

Katote Kāhui Ako

“Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga.”
Strengthen, collaborate and empower to foster the pathway of learning.



Vision:

Katote schools recognise the richness of the New Zealand Curriculum and the vision of confident, connected, actively involved life-long learners, along with the recognition of each school's local curriculum and cultural narrative. We have four focus areas that embrace the New Zealand Curriculum Principles by enriching how we engage and inspire our community of learners.

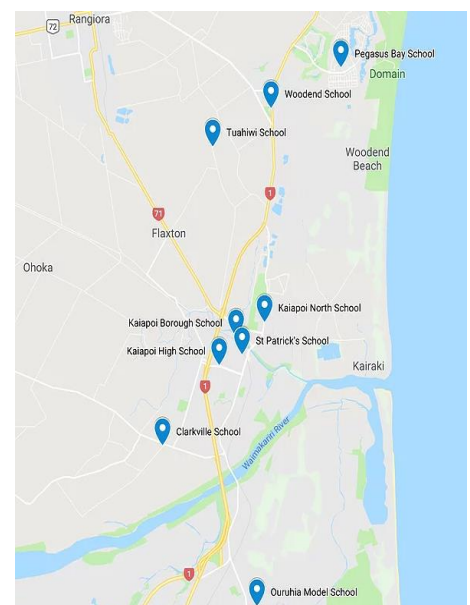
Our vision is to strengthen our relationships and practices, to collaborate meaningfully with our children at the center and to empower and engage all learners.

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Background:

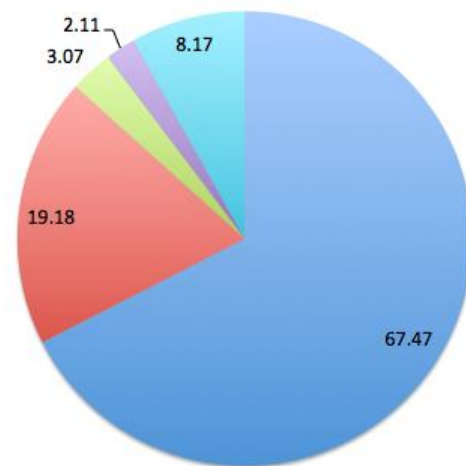
The Katote Kāhui Ako is made up of 9 schools located in North Canterbury with approximately 3,000 learners. There is one secondary school and eight primary schools. The schools in the Katote Kāhui Ako are a mixture of smaller and larger schools, several in rural and semi-rural locations, an integrated school and a school that offers bilingual provision. Our schools are Pegasus Bay School, Woodend School, Tuahiwi School, Kaiapoi North School, Kaiapoi Borough School, St. Patrick's School, Kaiapoi High School, Clarkville School and Ouruhia Model School.

We also acknowledge our contributing Early Childhood Centres and our commitment to engage and work with them. Some of these centres include Vickery St Kindergarten, Kaiapoi North Kindergarten, Honey Beez, Portobelo, Sovereign Star, Bella Montessori, ABC Kaiapoi, Kaiapoi Preschool, Karanga Mai ELC, The Rainbow. Acorn ECE, Pegasus Homebased Preschool, Tuahiwi Community Preschool, Woodend Preschool and Nursery, Woodend Playcentre, Lollipops (Pegasus), Active Explorers Kaiapoi, Waka Iti playgroup, Waikuku Beach Playgroup, Moreporks Preschools.



There is a high level of commitment and cooperation within the group. Primary Schools within the group have been working together on various initiatives over the past six years and have developed a trust-based relationship built on a foundation of honesty, openness and a shared purpose. Because of this we are in an excellent position to make future focused decisions and lead new initiatives. Our Boards and Principals are committed to advocating for our learners and are ready to move into different ways of educating to bring about undeniably positive outcomes for all our learners.

The Katote Kāhui Ako has an increasingly diverse ethnic composition that mirrors the changing demographics in North Canterbury. All schools and ECEs are working on building stronger partnerships with whānau and are developing educationally powerful relationships. We are inclusive schools with a number of tamariki having additional needs that are reasonably well met by their schools with the support of agencies.



