

Ngā Awa ki te Moana

Ōtorohanga District Community of Learning

Learning Framework

Achievement Challenges and High Level Plan



Our Vision

"Mē he painga mō te iwi, mahia te mahi"

"Working together creating growth for all"

Introduction

Ōtorohanga - Central North Island, New Zealand

The Ōtorohanga District has two main centres:

Ōtorohanga – a thriving rural service town with excellent shopping and service industries.

Kawhia – a coastal village on one of New Zealand's most beautiful harbours; a stronghold of Māori culture and tradition.

- Ōtorohanga is home to the world famous Kiwi House & Native Bird Park. Ōtorohanga has successfully branded itself as New Zealand's official Kiwiana Town.
- There is a main street Kiwiana Display Gallery, murals, sculptures and beautiful flower baskets. Even the public toilets are a light-hearted tribute to Kiwiana and NZ's popular culture!
- Ōtorohanga is on a major tourist route. Waitomo Caves Village and an amazing range of tourism and adventure attractions are only 15 minutes from the centre of town. There are the stunning West Coast harbours of Kawhia and Aotea – both within an hour's drive.

The 'Ngā Awa ki te Moana' is made up of 10 schools from across the wider Ōtorohanga District. We currently include just under 1200 students from Year 1 to Year 13. Five primary schools are located in rural settings, while the other three primary and one secondary school are all situated in the town of Ōtorohanga.

Our schools are building a strong partnership with Maniapoto Iwi and are working alongside the Maniapoto Trust Board to build the connections between whānau, school and iwi.

The Ōtorohanga schools have worked together for many years within the Combined Ōtorohanga Primary Schools and the Kawhia Moana Primary Schools for competitive, educational and sporting events with support from Ōtorohanga College. The Principals meet regularly to support each other.

There are opportunities within the wider community to grow Ngā Awa ki te Moana based on the early learning centres in our area along with other rural schools that feed into Ōtorohanga College.

The schools in Ngā Awa ki te Moana Kāhui Ako have worked as a successful community with the support of Ōtorohanga College with an understanding of the importance of relationships between the College and its contributing schools. In 2016 principals began the process of working together as a new collective, a 'Kāhui Ako', 'Community of Learning' to ensure all students across the Ōtorohanga wider community could benefit from the expertise we hold.

Ngā Awa ki te Moana community has agreed to:

- work collaboratively to share information and knowledge in the best interests of all our learners.
- work alongside the Ministry of Education (MoE) and supporting agencies to ensure the success of the Kāhui Ako Achievement Challenges.
- share Kāhui Ako funds equitably across the group to benefit all learners.
- support the development of teacher leadership by ensuring our high quality staff are available to the Kāhui Ako for across and within school leader positions.

The Purpose of the Achievement Challenges and High Level Plan document

Achievement Challenges have been identified based on information collected across the Kāhui Ako through consultation with our Community, Boards of Trustees, Iwi and our schools. Data taken into consideration has included a breakdown of gender and ethnic specific information.

Ngā Awa ki te Moana Schools and Early Childhood Centres



□ Otorohanga College, Ōtorohanga Primary School, Otorohanga South School, St Mary's Primary School, Hopscotch Early Learning Centre, Central Kids Kindergarten

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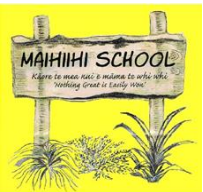
Kio Kio School

Kio Kio School is situated in a rural setting, approximately 10 minutes north of Ōtorohanga. We are extremely fortunate to have a community which is very supportive of our school. We are focused on providing a broad, challenging and enriching range of learning for all students plus leadership opportunities for our senior students, including digital learning, leadership roles, event management, national and international competitions, lead roles in school shows, and technology (manual) classes. Kio Kio School is focussed on being culturally responsive and inclusive, with particular emphasis on embracing diversity and catering for learners with special education needs and abilities.



Maihihi School

Our rural school is centrally located between Ōtorohanga and Te Awamutu, neighbouring Otewa School. We believe in traditional old school values linked with progressive, innovative future focussed thinking that enhances student achievement and enjoyment. Maihihi staff, parents and community are committed to working cooperatively in order to lead Maihihi School from the present to a positive future



Otewa School

Otewa is a modern, rural school that prides itself on having a friendly and caring environment. Parents, staff, students and community work together to support and enhance our students learning. We pride ourselves on the way we model our 5 C Values. Caring, Communicating, Contributing, Challenge and Creativity.



Ōtorohanga Primary School

Ōtorohanga Primary School is a Year 0-8 kura which is located on the eastern side of Ōtorohanga, surrounded by farmland. Many families have historical links to the school and there is a supportive atmosphere in classes. Students know their teachers care for them and want them to excel. Aroha underpins everything we do and is the foundation for our Aroha values which are rongomaiwhiti, noho haepapa, mahi tahi and kotahitanga.



Ōtorohanga South School

Ōtorohanga South is a semi rural school that prides itself on having high standards of both teaching and behaviour. Parents, staff, students and community work together to support and enhance our students learning. We offer special high needs programmes and facilities as well as technology curriculum provision for 13 surrounding primary schools. We support students in many ways to become and remain lifelong learners.





Otorohanga College

Otorohanga College has a current vision statement of ‘An innovative and inclusive educational community which enables and encourages all students to be lifelong learners who enjoy exploring and positively contributing to an ever-changing world. To empower our students to lead rewarding, culturally rich and fulfilling lives as fully active, independent and caring members of society in Aotearoa/New Zealand and the world’ We are in the process of revisiting this vision, using this as a backbone for our future and are exploring the potential of utilising Otorohanga and the kaupapa/meaning to guide our future. This is an exciting time for us all as educators, Ngā Awa ki te Moana, and more importantly major players in our students life journeys.

Piripiri School



Piripiri School is set on a hilltop, surrounding by farmland and native bush, bordered by two rivers. Two minutes from the school is a ‘natural bridge’ formation, with a walkway through native bush and glow-worm caves. Two minutes west of the school are the Piripiri Caves in which fossil are easily viewed. Further west, by 5 minutes is the Marokopa Waterfall.

At Piripiri School we have a unique history, a distinctively and proudly rural community, superb learning opportunities within our immediate vicinity and a “family” environment reflecting support and involvement in the school.

St Mary’s School



St Mary’s is an integrated Catholic Primary School. "To Grow in Grace and Knowledge in Christ Jesus" we base our school values around this statement - to be always seeking excellence, doing our very best in all we do, through our thoughts, words and actions as Christ Jesus. The special character of our school is central to all school activities. Within the small and family-nature of the school community, St Mary's students learn to respect each other as individuals and their environment, be responsible for their learning and that of others, maintain a ‘can-do’ attitude and work together as a highly productive team.

