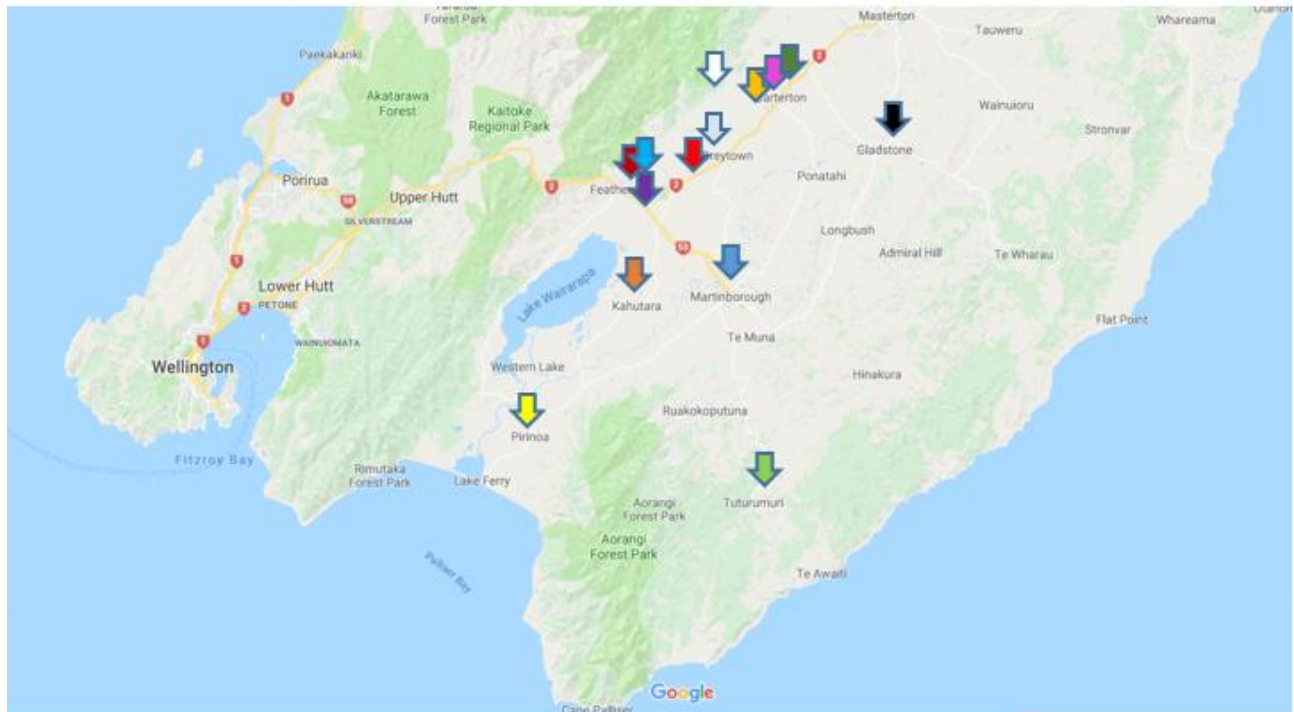# South Wairarapa Kāhui Ako

Hāpaitia te arā tika pūmau ai te rangatiratanga mo ngā uri whakatipu
Foster the pathway of knowledge to strength, independence and growth for future generations.

CONTENTS

1. DESCRIPTION OF THE KĀHUI AKO

The South Wairarapa Kāhui Ako (previously South Wairarapa and Carterton Community of Learning)

The South Wairarapa Kāhui Ako currently consists of 13 primary schools and one secondary school. We are situated in the heart of the Wairarapa, where viticulture, tourism and farming are the main supporters of the economy. In our initial inquiries, we differentiated between the South Wairarapa and Carterton regions. However, in bringing the information and communities together, the South Wairarapa Kāhui Ako has become a community of one.

South Wairarapa Kāhui Ako Schools

Carterton School is a state co-educational full primary school. The site of the school is near the centre of the town, adjacent to Carrington Park. We have very spacious, attractive grounds and buildings, including a swimming pool.

There is a focus on culturally responsive teaching across our school. In 2015 we initiated Akonga Māori, a learning team of two classes with a focus on te reo, tikanga and te ao Māori. This year we have two classes, Year 1-3 and Year 3-6.

Collaborative teaching and learning are a feature of our school. Students in Year 6-8 each have a digital device to support their learning. Students use the Carterton School inquiry model in their learning.

We have a true open door policy – whanau are welcome at any time.

