Te Kāhui Ako o Taranaki Mohoao

CENTRAL TARANAKI KĀHUI AKO

https://taranakimohoao.nz/

Papatahi ki te Ngaakau, Puutahi ki te Atawhai
Care and Collaboration to strengthen our community

We believe we have a moral obligation to care for every child in our community so that every school and every child experiences success. It is vital that we establish and continually develop strong links between the early learning, primary and secondary sectors to ensure transitions are fluid and successful for students. Families and whānau will have a clear vision of the pathway for their children. The wider community will understand our vision for students and share the responsibility to assist each learner to achieve their unique potential.

Values that underpin our work as a Kāhui Ako:

Manaakitanga	Whaanaungatanga	Ako	Mahi tahi
Caring for students and promoting their: Emotional Wellbeing Spiritual Wellbeing Physical Wellbeing Mental Wellbeing	High quality teaching-learning relationships that support engagement and learning.	Reciprocal learning environments where the student is both teacher and learner and the teacher is also learning.	Collaboratively working together towards learner centred educational goals.

Stratford and Surrounding Districts . . .

Te Kāhui Ako o Taranaki Mohoao is made up of kura across Stratford and the surrounding districts: from Midhirst in the north to Eltham in the south, as far east as Makahu, and all the schools sitting under the eastern slopes of Mount Taranaki. Te Kāhui Ako o Taranaki Mohoao encompasses approximately 2079 students from year 1 to year 13. The main two ethnicities represented across these schools are NZ Māori (25%) and NZ European (73%) however the schools are quite diverse in their make-up.
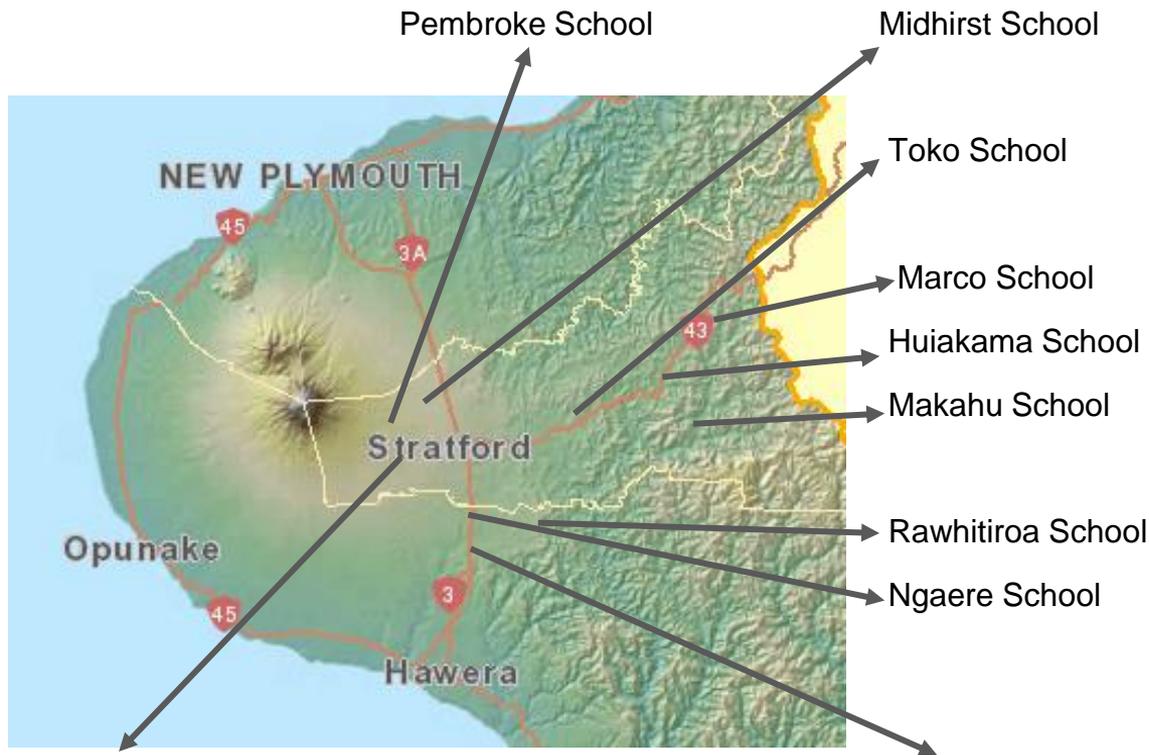
The kura tumuaki in the Kāhui Ako have a long association of working together. Sub-groups of smaller professional development clusters have been seeking to strengthen students' learning and teacher skills over the past years. This has seen a strong foundation of trust established which will be strengthened by the work of the community of learning.

The area also has a considerable number of varied early learning opportunities. Connections and links are established between ECE and schools.

Our kura fall within the following Iwi:

Our Schools and Communities:

In the heart of Taranaki . . .

