

Ka Awa Whiria Kāhui Ako Review 2019-2021

Purpose and Vision:

Ka Awa Whiria Kāhui Ako (The Braided Rivers Community of Learning in the Geraldine District) consists of 5 Early Childhood centres, 4 Primary Schools, the Year 7-13 High School and the Tertiary Institute, ARA. From this community we had one Lead Principal, one Across School Lead, up to 8 WST units of which 4 were dispersed across the 4 primary schools with one unit shared between two teachers, and 4 WST roles from the High School. While there were some changes in WST roles each year, a core group of kaiako remained as WSTs across the Kāhui Ako. The sole AST was re-employed for a second term and ended at the beginning of 2022. We had one changeover of Lead Principal during these initial years and begin 2022 with our new Lead building on the work that has been done to date.

Our Vision is to see our learners successfully engage and contribute to their community with confidence, integrity and respect.

This vision is fundamental to the need to encourage, support and re-energise akonga, kaiako, whanau and our community as a whole as we persevere to work together in our journey of learning together.

To achieve this vision we aim to: Foster well-being, Building partnerships and Transition pathways, promote success and grow Lifelong learners.

The three drivers to guide us to succeeding our Achievement Challenges were: Well being, Transitions and Oral Language.

Our Journey

Kāhui Ako Drivers:

Well-being

We are acutely aware of the need to adapt how we foster well-being within our community with observations that the well-being of all is being affected by growing anxiety, difficulty adapting to changes, and burnout. Well-being plays a central role in growing lifelong learners. Where well-being becomes a challenge for any member of our Kāhui Ako, it will affect a student's learning and hence any goal we may have in our Achievement Challenges.

During the first 3 years of our journey as Ka awa whiria kāhui ako, we explored ways to promote well-being across the community. We were able to attend some of the student hui of a neighbouring Kāhui Ako that had developed to engage student voice in some of the decisions across their kāhui ako. To us this looked like an effective vehicle to get ākonga and community voice and do the same for such focus areas and drivers such as Wellbeing. The neighbouring kāhui ako displayed the initiative to first of all select students who might show some leadership in the areas they were looking for across the schools, they then gave an open invitation for these students to return for a second hui and also gave students the opportunity to lead these hui with teacher-driven input remaining in the background.

We opened our first student hui on Well-being in 2019. Inviting schools to select a small group of students to participate in a hui around Well-being. In this hui we gained student voice or what they believed well-being was, some of the things that could affect well-being, and some strategies to develop positive well-being among their peers and the wider community. Alongside giving these akonga a chance to celebrate their own well-being and a gift to be leaders in their community, we also had them develop a short video clip promoting well-being across our kāhui ako. This video was

played within schools and placed on facebook of our contributing schools in our Kāhui Ako. We also recognised a need to meet with Māori whānau as a kāhui ako. Some individual schools and ECEs had been doing this with mixed success – often they would have the same whanau joining such hui but not being able to reach those who they did not frequently see. Also some of our smaller schools had very few Maori whānau and so there was often an imbalance between staff and whanau at such a hui. By running a combined hui across the kahui ako, we were able to create a larger and united group of whānau coming together, making connections with one another and across the kāhui ako. One benefit was that families who had children attending more than one school (eg. in an ECE centre, a primary school and the high school) were able to celebrate and share their journey as an entire whānau. Another benefit was that we had some new families to the district who were keen for such an opportunity to find other whanau they could connect to. With Ngai Tahu having recently encouraged whānau to register their children with their iwi, schools also discovered whanau who had registered some of their older children but not the younger siblings (or vice versa) and so recognition of iwi grew. These hui had two benefits – first we were able to celebrate whanau, welcome them together and show that we valued them. As a kāhui ako serving these whanau with a sausage sizzle, and a chance for children to have a swim and games we created a relaxed atmosphere, away from the tendency to sit in a classroom and talk. The other benefit was to hear the voices of the whanau. A student-led team ran a variety of games for the younger children while their parents and older students gathered together and then in smaller groups shared their vision, their stories/journey and their aspirations for their children. This was a process that not only gave an authentic voice for whanau across the 3 sectors to share aspirations, but also allowed an element of healing for those who had felt they had no voice in the past, or had been disappointed with lack of opportunities or recognition in past years within education. While Covid restriction levels limited the momentum that we began with of these whanau hui, we were able to continue across school communication with families and had further hui when opportunity arose to move from just hearing the voices of whānau to acting upon their requests and involving them in our ventures. One

initiative that is being developed is a whare iti and community meeting place at one of the ECEs. This is an area that is being developed into a welcoming place not just for ākongā at the ECE but as an opportunity for other members of our kāhui ako and public to use. Local businesses and organisations have also been involved in this venture. The High School PIA students planted bushes and trees while it is in the plans for Senior students of Hard Materials to work alongs ARA and a local builder to build the whare iti.

