereahu was dead. Te Ihingaarangi observed the red stains on Maniapoto's lips and realised that he himself had been denied the mana of his father.

After attempting to promote himself over his younger brother, Te Ihingaarangi went with his children to settle in Maungatautari district. His people came to be known as Ngaati Korokii, Ngaati Hape and Ngaati Haua. After Te Ihingaarangi's death, many of his followers returned to the Otorohanga area. They can still be found there today under Ngaati Ihingaarangi.

Maniapoto had three wives, including the granddaughter of Te Ihingaarangi, Hinewhatihua. He later married her daughter Paparauwhare, from a former marriage. From that marriage was born Rora, ancestor of the Ngaati Rora hapuu who settled in the Te Kuiti district.

The son of Maniapoto's first marriage to Hinemania was the celebrated Te Kawairangi who journeyed north to the great paa Maungakiekie (One Tree Hill) Auckland. There he married twins Maarei and Maaroa. Te Kawairangi was treacherously killed in Taamaki, as was his son Rungaterangi in the Mokau district in the south. From these deaths came the saying: 'Mokau ki runga, Tamaki ki raro' (Mokau above, Taamaki below) as a reminder to Ngaati Maniapoto of these episodes in their history. The saying would later be explained to signify the boundaries of the entire Tainui confederation of tribes.

In his later years Maniapoto lived in a cave, Te Ana-Ureure, in the limestone region of Waitomo. When close to death, he went to Pukeroa at Hangatiki. He called for his people and gave his farewell speech, instructing the men to perform war dances.

Maniapoto's brothers and their children then performed under the leadership of Te Kawairangi. Finally, Maniapoto gave his approval, instructing his people:

Kia mau tonu ki teena; kia mau ki te kawau maro. Whanake ake! Whanake ake! (Stick to that, the straight-flying cormorant!)

Maniapoto was referring to a fighting force that, like the cormorant, darts forward in the charge, unyielding. It was adopted by Ngāti Maniapoto as their tribal motto.

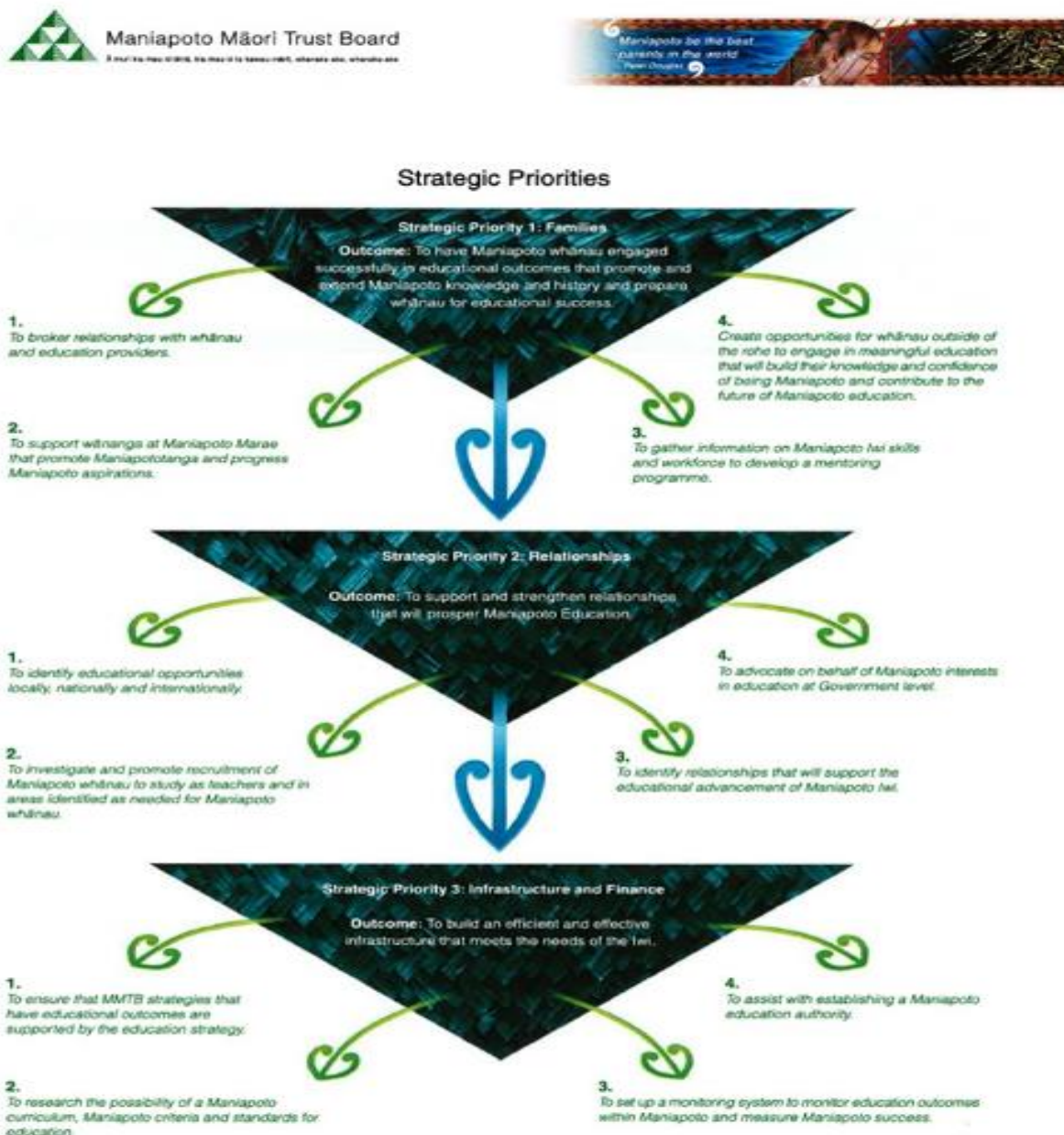
The Maniapoto Education Strategy (Waikahika)

In May 2015 the Maniapoto Māori Trust Board signed a Kawa (agreement) with the Ministry of Education to improve the nature and quality of the existing and future relationship between Maniapoto and the Ministry.