Pembroke School

Midhirst School

Toko School

Marco School

Huiakama School

Makahu School

Rawhitiroa School

Ngaere School

Avon School, Taranaki Diocesan, St Joseph's, Stratford Primary, Stratford High School

Eltham School

Our Schools:

We are a diverse group of schools

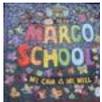|	
Avon School	Avon School is a full primary school located in South West Stratford. We maintain a strong focus on pastoral care to enhance the development of the whole child. We are guided by our STAR values, Self management, Teamwork, Aroha, Respect and Success.
Eltham Primary School	We are a full semi rural primary school situated in the Eltham community. Our vision is to create future achievers who will thrive in any environment they choose to live and work in. We are well-being focused with a strong impetus on building positive relationships, guided by our core values; whānaungatanga, honesty, respect and empathy.
Huiakama School	Huiakama is a small sole charge rural school 32 kms east of Stratford. Established and built in 1896 the school has been a pillar of the community since. We had the Matau community join us in 2012 when the Matau School closed. We currently have a roll of 16 children, all of whom are farming children.
Makahu School	Makahu School is a small isolated school 35 minutes east of Stratford off the Forgotten World Highway. Our students thrive on the opportunities that abound in our area, taking pride in the place they live in. Learning is authentic and based on what the students and whānau see as being important and relevant today and in the future.
Marco School	Marco School is a sole charge rural school 67 kms east of Stratford. We are the midway point of the Forgotten World Highway. We have a roll of 19 students, mostly all from farming backgrounds. Our students like to be involved in sports and looking after the environment. We are awesome problem solvers which is reflected in the school Vision - We can and we will.

Our Schools:

Pembroke School		We are a rural school on the doorstep of Mount Taranaki. At our school we empower students to become lifelong learners through ASPIRE and PEMBROKE.
Rawhitiroa School		We are a small, rural school 6 km east of Eltham. At Rawhitiroa School, we prepare our students for their future through Inquiry based curriculum focussing on learner agency and our school vision. (WAKA)
St Joseph's School Stratford		St Joseph's School is an integrated Catholic Primary School. It was established by the Mission Sisters in 1897. Our school cares and shares like Jesus, through serving others. The school is part of the local Catholic Parish – the Immaculate Conception Church. There is a strong sense of fellowship in the community and the school enjoys a high level of parent /parish involvement and support.
Stratford High School		We are a co-educational secondary school that has provided quality education to the communities of Stratford, Eltham and surrounding districts in the heart of Taranaki since 1897. Our goal through our HEART values (Honest, Excel, Aroha, Responsible, Tolerant) is to inspire in everyone the desire to be successful and to reach their potential.
Stratford Primary School		Stratford Primary is a full primary with 430 children. Our roll is made of 25% Māori students and 8 other ethnicities. Our focus is developing AIM High Learners who Achieve, Inquire and Show Manaakitanga to be the best they can be as lifelong learners.
Taranaki Diocesan		We are a state integrated Anglican boarding and day school for girls, established in 1914 and with a rolled capped at 200 students. We believe there are no limits to what each girl can achieve and we inspire our girls to leave our gates as courageous leaders, successful learners and resolute women.

Our Schools:		
Toko School		Toko School is a rural school situated 10 km east of Stratford at the beginning of the Forgotten World Highway. Our school is seen as the hub of our area and we enjoy fantastic support from the wider community. Our vision is "*quality learning for all in a caring community."*
Midhirst School		Midhirst School was first established in 1880. Entrenched with rich history, the school has grown. We have a current roll of 123 with 12% identifying as Māori. The majority of our students come from a farming background with 25% coming from the Stratford Township. Our School Motto is Ka Eke Tōku Pai, Our Best Always.
Ngaere School		Ngaere School is situated halfway between Eltham and Stratford with a roll of around 155. We have a mix of rural and town families who work together to ensure our children have the best opportunities to succeed through 'Living and Learning with Respect.'

Avon Kindergarten	Avon Kindergarten is situated on the outskirts of Stratford where we have a beautiful view of our maunga and surrounding paddocks. Our sessions have children aged from 2 to 6 yrs and our current roll is 36.
BestStart	BestStart Stratford is a mixed age centre for children from birth until the start of school. Our small cosy environment mirrors a whānau atmosphere, where all children enjoy their days together with a focus on growing supportive, respectful relationships across children of all ages and abilities. Our current roll is 43.
Eltham Kindergarten	Eltham Kindergarten is licensed to provide sessional education and care for children aged over two years. One-third of the children enrolled identify as Māori. The kindergarten philosophy emphasises responding to children's passions and current events, and partnerships with parents. We value and support, for all learners: Wonderment and Awe, Thinking and Questioning, Social Competence, Finding Humour, Respect, Creativity, Persistence, Curiosity, Confidence/Risk taking. Our current roll is 31.
Great Kids	Gr8 Kidz Childcare and Learning Centre is located in Stratford, in a purpose-built facility. The service has a Christian philosophy that aligns with the Vineyard Church ethos. The service provides education and care for up to 50 children, including 10 infants aged up to two years. Children benefit from warm, positive relationships with their peers and teachers. Learning conversations are relaxed and peaceful. Our current roll is 50.
Koru Kindergarten	Koru Kindergarten is located next to the Stratford High School Teen Parent Unit (TPU). It is used by parents attending the TPU and as well by the wider community. Education and care is provided for children aged from three months to school age and it is licensed for 42 children including 30 up to the age of two. The kindergarten's philosophy emphasises the importance of respect and understanding of each child's unique character, where children and adults can learn and grow together. Our current roll is 58.