Dalefield School is a full state primary school, of 50-60 students, serving the Dalefield, Carterton and Greytown districts since 1885. The rural nature of the school has long-been a source of pride for the community; and this is reflected not only in the tranquil setting close to the foothills of the Tararua ranges, but in the culture of the school also. Learning beyond the classroom is a feature of Dalefield and a curriculum that reflects the community's aspirations is being developed.

Featherston School – Te Kura o Paetūmokai

<div align="center">

Remutaka te maunga

Tauherenikau te awa

Takitimu me te Kurahaupo ngā waka

Kahungunu me te Rangitane ngā hapu

Paetūmokai te kura

</div>

We are a small school of one hundred students settled beneath the Remutaka Ranges. Our students have a strong cultural and whānau identity, which allows them to make a valued contribution to our Featherston community. We encourage our students to have a strong sense of self and pursue excellence. They are respectful, responsible, show resilience, and can confidently challenge the world around them. They stand tall and have pride in all they achieve.

Whāia te mātauranga, hei oranga mō koutou.

The mind is empowered by learning, never stop, as there is an endless amount of knowledge out there.

Gladstone School is a Decile 9 rural school delivering education based on the National Curriculum to Year 0 – Year 8 students. The Universal Design for Learning (UDL) framework underpins teaching and learning within our future focussed classrooms. Gladstone School was opened in 1876 and roll growth has continued due to the merging of five other schools. Most of our students travel to school by bus. Our collaborative Senior Hub, Y5 to Y8, work with two teachers. Our collaborative Middle Hub, Y3 - Y4, also work with two teachers. The remaining two classrooms and two teachers work collaboratively for parts of their day, Y1 and Y1 & Y2. Gladstone School is situated 15 kilometres from Masterton and Carterton in a predominantly farming area. An enrolment zone is currently in place. There is a strong Maori Heritage within the district and our school appreciates our close relationship with Hurunui-o-Rangi Marae. The parents and community members support the school by being actively involved in a range of school activities.

Greytown School is a friendly and family focussed school in the heart of the sunny Wairarapa. Our children, staff, parents, whanau and our wider community work together to create strong learning partnerships. These partnerships enable our children to be inspired, supported, confident and challenged to reach their full potential in all aspects of learning and life. Our school values are based on encouraging and empowering our children to be SHARP (Safe, Honest, Achieve, Respect and Pride), so they can make informed choices and decisions for themselves and the world around them. Our curriculum and learning initiatives provide our children with a wealth of opportunities to grow in leadership, arts, sports, cultural, EOTC or within the different aspects of our Green Gold Enviroschool way of life. We strive to make our school an exciting and rewarding place to learn and be a part of.

At **Kahutara School** we provide a dynamic education for all in a rural setting. We open the gates to the future - attaining high achievement for every child while maintaining our warm friendly environment. Kahutara School is located 13km south of Featherston. The catchment includes Pukeo/ Pahautea, Kahutara and Western Lake. A small group travel from Featherston, Martinborough and the areas in between. We have a roll of around 110 with senior students working in a collaborative hub using computers for the majority of their learning.

Kuranui College is located in Greytown. We provide education for students in Years 9 to 13. As the only secondary school in the South Wairarapa, we cater for students from twelve contributing schools across a wide area. Approximately three-quarters of our students travel daily by bus. Over the past five years we have had major building redevelopments which have left us with new and modern learning campus. The next phase of this redevelopment is happening this year with our last Nelson Block transforming into a modern learning environment. We are an innovative school which caters for a diverse group of students. Our new Junior curriculum Ignite is innovative and is designed to cater for individual student's needs and interests. Whilst looking after students' academic progress is key we also pride ourselves on looking at the whole student and catering for both academic and pastoral needs. A school nurse, doctor and counsellor are on site and we also provide a free breakfast cafe each morning.

Martinborough School is a full primary school, of about 266 students, It is located centrally within the wine growing area of the South Wairarapa. The positive school tone and culture make for a productive teaching and learning environment. Our focus is on the future with the way in which learning occurs and in the development of the skills our children will need to be successful in life. Our ability to access relevant exciting learning opportunities outside of the classroom is a feature of our region. Community involvement in the success of our children is a strength of the school. Staff and children alike are heavily involved in learning new skills making learning engaging, motivating and challenging.

Pirinoa School is a rural primary school situated in the settlement of Pirinoa, South Wairarapa. We celebrate all learners at Pirinoa School and invite everyone to join us on our Pirinoa Learning Pathway of *'Vibrant and Successful Learning'*. The majority of our students come from farming families in the area and a few are from fishing families. Learning experiences are enthusiastically supported by the school and district community. We have ICT savvy students, who work alongside an ICT specialist to create I-Movies that you can view on our website. An active fundraising group supports our students in their learning by fundraising for equipment, resources and excursions. Also, a valued group of volunteers have, for many years, provided assistance for our students in Literacy and Numeracy.

