

Huntly District Kāhui Ako

Achievement Challenge and High Level Plan



**Me ka moemoeā au, ko au anake
Me ka moemoeā tātou tāea e tātou**

If I were to dream alone, only I would benefit.
If we were to dream together, we could achieve anything.

PURPOSE OF THE ACHIEVEMENT CHALLENGE AND HIGH LEVEL PLAN DOCUMENT

The purpose of this document is to provide a description of the shared achievement challenges of the Huntly District Kāhui Ako and its wider community. The plans in this document provide an overview of our strong learning pathway to realise the potential of all tamariki. A detailed implementation plan will be developed upon inquiries established during the first phase of wider Kāhui Ako activity.



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OUR COMMUNITY OF LEARNING | KĀHUI AKO

Huntly District Kāhui Ako encompasses a diverse community. We range from the farming communities on the outskirts to the more central areas of small town urban life. The diversity does not only encompass the lifestyles but also the lives that our community live.

Huntly District lies in the heart of Waikato-Tainui and many of our whānau have links back to the iwi. There is a rich cultural history in the area that has played a significant part in the community from the Early Māori settlement era through to the present day. Strong educational links are being sought with the Waikato-Tainui Iwi to support the work that the Kāhui Ako is undertaking.

Huntly District has a number of kura that offer tamariki and families wonderful educational opportunities, and these kura work hard to develop strong partnerships with both whānau and the wider community. High levels of transience across the kura creates an increasing need for collaboration and a seamless flow of information among kura and early learning centres.

Although within the Huntly District there are many examples of educational success, the area is not without its challenges. Huntly District identifies currently as a low socioeconomic area, with high unemployment, generational dependence on benefits, young mothers, solo parent households and, increasingly, gang membership. This is now reflected in a high crime rate and low educational outcomes. We expect that the collaborative effort of Huntly District Kāhui Ako members will build on the successes of the area and contribute positively to the learning and hauora of its tamariki.



BACKGROUND OF KURA

The Huntly District Kāhui Ako comprises one early learning centre, three primary schools and one secondary school. These kura and learning centre are sharing their knowledge of learning through the journeys of all tamariki from birth to the end of secondary schooling and beyond.

Educare Taupiri is located in the township of Taupiri. We provide quality educational experiences for up to 75 tamariki, 0-5 years of age, from 7:00 am to 5.30 pm Monday to Friday. We are whānau owned and operated, working together to create an environment where tamariki love to learn, laugh and play. Our centre is purpose built, very spacious, and has an impressive natural outdoor area. Our location beside Waikato te Awa and Taupiri te Maunga is respected by how we value our local community and our commitment to Te Tiriti o Waitangi.

Huntly Primary School is a full primary school which has a mix of town and country tamariki. The predominant ethnic groups are New Zealand Māori and New Zealand Pakeha. To reflect this mix, the kura is committed to the principles of te Tiriti o Waitangi. Parents and extended whānau are strongly represented in the kura structures and daily life. The kura is well equipped and maintained. The attached Manual Technology centre serves tamariki from surrounding kura as well as our own. An enthusiastic, supportive and competent staff led by an experienced and child-focused Principal ensure that a highly effective curriculum is delivered well.

Ruawaro Combined School is a full primary rural kura located north-west of Huntly with a current roll of 54 students. Experienced staff are committed to developing learning programmes to cater for individual needs, and tamariki are able to experience a range of learning experiences including excursions to places of significance. Through our Mission Statement, "Learning Together" all tamariki are encouraged to become confident, life-long learners. Ruawaro Combined School is firmly focused on retaining its rural culture, traditions and values while embracing modern innovative learning.

Taupiri School is a full primary kura, catering for tamariki from Years 1 to Year 8 (5-year-olds to 12-year-olds), nestled under Taupiri Maunga. The significance of this maunga is not lost on the children of Taupiri School, and its place in local history and culture is embraced by the kura. Currently there are 66 tamariki working in three learning spaces. Fifty-five percent of the tamariki are of Māori ethnicity, which is incorporated into all aspects of the school.

Huntly College has a long and proud history boasting many significant successes academically, culturally and sporting. Our roll is made up of 300 tamariki from Years 9 to 13. 75% of our tamariki are Māori and most are of Waikato-Tainui descent. We are passionate about providing opportunities and building futures - we aim for all tamariki to leave our kura with a solid plan for the next chapter of their lives whether it be a vocational pathway, university, travel, or employment. We are integrating our junior curriculum from 2018 to raise student engagement and introducing a new curriculum strand called Tutorial to ensure all tamariki are believed in and no-one slips through the cracks.

Table 1. Members of the Huntly District Community of Learning | Kāhui Ako

GROUP	MEMBERS
Tamariki	All tamariki in participating schools and an early learning centre
School Staff	All teachers, learning assistants and other staff members
Family/whānau	Family/whānau of all tamariki
Huntly District Kāhui Ako Arahi Rōpū	Kāhui Ako Leader Across School Teachers Within School Teachers
Stewardship Group	Representatives from: Huntly College Huntly School Ruawaro Combined School Educare Taupiri Taupiri School Waikato-Tainui Iwi
Community and businesses	Huntly and District community and businesses



HUNTLY DISTRICT COMMUNITY OF LEARNING | KĀHUI AKO VISION

Ki te kahore he whakakitenga ka ngaro te iwi
Without foresight or vision the people will be lost

Said by Kingi Tawhiao Potatau te Wherowhero to show the urgency of unification and strong Māori leadership

Vision: Our tamariki will stay in school, enjoy learning and positively shape their futures.

The vision above for the Huntly District Kāhui Ako was created by the kura/early learning centre leaders who envisioned a learning environment to best support the learning and hauora of all Huntly District tamariki now and in 2020. The leaders envisioned a successful future for tamariki and graduates of their kura from a perspective that brought into view what the learning environment *would look like, sound like and feel like*, were it to support tamariki learning and hauora. They depicted a supportive learning environment as outlined below.

What would be seen

Tamariki would be happy and engaged in their learning. They would connect with others in relation to learning, and would collaborate on tasks. Family/whānau and kura staff would be working together to support the tamariki of Huntly District kura. The tamariki would attend regularly, transition comfortably between educational settings and would stay in school until they completed their secondary school years.

What would be heard

Tamariki would be engaged in learning tasks and purposeful dialogue with others. Conversation would be positive, future-focused and reflect the tamariki, kura, and home cultures.

How tamariki would feel

Tamariki would feel comfortable, confident and excited about learning. They would feel secure and supported in the learning environment, approaching learning with pride and self-assuredness. Tamariki would have a strong sense of identity and feel that they belong to their school and community.

ACHIEVEMENT CHALLENGES

The achievement challenges selected by the Huntly District Kāhui Ako involve tamariki hauora, transition from early childhood to work, and various aspects of literacy and numeracy. These selections have been made based on data relating to tamariki recent academic achievement and the views of tamariki, kaiako and family/whānau who were invited to provide information about their priorities in the education of Huntly District tamariki. The Huntly District Kāhui Ako aims to help all tamariki succeed, and to include those tamariki who require additional support for learning.

Data-informed decision making process

The principals in the Huntly District Kāhui Ako began with a focus on the three 'main areas' of Reading, Writing and Mathematics when looking at the National Standards and NCEA data available, thinking that this would be where our academic challenges would stem from. We also knew from dialogue around the table that we would need to encompass transition, community engagement, and hauora into our Achievement Challenge in some way.

We broke down the individual kura data available so that deeper analysis could be undertaken and trends, disparities of ethnic/ age/ gender groups could be identified. When bringing all the data back to the table, it was discovered that there were no great disparities across kura of similar backgrounds so we would focus on Māori and whole school data.

When discussing the data for individual learning areas, it was found that writing achievement was being affected by the low levels of oral language of the tamariki entering our kura and by increases in numbers of ESOL tamariki in some. We knew that strong oral language would increase the confidence of tamariki, their sense of identity and their connections within and beyond the community. This observation led to the decision to make Oral Language a greater focus. Reading having the 'best' achievement data of all three areas would become less of a focus but would serve to support development in the other two areas.