Throughout the development of the Waitomo Arotahi Kāhui Ako Achievement Challenge proposal, Iwi engagement has been undertaken as a partnership through representation from Maniapoto Iwi through and on behalf of the Maniapoto Māori Trust Board (MMTB). This association will continue throughout the implementation and ongoing monitoring phases to provide greater coherency between schools/communities and Iwi. Our foundations will be built on unison and will be encapsulated through the guidance of 'Te Kawenata o Ngāti Maniapoto' (Drafted by Maniapoto Rangatira in 1904). Te Kawenata speaks of "ko tenei kotahitanga mo Ngāti Maniapoto ake me ona hapu maha" or this unity for Ngāti Maniapoto proper and its many sub-tribes. It also states "Ko te Nehenehenui te whare" (the shelter) is Te Nehenehenui.

The Maniapoto Education Strategy 2011 – 2021 sets a clear direction and outlines key aspirations Ngāti Maniapoto has for their whānau and for the region. The Strategic Priorities 1 and 2 (Figure 2) provide a source of information to influence and guide our ways of working.

Figure 2: Strategic priorities from The Maniapoto Education Strategy 2011 - 2021



Waitomo Arotahi Kāhui Ako (W.A.K.A)

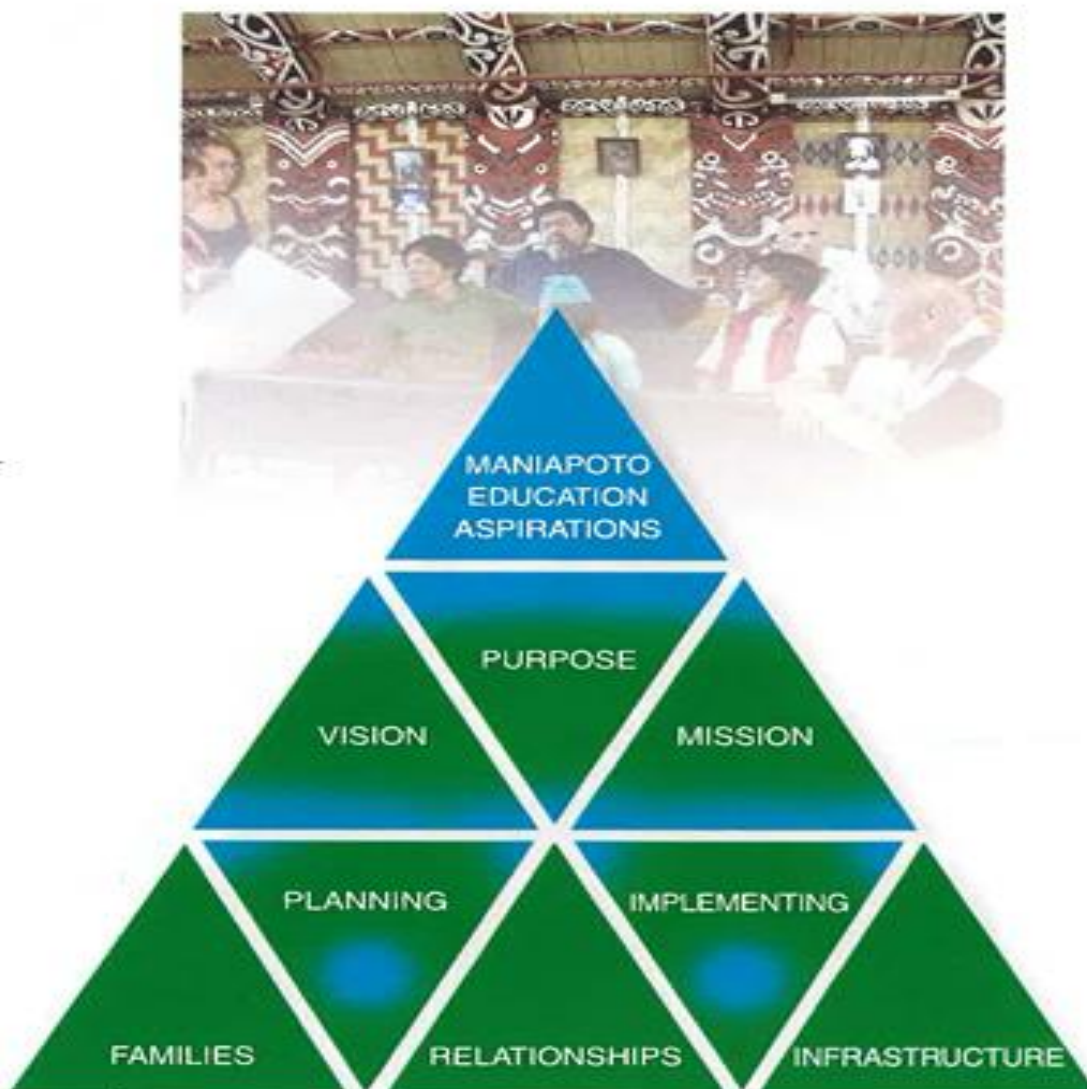
Our Unique Links to Maniapoto Trust Board Education Strategy

The schools within the Waitomo Arotahi Kāhui Ako lie in the heart of Ngāti Maniapoto. There will be the development of deeper knowledge and understanding of place, purpose and belonging inherent in our Achievement Challenges that draw upon the metaphor of the tapatoru as a strengths based model (the base of the tapatoru). Figure 3 shows the importance of the tapatoru to Ngāti Maniapoto (Maniapoto Education Strategy Waikahika, 2011).

As the Waitomo Arotahi Kāhui Ako, a distinguishing feature of our mahi will be the rejection of deficit theorising and the perceived positioning the ākonga as the problem. Instead we will align our ways of thinking with those of iwi - being and working for coherency across the rohe. Other features of the tapatoru will be to build and enhance student agency, teacher efficacy and whānau engagement connected to each kura to reflect their individual characteristics, settings and aspirations for their students, family, whānau and iwi.

Figure 3: Maniapoto Education Strategy key priorities document

Maniapoto Māori Trust Board Education Strategy



PURPOSE:

To advocate for a quality education system that will prosper and advance Maniapoto to engage in meaningful and appropriate educational experiences.¹

¹ The colours in this diagram have been chosen to reflect the Waikahika – 'Wai' – blue and kahika – green also reflecting Papatūānuku on the bottom and Ranginui above.

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Our Journey



The Waitomo Principals' Cluster has a well-established history of working together and has the foundations for a highly successful Waitomo Arotahi Kāhui Ako (W.A.K.A). Developing relational trust over time, across the eleven schools, has provided a sound basis for now being in a position of strength to establish this W.A.K.A. as a collaborative community of learning integrating the schools and communities of the Te Kuiti township and the surrounding rural areas of Rangitoto, Benneydale, Aria and Piopio.

