

**Te Kaahui Ako o te
Puuaha o Waikato**
working together to make a difference

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What does our kaahui ako stand for?

This Kaahui Ako starts to build its foundations as we come together under the umbrella of Te Puuaha o Waikato. Each kura(school) travels from different estuaries of the river to bring their Mauri(essence), strength and uniqueness together to form one body, one soul, one vision, one sound - **Te Kaahui Ako o te Puuaha o Waikato**.

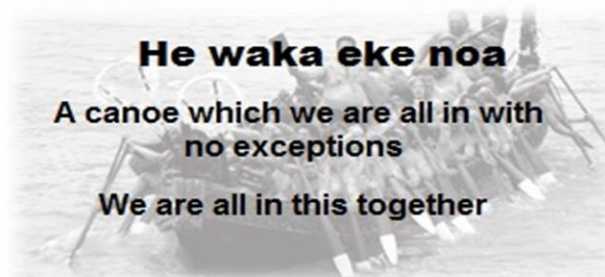
As a roopuu(group) we move forward together and as we do so we will encounter on every bend of the river a learning opportunity that will bring challenges(taniwha) to our Kaahui Ako which then questions our beliefs as individuals but at the end of the day we must always think about the well-being of the group first and foremost.

As each waka travels down the river in unison and the final surge comes as the fresh water meets the salt water which then mixes together and becomes the years that the child has been in the care of the Kaahui Ako. They will be filled with knowledge, skills and confidence as the child finally surges on the last wave to go forward triumphantly into the future and the world as young adults. Working together Te Kaahui Ako o Te Puuaha o Waikato will have made a difference for all the tamariki of Te Puuaha o Waikato.

Our koru represents the growth, strength, integrity and nurturing of all tangata. The logo is twofold-a hammerhead shark and a waka. The hammerhead shark indicates the strength, tenacity and fight to improve in all areas. The waka represents- 'He waka eke noa' – a canoe which we are all in with no exceptions. Each koru and the colour represents a kura within the kaahui ako and their waka combines to form a large waka collaborating to be on the journey the Kaahui Ako navigates.









What we stand for has been a consultation community process. The logo, context and theme align themselves succinctly with the physical, wairua and Te Ao Maaori in our area. Consultation with a local kaumatua, Miki Graham, with marae and with the Maaori studies teacher, Hemoata Wanakore -Flavell at Tuakau College laid the foundations for this context. We have also engaged with a specialist expert, Ella Newbold who can whakapapa back to one of our marae in Te Puuaha o Waikato and who knows the kawa of the area. Her Auckland university mahi and the work with Te Kotahitanga will be invaluable with cultural responsive aspects and practices. This Kaahui Ako has strong links with the Te Puuaha o Waikato community.

Whakatauki Timatatanga



Introduction

Te Kaahui Ako o Te Puuaha o Waikato is a community of learning which includes eight schools. Each school is unique and varies in size and school culture. The schools are located in a rural to semi-rural to semi-urban locations. Roll numbers range from 25-600 and include one secondary school, one area school, four contributing primary schools, and two full primary schools. The schools are in no particular order:

 <p>Harrisville Primary is a Year 1 to 6 contributing primary located on the northern outskirts of Tuakau.</p>	 <p>Mercer Primary is a Year 1 to 8 (full primary) located in the rural area of Mercer – south east of Tuakau.</p>
 <p>Onewhero Area School is a Year 1-13 school located in the rural area of Onewhero-over the Waikato River south of Tuakau.</p>	 <p>Pokeno Primary is a Year 1 to 8 (full primary) located in the township of Pokeno –to the east of Tuakau. Rapid growing area.</p>
 <p>Pukekawa Primary is a Year 1 to 6 contributing primary located in the rural area of Pukekawa – over the Waikato River south of Tuakau.</p>	 <p>Te Kohanga Primary is a Year 1 to 6 contributing primary located in the rural area of Te Kohanga – over the Waikato River south west of Tuakau.</p>
 <p>Tuakau College is a Year 7 to 13 Co-educational secondary school located in Tuakau.</p>	 <p>Tuakau Primary is a Year 1 to 6 contributing primary school located in Tuakau.</p>

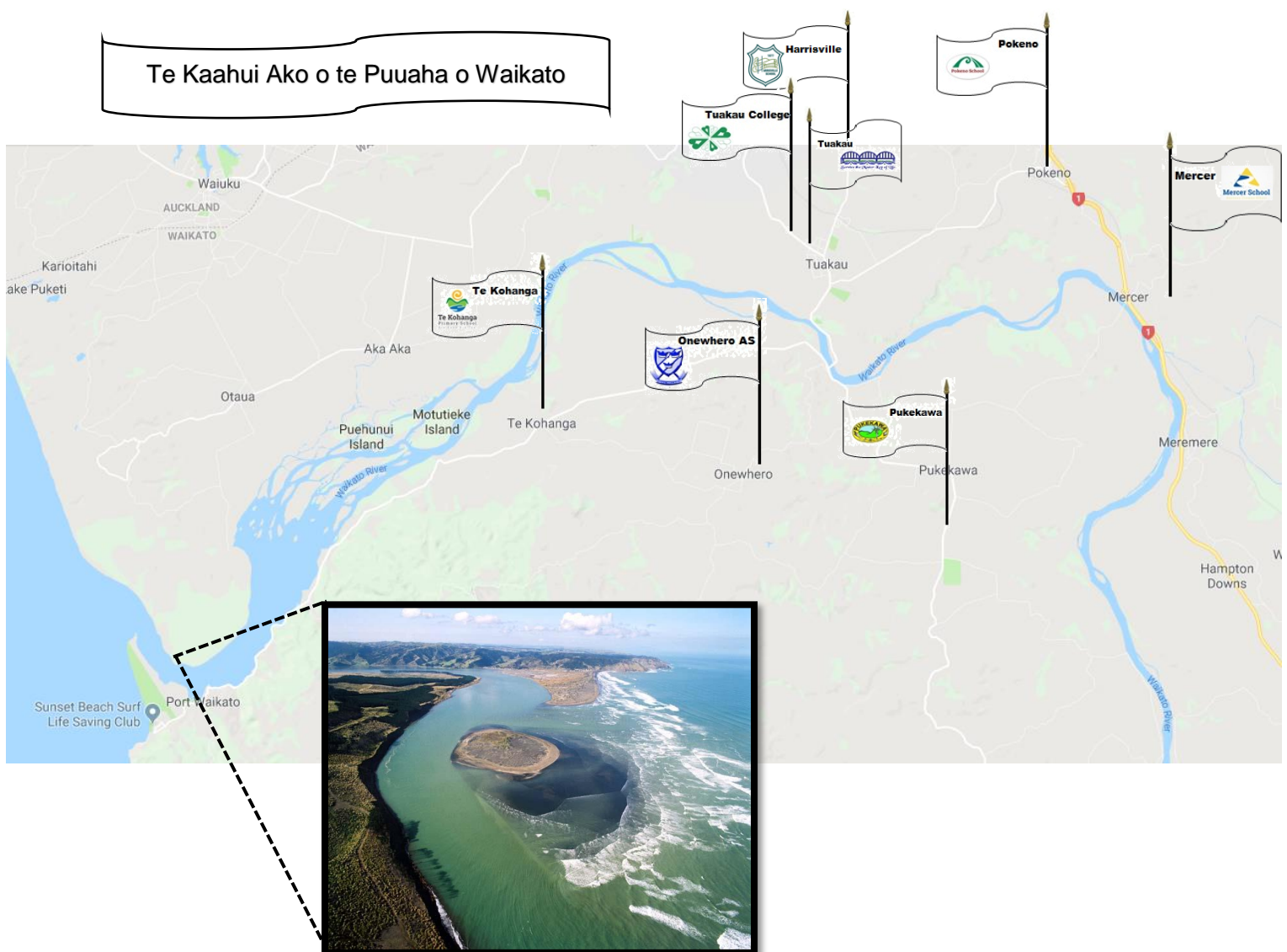
The richness of each school has a distinct strand interwoven to produce a collaborative fabric where each school's autonomy is embraced, and the common threads are brought together ensuring students across the Kaahui Ako benefit from this collaboration.

