Tõ Tãtou Haerenga

North Waikato Kãhui Ako
Achievement Challenge Proposal 2018 - 2020

Rationale

To provide clear and purposeful pathways for our learners that meet their educational and emotional needs.
To grow and empower quality teachers and leaders who draw on collective strengths through ongoing collaboration.
To engage and educate our community to be active participants in their children's learning.

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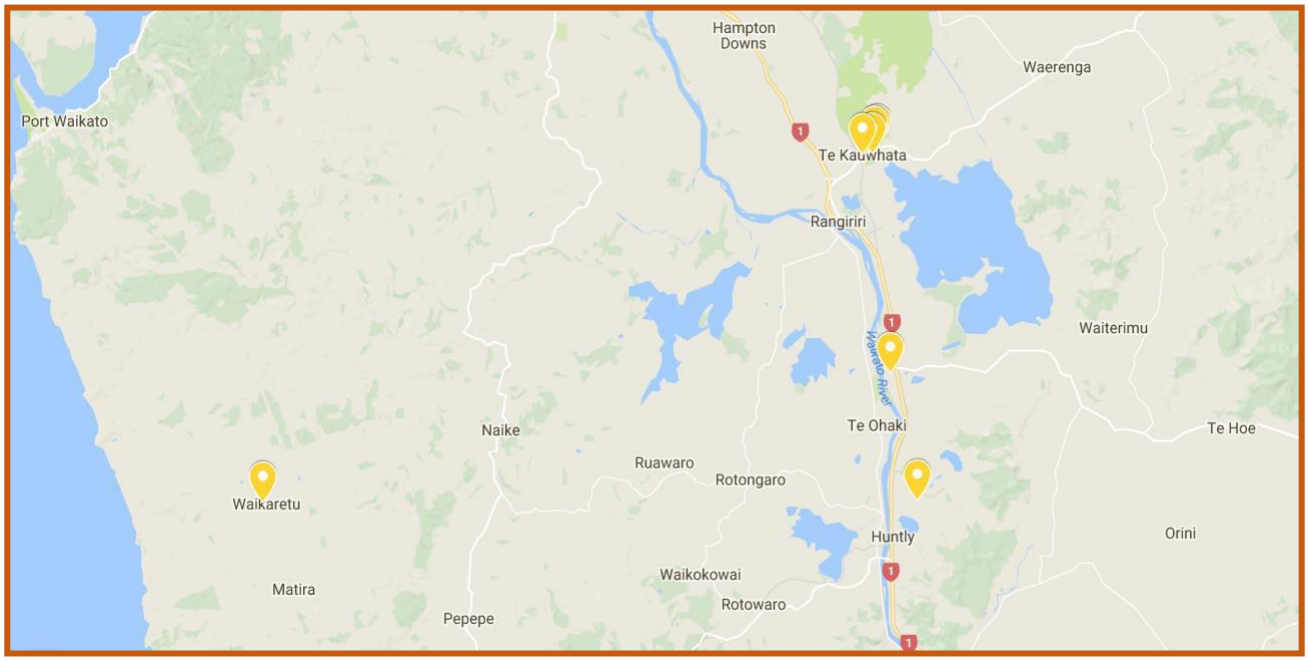
Introduction and background

Who we are and where we come from:
Tõ Tãtou Haerenga is a community of learners who draw from the North Waikato region, between Huntly to the south, Waikaretu to the west and Ohinewai and Te Kauwhata to the north.

Our Kãhui Ako comprises one college, one contributing primary school, three full primary schools and four early childhood centres. We are commited to working and learning together to improve the educational outcomes and futures of all our tamariki. The majority of the local children and students from Te Kauwhata complete their ECE and schooling within the township. Most students from Waikaretu and many from Ohinewai and Kimihia feed into Te Kauwhata College from Year 9 onwards.

Our kura and centres:

- Te Kauwhata College
- Te Kauwhata Primary
- Ohinewai School
- Kimihia School
- Waikaretu School
- Te Kauwhata Childcare and Learning Centre Under 3s
- Te Kauwhata Childcare and Learning Centre Overs 3s
- Suits and Gumboots Country Daycare
- Te Kauwhata Playcentre



Many of our Māori learners' whakapapa to Waikato Tainui, Ngāpuhi and Waikato. Ngati Nāho are our Mana Whenua who look after our area, with Waikato Tainui as our greater overseers.
Te Kauwhata College is engaged in the Kawenata programme with Waikato Tainui.

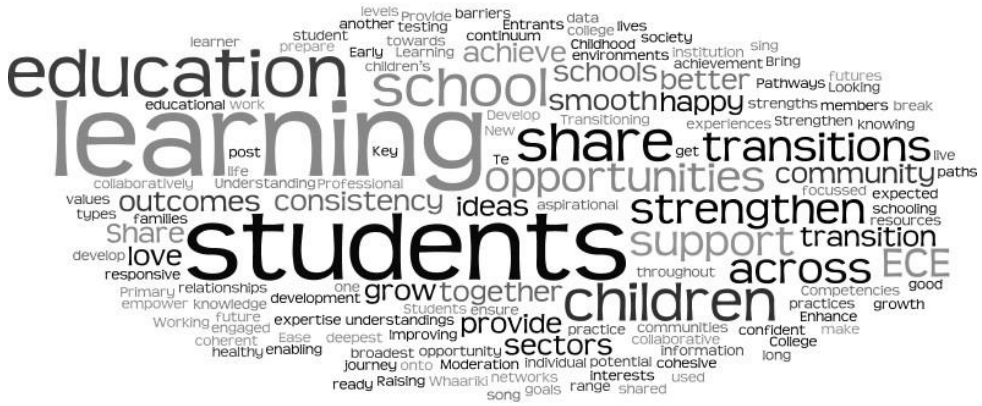
Our schools and centres are fortunate to have valuable relationships with many local Marae, including Maurea, Waikare, Horahora, Taniwha, Te Kauri, Te Ohaki, Kaitumutumu, Waahi.

Our statistical profile (as at July 2017):

	Māori	Pacific	NZE	Total
Te Kauwhata College (Years 7-13)	177 (36%)	28 (6%)	247 (51%)	488
Te Kauwhata Primary (contributing)	102 (37%)	9 (3%)	146 (53%)	274
Ohinewai School (full)	64 (47%)	2 (1%)	67 (50%)	135
Kimihia Primary (full)	192 (54%)	33 (9%)	120 (36%)	358
Waikaretu School (full)	10 (63%)	-	6 (37%)	16
Suits and Gumboots Country Daycare	14 (22%)	2 (3%)	39 (61%)	64
Te Kauwhata Child Care and Learning Centre (Under 3)	6 (33%)	-	12 (67%)	18
Te Kauwhata Childcare and Learning Centre Overs Threes	4 (9%)	-	39 (85%)	46
Te Kauwhata Playcentre	7 (23%)	2 (7%)	21 (70%)	30
Totals	**576 (40%)**	**76 (5%)**	**697 (48%)**	**1429**

Tō Tātou Haerenga ~ Our Journey

Our journey began in Term 1, 2017 when an expression of interest was made to form our Kāhui Ako. Prior to t lers met regularly to sh



To celebrate t was held with schools, l red:

WHY? WHAT IS OUR CAUSE? WHAT DO WE BELIEVE?