Principals have initiated:

- Meetings with Ministry Advisors, Community of Learning | Kāhui Ako Lead Advisors, Student Achievement Adviser and Expert Partner.
- Principals' attendance at sector, regional and national forums with the intent to understand more deeply the Investing in Educational Success (IES) policy, to hear how other Community of Learning | Kāhui Ako are developing across the region, to explore best fit approaches with our Kāhui Ako and to ensure W.A.K.A. has relevance, distinctiveness and reflects Maniapoto.
- Iwi representation at meetings to ensure links with Iwi are uppermost in our mind and woven into our strategies and actions. We are fiercely proud of our Māori heritage as a way of being.
- Communication with respective school staff to keep them informed of the evolving process and progress.
- Professional learning at a Teacher Only Day, January 2018 where Dr Anne Milne was the Keynote Speaker.
- A very well supported Boards of Trustees meeting in April 2018 was successful in informing and responding to questions regarding the expectations of the process, progress and outcomes for the tamariki of Waitomo Arotahi Kāhui Ako. In attendance and engaged in the discussions were representatives from each W.A.K.A. Board of Trustees, all Principals, New Zealand School Trustees Association (NZSTA) representative, Iwi representation and Ministry of Education (MOE) Advisors.

Principals have worked collegially to align the long standing Principals' Professional Cluster focus to that of the Waitomo Arotahi Kāhui Ako to advance the aspirations of our (W.A.K.A.) Community of Learning | Kāhui Ako to benefit ākonga, kaiako, whānau, iwi and sector groups.

Their focus is on:

- Collaborating and sharing expertise across the Community of Learning | Kāhui Ako.
- Drawing upon Ngāti Maniapoto as a strength.
- Focussing on the collective aspirations and potential gains rather than a competitive approach.
- Collecting, collating and analysing student achievement data from across the region, looking for trends and seeking to understand strengths of our ākonga across Maniapoto.
- Implementing a steering committee to oversee the IES policies and the administration of the Kāhui Ako.
- Holding regular meetings to ensure all Principals are connected and engaged in the process to develop a Kāhui Ako that best reflects the goals and aspirations of all. From our surveys, reflections and focussed discussion we can provide a rationale to outline the formation and foci for W.A.K.A. and our Achievement Challenges.

Waitomo Arotahi Kāhui Ako

Hui 25 October 2017



- **Figure 4** is conceptualised as a ngāhere (forest) and shows:
 - The interconnectedness and holistic approach to identifying and understanding the root causes of our issues and challenges and the possibilities and opportunities for continued improvement and growth.
 - Key measures of progress will be collected and reviewed to ensure positive learning dispositions for our ākonga

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Shared Values

Manaaki

Respect/Integrity

Kahikatanga

Leading through excellence

Whānaungatanga

Positivity/Perseverance/Inclusiveness/ Collaborative/Community/Participation/Equity

Wairua hihiko

Creativity/Open mindedness/Inquiry/Innovation

Ngā Mātāpono – Guiding *Principles and Actions/Ways of Working*

Principles	Actions/Way of Working
Mahi ngātahi/mahi tahi <i>Inclusiveness</i>	<ul style="list-style-type: none"> Collaborate with our staff and community identifying the strengths of our W.A.K.A.
Manaakitanga <i>Support</i>	<ul style="list-style-type: none"> Voice our views and opinions to build a conducive learning environment
Wero <i>Challenge</i>	<ul style="list-style-type: none"> Commit to ensuring our contribution will benefit the W.A.K.A.
Ako <i>Shared responsibility</i>	<ul style="list-style-type: none"> Follow up and communicate clearly on the roles that have been assigned and commit to attend each W.A.K.A. meeting
Take <i>Purpose</i>	<ul style="list-style-type: none"> Share the purpose of the W.A.K.A. and regularly update Board of Trustees and Staff to ensure that the purpose is ‘at the heart’ of our actions
Whakanui <i>Celebrate</i>	<ul style="list-style-type: none"> Share the successes of the W.A.K.A. with our schools and our wider communities

Waitomo Arotahi Kāhui Ako (W.A.K.A)

Achievement Challenges:

The recent Ministry of Education announcement, rescinding reporting against National Standards/Ngā Whanaketanga Rumaki Māori, has provided the opportunity for W.A.K.A. to review and renew their approaches to the formation of Achievement Challenges.

In her presentation at the Teacher Only Day in February 2018, Dr Anne Milne challenged all within this Kāhui Ako in relation to the forming of the Achievement Challenges. Research and analysis conducted by her Kia Aroha College students (2017) of 77 Kāhui Ako, presented the problematizing nature of traditional Achievement Challenges that focussed on a deficit view of Māori. Those Achievement Challenges focussed on Māori Boys writing and Māori girls and boys reading.

W.A.K.A. has 55% ākonga identifying as Māori. Our approaches to supporting Māori to successfully live and achieve as Māori were challenged by Dr Milne. To achieve best results for ākonga, W.A.K.A. will do things differently and now present two locally relevant and needs focussed Achievement Challenges.

A. Cultural Sustainability

The ERO report analysis (Appendix 1) identifies; *'continuing to work in learning partnership with whānau and local iwi to develop the place of Māori culture, language and identity within school curricula as an area of improvement'*.