Te Puuaha o Waikato is the area we live in. It is the area that surrounds the estuary of the Waikato River and includes Port Waikato, Onewhero, Te Kohanga, Mercer, Tuakau, Pukekawa, and Pokeno. It is the area that the people that make up the Kaahui Ako come from hence it is the tangata(people) of the estuary of the Waikato River. It includes these marae: Nga tai e Rua, Te Awamaarahi, Te Kotahitanga, Tikirahi, Tauranganui, Oraeroa, Paki, Pukerewa, and Wereroa. We acknowledge the iwi, hapuu and marae of our area and the leadership that has and will continue to contribute to this Kaahui Ako. The tangatawhenua of Maori and non-Maori are made up of: Iwi-Waikato

Marae	Hapuu	Marae	Hapuu
Nga tai e rua	Ngaati Tipa	Te Kotahitanga	Ngaati Tipa
Te Awamaarahi	Ngaati Amaru Ngaati Pou	Tauranganui	Ngati Kaiuau Ngaati Rangywaahitu
Oraeroa	Ngaati Tahinga	Wereroa	Ngaati Tahinga
Pukerewa	Ngaati Tahinga	Other tangata	Ngaati Paakehaa

All the people will have the opportunity to participate, communicate and have their say through the kura their students attend.

Te Kaahui Ako o te Puuaha o Waikato



This Kaahui Ako evolved out of the Tuakau Learning Change Network(LCN). With the advent of communities of learning the Principals and Boards of Trustees discussed the formation of a Kaahui Ako with their various school communities. Each community attended a meeting where the formation of our Kaahui Ako was discussed. Many felt it would be hugely beneficial to all schools and to all students. Each Board felt that with the collaborative nature of these communities that we can make a significant difference to the education of our students. The school Principals had already forged strong relationships with each other so it was a natural progression to form a Kaahui Ako. Transitioning from a LCN to a Kaahui Ako saw two schools leave and one school join the Kaahui Ako. This then led to a holistic view of our area and saw the composition of the schools we have today.

We are future focussed and through this we are going to formalize pathways from years 0-24. Many schools have strong relationships with ECE, Kohanga Reo and Kura Kaupapa and these relationships build towards the inclusion of ECE into the Kaahui Ako, in the near future. All primary schools have a working relationship with their local Kindergartens, Playcentres and ECE as the 4 year old student's transition into their local Primary schools. Onewhero Area school has an early childhood centre on site as does Pokeno Primary (which is going to be removed with the redevelopment of the Pokeno Primary site), and Tuakau Primary has a kindergarten adjacent to it. The Kohanga Reo at Te Awamaarahi marae has links with Te Kohanga primary and Te Kura Kaupapa o te Puuaha o Waikato at Oraeroa marae. This kura kaupapa belongs to a kura Kaahui Ako and we will continue to build a relationship with them so in the future we may have the opportunity for them to join our Kaahui Ako.

Our Kaahui Ako is geographical, it is collaborative, collegial and has a sense of community embedded in Te Ao Maaori. All schools felt that to be a true Kaahui Ako that we had to adhere to these three principles:

- ☞ Partnership-the sharing of power and decision making
- ☞ Protection: The exercise of autonomy as a school
- ☞ Participation: Equity access and participation in the process and the Kaahui Ako.

The treaty we have all signed is our ***Memorandum of Understanding***.

To ensure these principles are living the Principals have had the tangata of each school participate in the formation of the Kaahui Ako. The Kaahui Ako Tumuaki have insisted that the navigation of the journey the Kaahui Ako is taking is developed from the bottom up and that the goals and actions are developed with the staff and schools participating. This has allowed the schools to fulfill the partnership and protection principles of the MOU. The journey thus far has been:

- ☞ In 2016 all Principals, Boards and staff met to outline what a Kaahui Ako will do for our communities. Agreements and a mandate was made that we have to form a Kaahui Ako.
- ☞ In November of 2017 a super staff meeting (where all the staff came together) was held. All the staff looked at data about the Kaahui Ako, recorded their hunches and formulated areas of development called the "paddles". Nga roopuu were a mixture of staff from all kura. The hunches were placed on sticky notes and placed in one of five different areas called "paddles". These paddles will become the power to move each waka down the Waikato River towards Te Puuaha o Waikato. New roopuu were formed with staff that were interested in developing each paddle. The paddles were: *Teacher Inquiry, Student Agency, Cultural Responsiveness, Wellbeing and Community*.
- ☞ In March 2018 a developmental group of staff collaborated to develop the "paddles" into goals and actions (our Theories for Improvement). The Principals met and decided that five paddles were too many so then they went through the paddles and decided to merge a couple and rename the paddles to: *Teaching and Learning, Cultural Responsive Communities, and Wellbeing*. The developmental group looked at the paddles and the data again and wrote goals

and actions as seen in this document under the heading: 'Theories for Improvement'. The Principals moderated the work of the developmental group to what they are now.

- ☞ There will be ongoing work with all the staff through future super staff meetings to keep them up to speed and to develop further ownership with the process and the Kaahui Ako. We must remember that the Kaahui Ako belongs to the learners and everyone who contributes to the journey we have embarked on. This journey is not exclusive but inclusive.
- ☞ We have engaged with experts to ensure we are travelling the correct pathway. The Ministry of Education advisors, the kaumatua, the teachers and Principals are all experts in their own right and their voice has been heard. We have engaged with an expert partner, Ella Newbold, who will help the lead principal. Her expertise is great for our Kaahui Ako because she is a 'local' and knows the tangata of the area and the context this Kaahui Ako has been set upon. She also has a vast knowledge to do with cultural responsive practices, wellbeing and organization structure. Her work at the University of Auckland stems from her time in the Te Kotahitanga project.
- ☞ For the future once the Achievement Challenges are approved the Kaahui Ako will look at appointing the **Across School** (Waka steerers) positions and **Within School** (Waka-seat five assisting the steerer of the waka).