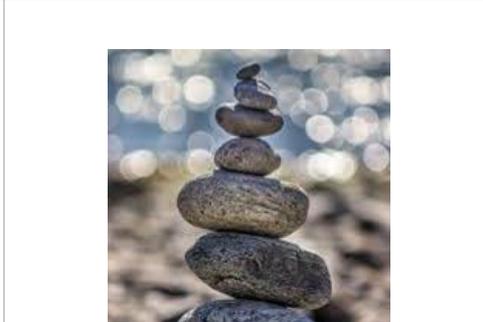|	
Little Steps	At Little Steps, we create a safe and engaging environment which promotes natural rhythms of play, discovery and self directed learning. Tamariki are supported and guided through loving relationships and genuine connections with their kaiako. Love, respect, and care are at the heart of all that we do. Here at Little Steps, family and community are highly valued and are an integral part of our curriculum. Our current roll is 51.
Natures Wonder	Nature's Wonder is a purpose built, beautiful and homely centre licenced for 12 under 2 year olds and 32 over two year olds, each with their own dedicated areas for play and development. We have dedicated teachers that provide a nurturing and loving environment for all our tamariki. Our philosophy is made up of three main pillars: Relationships, Nature and Beauty. Our current roll is 70.
Stratford Central Kindergarten	Stratford Central Kindergarten is licensed to provide all day education and care for children aged over two years. The kindergarten's philosophy emphasises the importance of relationships, inviting physical environments and teachers encouraging and supporting children. A parent committee supports the kindergarten with fundraising, finances and community events. The kindergarten is a new participant in the Enviroschools programme. Our current roll is 40.
Stratford Community Childcare Centre	Stratford Community Childcare Centre offers whole day care and education for children, including 12 up to two years old. The community-based, non-profit childcare organisation is governed by a committee of elected parents who support the management of the centre. Teachers notice children's interests and build on these to promote opportunities that nurture and develop social skills, resilience and persistence. Teachers play, learn and have fun alongside the children. Our current roll is 51.

Cultural Capacity	Transitions	Learner Agency	Wellbeing
Strengthening cultural understanding and partnerships with parents and community	Raising achievement through enhanced transitions	Enhancing learner agency within a localised curriculum	Enhancing learning by strengthening networks that constantly foster the development of well-being

Strengthening cultural understanding and partnerships with parents and community.

Belief:
It is important to our Kāhui Ako that our Māori students experience success as Māori.

Theory of Improvement:
If school leaders and teachers can create an environment where learners can succeed and be comfortable in their cultural identities, when their learning is tailored for and with students at the centre based on who they are, their interests, and their needs, then they can participate more fully in learning.

Strategic Goal:
To develop leadership and build capacity within schools through engagement with and between local iwi. In our Kāhui ako, whānau and iwi are part of the review, evaluation and setting of any new strategies. Professional learning opportunities for kaiako will be identified and Inclusive Practices will be evident across kura. Māori learners and iwi show leaderships and agency using our Taranaki based waiata, karakia, kupu, tikanga for our entire Kāhui Ako community.

Supporting Documents:
https://www.ero.govt.nz/publications/building-genuine-learning-partnerships-with-parents/moving-to-genuine-relational-and-learning-partnerships-with-parents-families-and-whānau/
https://www.ero.govt.nz/publications/building-genuine-learning-partnerships-with-parents/04-improving-educationally-powerful-connections-with-parents/

2021		
Inquire into inclusive practices. Identifying opportunities to build confidence and capability within our Kāhui Ako.	Inquire into inclusive practices. Develop cultural confidence and capability within our Kāhui Ako. Develop tuakana/teina relationships across kura.	Inclusive practices are evident across kura. Kaiako feel that they are supported, wherever they are with their development of inclusive practices.
Explore and develop relationships with iwi - Ngāti Maru, Ngāti Ruanui, Ngā Ruahine. Identify best ways for communication and connections.	Develop a strategy in partnership with iwi - Ngāti Maru, Ngāti Ruanui, Ngā Ruahine. Iwi are participating in and making decisions to support Māori learning. Whānau and iwi voice across the Kāhui Ako is sought.	The strategy is implemented in partnership with whānau and iwi. Whānau and iwi are part of the review, evaluation and setting of new strategy.
Identify relevant professional learning opportunities for kaiako.	Identify and develop professional learning opportunities for kaiako.	Identify and develop professional learning opportunities for kaiako.
Investigate and develop Taranaki based waiata, karakia, kupu, tikanga for our entire Kāhui Ako community. Discover and record our localised historical, cultural and ecological stories. Begin to embed these stories in our learning in meaningful ways through cultural revitalisation and curriculum building.	Kura have a commitment to using our Taranaki based waiata, karakia, kupu, tikanga for our entire Kāhui Ako community. Kāhui Ako explore ways to collaborate and share work between Kura. Developing a sense of oneness through shared experiences. Begin to embed these stories in our learning in meaningful ways through cultural revitalisation and curriculum building.	Māori learners and iwi are showing leadership and agency using our Taranaki based waiata, karakia, kupu, tikanga for our entire Kāhui Ako community. Kāhui Ako embed ways to collaborate and share work between Kura. A sense of oneness through established, regular and planned shared experiences. Whānau and iwi are part of the review and planning for greater engagement.