Waitomo Caves School



Waitomo Caves School is located near the famous Waitomo Glow-worm Caves. Students attending our school come mainly from the surrounding rural district where many local families have intergenerational associations with the school. The school’s family-like atmosphere is reflected in the way students spontaneously support each other in the classroom and playground where we all have a positive impact on student wellbeing, achievement and progress throughout.

Te Kura o Tahaaroa



Ko Ngaati Mahuta te Hapu- [ki Tai], Ko Aaruka, Ko Te Koraha, Ko Maketu ngaa Marae.

Te Tahaaroa –aa- Ruaputahanga: a small mining community tucked in among rolling hills at the southern end of Kawhia Harbour. One hour is spent negotiating winding roads to the nearest town. 100% Māori. Full State Primary School (U1) Yrs 1-8 Situated on the West Coast - Mid section - North Island. Whanau, BOT and Staff are committed to meeting the specific needs of our children.

Hopscotch Childcare and Hopscotch Preschool are two privately owned centres in Ōtorohanga township. Our centres are family-based with strong ties to the community. We support an environment where children feel happy and secure by ensuring that care, love and respect are woven throughout all aspects of our teaching practice. Children are provided with a safe and nurturing environment which allows them to develop and learn at their own pace, enabling them to reach their full potential. Children and their families can develop a sense of belonging – and our centre reflects an extension of the home. By acknowledging both the dual heritage of New Zealand and the multicultural society that we live in, our educators are able to work together to provide an inclusive learning environment.



At **Central Kids Ōtorohanga** teachers promote an interactive environment: providing an inclusive programme that supports children who choose their own experiences and take control of their own learning journey. We value and promote the dual heritage of Aotearoa and welcome all families/whanau to be actively involved in their children’s learning.



Stakeholder Engagement

The process of consultation occurred with principals, our schools, our community, iwi, learning support networks and began in the early stages of building our Kāhui Ako. We have been led by two Lead Principals with support from MoE Advisers and Jean Annan as our Expert Partner. We have used a variety of strategies and tools to gather and share information throughout our journey with presentations, surveys and open discussion to support and provide clarity and inclusion in the process.

Ngā Awa ki te Moana Kāhui Ako looks forward to working in partnership with the Maniapoto Māori Trust Board to further the knowledge of our students, teachers and wider community in Maniapototanga. To further develop this partnership, we have endorsed an application for an Iwi Partnership Project that includes the neighbouring Waitomo Arotahi Kahui Ako. Collaboration will include workshops to help teachers develop teaching/learning tools to use with the booklet series “Nga Tamariki o Rereahu” and Wananga, which focus on the history of Maniapoto and support our Achievement Challenges. This endorsement is attached as an appendix to this document.

Our Community Expectations



The wider Ōtorohanga Community sets high expectations for our schools. They want assurance that our schools are safe and respectful environments where students are given opportunities to focus on academic achievement as well as building solid values through our Kāhui Ako.

Our Whanau have strong aspirations and dreams for students. They want assurance that we develop students who understand the importance of continual learning. Students who have a sense of belonging and are confident in themselves.

Our community expects that the core subjects of English and Maths will be focused on at school. This learning will be balanced with life skills and supported with understanding of cultures and diversity. They value the importance of learning how to learn as part of this journey.

As a collective group of schools the community would like us to concentrate on ensuring we have high quality teachers working in our learning spaces and that schools are working together to offer the best opportunities to all students across the community in a supportive rather than competitive environment.

Ngā Awa ki te Moana Engagement with Maniapoto Iwi

Through the Maniapoto Māori Trust Board

This statement was agreed on as a Kāhui Ako in the early days of our Kāhui Ako.

Me he painga mō te iwi. Mahia te mahi.

This was shared by Matua Tom Roa from 'Te Puea'



Ōtorohanga and its surroundings are in the rohe of Maniapoto. We make up a small area of the rohe and are one of several Kāhui Ako working alongside the iwi. The rohe boundaries are Raukumara in the north to Waipingao Stream and Taumarunui in the south and the Wharepungunga and Hauhungaroa ranges in the east. This map is indicative rather than definitive, and is the map that the Maniapoto Māori Trust Board uses as a reference for its mahi. The rohe covers approximately 800,000 hectares which is 3% of Aotearoa. Within the rohe there are 1531 Māori land blocks that collectively cover an area of approximately 80,000 hectares – 10% of the rohe.

Ngā Awa ki te Moana supports the aspirations of the Waikahika Maniapoto Education Strategy 2011 - 2021.

Maniapoto Aspirations

- To be confident in Maniapoto history and knowledge
- To have Maniapoto whanau engaging in appropriate and meaningful education
- To advocate for a transformational and empowering education system fit for Maniapoto

Vision

- Maniapoto whanau are happy in education and enjoy success as Maniapoto

Mission

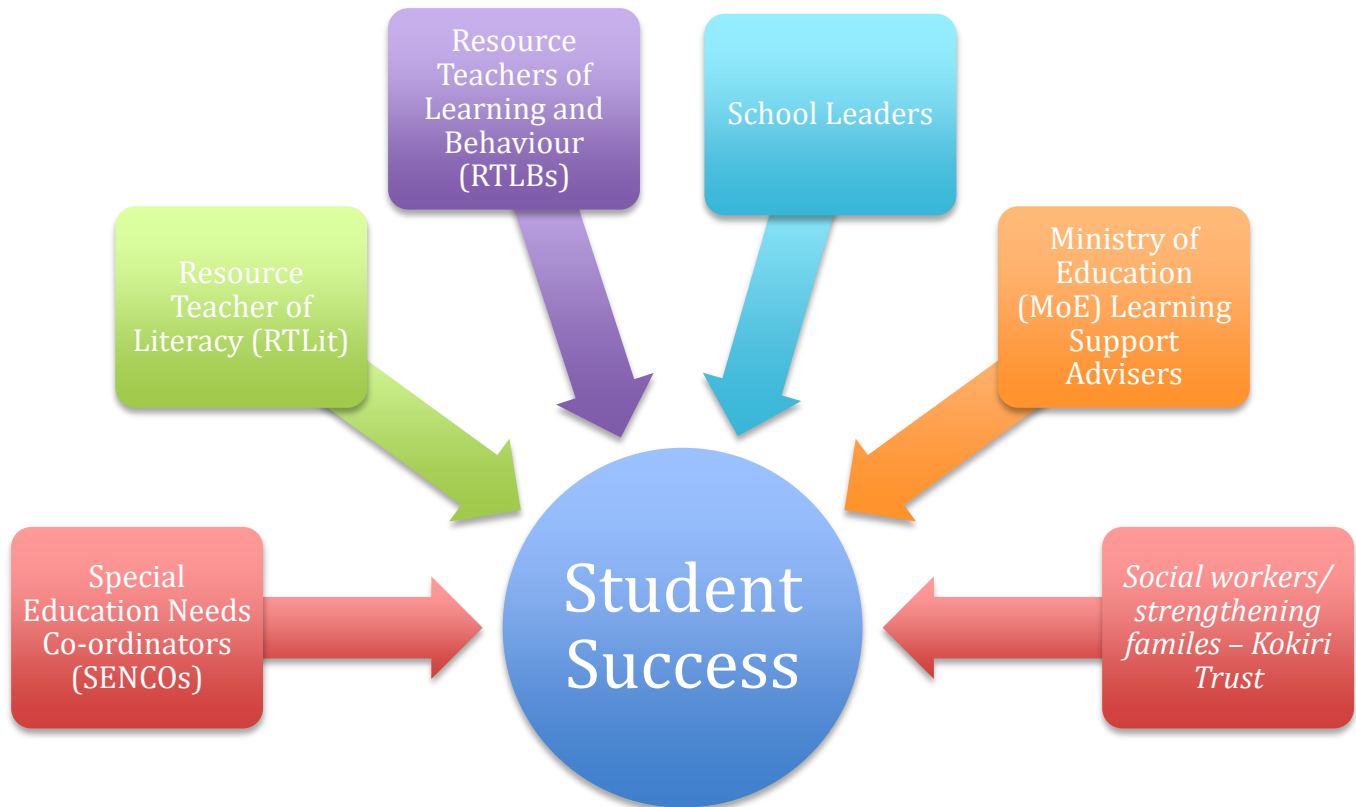
To build strategic relationships to influence education outcomes, to advocate for an education system that acknowledges and implements Maniapoto past, present and future developments, built by Maniapoto for Maniapoto