Leadership Model

The organizational structure has many layers of leadership culminating and focussing on the learners 0-24. All learners are at the heart of our Kaahui Ako and through this an improvement in the Achievement Challenges (Reading Writing, Mathematics and NCEA Level 2) will be seen. The Strategic focus will be on Teaching and Learning, Cultural Responsiveness and Wellbeing which will have a direct impact on the Achievement Challenges.

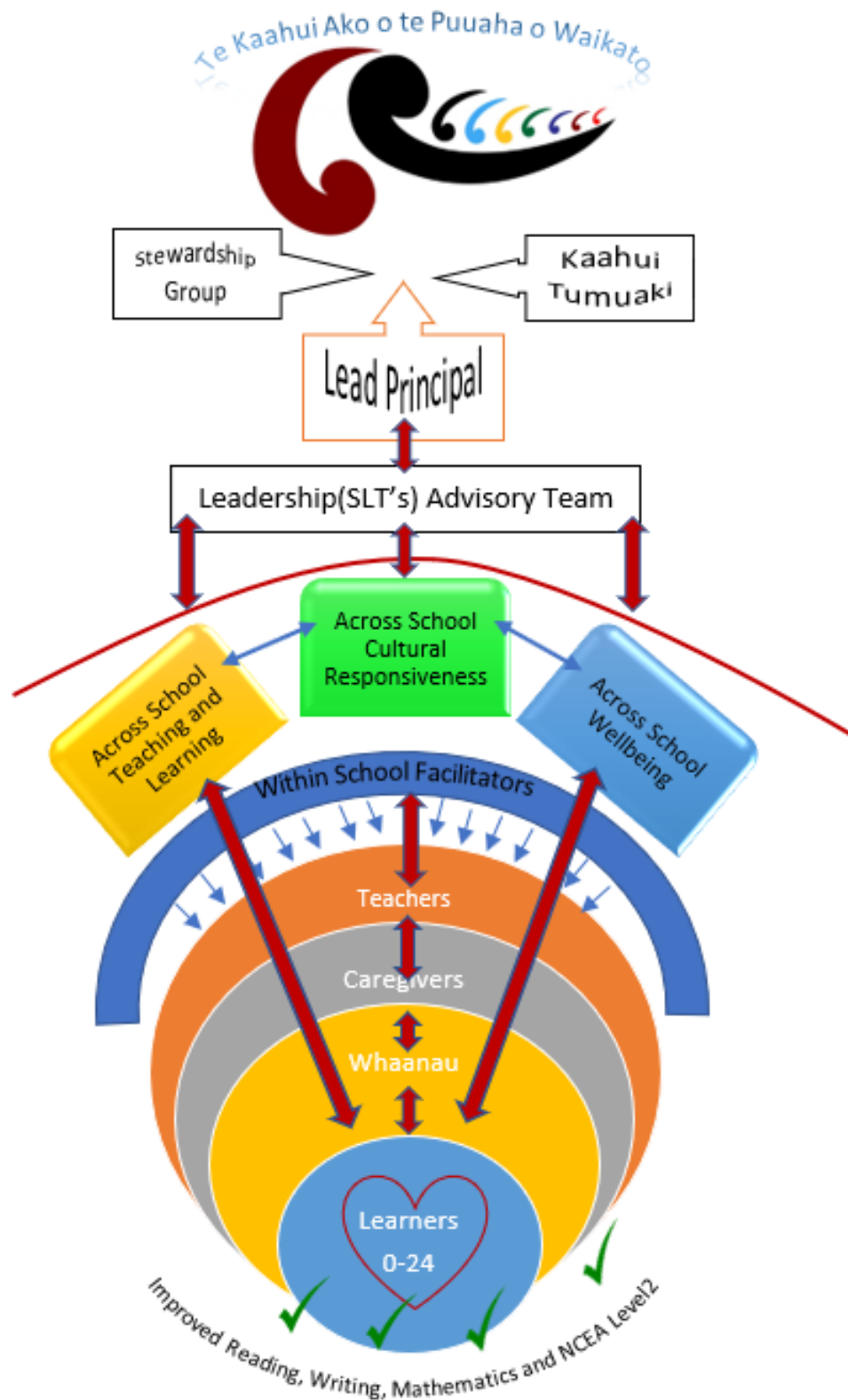
Using the inquiry approach in all areas, kura and the Kaahui Ako will set a stepped progressive increase in the achievement challenges and will bring together improvement plans in the focus areas that are finalized and determined.

The leadership model:

- ☞ The **LEARNERS** are enveloped with Whaanau, Caregivers, and Teachers.
- ☞ The **Within School Facilitators** work with, on the theories for improvement, with teachers, caregivers and whaanau in all kura. They will monitor and track progress of the identified priority students in each kura. The working relationships will include collaborative, collegial and inquiry approaches to improvement.
- ☞ **Across School Facilitators** will each be selected based on their strengths within each of the three focus areas: Teaching and Learning, Cultural Responsiveness and Wellbeing. They will have identified Within School personnel who will join this particular team. Each Across School person will work collaboratively and collegially with each other and with the Lead Principal, individual Principals and their SLTs to make effective inquiry to improve the Achievement Challenges through the Theories of Improvement.
- ☞ **The Leadership Advisory Team** is a group of Assistant and Deputy Principals across the Kaahui Ako that are involved in the implementation of the theories for improvement. They are the force behind making each school function. They have the job of organizing the various PLD streams, the school timetable and staffing. They are the key personnel which need to be included as advisors to the Kaahui Ako to ensure that it is going to work in the school they work in.
- ☞ The **Kaahui Tumuaki** group are the caretaker group. They, through their kura are the key managers of the Kaahui Ako through the lead principal. They have a key role to ensure the interests of their kura and the overall interests of the Kaahui Ako are looked after. True

collaboration and collegiality across all schools is paramount and will be demonstrated through this group.

- The **Stewardship group** is the group of Principals and Board members who have selected the Lead Principal and Across School Facilitators. This entity has no power over any school and has a minor role at present but as the Kaahui Ako develops further the work for this group will continue to develop.



Kaahui Ako Demographics

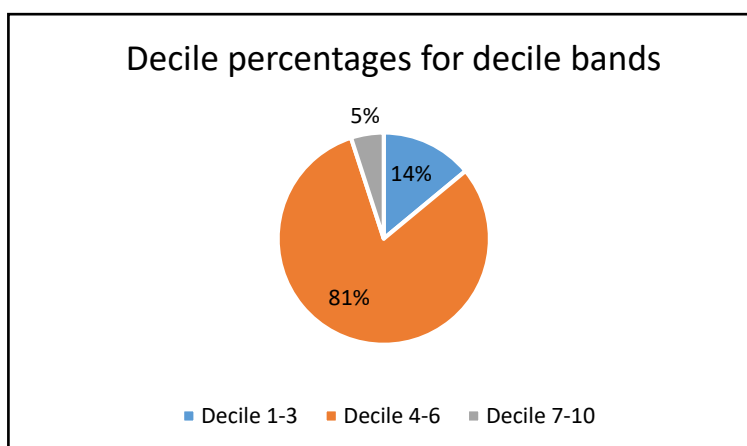
We are a Kaahui Ako of eight multicultural, socioeconomic diverse schools. The Kaahui Ako has a range of ethnicities with a bicultural division clearly seen between New Zealand European and Māori. This community has always had this distinction, but the numbers of other ethnicities is growing with the urban push into South Auckland-North Waikato. Pokeno and Tuakau will be the growth areas over the next 10 to 20 years.

