

Ahuriri Kāhui Ako Strategic Overview 2020-2022

The Māori name for Napier, Ahuriri, comes from the Māori chief Tū Ahuriri. He cut a channel into the lagoon at Ahuriri because the Westshore entrance had become blocked. Pāua in the lagoon were dying because of fresh water flooding and the water was also flooding his crops at Wharerangi.

E rite ana tātou ki te kauwau e noho ana ki te toka.
Ka pari te tai, ka ngaro te kohatu. Ka rere te manu.



We are like the Cormorant sitting on a rock.
The tide comes in and the rock disappears. The bird flies away.

Our Vision

‘Authentic learning and real futures for all Ahuriri ākonga’

Our Mission

We use collaboration and creativity to maximise ākonga learning. We actively build relationships with whānau and the wider community to support our ākonga. We develop the confidence, abilities and citizenship of our ākonga to live a successful life.

Our Values

Respect - We create safe learning environments where teachers, ākonga and whānau feel valued. We show respect for others ideas and practices while still being open to new ways of thinking. We operate in ways that maintain the mana of others. We show manaakitanga (caring) and aroha to build trust with each other.

Mahitahi (Working together) - We value working together. Through dialogue we collaborate, learn and share expertise with each other. Our communication is open, honest and respectful.

Positivity - We are motivated learners with a positive mindset. We have a passion for our jobs. We are creative problem-solvers who display open-mindedness.

Excellence - We are committed to the success of our Kāhui Ako and strive for all to be the best they can. We use reliable evidence to track progress and inform our decision-making. We have high expectations of ourselves and ākonga - we highlight examples of good practice within our schools. We value innovation, determination and perseverance.

Integrity - We are transparent in our dealings, we are open, honest and challenge ourselves. We do the right things even if they are not the easiest.

Whanaungatanga (Relationships) - We all take responsibility for developing positive relationships within our Kāhui Ako, school whānau and wider educational community. We value inclusiveness, sharing and togetherness. We show understanding and aroha for each other.

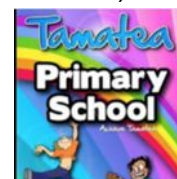
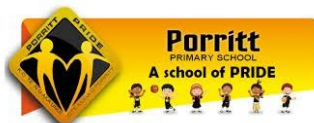
Diversity - We value the importance of culturally responsive and relational pedagogy. The uniqueness of our ākonga is a strength. We are inclusive and committed to equitable outcomes for ākonga.

How we Work

School leaders and school members collaborate together to ensure aspirational and meaningful ākonga progressions and raise achievement for all within our Kāhui Ako. We are working in new ways to develop rich and engaging learning that is responsive to our community but also reflects the types of skills, knowledge and dispositions that supports our ākonga to take part and contribute fully as confident and competent citizens. The Ahuriri Kāhui Ako has been in operation for two years. A recent review has supported this 'Strategy Refresh'.

Our Members

The Ahuriri Kāhui Ako consists of six schools and three kindergartens (data from MOE, 2019).



Wharerangi, Onekawa and Tamatea Kindergartens, represent the Napier Kindergarten Association, delivering early childhood education to 2 to 5 year olds. A significant number of children transition to schools in our Kāhui Ako.

Porritt Primary School is a contributing school for students in Year 1 to 6 situated in Tamatea, Napier. The school has a roll of 386 students, of whom 46% (179) identify as Māori.

Westshore School is a contributing school for students in Year 1 to 6 situated in Westshore, Napier. The school has a roll of 147 students, of whom 35% (51) identify as Māori.

Tamatea Primary School is a contributing school for students in Year 1 to 6 situated in Tamatea, Napier. There are 185 students at the school, 59% (109) of whom identify as Māori.

Fairhaven School (Napier) is a specialist school for students aged between five and twenty-one and in Year 1 to 15. All students enrolled have high or very high needs and most are funded through the Ongoing Resourcing Schemes. The school has 73 students on six sites. There are 55% (40) of students who identify as Māori.

Tamatea Intermediate School caters for students in Year 7 and 8 and is situated in Tamatea, Napier. Students hail from a wide range of primary schools across Napier, including those in the Kāhui Ako. The school has 387 students, 50% (195) of whom identify as Māori.

Tamatea High School caters for students in Year 9 to 13 and is situated in Tamatea, Napier. Most students come to Tamatea High from Tamatea Intermediate. The school has 293 students, 52% (151) of whom identify as Māori.

