



# Whangaroa Kāhui Ako

Achievement Challenge 2022 - 2024

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# Introduction

This document is the Achievement Challenge for Whangaroa Kāhui Ako.

This document is the framework that will guide the Kāhui over the next 3 years as schools develop an evolving and proactive approach to success for all within the Kāhui.

## Vision and Purpose

### Our vision

**Hikina te manuka, kia hāpai, kia rewa, kia ora ake**  
*Strengthened student and whānau ownership of their learning*

### Our values:

- Whanaungātanga
- Rangatiratanga
- Manaakitanga
- Matauranga - Te Tū o Whangaroa

### Our shared purpose:

- All learners have a sense of who they are, where they come from and where they want to go
- Student success through a curriculum underpinned by Whangaroatanga
- Enabling students to see potential and success in their own learning
- Transformative learning and innovative practices
- Strengthen relationships with whānau, hapu and Iwi
- Whānaungatanga are the foundation of all we do

### We will achieve this by working together on the following important drivers:

- Being transformative in our practices and approaches
- Continue to engage in effective teaching and learning
- Engaging in powerful learning relationships with whānau, hapū, runanga and Iwi
- Powerful learning connections - strengthening learning connections with Iwi, whanau, parents, ākonga and teachers
- Powerful community connections – cultural capital, embedding mārau-a-kura, reimagining and decolonising the curriculum

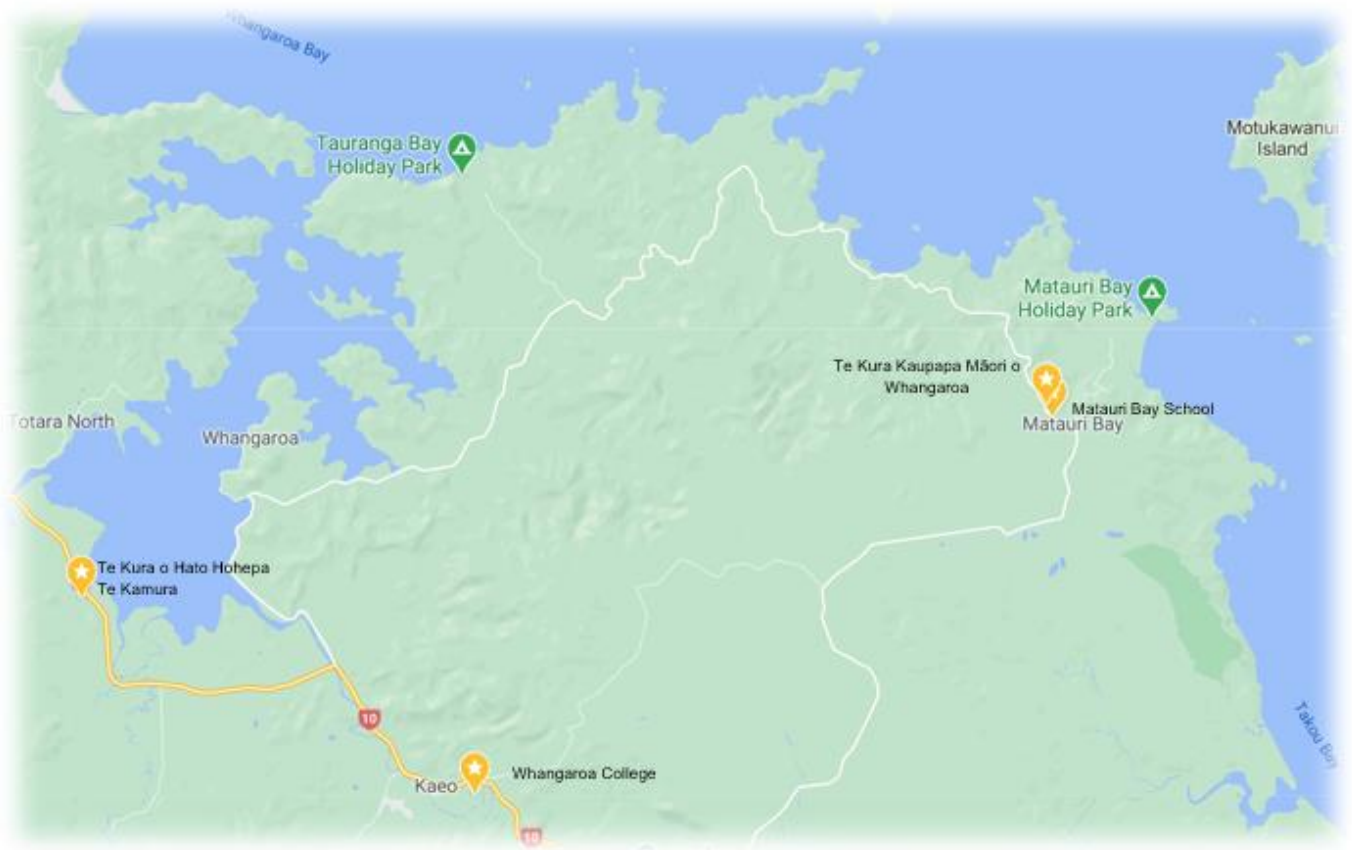
### Tā Tātou Rohe

- Te Rohe o Whangaroa is defined as the land boundary commencing at the river mouth of the Oruaiti River in the north, moving in a southerly direction encompassing the Puketi forest, and then moving in a north-easterly direction to the Takou River area.
- The coastal boundary commences at the mouth of the Oruaiti River, follows the eastern side of the Mangonui Harbour, then directly out to sea moving in a south-easterly direction along the coast to

Ruapurapura (needles) off Pureura and includes the Whangaroa Harbour, its river estuaries and island within this rohe.

- Te rohe is further described as those areas where the hapu of the marae within the above boundaries exercise mana whenua and mana Moana.
- Nga iwi o Whangaroa are the hapu that reside within Te Rohe Potae o Whangaroa bound together by strong Ngāpuhi and Ngāti Kahu whakapapa.

Whangaroa Kāhui Ako is in Te Rohe o Whangaroa and consist of 4 schools.