	Roll now	NZ European	Māori	Pasifika	Asian	Other
Clarkville School	205	152	31	4	4	14
Kaiapoi Borough School	345	212	90	20	6	17
Kaiapoi High School	833	587	140	23	20	63
Kaiapoi North School	526	369	83	26	12	36
Ouruhia Model School	81	62	18	0	0	1
Pegasus Bay School	413	251	54	5	18	85
Woodend School	317	251	48	5	2	11
St. Patrick's School	100	74	12	2	0	12
Tuahivi School	106	16	85	5	0	0
Total	2926	1974	561	90	62	239
Percentages	100	68	19	3	2	8

Waimakariri is one of the fastest growing areas in New Zealand (currently growing faster than Auckland according to Stats NZ) so roll growth and building are major factors for some of our Kāhui Ako schools. An established culture of shared professional development and learning is occurring within the Katote Kāhui Ako and also neighbouring Puketeraki Kāhui Ako (Rangiora) with bus tours and shared PLD.

We have a shared emphasis on developing innovative and emerging collaborative learning environments for learners. Building and raising teacher capability is a key driver in our aspirations, as we believe that teachers challenging, supporting and working with one another across our Kāhui Ako has huge potential to benefit our learners. We are collectively accountable, which means that we have a vested interest in supporting one another to be innovative, strategic and collaborative in the true sense of the word.

What are the challenges for our learners?

The name Katote is a powerful symbol of what we are trying to achieve. Ngai Tūāhuriri gave our Kāhui Ako the name 'Katote' – it means cabbage tree and the more we looked into it the more we saw Katote as a challenge laid before us. The cabbage trees were, and still are, very prevalent in our area. They were the indicators of solid ground in our marshy North Canterbury area. They showed people where to walk and led them to food sources, treasured and important areas such as trails, boundaries, and urupā. With the cabbage tree - nothing is wasted, every part, roots, trunk and fronds, are useful and used.

What we offer our learners and wider whānau needs to show them where the solid ground is by engaging in research and models of good practice and strengthening evidence based teaching and dialogue. "Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga. Strengthen, collaborate and empower to foster the pathway of learning."

Katote is our chance to collectively dream together, learn together, do more together and become more together!

We have been working successfully together as a cluster for some years now. This involved a collective focus and PLD through collaborative inquiry to address student learning needs in maths and behaviour responses/strategies. This information underpinned the identification of our achievement challenges. Through this journey, along with consultation and anecdotal information from learners, staff and whānau, as well as consideration of achievement data analysis and local whānau surveys, we have established our Katote values and focus areas.

As a community we hold a high value on a holistic view of education and our need to balance our academic aspirations with the importance of social, emotional and cultural needs as well. Our values of Ako, Manaakitanga, Mahi Tahi, and Whanaungatanga reinforce the need to look at the whole person and the whole learner.

Our four focus areas are directly related to our values which are based on improving the performance of our schools. They were established through data analysis, our collective aspirations and a response to our concerns. If leaders support and promote the development of Katote social, emotional, and cultural values for learning success, then teachers will be able to focus their energies on change in practice in relation to these. This will enhance learning success and opportunities for all Katote learners.

Our focus areas are:

1. 'Inspiring our Curriculum' by developing a more holistic approach involving the breadth of the NZC as well as our cultural narrative and local curriculum. Within this we recognize the fundamental need to raise engagement and achievement. The areas identified as needing immediate attention are reading and writing.

For Katote Kāhui Ako to translate the above into success we would be looking to:

- Involve students in a curriculum that is relevant and inspiring.
- Have a curriculum that has a strong element of life skills with a strong emphasis on problem solving/solution seeking
- Understand what and why they are learning
- Ask questions to clarify their learning
- Make accurate, informed decisions about their learning
- Share their learning successes and challenges
- Know and understand their next learning steps

- Work in a culture/environment where this approach is encouraged and allows student agency to occur. We believe that such an approach will lead to students increased engagement in their learning and will assist in raising student achievement.
- Continued focus on literacy and mathematics.

In a post National Standards environment we need to look at consistency in our data and assumptions in this transition period. It is inevitable that there will be differences in assessment of achievement data across our Kāhui Ako, especially where it is based on overall teacher judgements. The Kāhui Ako believe that in order to understand progress and achievement there needs to be consistency of assessment formats and judgements. To have an accurate picture of progress and achievement across our Kāhui Ako for students and their whānau we need to focus on:

- The reliability of our achievement data within and across schools.
- Obtaining relevant and consistent transition data between institutions on the student's pathway.
- Ensuring the accuracy of information shared with parents and whānau.
- Increasing the confidence that parents/whānau have in the information shared by the schools.
- Strengthening evidence based teaching and learning decisions in the classroom.

Support would be provided by University Of Canterbury, Kāhui Ako across school leaders and personnel within our Kāhui Ako.