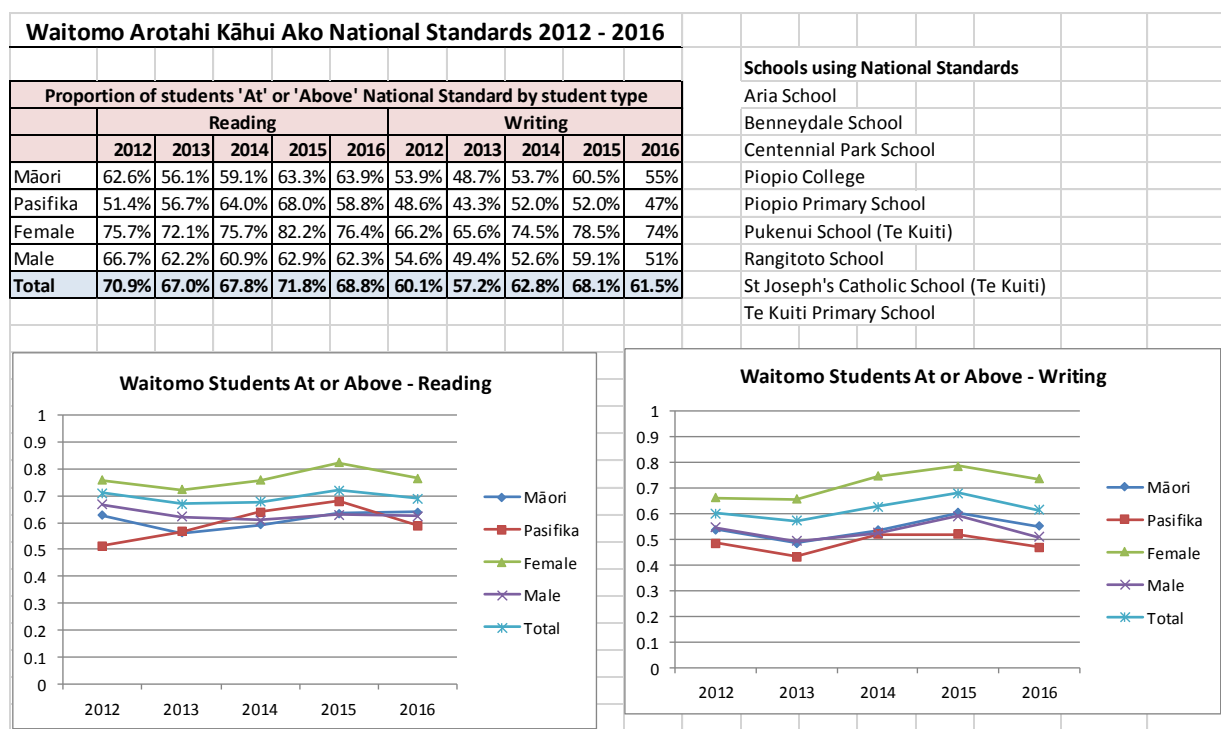
Alignment with the Maniapoto Trust Board, as a key stakeholder, and the goals within their Education Strategy include a strong focus on families and relationships.

A1: Cultural Sustainability - Hauora /Wellbeing

A2: Cultural Sustainability - Graduate Profile

B. Oral Language/Reading/Writing

This challenge has been informed by collated and analysed data from our kura.



This trend data shows that Reading had been improving at a consistent rate for all groups up until 2015. In 2016 the only group to continue to improve was Māori. Female achievement has experienced the greatest decline of 6%. Writing data shows a similar rate of progress and decline as Reading,

however all groups have declined in achievement from 2015 – 2016 by an average of 6%. Oral Language is seen as the precursor for competency in Reading and Writing.

Our Achievement Challenges have been informed by W.A.K.A. analysis of Strengths, Issues, Root Causes, Challenges, Measures of Success (Figure 4), Education Review Office (ERO) Report (Appendix 1), Public Achievement Information (PAI) (Appendix 2), 2017 student and teacher surveys (included in High Level Plans of Action), Reading data from Years 1 – 10 (Appendix 3).

Our detailed analysis of the data sources has revealed the need to give high priority and focus to oral language with explicit links to accelerating and raising achievement in reading and writing within our different settings. We believe and want to ensure we engage kaiako and tamariki in literacy learning pedagogy that is authentic, creative, fun and instils a belief of success in each student.

- **B1:** Oral language - Kōrero: Tōku reo, tōku ohoho, tōku mapihi maurea, tōku whakakai marihi. (Intended for Rumaki and Wharekura)
- **B2:** Oral language - Ko te kai a te rangatira he korero. (Intended for English Medium ECE to Year 2)
- **B3:** Oral language underpins Reading Years 1-8: He Taonga te reo. (Intended for English Medium Years 1-8)
- **B4:** Oral language – Raising confidence and competency, as measured in writing, with staff, ākonga and whānau: He kai kei aku ringa. (Intended for English Medium Years 9-10)

W.A.K.A. has determined that accelerating student achievement across the community is best achieved through:

- Enhancing Teacher Efficacy
- Activating Student Agency
- Ensuring Whānau Engagement

The rationale, actions and activities to ensure progress is made toward these Achievement Challenges is established in the following High Level Action Plans.

Waitomo Arotahi Kāhui Ako Achievement Challenges

Achievement Challenge A1: Cultural Sustainability: Hauora/Wellbeing

Goal: To enable Ākonga to be confident in their identity, language, culture and engage effectively in learning.

Target: To remove barriers to learning by accessing appropriate supports to realize the hauora/wellbeing needs of our ākonga.

- Knowledge and consideration of inclusive education throughout the W.A.K.A. will underpin all planning (<http://inclusive.tki.org.nz/guides/category/transitioning>)

Data: To be gathered from initial surveys as per:

Our High Level Plan of Action for Achievement Challenge A1

Key Strategies	Immediate Actions	Medium Term Actions By the end of 2020	Longer Term Actions. By the end of 2021	Student Achievement Expected Outcomes
Enhancing Teacher Efficacy	<p>Review learning environment and culture with classroom using an agreed survey</p> <ul style="list-style-type: none"> • Health Promoting Survey • NZCER Wellbeing survey • Student voice Google Form 	<p>Analyse Surveys</p> <p>Share Graduate Profiles</p> <p>Develop understandings of the unlimited potential of ākonga.</p> <p>Review and co-construct effective student learning/teaching practices and strategies.</p>	<p>Review the provision of professional development.</p> <p>Review the learning support register and develop further understandings of students behaviour and learning needs</p> <p>Develop actions that assist ākonga with goal setting.</p> <p>Develop actions that enable ākonga to become self-managing and self-regulating.</p>	<p>By the end of 2021 student wellbeing data collected in 2019 will have been repeated and analysed against the goals. These surveys are;</p> <ul style="list-style-type: none"> • The NZCER Well-being survey • The Health Promoting survey • Student Voice Google Form <p>5% increase of attendance for ākonga across all kura.</p>
Activating Student Agency	<p>Analyse 2017 W.A.K.A. student survey.</p>	<p>Develop a peer mentoring action plan to support health and learning.</p> <p>Develop a Kāhui wide learning support Register and external agency referral register.</p>		

<p>Ensuring Whānau Engagement</p>	<p>Share values, visions and aims with the W.A.K.A. whanau community.</p>	<p>Engage with whānau through a Kāhui wide well-being hui.</p>	<p>Review community engagement strategies and their alignment to the school curriculum.</p> <p>Engage the community in forming culturally sustainable long term goals for their akonga.</p>	<p>Analysis of targeted intervention.</p> <p>A decrease in referrals to external agencies.</p>
-----------------------------------	---	--	---	--

Achievement Challenge A2: Cultural Sustainability: Graduate Profile

GOAL: Ākonga who are culturally confident, contributing and valued learners in our schools and communities.