## Matakauri Bay School



**Ka mahitahi ai tātou kia anga whakamua**

### Vision: Kei te kura

- There are high expectations for tamariki to achieve academically
- There are high expectations for tamariki to behave properly
- Cultural identity is valued and celebrated
- All members of the school community are respected

### Beliefs: Ngā whakapono

- Teaching is culturally located and relevant

- Teaching involves reflection and continuous improvement
- Positive whānau and community support and participation enhance student progress
- All members of the school community are entitled to enjoy a safe learning environment

## Values for learning: Ngā ūara

- Whānaungātanga: Building and maintaining positive relationships
- Ahuatanga akō: Being a lifelong learner
- Rangatiratanga: Empowering leaders
- Manaakitanga: Caring, supporting and sharing

## About the school

- Matauri Bay School is a four-teacher school on the coast in Whangaroa area, 45km north of Kerikeri. Our school was founded on its present site in 1898.
- Parents, grandparents and great-grandparents of current students have attended the school. Matauri Bay School truly belongs to its community.
- Our children arrive principally from Matauri Bay, Wainui, Te Ngaere, Mahinepua, Matangirau, Pupuke and Takou Bay communities, but also include Kaeo. Whānau view the importance of te reo me ona tikanga and the other activities offered at the school.
- Five marae are included: Te Tāpui marae, Ngāti Ruamahue marae, and Ngai Tūpango, Matangirau and Pupuke marae.
- We are privileged to have a strong relationship with our local marae, kuia and kaumātua alike. We strive to involve our students in marae and tikanga learning in this environment.
- Matauri Bay School delivers education for children from Years 1 to 8, inclusive of learners with special needs. A strong sense of belonging is evident in the school.
- Teachers, parents, friends and the community are regularly involved in the learning programs. We believe that the 'Whānau' atmosphere exists where people are valued, and their achievements are celebrated.
- Our pupils are predominantly Māori. The mediums of instruction are in English and Te Reo Māori, with a strong goal to raise the Te Reo Māori me ōna Tikanga knowledge for all students.
- Formal instruction in Te reo Maori is under the kaupapa of the Te Ataarangi learning method.
- The Board makes a strong commitment to ensure Te Reo Māori me ngā Tikanga o Ngā Puhi particular to Ngāti Kura, Ngāti Torehina, Ngai Tupango, and Ngāti Ruamahue, Ngati Kahu ki Whangaroa and Ngati Uru are acknowledged.
- Roll: 80

## Te Kura o Hato Hohepa Te Kamura



### Vision/Whakatauki

To empower all learners to.

- Embrace learning
- Achieve their personal best
- Build their emotional, social, spiritual and physical well-being

***Whakamaua ngā Kete o te Wānanga  
Whakatina, kia ora***

### Mission

It is our Mission to be a **first choice kura** by providing authentic educational experiences that ensure our tamariki graduate:

- strong in their Faith
- confident in their Identity, Language and Culture

- motivated and activated Life-long Learners
- grounded in the values of Pono, Aroha, Tika, Humārie

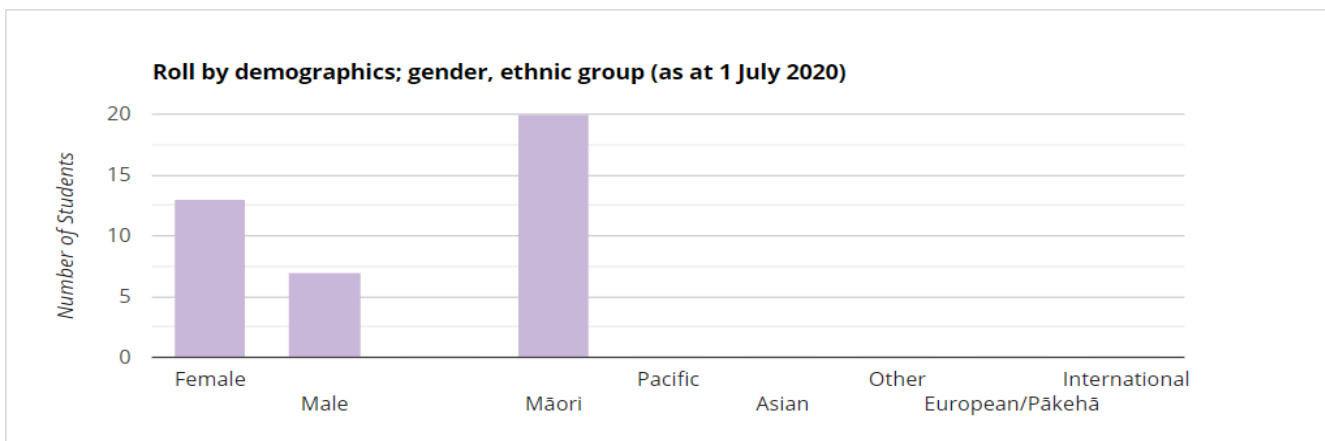
## Values

- Pono,
- Aroha,
- Tika,
- Humārie

## About the school

- Te Kura o Hato Hōhepa Te Kāmura is whānau/community orientated kura, offering education through te reo Māori and te reo Pākehā, underpinned by our core values of pono, aroha, tika, and hūmārie.
- We believe ALL tamariki can experience a successful and inspiring education, irrespective of their circumstances.
- We strive to prepare tamariki for the next stage of their learning pathway by maintaining high expectations, a focus on academic achievement combined with building the confidence, knowledge and skills they need to be future leaders within their whānau, hapū, iwi and wider community.
- Roll 21

## Te Kura o Hato Hōhepa Te Kāmura demographics:



## Whangaroa College



### Vision/Whakatauki

- To enable all learners to achieve Wisdom with Honour.