- To lift the achievement of the children
- To build relationships and get to know our tamariki, whanau and community
- Acknowledge the learning they already come with
- To make transition between education providers smoother
- The right to a quality education
- To enrich the education of our children and ensure a safe and supportive learning environment.

HOW? THE PROCESS. ACTIONS TAKEN TO REALISE OUR WHY

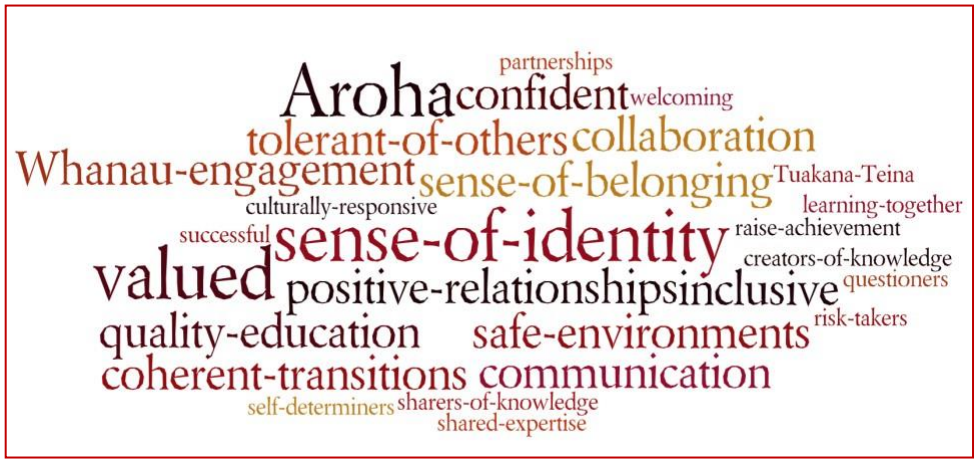
- Professional development

- Communication between sectors
- A collective and shared understanding of education at varying levels
- Sharing expertise
- Effective pedagogy
- Inter school relationships
- Role modelling to the children, staff and parents and whanau

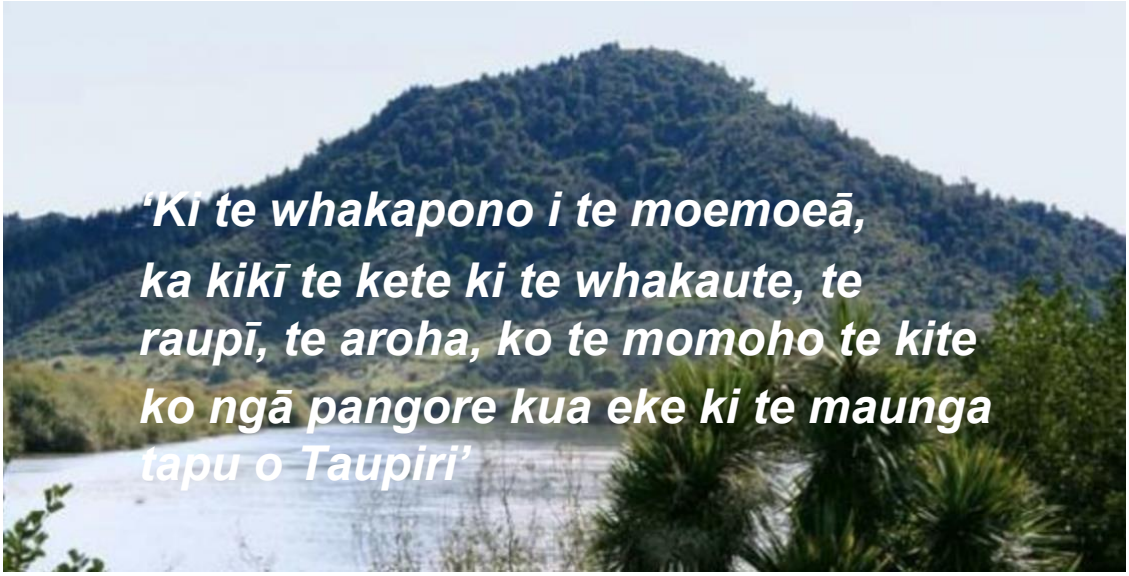
WHAT? WHAT IS THE DESIRED RESULT?

- Raise achievement
- Smoother transitions for all years
- Collaborative Learning
- Share specialised skills
- Share learning opportunities and professional learning and development
- Confident learners
- Shared resources
- Group discussion
- Professional respect
- Student Led learning

A community hui was held to gather further voice and aspirations:



From here our Whakatauaki, Our Vision was created…



If (we) believe in the dream/vision, (and our) kete is filled with respect, support and love, (you) will see the rewards, (which will be that) the children reach the (highest) pinnacle of Taupiri.

Ref. Tō Tātou Haerenga ~ North Waikato Kāhui Ako

Framing our Challenge

Data sources informing our priorities:

- 2017 achievement data
- Schools attendance data ~ Term 1, 2018
- ERO North Waikato Kāhui Ako Report, September 2017
- Ministry of Education Learning Support Provision, 2017: Kāhui Ako data
- Waikato Tainui Education Matrix

Achievement Data 2017

Years 1 – 6

- %age achieving at or above expectation

	Reading	Writing	Mathematics
All students	76% (481)	73% (461)	73% (461)
Boys	70% (235)	65% (217)	65% (217)
Girls	82% (246)	81% (242)	81% (242)
NZ Māori	67% (196)	63% (183)	63% (183)
Pasifika	84% (27)	87% (28)	87% (28)

Years 7-10

- %age achieving at or above expectation

	Reading	Writing	Mathematics
All students	43% (161)	40% (148)	49% (184)
Boys	39% (78)	39% (78)	50% (100)
Girls	55% (80)	51% (73%)	58% (84)
NZ Māori	38% (59)	32% (49)	40% (61)
Pasifika	29% (5)	35% (6)	35% (6)

NCEA Achievement 2017

- %age passed

	Year 11 Level 1	Year 12 Level 2	Year 13 Level 3	Year 13 UE
All students	73%	83%	66%	37%
Boys	65%	70%	50%	20%
Girls	82%	95%	75%	45%
NZE	78%	91%	78%	43%
NZM	54%	42%	66%	33%
Pasifika	100%	100%	33%	-

Our data is drawn from a combination of National Standard OTJs, e-asTTle and PAT assessments. As National Standards data is not being collated any longer we are unable to rely on MOE collation of this for 2017. By the end of 2018 we will have a set of cleaner and more reliable data across our Kāhui Ako. This data, however, is reflective of the identified needs within our learning environments.

From a historical perspective the same trends remain evident around our Māori and boy's achievement with continued concern at the significantly lower percentage of expected

achievement for our Years 7-10 Māori students and boys, compared to that of our European students.

The 2016 National Standard achievement data below for Years 1-8 is evidence of this.