Target: To develop and implement a graduate profile that is reflected across the Kāhui Ako.

Rational: A graduate profile has an important role in communicating aspirations for graduates and the value of education. They are one way schools can communicate shared understanding of what a future-oriented learner looks like, describes skills, knowledge and attitudes students need to develop in order to participate in a range of life contexts beyond school.

Our High Level Plan of Action for Achievement Challenge A2

Key Strategies	Immediate Actions	Medium Term Actions By the end of 2020	Longer Term Actions. By the end of 2021	Student Achievement Expected Outcomes
Enhancing Teacher Efficacy	<p>Develop a professional development plan for teachers/school leaders.</p> <p>Explore cultural efficacy and sustainability pedagogies and develop an action plan.</p> <p>Review graduate profiles from other settings.</p> <p>Explore and review best practices and pertinent literature (Berryman, Milne) and develop action plan.</p>	<p>All schools in the W.A.K.A. engaged in PLD activities.</p> <p>Review and develop further teacher capability and practice related to cultural sustainability.</p> <p>Each school in the W.A.K.A. to develop a graduate profile.</p>	<p>Seek external feedback regarding the formation, implementation and review of graduate profiles.</p> <p>Develop a Kāhui Ako pathway document which provides analysis of all graduate profiles.</p>	<ul style="list-style-type: none"> • An increased number of ākonga/whanau who note positive experiences as Māori. (Baseline data is 2017 student survey). • Akonga are culturally confident. • An increased number of hui/events which celebrate tikanga Māori across the W.A.K.A. region. • An increased number of ākonga who can confidently state pepeha/mihimihi. • Increased Maniapoto Culturacy in schools/ECE - Y1 – 8 10% - Y9 – 13
Activating Student Agency	Gather student voice	Review gathered student voice. Focus group convened at year 4, 6, 8 and 10	Student voice informs programme design.	
Ensuring Whānau Engagement	<p>Undertake hui with whānau, iwi and key stakeholders.</p> <p>Advocate/collaborate with whānau as partners with schools/kura.</p>	Whānau hui in Term 2.	Whānau hui in Term 4.	

Achievement Challenge B1: Kōrero: Tōku reo, tōku ohoho, tōku mapihi maurea, tōku whakakai marihi.

Goal: To be a successful reader and writer in Te Reo Māori, ākonga need to have a high level of oral language proficiency.

- Oral language will support comprehension in Te Reo Māori and confirm a Māori view of the world.
- Kaiako are supported to reflect, review and change their practices to meet the needs of ākonga based upon current research and best practices.

Target: For all ākonga to be achieving at the appropriate expected level of achievement (Taumata 1-8).

Data: See Appendix 4

Our High Level Plan of Action

Key Strategies	Immediate Actions	Medium Term Actions By the end of 2020	Longer Term Actions. By the end of 2021	Student Achievement Expected Outcomes
<p>Enhancing Teacher Efficacy through daily use of Te Reo for:</p> <ul style="list-style-type: none"> • Whakataui/mihimihi • karakia; <p>to ensure</p> <ul style="list-style-type: none"> • growth in vocabulary/kupu • incorporation of Maniapoto dialect 	<p>Undertake the following activities:</p> <ul style="list-style-type: none"> • Encourage and support Waananga- Ngaa Taonga tuku iho o Maniapoto for all kura. • Increase te Mita o Maniapoto usage – Kay Kupu/Phrases – “Puna Kupu”. • Develop a Maniapoto Wananga for teachers to focus on measuring contextual Assessment through targeted PLD. • Conduct a survey to ascertain what tools are 	<p>Ensuring the following activities:</p> <ul style="list-style-type: none"> • Encourage and support W.A.K.A. Whiikoi mo te Reo strategy for ALL Schools, ECE, Tertiary providers. • Implement Waananga Tohu whenua incorporating Te Reo component. • Create and share a bank of iconic Maniapoto pakiwaitara/ Whakatauki. • Analyse survey info from all Schools to ascertain how and what effective 	<ul style="list-style-type: none"> • Review and support the advancement of Whiikoi mo te Reo Strategy. • Develop a 3-5 yr strategic plan. This will be completed by the end of 2020 with collaboration and inclusion of all schools/ECE/other stakeholders. • Develop an inclusive Contextual Curriculum Achievement Action Plan. • Design and implement a Rubric – localised/W.A.K.A. detailing kupu progressions for Schools. 	<p>By the end of 2021 and to be reviewed annually:</p> <ul style="list-style-type: none"> • Measure by each kura & ECE the % of increased participation of ākonga at local (Maniapoto) Manu Kōrero. • Target a 15% increase of ākonga working at top end of curriculum level for respective age group.

	<p>being used to measure learners for koorero in our schools.</p> <ul style="list-style-type: none"> Support and promote Noho Marae based korero learning – At kura / on Marae for Tamariki and Kaiako. 	<p>tools are used to measure learners for koorero (Te Reo Maaori).</p> <ul style="list-style-type: none"> Host Noho Marae based korero learning – at kura / at marae for kaiako & tamariki using kaumatua / Kuia. 	<ul style="list-style-type: none"> Target all new staff with induction strategy expectations for Koorero through Maniapototanga. Link W.A.K.A. goals to each School Charter and 3-5 year plans. 	
Activating Student Agency	<p>Participate in a range of local celebrations. All schools will have opportunities to be actively involved with:</p> <ul style="list-style-type: none"> Whiikoi mo te reo participation – June Maniapoto Festival - Nov Waiwaia - Oct To ensure that transition points from ECE/Kohanga to kura & kura to tertiary or work are planned for to meet identified needs through explicit korero (Learner / Graduate Profiling). Create opportunities for tertiary providers and local businesses to contribute to meeting those reciprocated cultural needs. 	<p>Continue to ensure and promote all schools/ECE participate in an Iwi Reo event:</p> <ul style="list-style-type: none"> Whiikoi mo te Reo School plays/Whakaari Music Festival Consult to have detailed expectations outlined from entry points through transitions to make a seamless progression into the next phase of learning. Collate information from providers by the end of 2020 to ascertain if students are best prepared for next life phase changes. 	<p>Auraki students will compete in</p> <ul style="list-style-type: none"> Manu Koorero Maniapoto competition by integrating Te Reo in a Maniapoto context working towards progressive levels of kupu Create a regular dialogue between transition points to meet ongoing expectations. 	<p>Increased proficiency of oral language of tamariki</p> <ul style="list-style-type: none"> Yr 1 -8 participation (100%) in all schools by 2021 Yr 9-10 participation (100%) in all schools by 2021 All students will be able to understand the requirements at each transition point moving forward. Have providers / local business provide needs analysis to encourage employment opportunities.

