

# Te Kāhui Ako o Te Kāuaeranga

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## Thames Community of Learning



*Achievement Challenges 2020-2023*

# Introduction

## Our Vision

*Climb, Ascend, Persevere*

*Tēnā mē piki atu, piki ai, ki te pikinga ora mōu*

## Our Purpose

Our Kāhui Ako will reflect our unique and diverse community\* and give our students consistent, high quality education at all levels.

Through *Conscious Collaboration, Connection* and Inclusion we will strive to achieve equity and excellence for all ākonga/ learners.

Our Kāhui Ako will give effect to Te Tiriti o Waitangi by working to ensure that our strategic direction, vision and values reflect local tikanga Māori, mātauranga Māori and te ao Māori, and by supporting the teaching and learning of te reo Māori and tikanga Māori.

Our students will experience a seamless transition from Early Childhood Education through Primary, Secondary School and beyond.

Our diverse learners will engage in responsive teaching and learning programmes that place them at the heart of everything.

\*Kāhui or Community includes ākonga, whānau, kaiako/ teachers, Kaumatua, Support Staff, Hapu, Iwi, Community agencies.

ECE

Primary

Secondary

Beyond

## Our Whakatauki

*E hora waikohu āroto, E maupaki ā waho,  
Tēnā mē piki atu, piki ai, ki te pikinga ora mōu*

While a mistiness lurks within, without are clear skies, Therefore strive and climb to discover your true potential and thus attain the zenith of your well being.

This Taimoana Turoa Whakataukī was gifted to the Thames Kauaeranga Kāhui Ako by Ngāti Maru Iwi in 2017 to affirm the vision for our journey ahead.

## Our Values

### **Whakawhanaungatanga**

We will enhance the connections to strengthen relationships between and within our Kāhui Ako community.

### **Manaakitanga**

We will be respectful, encouraging and supportive of all in our Kāhui Ako community.

### **Kotahitanga**

We are committed to achieving our shared vision through working together with a unity of purpose.



At the beginning of 2020, all Kaiako/ teachers from our Kāhui Ako attended a Connection Day at Matai Whetu Marae supported by our Iwi Partnership with Ngāti Maru.

# Kāhui Ako Information



## Matatoki School - Te Kura o Matatoki

**Vision:** Achieving Excellence Together - Rere totika, rere pai, rere rungawara re  
**Website:** [www.matatoki.school.nz](http://www.matatoki.school.nz)



## Moanataiari School - Moana Taiari Kura

**Vision:** Learning and growing together – “Kia tupu ngatahi ai e tātou  
**Website:** [www.moana.school.nz](http://www.moana.school.nz)



## Pārāwai School - Te Kura o Pārāwai

**Vision:** Responsible - Tūtika, Engaged - Whakahihiwa, Active - Mātātoa, Learners - Akonga.  
**Website:** [www.parawai.school.nz](http://www.parawai.school.nz)



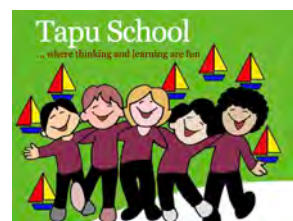
## St. Francis School Thames

**Vision:** Inspired by St Francis' love of creation, we will provide a nurturing environment for each child; focussing on their spiritual, moral, academic, emotional, social and physical needs.  
**Website:** [www.stfrancis-thamesschool.org](http://www.stfrancis-thamesschool.org)



## Thames High School - Te Kura Tuarua o Te Kauaeranga

**Vision:** We grow together to achieve one's true potential  
Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata  
**Website:** [www.thameshigh.school.nz](http://www.thameshigh.school.nz)



## Tapu School - Te Kura o Tapu

**Vision:** To encourage life-long learning by providing appropriate programmes and resources in a happy, safe and caring environment  
**Website:** [www.tapu.school.nz](http://www.tapu.school.nz)



## Te Puru School - Te Kura o Te Puru

**Vision:** Be our Best Selves, Be Virtues Driven, Be Whanau, Be Future Focused, Be Resilient  
**Website:** [www.tepuru.school.nz](http://www.tepuru.school.nz)



## Thames South School - Te Kura Tuatahi o Te Kauaeranga

**Vision:** Empowering learners through language, identity and culture.  
**Website:** [www.thamessouth.school.nz](http://www.thamessouth.school.nz)