Achievement Challenge 1- Cultural Capacity

SUCCESS MEASURES:

2021
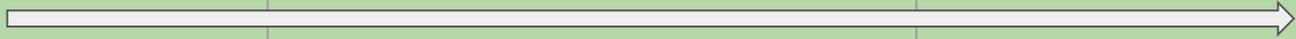
- Cultural leaders from across the Kāhui Ako wider community identified and partnering with all Kura to strengthen levels of cultural capacity within the classroom and wider school environment
- Culturally Responsive practice is evident in Mohoao Kura and ECEs with progress demonstrated on the CRP framework
- Kāhui Ako reviews held twice per year will demonstrate progress against the Kāhui Ako Development Maps with particular reference to Domain 5
- Partnerships with Iwi have strengthened across the Kāhui Ako, as determined by Domain 5 of the Kāhui Ako Development Maps A guide to support the development of a collaborative practice in Communities of Learning | Kāhui Ako (education.govt.nz)

A self review measuring tool – Cultural Capacity

	Beginning	Exploring	Developing	Embedding
Goal: *To develop leadership and build capacity within schools, through engagement with and between local iwi.*	In our Kāhui Ako, a leader has been identified to lead CRP in all learning centres	In our Kāhui Ako, a leader has been identified and PLD deliberately builds a connection with local iwi	In our Kāhui Ako, leadership is building capacity within schools by engaging, and building collective knowledge with local iwi	In our Kāhui Ako, leadership has strengthened capacity within schools and is working with and between local iwi is the expectation and the norm
Goal: *To have whānau and iwi part of the review, evaluation and setting of any new strategies*	In our Kāhui Ako, whānau and iwi have yet to engage with our KA strategy	In our Kāhui Ako, whānau and iwi are becoming an integral part of the KA strategy	In our Kāhui Ako, whānau and iwi have welcomed us onto their marae and have an equal voice in our KA strategy	In our Kāhui Ako, whānau and iwi are part of the review, evaluation and setting of any new strategies.
Goal: *To identify PLD opportunities for our kaiako, where inclusive practice is evident across our kura*	In our Kāhui Ako, professional learning opportunities for our kaiako have yet to be identified	In our Kāhui Ako, PLD opportunities for our kaiako have been identified and inclusive practices are being explored	In our Kāhui Ako, PLD opportunities for our kaiako are strengthening inclusive practices across our kura	In our Kāhui Ako, PLD opportunities for our kaiako have embedded inclusive practices across our kura
Goal: *To embed Taranaki tikanga, reo, waiata and karakia across the Kāhui Ako community*	In our Kāhui Ako, Māori learners and iwi have yet to engage deeply in our Taranaki culture	In our Kāhui Ako, Māori learners and iwi are exploring what it means to be based on land in Taranaki	In our Kāhui Ako, tikanga, reo, waiata and karakia of Taranaki and connection to iwi contribute to the engagement of Māori learners	In our Kāhui Ako, Māori learners and iwi are showing leadership and agency using our Taranaki based waiata, karakia, kupu and tikanga for our entire Kāhui Ako community.

Raising achievement through enhanced transitions

Belief: Through strong community bonds, shared understanding and trust, transitions between schools and educational levels will be successful for our learners.
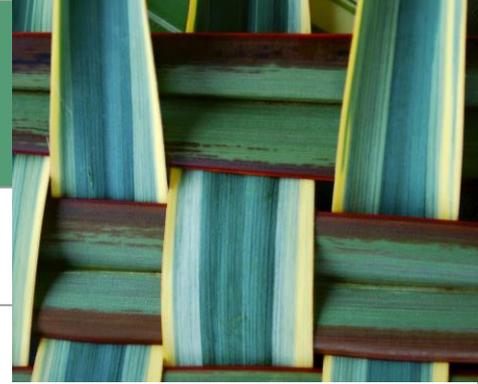
Our Theory of Improvement: Learners will benefit from more effective communication between teachers, leaders, whānau and students about all learners before, during and after transition to new schools and beyond. This will be most effective when it is embedded in shared knowledge, systems, processes; a connected, continuous and appropriately challenging curriculum; and shared events.