2. 'Supporting Wellbeing' by focusing on growing happy, healthy people. Wellbeing is an area that needs urgent attention for our tamariki and our staff. Being a contributing resilient citizen means more than a successful learner. Our children are under more pressure than ever, whether this is from the residual effects of the earthquakes or just social pressure and anxiety. Katote schools and ECEs recognise the strong link between student's wellbeing and capacity to engage and learn. A student's level of wellbeing is indicated by their satisfaction with school life, their engagement with learning and their social-emotional behaviour. Underpinning student learning is a strong sense of wellbeing; a sense of belonging; knowing that teachers care about them and believe that all students can learn. This achievement challenge will focus on evaluation and improvement of student wellbeing across our Kāhui Ako.

To achieve this we will:

- Be mindful and vigilant of indicators such as attendance, health, whānau relationships, resilience and happiness
- Work with Canterbury District Health Board Mental Health Team and the RTLB service and Mana Ake support workers to build positive feelings and attitude for our students, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.
- Ensure wellbeing and engagement is enhanced through the adoption of evidence informed practices developed in partnership with whānau.

Each school in our Kāhui Ako will gather data from the student population using the Wellbeing@school student survey. This will be administered by the Mana Ake support workers as part of their work in our schools. From this data there will be specific targets set as part of our Action Plan.

Support would be provided by Canterbury District Health Board Mental Health Team, the RTLB service, Kāhui Ako across school leaders and personnel within our Kāhui Ako.

3. 'Enhancing Practices and Responses' by collaborating to build best practice in responding to the needs of our tamariki and especially our priority learners. There is increasing stress and demands on schools and SENCO's in relation to meeting the diverse needs of learners. This area is increasing and schools are spending far more than the MOE are giving in operational funding. Dealing with these needs are high stakes and high demands role - often with tight timelines and budgets and limited resources /

ideas. The SENCO role may vary widely between schools. With this in mind, our aim is to improve each school's practices and responses through wider discussions, support and PLD.

For Katote Kāhui Ako to translate the above into success we would be looking to:

- Foster greater communication between SENCO's so that through sharing of strategies, systems and processes learners diverse needs are responded to more effectively.
- Foster more SENCO collaboration and reflection to look for evidence so that the approaches and improvements are more intentional, embedded and sustained.
- Foster more input from RTLB service so that behaviour and learning responses enhance/compliment their service and delivery.

Support would be provided by the RTLB service, SENCO's within and from other schools, Kāhui Ako across school leaders and personnel within our Kāhui Ako.

4. 'Engaging through an Inclusive Culture' by building culturally empathetic and knowledgeable teachers and tamariki. There is a requirement on teachers to be participants not observers when it comes to using Te Reo in class but in our area we also require knowledge and integration of our cultural narrative. Our Kāhui Ako is in a culturally significant area and this specialness needs to be acknowledged and celebrated.

Academics such as Mere Berryman and documents such as Ka Hikitia indicate that improvements in results for Māori occur when we:

- Integrate elements of students identity, language and culture into the curriculum teaching and learning.
- Use student achievement data to target resources for optimal effect.
- Provide early, intensive support for those students who are at risk of falling behind.
- Create productive partnerships with parents, whānau, hapū, iwi, communities and business that are focussed on educational success.
- Maintain high expectations of students to succeed in education as Māori.

For Katote Kāhui Ako educators to have a responsive and inclusive pedagogy we need to:

- Build connections between homes and school.
- Be able to resist the negative stereotypes about being Māori and Pasifika.
- Facilitate ways for learners to be strong in their Māori and Pasifika cultural identity.
- Have Māori and Pasifika culture and values celebrated at school.
- Know, accept and acknowledge the strength of working together (Whanaungatanga)
- Ensure learners can access explicit help and direction.
- Understand that success is part of who we are and we can contribute to the success of others.
- Ensure that our curriculum, teaching and learning programmes value and include resources, contexts, activities and approaches that reflect Māori and Pasifika experiences and our narrative.
- Work with whānau to identify what works best for learners and incorporate changes.
- Ensure that our PLD looks at how we can develop the skills of our staff to deliver culturally responsive programmes to challenge Māori and Pasifika learners.
- Use our networks and expertise to share and grow the knowledge of what works to support excellent Māori and Pasifika learning outcomes.
- Use our networks and expertise to share and grow the knowledge around the Kaiapoi Pa importance and history to all Kāhui Ako tamariki and their whānau.
- Develop smooth transitions in the learning pathways for our learners.