Our Collaborative Structures

Stewardship Group - A Stewardship Group made up of representatives from the Napier Kindergarten Association, Primary, Intermediate, Specialist and Secondary schools will be established in 2020. They will meet termly.

Management Group - Our Management Group consists of the Kāhui Ako Lead, Principals, the Head Teacher of Wharerangi Kindergarten, PLD facilitators and representatives from The Ministry of Education. This group meets termly.

Leadership - Robin Fabish has been the Lead Principal from July 2016 and concluded in September 2019. The Kāhui Ako Lead Principal is Nicky Anderson who commenced the role in October 2019.

Across School Leaders - Across School Teachers have been appointed (2019/20) to support each of the revised Achievement Challenges: *Strengthening Culturally Responsive and Relational Pedagogy, Promoting and developing Wellbeing and Hauora for our Ākonga and Ensuring effective transitions within and between schools, from ECE through to post-secondary.* The Across School Leaders have helped develop the action plans for each of the revised challenges.

Within School Leaders - Within School Teachers have been appointed (2020) to lead inquiry projects within their own school that support the Achievement Challenges. They will work with the Across School Leaders to meet the challenges.

Our Journey

In June 2016, our Lead Principal was appointed. At that time the Kāhui Ako had three new principals who had not been part of initial Kāhui Ako establishment discussions. It was decided to revisit the process of identifying the Vision, Mission and Values. The ERO summary report and Public Achievement Information was also reviewed.

School leaders came together to share thoughts about the Vision, Mission and Values. PAI data from 2015 was discussed. The teachers of the Kāhui Ako were invited to hui to share ideas about the Vision, Mission and Values. The teachers also interrogated PAI data from 2015. The Senior Leadership members of the Kāhui Ako came together again to discuss PAI data from 2013 and 2014 plus the ERO summary. As a result of these hui, draft achievement challenges were shared with Kāhui Ako teachers for feedback and suggestions.

When our initial Achievement Challenges were written we were very much in a National Standards era. Since then, National Standards have ceased and our schools have worked hard to embed our own assessment tools and understandings of student achievement and progress. Our schools have focused on localising curriculum documents to reflect what student success looks like in our settings and for our ākonga, whānau and communities.

At the end of 2017 our hunch was that Culturally Responsive and Relational Pedagogy is not strong across our Kāhui Ako and this is impacting on engagement and achievement in our schools. In 2018 we collected new data across the schools and worked with teachers, Principals, WSL and ASLs to develop CRRP in all schools. A teacher only day Wānanga was held at a local marae in 2019, to begin to build relationships between the schools and the marae and also to provide an experience in Te Ao Māori. The 2019 Rongohia te Hau data shows an increase in teacher capability against the continuum.

Rongohia te Hau has been a significant tool for us to gauge the capabilities of our teachers in culturally responsive and relational pedagogy. Our initial data collection was completed in 2018 and redone in 2019. This tool involved the systematic 'snapshot' observations of a significant portion of teachers across our Kāhui Ako, alongside the collection of voice from teachers, students (years 4+) and whānau. Stocktakes have been undertaken at each of the schools, at least twice, and have identified strengths and next steps so that 'cultural identity of ākonga is strong and secure and they are learning and achieving for the future leading to equity, excellence and belonging.'

In considering our refresh we collected and compared a wide range of data sources from student achievement, Rongohia te Hau, surveys and teacher/student/whānau voice.