### Mission

- Building confident global citizens that strive for excellence

### Values

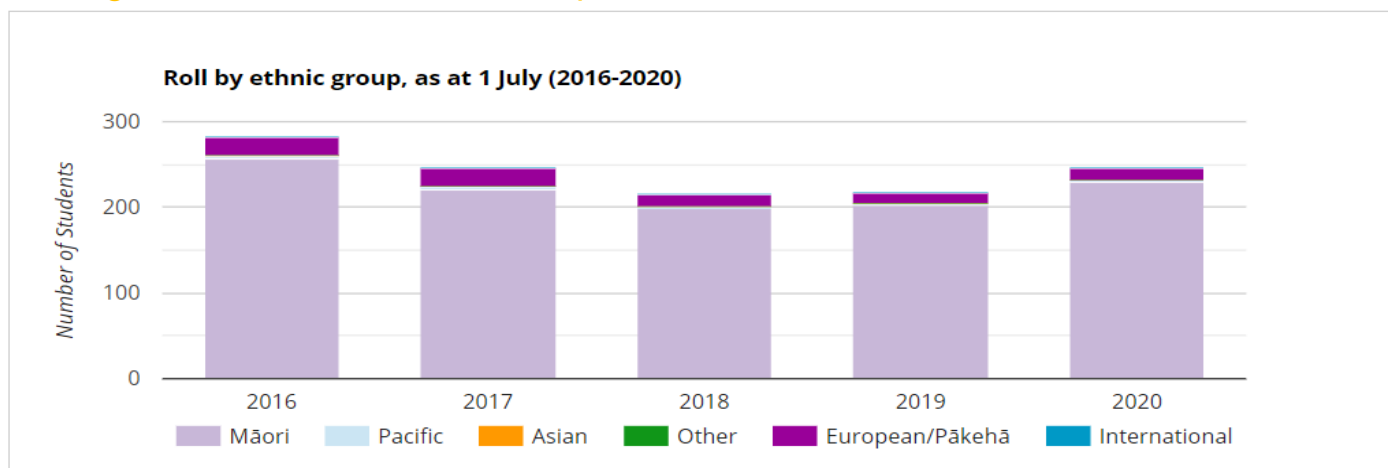
- Whangaroa College acknowledges and upholds the values of Respect, Responsibility, Commitment, Perseverance and Tikanga Maori.
- By following these values, the College aims to ensure all learners are equipped with the skills to achieve their full potential and positively contribute to society.

### About the school:

- Whangaroa College is a decile 1, Year 7–13 state co-educational school set in idyllic and peaceful surroundings on SH10 in Kaeo.
- It sits in a valley bounded by the Kaeo River, Pohue Pa, Maungaemiemi, Whakarara and Taratara maunga. Ngati Kahu and Ngapuhi are tangata whenua. The beautiful and tranquil Whangaroa Harbour is less than 10 kms away.
- The East Coast offers views of the Cavalli Islands and access to the surfing and swimming beaches of Matauri Bay, Te Ngaere Bay, Wainui Bay and Tauranga Bay.
- The campus contains beautifully positioned and well-tended native and exotic trees and shrubs.
- There is also a range of outdoor sport and recreation facilities in the College grounds. The College is well equipped to cater for academic, sporting and cultural needs. Whangaroa College is an NZQA accredited provider of both conventional and non-conventional school subjects.
- Roll - 106



## Whangaroa Kāhui Ako Student Population: Trends:



## Whangaroa Kāhui Ako - percentage of school leavers staying at school until at least their 17th birthday (2017-2019)

Group	Left before 17th birthday			Stayed until 17th birthday			Percentage staying until at least 17th birthday		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Female	5	3	1	9	6	7	64.3	66.7	87.5
Male	11	4	2	17	5	5	60.7	55.6	71.4
Māori	14	6	3	22	8	10	61.1	57.1	76.9
Pacific	x	x	0	x	x	0	x	x	na
Asian	0	0	0	0	0	0	na	na	na
MELAA	0	0	0	0	0	0	na	na	na
Other	x	x	x	x	x	x	x	x	x
European/Pākehā	3	2	x	5	5	x	62.5	71.4	x
CoL Total	16	7	3	26	11	12	61.9	61.1	80.0
New Zealand Total	9,957	10,037	11,113	52,698	51,260	50,593	84.1	83.6	82.0

# The Drivers

Drivers are our shared beliefs enacted as behaviours and actions within the Kāhui Ako. They set the platform for the way we engage in our learning relationship with our ākonga, whānau, hapū and the Iwi. Our drivers are aligned to the vision, values and our shared purpose. They inform and remind us of the importance of '**Te mana o ngā tāngata o Whangaroa**'.

## Driver 1: Relationships are paramount.

- Are explicit, valued, and present in every engagement
- Focused on learning and high expectations
- Focused on embedding a partnership with whānau, hapū and Iwi in the learning journey

## Driver 2: Culture, Language, and Identity of Whangaroa first and foremost.

- Knowing our learners, whānau and community and valuing the experiences they bring with them to the learning
- Relational and pedagogical practices that engage learners in their learning
- Learning is contextual and promotes a localised, regional and global perspective

## Driver 3: Learning is transformative and Innovative.

- Learners have greater opportunity to develop and have control of their learning journey
- Innovation is viewed as tools, process and practices that uncover the past and enable new ways of learning, acquiring deeper understanding and co-constructing new solutions
- Leaders and teachers are constantly engaging in transformative practices that make a positive difference to student learning

## Driver 4: Creating a culture of success and constant improvement is our collective responsibility.

- Embedding a collective culture of success is the norm across the Kāhui Ako
- Leaders, teachers and ākonga are constantly looking for way to improvement practice and learning
- Leaders, teachers, ākonga, whānau, hapū and Iwi working towards a shared vision of improvement and ownership

# Achievement Challenge 2022-2024

## Achievement Challenge 1

### Transition:

Current status of *TRANSITION* practices across the Kāhui Ako.

Transition	Our practices are Ineffective in this area	Our practices are somewhat developed in this area	Our practices are developing in this area	Our practices are developing and becoming embedded in this area	Our practices are highly developed and embedded in this area
Kāhui Ako o Whangaroa		✓			

### Target

- **BY the end of 2022** we have developed a transition strategy and plan for years 7-9 and is used consistently. Feedback shows 80% satisfaction with process.
- **BY the end of 2023** we have developed an ECE pathway and this is used consistently - student/whanau/teacher. Feedback shows 80% satisfaction with process.