Percentage of students at or above National Standards			
2016	Mathematics	Reading	Writing
All students	68.6%	74.5%	66.8%
Girls	71.7%	79.0%	77.3%
Boys	65.8%	70.5%	57.4%
Māori	66.0%	68.1%	61.5%
Pasifika	62.5%	62.5%	57.5%
Asian	58.5%	75.6%	73.2%
Other	50.0%	100.0%	66.7%
European	72.9%	81.2%	72.0%
Year 1	78.5%	48.6%	61.9%
Year 2	71.1%	70.4%	66.7%
Year 3	81.6%	82.0%	74.0%
Year 4	71.0%	77.6%	72.9%
Year 5	73.8%	80.0%	70.4%
Year 6	74.7%	78.0%	69.2%
Year 7	53.3%	77.1%	53.8%
Year 8	49.6%	80.9%	65.6%

Number of students at or above National Standards – Mathematics					
	Well below	Below	At	Above	Total Students
All students	90	186	398	205	**879**
Girls	35	82	213	84	**414**
Boys	55	104	185	121	**465**
Māori	43	87	174	78	**382**
Pasifika	8	7	18	7	**40**
Asian	7	10	14	10	**41**
Other	1	2	1	2	**6**
European	31	80	191	108	**410**
Year 1	4	19	70	14	**107**
Year 2	7	26	64	17	**114**
Year 3	4	14	66	14	**98**
Year 4	5	26	43	33	**107**
Year 5	9	24	58	35	**126**
Year 6	4	19	36	32	**91**
Year 7	23	26	34	22	**105**
Year 8	34	32	27	38	**131**

Number of students at or above National Standards – Reading					
	Well below	Below	At	Above	Total Students
All students	91	133	329	326	879
Girls	29	58	156	171	414
Boys	62	75	173	155	465
Māori	49	73	144	116	382
Pasifika	8	7	15	10	40
Asian	5	5	17	14	41
Other	0	0	4	2	6
European	29	48	149	184	410
Year 1	21	33	37	14	105
Year 2	11	23	43	38	115
Year 3	9	9	51	31	100
Year 4	6	18	39	44	107
Year 5	11	14	56	44	125
Year 6	7	13	27	44	91
Year 7	10	14	36	45	105
Year 8	16	9	40	66	131

Number of students at or above National Standards – Writing					
	Well below	Below	At	Above	Total Students
All students	115	177	433	154	879
Girls	28	66	222	98	414
Boys	87	111	211	56	465
Māori	49	98	197	38	382
Pasifika	7	10	18	5	40
Asian	7	4	22	8	41
Other	1	1	0	4	6
European	51	64	196	99	410
Year 1	5	35	61	4	105
Year 2	14	24	63	13	114
Year 3	7	19	60	14	100
Year 4	13	16	52	26	107
Year 5	15	22	70	18	125
Year 6	10	18	45	18	91
Year 7	28	21	35	22	106
Year 8	23	22	47	39	131

Attendance Data ~ Term 1, 2018

School	All	Boys	Girls	NZ Māori	Pasifika
TK College	87	87.4	86.4	84.5	84
Kimihia	91.5	92	91	90	89
Ohinewai	89	88.4	87.3	86.7	N/A
TK Primary	93	93	93	91	85
Waikaretu	86	84	91	84	N/A
Average	**89.3**	**88.9**	**89.7**	**87.2**	**86**

This Term 1 data reflects where there are similarities and disparities between schools, and within schools, and between cohorts of students. By developing clear actions through our higher level planning we can work together, alongside our communities to improve these attendance percentages.

Intended shifts:

- That overall attendance, by 2020, exceeds 91%

The Education Review Office North Waikato Kāhui Ako Report, September 2017, identifies the following areas of strengths and where improvement is needed:

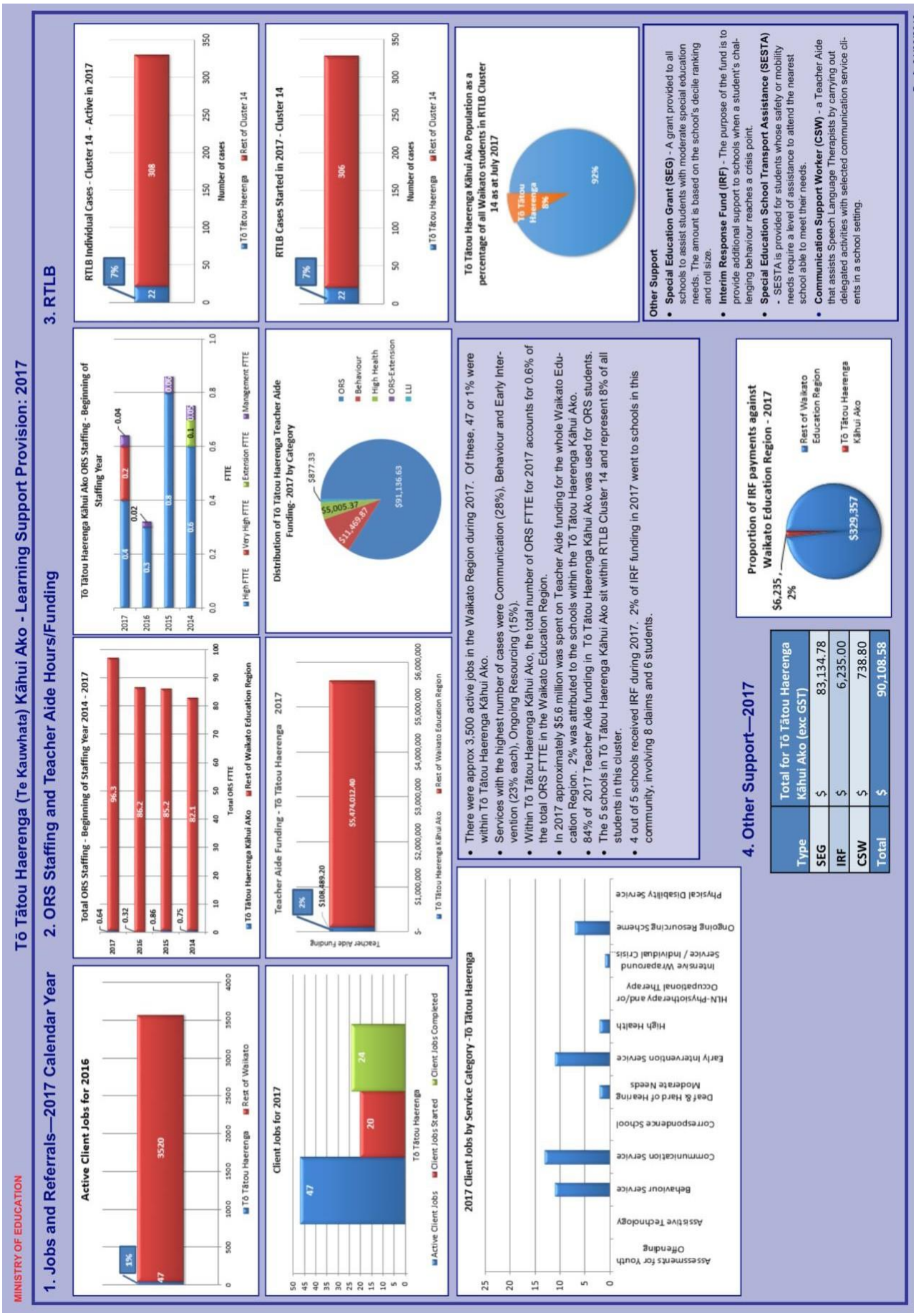
Common strengths include:

- sound professional leadership
- good use of assessment by leaders, trustee's and teachers
- the increasing presence and visibility of Māori culture, language and identity
- a contextually relevant and inclusive curriculum and school/service culture
- strong parent and community support.