We are still negotiating with personnel to provide support in this focus area. Support may be from Ngai Tahu, Ngai Tūāhuriri Education Committee, Local Kura, Kāhui Ako across school leaders as well as personnel within our Kāhui Ako.

4 values	Academic... Ako where all parties are teachers and learners.	Social... Manaakitanga where we all have responsibility to care for learners and whānau spiritual, physical and mental wellbeing.	Emotional... Mahi tahi working together collaboratively in the pursuit of positive learner-centered outcomes.	Cultural... Whanaungatanga working together to develop a sense of belonging and kinship.
Our Kāhui Ako focus areas / challenges	Inspiring our curriculum	Supporting wellbeing	Enhancing practices and responses	Engaging through an inclusive culture
NZ Curriculum Principles	<p>High expectations</p> <ul style="list-style-type: none"> - Empowering all students to learn and achieve personal excellence, regardless of their individual circumstances. <p>Learning to learn</p> <ul style="list-style-type: none"> - Encouraging all students to reflect on their own learning processes and to learn how to learn. <p>Coherence</p> <ul style="list-style-type: none"> - Offering all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. <p>Inclusion</p> <ul style="list-style-type: none"> - Ensuring that our curriculum and practices are non-sexist, non-racist, and non-discriminatory; it ensures that learners identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> - Acknowledging the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. - All learners have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. <p>Cultural diversity</p> <ul style="list-style-type: none"> - Reflecting New Zealand’s cultural diversity and values the histories and traditions of all its people. <p>Community engagement</p> <ul style="list-style-type: none"> - Ensuring the curriculum has meaning for students. It needs to connect with their wider lives, and engage the support of their families, whānau, and communities. <p>Hauora (NZC but not a Principle)</p> <ul style="list-style-type: none"> - Ensuring a holistic Māori philosophy of wellbeing is supported that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. 			
Achievement Goals	<p>By effectively addressing the learners needs within the four focus areas will improve the learning outcomes in:</p> <p>1: Reading for Boys, Māori and Pasifika students Year 1-8.</p> <p>2: Writing for Boys, Māori and Pasifika students Year 1-10.</p> <p>3: Wellbeing in the domains of a/schoolwide teaching and learning and b/ pro-social student culture Year 1-13.</p>			

Katote Action Plan

Following the endorsement of the Katote Achievement Challenges, a comprehensive Action Plan will be co-constructed by the across and within school leaders in consultation with teachers, whānau and ECEs. The Action Plan will reflect the guiding principles from both Ka Hikitia - Accelerating Success 2013-2017.

In addition, we intend to submit PLD applications to support the above Achievement Challenges and will work with the providers (as outlined above) to develop and implement initiatives in conjunction with the within and across leaders.

In keeping with our desire to 'lead from the middle', the appointment of the across school leaders will be the first priority followed by the appointment of the within school leaders. This process will be completed by Term 4, 2018. This leadership group will work closely with the Lead Principal and two supporting Principals to develop a professional development plan that will draw upon expertise within our Kāhui Ako and utilize external providers such as University of Canterbury through the centralised PLD funding pool.

To enable the Katote Achievement Challenges to be realised, the PLD programme will have a strong focus on improving the teaching of reading and writing. The inclusion of a wellbeing programme with the assistance of the CDHB Mental Health Team will be an important feature of the overall Action Plan. We will undertake the NZCER wellbeing survey so there will be data on wellbeing improvement that will guide initiatives in wellbeing and also the effectiveness and impact of the Mana Ake work.

A Katote Kāhui Ako professional development day involving all Katote staff has been scheduled to take place on May 31st 2019.

Another key component of the Action Plan will be to continue to create opportunities for Katote learners and whānau to come together to strengthen our educational pathway. We are planning shared PLD sessions and also teacher swaps for a week. The potential of living our mission statement "Strengthening, collaborating and empowering to foster the pathway of learning" could lead into cultural festivals, sports events, techfests, combined whanau groups, a Kāhui Ako learner enrichment programme. There will be shared BOT priorities and sessions such as Hautu training that will provide opportunities for sharing and discussions.

Our Kāhui Ako is focused on deep and sustainable learning. A shift in practice is required across our focus areas (inspiring our curriculum, supporting wellbeing, enhancing practices and responses and engaging through an inclusive culture) to address the identified achievement goals / challenges in reading, writing and wellbeing. The following practices form the core elements to our Action Plan to achieve these shifts in practice.