Therefore, the academic areas chosen to for the Kāhui Ako to look at are:

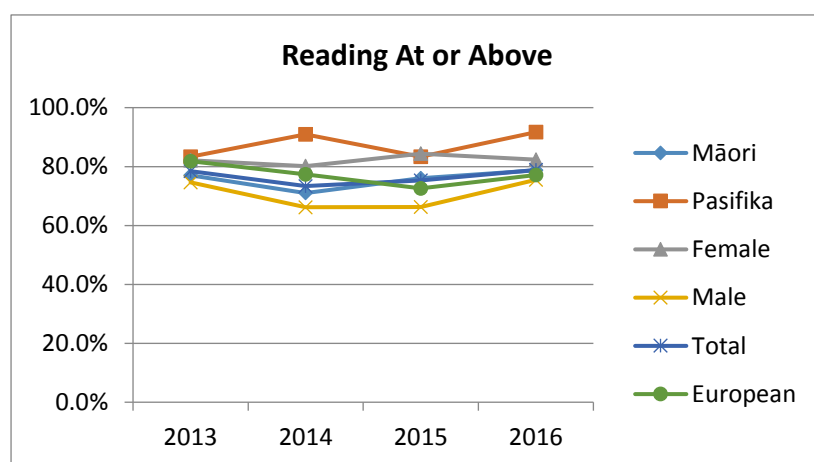
- Oral Language
- Writing
- Mathematics

The Kāhui Ako have unanimously agreed to use the Learning Progressions Framework (LPF) (Years 1-10) as the future measure for achievement progress and achievement. As both the National Standards and the Learning Progressions Framework are based on the New Zealand Curriculum we would expect so see a strong correlation and alignment of progress and achievement data.

The kura in the Huntly District Kāhui Ako are not currently using the Learning Progressions Framework to indicate the level progress and achievement. Therefore as indicated in the high level plan, the first year will be a progress target to establish the baseline data using the Learning Progressions Framework. The second and third year's achievement target is currently based on the National Standards and these will be recalibrated to the LPF baseline data.

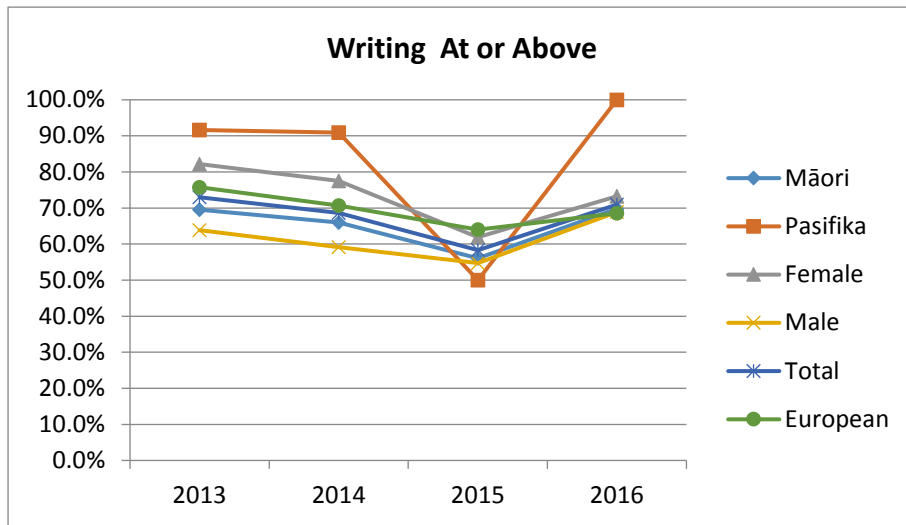
Reading Years 1-8

	Reading At and Above			
	2013	2014	2015	2016
After 1 Year	73.9%	63.8%	54.8%	66.7%
After 2 Years	75.9%	59.5%	71.7%	70.7%
After 3 Years	77.8%	80.0%	53.6%	83.3%
End of Year 4	79.4%	81.8%	88.6%	76.8%
End of Year 5	75.8%	78.8%	83.3%	75.7%
End of Year 6	83.9%	57.1%	80.0%	94.7%
End of Year 7	78.1%	87.5%	68.8%	92.5%
End of Year 8	83.3%	91.4%	93.8%	76.5%



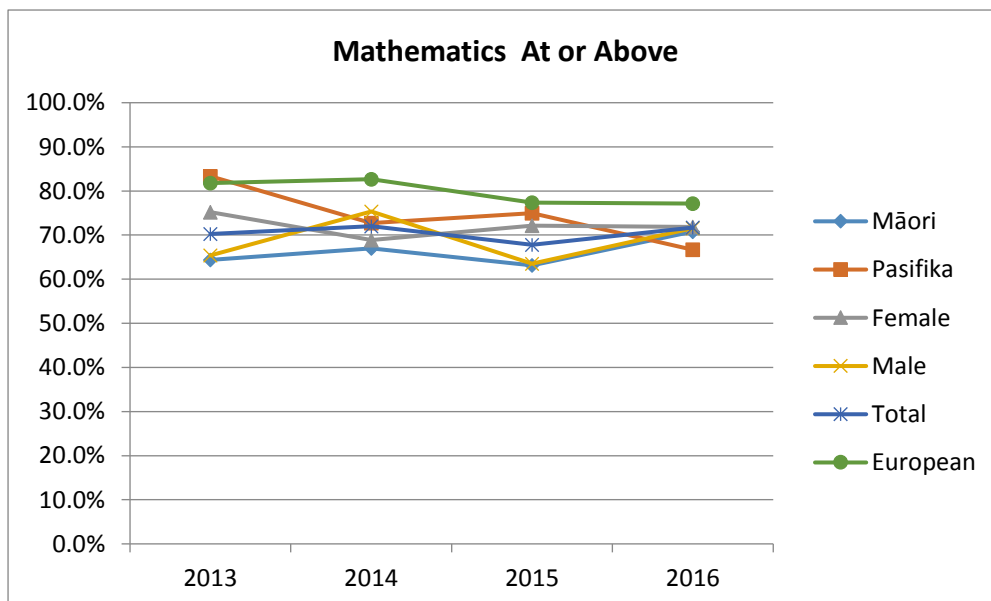
Writing Years 1-8

	Writing At and Above			
	2013	2014	2015	2016
After 1 Year	69.6%	74.1%	61.3%	76.7%
After 2 Years	89.7%	61.9%	77.4%	75.6%
After 3 Years	77.8%	84.0%	42.9%	86.1%
End of Year 4	70.6%	84.8%	50.0%	71.4%
End of Year 5	75.8%	87.9%	60.0%	64.9%
End of Year 6	77.4%	51.4%	66.7%	94.7%
End of Year 7	65.6%	53.1%	31.3%	57.5%
End of Year 8	63.9%	54.3%	62.5%	52.9%