<p>Why is this an achievement challenge?</p>	<ul style="list-style-type: none"> <li>• Most students make many transitions in their school lives. Beginning with early childhood education right through to secondary school and further, into employment and/or higher education study. Ensuring that our learners and their whānau are supported and empowered through this journey is a critical collaborative responsibility between all those involved.</li> <li>• Over 75% of all learners within our Kāhui Ako whakapapa to Whangaroa, ensuring that not only is it important from a schooling system perspective, it is critical from a whānau, hapū and iwi one.</li> <li>• Building positive transition experiences, not just from ECE to Primary to Secondary is vital, but transition from school to school within the rohe is equally important. This means that schools take the position of ‘they are all our tamariki’ regardless of what school they are enrolled in, inviting both critique and learning from each other.</li> <li>• They share information, they communicate and talk about what is important. They constantly ask – what are your school’s strengths and can you help us improve OUR practice for OUR tamariki learning and success.</li> </ul>
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	<ul style="list-style-type: none"> <li>• This achievement challenge is about ensuring that our learners and their whānau can see high quality learning pathways exist within our rohe. That schools within the rohe are focused on collaboration, learning together and constantly improving practice.</li> <li>• When students change class within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working and learning, and make sense of the rules and routines that operate in their classes (Sanders et al, 2005). While students are navigating the formal school environment, they are also adjusting to the social changes that happen when changing schools and classes.</li> </ul>
<ul style="list-style-type: none"> <li>• What is the evidence that tells us this?</li> </ul>	<ul style="list-style-type: none"> <li>• Schools within the Kāhui Ako have noticed a trend in the movement of students from within rohe to schooling opportunities outside the rohe which could indicate that ākonga and their whānau may not believe that education opportunities within Whangaroa are of a quality or standard they are seeking or that movement of whānau could be for employment, or other reasons.</li> <li>• There has been a slow but steady decline in roll numbers from year 11 onwards in the secondary setting</li> <li>• There is movement of students across both primary and secondary school settings within Whangaroa for various reasons.</li> <li>• Some whānau have voiced a lack of understanding of the education pathway and opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• What are the critical actions that we believe will drive a change in this area?</li> </ul>	<ul style="list-style-type: none"> <li>• Review and develop robust transition practices and processes across the Kāhui Ako that are utilised by each school.</li> <li>• Embed greater collaboration and communication across schools to support transition of learners and with whānau. This involves sharing pastoral and student achievement information.</li> <li>• Work with the Iwi on a communication strategy to promote the education pathway opportunities within the Kāhui Ako.</li> </ul>

## Achievement Challenge 2

### Attendance:

#### Current status of **ATTENDANCE** practices across the Kāhui Ako.

Attendance	Our practices are Ineffective in this area	Our practices are somewhat developed in this area	Our practices are developing in this area	Our practices are developing and becoming embedded in this area	Our practices are highly developed and embedded in this area
Kāhui Ako o Whangaroa			√		

## Target

- **BY the end of 2022** we have developed a plan that identifies root causes for non-attendance and outlines a range of strategies to address these causes.
- **BY the end of 2023** By the end of 2023 attendance will be at 85% or above.

<ul style="list-style-type: none"> <li>• Why is this an achievement challenge?</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement.</li> <li>• All students must be present at school so they can participate and engage in learning.</li> <li>• Parents and boards of trustees are legally responsible to ensure students' regular attendance at school</li> <li>• Irregular attendance may be an early indicator of problems with student motivation or teaching effectiveness. Students with high absenteeism are less likely to succeed in their learning. If a student misses five school days each term, or one day a fortnight, they will miss the equivalent of one year of school over 10 years.</li> <li>• As the level of absenteeism grows, the difficulty of re-engaging in learning can grow exponentially. (<a href="#">Attendance Matters</a>)</li> <li>• Research shows that every day away from school can affect results. <a href="#">Students attending 95% of days in Year 10</a> later get an average of 75 credits at Level 3 – more than enough to achieve the qualification. For students attending Year 10 for 85% of the time, only about half go on to achieve NCEA Level 3.”</li> </ul>
<ul style="list-style-type: none"> <li>• What is the evidence that tells us this?</li> </ul>	<ul style="list-style-type: none"> <li>• School attendance data across the Kāhui Ako show that attendance for a percentage of students is an issue.</li> </ul>
<ul style="list-style-type: none"> <li>• What are the critical actions that we believe will drive a change in this area?</li> </ul>	<ul style="list-style-type: none"> <li>• Work with whānau, hapū, and Iwi to support the Kāhui Ako attendance strategy and individual school attendance targets</li> <li>• External support to engage and follow up with whānau</li> <li>• Seek feedback from ākongā and whānau</li> </ul>

## Whangaroa Kāhui Ako Roll demographics



# Achievement Challenge 3

## Retention:

Current status of *RETENTION* practices across the Kāhui Ako.

Attendance		Retention is a major issue in our school	Retention is a somewhat major issue in our school	Retention is an issue in our school	Retention is a minor issue in our school	Retention is not an issue in our school
Kāhui Ako o Whangaroa						

## Target

- **BY the end of 2022** we have identified a range of interventions including (but not limited to):
  - pre-enrolment and/or personalised academic counselling
  - consistent late enrolment procedures
  - introducing orientation programmes
  - personal contact with students identified as 'at risk' by academic support personnel.
  - **BY the end of 2024** increased student retention rates and feedback shows 80% or above increase in community confidence. Develop Kahui wide careers/ future pathway plans and events.

<ul style="list-style-type: none"> <li>• Why is this an achievement challenge?</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of upper secondary education is associated with a range of economic and social benefits both in New Zealand and across the OECD.</li> <li>• Retention to senior secondary schooling is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community (OECD, 2017).</li> <li>• According to Norton et al. (2000) the risk of unemployment for those with no school qualifications or only Year 11 qualifications is higher than for those with Year 12 or Year 13 qualifications.</li> <li>• The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10%.</li> <li>• Lashlie (2005) found that one of the factors important for successful school leaving for boys was merely staying at school until the end of the Year 13.</li> <li>• This is because it takes boys longer to achieve a high level of maturity and self-management than girls, and that boys' schools in particular can "hold boys steady while the chaos of adolescence sorts itself".</li> <li>• Simply keeping boys at school (by making school relevant) until they have decided what they want their next step in life to be can reduce the chances of a boy "arriving at a prison gate". (<a href="#">Education Counts</a>)</li> </ul>
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<ul style="list-style-type: none"> <li>What is the evidence that tells us this?</li> </ul>	<ul style="list-style-type: none"> <li>School leaver tracking information – Whangaroa College</li> <li>Steady increase of students being home-schooled</li> <li>Growing number of students seeking education opportunities outside the rohe.</li> </ul>
<ul style="list-style-type: none"> <li>What are the critical actions that we believe will drive a change in this area?</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive careers/ future pathways programme developed across schools in collaboration with iwi. hapu, MoE, employment and tertiary providers.</li> <li>Provide events that expose students to opportunities and familiarity with goal setting processes.</li> </ul>