South End School is a vibrant primary school in the heart of Carterton – and the only school in the Wairarapa offering both **Mainstream and Montessori education.**

We pride ourselves in catering for all students' needs. We promote student health and wellbeing and emphasise the importance of respecting themselves, others and the environment. We welcome and value our contact with the South Wairarapa Kāhui Ako so that we can strengthen all students learning journey.

Our beautiful and expansive grounds provide a wonderful space for children to grow and develop their imagination and individual skills.

South Featherston School is a small and supportive learning community. Each of our classrooms cross a number of year groups, which means that our children socialise well with those other than their own. Our older children are encouraged to look after our younger ones, taking on roles of responsibilities and leadership, and providing excellent role models. Learning groups within individual curriculum subjects are tailored to ability rather than year group, allowing children to learn at their own pace and level. We ensure individualised learning pathways for all. Our children are proud of their achievements and recognise that although we may not number many, we all strive for excellence . . . We think that the comment made by one of our 6 year old girls recently says it all . . .

"We're a SMALL school doing BIG things!"

St Mary's School is an integrated full primary school with a maximum roll of 138 that has just celebrated its 100th jubilee.   Our Catholic character is fully integrated within all aspects of the school curriculum and activities. The school is linked to the other Catholic schools within the Catholic Parish of the Wairarapa. St Mary's School is committed to providing 21st century education to our students, without commitment reflected in our resourcing and teaching programmes.

St Teresa's Catholic School St Teresa's Catholic School is an integrated Roman Catholic School situated in Featherston, the gateway to the Wairarapa. Our vision is to develop confident life-long learners within the Catholic Faith. The school is a full primary for girls and boys Years 0-8. The school was established in 1955 and has grown to about 100 pupils. The school is well supported by the parish and community and is well resourced. We encourage students to be On-TRACK, Think, Responsible, Achieve, Courageous and Kind in all that they do socially, academically, on the sports field, through the arts and within the environment. We believe every child develops at a different rate and have flexible learning using our integrated digital learning to support this. We value the cultural diversity of our school.

Tuturumuri School is a rurally located school, approximately 35 Kilometres from Martinborough. The essence of the school is a tight community, and the family feel able to be created through the relatively small numbers who attend. Personalised learning is a large driver of what happens at Tuturumuri, real learning in a country setting makes our school an ideal setting for students to reach their potential.

2. Vision

The South Wairarapa Kāhui Ako envisions a culturally responsive environment across its schools where innovative best practice and effective community involvement ensures all students experience success.

3. Our approach

The understanding of the ways we will meet our Kāhui Ako 'challenges' will evolve as we work together. The South Wairarapa Kāhui Ako is a strong network of passionate leaders and learners. This document is an overview and provides individual schools the ability to maintain their individual identity while collaborating and sharing expertise. All students'' learning is supported, and they develop the skills they need to be successful on their chosen pathway.

Structure and roles

• **The steering group** is made up of the Principal Leader, Two Support Principals and Across School Teachers. This group will oversee the working groups.

• **Working groups** will be established for each area of inquiry. The group will be made up of the Across School Teachers, Within School Teachers and other school staff as appropriate. This group will be tasked with supporting changes of school and teacher practice. All three groups will be seeking to compliment the leadership and management structures already in place in schools, using evidence and building relationships to either support or challenge current practice.

• **Principal Kāhui Ako Leader** has the role of co-ordinating the collaborative and professional activities across the Kāhui Ako | Community of Learning. They will play a lead role in planning, coordinating and facilitating the work of the Kāhui Ako as a whole and the other Kāhui Ako teacher roles. They will support Principals and Teachers to raise achievement and meet shared goals.

• **Principal and school leaders** have the role to progress the work of the Kāhui Ako | Community of Learning within their schools. This group would meet twice a term to review progress, receive reports, and guide further work.

• **Across School Teachers** have the role of working with leaders and teachers across schools to improve school and teacher practice.

• **Within School Teachers** have the role of working (in conjunction with school leaders) in their own school with teachers to improve school and teacher practice.

• **Inquiry Time** this will enable teachers to have the time to learn from each other and work together on our Community of Learning goals 4.