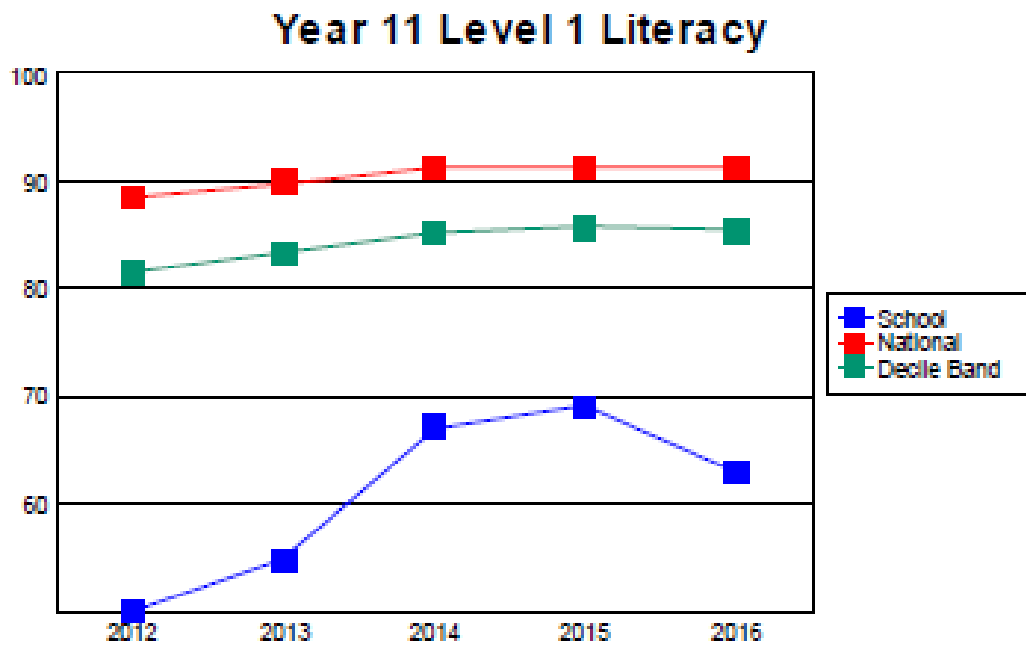


Mathematics Years 1-8

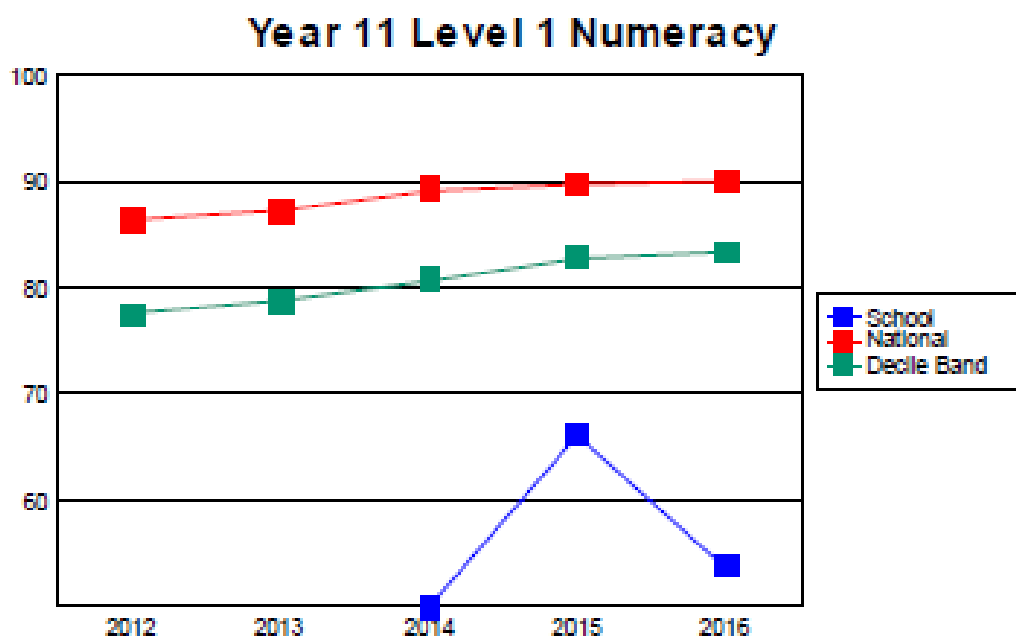
	Mathematics At and Above			
	2013	2014	2015	2016
After 1 Year	76.1%	87.9%	71.9%	80.0%
After 2 Years	65.5%	81.0%	73.1%	78.0%
After 3 Years	77.8%	84.0%	57.1%	88.9%
End of Year 4	79.4%	69.7%	72.7%	78.6%
End of Year 5	69.7%	81.8%	63.3%	56.8%
End of Year 6	67.7%	40.0%	73.3%	84.2%
End of Year 7	59.4%	65.6%	46.9%	62.5%
End of Year 8	66.7%	57.1%	75.0%	47.1%



NCEA Literacy



Overall NCEA Level 1 Literacy achievement for Year 11 students in 2016 was 62.9%, this compared with the national average of 91.4% and decile 1-3 average of 85.5%. A deliberate focus on ensuring all Year 11 students achieve the literacy requirements is urgently needed, this will positively impact on the overall NCEA Level 1 achievement.



Huntly College NCEA results for 2016 show that Māori achievement in Year 11 is 39.2%, which is significantly lower than the decile 1-3 average of 69.2%. There are some Year 13 students (10% of Māori students) that are not gaining numeracy at Level 1 which is crucial for their NCEA certificate. Achievement rates for European students in Level 1 numeracy for 2016 exceed the decile 1-3 average. Given the ethnic balance of our roll, numeracy achievement for Māori students is a major concern.

A. Hauora

Hauora of our tamariki is essential for nurturing confidence, strong identity, and sense of belonging (see Waikato-Tainui Iwi 2050 strategy). It promotes positive learning experiences and outcomes for tamariki, positioning them to fully engage in the educational activity. During the inquiry process to identify achievement challenges, Hauora emerged as one area in which the Kāhui Ako could make significant movement forward.

The survey of tamariki, kaiako and family/whānau indicated that hauora was a priority for all participants (survey procedures and results on pp. 17-18). Tamariki, kaiako and family/whānau said that children learn when they feel confident, happy, cared for and safe. Enthusiasm for learning is created when tamariki feel comfortable and relaxed in the learning environment, and enjoy school when they have fun and enjoy good relationships with other people there. Sample responses to, 'What does good learning look like?' and, 'What makes school a good place to be?', are listed below.



Happy children/safe school

- A happy child coming home from school and wanting to attend school in the morning because they feel confident and safe in their learning environment.
- Good learning is a happy child with a positive attitude.

- Having fun in learning, enjoy the sharing exercises with other students and with other teachers.
- A happy friendly place where kids can relax, feel comfortable to concentrate and interest enthusiasm with learning.
- Happy Children (many similar comments).
- Happy kids that want to be at school and enjoy learning.
- My child expresses that teachers listen and care by finding solutions with my child, concerning their worries or needs, whether the problem is physical, educational, emotional or mental.
- My sons love school! (several similar comments)
- The safety and freedom they have.
- Friendly, caring and safe

Relationships

- Having friends that want to be your friend
- Everybody is friendly and happy.
- Friendliness/friendly staff and happy kids.
- Everyone knows your name.
- No swearing, kids listening to teachers,
- Good relationships and friendships/ Good relationships with teachers.
- Create great social skills.

Hauora Achievement Challenge Target

Responses to two questions below from the initial Huntly District Kāhui Ako survey of students, teachers and family/whānau gave a glimpse into what the community viewed as important for student wellbeing.

- What makes school a good place to be?
- How can we make it even better?

The wellbeing aspect of schooling will be explored more broadly as one of the Kāhui Ako inquiries, beginning with the responses already collected. A list of indicators of wellbeing will be developed along with a tool for assessing progress. The process of identifying these indicators will be a joint action taken by the schools and Waikato-Tainui Iwi. Given the subjective nature of wellbeing, this may be a self-report Likert scale of key indicators. Initially the tool will be used to collect baseline data and inform practice. It will then be repeated annually to assess change.

5% increase each year in hauora from the baseline data.



B. Literate Tamariki

The leaders constructed a shared vision of Literate Tamariki, again, from the perspective of what one would see and hear and how tamariki would feel. This view of literate tamariki is described below.

What would be seen

Tamariki would enjoy and be motivated to communicate. They would appear to be comfortable communicating in a range of situations, demonstrating strong oral language and confidence as thinkers, speakers and writers. They would know about and use appropriate skills, tools and apply strategies across curricula and media. They would be able to recognise, understand and respond to verbal and non-verbal language in ways that avoid, and do not invite, conflict. Literate tamariki would be taught by competent kaiako.

What would be heard

Literate tamariki would be heard effectively conversing, using language that was 'fit for purpose' and moving easily between different situations. They would use formal language when required and use appropriate language when talking with visitors. They would be fluent in Te Reo Māori and/or English. Tamariki would be heard collaborating with one another, questioning and sharing their successes and delight. They could express emotions and effectively exchange ideas and, knowledge, having a common language with which to communicate. Kaiako of literate tamariki would be effective communicators.

How would tamariki feel

Literate tamariki would feel confident, viewing themselves as capable, connected learners and genuinely motivated to engage. They would identify as literate tamariki, taking pride in both their oral and written communication.

The supportive environment would ensure that they felt relaxed, secure and safe.