<p>Ensuring Whānau Engagement</p>	<p>We will ensure approaches are Collaborative/Inclusive by:</p> <ul style="list-style-type: none"> • Inviting whānau to Waananga Maniapoto/Festival community. • Coordinating hui and share between Auraki/Rumaki/Kura. Such as sharing stories with and from Kaumatua/Kuia. Each kura identify own Kaumatua/Kuia. • Ensure content of whakatauki reflects our local communities utilising the guidance of kaumatua / kuia. 	<ul style="list-style-type: none"> • Parents will play an active role and participate in Whiikoi moo te reo. • Provide whānau with online Maniapoto resources and links to improve Koorero and oral language. 	<ul style="list-style-type: none"> • Who will provide communications, resources, reporting from schools. • Partnerships will be established to provide support Tikanga, ICT (Digital Fluency) through: Tertiary providers TWOA, MMTB. • Whānau will be provided with updates and reports to show progress of activities of the Community of Learning Kāhui Ako. 	<ul style="list-style-type: none"> • Whānau will be able to increase knowledge and understanding of korero by accessing localised links and connections (via online, kura, marae). • Whānau will learn up to 30 kupu - Māori greetings. • Whānau will get to know 1-2 pakiwaitara. • Whānau will be able to access to needs based supporting networks to make progressive improvements.
-----------------------------------	---	---	--	---

	<p>Compile a network of learning support available to our kaiako.</p> <p>Apply for PLD that focusses on the connection between oral language and reading development.</p> <p>Compile a network of learning support available to our akonga.</p>	<p>and reading pedagogy and developmental stages.</p> <p>Gather and collate student voice from a focus group at key points;</p> <ul style="list-style-type: none"> • before 4 years of age • at 5 years (school entry) • after 2 years at school). 	<p>curriculum areas and learning contexts.</p> <p>W.A.K.A.: Oral language presentation celebrate student excellence/peer recital/ speech/song/ debate (mihi/pepeha) who they are and where they come from.</p>	<ul style="list-style-type: none"> • ELLP - English Language Learning Progression Matrix on oral language • ERO document - Extending their language. Expanding their world.
Whanau Engagement	<p>Inform whānau of the goals and focus of our Kāhui Ako.</p>	<p>Develop and be responsible for sharing with whanau, learning progressions for oral language and reading.</p> <p>Gather whānau voice of the use of oral language and the links to reading in the home setting.</p>	<p>Develop and be responsible for a vocabulary and reading extension plan for whānau based on school focus/context for learning.</p> <p>Support parents to be able to read alongside their tamariki.</p>	

Achievement Challenge B4: Raising confidence and competency in writing with staff, ākongā and whānau: He kai kei aku ringa

Goal: For ākongā to have a high level of oral language proficiency that engenders confidence to write purposefully and effectively for the appropriate audience. We will focus on developing teacher writing efficacy throughout all curricula so that all kaiako see themselves as writers and are supported to reflect, review and change their practices to meet the needs of ākongā.

TARGET: To raise achievement of writing for Year 9 and 10 students by 3 e-asTTle sub-levels per year.

Rationale: Approximately 40% of students from Year 8 entering Te Kuiti High School and Piopio College are working at the national expectation in writing. Our expectation is for students to be working at Curriculum Level 5 (indicated by e-asTTle 5A) by the end of Year 10 to ensure success for NCEA Level One and future pathways.

Data: Appendix 5

Our High Level Plan of Action for Achievement Challenge B4

Key Strategies	Strategies - How we will meet the achievement challenge?	Achievement Indicators - How will we know we have succeeded?
Enhancing Teacher Efficacy	Source and deliver cohesive PLD across and through schools in the Kāhui Ako <ul style="list-style-type: none"> ● Shared understanding of literacy progressions ● Writing strategies through all curriculum areas ● Shared understanding of data analysis ● Application of data to inform planning ● Best practices in literacy ● To unpack the achievement challenge with all staff. 	All teacher inquiry will be based on writing. Teacher voice through reflective practice questionnaire regarding writing completed. Expertise within W.A.K.A. are identified and individual strengths and skills are used to enhance peer performance within and across schools.
	Implement effective moderation practices and systems for writing.	Writing moderation occurring <ul style="list-style-type: none"> ● Department wide (termly) ● School wide (biannually) ● Kāhui Ako Cluster of teachers (biannually)

	<p>Liaise with Primary school to create an academic Year 8 profile outlining Secondary school literacy expectations.</p> <p>Liaise with Secondary schools to create an academic Year 10 profile outlining NCEA literacy expectations.</p>	Graduate profile completed and being utilized during reflections and planning at end of Year 8.
	Create a cohesive data sharing platform for a more effective transition from Primary to Secondary.	<p>Data</p> <ul style="list-style-type: none"> • Data received from year 8 by the end of Term 4 • Streamlined tools (e.g. PAT, e-asTTle) • Secondary school staff having presence at Primary during transition period.
	Integrate writing strategies into subject programme planning through data analysis.	<p>Planning and assessment</p> <ul style="list-style-type: none"> • Curriculum level based on progressions • Evidence of literacy progression in all assessment rubrics
	Create a shared language for reporting purposes.	<p>Reporting</p> <ul style="list-style-type: none"> • Using curriculum levels • Comment structure includes outcome and next steps • KAMAR literacy data
Activating Student Agency	<p>Increase in academic mentoring between student and;</p> <ul style="list-style-type: none"> • Careers advisor • Dean • Form teacher • SMT • Gateway coordinator • Classroom teacher. 	Student future pathways conversations logged on KAMAR
	Ascertain and implement intentional strategies to improve student motivation and engagement with reading and writing.	<p>Data</p> <ul style="list-style-type: none"> • Questionnaire/survey • Student report progress

		<ul style="list-style-type: none"> • Student achievement (PAT, asTTle, formative)
	Increase student ownership for learning and role in learning conversations.	Students are able to set learning goals through student led conferences.
Ensuring Whānau Engagement	Develop learning partnerships with whānau to support students on their academic journey.	<p>Report evenings to include student led conferences</p> <p>Report evening attendance increases</p> <p>Careers evening/expo at least once a year</p> <p>SSEP programme success</p> <p>Student goal setting with whānau and teachers</p>
	Inform whānau on curriculum level expectations and the ways that the school and they can support their students to meet the expectations.	<p>Whānau attendance at information hui</p> <p>Facebook interactions</p> <p>Newsletter extracts</p> <p>Website hits</p> <p>Reporting cycle information sheets</p>
	Sharing and highlighting academic success with whānau.	<p>Student Writing is presented in the following ways;:</p> <ul style="list-style-type: none"> • School newsletter • Writing on Facebook page • School website • Speech writing competitions • Creative writing pieces • Subject writing/reports.

