



# Mata Nui O Kahungunu

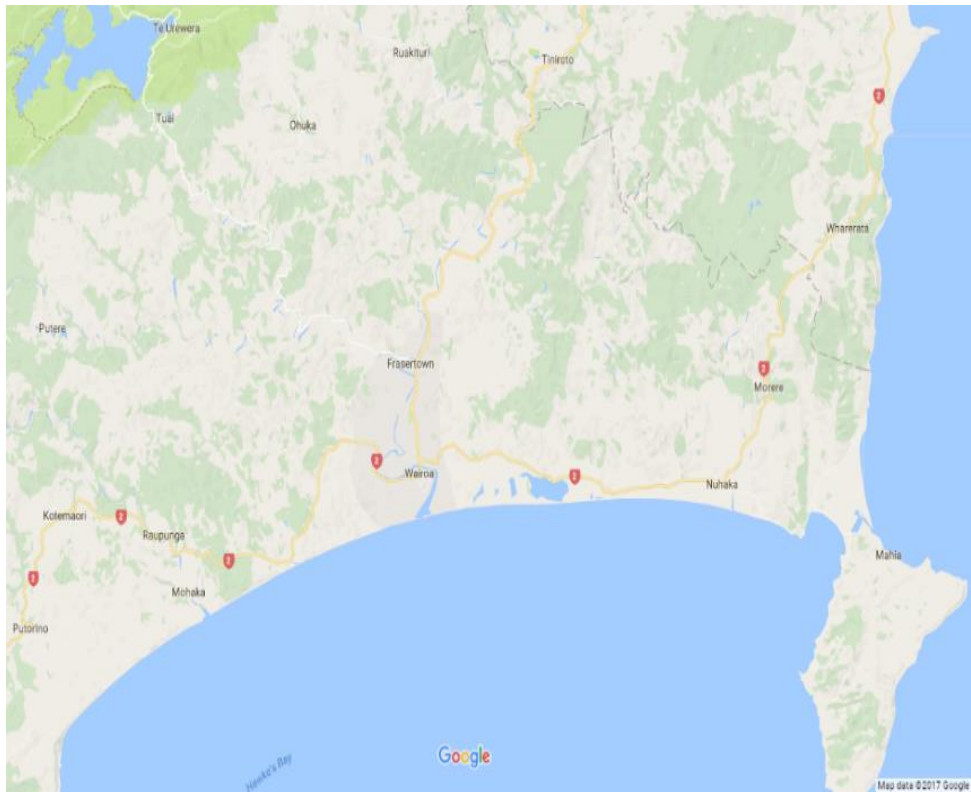
*The many faces of Kahungunu*



*Celebrating our ancestors, our uniqueness and our diversity!*



Te Kura o Mohaka



Mata Nui O Kahungunu comprises learners from the far reaches of our awa in Waikaremoana to the beaches of Mohaka and Te Mahia, embracing akonga from rural and urban Wairoa on its pathway. Approximately 83% of our akonga identify as Maori, who whakapapa to Ngāti Kahungunu O Te Wairoa, Ngāti Rongomaiwahine, Ngati Rakaipaaka, Ngāti Pāuhauwera, Tuhoe, and Ruapani ki Waikaremoana.



St Joseph's School



Our Primary and Secondary learning community has a long history of working collaboratively for the betterment of akonga. Mata Nui O Kahungunu has given us the opportunity to extend these existing relationships to include Early Childhood Educators and potentially other educational institutions, and also to reach further into our wider community for the expertise and knowledge they bring to helping us achieve our vision.



Wairoa Primary

In becoming part of a Kahui Ako we acknowledged the potential for the collaborative power of our community to make a difference for our learners, more so than we can do on our own. At the same time, we celebrate and respect the diversity that exists across our Early Childhood centres, schools and Kura and will continue to be mindful of the importance of maintaining this.

connected to the past



Teaching for the future

Waikaremoana



# Our Vision



## Hai raukura mō te iwi

*A leading light for the people*

### **Our vision:**

- ❖ To create a deeper, richer teaching and learning environment for Wairoa akonga.
- ❖ To work in educationally powerful partnerships with whanau and community.
- ❖ To ensure we use practices and pedagogy that foster identity for our learners.
- ❖ To remove all disparity for our learners.
- ❖ To ensure our learners are resilient, healthy, confident, and positive in their learning
- ❖ To ensure learners are focused on their learning pathways, and achieving their personal potentials (for example the end goal of tertiary education qualifications and career paths).