These well-being ventures also encouraged discussion and seeking assistance across our Kāhui Ako more openly. It offered an openness of talking to one another about issues and offering and accepting help from one another. Doorways were open for Primary Schools and High School to share performances with one another and have teams of students go to other schools and ECEs. One excellent opportunity was for a group of senior male students to offer their time to be a 'big brother mentor' at an ECE centre. The thinking behind this was that a younger boy akonga might benefit from another male role model in life and learning. This had a positive effect on the behaviour of these ākongā as well as giving the senior students an opportunity to have a leading support role and vocational experience they would usually not have considered or been offered.

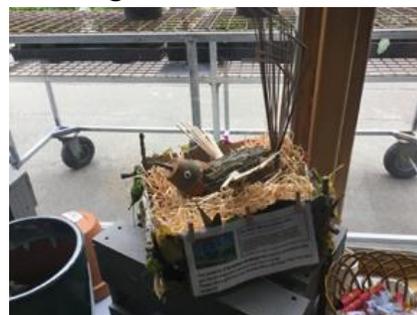
While the wider well-being hui were hindered by covid restrictions we explored opportunities for student voice to be seen in the community. The Local District Festival that celebrates Arts and culture in our community gave an avenue for students across our community to display artwork centred around 'belonging' to our community. From this artwork we were able to work with a local signwriting company and design a wellbeing mural that was placed in a central spot in our community while smaller replicas of this were displayed at each ECE or school.



This was the beginning of attempting to ensure our Kāhui Ako was both seen, heard and reflected our greater community beyond the education institutes.

While the following year's District Festival events were cancelled due to restrictions, the work that students from each Kāhui Ako had been working on was able to be presented across our community. The focus was looking after each other and our community. Student groups designed a 'native bird' in a nest. Alongside this nest were a variety of gifts to give to the public (eg. wellbeing cards, facemasks, sunflower seedlings).

These were placed in local businesses. Both businesses and members of the public were delighted in these gifts and displays at a time where the community needed some positive encouragement.





The general ideology around our Wellbeing driver was to create an awareness across the kāhui ako and community of looking after each other and creating opportunities to support groups. (eg. through whanau hui, special events for small groups of students, and an avenue/go to person for when there were needs and/or requests). We were acutely aware of the growing anxiety of a number of akonga – in some cases for no observable reason. The covid outbreak and continuous interruptions in life for akonga and their whanau means a continuing need to explore ways of creating networks of support across our kahui ako. This might come in the form of – continuing finding special events for small groups of akonga; hui for Maori whanau as well as other groups (newcomers to the district) working alongside the community to promote community well-being.

The team of WSTs and other staff focusing on Wellbeing met regularly with the AST and Principals to plan events and discuss common patterns forming across ECEs and schools. Digital communication such as the Ka awa whiria Facebook page was used to communicate with whanau and promote well-being.

Transitioning to school

The current transition programmes were reviewed. This saw some adaptations to current programmes and exploration of how to assist whānau as their children transitioned into school or across schools.

One change to the programme for transitioning to High School was to remove the element of testing that Primary school students did when they did their pre-enrolment group visit to the school. Primary school colleagues shared their concern that there was growing anxiety of akonga gearing up to this and were keen to make the group visit more relaxing and fully enjoyable for the children.

Due to the observation that more children had a growing anxiety of transitioning to High School, the WST/HoD of Year 7 and 8 met with whānau out of hours for their children to walk through the school, familiarise themselves with the areas and ask questions without a huge number of others around them. This had the positive effect of those students feeling more comfortable with the shift due to individual familiarisation.