2019 Student Achievement Data - Reading, Writing, Maths, Yrs 4-10

	READING				WRITING				MATHS			
	Yr 4	Yr 6	Yr 8	Yr 10	Yr 4	Yr 6	Yr 8	Yr 10	Yr 4	Yr 6	Yr 8	Yr 10
AT	NZC L2	NZC L3	NZC L4	NZC L5	NZC L2	NZC L3	NZC L4	NZC L5	NZC L2	NZC L3	NZC L4	NZC L5
Total number	43.8%	55.2%	44.3%	14.0%	57.8%	53.1%	46.0%	18.0%	60.2%	56.3%	43.0%	18.4%
Girls	41.3%	61.0%	44.1%	10.3%	68.3%	63.4%	56.7%	24.1%	65.1%	61.0%	47.3%	24.1%
Boys	46.2%	50.9%	44.4%	19.0%	47.7%	45.5%	35.1%	9.5%	55.4%	52.7%	38.6%	10.0%
Māori	47.1%	59.5%	50.8%	16.1%	54.3%	54.1%	46.8%	22.6%	60.0%	59.5%	44.0%	6.7%
Pacific	25.0%	50.0%	41.7%	0.0%	50.0%	25.0%	50.0%	0.0%	25.0%	25.0%	41.7%	33.3%
ABOVE	NZC L3	NZC L4	NZC L4	NZC L6	NZC L3	NZC L4	NZC L4	NZC L6	NZC L3	NZC L4	NZC L4	NZC L6
Total number	28.9%	32.3%	10.1%	0.0%	0.8%	6.3%	5.1%	10.0%	8.6%	16.7%	11.1%	18.4%
Girls	39.7%	31.7%	12.2%	0.0%	0.0%	4.9%	7.0%	10.3%	4.8%	9.8%	9.0%	3.4%
Boys	18.5%	32.7%	8.0%	0.0%	1.5%	7.3%	3.2%	57.1%	12.3%	21.8%	13.2%	40.0%
Māori	24.3%	18.9%	7.9%	0.0%	0.0%	0.0%	3.2%	9.7%	7.1%	5.4%	8.4%	23.3%
Pacific	25.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	50.0%	0.0%	0.0%
AT & ABOVE												
Total number	72.7%	87.5%	54.4%	14.0%	58.6%	59.4%	51.1%	28.0%	68.8%	72.9%	54.1%	36.7%
Girls	81.0%	92.7%	56.4%	10.3%	68.3%	68.3%	63.6%	34.5%	69.8%	70.7%	56.4%	27.6%
Boys	64.6%	83.6%	52.4%	19.0%	49.2%	52.7%	38.4%	66.7%	67.7%	74.5%	51.9%	50.0%
Māori	71.4%	78.4%	58.7%	16.1%	54.3%	54.1%	50.0%	32.3%	67.1%	64.9%	52.4%	30.0%
Pacific	50.0%	75.0%	41.7%	0.0%	50.0%	50.0%	50.0%	0.0%	50.0%	75.0%	41.7%	33.3%

- We decided to focus on improving the number of students who are achieving *at* or *above* the expected level (NZC) in Reading, Writing and Maths as a way of being aspirational and pursuing excellence (one of our Values).
- There is a significant drop in the number of students *at* or *above* in Reading at Year 8 and even more significantly at Year 10. Māori achieve similarly to Non-Māori.
- Overall, Writing has the lowest number of students *at* or *above* at all year levels, with females outperforming males quite considerably except at Year 10.
- The number of students *at* or *above* in Maths in Years 8 and 10 are of concern. More males are *above* expectation than females.
- Very few Māori students are working *above* the expected level in Reading, Writing or Maths.

Rongohia te Hau Data, 2018/2019

Whole CoL Walkthroughs 2019

	None	Little	Some	Lots	Full
Evidence of Cultural Relationships for Responsive Pedagogy	1	2	3	4	5
Whole CoL (7 schools)	7	22	33	26	12

Basic (n)	Developing (n)	Integrated (n)	Total (n)
6	50	29	85

Basic (%)	Developing (%)	Integrated (%)	Total %
7%	59%	34%	100%

- In 2019 the majority of teachers are at Developing, 59% (50/85).
- The evidence of Cultural Relationships for Responsive Pedagogy is disappointing, with an over-representation in 'None, Little and Some'.
- It is disconcerting that there are still teachers at Basic 7% (6/85), although it was observed that some of the newly appointed teachers were not as competent.
- There is a disparity between teachers and Māori students (and whānau) voice, for example:
 - *At this school (Māori) students feel they can achieve and are achieving*
 - Māori students 66% (Mostly/Always)
 - Teachers 95% (Mostly/Always)
 - Whānau 48% (Mostly/Always) 44% Don't know

Whole CoL Walkthroughs 2018 vs 2019

	None	Little	Some	Lots	Full
Evidence of Cultural Relationships for Responsive Pedagogy	1	2	3	4	5
Whole CoL (7 schools) 2018	9	18	44	15	9
Whole CoL (7 schools) 2019	7	22	33	26	12

Year	Basic (n)	Developing (n)	Integrated (n)	Total (n)
2018	8	57	15	80
2019	6	50	29	85

Year	Basic (%)	Developing (%)	Integrated (%)	Total %
2018	10%	71%	19%	100%
2019	7%	59%	34%	100%

- The number of teachers who participated in 2019 was greater than in 2018.
- There has been a shift of data from Basic to Integrated, with more teachers in Integrated in 2019 compared to 2018 (15 moved to 29).