We aim to work collectively and collegially to pool our resources and find the best solutions to providing quality teaching and learning so we can all;

- ❖ **Strive to achieve**
- ❖ **Be all we can be for our whanau and community**
- ❖ **Ensure it is for the benefit for Wairoa**

<b>Our Learning Community</b>					
		<b>MOE No.</b>	<b>Type</b>	<b>Decile</b>	<b>Rolls (1 July 2016)</b>
<b>1</b>	<b>Kids House / Kid's Corner</b>	55002 55514	ECE		Max 35 / 35
<b>2</b>	<b>Matangirau Kindergarten</b>	46517	ECE		Max 20
<b>3</b>	<b>Nga Tamariki O Nga Hau E Wha Kindergarten</b>	46430	ECE		Max 45
<b>4</b>	<b>Wairoa Kindergarten</b>	5275	ECE		Max 43
<b>5</b>	<b>Frasertown Primary</b>	2562	Contributing	2	115
<b>6</b>	<b>Mohaka School</b>	1677	Full	1	46
<b>7</b>	<b>Nuhaka School</b>	2624	Full	2	118
<b>8</b>	<b>Ohuka School</b>	2625	Full	8	11
<b>9</b>	<b>Putere School</b>	2657	Full	2	5
<b>10</b>	<b>Ruakituri School</b>	1675	Full	7	12
<b>11</b>	<b>St Joseph's Primary</b>	2679	Full	2	83
<b>12</b>	<b>Te Mahia School</b>	1676	Full	1	41
<b>13</b>	<b>Tiaho Primary</b>	1669	Contributing	1	163
<b>14</b>	<b>Tiniroto Primary</b>	2705	Full	3	13
<b>15</b>	<b>Te Kura o Waikaremoana</b>	1678	Full	1	22
<b>16</b>	<b>Wairoa Primary</b>	1668	Contributing	1	232
<b>17</b>	<b>Wairoa College</b>	214	Secondary	1	491

### **Target areas for student achievement:**

After analysis of our current situation and consultation with our wider community, Mata Nui O Kahungunu have identified 3 key areas where we can make a real difference for our learners by focussing closely, working collaboratively and sharing expertise.

We aim to take a holistic approach to supporting the learning and well-being of akonga so they not only achieve success at or above the expectations of their age or year level, but they build confidence in their abilities as learners, and as young people in our community - taking increasing ownership of their own successes and building the resilience, skills and attitudes needed to enable them to achieve their future goals. With 83% of our learners identifying as Māori it is implicit that, whatever our approach, it reflects and values their identity, language and culture, so our Māori students enjoy and achieve education success as Māori.

Our proposal is very much a working document. We expect it to develop and refine as we dig deeper into our challenges using a Spirals of Inquiry process. Our Learning Centres are engaging in this process with a growth mind-set and a commitment to inquire deeply into what works best for akonga.

Implicit in our targets is the understanding that each school / learning centre will continue to work on meeting their specific achievement goals within their own setting, based on each school's achievement data and the ultimate goal of learners reaching 80% or above by 2020.

In order to have maximum impact on student learning over the next 3 years 2018-2020, we will focus on

- ❖ **enhancing the hauora of all akonga in our Kahui Ako**
- ❖ **developing their skills, attitudes and potential as learners in writing**
- ❖ **developing their skills, attitudes and potential as learners in mathematics**
- ❖ **Supporting them so they are well placed for achieving at Level 2 NCEA**

**Whāia te iti kahurangi**

*In Pursuit of excellence*

## Achievement Challenge #1:

### To enhance the hauora of akonga in Mata Nui O Kahungunu

“We still don’t fully understand the relationship between health promoting behaviours and disadvantage, but this report (*Health Equity in Hawkes Bay; Tackling Health Inequities Update 2016*) profiles one local initiative, Cactus, which demonstrates that behaviour change is possible if it’s supported appropriately. This sets out an on-going challenge for us all if we are serious about eliminating health inequity. It reemphasises the need to work closely with people, whānau, communities and other agencies, as a team, to build healthier and fairer communities.” *Dr Caroline McElnay, Health Equity Champion*  
*Health Equity Update 2016 in Hawke s Bay Tackling Health Inequities Update 2016*

With Hawkes Bay having proportionally more people in the most deprived sections of the population than the national average- (28% Quintile 5, the lowest quintile compared to 20% nationally and 24% in Quintile 4 compared to 20% nationally) *HB District Health Board figures*, we work with akonga with significant health and social issues, for example: obesity in four year olds increasing since 2009, significantly more dental decay, 25.9 percent of young Māori not in education, employment or training, and Hawke’s Bay rates of violent crime continuing to be higher than the New Zealand average and twice the rate for NZ as a whole (*Health Equity Update 2016 in Hawke s Bay Tackling Health Inequities Update 2016*). A challenge to enhance the hauora of tamariki is timely and of essence.