As a Kaahui Ako we celebrate the diversity of the students but recognize the importance of tangatawhenua through the Treaty of Waitangi but also through our memorandum of understanding. Our people whakapapa back to the Tainui waka and we celebrate the Tainui Education Plan but embrace the Māori diversity of the different waka and the dialects of Te Reo Māori. The inclusive nature of the Kaahui Ako excludes no-one.

Demographics		2017	%
Ethnicity	NZ Euro	926	49%
	Māori	726	39%
	Pasifika	124	6.5%
	Asian	64	3.5%
	Other	32	2%
Gender	Male	954	51%
	Female	918	49%
TOTAL		1872	

Education Counts Data www.educationcounts.govt.nz

School	Decile
Tuakau Primary	2
Tuakau College	4
Harrisville Primary	5
Pokeno Primary	4
Mercer Primary	3
Pukekawa Primary	8
Te Kohanga Primary	3
Onewhero Area School	6



There are a myriad of decile ratings for the schools. These will change with the census but also with the growth in the area.

Our Values & Code of Conduct

All the schools of Te Kaahui o Te Puuaha o Waikato are committed to:

Manaakitanga	Caring for their students and students of the Kaahui Ako as culturally located human beings
Whakawhanaungatanga	Working within a culture of establishing and forming positive relationships with their students, their whaanau, their school community and with the Kaahui Ako whaanau.
Kotahitanga	Promoting, monitoring and reflecting on the outcomes that leads to improvements in educational achievement in their school but also across the Kaahui Ako.
Whakapiringatanga & Wananga	Creating a secure well managed, supportive, and effective learning environment and interactions within their school as well as within the Kaahui Ako.
Ako & Mana Motuhake	Using strategies that promotes effective teaching and learning as well as caring for the performance of their students in their school but also across the Kaahui Ako.

Te Kaahui Ako o te Puuaha o Waikato will ensure that these practices will be at the forefront of the working relationships as members of this Kaahui Ako. These are in detail in the memorandum of understanding (at the back of this document): ***Mahi Tahi-Collaboration, Ngakau Tapatahi-Integrity, Mana Taurite-Ture Paapori-Equity and Social Justice***

All students in the Kaahui Ako will move through achievement pathways which allows them to successfully transition into a career pathway.

These achievement pathways include a focused approach on literacy, numeracy, writing and NCEA Level 2. The Kaahui Ako will have achievement improvement plans within each theory of improvement and action plan. Each focus is one of our 'paddles'.

- ☞ **Teaching and Learning**
- ☞ **Culturally Responsive Communities**- connectedness, enhance relationships, the journey students have had as they move through the school
- ☞ **Wellbeing** in our learning community, transition-expectations, communication and moderation

To Tatou Tere-Our Journey

Our journey will take us through the many taniwha-challenges as we head towards the improvement of learning outcomes by increasing Reading, Writing, Mathematics and NCEA Level 2. The journey each school takes is from different parts of the river and come with various strengths and weaknesses. The waka takes them on this journey towards Te Puuaha o Waikato and the 'paddles' of the waka are the power and direction each school and the Kaahui Ako takes.

Up to the end of 2017 we have had good National Standard and NCEA data. As of January 2018 the National Standard data is no longer a requirement for the Ministry of Education. This Kaahui Ako has good data up to the end of 2017 and as one of its theories for improvement it will decide on the data set to be used for the future. All the schools will use different kinds of data interrogation around the National Standards for the future until a definite national view is developed using progressions.

The Kaahui Ako will determine progressions so targets and goals can be reviewed and reset around this application. For the purpose of this application we will use National standard data up to the end of 2017. It is still an indication of progress across all schools and has allowed us to predict where we are

heading with the improvements we want to make. This data tables shows the data across the kaahui ako.

Te Kaahui Ako o te Puuaha o Waikato



National Standards over the past 4 years 2014-17

		Well Below	Below	At	Above	TOTAL Students
2014	Reading	10.1%	22.6%	37.7%	29.5%	
	N° Students	112	251	419	328	1110
	Maths	5.7%	21.0%	52.7%	20.6%	
	N° Students	63	233	585	229	1110
	Writing	8.0%	26.8%	47.8%	17.3%	
	N° Students	89	298	531	192	1110
2015	Reading	11.9%	20.6%	36.4%	31.1%	
	N° Students	132	229	404	345	1110
	Maths	5.2%	23.5%	54.1%	17.1%	
	N° Students	58	261	601	190	1110
	Writing	9.5%	23.5%	48.6%	18.3%	
	N° Students	106	261	540	203	1110
2016	Reading	8.4%	21.1%	44.3%	26.3%	
	N° Students	101	255	535	318	1209
	Maths	4.7%	23.5%	52.7%	19.1%	
	N° Students	57	284	637	231	1209
	Writing	8.5%	26.4%	49.3%	15.8%	
	N° Students	103	318	594	191	1206
2017	Reading	9.3%	24.5%	43.9%	22.3%	
	N° Students	106	278	498	253	1135
	Maths	6.2%	26.9%	53.0%	13.9%	
	N° Students	78	338	666	175	1257
	Writing	7.9%	30.2%	46.8%	15.1%	
	N° Students	98	377	584	188	1247

Data 2017 Y1-8 percentage of students 'At' & 'Above'

National Standards Data 2017 Y1-8 percentage of students 'At' & 'Above'

	Kaahui Ako Y1-8 All		Kaahui Ako Y1-8 Female		Kaahui Ako Y1-8 Male		Kaahui Ako Y1-8 NZ Maaori		Kaahui Ako Y1-8 Pasifika		Kaahui Ako Y1-8 NZE	
Reading	68%	847	72%	436	63%	410	60%	270	59%	47	73%	483
Writing	62%	773	71%	430	54%	352	51%	230	49%	39	68%	448
Maths	67%	842	71%	430	63%	410	57%	257	63%	50	74%	476

NCEA Data over the past 4 years 2014-17

This NCEA Data is collated from the NZQA website and includes 2017 data. *RB=Roll based & PB =Participation based*

NCEA L2 Results	2014		2015		2016		2017	
	RB	PB	RB	PB	RB	PB	RB	PB
Onewhero AS	92.6%	92.6%	83.3%	96.8%	65.9%	69.2%	84.8%	93.3%
Tuakau College	62.2%	75.7%	88.6%	92.5%	89.3%	92.6%	85.5%	90.8%
Combined scores	77.4%	84.15%	85.9%	94.7%	77.6%	80.9%	85.2%	92%

This data is telling us that across the Kaahui Ako that:

- ☞ The “Well Below” category shows a decline in students in the areas of Reading and Writing. In the Maths area there is a steady number in this category across the kaahui ako. We want the student numbers in the “Well Below” category to decrease meaning they are moving into higher areas.
- ☞ The “Below” category shows an increase over the years in all areas. This would be expected with the numbers of students moving out of the “Well Below” category into the “Below” category. But we would need to distinguish how many students have fallen into this area from the “At” category.
- ☞ The “At” category sees a neutral effect in Maths with a slight increase in Reading and Writing.
- ☞ The “Above” category sees a decline in numbers over the years in all areas. This should be going up not down as a trend.
- ☞ There is a discrepancy between male and female in the Kaahui Ako. 3% difference in Reading and Writing and 6% difference in Maths.
- ☞ There is a 13% difference between NZ Maori and NZ European in Reading, a 17% in Writing and a 16% difference in Maths. There is a similar trend for Pasifika students with a difference of 15% Reading, 20% Writing and 11% in Maths.
- ☞ To drill down for each individual school these can be seen in Appendix A but there are clear areas for improvement in Reading, Writing and Mathematics.
- ☞ NCEA level 2 results. With participation based and roll based determinations disappearing then we will use the new method of determining a pass rate. The data is telling us that both secondary schools are doing extremely well in terms of achievement and that thus far we have surpassed the 85% national target for NCEA Level 2.



From interrogating of the data, we have four achievement challenges and the targets to reach.

Please note:

- ☞ That the achievement challenges will be achieved through the theories of improvement and as these theories and associated improvement plans are implemented then the achievement challenge targets will be reached.
- ☞ Improvement Plans will be developed on endorsement of the Achievement Challenges and Theories for Improvement.
- ☞ National standard data has been used and will be changed once the Ministry of Education has decided on what measure of progress will be used nationally. One of the goals is to determine the measure across all the Kaahui Ako schools but for this application the national standard data is being used.
- ☞ It is intended that all Kaahui Ako kura will ensure the theories of improvement are included in their Charter, Strategic Plan and Annual Plan

ACHIEVEMENT CHALLENGE #1



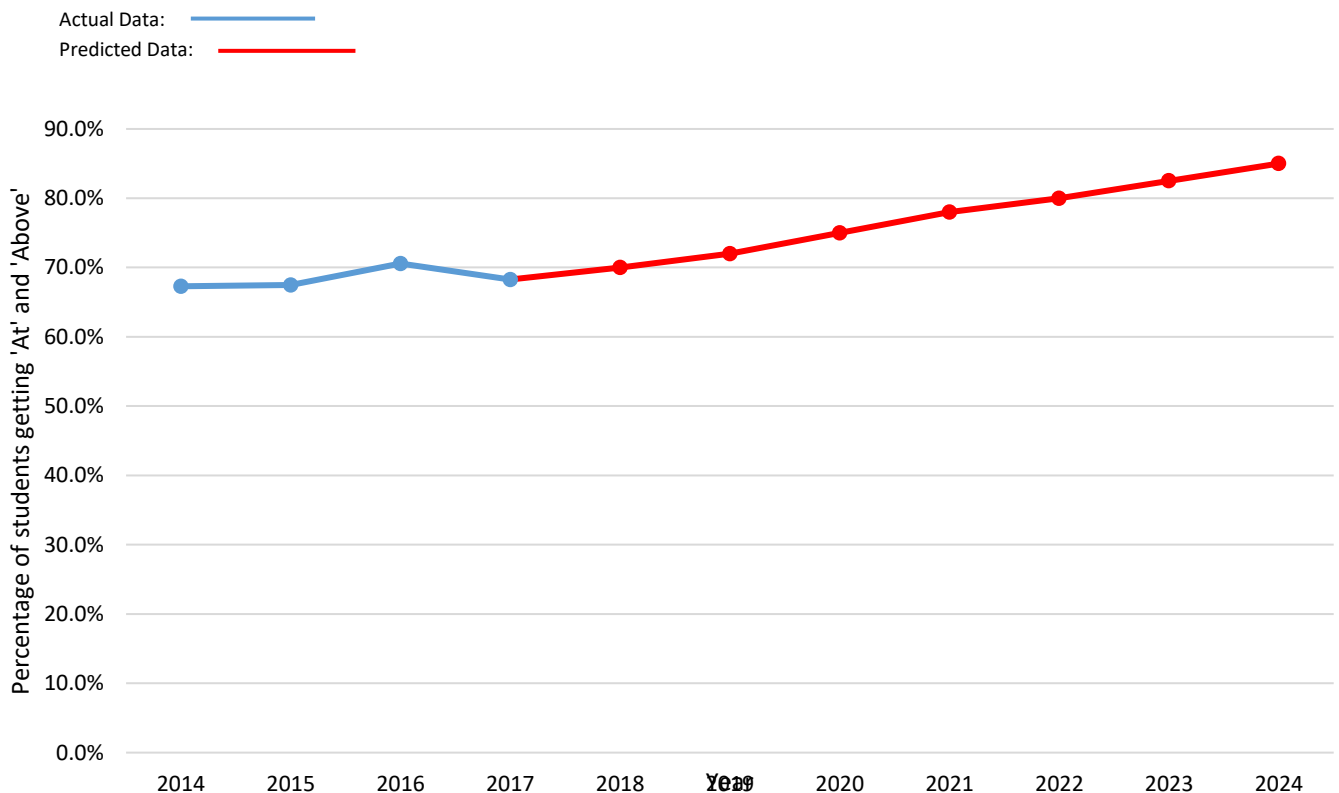
To lift the percentage of achievement of Year 1-8 students 'AT' or 'ABOVE' the standard:

By 2024 we will have 124 more students operating in the "At" and 'Above' categories. Of the 124, 84 will be boys and 68 will be Maaori.

Year	2017	N° students	2018	N° students	Shift required	2020		Shift required	2024		Shift required
All students (1245)	68%	847	70%	872	+25	75%		+62	85%		+124
Boys (651)	63%	410	67%	436	+26	72%		+33	85%		+84
Maaori (450)	60%	270	65%	293	+23	70%		+22	85%		+68

The numbers of students shifting over the next 7 years is based on the 2017 roll figures for the Kaahui Ako. The prediction is that many of the schools in the Kaahui Ako will grow with the roll growth of the area, so it is very hard to predict the numbers of students in 2020 and 2024.