Literacy Achievement Challenge Targets

Oral Language

- Year 1 will be a process target to establish baseline data of the oracy descriptors in Learning Progressions Frameworks.
- Year 2 and 3 of the action plan will see a 5% increase each year on the baseline line data of the oracy descriptors in Learning Progressions Frameworks at:
 - ECE
 - Year 1
 - Year 3
 - Year 6
 - Year 8
 - Year 10

Writing

- Year 1 will be a process target to establish baseline data of the Writing Progressions Frameworks.
- 10% increase each year on the baseline line data of the Writing Progressions by the end of:
 - Year 8
 - Year 10

Due to the size of the Kāhui Ako a 10% increase is a significant target, this equates to a small number of individual tamariki. To protect the privacy of tamariki we will not include a breakdown of the target by individual schools.

	Writing Shift 10 % pts per year		
Year 8 Students	At or above	Total Students	%
2016 - Actual	18	34	52.9%
2018 – projected progress	21.4	34	62.9%
2019 – projected progress	24.8	34	72.9%
2020 - Target	28.2	34	82.9%
Shift per year	3.4		10.0%

- 12-15% increase each year on the baseline of 62.9% Literacy: NCEA Level 1 so that in 3 years' time most Year 11 students are gaining the Literacy credits.

C. Numeracy

The Kāhui Ako vision for numerate tamariki is described below in terms of what would be seen, heard and felt.

What would be seen?

Numerate tamariki would be capable in mathematics and effective problem-solvers. They would be eager to engage in mathematics, applying their skills across the curriculum and transferring them to new situations. They would collaborate with others at various levels of skill and ability.

What would be heard?

Tamariki would be heard confidently engaging in conversations with others about numeracy, questioning data and one another. They would be heard using mathematical knowledge in creative ways, applying numeracy knowledge to real-life, authentic situations such as financial literacy.

How tamariki would feel?

Numeracy would be approached with confidence and a sense of success. Tamariki would feel alive, safe and stress-free. They would be happy to take chances with number challenges and feel confident to apply their knowledge across the curriculum.

Numeracy Achievement Challenge Target

- 10% increase each year on the baseline line data of the Maths Learning Progressions Framework by the end of:
 - Year 8
 - Year 10

Due to the size of the Kāhui Ako a 10% increase is a significant target, this equates to a small number of individual tamariki. To protect the privacy of tamariki we will not include a breakdown of the target by individual schools.

	Mathematics shift 10 % pts per year		
Year 8 Students	At or above	Total students	%
2016 - Actual	18	34	52.9%
2018 – projected progress	21.4	34	62.9%
2019 – projected progress	24.8	34	72.9%
2020 - Target	28.2	34	82.9%
Shift per year	3.4		10.0%

- 12-15% increase each year on the baseline of 53.9% in Numeracy: NCEA Level 1 so that in 3 years' time most Year 11 students are gaining the Numeracy credits.

D. Transition and Qualifications on leaving school

Transition

A major focus for schools in the Huntly District Kāhui Ako is to strengthen transitions along the education pathway starting at early childhood then to primary schools, college, further study and/or into the world of work. Kāhui Ako schools require a deep understanding of one another's learning environments and work to optimise intellectual, personal and social development of all tamariki. Each school has their own comprehensive systems of managing student information but these are currently not consistent across schools. The focus on consistency across educational settings, in particular at transition points, is prioritised in order to support tamariki achieve well in academic areas.

Meeting the challenge of transition is fundamental to addressing academic achievement and is seen as an urgent priority. The discrepancy between results for Year 1-8 and for NCEA Level 1 indicate an unsatisfactory progression in academic areas. However, the challenge of creating seamless and effective transitions through education applies within and across schools, at every level.

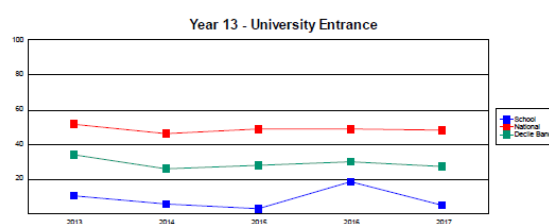
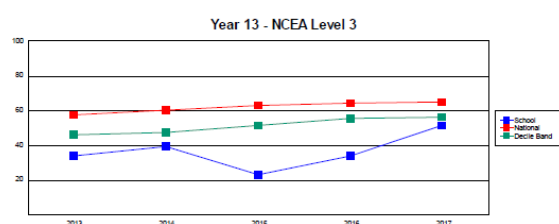
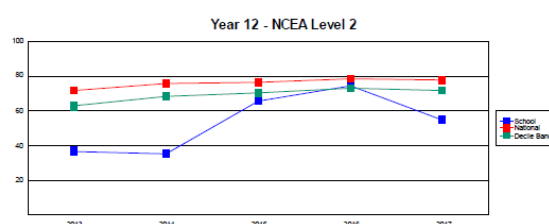
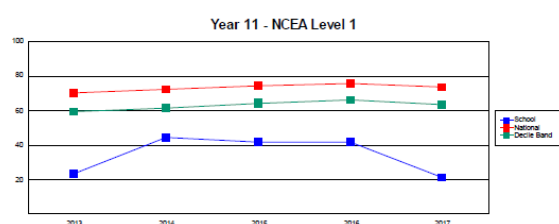
Leaving Qualifications

Throughout their school years, Tamariki will move through meaningful pathways. Destination information is challenging to capture. But in terms of NCEA achievement, in 2017 (based on the unconfirmed report) one Māori tamaiti achieved University Entrance (lower than decile 1 averages), and 12.5% of Europeans (lower than decile 1 averages). NCEA Level 3 achievement for Māori was 42.9% which was lower than decile 1 average of 50.3%. We have 70 tamariki doing work experience placements through gateway each year which helps work place transition as well as credits necessary for Level 2 and 3.

Achievement in NCEA and UE: Huntly College
PR2 - Roll-Based Current Overall Results

Generated 16-Feb-2018

Academic Year	Huntly College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2013	23.3	37.0	34.2	10.5	70.6	71.6	57.6	51.7	59.2	62.6	45.8	34.3
2014	44.3	35.3	39.4	6.1	72.5	75.4	60.2	46.1	61.6	68.2	47.7	26.1
2015	41.8	65.3	22.9	2.9	74.4	76.4	62.7	48.6	64.5	70.2	51.5	28.3
2016	42.0	74.5	34.2	18.4	75.5	78.4	64.5	49.2	66.4	73.2	55.3	30.0
2017	21.4	54.5	51.3	5.1	73.4	77.6	64.8	48.1	63.6	71.4	55.9	27.5



Note: Table 6 and Figure 1 have been redacted

School Leaver Achievement Challenge Target

- 5% increase each year on the baseline of 60.3% of school leavers with NCEA Level 2 or above.



2018 Huntly College Student Leaders (Pictured from left: Deputy Boy - Ryan Bateup, Deputy Girl - Jessica Tischendorf, Head Boy - Sam Richards and Head Girl - Jaylee Manukau- Papa)

KEY DEVELOPMENT AREAS

The collective perspectives of tamariki, kaiako, and family/whānau.

Tamariki, family/whānau, kaiako survey.

If the achievement challenges listed in the previous section are to be reached, the development areas and pedagogical methods selected must be relevant for and aligned with the perspectives of the wider Huntly District Kāhui Ako community. Through a data-supported decision-making process, we explored the learning environment of the Kāhui Ako area from the perspectives of those who live and grow in the area and learned about the aspirations that tamariki, family/whānau, kaiako and Waikato-Tainui Iwi have for students' futures.

We wanted to know what skills and knowledge each participant group believed tamariki would need to prosper now and in the future and to achieve the vision of the Waikato-Tainui Iwi who are seeking meaningful pathways, identity and belonging for tamariki. We also wanted to understand what participants perceived to be good learning, what was positive about our kura and how we could make them even better. This preliminary investigation was intended only to inform our hunch, to ensure that it was data-informed but not to draw solid conclusions. We were aware that extended explorations of the broad learning environments of tamariki conducted later within and between kura would result in further information. This would deepen our understanding of tamariki aspirations, learning directions and experiences of learning.

We asked participants the following questions (worded to suit each participant group):

Questions for tamariki, kaiako, family/whānau

1. What skills and knowledge will students need in the future?
2. What does good learning look like?
3. What makes school a good place to be?
4. How can we make school even better?

The data was analysed, initially question by question, using pooled data from all participants. We sought to identify emerging themes within each set of responses. After each question had been analysed, the four resulting data sets were analysed as a whole, resulting in the identification of six broad categories of what participants viewed to be good learning environments. The content of the six categories was summarised for each question and presented in a table for easy reference.