## Whangaroa Kāhui Ako Rolls by funding year level, gender, and ethnic group, as at 1 July 2020

	Māori	Pacific	European/Pākehā	Total
Year 1 – Female	8			8
Year 1 – Male	13			13
Year 1 - Total	21			21
Year 2 – Female	11			11
Year 2 – Male	6			6
Year 2 - Total	17			17
Year 3 – Female	12			12
Year 3 – Male	6			6
Year 3 - Total	18			18
Year 4 – Female	11	1		12
Year 4 – Male	7			7
Year 4 - Total	18	1		19
Year 5 – Female	5			5
Year 5 – Male	10			10
Year 5 - Total	15			15
Year 6 – Female	9			9
Year 6 – Male	5			5
Year 6 - Total	14			14
Year 7 – Female	14	1		15
Year 7 – Male	18		5	23
Year 7 - Total	32	1	5	38

Year 8 – Female	15		1	16
Year 8 – Male	16		1	17
Year 8 - Total	31		2	33
Year 9 – Female	14			14
Year 9 – Male	11		2	13
Year 9 - Total	25		2	27
Year 10 – Female	9		3	12
Year 10 - Male	4			4
Year 10 - Total	13		3	16
Year 11 – Female	5			5
Year 11 – Male	4			4
Year 11 - Total	9			9
Year 12 – Female	6		1	7
Year 12– Male	5		1	6
Year 12 - Total	11		2	13
Year 13 – Female	6			6
Year 13 – Male	0			0
Year 13 - Total	6			6
	<b>Māori</b>	<b>Pacific</b>	<b>European/Pākehā</b>	<b>Total</b>
Kāhui TOTAL – Female	125	2	5	<b>132</b>
Kāhui TOTAL- Male	105		9	<b>114</b>
Kāhui TOTAL	230	2	14	<b>246</b>

## Achievement Challenge 4

### Culturally Authentic Curriculum

Current status of **CULTURALLY AUTHENTIC CURRICULUM** practices across the Kāhui Ako.

Attendance	Development of our CAC is still at an infancy stage	Development of our CAC is at a	Development of our CAC is at a	Development of our CAC is at a highly	Development of our CAC is at a highly developed



		somewhat infancy stage	developing stage	developed stage	and embedded stage
Kāhui Ako o Whangaroa					

**By the end of 2024** we have developed and are implementing a kāhui ako curriculum for Whangaroa:

- There should be a clearly distinguishable relationship between the national and localised school curriculum and the kāhui ako curriculum
- The relationship between and across the schools to ensure students who transition from one school/kura to the next are smooth and that students, whānau and staff are consistent in their messages about a Whangaroa identity
- Resources need to be set aside to enable Professional Learning and Development to take place for teachers in need of support with:
  - Learning te reo Māori
  - Learning about the origin stories of Whangaroa
  - Learning about the colonial stories of Whangaroa
  - Learning about the people and places in Whangaroa
- Schools/kura engage with whānau, iwi and hapū to ascertain their aspirations for their tamariki/mokopuna
- Schools/kura encourage greater understanding and knowledge of the lived lifestyles of families and whānau so to create and facilitate culturally authentic teaching and learning experiences and pathways.

<ul style="list-style-type: none"> <li>• Why is this an achievement challenge?</li> </ul>	<ul style="list-style-type: none"> <li>• A culturally located curriculum is the way that we strive to bring depth to The New Zealand Curriculum within our schools. It is about our intent to:           <ul style="list-style-type: none"> <li>○ being responsive to the needs of our learners, whānau, hapū and the Iwi</li> <li>○ putting Whangaroa identity, language, culture up front in curriculum</li> <li>○ integrating Te Tiriti o Waitangi into our learning programmes</li> <li>○ learning and acknowledging the past and integrating that acknowledge in how we think about the future</li> </ul> </li> <li>• At the heart of our desire to embed a culturally located curriculum is the notion that our learners learn best when they are able to engage in learning through the knowledge, understanding and experiences they bring with them.</li> <li>• We believe that a culturally located curriculum enables learners to connect with the lessons and learnings from past, present and future, while experiencing and promoting success that is meaningful, attainable and aspirational for our ākonga, whānau, hapū and Iwi.</li> </ul>
<ul style="list-style-type: none"> <li>• What is the evidence that tells us this?</li> </ul>	<ul style="list-style-type: none"> <li>• Evident in our teaching and learning with ākonga and whānau engagement.</li> <li>• When we utilise mātanga within our rohe to support the learning and through this engagement they provide a depth of knowledge,</li> </ul>

	<p>hitōri and understanding that is new to our ākongā, whānau and educators</p> <ul style="list-style-type: none"> <li>• The desire of our schools to deepen their knowledge and understanding in this space</li> <li>• The need to make our learning programmes relevant and acknowledge the rohe as a part of learning</li> </ul>
<ul style="list-style-type: none"> <li>• What are the critical actions that we believe will drive a change in this area?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Kāhui wide approach to the curriculum through shared learning, co-constructing learning activities alongside whānau, hapū, Iwi and ākongā</li> <li>• Deepen our pedagogical understanding of how we integrate a culturally located curriculum within our learning context</li> <li>• Widen our circle of relationships that are purposeful and reciprocal</li> </ul>

## Monitoring and Evaluation

To support our work in shifting and accelerating ākongā attendance, retention, transition, and localized curriculum learning we will utilise the Education Review Office’s model as described in Effective Internal Evaluation for Improvement (2016), to collect evidence of the impact against our planned actions to improving outcomes for our ākongā and their whānau. We will also utilise a range of other culturally appropriate evaluation frameworks as part of the monitoring and evaluation process.