References

- Berryman, M. (2018). Poutama Pounamu, retrieved from <https://poutamapounamu.org.nz/mauri-ora/ako-critical-contexts-for-change>
- Maniapoto Trust Board. (2011). Waikahika. Maniapoto Education Strategy 2011-2021.
- Milne, A. (2017). Presentation at Ulearn 2017. Retrieved from [Anne Milne - link to CORE video](#)
- Murphy, H. Gray, A. Toia, R. (2017). A think piece, Māori learners in the 21st Century.

Appendix 1: ERO Report 2016

Nearly all of the schools in the W.A.K.A. have had continuity in professional leadership. Several of the schools have had significant changes in their teaching teams. Teachers have participated in a wide range of professional learning and development (PLD) initiatives. In the primary schools this has mostly been focused on literacy and mathematics. Many schools have implemented PLD to strengthen teachers' confidence and knowledge in te reo and tikanga Māori, and learning with digital technology.

Seven of the schools have positive ERO reporting histories. One of the schools received a four-five year return time from its last ERO review. Two of the schools have been involved in the ERO longitudinal review process and are now back on a three year return cycle.

Common strengths include:

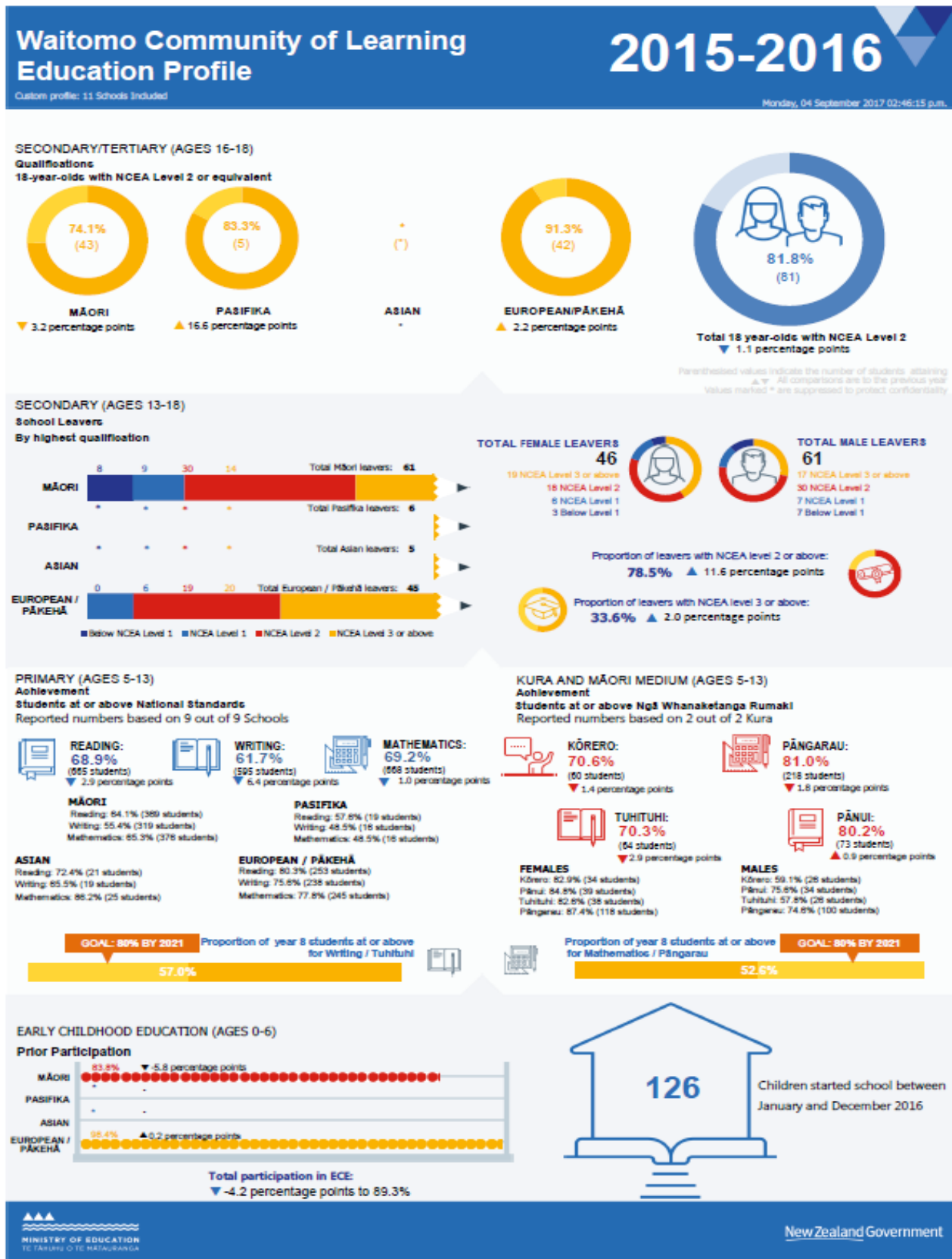
- positive and inclusive school cultures
- effective governance and school leadership
- engaging parents and whānau in the life of the school
- delivering a broad curricula that provides interesting opportunities and experiences for all students.

Areas for improvement include:

- accelerating student achievement for students at risk of not achieving positive learning outcomes, in particular boys, Māori and Pacific
- developing more rigorous processes, to track and monitor the progress of targeted students
- evaluating the effectiveness of strategies and initiatives to accelerate learning of targeted students
- agreeing to achievement signposts at transition points
- strengthening the consistent use of effective teaching strategies
- developing a cohesive curriculum
- supporting student agency in order for them to develop a greater understanding of their achievement, progress and next learning steps
- continuing to work in learning partnership with whānau and local iwi to develop the place of Māori culture, language and identity within school curricula.