What we know now

Our previous achievement challenges were focused on improving Maori and Pasifika boys writing at primary school, improving junior numeracy and literacy at secondary school and enhancing the quality of qualifications for seniors at Tamatea High School. Improving engagement was also a focus. Midway through 2019, the Kāhui Ako leadership team reviewed the strategic plan and achievement challenges. The new focus areas are Culturally Responsive and Relational Pedagogy, Wellbeing and Hauora and Transitions. Whole Kāhui Ako collaboration has been undertaken in Term 1, 2020, whereby teachers have interrogated the achievement challenges and offered best practice ideas and suggested actions.

The PLD work, 2018-2019, around culturally responsive and relational pedagogy across the Kāhui Ako has seen a positive shift in teacher practice since 2018. Data indicates that there is more evidence of CRRP in classrooms and more teachers are integrating this practice since 2018.

As a Kahui Ako we need to continue focusing on strengthening culturally responsive and relational pedagogy. In particular developing teacher capabilities in building culturally responsive contexts for learning (through the development of localised curriculum), increasing teachers' proficiency in te reo Māori and increasing their understanding and respect for Māori culture.

The Ahuriri Kahui Ako is committed to providing equitable outcomes for all akonga. We have a high number of Maori students across all kura, with 45% identifying as Maori. Our achievement, behavioural and pastoral data suggests that these students do not experience equity. Maori students are over-represented in our 'at-risk' data, Tier 2 and 3 achievement and behavioural data. While student diversity is increasing in our schools, there is a general lack of diversity amongst our teachers. This can lead to cultural deficit theorising.

Māori ākonga report inequity at school as well as teachers not caring or knowing who they are or show respect for who they are. (Children's Commissioner Report 2018). Our Kāhui Ako found similar themes as the Children's Commissioner Report in the Rongohia Te Hau survey responses. The Marae survey responses by teachers indicated cultural deficit thinking amongst some teachers.

The newly revised achievement challenges aim to address this inequity and support the growth and development of all students, in particular our Māori students. Taking a more holistic approach and focusing on *wellbeing and hauora, transitions and culturally responsive and relational pedagogy* will support our students to reach their full potential. We know that strategies that work for Maori also benefit the learning and development of non-Maori.

Teachers require support to make learning relevant and effective for learners by drawing on students' cultural knowledge, life experiences, prior knowledge, languages, and learning styles. This means making what students know, and how they know it, the foundation of learning and teaching interactions and curriculum. This is Te Ao Maori - the Maori world view.

Progress and Reporting

- The Lead Principal will report to the Ahuriri Kāhui Ako Management Group monthly on developments in the form of a Kāhui Ako Update - to be included on websites, in newsletters and shared with staff, BoT and school communities.
- The Lead Principal will report to the Ahuriri Kāhui Ako Stewardship Group termly.
- The Across School Leaders will report on developments against the planned actions for each of the Achievement Challenges. Their updates will help to inform the reporting to the Management and Stewardship Groups.
- The Kāhui Ako will invite the Ministry of Education to attend all management meetings.

Improving Teaching, Learning and Achievement through *Strengthening Culturally Responsive & Relational Pedagogy*

Big Picture: Māori have access to te ao Māori, the Māori world – access to language, culture, marae... tikanga... and resources. (M.Durie, 2003). Leaders and Kaiako provide contexts and environments where learners can connect new learning to their own prior knowledge and cultural experiences. Each learner's 'cultural toolkit' is accepted as valid and legitimate. (Brunner, 1996)

Objectives:

- Ākonga experience opportunities to learn and progress through a local curriculum that values their identity, language and culture.
- Curriculum and learning activities are responsive to the interests and abilities of individual ākonga.
- Learning activities are interactive, dialogic and spiraling and students have opportunities to engage within their zone of proximal development (Vygotsky, 1976)
- Teaching and learning roles are interdependent, fluid and dynamic; ākonga and teachers are able to learn with and from other learners (ako).
- Kaiako provide ākonga with effective feedback and feed forward.
- Kaiako implements a relational approach to teaching and learning that supports and builds equality, dignity, mana and the potential of all ākonga.
- Kaiako continuously inquire into the impact of their teaching actions on ākonga learning, and make informed changes to improve their teaching practice.
- Ākonga, parents and whānau are active participants in developing their school's local curriculum.