1. Collaborative Inquiry

The Katote Kāhui Ako will be using a collaborative inquiry approach to our professional learning resulting in responsive and transformed practice. There are some quality inquiry models being used by schools e.g. "The Transformative Power of Collaborative Inquiry" (Donohoo and Velasco 2016). As part of establishing our Action Plan we will need to confirm our inquiry model and scaffold the expectations, timeframes, reporting etc.

2. Building relationships with Learners and Whānau

The work of researchers such as Bishop and Berryman stress the importance of encouraging whānau to be engaged in support tamariki in their learning. Our Action Plan will have obvious PLD direction but also reporting and engagement strategies / trials such as Seesaw

https://www.youtube.com/watch?time_continue=6&v=pzlrDR84KY. Again details will be developed with our PLD provider and management committee.

3. Growing Leaders

Underpinning our achievement challenge action plan we need to build teacher capacity and capability to ensure ongoing success for our learners. Growing leaders prepared to be coach and mentor as well as having the pedagogical depth and the skills to facilitate meaningful learning discussions is essential for each school to develop and improve practice and grow leaders.

4. Ensure we have Quality Robust Data

In a large Kāhui Ako it is inevitable that there will be differences in assessment of achievement data especially when it is based on overall teacher judgement. Our Kāhui Ako believes that it is essential to have planned, regular and ongoing assessment discussions and moderation within and between schools.

5. Building Capacity and Capability

We need to ensure that there is as much energy and focus on the elements of leading change as there is on the change itself. Collaborative inquiry is more than inspiring personal growth and organisational coherence, it is about developing the capabilities of teachers and leaders to have and lead meaningful learning conversations.

Tracking, Monitoring and Evaluating Progress

Our Kāhui Ako will implement tracking, monitoring and evaluation processes alongside our achievement challenges. We will focus on:

- Ensuring there is a clear and universal understanding of the identified achievement challenges of the Kāhui Ako and an implementation of effective pedagogies and school practices that align to and support our achievement goals.
- Evaluation in collaboration with the community, Principals, Kāhui Ako Leadership and across school leadership will develop an effective evaluative model. A wide range of methods and tools will be utilised or developed to measure the progress of the Kāhui Ako in working towards or successfully attaining set targets and engaging all learners in our community. This model will include:
 - Analysis of achievement information from the beginning and at the end of the year, with supporting commentary that evaluates results in relation to the set targets.
 - Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
 - A strengthening of the roles of parent, whānau, tamariki and teacher voice will be an integral facet in the delivery of the plan.

Some aspects and measures the Kāhui Ako will evaluate include:

- Progress against our reading, writing and wellbeing goals
- Ways of measuring wellbeing including the NZCER Wellbeing@school survey
- Agreed measures of tamariki, teacher and whānau satisfaction (annually)
- Regular attendance e.g. analyse attendance and lateness data and investigate the underlying causes
- Achievement gathering that focusses on:
 - accurate baseline data at all school entry points
 - collating consistent data annually across our Kāhui Ako
 - regularly tracking and monitoring tamariki at risk of not achieving and writing targets
- The effectiveness of the professional practice initiatives trialled, and the outcomes
- Pedagogical change through sharing teacher inquiries
- Leadership change through sharing Principal inquiries
- Monitoring the progress of the Kāhui Ako itself (e.g. ERO booklet Communities of Learning/Kāhui Ako Working towards collaborative practice or MoE tool - development map)

A range of tools will be used to monitor, review and evaluate the progress of the Katote Kāhui Ako on a regular basis. Both qualitative and quantitative data will be gathered throughout the year to measure not only academic achievement but also learner engagement and wellbeing. These assessments may include mid and end year data and NCEA results, tracking of enrolments, stand-down figures, a teacher survey, RTLB reports and learner wellbeing surveys. Progress reports will be shared with the Katote community through regular Katote newsletters and our website www.katote.co.nz

Our Achievement Goals

The following achievement goals have been identified through collective analysis of data and discussion with members of our Kāhui Ako. By focusing on our four focus areas (inspiring our curriculum, supporting wellbeing, enhancing practices and responses and engaging through an inclusive culture) we hope to improve learning outcomes in reading, writing and wellbeing. We want to track progress for the cohorts identified, due to an ongoing focus on their engagement and achievement.

A range of assessment tools and evidence has been used to identify if students are at or above NZC curriculum level expectations in these areas.

Achievement Goal 1. Our challenge is to lift achievement in reading for Boys, Māori and Pasifika students Years 1-8.