## Puriri School - Te Kura o Puriri

**Vision:** Provide a nurturing learning environment where each child is valued and encouraged to achieve their potential with the support of their whanau, friends and teachers. “Whanaungatanga”  
**Website:** [www.puririschool.com](http://www.puririschool.com)



## Thames Early Childhood Education Centre



## Mini Miners ECE

**Vision:** Nurturing little gems for the future.  
**Website:** [www.miniminers.co.nz](http://www.miniminers.co.nz)



## Little Chiefs Educare

**Vision:** Empowering whanaungatanga to foster trusting, loving and respectful minds.  
**Website:** <http://www.littlechiefseducare.co.nz>



## Central Kids Kindergarten Thames

**Vision:** At Central Kids, learning through play, supported by passionate and professional people, is an essential foundation from which every child will reach their potential.  
**Website:** [www.centralkids.org.nz/thames-kindergarten](http://www.centralkids.org.nz/thames-kindergarten)

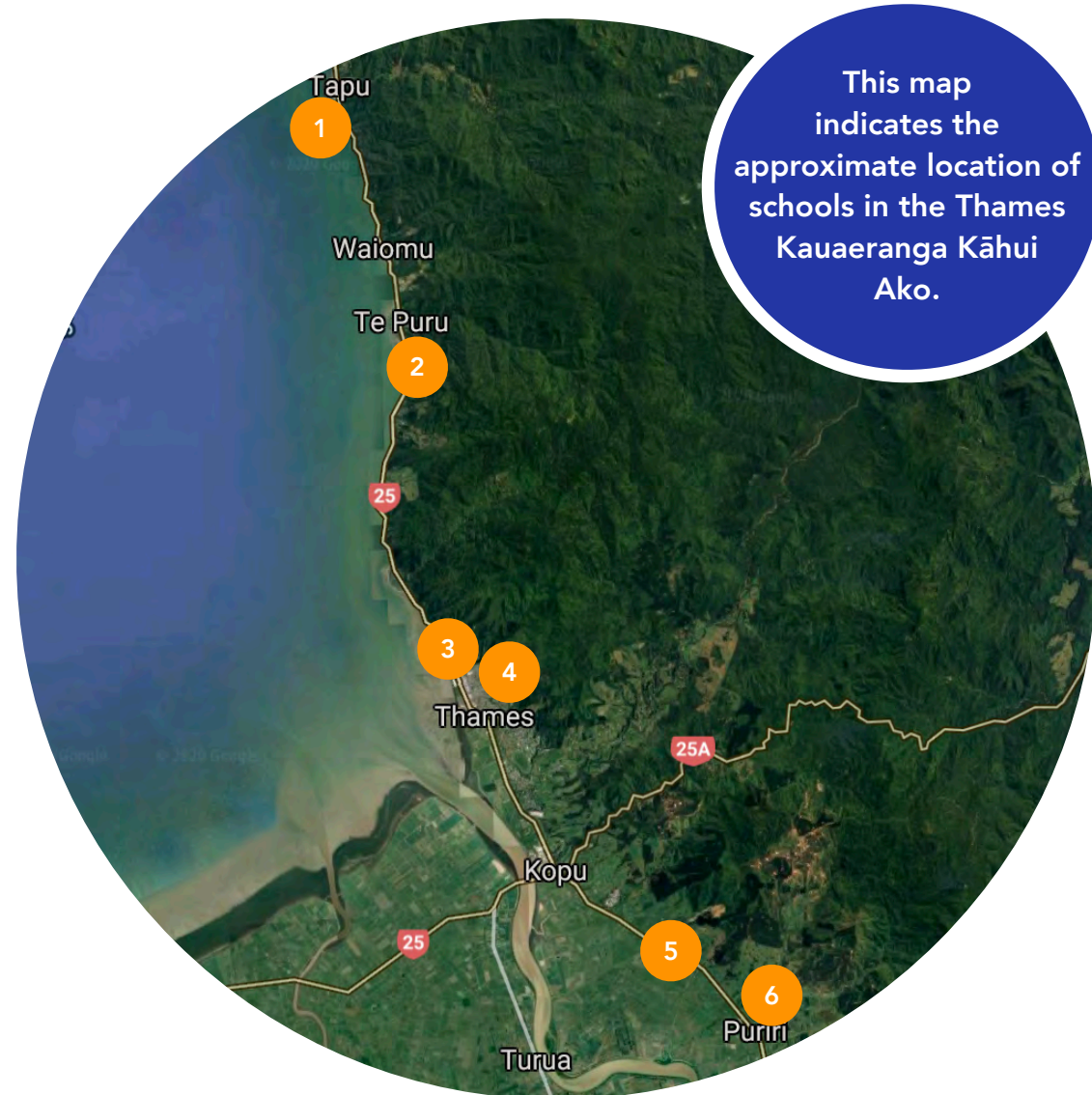


## Pukekos Educare

**Vision:** For everyone involved, Pukekos is a place to be me. A place to nurture knowledge, skills and attitudes for life and about life. A place where aspirations and diversity are embraced and celebrated. A place where collaboration and co-operation is our cherished approach to working together, in a holistic environment that is natural, stimulating and engaging. A place where respect, communication, relationships and working together is what we treasure most about Pukekos.  
**Website:** [www.pukekoseducare.co.nz](http://www.pukekoseducare.co.nz)



# Our Kāhui Ako



This map indicates the approximate location of schools in the Thames Kauaeranga Kāhui Ako.

- 1 Tapu School
- 2 Te Puru School
- 3 Moanataiari School
- 4 St. Francis School Thames
- 4 Thames South School
- 4 Thames High School
- 4 Pārāwai School
- 5 Matatoki School
- 6 Puriri School

The Thames/Kauaeranga Kāhui Ako or Community of Learning encompasses a wide geographical area in Thames Valley and Tikapa Moana, The Firth of Thames. The Kāhui Ako comprises of eight Full Primary schools, one High School and five Early Childhood Centres. The schools are all located in or near the town of Thames. All schools are English Medium Schools with St. Francis a state integrated Catholic School and Thames South School providing rumaki education.

Kura - School	Type	Māori	Māori %	Total
Thames High School	Secondary	181	41%	444
Pārāwai School	Full Primary	78	31%	250
Tapu School	Full Primary	3	44%	7
Matatoki School	Full Primary	27	31%	87
St Francis School	Full Primary Catholic	16	25%	65
Puriri School	Full Primary	3	11%	27
Te Puru	Full Primary	40	24%	164
Moanataiari School	Full Primary	64	36%	179
Thames South School	Full Primary	88	83%	106
<b>Totals</b>		500	38%	1329

ECE Centre	Type	ID Number
Little Chiefs	Education & Care	34074
Mini Miners	Education & Care	47641
Thames Early Childhood Centre	Education & Care	34039
Central Kids Kindergarten Thames	Kindergarten	5162
Pukekos Educare	Education & Care	34089





# Challenge 1: Mahi tahu - Conscious Collaboration

*Goal: Through strong, culturally responsive relationships we will create a collaborative community of learning.*