### Monitoring will focus on:

- Implementation of plan and the targeted plan
- Implementation of change process across the community
- Reflecting Kāhui Ako planned actions within each school’s charter, annual plan and targets

### Evaluation will focus on:

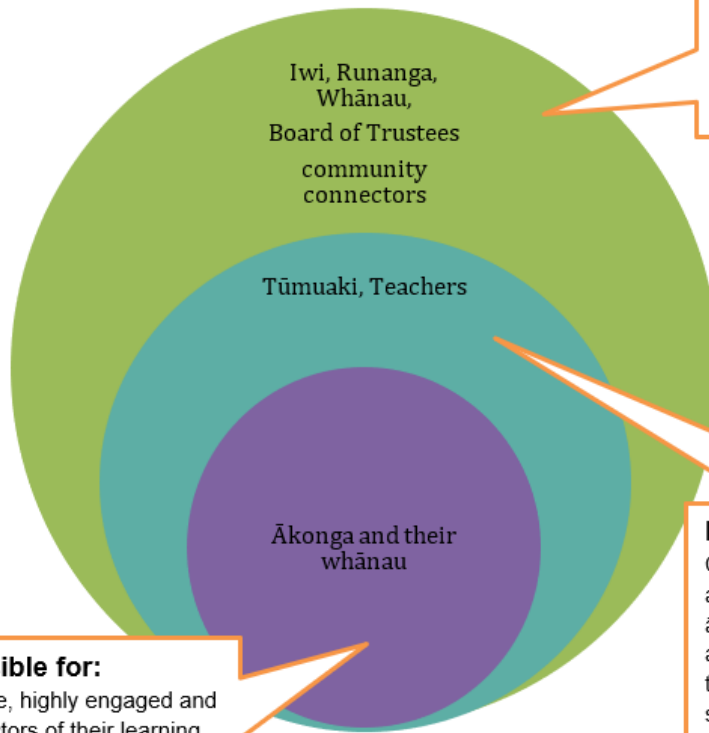
- Evidence of impact within schools and across the Kāhui
- Analysis of the outcomes relating to each of the achievement challenges
- Narrative of Iwi, hapū, whānau, school and ākongā voices

### Reporting:

- Undertaken at school and Kāhui ako level
- System, procedures and practice shifts based on the achievement challenges
- Impact and influence on ākongā learning
- Resources utilised and required

# Whangaroa Kāhui Ako Organisation and Structure

## ▲ Structure and responsibilities:



**Responsible for:**  
Creating, connecting and driving a whole of community capability and capacity learning model that enriches the learning and professional growth for all those within the Kāhui ako.

**Responsible for:**  
Creating high quality learning outcomes and practices that remove barriers for ākonga their whānau and within the Kāhui ako. Focus is on creating and investing in the co-construction of educational successful outcomes.

**Responsible for:**  
Being active, highly engaged and co-constructors of their learning and education journey alongside those responsible for their creating the conditions for positive learning

# Appendix 1 – Marau ā Kura

## Towards a Whangaroa Kāhui Ako Curriculum

On behalf of the Whangaroa Kāhui Ako Leadership team the following data has been gathered to help inform the development of a Kāhui Ako Curriculum. This paper outlines some of the key findings for further discussion and analysis. It includes a three school staff survey, several community interviews/discussions/kōrerorero and some focus group responses.

### Staff Survey

#### Demographic Data

There were 19 responses received from across the three schools. Of the 19 respondents, 12 are Māori and 7 are European. 3 are men and 16 are women. 11 of the 19 respondents have been teaching between 21 and 30 years. With most having taught in Whangaroa for less than 5 years. 4 have been teaching in Whangaroa for over 11 years. Most respondents identified as being strong literacy teachers (14), followed by technology (10), math (9), social sciences (8), Health and P.E (7) and te reo (7). The majority of the respondents teach mainly in years 7 - 13.

#### Responses to areas

There were five areas the survey explored that inquired into what teachers knew about each area, their confidence to teach it, their ability to teach in the area, and the level of support (e.g. PLD) they might need to teach it well.

The numbers in red represent the scale from 1-5, and the black numbers represent the number of responses across the five point scale.

	Knowledge Question	Confidence Question	Ability Question	Support/PLD Question
Origin Stories	<p>1 = No knowledge 5 = Excellent knowledge</p> <p>4 - no knowledge 5 - a little 6 - some 2 - a lot 2 - excellent</p> <p>A strong need to develop knowledge in this area.</p>	<p>1 = No confidence 5 = Extremely confident</p> <p>4 - no confidence 2 - a little 3 - some 5 - a lot 5 - extremely</p> <p>Some confidence building in this area.</p>	<p>1 = No ability 5 = Extreme ability</p> <p>0 - not at all 1 - a little 6 - some 4 - a lot 8 - extreme ability</p> <p>Most feel they have the ability to teach in this area.</p>	<p>1 = No support 5 = Extreme support</p> <p>1 - no support 3 - a little 10 - some 2 - a lot 3 - extreme support</p> <p>High level of support required.</p>
Te Reo	<p>1 = No knowledge 5 = Excellent knowledge</p> <p>0 - no knowledge 8 - a little 5 - some 5 - a lot 1 - excellent</p>	<p>1 = No confidence 5 = Extremely confident</p> <p>0 - no confidence 6 - a little 4 - some 3 - a lot 6 - extreme ability</p>	<p>1 = No ability 5 = Extreme ability</p> <p>1 - no ability 4 - a little 3 - some 5 - a lot 5 - extreme ability</p>	<p>1 = No support 5 = Extreme support</p> <p>1 - no support 2 - a little 7 - some 4 - a lot 5 - extreme support</p>

	A strong need to develop te reo knowledge.	Some confidence building in this area.	Average need to develop the ability to teach te reo.	High level of support required.
Colonial Stories/Hītoria	<p>1 = No knowledge 5 = Excellent Knowledge</p> <p>6 - no knowledge 3 - a little 5 - some 3 - a lot 2 - excellent</p> <p>A strong need to develop knowledge in this area.</p>	<p>1 = No confidence 5 = Extremely confident</p> <p>2 - no confidence 4 - a little 6 - some 1 - a lot 5 - extremely</p> <p>A lot of confidence building in this area..</p>	<p>1 = No ability 5 = Extreme ability</p> <p>1 - no ability 4 - a little 7 - some 2 - a lot 5 - extremely</p> <p>Average need to develop ability in this area.</p>	<p>1 = No support 5 = Extreme support</p> <p>2 - no support 2 - a little 10 - some 1 - a lot 4 - extreme support</p> <p>High level of support required.</p>
People/Places	<p>1 = No knowledge 5 = Excellent Knowledge</p> <p>2 - no knowledge 4 - a little 5 - some 3 - a lot 5 - excellent</p> <p>Some knowledge development required.</p>	<p>1 = No confidence 5 = Extremely confident</p> <p>1 - no confidence 3 - a little 7 - some 2 - a lot 6 - extremely</p> <p>Some confidence building in this area.</p>	<p>1 = No ability 5 = Extreme ability</p> <p>0 - no ability 3 - a little 6 - some 3 - a lot 7 - extremely</p> <p>Average need to develop ability in this area.</p>	<p>1 = None required 5 - Extreme support required</p> <p>3 - no support 3 - a little 6 - some 2 - a lot 5 - extreme support</p> <p>A good level of support is required.</p>
Whangaroa Āpōpō	<p>1 = No knowledge 5 = excellent</p> <p>3 - no knowledge 1 - a little 6 - some 5 - a lot 2 - excellent</p> <p>Some knowledge development required.</p>	<p>1 = No confidence 5 = Extremely confident</p> <p>1 - no confidence 4 - a little 7 - some 2 - a lot 5 - extremely</p> <p>Some confidence building in this area.</p>	<p>1 = No ability 5 = Extreme ability</p> <p>0 - no ability 2 - a little 6 - some 6 - a lot 5 - extremely</p> <p>Some development required.</p>	<p>1 = None required 5 = Extreme support required</p> <p>0 - no support 4 - a little 11 - some 2 - a lot 2 - extreme support</p> <p>A high level of support is required.</p>