• **Professional Learning and Development** for leaders and teachers across our Kāhui Ako to strengthen school systems and processes, and teacher practice.
- Using the expertise of the early childhood sector
- Accessing external providers linked to areas of work
- Maximising internal expertise

4. Initial Inquiries

A. Framing the inquiries

Principals and Leaders came together to form three inquiry groups. It was important to involve our community in the development of the Achievement Challenge and to avoid bringing any preconceived ideas about the outcomes. These inquiries helped us to decide our Achievement Challenges, the underlying philosophy that drives effective teaching and learning, and our high level planning of what to do next.

The three inquiries decided by the Kāhui Ako were as follows.
1. Academic achievement challenges
2. Whānau, teacher, and wider community perspectives about learning
3. Student perspectives about their learning

(i) Inquiry 1. Analysis of data to identify achievement challenges

The results of this inquiry would identify who the group expected to achieve.

The first group took an analytical view of the students; national standards and NCEA data to identify areas of strength as well as those that would be further developed throughout the Kāhui Ako. A small group, approx. 10 interested leaders, two Ministry of Education staff and an expert partner met to share and analyse the student achievement Years 1-10, National Standards Years 1-8, student engagement data and NCEA Levels 1-3. During the four half day meetings- the data was analysed and trends across the data pulled out to share with the wider Kāhui Ako. Some general hunches, initial thinking about next steps and other anecdotes were also collected.

(ii) Inquiries 2 and 3: Analysis of qualitative data from the wider community

The qualitative data collected from the multiple participant groups informed <u>how</u> we might best approach work toward our achievement challenge

(i) Family/whānau, teacher, and wider community perspectives about learning and support for learning.

Group 2 collected information that represented community voice and involved collection and analysis of information from parents, teachers, community leaders, and iwi. A group of four interested leaders and an expert partner met to decide how to collect and analyse data from family/whānau, teacher, and wider community perspectives about learning and support for learning.

The group decided who would take part in the data collection. An online survey was constructed for participants who could not attend face-to-face meetings held. Data were gathered from the following groups:

- Teachers - all teacher invited- 72 attended and others completed the online survey.
- RTLBs
- 100 + Board of Trustees members from all schools in the Kāhui Ako
- Local businesses
- Health experts
- Iwi

The narrative data was analysed and key themes were identified. When complete the information was shared with the Kāhui Ako leaders. Below is a quote from the introduction to community hui and the online survey used to collect the data

> "*Our schools in Carterton and the South Wairarapa are creating a 'community of learning'. By 'community' we mean everyone connected to the Carterton and South Wairarapa community - whānau, businesses, community groups, iwi, and schools. We want our community to come together to ensure that all our young people feel successful and confident as they step into the future. We need to think carefully about how we support our young people to make this happen. Your ideas about how we can all work collaboratively for the good of our young people are vital to the success of our community of learning. This is your opportunity to give us your opinions and ideas about possibilities for education in the future for our region.*
> *Ehara taku toa, he takitahi, he toa takitini - my success should not be bestowed on me alone, as it was not individual success but success of the collective*"

(i) Student perspectives about their learning

Group 3 collected information to represent student voice and their perspectives about their learning and learning generally. Students from the primary and secondary schools contributed to the data set. A group of approximately 6 interested teachers and leaders across the schools met to plan how to collect data from students. The group decided to build the survey in Google forms for use by schools/teachers who asked their students to contribute their views on learning to this initial inquiry. The secondary school teachers decided to write their own survey using language appropriate for the secondary context.

Over 400 primary students, Years 1-8 and approximately 80 secondary students Year 9-13, completed the survey.

An in-depth analysis of the students' responses was conducted by the team. Key themes were identified and shared with the wider Kāhui Ako.

Analysis of key themes across the inquiries
A full meeting of the Kāhui Ako was held to share the findings.
- The academic achievement challenges (in effect, the goals of the Kāhui Ako activity) were set.
- The key themes from the three inquiries were shared back at a Kāhui Ako meeting. Dominant themes and trends across the three inquiries were used to identify the three key development areas.

B. Findings of the inquiries

(i). Achievement Challenges Identified: Results of analysis of student achievement data.

Four achievement challenges were identified:
1. Raising achievement in Writing Y1-10
2. Raising achievement in Mathematics Y1-10
3. Raising achievement in NCEA
4. Effective transitions and learning pathways.

As a Kāhui Ako, we would like to investigate what is working for our students as the starting point for our inquiries, with an appreciative, rather than a deficit lens. The achievement challenges are intertwined and will be addressed simultaneously to optimise the impact.