Waikahika Key Messages:

- Appropriate education opportunities
- Support Marae history wānanga
- Maniapoto mentoring programme
- Maniapoto curriculum
- Broker relationships with education providers and whanau
- Compulsory te reo in schools
- Kaumātua in schools teaching history
- Build strategic relationships – Crown/Iwi
- Set up a Maniapoto education authority
- More Māori teachers
- Early childhood is important let's get it right

Learning Support

There is a strong network established for specialists working with children, from within the wider Ōtorohanga District, who require learning support.



Support will be channelled through continued and regular school and Kāhui Ako systems including the protocols for the way across school teachers (AST) and within school teachers (WST) work with schools to assist all students within the Kāhui Ako to attend school, engage in educational activities and access the curriculum.

Our Kāhui Ako has partnered with tamariki/family/whānau and agency professionals to foster learning, equity and inclusion. This work has further built transparency and understanding of access to appropriate support for students with learning and behavioural needs in line with the new model of Learning Support delivery.

Where support for new Kāhui Ako wide learning has been demonstrated, systemic initiatives may be initiated, or requested from agencies. Opportunities may be identified for teachers to network around things like Professional Learning & Development (PLD) to upskill teachers to support students with autism, dyslexia and other identified support needs.

Key aspects of learning support within the Ngā Awa ki te Moana Kāhui Ako:

- Collaborative decision-making with kura, family/whānau and outside agencies as equal partners
- Accessing student voice as applicable.
- Connecting with social services across the wider Ōtorohanga area.
- Ability to share specific information within the Kāhui Ako if this exchange would ensure improved outcomes for learning and hauora for the student. This would be valuable when students and families/whānau move between kura of our Kāhui Ako schools.
- Helping families/whānau access additional supports.

Key Values

The Key Values were selected by Ngā Awa ki te Moana based on Feedback from our wider community. Whanau consultation gave a strong message that they recognised the values listed below were key to the success for our wider education community. Through consultation the Principals of Ngā Awa ki te Moana agreed that these identified areas were needed to strengthen, and in turn create our Focus Areas.

Key Areas to be Strengthened

Quality teaching

Opportunities for all students

Collaboration

Safe learning environment

Understanding culture and diversity

Transition support

Learning how to learn / Life-long learning / Attitudes and skills



Focus Areas

Wellbeing/Hauora

Writing/Tuhituhi

Science/Pūtaiao

Quality Teaching;

- Supporting teachers across our Kāhui Ako by harnessing the power of collective experience, knowledge and expertise of existing staff.
- Sharing inquiry into appraisal processes - what works what doesn't?
- Growing and developing our middle management and emerging leaders.
- Creating shared (PLD) opportunities that connect cohorts of teachers.
- Strengthening self-review processes to ensure meaningful growth and development.

Opportunities for all students;

- 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 – (NZ Curriculum)

Collaboration;

- Building a high trust model between schools to develop a knowledge of “support is there”. Opportunities for schools to work alongside one another when programmes of work are being implemented and explored.
- Continue to work closely at Principal / advisor levels.
- Schools invite each other to view their successes and innovations.
- MoE will continue to work alongside us and support our actions
- A culture of transparency will be developed through robust / honest conversations on topics of self-improvement.
- Allow schools to operate with autonomy, capturing and using professional learning opportunities within their own context.

Safe learning environment;

- Students learn best when they have a sense of belonging in the environments in which they learn. Learning occurs in multiple environments in various forms (e.g. individual, group, home, school). The classroom environment is calm and purposeful. There are opportunities for fun, creativity and personalised learning.

Understanding culture and diversity;

- Creating a shared understanding of what culturally responsive practice looks like is crucial to the success of our Kāhui Ako.
- Develop an understanding of what culturally and diversity looks like in action. Engage with appropriate agencies to work with our learners.
- Promote cultural festivals and other opportunities to celebrate our cultural diversity, language and culture.
- 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
- Engaging more effectively with whānau, hapū, iwi and community, ensuring we are consulting in a variety of ways to increase the numbers of whanau attending hui, share their thoughts in written formats and develop digital methods for communication

Transition support;

- Developing a better understanding of the range of transitions our learners move through in their learning will enable us to focus on creating coherence.
- Adopting a common approach at crucial transition points.
- Reviewing our transition experience; Early Childhood Education to Full Primary, Full Primary to College, College to tertiary / employment.
- Creating purposeful and authentic learning pathways for students, from early childhood to schooling and beyond, preparing them as successful citizens in life and society
- Involving and including parents and whānau in the above transitions to ensure positive relationships are supported and sustained.
- Ensuring our learners feel they belong, feel happy and physically and emotionally safe as they move through their educational pathway.