Why this is important

So that ākonga have a strong sense of identity and are confident in who they are. Kaiako will know their learners so they are able to connect the learning with their interests, background and prior knowledge. Māori ākonga report inequity at school as well as teachers not caring or knowing who they are or show respect for who they are. (Children's Commissioner Report 2018)

Why this is a priority for our community

Our Kāhui Ako found similar themes as the Children's Commissioner Report in the Rongohia Te Hau survey responses. The Marae survey responses by teachers indicated cultural deficit thinking amongst some teachers. Our Kāhui Ako has a high number of Māori students. Data shows there are not always equitable outcomes for ākonga in our Kāhui Ako. Our ākonga deserve better!

Baseline data that informed our hunches

- Rongohia te Hau
- Tangoio Marae teacher voice
- Incredible Years, Positive Behaviour 4 Learning, Restorative Practice or Team Teach Teacher capability
- Curriculum levels
- PLP/IEP/IBP/IDP - Personalised Learning Plans
- Achievement data (NZC) - Reading, Writing, Maths

Targets

- **Move teachers from Basic to Developing, 35% in 2019 to 41%, Developing to Integrated, 50% in 2019 to 59% by the end of 2021**
- **Reduce the disparity within 15%: At this school (Māori) students feel they can achieve and are achieving - Māori students 66%, Teachers 95%, Whānau 48% (Mostly/Always) in 2019**
- **80% of students agree or strongly agree: (Wellbeing@School Survey)**
 - **Teachers get on with students from different cultures and backgrounds**
 - **Students get on well with other students from different cultures**
 - **Teachers and parents work together**
- **All ORS students work towards achieving their individual goals (PLPs/IEPs)**
- **65% of students are working at the expected level in Writing in Years 4, 6, 8 & 10**

What we want to see: Māori students achieve to their full potential. They are proud to be Māori and they have equitable outcomes, not just academic but social and emotional as well. Whānau participate and contribute to their child's learning. Their voice is prominent and acted upon. There are shifting attitudes and beliefs held and displayed by teachers towards Māori students and their whānau.

Action Plan

Intended Outcome(s)	Actions 2020	Longer-term Actions
<p>Teachers build their capabilities of <i>culturally responsive and relational pedagogy</i>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a Kāhui Ako team (incl AST, WST and other champions) <input type="checkbox"/> Plan for and implement PLD for Kāhui Ako, schools, leaders, teachers (300 hours over 18 months) <input type="checkbox"/> Offer Te Reo Māori lessons for teachers - through PLD or use of local resources <input type="checkbox"/> Establish a matrix of CRRP within (and across) schools/ECE <input type="checkbox"/> Each school/ECE service to use culturally responsive observation practices <input type="checkbox"/> Senco network to meet and look at PLPs/IEPs/IBPs to ensure consistency 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to utilise PLD hours and facilitators to support KA, schools, leaders and teachers <input type="checkbox"/> Continue to build teachers' confidence in Te Reo Māori <input type="checkbox"/> Induct new teachers within schools and across the Kāhui Ako <input type="checkbox"/> Peer coaching - observations and learning conversations <input type="checkbox"/> Consistent plan is shared and used across the Kāhui Ako
<p>Connections are strengthened within school, between schools, whānau, hapū and iwi.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers know their whakapapa <input type="checkbox"/> Whole Kāhui Ako hui held twice a year - sharing of best practice <input type="checkbox"/> Hold informal events for Whānau, i.e. Matariki celebrations July 2nd <input type="checkbox"/> Visit to Tangoio Marae (#2) <input type="checkbox"/> Student leaders working within and across schools, i.e. Kapa Haka <input type="checkbox"/> Establish a relationship with Ngāti Kahungunu Iwi Incorporated and Hapū 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole Kāhui Ako hui held twice a year - sharing of best practice <input type="checkbox"/> Schedule events throughout the year <input type="checkbox"/> Tangoio Marae visits continue <input type="checkbox"/> Establish a Cultural (student) Leadership group <input type="checkbox"/> Continue to develop relationship with Iwi and Hapū
<p>Teacher judgements of student achievement are consistent across the Kāhui Ako.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Set up a 'Literacy Leadership' group to support the Writing target <input type="checkbox"/> Cross-school moderation of writing using the Literacy Learning Progression <input type="checkbox"/> Investigate the use of PaCT - trial at one or more schools, in one curriculum area 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop resources for the Kāhui Ako to support teacher judgements, i.e. matrix, samples <input type="checkbox"/> Continue with cross-school moderation, add in other curriculum areas <input type="checkbox"/> Smart use of PaCT to enhance assessment processes
<p>Development of an Ahuriri Kāhui Ako Curriculum.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with PLD facilitators to further unpack the Ngāti Kahungunu Curriculum <input type="checkbox"/> Teachers know the stories that are relevant to our Kāhui Ako, i.e. Naming of Ahuriri, Tamatea-Pōkai Whenua etc <input type="checkbox"/> Teacher only day - hikoi to local places of significance <input type="checkbox"/> Use of expertise and resources within and across schools, and the community <input type="checkbox"/> Hold Whānau hui - at individual schools and/or Kāhui Ako 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce Ahuriri Kāhui Ako Curriculum (broad strokes) <input type="checkbox"/> Build up a resource bank of local stories <input type="checkbox"/> Induct new teachers to the local area <input type="checkbox"/> Continue to utilise local resources <input type="checkbox"/> Use Whānau voice to inform Curriculum development