**We believe that by attending to the hauora of our akonga we will strengthen and enhance them as confident, competent and culturally connected learners.**

*“How children and young people feel at school has a major impact on how confident they are and how well they learn.”*

**Iona Holsted, Chief Review Officer Education Review Office. in ERO Wellbeing for Success:Effective Practice March 2016.**

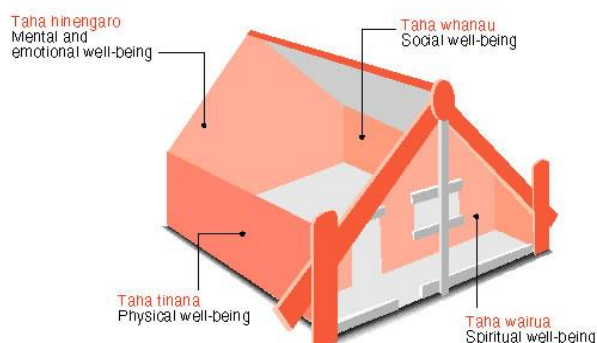
*“Student wellbeing is central to successfully implementing The New Zealand Curriculum. A focus on wellbeing ties together the curriculum’s vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what schools do. Wellbeing in the Curriculum: ERO Well Being for success: Effective Practice March 2016.*

*“Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge they make a valued contribution to society”*

**Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa: Underpinning Vision Statement**

We will focus on the 4 cornerstones of Mason Durie’s  
**‘Te whare tapa whā’**

Taha tinana- Physical Well-Being  
Taha wairua -Spiritual Well-Being  
Taha whanau- Social / Family Well-Being  
Taha hinengaro- Mental & Emotional Well-Being  
which will allow us to create the best conditions for learning, and reduce disparity for Māori.



Mata Nui O Kahungunu will find measures we can use across our Kahui Ako to investigate the four cornerstones of Taha tinana, Taha wairua, Taha whanau, and Taha hinengaro, to ensure shared understandings and consistent indicators of practices and principles.

We will use a spiral of inquiry model to identify and explore key strengths and challenges for our akonga, and learning centres, with the aim of improving the hauora of tamariki and closing the achievement gaps we have identified in our data.

We are cognisant of the crucial role our Early Childhood centres play in setting the foundations for well-being and learning with our whanau and akonga, and the potential of the links our College makes with tertiary level learning.

By working together to smooth the transition stages for each learner - into Early Childhood and beyond- they will be better placed to achieve overall success. In partnership with our akonga and whanau we aim to develop Wairoa values, attitudes and expectations which will support tamariki in their learning and enable them to move seamlessly across learning centres in our Kahui Ako.

## **Te Putiki Wharanui O Kahungunu**

*The flax top knot of Kahungunu- Stand Tall and with pride*

## Achievement Challenges #2 & #3:

### To develop the skills, attitudes and potential of our tamariki as writers and mathematicians so 80% of learners are at or above standard by 2020.

The focus of our curriculum based achievement challenges is writing and mathematics, and we believe that with close attention to learning in these curriculum areas and a specific focus for Maori our akonga can attain a goal of 80% **at or above standard by the end of 2020.**

*Underpinning our decision to focus on writing is the acknowledgement that to achieve as a writer our akonga need to be competent readers and have a strong oral language base to work from. These we believe will be inherent in the intervention in writing as it develops. Oral language in particular provides a pathway for learning across ECE and schools.*

We also acknowledge that to become agents of their own learning our akonga need to build the key capabilities that are essential to enable them to develop as confident learners and inquirers: key competencies in particular have a direct effect on learner achievement and success. There are strong links to our achievement goal in strengthening the hauora of our akonga.

We intend to approach this challenge by adopting a Spirals of Inquiry model - taking the time to ask the questions, of ourselves, our data, our community and our learners, that will help us focus in on what is underpinning the lack of achievement for some akonga and to enable us to hone in on the areas where we can really make a difference.