Taster days for Year 8 students were also developed to assist with the transition between having a homeroom teacher to having several teachers in Year 9. A survey gathering student voice pointed out other factors that students found as a major change. These included not having a homeroom at lunchtimes to use as their own; not having a designated Year 9/10 outside area such as the Year 7/8s had. This also allowed the High School to consider an upgrade of the Year 7/8 area as Primary School students were coming from schools with high interest play areas for their age group to an area that tended to have minimal options.

Transition videos were created by the High school to show to each Primary School – these had past students from that Primary School sharing, giving

another avenue of familiarity to the students of any particular school. These too were shared on the Facebook page.

The focus on transitioning to Primary School was also explored. It was observed that some parents were uncertain of procedures to enrol their children into a primary school and presumed that the ECE sorted that out. There were transitioning programmes already in place for some ECEs and so the goal was to add further opportunities to share that information.

This involved in the early stages of developing transition to schools a common Transition to school booklet which focused on the areas that the Kāhui Ako had identified as important factors across our community; contact details for each School, images for familiarity and Frequently Asked Questions. Having the booklet of this was the most effective way of passing on information to families. However, further exploration may result in an electronic booklet being accessible online. Similar to transitioning to High School, each Primary school developed a short intro video to share with whanau via newsletters and Facebook, to allow families to become familiar with spaces and routines. These were popular and gave the opportunity to make information readily available at any time.

Regular meetings with ECEs teachers and WST of transition in the Primary Schools allowed in depth discussion of concerns, recommendations and developments for our transitioning programme. An element that required discernment was how to pass on important but confidential information to the required schools/kaiako. Documents were developed, yet the most efficient process was the meeting together and having time to discuss individual akonga in small groups. This networking was also an effective vehicle when recognising the needs of some families who had children across all sectors of education and were in need of extra support. Transition meetings also developed between Year 6 and Year 7 teachers across the schools, exploring commonalities in programmes and considering how to make transitions in programmes fluent without repetition or a lack of awareness of gaps. There was an awareness of certain groups of students that needed further assistance with transitioning – one

significant group were families who regularly shifted from one employment to another (such as dairy farming) and therefore akonga often had disruptions in their learning, moving from one school to another outside of our district. We became aware that creating a toolkit of resources such as we did with our Oral Language driver, could provide the opportunity for such children to be better prepared for shifts.

Work continues alongside Tertiary institute, ARA, in what skills we need to consider students have as they transition into tertiary studies or the workforce. Some concerns were around the literacy and numeracy requirements to successfully complete tertiary studies. One of our Principals had also developed project work around Vocational Pathways during a sabbatical.

Oral Language

We were very fortunate to receive a Centrally Funded PLD at the very beginning of our journey as a Kahui Ako. The PLD was delivered through two Ministry of Education funded PLD applications. 2019-2020, 2020-2021.

The PLD was delivered by Auckland based PLD consultant Del Costello

Our Kāhui Ako aimed to build teacher capability and lift student achievement and confidence in Oral Language. We believed, and our previous experiences suggested that this would lead to a rise in student achievement in reading and writing.

The first phase of work across our Kāhui Ako (2018-2019) has seen us ready the teachers to use a 'toolbox' of strategies to build learner ability and confidence in Oral Language. We created a suite of tools for the purpose of:

- Viewing student achievement in oral language
- Providing data for teachers so they can provide differentiated learning in their classrooms

- Measuring teacher capability and practice

2020-2021

Our goals for our teachers was to have:

- * Oral Language as the catalyst and tool embedded into our teaching across the community
- * Build our own community of Professional Leaders to guide teachers to our community in the use of these strategies
- * Our ākonga with a tool and classroom practice in which they also can gauge their individual achievement in reading, writing and numeracy
- * PLD that is sustained and embedded in our Kāhui Ako community as an effective practice to raise student achievement.

Our goals for our ākonga were to see development in:

- Physical attributes – e.g. clarity, fluency, presentation
- Linguistics – e.g. vocab, language choices, techniques
- Cognitive – e.g. content, structure, reasoning
- Social and emotional attributes – e.g. collaboration, listening, confidence

We are encouraging families to consider the importance of Oral Language at home by making families aware of our focus through community/public forums (May 2019) and also introduced into our Kāhui Ako “Transitioning to school booklet” for parents of ECE ākonga.