Table 1 below provides a summary of the results.

Table 1: Summary of community engagement responses categorized into development areas

	1. What students, family/whānau and teachers say are skills for the future.	2. What students, family/whānau and teachers think is good learning?	3. What students, family/whānau and teachers think we do well?	4. What students, family/whānau and teachers suggest we do even better?
Happy/safe children + Relationships	Students in the future will need to have relationships with people who are different. They will need to be friendly, showing kindness and manners.	Good learning happens when students are happy. Students are happy when school is a friendly place where kids can relax, feel comfortable and concentrate.	Some students love coming to school - have friends and feel cared for and safe. Parents appreciate that teachers listen to children and have time for each child.	Make the school even safer. Encourage friendly interaction and address bullying.
Learning – academic work/life Skill (e.g. IT)	Students will need to be competent in literacy and mathematics, as well as science, practical skills, such as woodwork, and languages (e.g. Māori and Braille). These are foundation subjects.	Good learning involves enjoying what you are learning, learning new things and being creative. Good learning is also shown in getting good grades.	Some students appreciate that school provides the opportunity to learn mathematics and writing. Some students/parents commented that students have achieved well and that this led to work opportunities.	(no comments here) Continue teaching and learning core subjects and provide feedback.
Cognitive skills and personal/social qualities/ attitudes	In the future, current students will need to be strategic, independent thinkers and life-long learners. They will achieve well but at the same time maintain respect for others. They will be resilient, adaptive and curious. They will need confidence, direction, patience and persistence. They will have interests and be able to solve problems, taking responsibility for their actions and learning. They will care about the environment and they will care about themselves.	Good learning involves good attitudes and qualities. Good learning happens when students are engaged in learning activity, interested in what they are learning and believe they can be successful.	(no comments were received)	Students manage themselves. Students follow the rules.
Environment/ Resources	No comment – the question asked for skill.	Cool playgrounds.	Good facilities, kept tidy and people taking responsibility for the environment. Good resources for PE and large outdoor area. Beautiful country setting with maunga and awa.	Further increasing resources for sport (e.g. pool. Fitness club – see data for extended list!). More computers. Resources to support students experiencing difficulties at school.
Teaching/learning environment + Fun/relevance of learning	Personalised learning. Learning through experience.	Good learning happens in classrooms that are calm, quiet and the teacher is helping everyone. Work is done in groups or by yourself and may involve discussion, not necessarily at a desk. Teachers and students work together and students share learning activity with one another. There are opportunities for creativity, fun and focus. Students have the opportunity to have a say in decision that affect their learning and their future.	The learning environment is created with 'great' and 'awesome' teachers who provide fun learning and play activities. Learning activity includes sports and creative activities, such as art and music.	Teachers differentiate/personalise students' learning as students are individuals and respond better to different things. The schools increase teaching across the school. They may use a variety of technologies, such as computers. Students have suggested many different fun activities (see specific suggestions in data). Teachers have fun in their work.
School-home/ community partnership + Includes culturally responsive activity	The home and school have to be on the same page. Include cultural activities, e.g. Kapa Haka.	Good learning happens when parents are involved with their children's learning. This requires good relationships with teachers, structures in which relationships can develop and friendships.	Some parents report a good community spirit with good relationships among school staff and parents/whānau, and Boards of Trustees. In some places there is a family atmosphere, where 'everyone knows your name'. Students are getting to know others from different cultures.	The school can be the hub of the area. Even more parent involvement with opportunities for parents to talk with teachers about how to support students' learning. More cultural activities – in particular, opportunities for students, teachers and family/whānau/community to share their "learning skill and knowledge as well as sharing cultural knowledge". Electronic communication between home and school, including up-to-date webpage and events calendar.

Development areas identified

The analysis of the information from the community engagement indicates that in order to reach our achievement challenges for all tamariki, including those requiring additional learning support, we will need to consider the following development areas.

Overarching Development Area: Transition

Effective transitions through the various educational settings support the development of healthy, happy tamariki who achieve well at school. Each of the development areas below are expected to contribute positively to tamariki experience of the educational environment with consequent successes in learning.

1. Happy tamariki at safe schools

Tamariki can relax and learn when they are happy, comfortable, have good relationships, sense they belong in the learning environment and know people care about them.

2. Academic learning

Good learning happens when tamariki are enjoying themselves, learning new things, having opportunities for creativity and viewing their success with pride.

3. Cognitive, social and personal skills

Good learning happens when tamariki are engaged in interesting, relevant learning activity and believe they will be successful. They learn best when they identify as capable learners.

4. Environment and resourcing

Tamariki learning includes taking responsibility for the beautiful environment of the Huntly District and is supported when there are resources to support all tamariki learning.

5. Teaching and the learning environment

Tamariki 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, kura). The classroom environment is calm and purposeful. There are opportunities for fun, creativity and personalised learning.

6. Kura-home/community partnership

Good learning happens when there are good community spirit, relationships and communication among kura staff and family/whānau. Learning is enhanced when all are involved with the learning of their tamariki. This key element is further elaborated in the following section 'Connections, culture and equity'. If tamariki feel a strong sense of community, know where they come from and experience culturally familiar activity in the learning environment, they will know where they are going and be more likely to succeed.



Connections, culture and equity

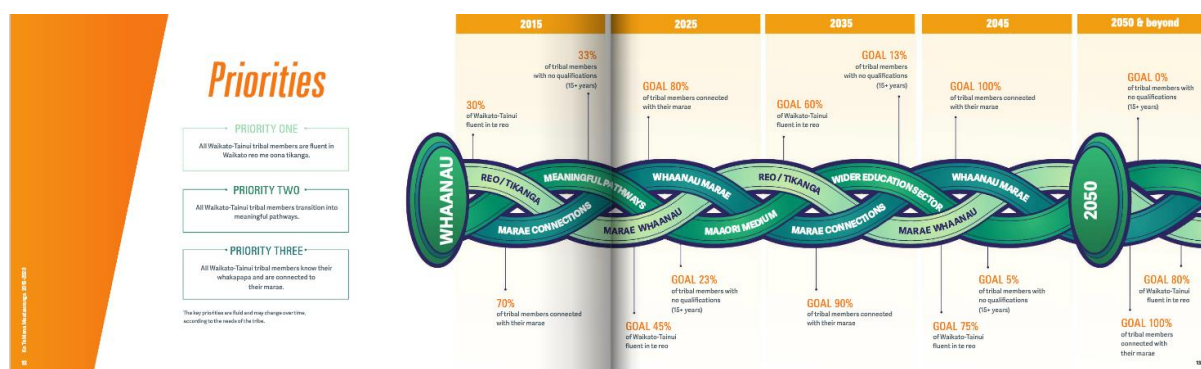
Inā kei te mohio koe ko wai koe, I anga mai koe i hea, kei te mohio koe. Kei te anga atu ki hea.

If you know who you are and where you are from, then you will know where you are going

The Huntly District Kāhui Ako activity will be characterised by connections with Iwi, businesses and other initiatives in the local area and connections across schools. It will also focus on all tamariki, recognizing that at times, some require additional support to access learning and maintain a sense of wellbeing.

Connections between the Huntly District Kāhui Ako and Community

Links have been made with Waikato-Tainui Iwi representatives to incorporate the iwi's education strategy "Ko te Mana Maatauranga" into the Huntly District Kāhui Ako action plan. Priority two, 'all Waikato-Tainui tribal members transition into meaningful pathways', links directly with the Huntly District Kāhui Ako vision of our tamariki 'positively shaping their future'. Furthermore, one of the goals of the education strategy is that by 2035 only 13% of tribal members will have no qualifications at 15+, and 0% by 2050 (see diagram below).



An invitation to be part of the stewardship group will be extended to Waikato-Tainui so a true partnership is established for successful collaboration around education. Feedback from the iwi suggest that it is advantageous to work together in a Kāhui Ako rather than individual schools due to the large number of schools in the region. Waikato-Tainui would like to share the stories of the land and make connections through being kaitiaki of the land.

While priority two of Ko te Mana Maatauranga is around purpose, priority one is around identity and priority three is based on belonging, thus all three priorities need to be incorporated into the action plan of the Huntly District Kāhui Ako to ensure successful outcomes for our tamariki.