Areas for improvement include:

- the implementation of consistent practice across the CoL with a deliberate focus on raising the achievement of Māori children who are underachieving in literacy and mathematics
- strengthening internal evaluation processes and practices within the CoL, to enable leaders, trustee's and teachers to evaluate the effectiveness of school/service systems, process and practices, in relation to children's learning
- further developing learning partnerships with parents', whānau and Waikato-Tainui hapu and iwi
- strengthening the consistency across the CoL, in the way teachers use individual student achievement information to better track, monitor and plan for individual children's learning
- strengthening aspects of staff appraisal to include teaching as inquiry with a focus on accelerating the progress of those children identified as needing additional support in learning.

Ministry Education: Learning Support Provision 2017



MINISTRY OF EDUCATION

Tō Tātou Haerenga (Te Kauwhata) Kāhui Ako - Learning Support Provision: 2017

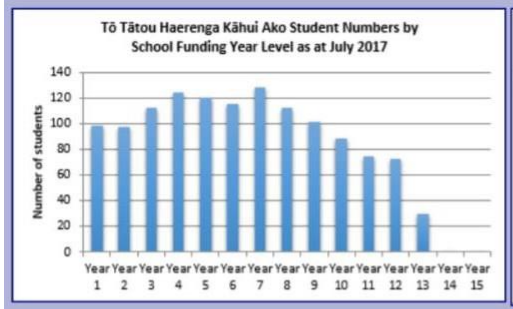
Demographic Overview

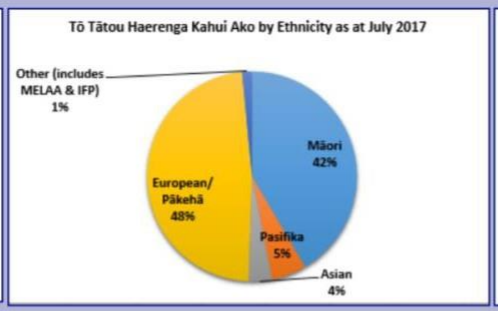
99193				July 2017 Roll	Māori	% Māori	Pasifika	% Pasifika	PB4L (year started)		Incredible Years
Sch ID	Tō Tātou Haerenga – Our Journey (North Waikato) - 5 schools / 4 Early Learning Services	School Type	Decile	1402	575	41%	74	5%	School Wide	Restorative Practices	
115	Te Kauwhata College	Secondary (Year 7-15)	4	488	177	36%	28	6%	2014	2017	
1777	Kimihia School	Full Primary	3	358	192	54%	33	9%			Y
1856	Ohinewai School	Full Primary	3	135	64	47%	2	1%	2012		Y
2005	Te Kauwhata Primary School	Contributing	5	274	102	37%	9	3%			Y
2052	Waikaretu School	Full Primary	6	16	10	63%	0	0%			
25216	Te Kauwhata Playcentre	Playcentre		22	4	18%	0	0%			
30071	Te Kauwhata Childcare and Learning Centre Over Threes	Education & Care		37	11	30%	0	0%			
30331	Te Kauwhata Childcare and Learning Centre Under Threes	Education & Care		12	2	17%	0	0%			
45796	Suits and Gumboots Country Daycare Ltd	Education & Care		60	13	22%	2	3%			

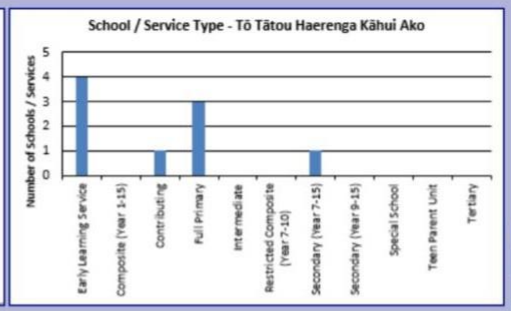
- Tō Tātou Haerenga Kāhui Ako (Te Kauwhata) is currently comprised of 5 schools— 1 contributing primary, 3 full primary, 1 secondary school (yr 7-15) and 4 Early Learning Services with an approximate combined roll of 1402 students (based on July 2017 school roll & June 2015 ECE enrolment data).
- 41% of students in Tō Tātou Haerenga Kāhui Ako identify as Māori (includes pre-school age).
- 71% of school age students within Tō Tātou Haerenga Kāhui Ako are primary school level (Y1-8) as at 1 July 2017.
- 2% of the total school age population within Waikato Education Region are from schools within Tō Tātou Haerenga Kāhui Ako.
- Students from this Kāhui Ako have access to the Huntly AE consortium which caters to students in the Huntly and Te Kauwhata areas. During 2017 5 students from within this Kāhui Ako were enrolled in AE, 17% of all students enrolled in AE during 2017. Two of these students returned to regular schooling. Alternative Education is accessible for alienated students aged 13—16 yrs.
- The 2017 suspension rate for Tō Tātou Haerenga Kahui Ako is well above average for the Waikato Education Region, with the majority of these suspensions coming from 1 school in the community. However 86% of suspended students returned to the suspending school. The exclusion rate is marginally above the average for the region.

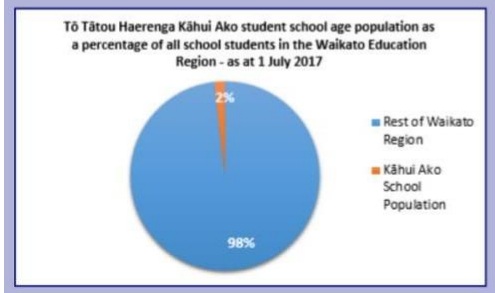
ECE Prior Participation represents a year ended. For example, data for the year ended June 2017 relates to all children starting school between 1 July 2016 and 30 June 2017.

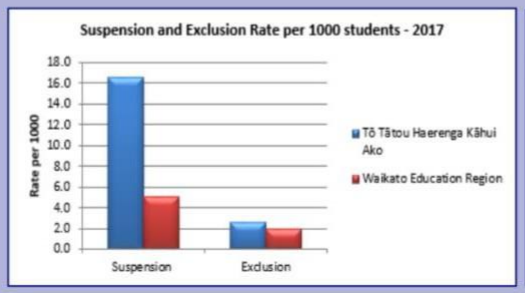
The participation rate for all students starting school at Tō Tātou Haerenga Kāhui Ako schools is 96.8%. There were less than 5 students who did not attend ECE prior to enrolling at school.

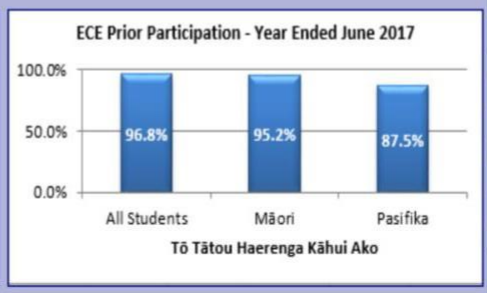












Acronym/Term	Definition
AE	Alternative Education
CSW	Communication Support Worker
EIS	Early Intervention Service
FTTE	Full-time Teacher Equivalent
IRF	Interim Response Fund
Kāhui Ako	Community of Learning | Kāhui Ako
LLI	Language and Learning Intervention
LSF	Learning Support Funding
ORS	Ongoing Resourcing Scheme
PLD	Professional Learning Development
RTLB	Resource Teacher – Learning and Behaviour
SEG	Special Education Grant
SENCO	Special Education Needs Co-ordinator
SESTA	Special Education School Transport Assistance

Following analysis and discussion around these Learning Support statistics we have determined the following to be priority for our Kāhui Ako:

Our goals:

- To provide Learning Support systems and programmes that reflect and address the needs of our tamariki, and the voices of their Whānau.
- To provide a support network that reflects and acknowledges the strengths of our teams and draws on the expertise and services offered through Learning Support and other agencies, maintaining key relationships with all stakeholders.
- Improve the educational outcomes for all tamariki in our Kāhui Ako.