Learning how to learn / Life-long learning – attitudes and skills;

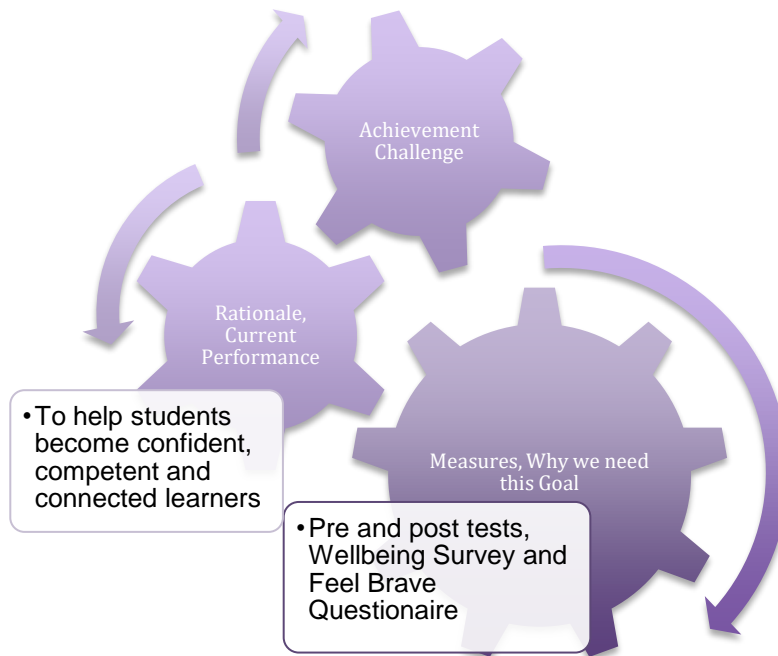
- Growing learner capacity will be our focus. From what we have gathered through conversations, all schools have a holistic view of learning which targets the development of the whole child.
- Unpacking how learners foster and maintain positive relationships with other learners.
- Explore digital citizenship, how are our students coping in the digital age.
- Have a clear understanding of learner readiness and the developmental levels of our learners.

Achievement Challenge

Focus Area One

WELLBEING/HAUORA

Students feel happy, safe, respected and included.



Data and Observations

Year 3 Feel Brave Survey		I like Myself			I have lots of good friends			I know what to do with my worries			I know how my brain works			I know ways to calm myself down		
		😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
All students	Male	36	7	3	31	12	3	21	19	7	27	10	9	25	14	8
	Female	55	7	2	44	17	3	29	29	6	32	25	4	39	17	5
	Total	91	14	5	75	29	6	50	48	13	59	35	13	64	31	13
Māori	Male	15	3	2	12	5	3	8	11	1	14	4	2	9	8	4
	Female	17			13	4		7	8	2	11	6	1	10	5	1
	Total	32	3	2	25	9	3	15	19	3	25	10	3	19	13	5
Pacific	Total															
Asian	Total															
MELAA	Total															
Other	Total															
NZ/European	Male	21	4	1	19	7		13	8	6	13	6	7	16	6	4
	Female	36	7	2	31	11	3	21	20	4	20	18	3	28	11	4
	Total	57	11	3	50	18	3	34	28	10	33	24	10	44	17	8

Pre-school Feel Brave Data

Feel Brave Pre School 4.5 years		I like Myself			I have lots of good friends			I know what to do with my worries			I know how my brain works			I know ways to calm myself down		
		☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹
		☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹
All students	Male	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Female	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Total	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Māori	Male	█		█	█	█				█		█	█	█		
	Female	[REDACTED]														
	Total	[REDACTED]														
Pasific	Total	[REDACTED]														
Asian	Male															
	Female	█				█				█			█		█	
	Total	█				█				█			█		█	
MELAA	Male	█				█				█		█		█		
	Female															
	Total	█				█				█		█		█		
Other	Total	[REDACTED]														
NZ/European	Male	█			█	█	█	█	█	█	█	█	█	█	█	█
	Female	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Total	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

- Our 4.5 year olds are happy with themselves and feel they are in control of their minds when it comes to looking after themselves emotionally.
- Our Year 3 students seem to follow a similar pattern, but with a significantly bigger cohort of students sharing their thoughts with us.
- At Year 3 the largest concern is the students not being sure what to do with their worries, how their brain works and how to calm themselves down. Students who chose the sad face tended to chose this answer across all questions.
- At 4.5 Years the results showed a mixed response across all questions and again the students who choose the sad face response tended to do this across all questions.
- Across both cohort groups there was no significant difference between the answers of deferring genders or ethnic groups.

Wellbeing at School Secondary Survey 2019

Notes:

We completed this with Year 10, Year 11, Year 12 and Year 13.

There is no National data collated for Year 11, Year 12 and Year 13

Year 10 Data has National comparisons

Year 10 Data for Otorohanga College shows the following.

Strengths – *areas identified are consistently in place*

- I feel safe at school
- Behaviours like hitting or bullying are not okay at school
- Students get on well with other students from different cultures
- At school we celebrate the good things students do
- Teachers always take action if someone is being hit or bullied
- Teachers think all students can do well
- My parents, family and whanau always feel welcome at school
- I always feel safe when I am going to or from school

Weaknesses – *areas identified as not yet consistently evident*

- Teachers and students care about each other
- Teachers are interested in my culture or background
- Teachers treat students fairly
- At school, I am taught to think about other students feelings
- At school I am taught how to manage my feelings (like if I get angry)
- At school, everyone knows what to do if someone is being hurt or bullied
- The buildings and grounds are looked after at school
- Teachers and parents work together

Moving forward – *areas yet to be fully addressed*

- Share all data with staff and students
- Action plan and address weaknesses
- Identify areas that student voice can be used, plan to use more student voice
- Make links with the teaching of managing feelings and what to do if getting bullied with Positive Behaviour for Learning specific lesson plans (explicit teaching towards this)
- Brainstorm with students, staff and community how to work better together, model with adults this connection
- Staff to complete Wellbeing survey, compare, identify differences, address weaknesses.

Sample of data collected by Otorohanga College.

Community partnerships

I always feel safe when I am going to or from school.

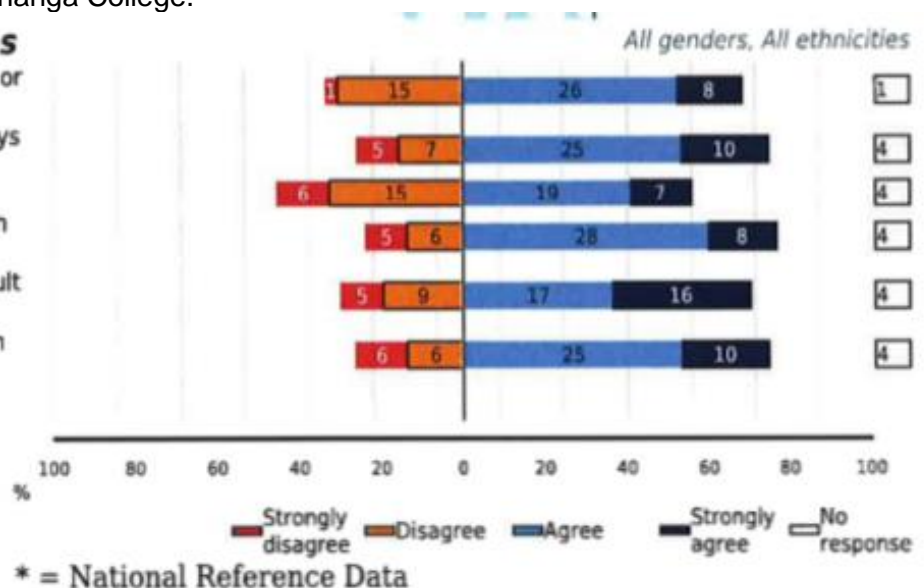
My parents, family, and whanau always feel welcome at school.

