

BIG RIVER Kāhui Ako



"What enables and accelerates learner achievement?"

ACHIEVEMENT CHALLENGES

2024 - 2026

"Tamaiti akonga I te kaenga me te kura, tū ana ki te āo, tau ana"

A child taught at home and school, will stand collected in this world.

Our Purpose

The Big River| Kāhui Ako is a group of 21 education providers in the South Otago area that has formed with the common interest of working together to help all of our South Otago learners to achieve their full potential. We do this by developing coherent learning pathways for our children and young people and by building learner efficacy in our students, teachers and leaders.

Our Shared Vision

Our shared vision is to enable and accelerate learner achievement. We will develop active learners through building innovation and effective teaching practice, developing leadership and creating connections.

How our Kāhui Ako Works Together

We will be guided in all interactions by our Memorandum of Agreement and Code of Conduct which all schools and early childhood centres have signed. Key points of these documents include:

- High trust relationships and respect within our Kāhui Ako
- Confidentiality of all data and information shared with our Kāhui Ako (Privacy ProtoKāhui Ako which is compliant with the Privacy Act 2020 and the Official Information Act 1982)
- A commitment to collaborating, sharing, valuing others, cultural responsiveness and honoring responsibilities across our Kāhui Ako
Professional growth is a focus of the cluster. Participants are honest in their interactions and support others to make meaning from the discussions and experiences.
- Consultation, evidence, and communication will be at the forefront of all decisions and initiatives which are based on children being first and at the heart of our work.

Our Kāhui Ako

Our community is made up of 13 schools and 8 kindergarten and early childhood centres in the South Otago area.

Geographically, our Kāhui Ako is predominantly clustered between Clinton and Balclutha, and around the lower Clutha River. It consists of one Secondary School, 1 area school, 11 Primary Schools, 3 Kindergartens and 5 Early Childhood Centres. Parents and whānau have high expectations of the education community to support rangatahi in achieving their aspirations.

School	School Type	ECE Provider
Balclutha Primary School	Full Primary	Best Start Balclutha
Catlins Area School	Area School	Balclutha Kindergarten
Clinton School	Full Primary	Big River Educare
Clutha Valley Primary School	Full Primary	City Impact Childcare
Kaitangata School	Full Primary	Little Hoiho
Romahapa School	Full Primary	Kai Kids Preschool
Rosebank School	Full Primary	Rosebank Kindergarten
St Joseph's (Balclutha)	Full Primary	Poupoutunoa Kindergarten
South Otago High School	Secondary School	
Stirling School	Full Primary	
Tahakopa School	Full Primary	
Waiwera South School	Full Primary	
Warepa School	Full Primary	

The Big River Kāhui Ako consists of:

Stewardship Group	<p>The stewardship group is a governance group representing the Kāhui Ako members.</p> <p>This group receives reports on activities and functions of the Kāhui Ako including a regular financial report.</p> <p>The stewardship group consists of five members (with an opportunity for representation from all sectors as far as this is reasonable) and the Lead Principal/s and Support Principals.</p> <p>The stewardship group will decide how often they meet during a year and will nominate a chairperson at their first meeting.</p> <p>Their decisions will be binding to all stakeholders.</p> <p>The stewardship group is responsible for making appointments for positions within the Kāhui Ako in line with the relevant collective employment agreements.</p>
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	<p>If a vacancy arises the stewardship group will seek nominations from members. Members may be co-opted into this group to meet an identified need.</p>
Leadership Group	<p>This group consists of the Lead Principal/s and Support Principals who are appointed by the Stewardship Group. Co-option is available to ensure all sectors are represented, e.g. ECE co-opted representative. The leadership group:</p> <ul style="list-style-type: none"> ● Monitors, reviews and adapts the plans as necessary to achieve the Kāhui Ako objectives. ● Reviews and develops termly road map ● Assists with sourcing and implementing PLD opportunities. ● Ensures all PLD is applied for on time and appropriate review is undertaken in a timely manner. ● May invite others to attend meetings, e.g. PLD providers, MOE staff. ● Usually meets at least once a term.
Kāhui Ako paid roles	<p>The following paid roles are appointed by the Stewardship Group, generally for a period of two years:</p> <ul style="list-style-type: none"> ● Lead Principals x 2 ● Support Principals x 2 ● Across School Teachers x 4 days (one or two day roles) <p>Paid roles generated annually through each Kāhui Ako schools annual staffing</p> <ul style="list-style-type: none"> ● Within School Teachers (Primary) - appointed for a one year period, although appointments may be renewed by the Stewardship group for a further year if there is sufficient staffing to generate the position. ● Within School Teachers (Secondary) - appointed for a one year period by South Otago High School, although appointments may be renewed for a further year if there is sufficient staffing to generate the position. ● Within School Teachers (attached to individual schools- roll based) - appointed for a one year period by host school, although appointments may be renewed for a further year if there is sufficient staffing to generate the position.