## Focus Group/Interviews Summaries

### Tumuaki - focus group

#### Issues to overcome

Low whānau aspirations/expectations

High absenteeism exacerbated by covid times

Te reo not really supported by whānau/hapū

Transition between/across schools, in particular from years 0-1 and 8-9.

Identifying the focus of a Kāhui Ako curriculum

Identifying what a common pathway might be from years 1 - 13 and how it should be administered/monitored

## **Teaching/teachers**

Enhancing teacher practice

Developing a Learners based relationship

Development of a learners pathway across the Kāhui wrapped within our own contexts

What common programs/practices/protocols/principles we can all use, agree to? - *could be a good starting point.*

## **Tamariki/mokopuna**

Our goal is to grow great human beings

The provision of mana enhancing learning and teaching experiences

Learning how to learn

Developing agentic learners

## **Kaiako - focus group**

He aha te tū o te kaiako i whakaako i kōnei?

He aha ngā takanga i roto i te akomanga, he aha hoki ngā tikanga i runga i tēna ka puāwai ai tēnei mea te Whangaroatanga?

Tā ia kura tōna ake āhua. Ko ngā maunga hei taumata whakaako mō ia kura. Kei tōna ake kōrero, tōna ake tirohanga. He momo paearu tā ia kura.

Curriculum needs to connect with whānau/hapū aspirations.

Our ākonga need to know who they are (we can help by strengthening their sense of identity, whakapapa and as learners)

Knowing the connection between whakapapa and whenua

Develop a strong sense of tikanga - knowing there is a right way to do things.

Includes underpinning learning with our values system, such as whanaungatanga, aroha, rangatiratanga, manaakitanga.

Driven by the vision of the kāhui, the school and the community.

Leadership, BOT need to be committed to Whangaroa and to the vision of the Kāhui.

More community connection. Attend and be involved in more community events.

## **Ākonga - focus group**

Got to enjoy being at school

Learning should be enjoyable

Ki te ako i te hōhonutanga o te reo

Te hononga o te reo o te kāinga ki te kura

Help us understand how the system works

## **Whānau - focus group**

Re-connect rangatahi to sky, sea and whenua

Be open and innovative

Be more deliberate about what is being taught

Be more culturally responsive

Learn independence

A system underpinned by He Wakaputanga me Te Tiriti

Financial literacy

Wellness (mental, cultural and social)

Start inspiring our kids earlier so they can see the long term plan for themselves

## **Families - conversations**

Very important to learn about the area we live in. Names, stories, people, places, geology, landscapes.

Very important to learn how to get along with each other.  
Make schooling relevant to who the children are.

### **Taumata - kōrerorero**

Te tika o te kōrero me te aroha mō ngā mokopuna  
Me whai wā ki te wānanga i tēnei kaupapa

Nuki Aldridge email 21 March 2012. "Rapua he mea ngaro - Hei tāpiri" an explanation.

"Out from the past there is bequeathed to us a Heritage, an art and culture of abiding beauty peculiarly our Own. - A system of inherited ideas, beliefs, values and knowledge. Which once dwelt not on paper or parchment but in the mentality of a great people. It is for us today to see to it that in our national life all that is best in Māori culture and craft will be re-visited to live again in the new and modern time".

Mō tātou, mā tātou, e tātou - mā ngā uri o Whangaroa e

### **Further Data Collection**

Collect individual school data including (but not limited to) demographic information, achievement, success, curriculum objectives, localised curriculum.

#### **Where to from here?**

Either complete findings and report on them, and/or extend it to include some of the following ideas:

- What might a Kāhui Ako Curriculum have in it?
- What will Kāhui Ako schools need to do to achieve its goals in regards to a Kāhui Ako curriculum?
- How (or where) will the Kāhui Ako curriculum sit within your own school curriculum, the national curriculum and this regional curriculum?
- What support will we need to create an inclusive, community supported curriculum development?

# Appendix 2 – Retention Data

The data below is made up of two sets of information:

1. Whangaroa College Retention Data
2. Student Population Trend by Ethnic Group

Analysis:

- Kāhui ethnic composition is significantly Māori
- We are trending behind both Northern and National averages in retention to at least 17 years of age
- Matauri Bay School population trend (2017-2020) is consistent
- Te Kura o Hato Hōhepa Te Kāmura population trend (2017-2020) is not stable

## Whangaroa College

Table 1: Percentage of school leavers staying at school until at least their 17th birthday (2018-2020)