Teachers and parents work together.

My parents and teachers respect each other.

Outside school, I have a parent or adult who I can go to if I am upset.

In the area where I live, people get on with each other.



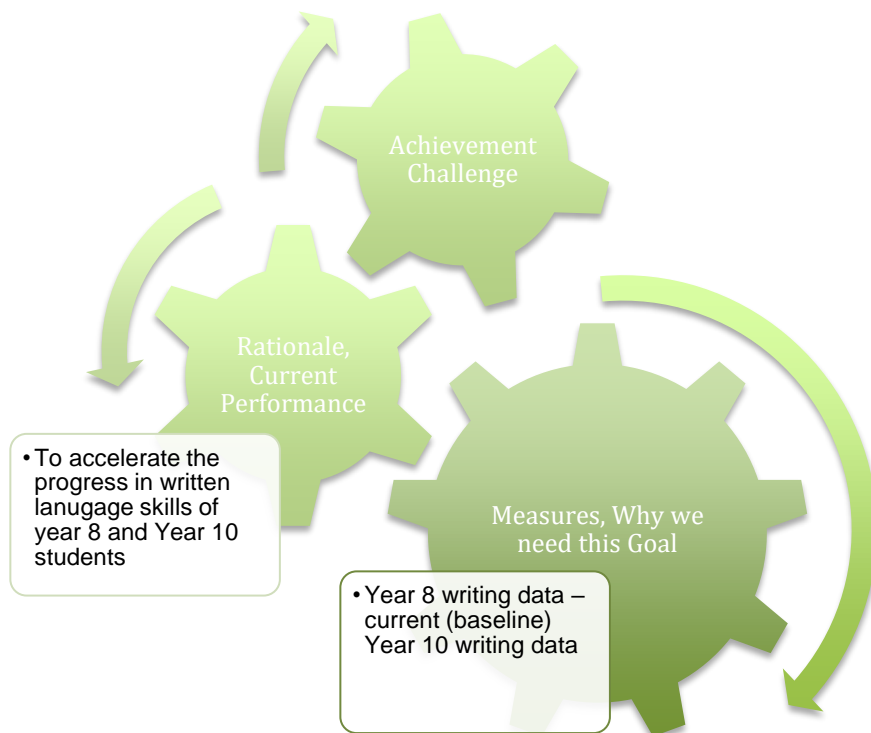
Achievement Challenge

Focus Area Two

WRITING/TUHITUHI

Student achievement in writing will improve by a minimum of 10% with a particular focus on boys and Māori learners over 2 years.

Year 8: 94 students in total, 35 male students, 9 Māori male students.
Year 10: 65 students in total, 28 male students, 12 Māori male students
Minimum targeted impact, 16 students



Data Observations

Year 8:

- 74% of NZ Māori students are working at or above the expected level.
- Male and Female student numbers for those working below are the same; 12 students. The female group is larger by 24 which impacts on the picture percentage numbers give.
- Slight difference between NZ European males (26, 71%) and females (24, 77%).
- All Year 8 data - 74% working at or above. This is made up of 63% males and 81% females.
- NZ Māori students make up slightly less of those students who are working below or well below.
- NZ Māori males (44%) working at or above is just under half that of NZE males (71%).
- It was noticed that this cohort has significantly more females than males. This may skew our data.
- Otorohanga South School makes up almost 50% of our data.

Year 10:

- 21% NZM students are working at or above. Males (17%) are slightly less than females (25%).
- Clear difference between NZE males (38%) and females (74%).
- All Year 10 data - 43% working at or above. This is made up of 27% males and 54% females.
- NZ Māori students make up much more of those students who are working below or well below.
- NZ Māori males (17%) working at or above is half that of NZE males (38%).

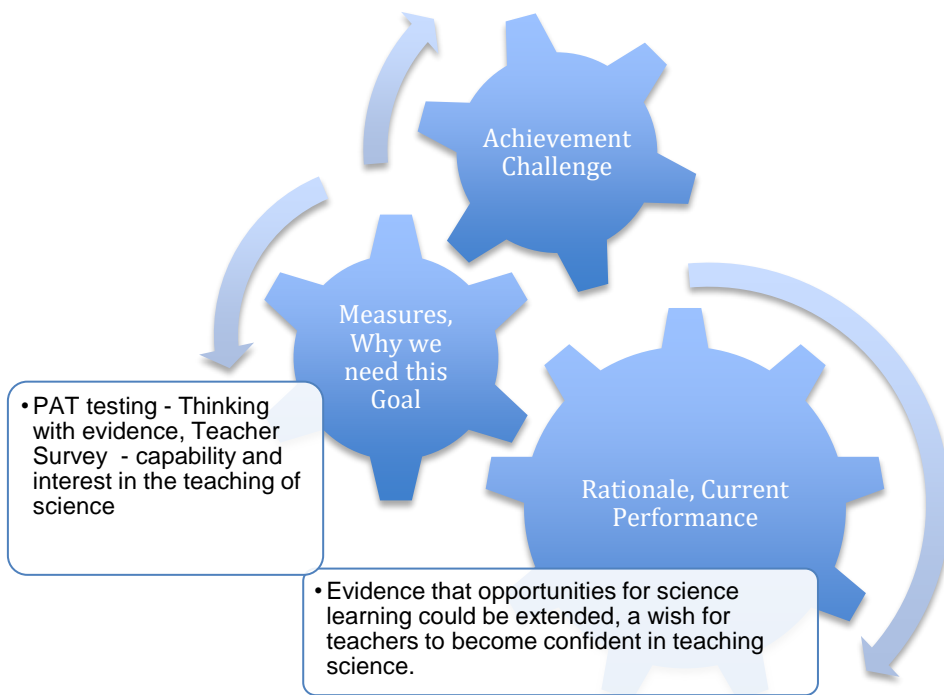
		Writing Data - End of 2018 - Year 8					Writing Level - End of 2018 - Year 10				
		Working at 4b or below		Working Confidently at Level 4 or Higher		Total	Working at 5b or below		Working Confidently at Level 5 or Higher		Total
		No.	%	No.	%	No.	No.	%	No.	%	No.
All students	Male	12	34%	23	66%	35	19	73%	7	27%	26
	Female	12	20%	47	80%	59	18	46%	21	54%	39
	Total	24	26%	70	74%	94	37	57%	28	43%	65
Māori	Male	5	56%	4	44%	9	10	83%	2	17%	12
	Female	6	19%	25	81%	31	12	75%	4	25%	16
	Total	11	27%	29	73%	40	22	88%	6	21%	28
Pacific	Male	■	■	■	■	■	■	■	■	■	■
	Female	[REDACTED]									
	Total	[REDACTED]									
Asian	Total	[REDACTED]					[REDACTED]				
MELAA	Male						■	■	■	■	■
	Female						■	■	■	■	■
	Total						■	■	■	■	■
Other	Male	[REDACTED]									
	Female	[REDACTED]									
	Total	[REDACTED]									
NZ European	Male	7	29%	17	71%	24	8	62%	5	38. %	13
	Female	6	23%	20	77%	26	6	26%	17	74%	23
	Total	13	26%	37	74%	50	14	39%	22	61. %	36

Achievement Challenge

Focus Area Three

SCIENCE/PŪTAIAO

Student achievement in science will improve their scale score by 4 points over a 12 month period (Feb/Feb Dec/ Dec).