Measuring and tracking progress

As the South Wairarapa Achievement Challenge was researched and designed before the requirement for National Standards was removed, our achievement challenge data makes reference to National Standards. Irrespective of National Standards, we will continue to measure students' academic progress. Once the achievement challenge document has been endorsed, we will work across the Kāhui Ako to share knowledge about the various tools available and make decisions the measures we will use. This process will involve:
1. Discussion across the Kāhui Ako to decide on tool(s) (e.g. Learning Progressions)
2. Shared professional development to ensure consistent and reliable use of the measures.
3. Using the chosen measure to track progress, and
4. Reviewing and refining practice associated with these measurements.

In effect, one of our early inquiries will determine the most relevant and reliable ways to measure and monitor student academic progress.

Achievement Challenge 1: Raising Achievement in Writing Y1-10	We have set an Achievement Challenge to raise achievement in writing for all students across the South Wairarapa Kāhui Ako with a particular emphasis on: ● **Year 1-8 Boys Writing:** By 2020 lift achievement of boys to being at or above the National Standard to 85% or greater, an increase of 21% ● **Year 1-8 Maori Students Writing:** By 2020 lift achievement of Maori students at or above the National Standard to 85%, an increase of 21%. ● **Years 9 and 10 Writing:** Data indicates (informed by 2016 e-AsTTle) that 71% of students enter college at a level below the expected achievement level. These students need to make rapid and accelerated progress to prepare them for NCEA. By 2020 all incoming Year 9 students will improve by four sublevels over the first two years	**Rationale:** ● Currently 64% of boys are at or above standard in writing. This is a shift of 21% (174 students) to reach the target. ● Currently 64% of Maori students are at or above standard in writing. This is a shift of 21% (81 students) to reach the target. Individual schools will target specific strategies to support the reduction of this ● Individual schools will identify specific target students if they have already reached the 85% target ● Current Junior School data suggests that this is also an area for further investigation and monitoring.
Achievement Challenge 2: Raising achievement in Mathematics Y1-10	We have set an achievement challenge to raise achievement in Maths ● **Year 1-8 Maths:** Lift the achievement of all students to achieving At or Above the National Standard from 78% to 85% or greater, an increase of 114 students across the cluster. ● **Years 9 and 10 Maths**: Data indicates (informed by 2016 e-AsTTle) that an unsatisfactory number of Year 9 students entering College are at a level below the expected achievement level. These students need to make accelerated progress. By 2020 all incoming Year 9 students will improve by four sublevels over the first two years	**Rationale:** ● Currently 78% of all students are achieving at or above the standard in maths, meaning a shift of 7% (114 students) to reach target of at least 85%. ● Current available data in year 9 and 10 suggests that this is also an area for further investigation and monitoring. ● Individual schools will identify specific target students if they have already reached the 85% target

Achievement Challenge 3: Raising achievement in NCEA	● **NCEA Achievement:** Data indicates that 89.4% of students in 2016 (roll based) achieve NCEA Level 2. In 2017, the same students have 59.2% achieving NCEA level 3. By 2020 to have significantly decreased the discrepancy between Level 2 Achievement and Level 3 Achievement.	● Investigations into the number of students leaving school and finding meaningful employment after reaching Level 2 require investigation, and the pathways of success identified and planned for throughout the Secondary years.
Achievement Challenge 4: Raising achievement through effective transitions and learning pathways.	**To have effective transitions and learning pathways through successful engagement.** ● ECE- Year 1 ● Year 3-4 ● Year 6-7 ● Year 8-9 ● NCEA 2-Career Pathways We have set this Achievement Challenge (see Challenges 1, 2 and 3 as academic baseline indicators) where we want to focus on engagement.	**Rationale:** ● Our hunch is that there are points for further investigation at various transition stages. ● Information we have suggests that there is a differing in data interpretation between education facilities ● Transitions between NCEA level 2 and either Level 3 or 'meaningful employment/non secondary study' is an area for further investigation. ● This lift in engagement levels will positively affect achievement levels – and will support Achievement Challenge 1, 2 and 3 target goals.

(ii). Development areas identified: Results of analysis of qualitative data

(a) Parents, teachers and Community

Engaging with the community to learn about their views on learning and support for learning was seen as a positive development. This sentiment is expressed in the quote below from one board member attending a combined board of trustees meeting.

"It is great that the wider community is being involved initially, rather than being consulted after the fact" Board of Trustee Member at the across school Board meeting, where over 100 people attended to share their views and ask clarifying questions.

The results of the qualitative data analysis for parents, teachers and community are reported below. When data were analysed across the participant groups, an overarching dimension, Hauora, emerged. Hauora was comprised of six clear dimensions for effective learning. The results section begins with discussion of the beliefs and values that were communicated in the information shared by the participants and the place of Hauora and the six dimensions in this context.