The Stewardship Panel of our Kāhui Ako had observed a common concern across all institutes around the lack of some Oral Language skills of ākonga. This fell into two categories:

- building teacher capability in reo a-waha in order to raise the writing capabilities of our ākonga.
- A recognition of a large number of students beginning their education with some speech disorder that was hindering their learning long term.

In regards to the second point, our facilitator was able to recommend, model and assist kaiako with specific strategies to assist a student in developing their Oral Language skills, that each teacher were able to use in their kete of resources. At the end of 2021, our Kahui Ako also teamed up with local speech therapist team, Giant Leaps, in a workshop giving greater understanding of how to identify specific speech issues or disorders.

The primary focus over the initial three years was to look at how an Oral Language focus would enhance student learning across the range of ages. This was presented to the Kahui Ako in several ways:

- There were full kahui ako workshops where learning, sharing and discussing techniques was a primary focus.
- A series of mini workshops were offered across the 3 years and kaiako from across the kahui ako self nominated themselves to participate in these. These were also recorded and shared at large on our Kahui Ako Google site. Other workshops included Leadership team workshops, a community workshop and 3 online workshops during 'Lockdown'.
- Oral Language strategies were also shared across the community and whanau with short video clips led by students on our Facebook page.

An inquiry research project was developed to focus on a small number of students from each Ako who demonstrated that they were at risk of not achieving their curriculum level.

An element that became apparent in the early stages of our inquiry, was that a number of students that teachers were concerned about in regards to Oral Language capabilities were students who often moved from one

school or another. While this meant that there was less chance to maintain a routine with such students, it was also acknowledged that we must try to find some 'toolkit' that such students could take with them as they moved to new learning environments.

Another observation was that for the High School students who were selected in our inquiry research, as we explored their Oral Language skills it became evident of other underlying specific learning needs that had not been identified previously.

Initial learner data was collected from a cohort across the KA using an oral language rubric. This data was used to identify the needs within each school, to inform the work going forward and to formulate the PLD needs of the teachers across the Kāhui Ako.

Two data sets were collected from the cohort March/April 2019 and November 2019. A third data set was collected in October 2020 (after Covid interruptions from earlier in the year). After that no further KA wide student data was collected as cohorts changed, moved teachers/schools but some schools started tracking their own data.

Results:

There has been a large turn around of staffing across our Kāhui Ako over the last 3 years (This has included leadership and up to 50% of staff changeover in some cases. This has continued through to the end of 2021). This has made it difficult to assess progress of knowledge and understanding of teaching staff since surveys and data collection has included new staff.

This also shows the importance of maintaining a toolkit that can be accessed and readily shared to all. While we have created this for across the Kāhui Ako, it is also recognised that individual schools and ECEs must maintain their own 'kete' to introduce new staff to Oral Language strategies and add their 'flavour' to what resources they use for their ākonga, and how they introduce these into their programme and local curriculum. The Kete

when updated by staff will reflect the 2022 Literacy, Communications and Math Strategy.

The following are some general observations from data collected:

A common trend was that, while teachers encouraged students to share and respond in class, teachers have recognised that this opportunity lessens when it comes to sharing views and opinions, and lessens again when empowering students to express reasoning. Teachers have used Oral Language strategies to encourage student opportunity to express reasoning by: recognising the need for the teacher to speak less and allow conversations between students to flourish rather than just a question-answer sequence between one student and the teacher; how they respond to student answers/opinions (eg. 'That's interesting', rather than simply giving approval to a 'correct' answer).

Initially, while 2/3s of teachers considered differentiation in the classroom, they were yet to deliberately plan for it. A third of teachers indicated that they were yet to provide structure for group work. This has turned around, with teachers having a variety of effective resources available to provide structure for group work around Oral Language.

Formalised feedback processes are now in place across the Kāhui Ako, towards the physical elements of Oral Presentation, whereas 3/4s of teachers initially hadn't considered this aspect to begin with. This has improved with the understanding of using Oral Language for a number of occasions rather than just in a on off unit to produce a formalised speech presentation. Teachers are now using Oral Language strategies and giving feedback around oral presentation to their students regularly.

Previous Achievement Challenges

Achievement Challenge Data:

Our Achievement Challenges were:

- To accelerate progress and achievement in writing in Years 1-10, particularly for male and Māori ākonga
- To accelerate progress and achievement in mathematics in Years 1-10, particularly for Māori ākonga
- To increase the percentage of ākonga who leave with Level 2 and Level 3, with a particular focus on male ākonga achievement and progress to match their female equivalent.