Strategic Goal: The communication between teachers, leaders, whānau and students about all learners before, during and after transition will be improved. There will be shared knowledge of systems, assessment, structures and events through each sector of our community. There is an agreed methodology for collecting data. Shared data is used and trusted to facilitate a smooth transition. Data is used to inform and reflect on kura practice.
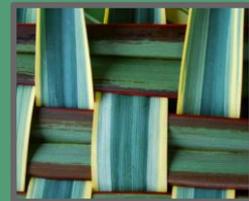
Supporting Documents:
https://www.ero.govt.nz/publications/evaluation-at-a-glance-transitions-from-primary-to-secondary-school/6-transition-from-primary-to-secondary-school/
https://www.ero.govt.nz/publications/continuity-of-learning-transitions-from-early-childhood-services-to-schools/

Achievement Challenge 2- Transitions

ACTIONS:

2021		
Identify an agreed methodology for collecting information including pastoral, learning support and achievement data in order to be able to use and trust shared data.	Consistently use agreed methodology for collecting data. Shared data is used and trusted to facilitate a smooth transition.	There is an agreed methodology for collecting data. Shared data is used and trusted to facilitate a smooth transition. Data is used to inform.
Establish and refine an agreed way of communicating information about ākonga.	Embed an agreed way of communicating information about ākonga. Openly share agreed information about ākonga.	Learning centres show fidelity to the agreed way of communicating information about ākonga, openly communicate agreed information about students and review effectiveness.
Through regular hui, share systems and practices that would support ākonga to transition well, remain in school, and achieve well.	Through regular hui, identify systems and practices that would support ākonga to transition well, remain in school, and achieve well.	Through regular hui, embed systems and practices that would support ākonga to transition well, remain in school, and achieve well.
To develop an understanding of how different kura approach Learning Areas.	To develop a shared language across kura as it relates to each Learning Area. Share best practice across kura.	Co-construct local curriculum resources.

Achievement Challenge 2 - Transitions

SUCCESS MEASURES:

2021

- All schools have the a wide range of information prior to ākonga transitioning to a new school, including agreements from ECE parents re sharing with schools in the transition process
- Systems are streamlined when students move from ECE to Primary, and from Primary to Secondary to ensure there is consistency in the process
- Partnerships with Learning Support Coordinators and RTLB have strengthened to assist in the transition process with targeted ākonga
- Ākonga and whānau feel supported in their transition to their next school
- Kura and Kaiako feel ready and well prepared for new ākonga at all levels of transition, including those new to the area
- All Kāhui Ako members have a shared understanding of transition processes and expectations for our Kāhui Ako
- Data transfer is seamless and systems are in place to maintain confidentiality and transparency
- Kura confidently share information between schools that is used ethically and without judgement
- Kāhui Ako reviews held twice per year will demonstrate progress against the Kāhui Ako Domain Maps
- Transition partnerships between primary and secondary have strengthened across the Kāhui Ako as determined by Domain 4 of the Kāhui Ako Development Maps A guide to support the development of a collaborative practice in Communities of Learning | Kāhui Ako (education.govt.nz)

Enhancing learner agency within a localised curriculum

Belief:
To have agency, is to possess the ability to exercise influence over one's circumstances.

Theory of Improvement:
In order to succeed, ākonga need to have high expectations of themselves as learners: ākonga who feel confident about their capacity to learn, who set high goals for their learning, and who work for themselves to construct enjoyable, challenging learning pathways for their futures.

This can only be achieved by teachers who clearly understand the nature of learning, the nature of the relationship that needs to be present to sustain learning and the ability to build on the following capabilities: building a learning focused relationship, clarity about what is to be learnt, assessment for learning, promoting further learning, active reflection, clarity about next learning steps.

Strategic Goal:
To continue to evaluate and refine our shared understanding and commitment within our community about learner agency/Learning Focussed Relationships, developing a consistent language across kura. Construct a process to evaluate our practice as a Kāhui ako, that ensures we refine the way that we improve teacher practice and agency throughout our Kāhui Ako.
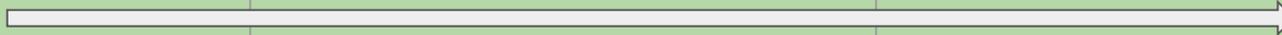
Supporting Documents:
https://www.ero.govt.nz/assets/Uploads/Leading-Innovative-Learning-in-Schools.pdf
https://www.ero.govt.nz/publications/teaching-approaches-and-strategies-that-work/developing-student-agency-and-motivation-through-effective-teacher-practices-and-inquiry/

Achievement Challenge 3- Learner Agency

ACTIONS:

2021 →→→		
Engage with school leadership to ensure support for those who are building capability around learner agency.	Develop a shared understanding and commitment within our community about learner agency/Learning Focussed Relationships. Explore consistency of language across kura.	Continue to evaluate and refine our shared understanding and commitment within our community about learner agency/Learning Focussed Relationships. Consistency of language across kura.
Engage with the community/ ākonga/whānau to inform the development of a an agentic learner within our Kāhui Ako.	Inform whānau of our schoolwide/Kāhui Ako wide understandings of agency through workshops, school meetings.	Continue to engage with the community to ensure there is a shared understanding of learner agency that leads to high levels of relational trust between all parties.
Begin to develop a culture of sharing and collaboration between kaiako about learner agency, within and across kura and settings.	Provide informal opportunities for kaiako to explore and observe learner agency in other settings. Relational trust builds between teachers.	Develop a process of evaluation that ensures we refine the way that we improve teacher practice and agency.
	Support students to gather "voice" from all kura to develop a shared understanding of a Central Taranaki learner.	Facilitate a Central Taranaki student group to raise issues and share ideas around learners and learner agency.