Appendix 2: Public Achievement Information: W.A.K.A. Education Profile

This Waitomo Community Profile has helped form our Achievement Challenges. It shows how our environment is shaped with the diverse range of demographics. In sharing learning outcomes of taura within W.A.K.A. we can identify trends and targeting next progressive steps whilst having an awareness of key strengths and areas for improvement. For the desired outcomes, W.A.K.A. will engage in creating a resourcing network and collaborative supportive community.



Appendix 3: Reading Baseline Data

NATIONAL STANDARDS Years 1-8 English Medium: Reading						
	Years 1-8 All Students		Year 1		Years 1-8 Māori	
Combined Kāhui Ako Data	At or Above		At or Above		At or Above	
	665/965	69%	65/136	48%	369/576	64%
Shift Required by 2021	102	79%	42	79%	86	79%

Individual School's Data: Reading							
	Years 1- 8		79% Target	Year 1 – All Students		All Māori Students	
	All Students At or Above	% At or Above	Target Shift Required by 2021	No. Students At or Above	% At or Above	Number 'At or Above'	% At or Above
Aria	41/52	79%		7/8	88%	21/24	88%
Benneydale	22/43	51%	12	2/8	25%	14/34	41%
Centennial Park	49/73	67%	9	4/7	57%	49/73	67%
Piopio College Yr 7-8	43/61	70%	6			34/53	64%
Piopio Primary	120/158	76%	5	14/28	50%	51/71	72%
Pukenui	87/136	64%	20	10/20	50%	66/109	61%
Rangitoto	37/46	81%		2/4	50%	19/22	86%
St Joseph's	80/92	87%		10/14	71%	18/21	86%
Te Kuiti Primary	186/304	61%	50	15/46	33%	112/192	58%

Appendix 4: Whanaketanga Baseline Data 2017

Wharekura o Maniapoto		Koorero							
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									69
Tama			13	37%	12	34%	10	29%	35
Kōtiro			4	12%	16	47%	14	41%	34
Year 1			2	15%	9	69%	2	15%	13
Year 2			1	17%	2	33%	3	50%	6
Year 3			1	8%	7	58%	4	33%	12
Year 4			3	33%	5	56%	1	11%	9
Year 5			5	42%			7	58%	12
Year 6			3	38%	1	13%	4	50%	8
Year 7 - redacted									3
Year 8			1	17%	3	50%	2	33%	6
									69
Wharekura o Maniapoto		Panui							
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									69
Tama	1	3%	7	19%	12	32%	17	46%	37
Kōtiro			3	9%	12	38%	17	53%	32
Year 1	1	8%	4	31%	7	54%	1	8%	13
Year 2			1	17%	3	50%	2	33%	6
Year 3					8	67%	4	33%	12
Year 4			1	11%	2	22%	6	67%	9
Year 5							12	100%	12
Year 6			3	38%			5	63%	8
Year 7 - redacted									3
Year 8					1	17%	5	83%	6
									69
Wharekura o Maniapoto		Tuhituhi							
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									69
Tama	1	3%	13	36%	10	28%	12	33%	36
Kōtiro	1	3%	10	30%	14	43%	8	24%	33
Year 1			5	38%	6	46%	2	15%	13
Year 2	2	33%	2	33%			2	33%	6
Year 3			9	75%			3	25%	12
Year 4			3	33%	5	56%	1	11%	9
Year 5			2	17%	7	58%	3	25%	12
Year 6			1	13%	4	50%	3	38%	8
Year 7 - redacted									3
Year 8					1	17%	5	83%	6
									69

Appendix 4: Whanaketanga Baseline Data 2017 Continued

Centennial Park - Rumaki				Korero					
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									31
Tama	1	6%	8	50%	7	44%			16
Kōtiro			4	27%	8	53%	3	20%	15
Year 1			2	30%	4	54%			6
Year 2 - redacted									2
Year 3 - redacted									3
Year 4 - redacted									4
Year 5									0
Year 6 - redacted									4
Year 7 - redacted									4
Year 8			4	50%	3	37.5%	1	12.5%	8
									31
Centennial Park - Rumaki				Panui					
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									31
Tama	4	25%	5	31%	5	31%	2	13%	16
Kōtiro			4	27%	4	27%	7	46%	15
Year 1			1	17%	5	83%			6
Year 2 – redacted			1	50%	1	50%			2
Year 3 – redacted			2	66%	1	34%			3
Year 4 – redacted									4
Year 5									
Year 6 – redacted									4
Year 7 - redacted									4
Year 8	2	25%	1	12.5%	1	12.5%	4	50%	8
									31
Centennial Park - Rumaki				Tuhituhi					
	Taki	%	Āki	%	Ora	%	Toa	%	Total
All Students									31
Tama	3	18.75%	6	37.5%	6	37.5%	1	6.25%	16
Kōtiro			3	20%	10	67%	2	13%	15
Year 1			1	17%	4	66%	1	17%	6
Year 2 – redacted									2
Year 3 – redacted									3
Year 4 – redacted									4
Year 5									
Year 6 – redacted									4
Year 7 – redacted									4
Year 8	1	12.5%	2	25%	3	37.5%	2	25%	8
									31

Appendix 5: Years 9-10 Data for Writing 2017

2017 e-asTTle Quartile 1 Baseline Data <u>Below</u> Curriculum Expectation: Writing														
	Māori			Pacific			NZ European			Other Ethnicities			Total	
Year 9	No.	% Māori Cohort	% All students	No.	% Pacific Cohort	% All students	No.	% NZE Cohort	% All students	No.	% Other Cohort	% All students	No.	%
Te Kuiti HS	24	77	42.8	2	66	3	9	53	16	0	0	0	35	62.5
Piopio College	15	100	68	0	0	0	2	50	9	2	100	9	19	86

2017 e-asTTle Quartile 1 Baseline Data <u>Below</u> Curriculum Expectation: Writing														
	Māori			Pacific			NZ European			Other Ethnicities			Total	
Year 10	No.	% Māori Cohort	% All students	No.	% Pacific Cohort	% All students	No.	% NZE Cohort	% All students	No.	% Other Cohort	% All students	No.	%
Te Kuiti HS	40	85	57	2	100	2.9	18	72	26	1	100	1.4	61	87.3
Piopio College	10	83	43.4	0	0	0	10	100	43.3	1	50	4.3	21	91.3

These Years 9 & 10 tables above give baseline data for the students' entry into their year level in 2017. This summative assessment data was the most convenient for the Achievement Challenge baseline data for comparisons and setting expectations. However we have the understanding that this was a "one off" purpose assessment only and will be reviewed and updated with each new cohort.