Data in support of Achievement Challenge Progress:

Note: The targets for 2021 were decided upon as part of the original achievement challenge document developed in 2016. It is also important to remember that while we have set Kāhui Ako-wide achievement targets for 2018 - 2021, not all student progress within individual schools will be linear. Note that 2018 was the year that National Standards were removed.

Also data for 2021 was not collated due to disruption to the Education sector and other pressures laid upon Principals and Lead Teachers at the time. Instead a guestimate of where we would be at, is documented.

Writing - % and numbers at or above curriculum expectation

ALL STUDENTS

By 2020 one school had surpassed their 2021 target and three other schools are within reach of this target. Further insight should be gained from schools who have made significant shifts since 2018 and what has led to this shift. We appear to be well placed to meet the ultimate Kāhui Ako target for 2021 of 86%.

	2016 baseline	2017	2018	2019	2020	2021 actual	2021 target
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	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
COL Actual	600/785	76%	681/892	76%	807/1000	81%	859/1050	82%	806/999	81%				
COL Target	-	-	-	-		78%		81%		83%		86%		86%

Writing - % and numbers at or above curriculum expectation (not a Kāhui Ako target group, but will collect data each year)

FEMALES

	2016 baseline		2017		2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
COL Actual	311/371	84%	356/423	84%	404/464	87%	433/490	88%	430/476	90%		

Girls writing was not a Kāhui Ako focus area, due to relatively high achievement levels.

Writing - % and numbers at or above curriculum expectation

MALES

COL Actual	62/98	63%	65/101	64%	77/120	64%	82/112	73%	67/99	68%					%
COL Target	-	-		-		69%		74%		81%					83%

Kāhui Ako-wide Māori achievement in writing rose strongly between 2018 and 2019 (+9%) but some fluctuation has seen the progress plateau in 2020. This may be somewhat due to numbers of Māori students in cohort levels. Further exploration should continue to assist our Maori students in their achievement.

Maths - % and numbers at or above curriculum expectation

ALL STUDENTS

	2016 baseline		2017		2018		2019		2020		2021 actual		2021 target		
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
COL Actual	604/785	77 %	700/892	78 %	783/1000	78 %	823/1050	78 %	830/999	83 %					%
COL Target	-	-		-		79 %		81 %		83 %					85 %

Achievement in Maths has not been a focus for the Kāhui Ako. However, by 2020 the Kāhui Ako target was met and in line to achieve the 2021 target. The High School incorporated ALIM into their PLD and one Primary School trialled a new maths programme across seven classes in 2020.

Maths - % and numbers at or above curriculum expectation (not a Kāhui Ako target group)

FEMALES

	2016 baseline		2017		2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
COL Actual	285/371	77 %	338/423	80 %	373/464	80 %	386/490	79 %	408/476	86 %		

Girls maths was not a focus area for the Kāhui Ako, thus no target has been set. Small gains in achievement have been made Kāhui Ako-wide since 2016, but overall achievement has been consistent.

Maths - % and numbers at or above curriculum expectation (not a Kāhui Ako target group)

MALES

	2016 baseline		2017		2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
COL Actual	319/414	77 %	364/469	78 %	402/536	75 %	438/560	78 %	417/523	80 %		

While not an identified target area, Kāhui Ako-wide achievement for boys maths have remained relatively static.

Maths - % and numbers at or above curriculum expectation

MĀORI

	2016 baseline		2017		2018		2019		2020		2021 actual		2021 target	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
COL Actual	60/98	61%	61/101	60%	79/120	66%	73/112	65%	71/99	72%				%
COL Target	-	-		-		64%		69%		74%				79%

Some good progress was recorded between 2017 and 2018 for Māori in maths across the Kāhui Ako, with an increase in achievement by 6%. 2019 achievement was similar to 2018. Further sustained progress will be needed for this group to meet the desired overall target for 2021.