## Why is this important for our Community and how will it support learner achievement?

In 2020, the Ministry of Education (MoE) in the document Ka Hikitia identified five guiding principles to support the educational success of all learners, and particularly Māori learners. One of these principles is productive partnerships which recognises the importance of “strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes”.

### Target

To raise the Wellbeing@School measures for Years 5-11 ākonga/learners by an average (mean score) of 10% across the **Community partnerships** aspect each year from 2020.

63%

Of students feel that teachers are interested in their culture or family background.

60%

Of students feel that students treat each other with respect.

64%

Of students feel they are good at listening to each others' views and ideas.

Success Factors	First Steps	2021/2022	Long term
<b>Our Kāhui Ako reflects and upholds the aspirations of our community.</b>	<p>The many voices of our community are gathered and inform strategic planning.</p> <p>Opportunities for collaboration with honest and open discussions are facilitated through teacher PLGs.</p> <p><i>Student, whanau, iwi and community discussion groups are established -these groups could arise out of a need, hunch or aspiration of the community.</i></p>	<p>Opportunities for all groups within our Kāhui Ako to work collaboratively are facilitated.</p> <p>Our PLG communication document enhances collaboration, values our teacher voices and informs next steps for teachers with regard to PLD. It is “by teachers for teachers” and is “just in time and just for them”.</p>	<p>Community voice continues to be gathered and inform strategic planning.</p> <p>To use the MOE Collaborative Practice Tool as a measurement for showing value added.</p> <p>Review and develop PLG’s to ensure they are meeting group needs.</p> <p>Through collaborative practice teaching and learning improves.</p>
<b>There is a common culture of listening and learning, which is reciprocal and respectful.</b>	<p>Through relational trust we will develop a common culture of listening and learning.</p>	<p>There are agreed norms and shared understandings of how we collaborate and these are being used across the Kāhui Ako for sustained improvement.</p>	<p>Evidence-informed approaches enhance student, engagement, wellbeing and progress.</p> <p>Trusting and meaningful relationships are evident and ensure that learning is encouraged in a variety of contexts and styles.</p> <p>We have embedded a common culture of listening and learning.</p>
<b>Our Kāhui Ako works collaboratively with iwi.</b>	<p>Ongoing discussions with iwi are taking place to establish norms and shared understandings of how we collaborate.</p> <p>Iwi ‘voice’ is being gathered, listened to and reflected in our Kāhui Ako actions .</p>	<p>The principles of Te Tiriti o Waitangi - Partnership, Protection, and Participation are visible and active in our collaboration with Iwi.</p>	<p>The principles of Te Tiriti o Waitangi are embedded.</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning.</p>