Improving Teaching, Learning and Achievement through *Promoting and developing Wellbeing and Hauora for our Ākonga*

Big Picture: All ākonga feel valued, actively participate, and respect and care for each other. Our Kāhui Ako members look after all aspects of wellbeing: Te Whare Tapa Whā consists of taha wairua (spiritual), taha hinengaro (mental and emotional), taha tinana (physical) and taha whānau (family) considerations. Together, all four are necessary and in balance, represent 'best health'. Each taha is also intertwined with the other. (Durie & Kingi, 1997).

Objectives:

- Strengthen relationships and connections between all members of the Kāhui Ako community.
- Develop students' personal skills (such as problem solving, conflict resolution), and help young people to build resilience in the face of life challenges.
- Establish core values that form the basis of each member's culture and practices. Make links across the Kāhui Ako
- Build links with the wider community, including external facilitators.

Why this is important

Ākonga will only thrive if wellbeing and hauora are present. Health and well-being are important aspects in our life. Hauora is a Māori view of health unique to New Zealand, and covers the physical, mental, social and spiritual needs that everyone has. Māori believe that each of these 4 concepts supports the others.

Why this is a priority for our community

Across our Kāhui Ako there are many ākonga and whānau who are living with trauma. This ultimately affects ākonga in their learning, social and emotional wellbeing. Focusing on strengthening spiritual, mental, emotional, physical and family wellbeing (Te Whare Tapa Whā) is an opportunity to have a wider impact on the positive future of our learning community.

Baseline data that informed our hunches

- The majority of teachers, school leaders or senior management have trained in one or more of IY, PB4L or RP
- Not all Administration, Learning Assistants and other school staff have been trained in IY, PB4L or RP
- Training has taken the form of outside providers, in-school staff or departmental meetings or online/written material
- 5/6 schools have had training from outside providers
- 2/6 schools have done the Wellbeing @ School Survey
- 4/6 schools have all of their teachers trained in either IY, PB4L or RP
- 5/6 schools have all of their senior management team trained in either IY, PB4L or RP
- 4/6 schools have not had their administration or other school staff trained in IY, PB4L or RP

NZCER student wellbeing survey (Tamatea High School, Tamatea Intermediate)

Student and whānau aspirations (each school)

Each school's pastoral records (behaviour, social and emotional)

Targets

- **All staff trained in IY, PB4L or RP in the last 2-3 years**
- **All schools to administer the Wellbeing@School Survey**
- **80% of students agree or strongly agree: (Wellbeing@School Survey)**
 - I feel I belong at school
 - I feel safe at school
- **By 2023 all schools have implemented a relationships and sexuality programme.**

What we want to see: Ākonga are supported through challenges by layers of support available within our Kāhui Ako. Ākonga are thriving as a result. All elements of Te Whare Tapa Whā are present and create conditions for learners to flourish. An embedded philosophy throughout the community that all behaviour is communication.