Kāhui Ako Workstreams

Guidelines

A Principal's Day is held annually to review progress and achievement challenges and to set the Kāhui Ako direction for the following year. Work streams and actions will be outlined in a road map every term that is shared with all Kāhui Ako schools and ECE's.

Principal PLGs	Principals meet together regularly as part of their commitment to the Big River Kāhui Ako. The aims of these meetings are to grow our professional growth as leaders through the joint work of knowledge building and Kāhui Ako collaborative inquiry, based around progressing our agreed achievement challenges.
Teacher PLGs	Principals agree to releasing their teachers from staff meeting commitments twice a term to attend teacher PLGs based around knowledge building and inquiry. Teacher PLGs will be run by Across and Within School Teachers. ECE teachers hold PLG meetings once a term.
Transition Groups	The Kāhui Ako facilitates two transition meetings each term. One for ECE to School, and one from Primary to Secondary school. These meetings are based around transition points for tamariki and aim to strengthen communication between sectors.
Professional Learning and Development	Through our Kāhui Ako schools will have access to a range of professional learning and development opportunities to enhance their pedagogical knowledge and professional practice that will lead to improved school outcomes. Applications for PLD hours on behalf of the Kāhui Ako schools will be submitted by the leadership group to support Kāhui Ako focus areas.

Our Journey So Far

The Big River Community of Learning was established in 2017.

The purpose of the Community of Learning was to work collaboratively to raise student achievement using innovative learning practices.

Our initial achievement challenges were based on National Standards and NCEA and were data driven.

In recent years, the changing needs of our community and a deeper understanding of student needs has seen a shift to achievement challenges based on building resilience, well being and student efficacy,

In 2023, the Kāhui Ako leaders reviewed the achievement challenges to assess relevance in today's post COVID climate and to work to re-engage our communities.

Looking Forward

The focus of the Kāhui Ako moving forward is to meet the ongoing changes of South Otago and work collectively to meet the challenges.

Achievement Challenge Overview

1. Enhancing Hauora across the Kāhui Ako												
<u>Target:</u> By 2026 Big River Kāhui Ako will increase attendance across all schools. <i>Data collated by Every Day Matters.</i>												
	2023 (actual) Attendance 90-100%				2024 (target) Attendance 90-100%				2025 (target) Attendance 90-100%			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
girls	57.4%	50.6%	52.4%		70%	70%	70%		75%	75%	75%	

boys	57.1%	50.9%	54.4%		70%	70%	70%		75%	75%	75%	
Māori	50.6%	47.3%	50.6%		70%	50%	70%		75%	75%	75%	
Pacific	51.2%	34.0%	40.0%		70%	70%	70%		75%	75%	75%	


Goal	Approach	Evaluation
<p>Enhancing our Kāhui Ako wide learning environment that supports and nurtures hauora, to enable ākongā, kaiako and whānau to thrive.</p>	<ul style="list-style-type: none"> Professional Learning Groups- Week 3 and 7 each term Regular meetings for mentor and support of PCT's across Big River Kāhui Ako schools Provide leadership development opportunities across middle and senior school/ centre leaders Ongoing enhancement of cultural competency across the Kāhui Ako Continue to provide student counselor in primary schools Continue to lift attendance and engagement Use Transition to school funding to enable schools to successfully transition students of concern. Individual schools employing staff to support ethnicities Analyse attendance data regularly to track cohorts of concern. Provide PLD for attendance champions to develop consistent use of attendance codes and data. 	<p>Attendance and Engagement Collection and analysis of attendance data. School evaluation of attendance and achievement initiatives</p> <p>Counselor Termly reports from the counsellor Collection of ākongā, kaiako, and whānau voice</p> <p>Transition to School Funding Analysis of feedback from schools once the transition has been completed.</p> <p>Tracking of ethnic groups and support provided Schools will track ethnic breakdowns across the Kāhui Ako and track supports in place.</p>

2. Building **connections** across the Big River Kāhui Ako

Target:

By 2026 Big River Kāhui Ako will see a high level of engagement in professional learning groups.

Track data through exit slips, teacher surveys etc twice a year. Initial data to be collected in Term 1, 2024.