To achieve these we will:

- Appoint one Kāhui Ako lead support principal to oversee the establishment and functions of an across Kāhui Ako Learning Support register and SENCO team.
- Appoint one across-school teacher who will be directly linked with Learning Support and liaise closely with the lead support principal to ensure programmes of learning and staff PLD are supported to thus impact positively on student achievement for those targeted students.
- Establish our Kāhui Ako SENCO team ~ Ko too taatou pehonga raupii - Our Support Group
- Collate current across Kāhui Ako learning support data to establish our Learning Support register by the appointed across-school teacher in consultation with lead support principal and all SENCO
- Develop a comprehensive implementation plan that will reflect the 6 elements of Learning Support delivery and the needs of our tamariki.
- Work closely and in consultation with the Ministry of Education Learning Support delivery team.
- We will carefully manage transitions both between ECE and Primary, Primary and College, and College and Tertiary AND also transitions within schools - specific to our priority learners
- As part of our high level plan statistics and measures we will determine how many of our priority learners have learning support in place now, to be able to track and monitor trends and patterns accurately.
- Our intention is to track and monitor attendance and make links with learning progress for our priority students.
- ECE: For those children receiving their 20 free hours per week; our intention is to monitor their attendance in relation to their readiness for school. Thus, helping schools plan for programmes that reflect their readiness for the ECE student's transition.

Reflecting Waikato Tainui's Education Plan

Baseline data across all of our learning centres indicates the following in relation to Waikato Tainui's Education Matrix for schools.

KEY DIMENSION	HE KAKANO *'A seed'*	KIA TUPU *'To grow'*	KIA HUA *'To prosper'*	KIA PUAWAI *'To sustain'*
Strategic Leadership	There is **no or little evidence** of Waikato-Tainui aspirations within strategic documentation for our kura. Our Student Management System (SMS) **does not identify Waikato-Tainui tamariki mokopuna**, as a specific learner group.	Waikato-Tainui aspirations for the tribe are **visible** within our kura charter and strategic plans, including *Whakatupuranga 2050*, tribal education priorities and Kiingitanga values. Our SMS gathers Waikato-Tainui **achievement data.**	Waikato-Tainui aspirations are **integrated** in kura strategic documentation and is evidenced in practice through a **meaningful relationship** with Waikato-Tainui. Our SMS gathers Waikato-Tainui outcome data, as well as data aligned to the tribe's **education priorities**. Our kura uses this data to inform our strategic objectives.	Waikato-Tainui aspirations are **embedded** in kura strategic documentation at all levels, and expressed through **meaningful relationships** with whaanau, marae, hapuu and iwi. Our kura is **committed** and **responsive** to the changing needs of iwi and our community, as well as national and global contexts. A range of Waikato-Tainui outcome data is gathered and used regularly by whaanau, teachers, senior leaders and BoT to: **inform planning and decision-making; monitor progress** against set targets; **evaluate effectiveness** of programmes and initiatives to raise Waikato-Tainui achievement.
Meaningful Pathways	There is **no or little evidence** of a formalised structure for Waikato-Tainui tamariki mokopuna to develop a pathway plan.	There is a formalised structure in place for Waikato-Tainui tamariki mokopuna to develop a pathway plan, largely driven by **subject or qualification** acquisition.	There is a formalised structure in place for Waikato-Tainui tamariki mokopuna to develop a pathway plan, largely driven by their **passions and interests**. The curriculum and timetable is able to accommodate a range of pathway options.	Guided and shaped by their **passions, interests, talents and aspirations**, the kura supports Waikato-Tainui tamariki mokopuna and their whaanau to develop, monitor and evaluate a pathway plan. The kura provides access to **internal and external pathway opportunities** and is committed to ensuring that Waikato-Tainui tamariki mokopuna **transition successfully** into the next stage of their education.
Reo and Tikanga	There is **no or little use** of Te Reo and Tikanga across our kura.	There is **some use** of Te Reo and Tikanga across our kura; mostly seen in written form, signage, or sometimes spoken and observed in 'pockets' by certain groups.	There is **high use** of Te Reo and Tikanga across our kura; mostly spoken or observed in **classrooms, staffrooms** or **formal** settings. Te Reo and Tikanga are being incorporated into units of work **across departments** into the **curriculum**.	Te Reo and Tikanga are held in **high esteem across the kura** as indigenous taonga of Aotearoa for all New Zealanders. The special significance of Te Reo and Tikanga is reflected in both **strategic documentation and day-to-day operations,** where all students are encouraged to learn, experience and practice Te Reo and Tikanga through the curriculum and as part of everyday life.
Tribal Connection	There is **no or little recognition** of whakapapa, pepeha and marae connectedness as a function of cultural identity across our kura. There is **no or little validation** of Mana Whenua maatauranga across our kura.	There is **some recognition** of whakapapa, pepeha and marae connectedness as a function of cultural identity across our kura; mostly seen in written form, or sometimes spoken about in 'pockets' by certain groups. There is **some validation** of Mana Whenua maatauranga across our kura; mostly seen in written form, signage, or sometimes spoken and observed in 'pockets' by certain groups.	There is **high recognition** of whakapapa, pepeha and marae connectedness as a function of cultural identity across our kura; mostly spoken or observed in **formal or structured** settings. There is **high validation** of Mana Whenua maatauranga across our kura; mostly spoken or observed in **classrooms, staffrooms** or **formal** settings. Mana Whenua maatauranga is being incorporated into units of work **across departments** into the **curriculum**.	Whakapapa, pepeha and marae connectedness are considered essential to **identity, belonging and well-being** within our kura. Being culturally connected is actively encouraged, practiced and celebrated, and is evidenced through **high whaanau engagement** and **equitable learning outcomes** for all students. Our kura acknowledges, values and validates Mana Whenua maatauranga **authentically** into kura contexts. This is underpinned by **respectful** and **reciprocal** relationships between the kura and Mana Whenua groups. All students are encouraged to learn, experience and connect with Mana Whenua maatauranga through the curriculum and as part of everyday life.