# Challenge 2: Tāpiripiri - Conscious Inclusion

*Goal: Actively seek and respond to the voices and needs of our community to develop equitable and excellent outcomes for all.*

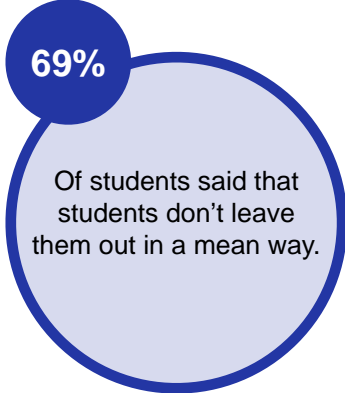
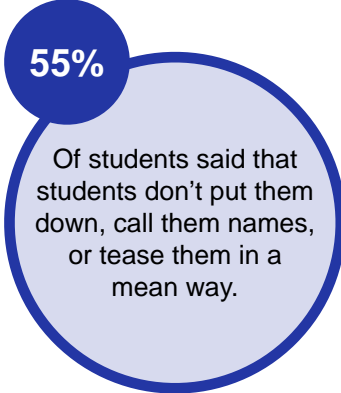
**Why is this important for our Community and how will it support learner achievement?**

The MOE 2019 Learning Support Action Plan, tells us that 1 in 5 children and young people would benefit from support for their learning. It states that “Inclusive education is about making sure all children can take part in education, learn and achieve, whatever their needs or differences” (MOE, 2019, p.1).

For our community, Conscious Inclusion is a deliberate act of looking for those whose voices are not being heard and reflecting on our own unconscious bias. We do this to ensure that we are using strength-based strategies, that empower our learners to be the best that they can be.

Learner achievement will be lifted if schools and teachers are responsive to the individual identified needs of learners. We recognise that relationships form the foundation of learning and that our role is to make learning accessible for all.

**Target**  
To raise the Wellbeing@School measures for Years 5-11 ākonga/ learners by an average (mean score) of 10% across the **School-wide climate and practices & Pro-social student culture and strategies** aspects each year from 2020.