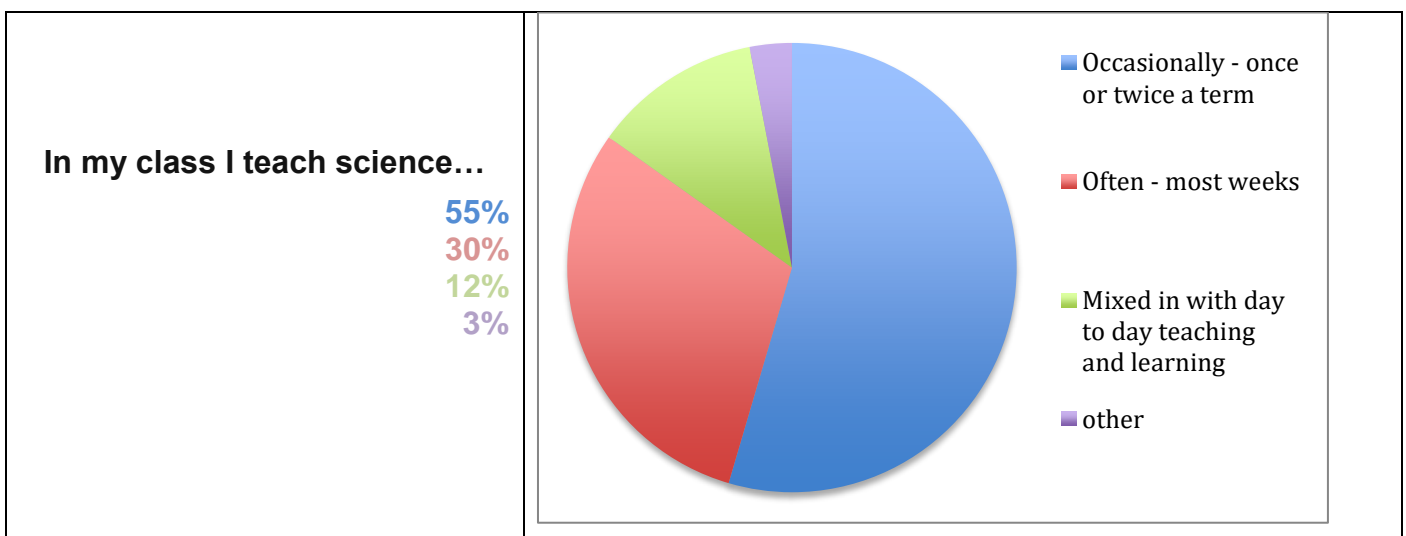


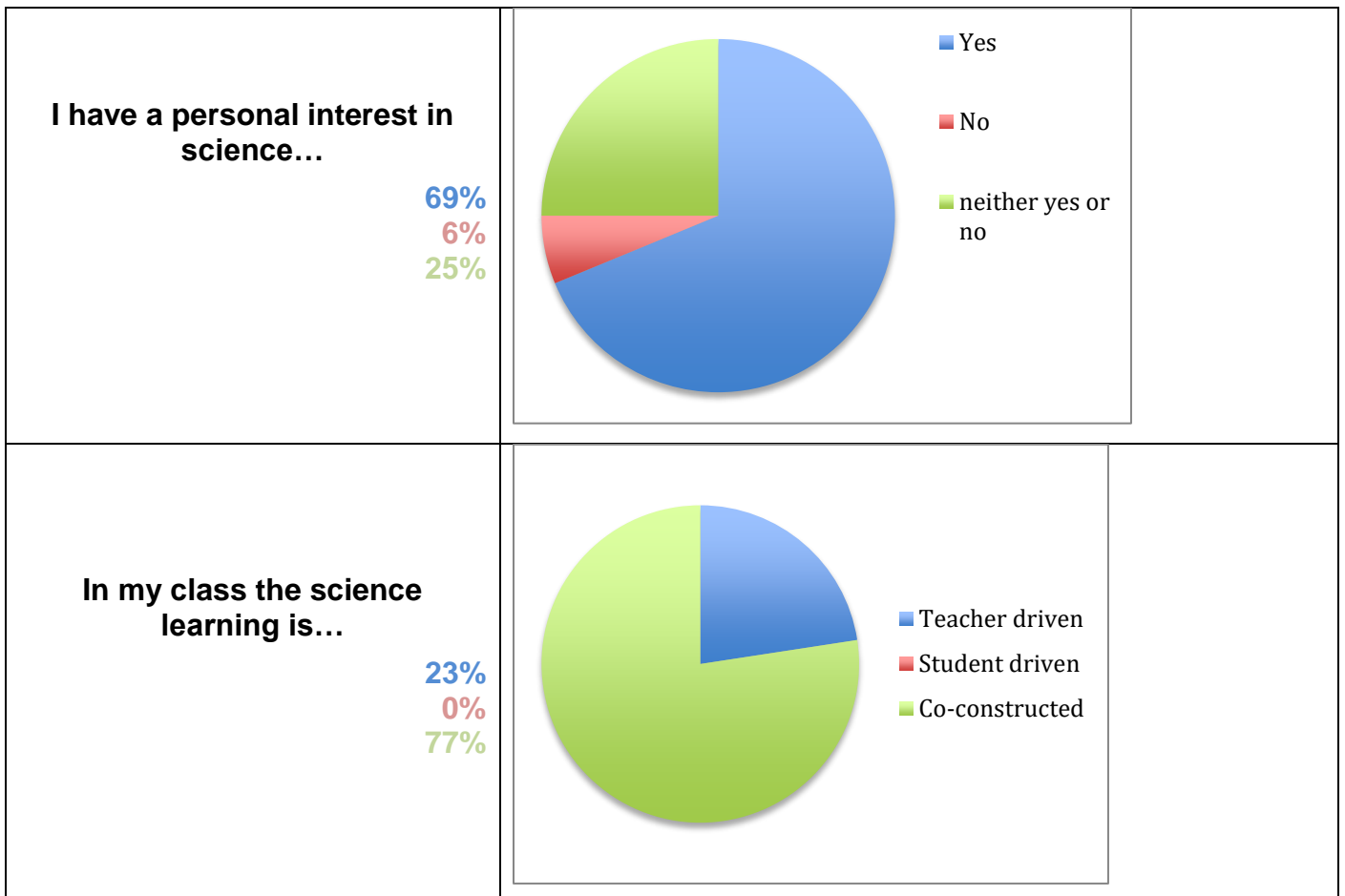
Data Observations

- The 41 - 60 point band contains 57 of the 86 students in the assessed cohort. However this band does not necessarily mean students are working at Curriculum Level 4. 41 - 49 sits within the Level 3 band. The scale score is a student's location on the *Junior Science: Thinking with Evidence* scale.
- Schools tested their students for the first time in this way, using the online medium of Progressive Achievement Tests (PAT). Therefore the results may be inaccurate due to the new testing type rather than the science knowledge we were gathering.
- When looking at gender and ethnic groupings girls are showing a slightly higher scale score compared to the average score of the boys. There is no significant difference between ethnic groups.