Prediction for Reading over next 7 years



ACHIEVEMENT CHALLENGE #2

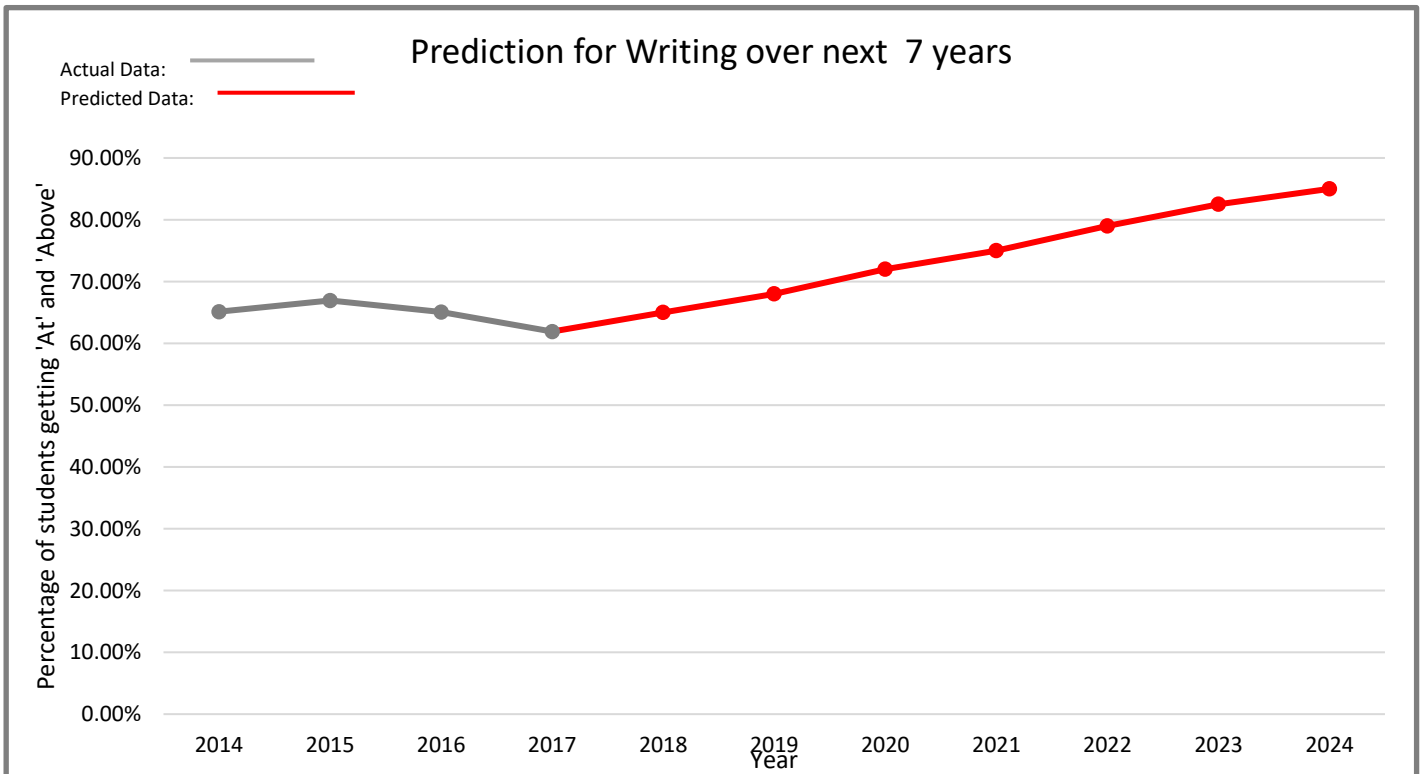


To lift the percentage of achievement of Year 1-8 students 'AT' or 'ABOVE' the standard:

By 2024 we will have 162 more students operating in the "At" and 'Above' categories. Of the 162, 130 will be boys and 90 will be Maaori.

Year	2017	N° students	2018	N° students	Shift required	2020		Shift required	2024		Shift required
All students (1247)	62%	773	65%	810	+37	72%		+88	85%		+162
Boys (651)	54%	352	58%	378	+26	65%		+45	85%		+130
Maaori (450)	51%	230	55%	248	+18	65%		+45	85%		+90

The numbers of students shifting over the next 7 years is based on the 2017 roll figures for the Kaahui Ako. The prediction is that many of the schools in the Kaahui Ako will grow with the roll growth of the area, so it is very hard to predict the numbers of students in 2020 and 2024.



ACHIEVEMENT CHALLENGE #3



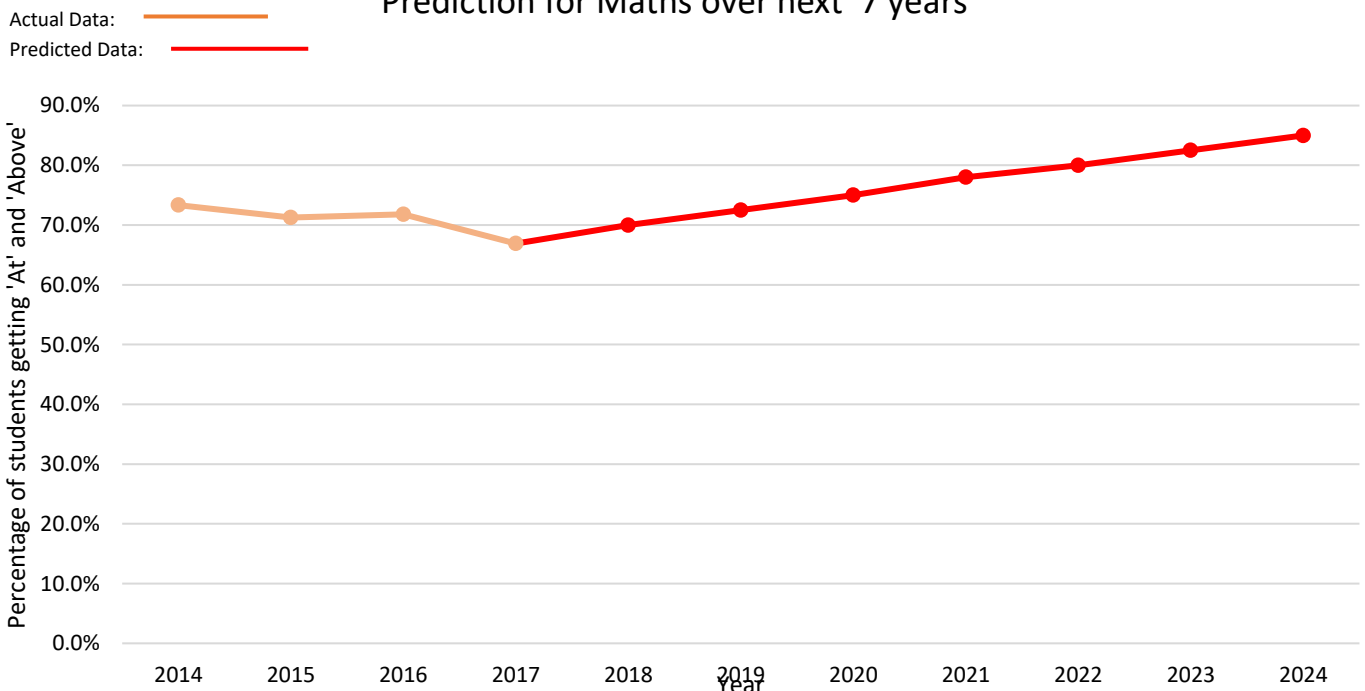
To lift the percentage of achievement of Year 1-8 students 'AT' or 'ABOVE' the standard:

By 2024 we will have 125 more students operating in the "At" and 'Above' categories. Of the 125, 84 will be boys and 77 will be Maaori.