Mauri ora

Ruamahunga awa is the lifeforce, taha wairua, of the Wairarapa valley running from the mountains to the sea. Everything that has developed overtime has been reliant on this waterway and the many tributaries that feed into it. How we look after this taonga governs how we will be able to use our valley in the future.

A large portion of our community believe that, like our taonga, we cannot learn to the best of our ability without a strong sense of Hauora, wellbeing. We need to know who we are, where we are from, and what our place is in the world. This cannot be developed in isolation, but rather through a holistic approach where the individual is the centre of the education process.

The inter-relationship between Hauora and our other six dimensions is significant and provide our community with the guidelines we need to meet to ensure we are all able to reach our full potential.

THE SIX DIMENSIONS

The koru represents the unfolding of new life. Its circular shape symbolises the idea of continuous growth while the coil stays rooted in the point of origin. In other words as we move through life we draw on what has gone before to learn what we need to move into the future.

The koru fronds represent our other six dimensions, which are introduced throughout our learning journey. Each one works in collaboration with the other to ensure continuous growth and movement as our knowledge develops and opens the pathway to new learning.

Our Dimensions

Our dimensions have been created from the voice of our students, whanau, parents, teachers and other community members. We value the community voice and have retained the identity of the South Wairarapa Kāhui Ako throughout the document. The six dimensions underpin the focus we have for ensuring the success of our students. Being the voice of our students, parents, teachers, and community, they are a lens through which our inquiries are focused.

GLOBAL KNOWLEDGE & SKILLS

We need to be globally aware, technologically competent, and have the ability to problem solve. We need to ensure that we have flexible learning pathways that provide us with the work ready skills we need for the pathway we choose.

COMMUNITY

Building collaborative relationships between schools, organisations, businesses, in fact the whole community is pivotal. This will allow us to pool resources to ensure the success of all learners.	
CONNECTIONS	
We need to develop positive interpersonal skills that allow us to communicate and collaborate effectively. This will allow us to build trusting relationships with whānau, schools, businesses, organisations and others in our community.	
VALUES, BELIEFS & AGENCY	
Having respect for others, the environment, and ourselves allows us all to have input into a community where diversity is celebrated. We take responsibility for our own learning and feel safe to take risks in an environment that allows us to build resilience in our pursuit of excellence.	
CREATIVITY & INNOVATION	
Create an environment that allows us to use our creative license by encouraging critical creative thinking and curiosity. This will encourage risk taking and an ability to develop flexibility in our thinking and learning.	
ASPIRATIONS	
We are all motivated to succeed and become involved in ongoing learning. We are exposed to new and innovative ways of learning that add further strategies and skills to our kete of knowledge. We encourage more men to be involved in our learning community as positive role models within the learning environment.	

Table. Participant priorities for each dimension.

Key Areas in our Community Survey

	Hauora	Connections	Global Knowledge & Skills	Creativity & Innovation	Values, Beliefs, & Agency	Community	Aspirations
Priority 1	54	24	28	9	25	29	10
Priority 2	56	55	41	24	42	45	19
Priority 3	61	57	75	43	48	69	33
TOTAL	171	136	144	76	115	143	62

(b) Students' perspectives

Results of initial inquiry with student participants

Students' reported experiences of school
- Learning is 'done to' students – teacher directed.
- when things are perceived as hard/challenging – not a lot of risk taking
- Noise and distractions (Environment) a big negative impact on learning
- Passion for a subject and understanding teachers mentioned as a huge positive.

Students' views of the role of school and learning
- Purpose of school was a place where learning happens.
- Learning isn't commonly seen as happening outside of the classroom.

Location of responsibility for learning
- Deepen understanding of the relationship between environment, learner and accountability.
- Still an element of blame – much is attributed to teachers – rather than self
- Others/Teachers attributed to success. Not much promotion of 'self' in helping learning.

Participation in learning
- Lack of engagement mentioned often, as a barrier to learning.
- Needing to define what an 'active' learner looks like**.**

Below are two examples of student responses.
- *I find reading a bit challenging I like animal fact books the most I don't like to read big novels because I get bored and never finish it.*
- *Finding out things that I don't already know and sharing that knowledge with other people*

C. Summary of Initial Inquiries (Overall Analysis)

The inquiry into the achievement information allowed the Kāhui Ako to identify four achievement challenges: *writing achievement from Years 1 to 10, achievement in mathematics Years 1 to 10, achievement in NCEA and effective transitions*. The qualitative inquiries, which considered the perspectives of students, teachers, whānau and community, indicated that the achievement challenges would be addressed through *active participation in future-focused, relevant learning environments, supporting hauora and well-being of students and working with community to support students' transitions across their various broad learning environments.*

Achievement Challenges

1. Writing Achievement Yrs 1-10
2. Achievement in MAthemetics Yrs 1-10
3. Achievement in NCEA
4. Effective transitions/pathways

Development Area 1.
Relevant Learning
Active Participation

Development Area 2.
Hauora and Well-being

Development Area 3.
Community Involvement

Six Dimensions of Hauora
Global knowledge and skills
Community
Connections
Values, belief, agency
Creativity and innovation

This analysis has guided the development of the Kāhui Ako action plan described in the next section. The intention is to focus on the bigger picture of active participation in relevant learning, Hauora and wellbeing, and community involvement in transitions knowing that these will positively impact on achievement data.