Year 8 Science - Thinking with Evidence		Scaled Scores					Totals
		0 - 20	21 - 40	41 - 60	61 - 80	81 - 100	
All students	Male		6	22	4		32
	Female		8	35	11		54
	Total	0	14	57	15	0	86
Māori	Male		3	9	1		13
	Female		4	18	3		25
	Total	0	7	27	4	0	38
Pacific	Male		0				
	Female		0				
	Total	0	0				
Asian	Male		■	■	■		■
	Female		■	■	■		■
	Total	■	■	■	■	■	■
MELAA	Male						
	Female						
	Total						
Other	Total						
NZ/European	Male		3	9	3		15
	Female		3	15	8		26
	Total	0	6	24	11	0	41

Teacher Data *(33 out of 45 teachers responded to the survey)*





I rank my confidence to teach science –

Teachers were asked to rank their confidence in teaching the areas of science on a % scale, 100% being extremely confident.

	Level of confidence		Level of confidence
The Nature of Science	59%	Material World	59%
Planet Earth and Beyond	69%	Living World	68%
Physical World	57%		

High Level Plan

In the short term, we will need to complete a stocktake update of where we are at and what will be required to make the necessary shifts, ensuring that we define what is 'inquiry' in our schools. The current models being used will be explored, taking best practice and using it to benefit the wider group. Initially, we will be working with School Leadership Teams to build ASL and WSL roles. Following this, we will ensure we have WSLs working within their teams in schools before 'sharing' across school. We will also see that ASLs are managing the size of 'inquiries' to be completed, ensuring inquiry includes larger groups and full school participation along with student led inquiry. Throughout the process we will need to ensure that the voices of all members (including ECE, primary school and college, Iwi and further education providers) are included in our exploring, trialling and diffusion.

	Wellbeing/Hauora	Writing/Tuhituhi	Science/Pūtaiao
Goals	Students feel happy, safe, respected, included	Student achievement in writing will improve by a minimum of 10% (16 students) with a particular focus on boys and Māori learners over 2 years.	Student achievement in science will improve their scale score by 4 points over a 12 month period (Feb/Feb Dec/ Dec).
Measures	Pre and post tests Feel Brave data (ECE 4.5 Years and Year 3) New Zealand Council for Educational Research Wellbeing Survey Year 10	Pre and post analysis of samples Year 8 and Year 10 writing samples	Pre and post analysis of data Teacher self-report of confidence and competence in teaching science NZCER Science – Thinking with Evidence
Short Term <i>Exploring</i>	<ul style="list-style-type: none"> • Find out what is already happening. • What are we doing successfully - what practice can we share initially. • Appointment of ASL and WSL - build relationships through visiting schools by ASL and WSL to gain an understanding of their role. • Monitoring and evaluation of systems and processes as COL not just 'inquiry'. • Involving the wider school community - student voice, teachers, wider staff, iwi. 		
Medium Term <i>Trialling</i>	<ul style="list-style-type: none"> • Trial the findings from inquiry. • Restart/redirect inquiry - evaluate - modify / throw out. • Across and within school leads role taking shape. • Working across school - lead teams/full school groups/ year levels. • Involving many (variety of level of buy in) - teachers / students / whanau. • Larger Kāhui Ako evaluation - indicators / leadership/community measures. 		
Long Term <i>Diffusing</i>	<ul style="list-style-type: none"> • Diffuse the learning we have done. • Embed the practice. • Involving all - entire community collaborates. • Evaluate success and areas to develop further. 		

Intended Outcomes

Achievement Challenge Goals

- Students feel happy, safe, respected and included.
- Student achievement in writing will improve by a minimum of 10% with a particular focus on boys and Māori learners over 2 years.
- Student achievement in science will improve their scale score by 4 points over a 12 month period (Feb/Feb Dec/ Dec).

Community Collaboration

- Improved transitioning from ECE -> primary -> college -> future pathways
- Iwi (Maniapoto Māori Trust Board) aspirations / strategy -> schools
- Continued Collaboration between schools across the Otorohanga and Kawhia regions

Strengthened professional inquiry

- Our community expects that the core subjects will be focused on at school. This learning will be balanced with life skills and supported with understanding of cultures and diversity. They value the importance of learning how to learn as part of this journey. As a collective group of schools the community would like us to also concentrate on ensuring we have high quality teachers working in our teaching and learning environments. That schools are working together to offer the best opportunities to all students across the community in a supportive rather than competitive way.

Evaluation and Monitoring

Focus tool - MOE Development map documentation - *A guide to support the development of collaborative practice in Communities of Learning/Kāhui Ako* using the stages of development; establishing, developing, embedding and fully functional.

Domain 1;	Teaching collaboratively for the best outcome for every child Monitoring and evaluation of our achievement challenges
Domain 2;	Leading for progress and achievement for every child and every teacher Monitoring and evaluation of our achievement challenges Monitoring and evaluation of teaching practice
Domain 3;	Evidence guiding our practice and actions Each school is responsible for their own data – with the new approach to collecting and reporting data to Boards of Trustees (BoT), we are able to monitor the ‘value added’ academic outcomes of the Kāhui Ako. We are able to track the academic change over time through this method. Schools will happily share their data if, and when, necessary. Analysis of outcomes from 6-8 week collaborative inquiry projects, noting effective interventions and practices that have significant impact. Capture and be responsive to student, parent and teacher voice. We will use reflective practices, inquiry methods and NZCER tools to measure our progress. Some new tools and matrices will be developed to measure the levels of engagement of ‘all’ learners in our community.
Domain 4;	Pathways developing and connecting along the whole educational journey for every child
Domain 5;	Partnering with families, employers, Iwi and community Monitoring and progress of our Key Values Develop a communication strategy to provide an effective source of information, so all stakeholders can actively participate and have access to timely information.
Domain 6;	Building a thriving Community of Learning / Kāhui Ako Workshops for Across School and In School leaders will be held to increase evaluative capability (Collaborative Inquiry); coaching and mentoring skills and prepare potential leads. Visit all schools to understand the particular context they work in and the people they’re working with.