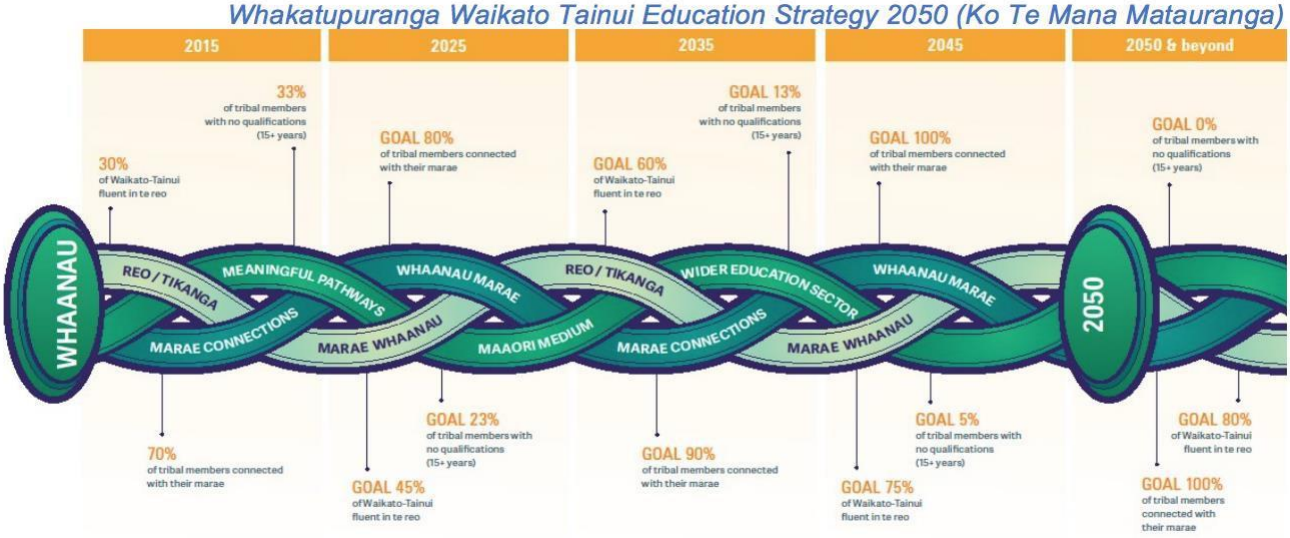
Achievement Challenge #1: Waikato Tainui - Our growth goals 2018 – 2020

Key dimension	Goals
Strategic Leadership	Achieve a shift from 'He Kakano' to 'Kia Tupu' • To have incorporated into our Charters and strategic plans the aspirations of Waikato-Tainui, including Whakatupuranga 2050, tribal education priorities and Kingitanga values • All kura and ECE identify our Waikato-Tainui tamariki and collate their achievement data, so this can be reported on across our Kāhui Ako
Meaningful pathways	Achieve a shift from 'He Kakano' / Kia Tupu' to 'Kia Tupu / Kia Hua' • Waikato-Tainui tamariki have educational pathways available to them, within the ECE, kura / Kāhui Ako structures and local curriculum, that reflect their passions and interests
Reo and Tikanga	Achieve a shift from 'Kia Tupu' to 'Kia Hua' • There is a high use of Te Reo and Tikanga, spoken and observed in classrooms, staffrooms and formal settings. Te Reo and Tikanga planned for in units of work across all classrooms and departments
Tribal Connection	Achieve a shift from 'Kia Tupu' to 'Kia Hua' • There is a high recognition of whakapapa, pepeha and marae connectedness as a function of cultural identity across our Kāhui Ako • There is a high validation of Mana Whenua maatauranga across our Kāhui Ako, spoken or observed in classrooms, staffrooms or formal settings. Mana Whenua maatauranga is planned for in units of work across all classrooms and departments.

Our commitment

As a Kāhui Ako we are committed to striving to achieve and support Whakatupuranga Waikato Tainui Education Strategy 2050 through ongoing conversations and hui with our Iwi, and consultation through our ongoing relationship with local whanau and Waikato Tainui.

Whakatupuranga Waikato Tainui Education Strategy 2050 (Ko Te Mana Matauranga)



WAIKATO TAINUI

6 September 2018

RE: North Waikato Kāhui Ako - Achievement Challenge Proposal

Tena koe

I am writing this letter of support on behalf of Waikato-Tainui in regards to the North Waikato Kāhui Ako Achievement Challenge Proposal.

Waikato-Tainui is an iwi comprising 68 marae, who have 73,000 registered tribal members. The tribal regional area is defined by the Waikato River and maunga including Maungakawa, Maungatautari, Kakepuku, Pirongia, Karioi, Hunua, Hakarimata, and Taupiri. Within these tribal boundaries, we have marae that affiliate to four iwi, namely Waikato, Maniapoto, Hauraki and Raukawa.

The Education team is responsible for progressing the tribe's strategic relationships with kura and education providers within our rohe and across the sectors, from Early Childhood Education to Tertiary Institutions. After reviewing the proposal in question, I am satisfied that there is a clear committment from the North Waikato Kāhui Ako to engage with Waikato-Tainui in a meaningful, bicultural partnership; with a focus on achieving equitable and excellent outcomes for all students, including Waikato-Tainui.

In conclusion, we are pleased to support the North Waikato Kāhui Ako Achievement Challenge Proposal. We look forward to seeing the benefits of this collective strategy for all learners in our region, including Waikato-Tainui.

Ngaa mihi

Kimai Huirama
(Education Manager)

Achievement Challenge #2: Year 1-6 Learners

- Literacy
  - Our boys and Māori learners achievement will improve by a minimum of 10% in both reading and writing.

Targeted shifts for each school (by number of students) ~ Reading

Years 1-6	Total Below or well Below	Total Target Boys (all)	Total Target Māori (all)	Minimum 10% Targeted shift
Kimihia	68	44	48	10 students: • 5 boys • 5 Māori st.
Ohinewai	15	9	9	2 students: • 1 boy • 1 Māori st.
Te Kauwhata Primary	65	44	36	9 students: • 5 boys • 4 Māori st.
Waikaretu	5	3	4	2 students: • 1 boy • 1 Māori st.
Totals	**153**	**100** (65% of total below/wb)	**97** (63% of total below/wb)	**23 students overall** • **12 boys** • **11 Māori st.** (15% of total below/wb))

Targeted shifts for each school (by number of students) ~ Writing

Years 1-6	Total Below or well Below	Total Target Boys (all)	Total Target Māori (all)	Minimum 10% Targeted shift
Kimihia	74	49	53	11 students: • 5 boys • 6 Māori st.
Ohinewai	29	18	18	4 students: • 2 boys • 2 Māori st.
Te Kauwhata Primary	76	54	40	10 students: • 6 boys • 4 Māori st.
Waikaretu	6	4	4	2 students: • 1 boy • 1 Māori st.
Totals	**185**	**125** **(68% of total below/wb)**	**115** **(62% of total below/wb)**	**27 students overall** • **14 boys** • **13 Māori st.** **(15% of total below/wb)**

Achievement Challenge #3: Year 7-10 Learners

- Literacy
  - Student achievement in both reading and writing will improve by a minimum of 10%, with a particular focus on our boys and Māori learners.

Minimum targeted shifts for each school ~ Reading

Years 7-10				
	12	4	10	2 students: • 1 boy • 1 Māori st.
	0	0	0	-
	52	43	22	8 students: • 5 boys • 3 Māori st.
	1	1	1	1 student
	155	76	64	15 students: • 8 boys • 7 Māori st.

Minimum targeted shifts for each school ~ Writing

Years 7-10	Total Below or well Below	Total Target Boys (all)	Total Target Māori (all)	Minimum 10% Targeted shift
Kimihia (Y7/8)	21	13	15	4 students: • 2 boys • 2 Māori st.
Ohinewai (Y7/8)	7	5	3	2 students: • 1 boy • 1 Māori st.
Te Kauwhata College (Y7/8)	61	49	24	8 students: • 5 boys • 3 Māori st.
Waikaretu (Y7/8)	1	1	1	1 student
Te Kauwhata College (Y9/10)	147	78	57	14 students: • 8 boys • 6 Māori st.
Totals	**237**	**146** **(62% of total below/wb)**	**100** **(42% of total below/wb)**	**29 students overall** • **16 boys** • **13 Māori st.** **(12% of total below/wb)**

Our goal of improving the outcomes by a minimum of 10% will be reached by developing individual learning pathways for students that will then result in continued growth and improvement in educational outcomes for all.