Consultation members and Trustees



with staff
Board of

Principals have maintained ongoing communication with their BOT and staff members throughout the process of the development of the inquiry process and drafting of the achievement challenge document.

In early 2018 at a combined BOT hui, members were given an overview of the achievement challenges and targets and the achievement challenge document was presented for their support which was wholeheartedly endorsed. All staff from the early learning centre and schools were also provided with overview of the achievement challenges and targets and the achievement challenge document was presented for their feedback. Kāhui Ako Ārahi Rōpū plan develop and maintain a system of regular connection with boards across the area, providing updates and sharing information about successes and challenges. This process is already underway.

Collaboration with other initiatives and agencies

Strong and effective collaboration between the Huntly District Kāhui Ako and local initiatives, such as Oranga Rangatahi described below, will be important if the Kāhui Ako is to achieve its vision, goals and targets.

Oranga Rangatahi

Oranga Rangatahi is a unique preventative programme operating in Huntly. The overall aim is to support the youth to travel along a 'positive life path' that does not lead to the justice system.

The programme involves two social workers who work intensively with 10 tamariki between the ages of 8-15 years and their whānau. These tamariki are not in the youth justice system or under care and protection but are known to the Police. Police and a Ministry of Education Parent Family Whānau co-ordinator are on the referral board and Te Kohao Health is also involved.

The students taking part in the programme were enrolled in 2017 at Huntly West School, Pukemiro School and Huntly College. As education is critical to the preventative work for these young people, the social workers are working closely with the schools, brokering their tailored approach to meet the needs of each youth. The nature of support is compassionate and empathetic for all tamariki.

There is a strong Taha Māori aspect to the programme. Waahi Paa is actively involved and there are three mentors working with the youth are fluent in Te Reo Māori, have strong tikanga, identity and culture. The goal is to support the 20 youth reconnect with the marae.

Learning Support

Support will be channelled through regular kura and Kāhui Ako systems to assist all tamariki within the Kāhui Ako to attend kura, engage in kura activities and access the curriculum. Kāhui Ako kura will partner with tamariki/family/whānau and agency professionals to foster learning, equity and inclusion. At times, tamariki may be prioritised by kura and the wider Kāhui Ako for additional support for learning and hauora, and we recognise that some tamariki may require intensive or ongoing support. In such circumstances, requests would be made for assistance with resourcing this support through the local Ministry of Education Learning Support facilitator. Where support for new Kāhui Ako-wide learning has been demonstrated, systemic initiatives may be initiated, or requested from agencies. Activity within the initiatives would include the participation of students/family/whānau, government agencies and other groups with an interest in the particular topic or area.

Key aspects of learning support within the Huntly District Kāhui Ako:

- Focusing on the learning and hauora of all tamariki, recognising that equitable education means additional learning support for some.
- Decision-making through collaboration among kura, family/whānau and associated agencies as equal partners and involving tamariki to the greatest extent possible.
- Connecting with wider social services in the Huntly District.
- Careful sharing of information across Kāhui Ako where this exchange can result in greater learning and hauora for tamariki. It is not unusual for tamariki and families/whānau to move from one kura to another within the local area.
- Helping families/whānau understand the ways additional support can be requested and delivered.

The understandings above have contributed to the plan of action that follows.

HIGH LEVEL PLAN OF ACTION

VISION: "Our tamariki will stay in school, enjoy learning and positively shape their futures."

Achievement Challenges Outcome/Goal	Change activity Each of the six development areas will be explored, optimised and integrated with regular activity.			Student Achievement Targets
	Short term	Medium term	Longer term	
<p>1. Hauora</p> <p>Happy, safe tamariki who have a positive, strong sense of identity, sense of belonging and connect well with others.</p>	<p>a. Baseline information</p> <ul style="list-style-type: none"> Define what hauora means for our broad Kāhui Ako Identify the indicators for hauora with students and the wider community Using indicators, gather baseline data for hauora of all our tamariki including those receiving additional support for learning <p>b. Explore Hauora in relation to the 6 development areas.</p> <p>c. Analyse information from above and plan changes in development areas.</p>	<p>a. Make planned changes in development areas as indicated from the analysis of information. May include:</p> <ul style="list-style-type: none"> Provide daily opportunities for tamariki to develop skills to keep themselves safe. Kāhui Ako wide professional learning on relational practices to enable hauora. Develop hauora practices in all schools that are cultural and gender specific and age appropriate. Collaborate with local marae to continue to provide ongoing Māori tikanga. Utilise outside agencies to support whānau in providing and maintaining healthy relationships with their tamariki Share and access information in a timely manner to enable effective transitions (e.g. SWISS, RTLB, Learning Support, Police, Oranga Rangitahi, other agencies) 	<p>a. Embedding and diffusing effective hauora practices.</p> <p>b. Monitor and evaluate new practices, systems and processes.</p> <p>c. Investigate long term mentoring support systems (tuakana-teina within schools and across wider community)</p>	<p>Responses to two questions below from the initial Huntly District Kāhui Ako survey of students, teachers and family/whānau gave a glimpse into what the community viewed as important for student wellbeing.</p> <ul style="list-style-type: none"> What makes school a good place to be? How can we make it even better? <p>The wellbeing aspect of schooling will be explored more broadly as one of the Kāhui Ako inquiries, beginning with the responses already collected. A list of indicators of wellbeing will be developed along with a tool for assessing progress. Given the subjective nature of wellbeing, this may be a self-report Likert scale of key indicators. Initially the tool will be used to collect baseline data and inform practice. It will then be repeated annually to assess change.</p> <p>5% increase each year in hauora from the baseline data.</p>

<p>2. Literacy Literate, competent tamariki who are able to communicate confidently and successfully in a range of modes and situations that is fit for purpose.</p>	<p>A. Oral Language:</p> <p>a. Gather baseline data</p> <ul style="list-style-type: none"> • (a) tamariki oral language: – learning stories (ECE), strengths, bi-lingual, multi-lingual, language needs etc. using the oracy descriptors in the Learning Progressions Framework. • (b) individual schools’ and centres’ systems and process to support oral language development. <p>b. Research best evidence for oral language development with Waikato-Tainui Iwi.</p> <p>c. Explore the 6 Kāhui Ako development areas in relation to literacy.</p> <p>d. Analyse information from above and plan changes in development areas.</p>	<p>a. Make planned changes in development areas as indicated from the analysis of information. These may include:</p> <ul style="list-style-type: none"> • Engage tamariki in literacy learning in ways that are real; generate interest, creativity and fun; and instil the belief of success. • Explore and implement ways to genuinely engage parents in their child’s learning. • Teachers actively participate in oral language learning. • Teachers understanding the value of oral language – to construct new learning. • Share effective oral language practice. • Sharing the importance of being orally literate with all stakeholders. 	<p>a. Build on embedding and diffusing effective literacy practices.</p> <p>b. Monitor and evaluate new practices, systems and processes.</p>	<ul style="list-style-type: none"> • Year 1 will be a process target to establish baseline data of the oracy descriptors in Learning Progressions Frameworks. • Year 2 and 3 will be a 5% increase each year on the baseline line data of the oracy descriptors in Learning Progressions Frameworks at: <ul style="list-style-type: none"> ○ ECE ○ Year 1 ○ Year 3 ○ Year 6 ○ Year 8 ○ Year 10
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(B) Writing
a. Gather baseline data on students writing using the Learning Progressions Framework.

b. Undertake an inquiry. Explore the 6 Kāhui Ako development areas in relation to writing. Seek to explain what supports writing and what underlies the recent downward trend of student achievement from Year 6 to Year 7.

c. Staff to deeply understand and use the Learning Progressions Framework. All schools to use a common language and system for teaching and assessing writing.

d. Research the best evidence for written language development – bi-lingual, multi-lingual (English, Te Reo, Sign, and Braille).

e. Analyse information from above and plan changes.

a. Make changes generated by analysis of inquiry data. Will include activity in the identified development areas, for example:

- Programmes that link oral and written language.
- Undertake inter-school moderation on literacy achievement.
- Explore and implement ways to genuinely engage parents in their tamariki learning.
- Kāhui Ako wide professional learning on literacy.
- Develop

a. Build on embedding and diffusing effective literacy practices.

b. Monitor and evaluate new practices, systems and processes.