Success Factors	First Steps	2021/2022	Long Term
<p>Iwitanga is practised by all.</p> <p><i>*The intent is that for this document the definition of Iwitanga is honouring the local iwi whose land we are on through their dialect, their customs and their histories.</i></p> <p>The individual voices of different kura/iwi can be explored/ highlighted and valued.</p>	<p>There is a common understanding of what Iwitanga means through discussing and unpacking what Iwitanga looks like in our spaces.</p> <p>PLD is organised to deliberately meet school and Kāhui Ako's needs through;</p> <ul style="list-style-type: none"> <li>- Culturally responsive practice</li> <li>- Te Reo Māori</li> <li>- Localised Curriculum</li> </ul>	<p>PL will support kura/kaiako to identify next steps to consciously include aspects of Iwitanga and Mana motuhaketanga.</p> <p>Local Curriculum is responsive to all learners and reflects the aspirations of our community.</p> <p>Transparent and deliberate consultation with ALL is visible and informs decisions.</p> <p>Develop the principles of Ka Hikitia through engaging in self-review with the measurable gains framework.</p> <p>PLD will strengthen teaching/learning;</p> <ul style="list-style-type: none"> <li>• Culturally Responsive Practice CRP</li> <li>• Te Reo Māori</li> <li>• Local Curriculum</li> <li>• Digital Fluency</li> </ul>	<p>Empower and enable a climate of responsive support for all - We recognise that all learners come from a diverse background.</p> <p>Our community feels welcome and supported in our Kāhui Ako because Iwitanga is embedded.</p> <p>Engagement is reciprocal - “nothing about us - without us”.</p> <p>Learning, social and emotional needs of learners, whānau, staff and community are identified and responded to through deliberate actions and strategic planning, which includes CRP, Te Reo Māori and localised curriculum.</p>
<p>Mana motuhaketanga (self determination) is embraced by all.</p> <p><i>**The intent is that for this document the definition of motuhaketanga applies to individuals and groups.</i></p>	<p>There is a common understanding of what Mana motuhaketanga means through discussing and unpacking what it looks like in our spaces.</p> <p>Steps to achieving this are identified and being acted upon.</p>	<p>Increased Mana motuhaketanga / student agency (taiohi) provides opportunities for students to take the lead in their own learning.</p>	<p>All learners tamariki and adults have a sense of belonging, empowerment, mana - a confident and comfortable voice.</p> <p>Student agency and student voice are evident in school and Kāhui Ako planning and action.</p>
<p>There is equitable access to learning for all, following principles of UDL.</p> <p><i>***Universal Design for Learning is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.</i></p>	<p>Continue to work with LSC's to establish a database of learners - the neurodiverse, advanced learners, culturally and linguistically diverse and students with additional learning needs.</p> <p>Those not currently accessing or engaged in learning will be identified.</p>	<p>There is equitable access to learning for all, and positive steps are being made to enhance inclusion.</p> <p>There is evidence of increased access to and engagement in opportunities for learning.</p> <p>Learning support Coordinators are working alongside partners to enhance inclusion.</p>	<p>Positive shifts in data (wellbeing and achievement) show happy, successful learners who have access to and are engaged in opportunities for learning.</p> <p>Student identified as not being included in aspects of learning in 2020 information show positive shifts towards inclusion.</p>

# Challenge 3 - Tūhononga Conscious Connection

*Goal: A shared commitment to enhancing the hauora of our community through the development of connected pathways and a rich localised curriculum.*

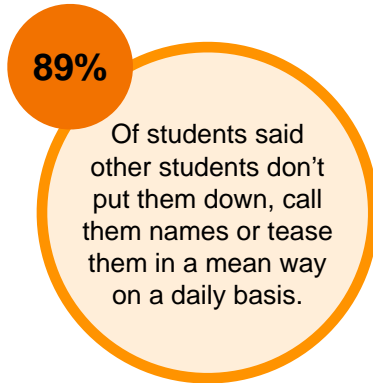
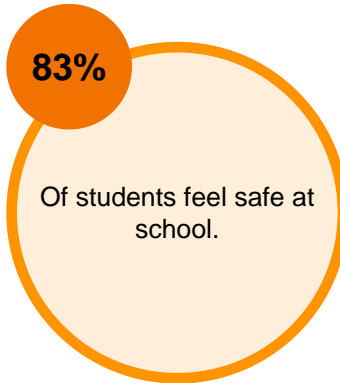
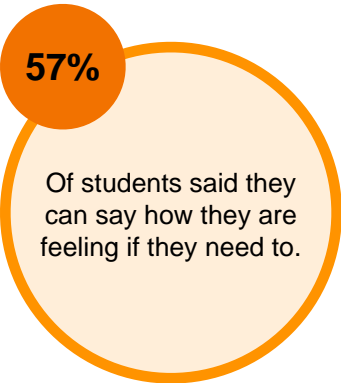
**Why is this important for our Community and how will it support learner achievement?**

ERO states that “relational trust is a prerequisite for engaging in challenging conversations and for creating environments where participants are open to their practice and the outcomes they achieve for students are transparent.” (Communities of Learning - Collaboration to Improve Learner Outcomes, 2016)

The foundation of relational trust in our community is built through conscious connection. Whare Tapa Whā (Mason Durie, 1984) reminds us that to connect we need to care for all aspects of health and wellbeing as our tamariki progress on their learning journey. Learner achievement will be supported through conscious connection by designing a rich and relevant local curriculum and supporting hauora for all.

**Target**

To raise the Wellbeing@School measures for Years 5-11 akonga/learners by an average (mean score) of 10% across the **Aggressive Student Culture & Teaching and learning** aspects each year from 2021.