5. Action Plan

Vision

The South Wairarapa Kāhui Ako envisions a culturally responsive environment across its schools where innovative best practice and effective community involvement ensures all students experience success.

Achievement Challenges

The Achievement Challenge/Goals of the Kāhui Ako activity over the next three years are:
1. Raising achievement in writing Years 1-10.
2. Raising achievement in mathematics Years 1-10
3. Raising achievement in NCEA
4. Creating effective transitions and learning pathways.

Development areas to meet the Achievement Challenges

From our Leadership Inquiries, we have identified the following areas for change activity. These development areas will be the focus of inquiries across the Kāhui Ako.

1. **Active participation in relevant learning environments.**
   - Develop an understanding of what 'Learning' is and its relevance today and the future.
   - Supporting students to understand and be active in their learning.

2. **Hauora and well-being.**
   - Develop an understanding of what 'Hauora' is, and the impact it has on student and the community's progress
   - Participants learning about the importance of hauora and the impact it has on learning.
   - Supporting participants to value, nurture and recognise the power of Hauora on engagement and learning
   - Understand 'wellbeing' and the role our Kāhui Ako has in addressing its issues

3. **Community Involvement in learning transitions.**

- Grow greater community involvement in learning transitions

Measuring success

The Kāhui Ako consider that growing in the development areas will lead to greater achievement and success as students transition through our learning pathways. Overall success will be measured as indicated in the achievement challenge tables. Indicators of successful practice will be developed for each of the development areas.

Action plan for the three development areas.

The findings of the initial inquiries have identified three areas of development over a three-year period in order to meet the achievement challenges.

These areas will be developed through a series of collaborative inquiries within schools and across the Kāhui Ako. The process will involve:

a. Exploring the development area to learn more about effective activity in each area
b. Making changes, and
c. Embedding successful changes across the Kāhui Ako.

FOCUS AND DESIGN
Select one or more of the three development areas
Design an inquiry

DATA GATHERING AND DECIDING WHAT TO CHANGE
Find out what is happening and what would support the development area

SCALE-UP
Share and embed effective changes

MAKING CHANGES
Make changes as identified in the finding out phase
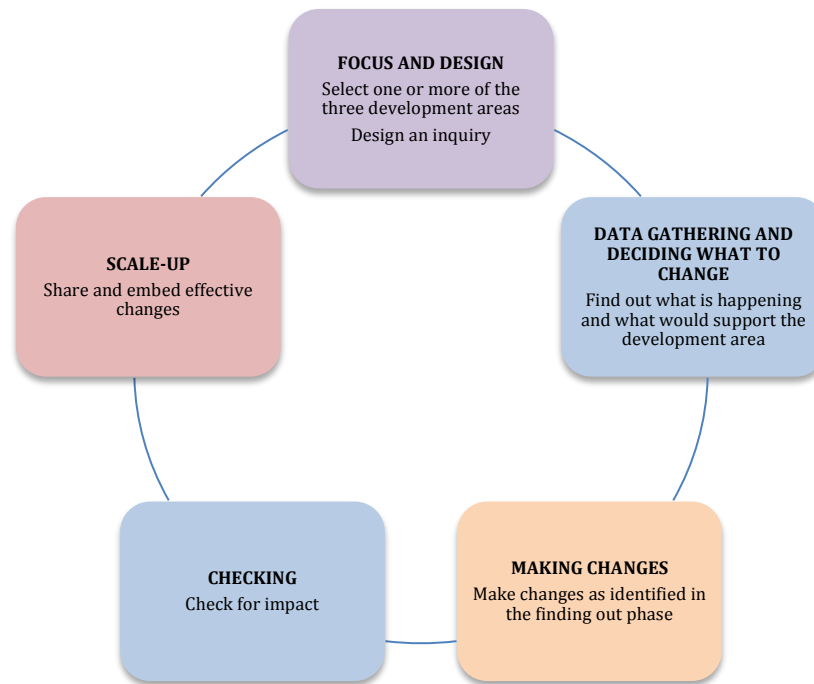
CHECKING
Check for impact

Figure: Generic Inquiry model for Collaborative Inquiry.