Action Plan

Intended Outcome(s)	Actions 2020	Longer-Term Actions
All teachers are trained in positive behaviour initiatives that support learning.	<ul style="list-style-type: none"> <input type="checkbox"/> Determine who needs training in Incredible Years, PB4L, Restorative Practice, both teachers and support staff. Enable this to happen. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular training for teachers and support staff. <input type="checkbox"/> Induct new teachers. <input type="checkbox"/> Network of teachers/leaders to support IY, PB4L, RP, TT across all schools
All schools to complete the Wellbeing@School Survey.	<ul style="list-style-type: none"> <input type="checkbox"/> Administer the Wellbeing@School Survey. <input type="checkbox"/> Collate results across the Kahui Ako. Look for commonalities, concerns, positives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wellbeing@School survey administered and results analysed, at school and Kāhui Ako level. <input type="checkbox"/> Review and set goals.
Build our kahui ako capabilities around the teaching of relationships and sexuality.	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the Family Planning coordinator to discuss Navigating the Journey programme <ul style="list-style-type: none"> - Schools develop their own plan for implementation (that meets their communities needs) - Whanau consultation and information hui in conjunction with NZFP to inform families - PLD for teachers and support staff, from ECE through to Secondary - Whole Kāhui Ako session (T2/3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a Kāhui Ako-wide Navigating the Journey programme.
Build teachers' understanding and knowledge of trauma and how this affects student learning, social and emotional wellbeing. Support the learning of students affected by trauma.	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a lead team (AST, WST, IY/PB4L/RP/Team Teach school leaders) <input type="checkbox"/> Trauma and the Developing Brain programme (MOE) - Tier 1 & 2 approach <input type="checkbox"/> Targeted support for each kura (MOE) <input type="checkbox"/> Support teachers' development in this area 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead team to continue <input type="checkbox"/> Use of internal expertise to support schools, teachers, students and whānau, i.e. Guidance Counsellor, Pastoral leaders, SWIS.
To establish a learning support delivery model.	<ul style="list-style-type: none"> <input type="checkbox"/> Design a learning support model for our Kāhui Ako <ul style="list-style-type: none"> - Set up the infrastructure - Te Rōpū Ahuriri - Establish guidelines and protocols of working together - Involve whānau in the setting up stage - Work together to identify needs and priorities - Share data (following protocols) - Collaborate to provide support - one plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Appoint Learning Support Coordinator(s). <input type="checkbox"/> Induct Learning Support Coordinator(s).

Improving Teaching, Learning and Achievement through *Ensuring effective transitions within and between schools, from ECE through to post-secondary*

Big Picture: Transitions are successful for ākonga at key points: early childhood to primary, primary to intermediate, intermediate to secondary and post-secondary. Ākonga build relationships, maintain excitement for learning and continuity in their learning.

Objectives:

- Appropriate resources, support and care are provided for new students.
- Relationships between ECE/school/services/parents and whānau are positive and mutually respectful.
- Information is shared within school and between schools and used well.
- Parents and whānau feel welcome and able to talk with teachers about their child's progress through transition.
- Two-way partnerships between parents/whānau and schools support the ākonga learning.
- Ākonga wellbeing is at the centre of school processes.
- The schools' curriculum helps to bridge differences by using similarities, and build on the children's prior learning.
- School leaders and teachers take care of priority learners.

Why this is important

Moving through early childhood education, school and onto further education or training is challenging for young people – every change requires the child or student to become familiar with new people, practices and expectations. It is important that leaders, teachers and parents help children navigate through and make these shifts, or transitions, as smooth as possible so that learning is continuous. (ERO, 2015) There is considerable variability in how well services and schools support ākonga to transition to, between and within school, particularly for those ākonga who are at risk of poor educational outcomes and those with disability.

Why this is a priority for our community

The Ahuriri Kāhui Ako is a unique community that is mainly located in one suburban area, Tamatea, Napier. Ākonga transition from early childhood through to primary, intermediate and secondary within our Kāhui Ako. There is a natural, seamless pathway. The local tertiary institute, EIT, is a post-school pathway for a number of ākonga. There are strong partnerships that exist between schools and Principals and teachers. ECE partnerships are developing.

Baseline data that informed our hunches

- Student and whānau aspirations
- Transition 'At-Risk' Register Y6/Y8 (learning, behaviour, social, emotional, special learning/behavioural needs, Māori, Pacific)
- Student voice pre and post transition (2020)
- Learning Support Register data sharing (2020)
- IDP/IEP/IBP/PLP

Targets

- **All students identified as 'at risk' experience a successful transition at key points: ECE to Year 0-1 / Year 6 to Year 7 / Year 8 to Year 9 / End of Secondary to Post Secondary Pathway**
- **All school leavers from Y12 & Y13 have a meaningful pathway**
- **Students with transition plans meet their goals (NE, Y7, Y9)**

What we want to see

Data and information is shared between centres and schools to support ākonga successfully transition, particularly those ākonga at risk of poor, inequitable educational outcomes. Early identification of at risk ākonga. Tracking and monitoring processes are present and robust. Educational outcomes are discussed within and between schools. A clear pathway/roadmap is developed and shared with whānau.