Goal	Approach	Evaluation
<p>To build coherence to enable schools and teachers to deliver a curriculum which:</p> <ul style="list-style-type: none"> links across and within learning areas provides smooth transitions into school, through school, and beyond offers clear learning pathways and progressions. 	<ul style="list-style-type: none"> Transition meetings once a term; ECE to Primary, and Primary to Secondary. Continue to develop local stories and use local resource personnel to support school growth. Professional Learning Groups- Week 3 and 7 each term. Continue to work across schools to unpack and embed the refreshed curriculum. Weave in other initiatives that support the Big River Kāhui Ako, e.g. Future Focussed Project, MAC AST and WST supporting schools across the Kāhui Ako. 	<p>Transition Funding Analysis of applications received and evaluation of use of funding received.</p> <p>PLG's Analysis of PLG Exit Slips</p> <p>PLD Collection of voice from joint PLD undertaken</p>

3. Enhancing kaiako and akonga efficacy

Target:

By 2026 the Big River Kāhui Ako will raise levels of student achievement in mathematics and spelling.

Spelling data

Tracking shifts in iDeal spelling stage (each stage is designed to last 2 years).

	Baseline data- Dec 2023	Dec 2024		Dec 2025		Dec 2026	
		target	actual	target	actual	target	actual

No change	62%	52%		42%		32%	
Up 1 stage	37%	47%		57%		67%	
Up 2 stages	1%	2%		3%		4%	

Mathematics attitude data

Data taken from The Learner First attitude survey- November

	2023 actual	2024 target	2025 target
I enjoy learning maths (Years 3-9)	70%	75%	80%

Goal	Approach	Evaluation
To strengthen teacher practice which will then improve outcomes for students.	<ul style="list-style-type: none"> Continue to implement structured literacy across the Kāhui Ako Continue to grow mathematics across the Kāhui Ako and develop a cluster wide delivery and implementation plan. Continue to embed Assessment for Learning across the Kāhui Ako and use this pedagogy to strengthen mathematics outcomes for all akonga. Continue to embed the Aotearoa NZ histories curriculum. 	<p>Structured literacy Continue to collect and analyze Kāhui Ako data Ideal data from schools who are using that platform.</p> <p>Mathematics Qualitative data on student attitude and disposition of teachers survey Quantitative data- easTTle Collect data on problem-solving (with support from TLF)</p>

2024 Road Map

TERM 1 2024 PATHWAY

Week	Hauora	Connection	Efficacy	Leadership team
	PCT Counsellor Attendance and engagement Transition to school	Transition to school funding PLG Transition meetings	Structured literacy Maths	Stewardship group Leadership team WST/AST
1				
2				
3				WST/ AST meeting
4			TLF maths Q&A after school	
5		Early childhood to school transition mtg		

6		ECE PLG		WST/ AST meeting
7	PCT meeting	Primary Teachers PLG Principals PLG		
8		Primary to Secondary transition mtg NZSTA BOT training		
9			TLF maths full day	
10				
11				

TERM 2 2024 PATHWAY				
Week	Hauora	Connection	Efficacy	Leadership team
	PCT Counsellor Attendance and engagement Transition to school	Transition to school funding PLG Transition meetings	Structured literacy Maths	Stewardship group Leadership team WST/AST
1				WST/ AST meeting
2			TLF maths Q&A after school	
3	PCT meeting	Primary Teachers PLG Principals PLG		
4				
5		Early childhood to school transition mtg		
6		ECE PLG	TLF maths full day	WST/ AST meeting
7	PCT meeting	Primary Teachers PLG		

		Principals PLG		
8		Primary to Secondary transition mtg NZSTA BOT training		
9				
01			TLF maths Q&A after school	

TERM 3 2024 PATHWAY				
Week	Hauora	Connection	Efficacy	Leadership team
	PCT Counsellor Attendance and engagement Transition to school	Transition to school funding PLG Transition meetings	Structured literacy Maths	Stewardship group Leadership team WST/AST
1		NZSTA BOT training		WST/ AST meeting
2			TLF maths Q&A after school	
3	PCT meeting	Primary Teachers PLG Principals PLG		
4				
5		Early childhood to school transition mtg		
6		ECE PLG		WST/ AST meeting

7	PCT meeting	Primary Teachers PLG Principals PLG	TLF maths full day	
8		Primary to Secondary transition mtg		
9				
10			TLF maths Q&A after school	

TERM 4 2024 PATHWAY				
Week	Hauora	Connection	Efficacy	Leadership team
	PCT Counsellor Attendance and engagement Transition to school	Transition to school funding PLG Transition meetings	Structured literacy Maths	Stewardship group Leadership team WST/AST
1			TLF maths Q&A after school	
2				WST/ AST meeting
3	PCT meeting	Primary Teachers PLG Principals PLG		
4		ECE PLG Primary to Secondary transition mtg		
5		Early childhood to school transition mtg		
6			TLF maths full day	WST/ AST meeting

7	PCT meeting			
8			TLF maths Q&A after school	
9				
11				