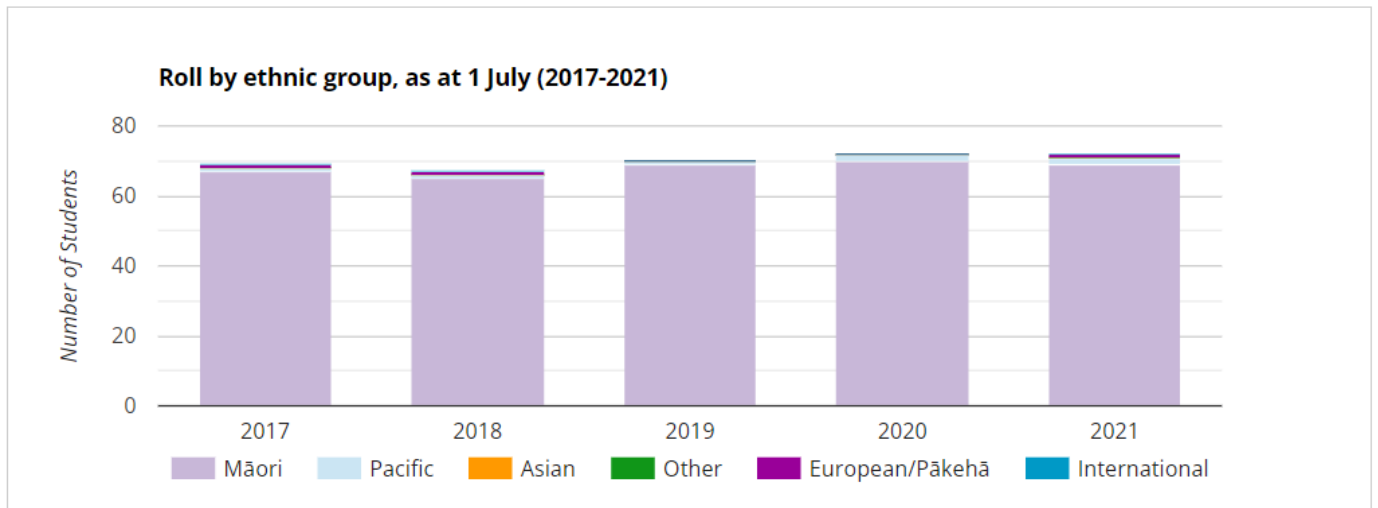
Group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Female	3	2	2	6	6	6	66.7	75.0	75.0
Male	4	2	4	5	4	2	55.6	66.7	33.3
Māori	6	4	6	8	8	7	57.1	66.7	53.8
Pacific	x	0	x	x	0	x	x	na	x
Asian	0	0	0	0	0	0	na	na	na
MELAA	0	0	0	0	0	0	na	na	na
Other	x	0	0	x	0	0	x	na	na
European/Pākehā	2	1	x	3	4	x	60.0	80.0	x
Total	7	4	6	11	10	8	61.1	71.4	57.1

Table 2: Comparison trend data (2018-2020)

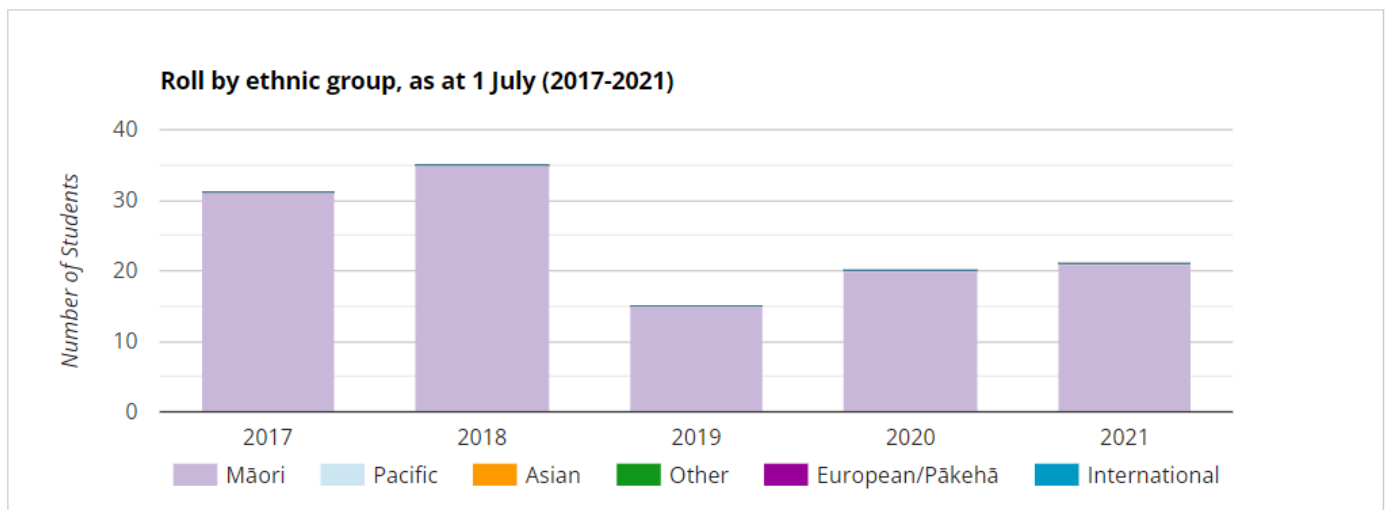
Comparison group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Whangaroa College	7	4	6	11	10	8	61.1	71.4	57.1
Northland Region	520	555	537	1,597	1,453	1,530	75.4	72.4	74.0
Secondary (Year 7-15)	1,378	1,377	1,404	7,949	7,677	7,875	85.2	84.8	84.9
State	8,883	9,450	9,197	41,345	40,131	40,756	82.3	80.9	81.6
Decile 01	1,060	1,023	880	2,967	2,878	2,775	73.7	73.8	75.9
New Zealand	9,869	10,336	9,945	51,168	49,667	50,384	83.8	82.8	83.5



## Matauri Bay School



## Te Kura o Hato Hōhepa Te Kāmura



## Appendix 3 – Transition Data

Te Kura o Hato Hōhepa students transitioning to Whangaroa College

Year	2019	2020	2021	2022
YR 8	1/1 100%	1/2 (50%)	2/3 (33%)	0/2
YR 7				1/2
YR 6				1/2

Matauri Bay School students transitioning to Whangaroa College

Year	2019	2020	2021	2022
YR 9			50%	
YR 9		15/40 = 37.5%		

Whangaroa College leavers data

	2019	2020	2021	2022
NCEA 1	84.6	69.2	78.9	
NCEA 2	53.8	53.8	63.2	
NCEA 3	23.1	30.8	36.8	
UE	7.7	7.7	10.5	
Tertiary			30%	
Employment			30%	
Left the system			20%	

## Appendix 4 – Attendance Data

This information is attached as individual reports. At the end of 2021, the Ministry of Education provides schools with supplemental report; *Every Day Matters*.

This supplemental report compares our school's term-by-term data to schools of similar type, decile and region.

**NOTE:**

*Te Kura Kaupapa Māori o Whangaroa has not engaged in the establishment of the Kāhui Ako therefore, their information is not included in this document. Te Kura Kaupapa Māori o Whangaroa has given an indication that they will be in a position to engage with the Kahui Ako in term 3 2022.*