NCEA Data:

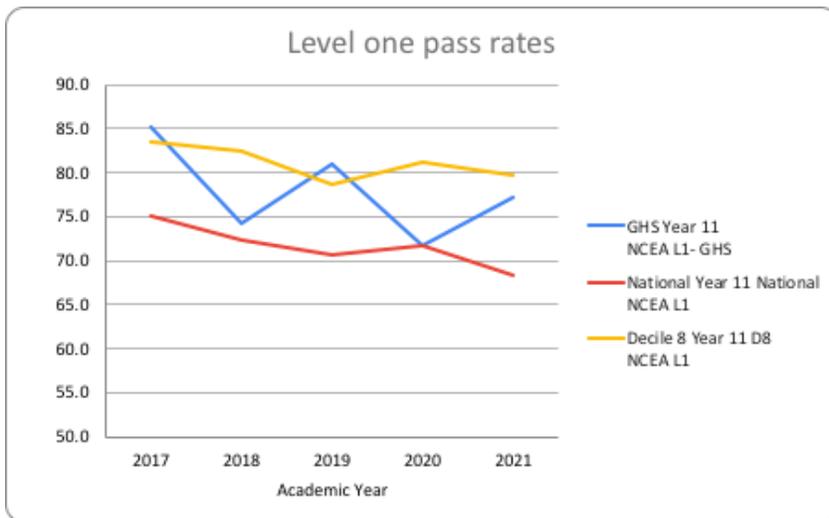
The particular focus on Oral Language by the Kāhui Ako was to aim to increase the ability of students in regards to writing. This will have a direct effect on future NCEA results. However, with the Oral Language work focusing mainly on primary school aged students, the results of this work

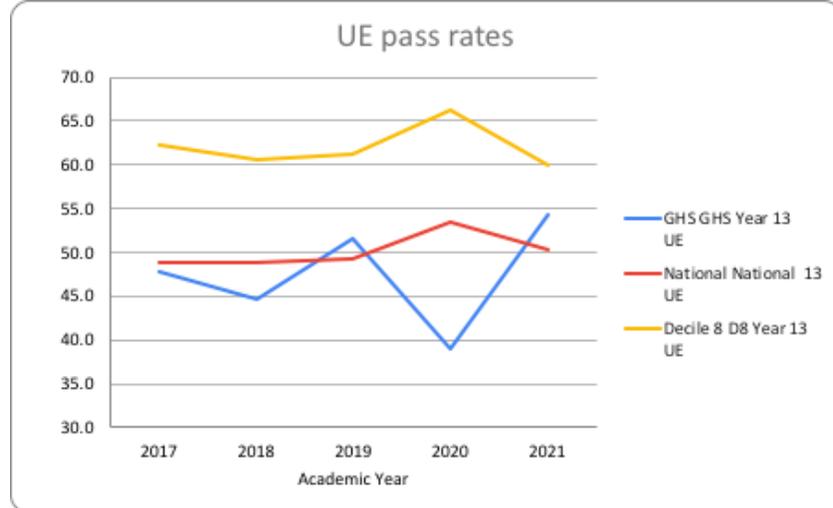
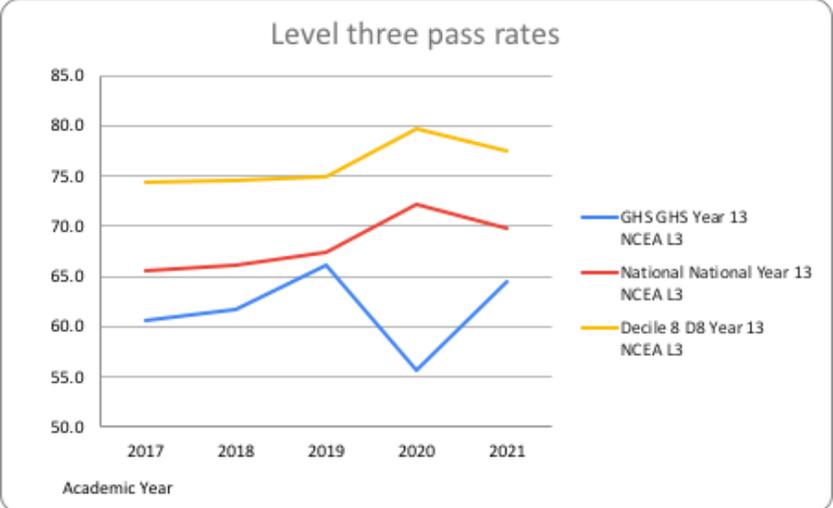
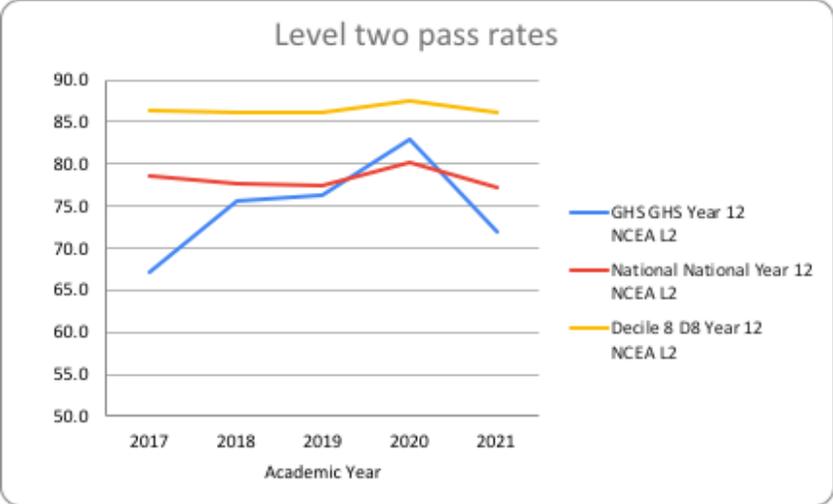
will continue to be revealed in future years as we continue to develop this focus.