It is our intention to develop an investigative plan once appointments are made to key Kahui Ako positions. It is important to us that lead teachers and principals are a part of the scoping and planning process to ensure a shared understanding and ownership of the processes and expected outcomes.

Our plan will include:

- ❖ an investigation of possible causes for the issues identified through our data analysis
- ❖ developing and testing hunches as to what underpins this
- ❖ focusing down to areas where we can make a significant difference
- ❖ exploring options and developing possible approaches to address these
- ❖ action planning and time lining

Information, models and examples of good practice evidenced in the Spirals of Inquiry website below will help us develop our inquiry approach and ensure robustness of this process.

<http://www.educationalleaders.govt.nz/Leading-learning/Spiral-of-inquiry-leaders-leading-learning>

Inherent in the plan will be ways we can develop teacher and leadership efficacy and transformation so that practice becomes increasingly evidence based, reflective and responsive.

1. Helen Timperley, Linda Kaser and Judy Halbert. *A framework for transforming learning in schools: Innovation and the spiral of inquiry*

## Achievement Challenge #2:

To develop the skills, attitudes and potential of our tamariki as writers so 80% (682 / 852) are at or above standard by 2020.

Based on 2016 rolls, 69% (590 / 852) learners in Year 1-8 are at or above standards.

Lifting attainment to 80% would be an increase of approximately 11% (92) learners.

National Standards Writing: Mata Nui O Kahungunu					
	2012	2013	2014	2015	2016
All Students	61.9	62.1	68.6	68.3	68.9
Girls	68.6	70.3	75.1	75.4	79.4
Boys	55.5	54.1	61.9	61.1	58.5
Maori	59.4	60.3	66.1	64.8	65
Year 1	71.9	63.8	68.6	60.7	57.1
Year 2	63.7	75.9	77.1	67.2	70.8
Year 3	59.5	74.4	70.8	75.7	65
Year 4	68.7	59.4	70.5	73.6	66.7
Year 5	62.5	63.4	53.8	58.2	71
Year 6	64.9	64.9	77.5	60.4	78.1
Year 7	54.5	53.6	66.7	78.6	69.8
Year 8	52.9	49.5	66	72.1	74.3

Our intent is to accelerate the progress of identified students to reach 80% at or above expectations by the end of 2020. To achieve this, we will use a spirals of inquiry approach to explore why;

❖ **Year 2 to Year 3:** Our data indicates that there is a drop in achievement rates over Year 3.

Yr 2 students 75.9% in 2013 were 70.8% by end of their year 3,

Yr 2 students 77.1% in 2014 were 75.7% by end of their year 3,

Yr 2 students 67.2% in 2015 were 65% by end of their year 3.

❖ **Year 4 to Year 5:** Our data indicates that there is a drop in achievement rates over Year 5.

Yr 4 students 59.4% in 2013 were 53.8 %by end of their year 5

Yr 4 students 70.5% in 2014 were 58.2% by end of their year 5,

Yr 4 students 73.6% in 2015 were 71% by end of their year 5

❖ **Cohort approach: Accelerating progress of any cohort of students achieving below 70%**

Our data indicates that occasionally there are cohorts of students who need particular attention to accelerate their learning. In 2016 we identified the following cohorts: Year 1, Year 3, Year 4 and Year 7. These groups will require an extra focus in 2017 and onward.

<b>Level 1 Literacy: Mata Nui O Kahungunu</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Year 11</b>	81.6	84.8	80.8	71.4	69.1
<b>Year 12</b>	90.8	93.8	90.1	92.5	81.7
<b>Year 13</b>	91.0	96.4	98.2	93.3	88.3

❖ **NCEA Level 1**

We have identified a lack of reliable and consistent data at Yr 9-10 to track pathways of progress of akonga to ensure they will achieve Literacy standards at NCEA level 1 (as a basis for NCEA level 2).

We will establish measures and use these to track students entering Yr 9-10 in 2018-2020, through to NCEA Level 1. This will ensure these learners are well placed to achieve Level 2 NCEA in their following year of learning.



### Achievement Challenge #3:

To develop the skills, attitudes and potential of our tamariki as Mathematicians so 80% (682 / 852) are at or above standard by 2020. Based on 2016 rolls, 67% (569 / 852) learners in Year 1-8 are at or above standards. Lifting attainment to 80% would be an increase of approximately 13% (113) learners.