Success Factors	First Steps	2021/2022	Long Term
<b>Clear, consistent and connected pathways reflect the aspirations of our community.</b>	<p>Explore and support opportunities for high trust relationships between ECE, Kura, High School and tertiary providers.</p> <p>Foster a culture of connection over competition.</p>	<p>Key aspects of transition pathways are identified and agreed upon by our community.</p> <p>A resource kete of karakia, waiata and pepeha is agreed upon to support transition pathways between ECE, Kura, High School and tertiary learning.</p> <p>Whānau and learners report increasingly positive transitions between organisations.</p>	<p>Consistent shared approaches enable us to support the connected pathways of learners that meet the needs and aspirations of whānau.</p> <p>A Thames/ Kuaeranga learner profile is created that reflects community voice and supports transition within and between schools.</p> <p>There is an enhanced professional community built on relational trust.</p>
<b>Well Being / hauora is seen as a shared responsibility of our community</b>	<p>Baseline data is gathered on the state of our wellbeing through the Wellbeing@School Survey Tool.</p> <p>LSC's together with AST's and IST's and alongside iwi begin to develop an action plan for increasing the wellbeing of all in our community.</p> <p>Opportunities for education across the community about the Whare Tapa Whā Model.</p>	<p>Data from the Wellbeing@School Survey Tool and the LSC Register informs initiatives in the developing action plan.</p> <p>A shared understanding of hauora is evolving to support key focus areas for support and sharing of success stories for strategic change.</p> <p>A strengths based approach will be used to support and enhance hauora/ wellbeing.</p> <p>Reflection, promotion and strengthening of the five dimensions of the Whare Tapa Whā model.</p>	<p>Data from the yearly Wellbeing@School Survey Tool illustrates value added to the hauora of our community.</p> <p>Our Wellbeing Action Plan supports the strengthening of hauora of our community.</p> <p>Our community is excited about education and support keeping tamariki in education.</p> <p>The Whare Tapa Whā model is evident across our community and contributes to improvements to health and hauora.</p> <p>Evidence of increased hauora is reflected in attendance and NCEA data.</p>
<b>A shared connection to "our place" forms the basis of an authentic localised curriculum</b>	<p>Culturally significant partnerships with Iwi are strengthened through shared learning.</p> <p>Connection Days at Māti Whetu are established.</p> <p>Local stories and Iwitanga support teaching and learning programmes.</p> <p>PLD applications to support the development of Localised Curriculum and Te Reo Maori are approved.</p>	<p>Consultation within the community to support a strength based approach to the development of our local curriculum.</p> <p>Identify the strengths within our community to support curriculum development and a trust model of sharing the special characters of our ECE and Kura is supported by all.</p> <p>A kete of stories and resources is created that reflects our people and our place learning.</p> <p>Kāhui ako PLD supports Localised Curriculum Development</p>	<p>Local curricula are strengthened and support the aspirations of our community. Iwitanga is evident in curricula and supports the unique aspects of the different learning environments.</p> <p>Professional learning strengthens teacher pedagogy and school-wide curriculum development.</p> <p>Kaiako have an established kete of resources that support kaupapa Māori, Iwitanga and Te Reo Māori.</p>



# Student Achievement Data

Collated achievement data from schools across the Thames Kāhau Ako indicate that there are still significant achievement gaps for many learners. There is also a greater disparity between Māori and non-Māori for achieving the expected Curriculum levels at each year level.

The data on this page will be used to monitor the impact of initiatives at a Kāhau Ako level with all data collated for these purposes. As we are working towards the collective goal of improving outcomes for all learners, individual school data is not featured.

Each school within our Kāhau Ako will report annually their achievement information in the below formats. As our schools use different assessment methods, kaiako/teachers and Kura/Schools will make Best-fit or overall judgements about students achievement against the curriculum expectations for their schools to decide whether each child is working below, at or above expected Curriculum levels. There are key differences in assessment methods between primary and high school in this data, so comparisons between data should not be made.