As part of the focus project, the progress of a small target group of Year 10 students who appeared to be underachieving was monitored. The project revealed that a number of these students had learning difficulties. Of those who remained the following full year, all students gained NCEA Level 1 and for those who remained the following year, all gained NCEA Level 2.

NCEA results over the past number of years have been somewhat erratic. This has been an issue that we continue to explore to ensure greater consistency in results as we look at ways to increase student achievement.

Overview of results:





2021 results analysis at a glance:
Level One:

- Pass rates increased by 6% on last year.
- Pass rates 2.5% below D8.
- Maori pass rates are the highest since 2017- Large increase- 50% to 72.2%.

Level Two:

- Pass rates decreased by 11% on last year.
- Pass rates are 14% below D8.
- There is a lag cohort effect evident.
- Maori pass rates increased.

Level Three:

- Pass rates increased by 9% on last year.
- Pass rates are 13% below D8 L3 and UE pass rates are 6% below other D8.
- There are no Maori Students in the L3 data set.

Refreshing Achievement Challenges

Where to next for Ka Awa Whiria Kāhui Ako?

A review in October 2022 of where are and what are the next steps in:

Literacy

Children of Concern Reading & Writing Data 2022 (October)

Ka Awa Whiria Geraldine Community of Learning Across School Data

Reading (At least 1 year below expected levels = WB)			
Year Level	Boys	Girl	Total Number of Students.
Year 1	3	0	57
Year 2	11	8	56
Year 3	9	4	57

Year 4	8	0	38
Year 5	8	7	62
Year 6	8	2	40
Year 7	23	7	96
Year 8	19	10	106
Year 9	9	5	83
Year 10	24	6	108
Total WB	122	49	171/703

The overall rate of Students of Concern in Reading is 24% of total student numbers.

Of this group boys make up 71% of those students of concern in reading.

Writing (At least 1 year below expected levels =WB)			
Year Level	Boys	Girl	Total Number of Students.
Year 1	1	0	57
Year 2	9	3	56
Year 3	10	6	57
Year 4	16	1	38

Year 5	10	7	62
Year 6	9	3	40
Year 7	24	6	96
Year 8	18	11	106
Year 9	10	5	83
Year 10	33	16	108
Total WB	140	58	198/703

The Overall Rate of Students of Concern in Writing is 28% of total student numbers.

Of this group Boys make of 71% of those students of concern in writing.

Summary:

Raising literacy achievement is one of our challenges particularly in writing. We began addressing this by focusing on Oral Language as a Kahui Ako in 2018. This has improved the language comprehension factor of The Simple View of Reading model (Gough and Tunmer, 1986). Our beginnings are proving successful, our learners are more engaged and experiencing success. Our Structured Literacy focus seeks to address the other factors of language and literacy learning identified in Scarborough's Reading Rope (Hollis Scarborough 2001) to facilitate success in reading and writing across all curriculum areas. An invaluable aspect of this will be the deepening teacher knowledge and capabilities to support their use of systematic and explicit literacy teaching to raise achievement of our ākonga. Our priority is to develop a coherent and comprehensive Kahui Ako wide approach to our teaching of literacy, ensuring that all teachers

within our Kahui Ako have the knowledge and skills they need to effectively implement a pathway of literacy success for all ākonga from ECE to NCEA.