- Year 1 will be a process target to establish baseline data of the Writing Progressions Frameworks.
- 10% increase each year on the baseline line data of the Writing Progressions by the end of:
 - Year 8
 - Year 10

	Writing Shift 10 % pts per year		
	At or above	Total Students	%
Year 8 Students			
2016 - Actual	18	34	52.9%
2018 – projected progress	21.4	34	62.9%
2019 – projected progress	24.8	34	72.9%
2020 - Target	28.2	34	82.9%
Shift per year	3.4		10.0%

- 12-15% increase each year on the baseline of 62.9% Literacy: NCEA Level 1 so that in 3 years' time most Year 11 students are gaining the Literacy credits.

<p>3. Numeracy Numerate, competent tamariki who are able to succeed in life through using numeracy skills in a range of situations to meet their needs.</p>	<p>a. Undertake an inquiry to investigate what supports students' achievement in numeracy and to explain the recent downward trend of student achievement from Year 6 to Year 7. Consider the six development areas identified in the initial survey.</p> <p>b. Investigate effective numeracy pedagogy.</p> <p>c. Explore and use digital options to support integrated numeracy learning.</p> <p>d. Analyse information from above and plan changes.</p>	<p>a. Make changes generated by analysis of inquiry data. Changes may include:</p> <ul style="list-style-type: none"> • Implement a personalised learning approach to meet individual learning needs. • Kāhui Ako wide professional learning to support numeracy achievement (e.g. ICT, growth mindset, Successful Schools). • Engage tamariki in numeracy learning in ways that are real; generate interest, creativity and fun; and instil the belief of success. • Undertake inter-school moderation on numeracy achievement. • Explore and implement ways to genuinely engage parents in their tamariki learning. 	<p>a. Build on embedding and diffusing effective numeracy practices.</p> <p>b. Monitor and evaluate new practices, systems and processes.</p>	<ul style="list-style-type: none"> • 10% increase each year on the baseline line data of the Maths Progressions by the end of: <ul style="list-style-type: none"> ○ Year 8 ○ Year 10 <table border="1" data-bbox="1361 359 2027 619"> <thead> <tr> <th></th> <th colspan="3">Mathematics shift 10 % pts per year</th> </tr> <tr> <th>Year 8 Students</th> <th>At or above</th> <th>Total students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2016 - Actual</td> <td>18</td> <td>34</td> <td>52.9%</td> </tr> <tr> <td>2018 – projected progress</td> <td>21.4</td> <td>34</td> <td>62.9%</td> </tr> <tr> <td>2019 – projected progress</td> <td>24.8</td> <td>34</td> <td>72.9%</td> </tr> <tr> <td>2020 - Target</td> <td>28.2</td> <td>34</td> <td>82.9%</td> </tr> <tr> <td>Shift per year</td> <td>3.4</td> <td></td> <td>10.0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 12-15% increase each year on the baseline of 53.9% in Numeracy: NCEA Level 1 so that in 3 years' time most Year 11 students are gaining the Numeracy credits. 		Mathematics shift 10 % pts per year			Year 8 Students	At or above	Total students	%	2016 - Actual	18	34	52.9%	2018 – projected progress	21.4	34	62.9%	2019 – projected progress	24.8	34	72.9%	2020 - Target	28.2	34	82.9%	Shift per year	3.4		10.0%
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<p>4. Transition and qualifications on leaving</p> <p><i>A. Transition</i></p> <p>Challenge: The achievement of tamariki varies across their schooling pathway.</p> <p>Aim: A seamless pathway from early childhood through to the world of work.</p> <p>Authentic involvement of schools/family/whānau collaboration</p> <p>Careful information sharing across schools is sought.</p>	<p><i>Phase 1: Transition inquiry</i></p> <p>Transition between Huntly District Early Childhood Centres and Schools to be explored as a priority inquiry topic. Collaborations will include:</p> <ul style="list-style-type: none"> Teachers meeting together to create deep and shared understandings about each other's learning contexts. Teachers and family/whānau meeting to: <ul style="list-style-type: none"> (a) exchange views about students' pathways and transitions and (b) identify systems and practices that would support students to transition well, remain in school and achieve well. <p>In summary, the initial phase of the transition inquiry would involve collaboratively identifying systems and practices that supported transitions across and between kura.</p>	<p><i>Phase 2: Implementation of identified systems and practice.</i></p> <p>This would effectively be a trial. The implementation/trial period would involve:</p> <ul style="list-style-type: none"> Operationalising the practices that have been identified as supports for effective transition Implementing new practices as suggested. This may include the development of transferable student profiles An evaluation of the transition systems and practices implemented. 	<p><i>Phase 3: Embedding effective practices</i></p> <ul style="list-style-type: none"> Retain effective practices identified through the initial implementation in the second phase. Refine systems and practice as suggested during the evaluation of the implementation. Develop sustainable across-school systems to ensure that effective transitions within and across schools are continue. 	<p><i>Indicators of effective transitions</i></p> <ul style="list-style-type: none"> Teachers report shared understanding of and respect for the measures of achievement used in each school Schools report that meaningful information about student achievement is shared across transition points. Students maintaining achievement levels as they move through the schools (i.e. steadily climbing learning trajectories) Evaluation linked to (B) leaving qualifications.
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<p><i>B. Qualifications on leaving</i></p> <p>Tamariki are leaving school with qualifications and skills that will support their pathway into further education, training or employment.</p>	<ul style="list-style-type: none"> • Develop and implement robust transitions within school and between schools. • Align curriculum to meet tamariki interest and future focused needs. 	<ul style="list-style-type: none"> • Collaborate with local business, tertiary providers to enable appropriate opportunities for tamariki. • Investigate Vocational Pathway Award for students and in particular boys. 	<ul style="list-style-type: none"> • Build on embedding and diffusing effective practices. • Monitor and evaluate new practices, systems and processes. 	<ul style="list-style-type: none"> • 5% increase each year on the baseline of 60.3% of school leavers with NCEA Level 2 or above.
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VISION: Tamariki will stay in school, enjoy learning and positively shape their futures