National Standards Mathematics: Mata Nui O Kahungunu					
	2012	2013	2014	2015	2016
all	60.8%	59.7%	67.2%	68 %	66.8%
girls	62.3%	63.1%	68.2%	70.3%	70.5%
Boys	59.4%	56.3%	66.1%	65.7%	63.1%
Maori	57.6%	57.8%	63.1%	63.8%	62.5%
Year 1	85.4	79.8	81.1	75.9	73.2
Year 2	73.5	75.9	72.9	76.8	56.6
Year 3	59.5	56.1	73.9	69.2	66
Year 4	63.6	57.5	67.4	75.5	74.8
Year 5	50	57.1	55.8	60.2	70.1
Year 6	55.3	60.8	60.8	58	66.7
Year 7	53	49.6	65.6	60.4	57.3
Year 8	52.1	47.7	60.8	66	68.6

Our intent is to accelerate the progress of identified students to reach 80% at or above National Standards by the end of 2020. To achieve this, we will use a spirals of inquiry approach to explore why;

❖ **Year 1 to Year 2:** Our data indicates that there is a drop in achievement rates from Year 1 to Year 2  
Yr 1 students 79.8% in 2013 were 72.9 % by end of their year 2,  
Yr 1 students 81.1% in 2014 were 76.8% by end of their year 2,  
and Yr 1 students 75.9% in 2015 were 56.6% by end of their year 2.

❖ **Year 2 to Year 3:** Our data indicates that there is a drop in achievement rates from Year 2 to Year 3  
Yr 2 students 75.9% in 2013 were 73.9% by end of their year 3,  
Yr 2 students 72.9% in 2014 were 69.2% by end of their year 3,  
and Yr 2 students 76.8 % in 2015 were 66% by end of their year 3.

❖ **Year 4 to 5:** Our data indicates that there is a drop in achievement rates from Year 4 to Year 5  
Yr 4 students 57.4% in 2013 were 55.8 % by end of their year 5  
Yr 4 students 67.4% in 2014 were 60.2% by end of their year 5,  
and Yr 4 students 75.5% in 2015 were 70.1% by end of their year 5

❖ **Cohort approach: Accelerating progress for any cohort of students achieving below 70%**

Our data indicates that occasionally there are cohorts of students who need particular attention to accelerate their learning. In 2016 we identified the following cohorts: Year 2, Year 3, Year 6, Year 7 and Year 8. These groups will require an extra focus in 2017.

Level 1 Numeracy: Mata Nui O Kahungunu					
	2012	2013	2014	2015	2016
Year 11	84.2	79.3	79.5	67.1	69.1
Year 12	93.4	95.4	86.4	89.6	76.7
Year 13	92.5	94.6	98.2	93.3	88.3

❖ **NCEA Level 1**

We have identified a lack of reliable and consistent data at Yr 9-10 to track pathways of progress of akonga to ensure they will achieve Maths Standards at NCEA level 1 (as a basis for NCEA level 2).

We will establish measures and use these to track students entering Yr 9-10 in 2018-2020, through to NCEA Level 1. This will ensure these learners are well placed to achieve Level 2 NCEA in their following year of learning.

Overall shifts NS:

	2016									2017					
	Reading			Mathematics			Writing			Reading		Mathematics		Writing	
	At/ab	Total	%	At/ab	Total	%	At/ab	Total	%	Target %	No	Target %	No	Target %	No
Maori	469	689	68%	432	689	63%	452	689	66%	72%	28	68%	40	70%	34
Pasifika	5	6	83%	5	6	83%	5	6	83%	83%	0	83%	0	83%	0
Pakeha	122	142	86%	122	143	85%	122	143	85%	86%	0	85%	0	85%	0
Female	343	421	81%	296	422	70%	337	423	80%	81%	0	73%	1	80%	1
Male	263	430	61%	273	430	63%	253	429	59%	67%	27	69%	24	66%	31
Total	606	851	71%	569	852	67%	590	852	69%	74%	25	71%	38	73%	31
	2018						2019								
	Reading		Mathematics		Writing		Reading		Mathematics		Writing				
	Target %	No	Target %	No	Target %	No	Target %	No	Target %	No	Target %	No			
Maori	76%	28	74%	40	75%	34	80%	27	80%	40	80%	32			
Pasifika	83%	0	83%	0	83%	0	83%	0	83%	0	83%	0			
Pakeha	86%	0	85%	0	85%	0	86%	0	85%	0	85%	0			
Female	81%	0	77%	14	80%	1	81%	0	80%	14	80%	0			
Male	74%	27	74%	24	73%	31	80%	27	80%	23	80%	29			
Total	77%	25	76%	38	76%	31	80%	25	80%	37	80%	30			