- **Reporting**

Reporting to Stewardship Group and Boards of Trustees

The Lead Principal will coordinate the preparation of regular reports for the Stewardship Group and Boards of Trustees. Details of this process will be developed in the communications strategy. Reports will include commentary on targets and priorities; implementation progress; emerging evidence of changes in school practices or culture.

- **Charters**

The Ngā Awa ki te Moana Kāhui Ako Achievement Challenges will be reflected in each member school’s Charter. These will consequently be reported on in their Analysis of Variance.

Model of Inquiry

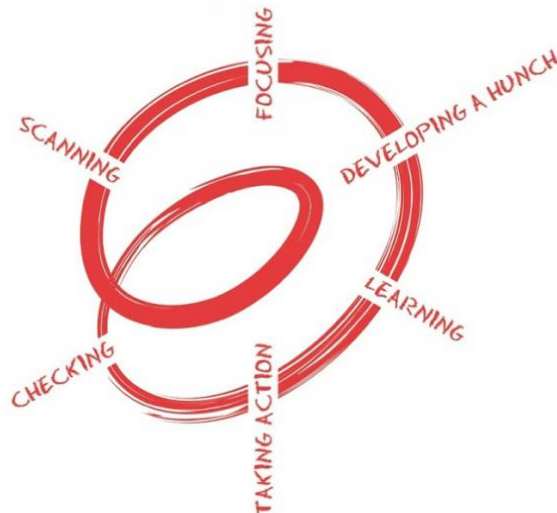
Teacher Efficacy and Transformation through Spirals of Inquiry Focus

As we analyse the data across our Kāhui Ako, we have found that the transient community of learners are best served by quality teachers who have the skills to adapt and support current and new learners with the variety of challenges they bring to our classrooms.

We believe that teacher quality is the crucial factor in successful educational outcomes for students. After all it is what teachers do in the classroom and the relationships they have with their students that really makes the difference.

Supporting our teachers across the Kāhui Ako is to be evidence based, reflective and responsive practitioners, is key to raising student achievement. We aim to create a culture of inquiry across our Kāhui Ako embracing teaching and learning where there is student agency, where power is shared, culture counts, evidence based and is future focused. We aim to develop a Community where staff are reflective practitioners – informed by data and their own teaching/learning inquiry that ensures equitable outcomes to further develop a culture of teaching as inquiry.

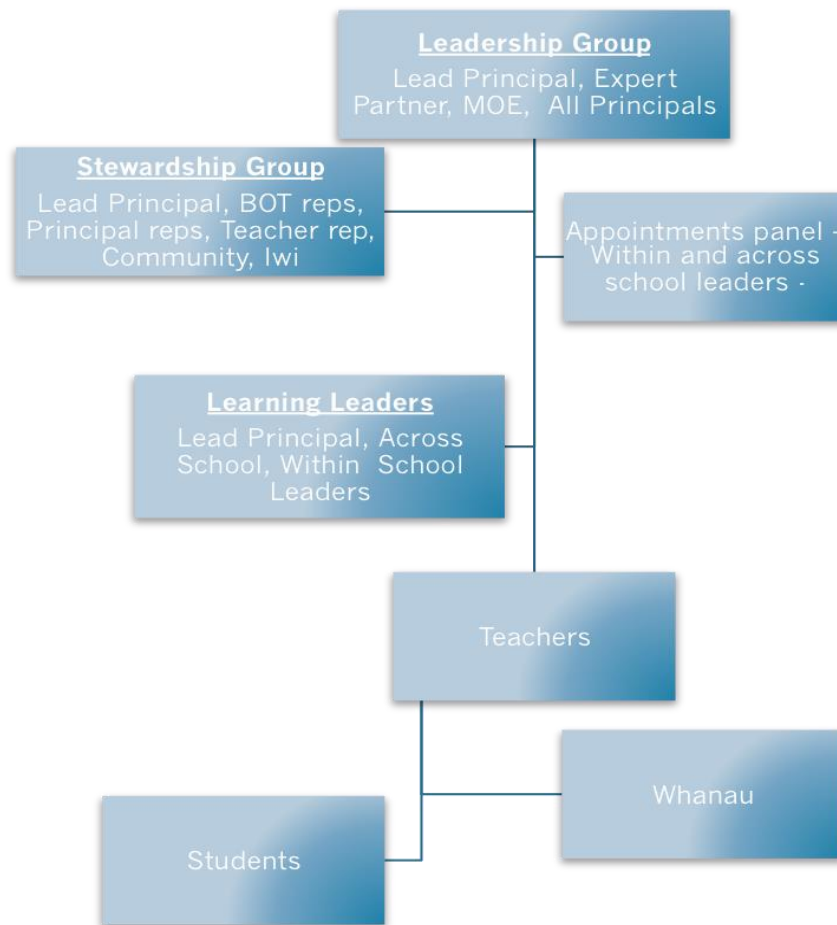
Teachers will be free to select their preferred models of inquiry. As most are familiar with the Spiral of Inquiry (Timperley, Kaser & Halbert, 2014), this is likely to be selected most often. The spiral of inquiry involves a process of scanning, focusing, reviewing, firming up, taking action, checking progress and deciding where to go next (see figure below).



The Spiral of Inquiry (Timperley, Kasar and Halbert, 2014) will be used by our AST's and WST's as a vehicle to improve teacher efficacy and transform teaching practice with major PLD focus moving forward.

- ❖ Capability building
- ❖ Knowledge and pedagogy
- ❖ Shared understanding between schools
- ❖ Collaborative leadership
- ❖ Collaborative inquiry

Operational Structure



Roles and Responsibilities

Role of Stewardship Group	Role of the Leadership group (Principals group)
<ul style="list-style-type: none"> Supporting the Lead Principal in their role. Maintaining and supporting the direction of the Community of Learning. Assisting with communicating Kāhui Ako progress and next steps with the BoTs of each school. Assisting with communicating Kāhui Ako progress and next steps with the wider community. Ensuring financial accountability of the Kāhui Ako funds. 	<ul style="list-style-type: none"> Developing and updating (when required) the Achievement Challenge Plan that is focused on the needs of the learners. Developing an Implementation Plan so the targets in the Achievement Challenge Plan can be achieved. Through an on-going plan of monitoring and review, support the Community of Learning to build its effectiveness, including the capacity to operate responsively to community needs. Putting into action the Implementation Plan so that set targets in the Achievement Challenge Plan can be achieved. Monitoring progress of the Implementation Plan within and between schools. Reviewing, critiquing and confirming the Implementation plan. Ensuring the Implementation Plan is affected in each of their schools. Including Community of Learning targets in Charter, budgets, strategic and annual planning ⇒ Ensuring Boards of Trustees are fully informed. Ongoing consultation and communication with their parents/family/whānau, students and teachers.