## Reading

Against New Zealand Curriculum Levels of Expectation							
Reading	Total	Below		At		Above	
Year 2 NZ European	41	11	26.8%	21	51.2%	9	21.9%
Year 2 Māori	46	24	52.1%	18	39.1%	4	8.6%
Year 2 Other	19	6	31.5%	9	47.3%	4	21%
<b>Total</b>	<b>106</b>	<b>41</b>	<b>38.6%</b>	<b>48</b>	<b>45.2%</b>	<b>17</b>	<b>16%</b>
Year 4 NZ European	57	5	8.7%	28	49.1%	24	42.1%
Year 4 Māori	39	17	43.5%	15	38.4%	7	17.9%
Year 4 Other	16	2	12.5%	8	50%	6	37.5%
<b>Total</b>	<b>112</b>	<b>24</b>	<b>21.4%</b>	<b>51</b>	<b>45.5%</b>	<b>37</b>	<b>33%</b>
Year 6 NZ European	65	15	23%	30	46.1%	20	30.7%
Year 6 Māori	28	8	28.5%	12	42.8%	8	28.5%
Year 6 other	11	3	27.2%	3	27.2%	5	45.4%
<b>Total</b>	<b>104</b>	<b>26</b>	<b>25%</b>	<b>45</b>	<b>43.2%</b>	<b>33</b>	<b>31.7%</b>
Year 8 European	64	9	14%	30	46.8%	24	37.5%
Year 8 Māori	39	10	25.6%	20	51.2%	9	23%
Year 8 Other	14	2	14.2%	4	28.5%	6	42.8%
<b>Total</b>	<b>114</b>	<b>21</b>	<b>18.4%</b>	<b>54</b>	<b>47.3%</b>	<b>39</b>	<b>34.2%</b>
Year 10 NZ European	37	17	45.9%	18	48.6%	2	5.4%
Year 10 Māori	39	29	74.3%	10	25.6%	0	0%
Year 10 Other	7	4	57.1%	3	42.8%	0	0%
<b>Total</b>	<b>83</b>	<b>50</b>	<b>60.2%</b>	<b>31</b>	<b>37.3%</b>	<b>2</b>	<b>2.4%</b>

## Health & PE

The table of data below represents four year old data from the ECE's that are partners with the Thames Kāhau Ako. ECE's used the Te Whāriki learning are of; Mana Atua - Managing themselves and expressing their feelings and needs/Te whakahua whakaaro. Year 2 and 4 data was gathered against the Health & Physical Curriculum objective that asks if students can 'Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Against New Zealand or Te Whāriki Curriculum Levels of Expectation					
Health & PE	Total	Not Meeting		Meeting or Exceeding	
4 Years NZ European	32	12	37.5%	20	62.5%
4 Years Māori	29	5	17.2%	24	82.8%
4 Years Other	18	4	22.2%	14	77.8%
<b>4 Years Total</b>	<b>79</b>	<b>21</b>	<b>26.5%</b>	<b>58</b>	<b>73.5%</b>
Year 2 NZ European	46	20	43.4%	26	56.6%
Year 2 Māori	39	20	51.2%	19	48.8%
Year 2 Other	12	4	33.3%	8	66.6%
<b>Year 2 Total</b>	<b>97</b>	<b>44</b>	<b>45.3%</b>	<b>53</b>	<b>54.7%</b>
Year 4 NZ European	58	26	44.8%	32	55.2%
Year 4 Māori	35	19	54.2%	16	45.8%
Year 4 Other	16	3	18.7%	13	81.2%
<b>Year 4 Total</b>	<b>109</b>	<b>48</b>	<b>44.0%</b>	<b>61</b>	<b>55.9%</b>

## NCEA Data

Thames High School reports NCEA achievement information at NCEA Level 2 for all Year 12 students each year. The tables below will be used to monitor the impact of school and Kāhau Ako initiatives that have an impact on student achievement and movements out of Secondary schooling.

Thames High School Year 12 Students with NCEA Level 2 or higher (Roll Based) 2020			
	Number	Out of	%
All	74	80	92.5
Māori	29	34	90.3

Leaver Destinations for 2020 (Through the Year)		
	Year 12	Year 13
Employment	4	31
University	0	30
Polytechnic	1	1
Course	1	7
Another School	6	1
Overseas	0	0
Unknown	4	10

# Our Logo

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The design for our logo was created by local artist Rick Fisher. Though conversations about the aspirations of our people he developed the image below for us.

The writing around the image is our collective vision.



The colours of kakariki/green and kikorangi/blue represent the moana/waters and whenua/land of the Thames/Kauaeranga area.

The outside of the koru creates a larger koru that represents unity.

The unity being fostered between ECE, kura, iwi and whanau.

These aspects are further illustrated by the weaving images moving into a series of smaller koru.

The large koru represents the growth of our people together.