Achievement Challenge #4: Year 11-13 Learners

The following percentages of learners will achieve at their respective levels:

- Level 1 (2018)
  - 78% of all learners (60 students)
  - 75% of all boys (34 boys)
  - 80% of all girls (26 girls)
- Level 2 (2018)
  - 85% of all learners (51 students)
  - 70% of all boys (19 boys)
  - 85% of all girls (28 girls)
- Level 3 (2018)
  - 68% of all learners (25 students)
  - 55% of all boys (7 boys)
  - 75% of all girls (18 girls)
- UE (2018)
  - 42% of all learners (17 students)
  - 40% of all boys (5 boys)
  - 50% of all girls (12 girls)

Achievement for Māori was significantly lower at NCEA Level 1 and 2. We aim to improve these by at least 10% and aspire to reaching the national average. Level 3 was ahead of the National average but numbers were low, so we aim to hold that target. Our overall target is to have no significant differences between ethnicities, and aspirational, to meet national averages for Māori.

Continued improvement of between 3% and 5% would be expected across 2019 and 2020.

Achievement Challenge #5: Student Engagement

- Attendance
  - To improve student attendance to an average minimum of 90% across all schools by the end of 2019 and 92% by the end of 2020.

"Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. All students must be present at school so they can participate and engage in learning."

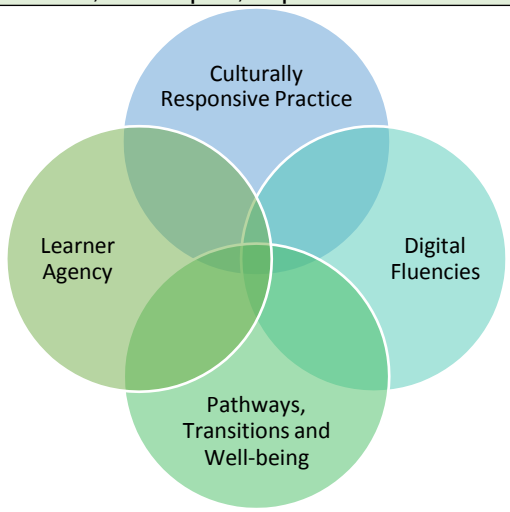
From Attendance Matters, MOE, 2011

Our action and development plan will ensure there is cohesiveness and consistency in the following:

- The assessment tools used to inform our data
- The timeliness in when this data is collected
- Accurate recording and analysis of the data
- Regular and planned for strategic monitoring of progress toward our achievement challenges, followed by the sharing of this to all stakeholders
- Collaborative voice in measuring the impact on student learning outcomes and determining next steps and priorities.
- Collective voice (all stakeholders) inquiring into key focus areas.

Strategic Foci / Areas of Inquiry

These areas are drivers to improving overall student learning outcomes. Our action and development plan will reflect how each area will be inquired into, developed, implemented and evaluated as our journey progresses.



Culturally Responsive Practice:

- Giving status / mana to Te Tiriti o Waitangi
- Reflecting the bicultural heritage of Aotearoa
- Culturally responsive pedagogy ~ implementation of teaching and learning programmes, and practice that reflect this
- Inclusive practices
- Empowering Māori students to achieve educational success as Māori
- Engaging more effectively with whānau, hapū, iwi and community

Learner Agency:

- Growing learners to be active participants in their learning as life-long learners
- Learners taking increased ownership and responsibility of their learning
- Learner voice informing teacher planning and practice
- Learners can articulate their learning
- Learner's identity, language and culture is valued and built on
- Focus on Key Competencies – the capabilities that young people need for growing, working and participating in their communities – NZC

Digital Fluencies:

- Growing capabilities and capacity using digital technologies to support teaching and learning, and increased learner agency
- To increase knowledge and understandings in readiness for the implementation of the Digital Technologies curriculum in 2020
- Using collective opportunities to sustain infrastructures and acquisition of tools and devices

Pathways, Transitions and Well-being:

- Creating purposeful and authentic learning pathways for students, from early childhood to schooling and beyond, preparing them as successful citizens in life and society
- Developing and growing more seamless transitions between learning environments, both within and between schools and centres
- Establishing a Kāhui Ako SENCO team to coordinate, share and utilise strengths and resources.
- Involving and including parents and whānau in the above transitions to ensure positive relationships are sustained
- Ensuring our learners feel they belong, feel happy and physically and emotionally safe as they move through their education.

Models of Inquiry

The following models of inquiry will drive our inquiries, as appropriate, into current understandings, practice and outcomes.

Ako: critical contexts for change

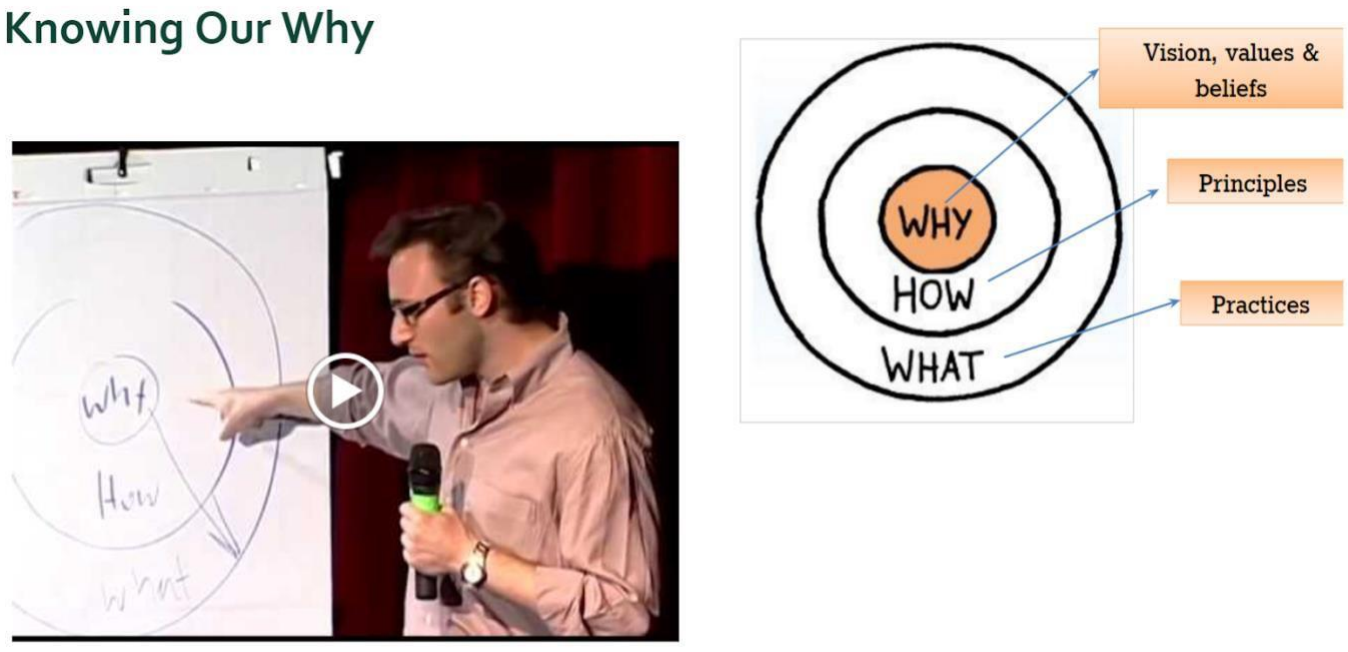
To support our inquiry into our Culturally Responsive practices we will work with Poutama Pounamu using the Rongohia te Hau set of tools across learners, teachers and whanau / community.