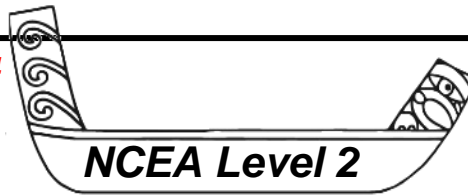
Year	2017	N° students	2018	N° students	Shift required	2020		Shift required	2024		Shift required
All students (1257)	67%	842	70%	880	+38	75%		+63	85%		+125
Boys (651)	63%	410	67%	436	+26	72%		+33	85%		+84
Maaori (450)	57%	257	61%	275	+18	68%		+31	85%		+77

The numbers of students shifting over the next 7 years is based on the 2017 roll figures for the Kaahui Ako. The prediction is that many of the schools in the Kaahui Ako will grow with the roll growth of the area, so it is very hard to predict the numbers of students in 2020 and 2024.

Prediction for Maths over next 7 years



ACHIEVEMENT CHALLENGE #4



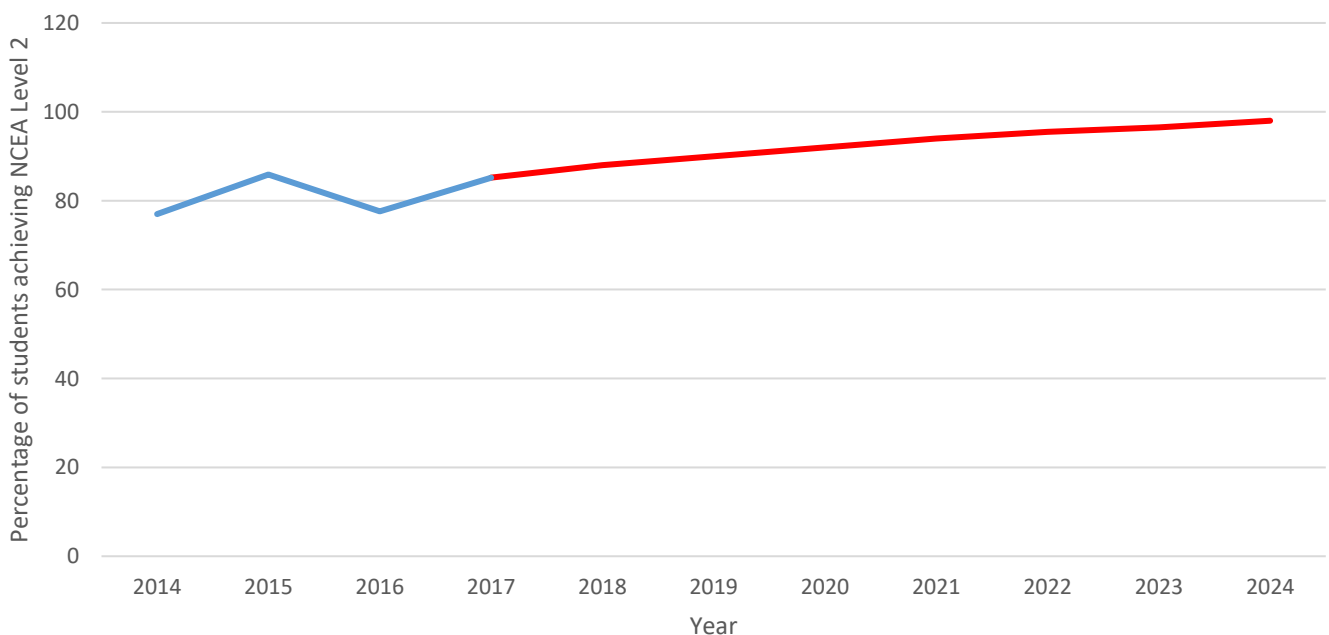
To lift the Roll-based achievement of students sitting Level 2 NCEA:

By 2024 we will have 80 more students achieving NCEA Level 2. Out of that 80, 66 of them will be boys and 22 will be Maaori. The target for NCEA level 2 has been expanded to 98% because both schools are already at 85% so we will work to achieve the higher figure of 98% by 2024.

Year	2017	N° students	2018	N° students	Shift required	2020		Shift required	2024		Shift required
All students (82)	85.2%	70	88%	72	+2	92%		+3	98%		+5
Boys (67)	79%	53	83%	56	+3	88%		+3	98%		+7
Maaori (22)	69%	15	72%	16	+1	80%		+2	98%		+4

The numbers of students shifting over the next 7 years is based on the 2017 roll figures for the Kaahui Ako. The prediction is that many of the schools in the Kaahui Ako will grow with the roll growth of the area, so it is very hard to predict the numbers of students in 2020 and 2024.

Prediction for NCEA Level 2 Roll Based Achievement over next 7 years



From 2017 the scores have been extrapolated out to 2024. It can be seen that the Kaahui Ako NCEA schools have exceeded the national target of 85% participation and now for the future is to exceed and stay higher than this.

The data does not show the numbers of students in the future because we have no idea what these will be so a percentage will suffice. Te Puuaha o Waikato area is rapidly growing especially in Tuakau and Pokeno. The numbers of students are unknown.

Individual School Shifts

READING SHIFTS INDIVIDUAL SCHOOLS	Year Levels	Total Students 2017 Roll	Baseline 2017		Target 2020		Shift required from 2017		Target 2024		Shift required from 2020	
			N° Students	%	N° Students	%	N° Students	% point	N° Students	%	N° Students	% point
			Mercer Primary	1 to 8	81	31	38%	47	58%	16	20%	69
Onewhero Area School	1 to 8	320	239	75%	253	79%	14	4%	272	85%	19	6%
Pokeno Primary	1 to 8	141	101	72%	110	78%	9	6%	120	85%	10	7%
Harrisville Primary	1 to 6	175	128	73%	140	80%	12	7%	149	85%	9	5%
Pukekawa Primary	1 to 6	110	99	90%	100	91%	1	1%	105	95%	5	4%
Te Kohanga Primary	1 to 6	34	18	53%	22	65%	4	12%	29	85%	7	20%
Tuakau Primary	1 to 6	224	133	59%	157	70%	24	11%	190	85%	33	15%
Tuakau College	7&8	160	101	63%	114	71%	13	8%	136	85%	22	14%
TOTAL		1245	850	68%	943	76%	93	7%	1070	86%	127	10%

WRITING SHIFTS INDIVIDUAL SCHOOLS	Year Levels	Total Students 2017 Roll	Baseline 2017		Target 2020		Shift required from 2017		Target 2024		Shift required from 2020	
			N° Students	%	N° Students	%	N° Students	% point	N° Students	%	N° Students	% point
			Mercer Primary	1 to 8	71	33	46%	44	62%	11	16%	60
Onewhero Area School	1 to 8	330	221	67%	241	73%	20	6%	281	85%	40	12%
Pokeno Primary	1 to 8	143	88	62%	102	71%	14	10%	122	85%	20	14%
Harrisville Primary	1 to 6	175	121	69%	133	76%	12	7%	149	85%	16	9%
Pukekawa Primary	1 to 6	110	97	88%	100	91%	3	3%	105	95%	5	4%
Te Kohanga Primary	1 to 6	34	22	65%	25	74%	3	9%	29	85%	4	11%
Tuakau Primary	1 to 6	224	87	39%	130	58%	43	19%	190	85%	60	27%
Tuakau College	7&8	160	103	64%	115	72%	12	8%	136	85%	21	13%
TOTAL		1247	772	62%	890	71%	118	9%	1072	86%	182	15%