Action Plan

Intended Outcome(s)	Actions 2020	Longer-Term Actions
<p>Relationships between ECE/schools/services/parents and whānau are positive and mutually respectful.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage with ECE who contribute to our Kāhui Ako <input type="checkbox"/> Communication between sectors about children with high needs (academic, behavioural, social and emotional needs). <input type="checkbox"/> Develop a Kāhui Ako-wide transition process which results in a plan to successfully transition children with high needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Host transition hui with all stakeholders. <input type="checkbox"/> Connect with schools, and wrap around services. <input type="checkbox"/> Engage in parent dialog and information sharing about school transition and options (ECE to NE).
<p>Information is shared within school and between schools and used well.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish what information should (and can) be shared and how this will look within and between schools, Kahui Ako wide. <input type="checkbox"/> Face to face transitions between teachers. <input type="checkbox"/> Develop Kāhui Ako wide enrolment online form. <input type="checkbox"/> Ensure teachers have previous year's reports. 	<ul style="list-style-type: none"> <input type="checkbox"/> Development around how student data is going to be transferred and accessed across the schools. Shared or same SMS system? Learning Support Register? <input type="checkbox"/> Transition in Process, Transition out process, Transition within school (See Fairhaven).
<p>Successful transitions within and between schools.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students to build rapport/relationship with next year's teacher. <input type="checkbox"/> Visits to school or teacher more than once. In school transitions, more frequent, earlier in the term. <input type="checkbox"/> Use of Tuakana-Teina, especially with Intermediate/High School and Intermediate/feeder schools. <input type="checkbox"/> Invite next year's teachers to PLP/IBP/IEP in term 4. Build connections with support teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Cultural exchanges, mentoring (hauora and transition). <input type="checkbox"/> Using past students to speak to students from other year levels to share goals/routines. <input type="checkbox"/> Relationship building between schools and students Year 13s mentoring Year 8s. <input type="checkbox"/> More activities together as a Kāhui Ako. Use the kapa haka model of getting together with all different learner levels (sport, workshops etc).
<p>Collaboration between teachers to produce successful outcomes for akonga.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Moderation within schools in key areas, reading, writing and maths. <input type="checkbox"/> Moderation between schools in writing. <input type="checkbox"/> OTJ Moderation within schools. <input type="checkbox"/> Establish transition to school network (ECE and NE teachers and leaders). 	<ul style="list-style-type: none"> <input type="checkbox"/> Moderation within and between schools in key areas, reading, writing and maths. <input type="checkbox"/> OTJ Moderation within and between schools. <input type="checkbox"/> Establish networks for other key transition points (Yr 7?, Yr 9?).

Glossary of Māori words and their meanings

Ākonga	Student, pupil, learner Aotearoa New Zealand
Aroha	Love, giving unconditionally
Hapū	Kinship group, clan, tribe, subtribe
Hauora	Health, vigour
Hui	To gather, congregate, assemble, meet
Iwi	Extended kinship group, tribe
Kāhui Ako	A cluster of learners. Used to describe a Community of Learning/ Cluster of schools/ centres
Kaiako	Teacher, instructor
Kaupapa	Topic, policy, matter for discussion, plan, purpose, agenda, subject
Kura	School
Mahitahi	Working together
Mana	Prestige, authority, control, power, influence, status, spiritual power, charisma
Manaakitanga	Caring, hospitality, encouraging, supporting
Rongohia te Hau	Sensing the winds of change. Used in Poutama Pounamu to refer to an evidence gathering tool used for consistency
Te ao Māori	The Māori world view
Te Reo Māori	The indigenous language of Aotearoa, New Zealand. It is one of three official languages.
Tikanga	Culture, custom, protocol, a way of doing things
Whānau	Family
Whanaungatanga	Relationship, kinship, sense of family connection - a relationship through shared experiences and working together



Tamatea-Pōkai-Whenua

Tamatea Arikinui's son was Rongokako, a tohunga who could take giant strides. In the contest with Pāoa to win the hand of Muriwhenua, he strode across land and sea, leaving footprints at Kahurānaki in the Heretaunga area, Kirihaehae at Māhia, and Te Tapuwae o Rongokako near Whāngārā. Rongokako and Muriwhenua had a son, Tamatea Ure Haea (Tamatea the circumcised). He was also known as Tamatea-pōkai-whenua-pōkai-moana (Tamatea who travelled over land, over sea) because he circumnavigated New Zealand. Tamatea High School is named after him. Tamatea-pokai-whenua was the father of Kahungunu who is the ancestor of all who belong to the Ngāti Kahungunu iwi.