Structured Literacy is a key focus for teacher development across the Kahui Ako. Since early 2021 our focus for our WSTs is to meet the challenge of literacy achievement. Each school has undertaken PLD in Structured Literacy over the last few years utilising varying providers, varying models and varying lenses. We look now to create a united understanding, with commonality of vocabulary and shared language and understandings for all educationalists within our Kahui Ako.

Embedding this across the Kahui Ako will support students transitioning from Primary to High School to make a successful transition with common knowledge and language of the written code. We have begun this with our ASL scheduling ECE staff PD delivering an early literacy and family information presentation. This gives our ECE teachers the common language and knowledge to better support the transition process for their tamariki and whanau from ECE to primary schools where their children will experience explicit literacy teaching. Future PLD will focus on expanding teacher skill, knowledge and understanding from middle to senior school and to develop a consistent data comparison.

Well-being

Changes in society and learning suggests that a continued focus on the Well-being is paramount in the ongoing work across the Kāhui Ako.

Students:

Geraldine High School introduced a new programme [PSE \(Personal and Social Education\)](#) for 2022. This will be embedded over the next two years. 2023 sees a Kahui Ako initiative with Digital Waitaha in establishing digital ambassadors using Year 12/13 students to visit schools, marae and community groups to assist with digital skills and safety. This programme offers leadership and relationship building within the region.

The primary schools are looking to a variety student programmes to fit with their needs as Covid19 has had a negative effect on in-school and out of school interactions and relationships. Larger schools are looking at Re-activating PB4L basics and as country schools will use their unique advantages of bus transport and the environment. All Primary students and year 7&8 students at Geraldine High school will be undertaking a Kahui Ako 2023 initiative with Digital Waitaha on digital safety and having within school senior digital ambassadors who ensure and guide students on correct digital safety. This will be embedded over the next few years. As part of the Digital Waitaha process is to survey the students and this is part of a research project being undertaken by University of Canterbury. Re-engagement of pre-covid activities such as interschool sports & events, camps, cultural activities, visitors and active reengagement with the local community. Plus continued Literacy success will improves students' confidence, wellbeing, self-esteem and ultimately future career choices.

Staff:

Part of the October review indicated a general concern in the well-being of staff in general. A survey will be developed in Term 1 by the Wellbeing WST and administered in Term 2, 2023. This will establish if there is a real concern and will highlight any issues across the Kahui Ako. The resulting data will be used to design a suitable programme across the Kahui Ako and allow staff across schools to collaborate in finding solution through the Wellbeing WST group. A specific closed Facebook page will be set up for teachers to share ideas, thoughts and planning on in 2023.

Community:

Continue the efforts by students and staff on promoting the Geraldine region and Ka Awa Whiria Kahui Ako and promote the Digital Ambassadors within and to the community.

Transitioning to and between School Sectors

Key findings from the review indicate three aspects of Transition they all need good relationship between all stakeholders for a smooth transition at all stages of any student education.

ECE to Primary: Clear guidelines and opportunities to visit schools and preschools by staff, parents and potential students. Most primary schools have some form of induction programme and visits align with other schools but more work is needed to ensure staff and parents have a shared understanding of the expectation and realities of school life. The current sharing by WST and ECEs need to continue to meet and re-activated processes after Covid 19 restrictions.

Primary to High School: The High School has reduced the information requirements and has a good Term 4 induction programme. Ensure the [PSE \(Personal and Social Education\)](#) programme is introduced to students early in the year. The WST transition group meet regular throughout the year. The high school teachers visit the primary school and primary teachers visit the high school regularly. Establish a sharing of students between primary secondary for skills and programme support throughout the year to develop relationship and remove the fear of the unknown. Ensure data and knowledge is shared on challenging or divergent students.

High School to Tertiary:

Not mentioned in the review but same issues as for all transitions. We do have an ARA rep on the leadership group for Kahui Ako.

Overall the WST Group needs to be more active in building relationships between personnel to ensure smoother transitions.