# Working Collaboratively: Organisation and Structure

*Our Learners*

## COL Leadership Group

**COL Leader & 2 Elected Supporting Principals**

**Nominated Leaders:**

**(2 Primary Principals, 1 Secondary Leader, 2 ECE Leaders, 1 RTLB)**

*Develops policy and procedure to guide the Kahui Ako*

*Oversees the project      Tracking and monitoring*

*Appointments*

## Ministry Support

- Lead Advisor
- Learning Plan Advisor
- Data Support

## Across School Lead Teachers

*Roles tailored around achievement challenges.*

*Work with COL Leadership Group & Principals /ECE Lead Teachers*

*Work within schools*

*Our Boards*

## Individual Learning Centre Principals and Lead Teachers

*Create conditions for learning within their own learning settings including*

*Collection and collation of data / information*

*Report to BOT's & Community*

*Support Within School Lead Teachers & Across School Lead Teachers*

*Our Family & Whanau*

## In School Lead Teachers

*Appointed by Individual Schools. Work with Across School Lead Teachers*

*Provide leadership and support to teachers in implementing strategies within their individual settings*

*Share information with School and COL Leadership team through School Principal & COL Leadership group*

## Other Support

- Expert Partners
- Local Wairoa Support
- Wairoa District Council
- Iwi support
- HPS Facilitator
- Education Consultants

*Our Community*

## Teachers in All Learning Centres

*Work with Across and In School Lead Teachers*

*Support learners to achieve their goals*

**Agreed protocols will inform all participants.**

# Our Timeline

## **2017 Scanning, & Focussing, Developing Hunches**

- ❖ Appoint positions across the Kahui Ako to support our achievement challenges
- ❖ To start investigating current status of student hauora so we can refine our questions and narrow our focus. This will include collecting and analysing data using a reputable tool.
- ❖ To start investigating current status of writing so we can refine our questions and narrow our focus
- ❖ Develop an action plan that will focus our attention on improvements in student well-being and writing.
- ❖ Develop a Kahui Ako theory of improvement

## **2018 Developing Hunches,**

- ❖ Work with Lead teachers to complete and collate evaluations

### **Learning, Taking Action & Checking**

- ❖ Identify and refine areas of focus in hauora
- ❖ Identify and refine areas of focus in writing
- ❖ Develop and implement strategies within hauora and writing, checking for evidence of success as we progress

## **2019 Scanning, & Focussing, Developing Hunches**

- ❖ To investigate current status of mathematics so we can refine our questions and narrow our focus
- ❖ Identify and refine areas of focus in mathematics

### **Learning, Taking Action & Checking**

- ❖ Continue implementing strategies within hauora and writing, checking for evidence of success as we progress
- ❖ Develop and implement strategies within mathematics

## **2020 Learning, Taking Action & Checking**

- ❖ Continue implementing strategies within hauora, writing and mathematics, checking for evidence of success as we progress
- ❖ Celebrating success!

## **Scanning, & Focussing, Developing Hunches**

- ❖ Investigating new current status of student hauora so we can refine our questions and narrow our focus for future learning
- ❖ Investigating new current status of student learning to identify target areas for future learning.

## **Conclusion**

We believe we have identified ambitious achievement challenges for our teachers and akonga.

We believe we have every chance of successfully meeting these challenges based on the strengths of our collaboration:

### **Our strengths:**

- ❖ a firm focus on student achievement as a key outcome
- ❖ a history of working collaboratively to improve outcomes for our akonga
- ❖ strong community connections and support including wider networks that link to and support our mahi
- ❖ Immersion, bilingual and mainstream school perspectives
- ❖ Early childhood, primary and secondary expertise and knowledge
- ❖ within-school curriculum strengths and expertise
- ❖ governance experience
- ❖ appropriate supports for students with additional education needs
- ❖ extended partnerships with parents, families, whānau and the wider community
- ❖ teachers working collaboratively to reflect on student progress and achievement, and share strategies to assist individual learning

**He waka eke noa**

*A canoe which we are all in with no  
exception*