Achievement Challenge 3- Learner Agency

SUCCESS MEASURES:

2021			

- Kura will:
  - have their own localised and clearly outlined approach to Agency that has been co-constructed with staff
  - have developed a way to monitor both teacher and student progress in Agency across their school
  - seek student voice on the implementation of agency in their school

- Kiako will:
  - have had opportunities to observe and discuss agency with other teachers within and beyond their kura
  - understand that agency is complex and requires a more personalised approach, and be developing this in their spaces
  - make the skills, attitudes and behaviours of agentic learners explicit to students and provide specific feedback and feedforward
  - Involve all of their students increasingly in decisions for their learning, and encourage students to take the lead in different ways
  - provide more opportunities for students to learn across the curriculum, through rich experiences and meaningful contexts

- Kāhui Ako will:
  - Carry out reviews twice per year that will demonstrate progress against the Kāhui Ako Domain Maps
  - Learning focussed relationships are strengthened across the Kāhui Ako as determined by Domain 1 of the Kāhui Ako Development Maps
    A guide to support the development of a collaborative practice in Communities of Learning | Kāhui Ako (education.govt.nz)

Enhancing learning by strengthening networks that constantly foster the development of student wellbeing

Belief: If students are positive, have a strong sense of identity and belonging, and connect well with others, they will achieve high levels of success.

Theory of Improvement: Wellbeing is vital for student success. Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning, and their social-emotional behaviour.

Strategic Goal:
Kāhui Ako Leaders will show fidelity to the agreed tools and collation method for wellbeing data. This data will feed forward to strategic actions by the Kāhui Ako. Kāhui Ako wide professional learning on relational practices will enable hauora practices in all kura, that support the premise that ākonga and kaiako are free from racism, discrimination and unconscious bias. The Kāhui Ako will effectively collaborate with outside agencies to work with whānau and kura to provide wrap-around support for vulnerable ākonga across our Kāhui ako.
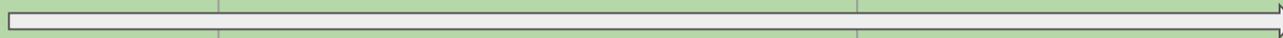
Supporting Documents:
https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/useful-wellbeing-resources/

Achievement Challenge 4- Well Being

ACTIONS:

2021		
Explore and use NZCER wellbeing tools.	Carry out and respond to the "Wellbeing at school" survey.	Carry out and respond to the "Me and My School" survey.
Kāhui Ako wide professional learning on relational practices to enable hauora e.g restorative practices, digital citizenship, brain research.	Kāhui Ako wide professional learning on relational practices to enable hauora e.g restorative practices, digital citizenship, brain research.	Kāhui Ako wide professional learning on relational practices to enable hauora e.g restorative practices, digital citizenship, brain research.
Identify challenges our kura face in ensuring that all ākonga and kaiako are free from racism, discrimination and unconscious bias.	Develop across context conversations in all kura that support the premise that all ākonga and kaiako are free from racism, discrimination and unconscious bias.	Begin to use practices in all kura that support the premise that ākonga and kaiako are free from racism, discrimination and unconscious bias.
Establish relationships with outside agencies to work with whānau and kura to provide effective wrap-around support for vulnerable ākonga.	Establish Kāhui-wide protocols for working with outside agencies to work with whānau and kura to provide effective wrap-around support for vulnerable ākonga.	Effectively collaborate with outside agencies to work with whānau and kura to provide wrap-around support for vulnerable ākonga across our Kāhui ako.

Achievement Challenge 4 - Well Being

SUCCESS MEASURES:

2021

- Kura will engage with the NZCER wellbeing surveys to identify their school wide goals – then use these measures as on-going evidence of wellbeing improvement
- Annual Term 2 attendance data and on-going stand down and suspension evaluation will demonstrate that progress is being made with overall student wellbeing. The Lunch in Schools programme will also be considered as a success measure for wellbeing
- Partnerships with Learning Support Coordinators have strengthened when working with kura and whānau of targeted ākonga
- Partnerships with local agencies have strengthened across the Kāhui Ako as determined by the Domain 5 of the Kāhui Ako Development Maps A guide to support the development of a collaborative practice in Communities of Learning | Kāhui Ako (education.govt.nz)
- Partnerships with whānau have strengthened as evidenced by increased engagement in each Kura

Supporting Strategies – How we will get there . . .