Rationale

Nationally, Māori and Pasifika students have made huge gains in participation and achievement in tertiary education in recent years. Despite these gains, more progress is needed. Māori engagement and achievement levels are still below average nationally and this is true for our Kāhui Ako in reading. In our Katote Kāhui Ako boys continue to underperform in reading compared to girls.

Through ongoing discussions and data analysis, we are committed to significant performance shifts for these 3 cohorts.

Aims

We aim to have at least 80% of our target cohorts to be at or above the NZC curriculum level expectations in reading by the end of 2021. Within this aim there will be different expectations and support levels for each school.

Reading	Baseline 2017 % and number at or above the appropriate curriculum expectation	Target 2019 % and number at or above the appropriate curriculum expectation	Target 2020 % and number at or above the appropriate curriculum expectation	Target 2021 % and number at or above the appropriate curriculum expectation	Total Shift % and number shift at or above the appropriate curriculum expectation across the 3 year period
Boys Year 1-8	72% (686/955)	73% (698/955)	77% (732/955)	80% (768/955)	9% (82/955)
Māori Year 1-8	74% (235/316)	78% (245/316)	79% (250/316)	81% (255/316)	6% (20/316)
Pasifika Year 1-8	53% (28/53)	68% (36/53)	79% (42/53)	83% (44/53)	30% (16/53)

Achievement Goal 2.**Our challenge is to lift achievement in writing for Boys, Māori and Pasifika students Year 1-10.****Rationale**

Nationally, Māori and Pasifika students have made huge gains in participation and achievement in tertiary education in recent years. Despite these gains, more progress is needed. Māori engagement and achievement levels are still below average nationally and this is true for our Kāhui Ako in writing. In our Kāhui Ako, boys continue to underperform in reading compared to girls.

Through ongoing discussions and data analysis, we are committed to significant performance shifts for these 3 cohorts.

Our Aims:

We aim to have at least 80% of our target cohorts to be at or above the NZC curriculum level expectations in writing by the end of 2021. Within this aim there will be different expectations and support levels for each school.

Writing	Baseline 2017 % and number at or above the appropriate curriculum expectation	Target 2019 % and number at or above the appropriate curriculum expectation	Target 2020 % and number at or above the appropriate curriculum expectation	Target 2021 % and number at or above the appropriate curriculum expectation	Total Shift % and number shift at or above the appropriate curriculum expectation across the 3 year period
Boys Year 1-8	61% (587/955)	66% (630/955)	74% (702/955)	80% (768/955)	19% (181/955)
Māori Year 1-8	63% (198/316)	68% (215/316)	73% (232/316)	80% (252/316)	17% (54/316)
Pasifika Year 1-8	57% (30/53)	68% (36/53)	75% (40/53)	81% (43/53)	25% (13/53)
Boys Year 9-10	73% (130/176)	77% (136/176)	80% (140/176)	84% (148/176)	10% (18/176)

Achievement Goal 3.

Our challenge is to improve wellbeing in the domains of a/schoolwide teaching and learning and b/ pro-social student culture Year 1-13.

Rationale

Our Kāhui Ako believes we need to nurture the soul as well as the mind of our learners. Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with whānau. Optimal student wellbeing needs to be sustainable, characterised by positive feelings and attitudes, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences. We want to especially focus on the wellbeing domains of a/ school-wide teaching and learning and b/ pro-social student culture to enhance feelings of self-worth as a learner and a sense of ownership and belonging at school.

Our Aims:

We will have all schools carry out the NZCER Wellbeing@school survey by the of 2018. We will use this data to frame the Wellbeing targets in the domains of a/ school wide teaching and learning and b/ pro-social student culture for 2019-2021.

A screenshot of our Katote website...

HOME NEWS & VIEWS VISION SCHOOLS COL TEAM ACHIEVEMENT CHALLENGES MANA AKE MINUTES & RESOURCES MORE

KATOTE KAHUI AKO

"TO INSPIRE, SUPPORT, ENHANCE AND ENGAGE ALL KATOTE LEARNERS"

LATEST NEWS

Latest changes...

- Inspiring our Curriculum page
- Vision page

June/July 2018

Our latest Newsletter is here for you to read [read more](#)

INSPIRING OUR CURRICULUM

Inspiring achievement through better engagement →

SUPPORTING WELLBEING

Supporting the emotional needs of our learners - and teachers →

ENHANCING PRACTICES AND RESPONSES

Innovating through our social and learning responses for our learners →

ENGAGING THROUGH AN INCLUSIVE CULTURE

Assimilating cultural needs and practices for our learners →