Above is a generic model of the type of collaborative inquiry that will be used to explore and make changes in the development areas. Participants will be free to select specific models of inquiry that fit with their own sense-making processes or preferences while reflecting the principles for practice within the Kāhui Ako. The activity within each phase of the inquiry process is outlined below.

Inquiries across the Kāhui Ako will be based on interest and linked to the schools' strategic plans. Collaborative inquiries will include joint activity within and across schools of the Kāhui Ako.

a. Focus and Design
Teachers/Leaders will first select one of the three development areas for inquiry. They will design the inquiry beginning with identifying what needs to be known in order to understand the development area in their specific contexts. Teachers/Leaders will generate questions to be

answered as they explore the learning environment and will determine the ways that information is to be collected to inform their understanding.

b. Data gathering and deciding what to change
Teachers/Leaders collect and make sense of the information. This information may be narrative or numerical and collected from a range of participants and sources. Participant groups may include students, teachers, family/whanau and community members. The summaries of the information will be used to identify what to change. At this stage, teachers/leaders will consider what new knowledge is required to facilitate the changes effectively. At the beginning of the data gathering phase baseline information would be collected and indicators of success developed.

c. Making Changes
Teachers/Leaders will collaborate to plan for change. It is important that each participant understands and has ownership of both the shared sense-making above and the plan that eventuates from this. Although the teachers will be guided by a shared set of principles for change, the specific activity in their schools and classrooms will be shaped to integrate with their programmes. It is important that inquiry activity is integrated to ensure that it becomes regular learning and teaching activity rather that additional projects 'on top' of regular work.

d. Checking
At the checking stage, teachers/leaders look for indicators of change and compare them with the baseline information to make decisions about what has been successful. The indicators of change will have been specified early in the data gathering stage. Unanticipated changes may also be noticed.

e. Scale-up- spreading the successful practices
Successful practices identified through the inquiries will be diffused through the Kāhui Ako via collegial practice improvement conversations and embedded into systems of teaching and learning where applicable. It is possible that observations through the inquiry give rise to new development areas or new inquiries to further support the same development area.

6. IMPLEMENTATION, MONITORING AND EVALUATION

Initial steps

(a) Transparency with staff and boards:

- Develop a communication strategy to provide a dynamic source of information, so all stakeholders can actively participate and have access to timely information.

- Workshops for interested/potential Across School and In School leaders will be held to increase evaluative capability (Collaborative Inquiry); coaching and mentoring skills and prepare potential leads.

(b) Grow understanding and capability:

- Visit all schools to understand the particular context they work in and the people they're working with.

Monitoring focus

(a) Implementation of the action plan

(b) Cross school leaders, once appointed will:

- Meet regularly with and report to the Lead Principal.
- Meet with each other for collaborative inquiry and planning.
- Coach and mentor in-school leaders to develop and implement a coherent strategic plan for addressing the Achievement Challenges.
- Identify, model and effectively share examples of best practice which accelerates progress for all learners, particularly those identified in the Achievement Challenge data.

(c) Share emerging evidence of changes in school community, pedagogy, practices and culture.

(d) Identify and be responsive to new challenges.

Evaluation

In collaboration with school leaders, external providers, MOE and ERO, we will develop an effective model for evaluation of the South Wairarapa Kāhui Ako performance

Elements to be included

- Each school is responsible for their own data – with the new approach to collecting and reporting data to BOTs, we are able to monitor the 'value added' academic outcomes of the Kāhui Ako. We are able to track the academic change over time through this method. Schools will happily share their data if, and when, necessary.
- Analysis of outcomes from 6-8 week collaborative inquiry projects, noting effective interventions and practices that have significant impact.
- Capture and be responsive to student, parent and teacher voice.
- We will use reflective practices, inquiry methods and NZCER tools to measure our progress. Some new tools and matrices will be developed to measure the levels of engagement of 'all' learners in our community.

Tools and measures may include

- Learning Progression
- Assessment resource map- Ministry of Education
- NCEA
- NZCER Me and My School survey
- Enrol: stand down, suspension, transience, lateness data

The ongoing use of these evaluative tools will provide robust and rigorous data for self-review and the sustainable development of our community.

Reporting

Reporting to Stewardship Group and Board of Trustees

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

Charters

The South Wairarapa Kāhui Ako Achievement Challenges will be reflected in each of the member school's Charter for 2018/19. These will consequently be reported on in their Analysis of Variance.