Rongohia te Hau

Rongohia te Hau is a comprehensive set of electronic tools for gathering student, teacher and whānau perceptions of relational and culturally responsive pedagogy, together with detailed information from classroom observations.

Simon Sinek: The Golden Circles

We commenced our journey with reference to Simon Sinek's 'Golden Circles'. This saw us considering our 'Why', why we have come together as a Kāhui Ako; our 'How' – our PLD plan and foci inquiries will drive us to achieve our 'What".

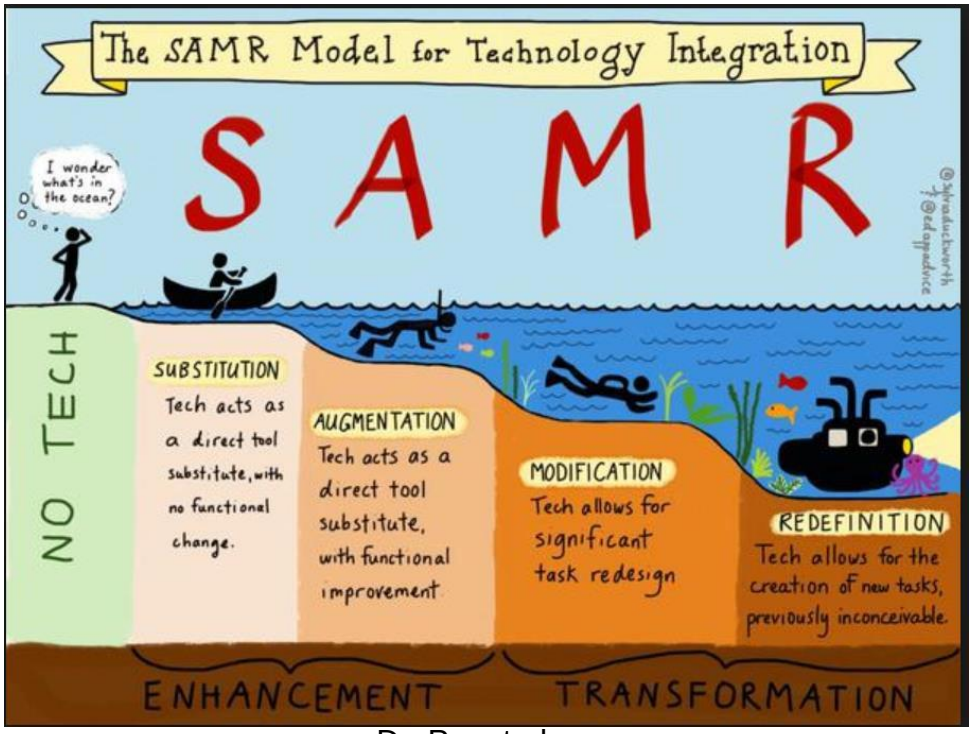


Simon Sinek
Also endorsed by Julia Aitken

Driving our Digital Fluencies inquiries are the following two models:

SWOT Analysis - Strengths, Weaknesses, Opportunities, Threats (Barriers)

STRENGTHS	WEAKNESSES
• Positive tangible and intangible attributes, internal to Tō Tātou Haerenga Kāhui Ako. • They are within our Kāhui Ako's control.	• Factors that are within our Kāhui Ako's control that detract from its ability to attain the desired goal. • Which areas might the Kāhui Ako improve?
OPPORTUNITIES	**THREATS**
• External attractive factors that represent the reason for our Kāhui Ako to exist and develop. • What opportunities exist in the environment, which will propel our Kāhui Ako? Identify them by their "time frames"	• External factors, beyond Tō Tātou Harenga's control, which could place the Kāhui Ako mission or operation at risk. • The Kāhui Ako may benefit by having contingency plans to address them if they should occur. • Classify them by their "seriousness" and "probability of occurrence".



Dr. Puentadura

Collaboration

Achieving together as a Kāhui Ako what we could not achieve individually.

Our commitment to collaboration will be demonstrated through:

- Supporting the initiatives and programmes identified to help reach our challenges
- Constructive and honest discussion and debate that supports improved outcomes for all our learners
- The inclusion and voice of all stakeholders as valued contributors in our inquiries and decisions.

Professional Learning and Development

From our PLD plan:

Supporting improvement in student achievement and outcomes

Our overarching goal and commitment is to raise student achievement, particularly that of our Maori students and Māori boys, through improved culturally responsive pedagogy and practice with an increased level of learner agency.
To achieve this, we need to:

- Further engage our students, whānau and community as active participants in the learning process, by ensuring their cultural intelligence is valued.
- Increase staff and community awareness around what culturally responsivity looks, sounds and feels like
- Strengthen staff capacity in the planning for and implementation of quality culturally responsive teaching and learning programmes
- Build increased learner agency, developing a profile that ensures culturally responsive learning opportunities
- Better analyse student achievement data to identify areas where specific cultural considerations can have an impact on learning.

In doing this we will:

- Grow student, whānau and community engagement and voice.
- Consolidate shared understandings and awareness around cultural responsiveness both within our learning centres and the wider community
- Identify culturally responsive pedagogical changes that need to take place, and the provide opportunities for teachers to practice.
- Create a shift from strengthening staff 'capacity' to demonstrating staff 'capability' in the delivery of quality culturally responsive teaching and learning programmes and increased learner agency
- Use the 'teaching as inquiry' process more effectively and efficiently to meet student learning needs and positively impact achievement outcomes

Thus, over time we achieve sustainable positive shifts in achievement for all learners.

The following PLD providers have been engaged to facilitate and guide our learning in support of our overall improvement in student achievement and outcomes:

Poutama Pounamu Facilitators: • Therese Ford and Alex Barnes	• Ako: Critical contexts for change • Culturally responsive practice • Rongohia te Hau
Leading Learning Facilitator: • Joanne Robson	• Learner agency • Digital technologies and fluencies
Expert Partner – Jo Wilson ~ through CORE Education	

Next steps as we continue our journey:

- Development of our action and development plan that will include:
  - Our 'how', how we are going to journey together to achieve our challenges
    - By applying a cultural lens to our planning and actions
    - Development of a culturally inclusive curriculum across our Kāhui Ako that reflects our communities
    - Ensuring Māori have the opportunity to contribute to our Kāhui Ako and school's leading documents
  - The tools we will use to measure the impact we are making
  - Framing our inquiries and action plans
  - The timeframe for our actions
  - Plan for other evidence we will collate, eg:
    - Attendance data
    - Ongoing behaviour data
    - Regular teacher / student voice to help us plan future learning opportunities
    - Observation and review data
    - How we will collect data on student wellbeing
    - Transiency considerations
    - Whānau and community voice
- Continue our learning with PLD providers (as part of action and development plan)
- Access and explore the Curriculum Toolkit for Kāhui Ako as a collaborative resource to support our learning
- Appointment of other key roles within our Kāhui Ako
  - Leadership support roles
  - Across school and within school teachers