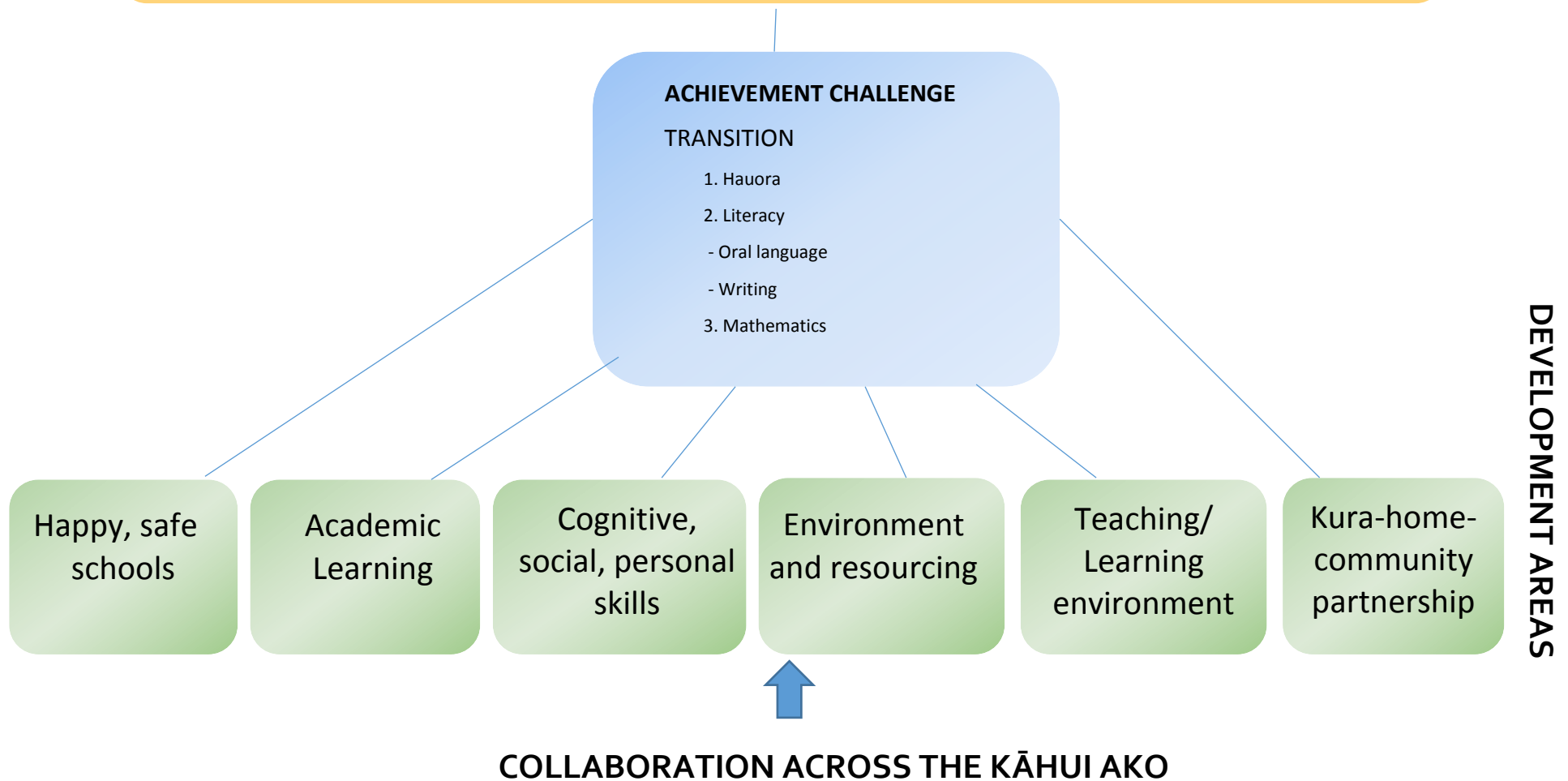


Figure. Huntly District Kāhui Ako Vision, Achievement Challenges and Development Areas.

MODELS OF INQUIRY

The Huntly District Kāhui Ako intends to use purposefully selected inquiry models to promote accelerated progress and positive student outcomes in our schools. An example of one model is shown below. This model involves five phases of inquiry and is adapted to fit with Kāhui Ako work from a model presented by the Education Review Office, in the book, "Internal Evaluation: Good Practice" (2015).



Questions to be answered at each stage of the inquiry are included in the table on the following page.

Stage of Inquiry	Guiding Questions
Noticing	<p>What is happening? What brought [the topic] to our attention? Who is interested in [the topic]? Where do challenges present? What do they look like? Where is good [topic e.g. learning] occurring? What happens when [topic] is effective? What foundations of strength and support exist? What is supporting learning in this area/aspects of wellbeing? What is the focus of our work together? What is the challenge?</p>
Investigating	<p>What do we want to know? How might we find out? Whose perspectives do we need to understand this better? How will we gather and store information?</p> <p>(example questions to guide data gathering) What is happening in and outside of classrooms? What do students/family/whānau think/say about ___ [the topic]? How do students say they feel about themselves as ___? What might help us identify what good practice looks like? How good is our teaching?</p>
Collaborative sense making	<p>What is the data telling us? Do we have different interpretations of the data? What might we need to explore more? What does the research say about effective teaching? What does effective practice look like? What strategies did we see teachers using? How did students respond? What strategies did we see students using? What challenged my own teaching or teaching beliefs?</p>
Prioritising to take action	<p>What do we need to do and why? What changes can we make that will give us an immediate response to the issues we have identified? How can we involve other groups in the Kāhui Ako? How big is the change we are planning? How are we going to get teachers involved in this change process? What support do we need for our leaders? Our teachers? What strengths do we have to build on? What do we need to work on and why? What impact might this have on our pedagogical understanding of the teaching process?</p>
Monitoring and evaluating impact	<p>What are we learning here? How well are our strategies working? Are we getting the intended results? How do we know? Is this good enough? Do we need to adjust what we are doing? What evidence do we have of improvement? What are we learning here? Can we use this learning in other places? What do we know about the impact we are having? How do we know this?</p>

MONITORING AND EVALUATION

Ehara taku toa, he takitahi, he toa takitini

My success should not be bestowed onto me alone, as it was not individual success but success of a collective

Achievement Targets

Student achievement data will be gathered, collated and analysed every term by the Huntly District Arahi Rōpū. Next steps as part of the analysis will be actioned immediately. A progress report on student achievement will be shared with the Stewardship Group each term.

Hauora

Indicators of hauora that reflect the views of the community on this topic will be developed specifically for the Huntly District Kāhui Ako. The process of development has already started through the early Huntly District Kāhui Ako survey of tamariki, kaiako and family/whānau. This survey demonstrated the particular emphases the community placed on hauora, identified some areas of strength and suggested some lines of inquiry for fostering the hauora of tamariki in the Huntly District. Responses to two questions in particular provided a glimpse into what the community viewed as important for tamariki hauora.

- What makes school a good place to be?
- How can we make it even better?

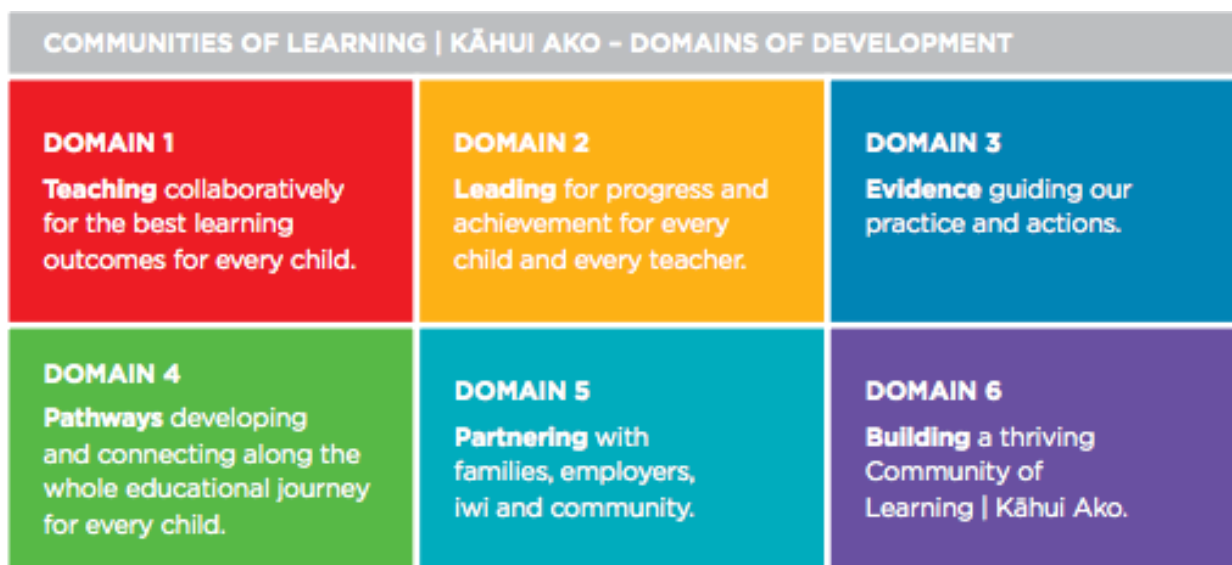
The hauora aspect of schooling will be explored more broadly through inquiry as beginning with hunches that have arisen from the data already collected.

A list of indicators of hauora will be developed along with a tool for assessing progress. As hauora is a subjective feeling, this is most likely to be a self-report Likert scale of key indicators. Initially the tool will be used to collect baseline data and inform practice. It will then be repeated annually to assess change.

Kāhui Ako Development

The Kāhui Ako will assess their progress as a community using the Ministry of Education's 'Guide to understanding the progress of your Community of Learning | Kāhui Ako' (2017, March). We will consider our progress in the six domains of the Development Map.

1. Teaching
2. Leading
3. Evidence
4. Pathways
5. Partnering
6. Building a thriving Community of Learning | Kāhui Ako



For each of these domains, we will determine each school term where our Kāhui Ako development fits. Using the Development Map, we will consider whether we are establishing the Kāhui Ako, developing our processes and activity, embedding the effective practices we have observed or fully functioning where collaboration has become systemic. We view the map as both evaluative and formative, showing us where we have been, where we are and where we may go next.