Through Collaborative Leadership Aspiration: *Effective capable leaders collaborate within and across schools to lift practice and build capabilities*	**Actions:** ● Building capacity across and within schools through coaching and mentoring - Emerging Leaders/ AP & DP Network Meetings/Principal Leadership Meetings established ● Collaboratively design effective learning support across our Kāhui Ako and share good practice for inclusion of all learners. Establish a SENCO network ● Co-construct PLD applications and delivery plans to address agreed targets ● Organise Super Staff Meetings/Teacher Only Days to share what works and why ● Building Capacity within our ASL and WSL teams and creating a shared space to work in.
Through Collective Responsibility Aspiration: *We work together to achieve desired outcomes.*	**Actions:** ● Develop a culture with a willingness to try new teaching approaches, set challenging goals, and attend more closely to the needs of students who require extra assistance ● Work closely with community organisations - Stratford District Council, Business Associations, Iwi ● Provide opportunities for kaiako to participate in important school and Kāhui Ako wide decisions to reach consensus on goals ● Through the use of inquiry time, provide opportunities for teachers to network and observe practice across schools ● Provide opportunities for robust discussions around practice, which can lead to collaborative practice analysis ● Leaders commit to exploring teacher and staff wellbeing within their own settings ● Implement a clear communication strategy.

Supporting Strategies - How we will get there . . .

Through Utilising Teaching as Inquiry or Learner Inquiry Through Effective Pedagogy Aspiration: *All learners (including teachers) demonstrate an inquiry disposition, are actively curious, and open to learning.*	**Actions:** ● Develop an effective pedagogy that is underpinned by culturally responsive practice ● Develop teaching approaches that research shows to have a consistently positive impact on student learning ● Regular opportunities for Kaiako to share their inquiries in action ● Evaluate strategies used across schools through teacher inquiries ● Develop an effective pedagogy that is underpinned by culturally responsive practice ● Showcase creativity and innovation.

Our Data Story . . .

Wellbeing@School Data Collected in 2019	1 - 2 hour video call about data. One principal face to face meeting (half day). Face to face half day workshops with school and then Kāhui Ako to summarise and plan next steps did not occur because of lock down. Is it worth continuing with this focused on last year's data? What might the current wellbeing challenges now be?
Me and My School - Data Collection in 2020	Work in progress
Responsive Transitions to school self assessment	Learning Pathway matrix. Agreed tikanga within transition between ECE and Primary. Agreed transition document between ECE and Primary. Agreed transition document between Primary and Secondary. Teacher Voice surveys
Decide on an appropriate methodology to collect data on learner agency, transitions, cultural capacity	Work in progress
Domain Maps	Work in progress
Maths PAT	This was collected in 2019. There was a lot of inconsistencies in terms of collection of data, modifications to how the assessments were implemented, carried out and marked. A lot of work to do around data implementation and collection to ensure consistency of practice.
Writing e-asTTle collected	

Measures of Progress...

Wellbeing surveys - NZCER: My and My School, Wellbeing@School
PAT Maths
e-asTTle Writing
Development Maps
Teaching as Inquiry
Attendance Information
Stand down and suspension information
Learning Support Register
School Leaver Qualifications
NCEA Data

Data Collection:
In order to have an overview of progress and achievement of our tamariki and kiako in our Kāhui Ako, we have agreed there is some data that is needed to be collected so we can identify trends and patterns across our community and how this relates to our achievement challenges.
As a Kāhui Ako, we decided that two tools were going to be used: e-asTTle Writing (yr 1-10) and PAT Maths (yr 3-10). The above data was collected for the first time at the end of 2019. A number of challenges became apparent because the assessment was carried out in a variety of ways and information presented in a variety of ways. Therefore it was agreed that we needed a documented process so the data team could make sense of the data.
At the beginning of 2020, a data team with representatives from many of our schools was created to look at the data we had and to make recommendations moving forward.

The three achievement challenges were set by our Kāhui Ako in 2017. After one year of progress we determined that they were not a reflection of what our membership believed needed to be the focus from the outset. The narrow focus on Literacy and Numeracy took the focus away from what the real challenges were in our community of schools. These challenges were and still are:

- Strengthening cultural understanding and partnerships with parents and community
- Raising achievement through enhanced transitions
- Enhancing learning by strengthening networks that constantly foster the development well-being
- Enhancing learner agency within a localised curriculum

The above challenges are now reflected in our revised Kāhui Ako Achievement Challenge Plan.

The initial challenges that were set in consultation with the Ministry of Education are as follows:

Achievement Challenge One: This challenge focused on increasing student achievement in writing, with a focus on success for boys and success for Māori.

Achievement Challenge Two: This challenge focused on increasing student achievement in mathematics.

Achievement Challenge Three: This challenge focused on lifting NCEA levels, with a focus on reducing the gap between boys and girls, Māori and non Māori.

Once the above challenges were endorsed it was agreed by our Kāhui Ako Principals that a lot of other work needed to occur before we could begin to look at the above challenges.

Initially this involved "coherence making". How were we as a group going to integrate our diverse elements, relationships and values? A lot of time was invested in the principals working together, getting to know each other and or each other's schools. Foci have included: leadership practises, assessment tools we use, transitions, and learner profiles. Developing a deep understanding of the purpose and nature of the work of the Kāhui Ako was a high priority. Which then filtered to Boards of Trustees and staff in all our schools and Early Learning centres.

Greater consultation needed to occur across our Kāhui Ako. As a result two Kāhui Ako Teacher Only Days have occurred that have allowed for across sector collaboration, sharing and networking to focus on the educational challenges in our community. Many super staff meetings have occurred that have allowed for across school sharing to take place. This has assisted with the refresh of the our Achievement Challenges. Boards of Trustee huis have taken place and presentations at local community groups.

Leadership development opportunities were created for Aspiring/Emerging Leaders and for our Principal's group and most recently the development of an AP/DP networking group.

Aspiring/Emerging Leaders Purpose:

To respond to readings and videos as part of our collective knowledge building during this Emerging Leaders PLD programme

➹ To participate in reflections and share perspectives

➹ To contribute to this Kāhui Ako professional learning online space

AP/DP Network Purpose:

The purpose of this AP/DP group is to create a professional development group for APs and DPs to achieve the following:

1.   To form a local network of AP/DPs for professional discussion on leadership.
2.   To make sense of the AP/DP position in the Kāhui Ako.
3.   To enable discussion and learning about effective leadership and change management.
4.   To develop the inquiry around the achievement challenges in the Kāhui Ako.
5.   To be responsive to the needs created from the participants.

Transition conversations and discussions have taken place.   An Early Years Transition Network has been working closely together over this time. Transition to school has been a major focus. A matrix has been created to assist school/ kura/Kāhui ako leaders to review their strengths, needs and processes as they seek to work collaboratively with Early Learning Centres to ensure purposeful and seamless transitions for all learners. The matrix is focused on the critical areas to be considered around the process to be followed in order to achieve this.

There are four areas to be considered:

● Strong Leadership: Exploring vision for learning pathways. What is already in place and where do we want it go?

● Collaborative Relationships: Looking at strengthening positive and mutually respectful relationships between school, parents/whānau & early childhood services. How are we currently engaging with community and service providers?

● Curriculum that supports transition: Exploring Te Whāriki and the New Zealand curriculums. How are we bridging the two curriculum documents for our learners?

● Practices that respond to each transitioning child: Knowing and nurturing individual learner, their family and whānau. Are we ready for the child and family/whānau?

Transition from Year 8 to Year 9 has also been a focus. The big questions have been:
1. How do we make sure that we are ready for our year 9 cohort?
2. How do we ensure that our year 9 cohort are ready for us?
Network meetings focussed on transitions, curriculum and assessment data both qualitative and quantitative.

Data collection has been problematic. Now that schools are not collecting data on National Standards we are working closely to look at what data we will collect and how we will collect and present this.   During 2019 it was agreed to collect Mathematics PAT, e-asTTle writing and NZCER wellbeing data. There is much work to do about how we collect and analyse the data to ensure consistency, accuracy and reliability across all our schools. As a result, it was very difficult to draw any conclusions from the data. Next step to create better systems for collecting Kāhui Ako data. Alongside this we want to know how data can be used when children transition from one kura to another especially from Year 8 to Year 9.

Our principals have been working with our PLD Facilitator focused on developing Principal cultural capacity.
Purpose: To respond to readings and videos as part of our collective knowledge building re CRP
➥ To participate in reflections and share perspectives
➥ To contribute to the Kāhui Ako professional learning online space
We have appointed a support Principal to assist with leadership in this area.
Links have been strengthened with local iwi - Ngāti Maru, Ngā Ruahine, and Ngāti Ruanui.
Our focuses as a principals' group are - Tangata Whenuatanga and Connecting learners with whānau/ community and environment. We are developing actions to answer - How will we ensure that learners are empowered and connected to whānau, land, and community. That all parties share their ideas and are confident in their identity and feelings of belonging.
Our Support Principal is attending monthly meetings at Whakaahurangi Marae to develop partnerships and to truly engage with how the Kāhui Ako and Marae can work in unison.

Development Maps were explored as potential framework for evaluation and goal setting by Lead Principals and ASTs. An initial evaluation was done, based on this framework. Further targeted evaluation (perceptions of trust and belonging) was done at the annual Teacher Only Day. It is intended that the development maps will be further investigated to enable more teachers and the community to contribute to evaluation and planning in the future.

Our Combined Strengths and Weaknesses . . .

Common strengths include:

- identifying student progress and achievement using an appropriate range of assessment tools in many schools
- achievement targets appropriately focused on students who need their progress accelerated in most schools
- internal moderation of assessment data informs reliable judgements in relation to National Standards
- involvement in cluster school networks
- established curriculum vision and values
- suitable response to student wellbeing and their pastoral needs
- respectful relationships between students and teachers in many schools,
- leaders promoting collaborative practices that contribute to improving outcomes for students
- generally sound governance.