MATHEMATICS SHIFTS INDIVIDUAL SCHOOLS	Year Levels	Total Students 2017 Roll	Baseline 2017		Target 2020		Shift required from 2017		Target 2024		Shift required from 2020	
			N° Students	%	N° Students	%	N° Students	% point	N° Students	%	N° Students	% point
			Mercer Primary	1 to 8	81	37	46%	47	58%	10	12%	69
Onewhero Area School	1 to 8	329	227	69%	247	75%	20	6%	280	85%	33	10%
Pokeno Primary	1 to 8	144	113	79%	117	81%	4	3%	122	85%	5	4%
Harrisville Primary	1 to 6	175	137	78%	142	81%	5	3%	149	85%	7	4%
Pukekawa Primary	1 to 6	110	97	88%	100	91%	3	3%	105	95%	5	4%
Te Kohanga Primary	1 to 6	34	15	44%	21	61%	6	17%	29	85%	8	24%
Tuakau Primary	1 to 6	224	116	52%	146	65%	30	13%	190	85%	44	20%
Tuakau College	7&8	160	99	62%	115	72%	16	10%	136	85%	21	13%
TOTAL		1257	841	67%	935	74%	94	7%	1080	86%	145	12%

NCEA LEVEL 2 SHIFTS INDIVIDUAL SCHOOLS	Year Level	Total Students 2017 Roll	Baseline 2017		Target 2020		Shift required from 2017		Target 2024		Shift required from 2020	
			N° Students	%	N° Students	%	N° Students	% point	N° Students	%	N° Students	% point
			Onewhero Area School	Y12	28	24	85%	25	91%	1	6%	27
Tuakau College	Y12	59	51	86%	54	91%	3	5%	58	98%	4	7%
TOTAL		87	75	86%	79	91%	4	5%	85	98%	6	7%

Meeting these challenges.....

These achievement challenges will be met through a Kaahui Ako theories for improvement and actions aligned with each schools strategic plan, annual plan and charter.

The goals set are for years 0-24 and for the learners of Te Puuaha o Waikato. These goals directly and indirectly affect the indicators and challenges in Reading, Writing, Maths and Level 2 NCEA. With each theory an improvement plan will be developed and implemented with an Across School person in charge of each theory and action area. This is the future work stream once this application is Ministry approved. The challenges to be improved need full consultation and discussions with the Kaahui Ako community and feedback and feed-forward will determine the approaches taken in the improvement plans. This will be done through:

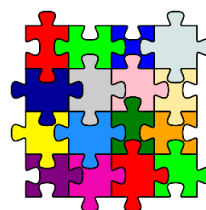
- ☞ Continued 'Super Staff Meetings' each year. These will be used to gather feedback, to meet and bring all staff up to speed on progress of the Kaahui Ako and to gather information about moving forward.
- ☞ Student voice. At present there is little student voice but as part of the theories for improvement and the inquiries that will be completed student voice and student agency will be underpinning these. They will both play a big part in the feedback from the learners Year 0-24.
- ☞ Community consultation and voice is also a key element to the improvement plans and the inquiry process. This will be completed as the plans are implemented. Bringing and

connecting experts from the community is essential to the success of community buy in beyond school.

- Throughout the document we have referred to Years 0-24. We have extended the inquiry and theories for improvement to include the pathways of the learners out of secondary school and into the various sectors they join when they leave school. The data collated from other MOE workstreams will be key and with the help from and use of destination data we can build a picture of the learners in our area Te Puuaha o Waikato.
- ECC will be included eventually. The challenge will be who attends because in the rapid growth areas there is a proliferation of ECC.

Timelines for Improvement.....

Date	Action	Comments
Mid Term 3 2018	This Application is approved by MOE	While application is being processed work will commence on appointing Across School Facilitators
End Term 3 2018	Across School Application Pack ready and appointments made	Across School in place for Term 4 2018. Training and Development around their roles is made with the Management Group and Lead Principal
Term 4 2018	Within School Application Pack ready	Across School meet with Within School to work on the Strategic Goals and to interrogate the data
Term 4 2018	Super Staff Meeting	Bring all schools up to speed on where we are at. Gather data and information on what could go into our improvement plans.
2019	Resource for 2019 are finalized with MOE and appears in Staffing entitlements	Adjust Within School around resourcing
Term 1 2019	Across School positions are functioning within schools	Where the cross schools are inducted and functioning as a unit.
Term 1 2019	Within School appointments are made by Boards	
Term 2 2019	Across School and Within School positions are aligned in each kura	Meeting times and how the kaahui ako roopu will work is finalised.
Term 2 2019	Improvement plans are drafted and aligned to each kura	Improvement plans are aligned to each schools strategic and annual plans by March 2019
Beg Term 3	Super Staff Meeting	Draft Improvement Plans are communicated to all kura teaching staff
	A community hui	Communicate and seek feedback on the draft improvement plans.
	Student Voice	Another data stream to be added to the draft improvement plans
End of Term 3	Improvement Plans are finalised and actioned	Actions are taken re: Improvement plans
2019 to 2020	Improvement Plans and Actions are implemented across the kaahui ako	Each school will align their kaahui ako goals with their school goals.
2021	Review the plans annually but an overview is carried out.	Positions tenure of Lead Principal and Across school are re-determined.
2021	New Improvement plans are in place	



Theories for Improvement

Goals and Actions for Teaching and Learning

Provide high quality teaching and learning that accelerates all learners Years 0-24 within the New Zealand Curriculum

Goal#1: Develop consistent transitions which are effective and sustainable.	
Review	Systems, processes and resources that support meaningful transition data gathering.
Analyse	Data from a review is analysed
Act	Take appropriate actions from the review
Monitor	The progress of all the learners post transition within individual schools and across our kaahui ako
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goal#2: To develop clarity for all learners about learner agency.	
Review	Systems, processes and resources that will develop clarity for teachers, learners and our community about learner agency.
Analyse	Data from a review is analysed
Act	Take appropriate actions from the review
Monitor	The impact of deliberate acts of teaching that promote learner agency within individual schools and across our kaahui ako.
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goal#3: Develop internal evaluation capabilities	
Review	Systems, processes and resources that supports effective internal evaluation capability
Analyse	Data from a review is analysed
Act	Take appropriate actions from the review
Monitor	Monitor the impact of internal evaluation capability within our kaahui ako and within individual schools.
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.



Goals and Actions for Cultural Responsive Communities

Develop culturally responsive communities through reciprocal relationships

Goal#1: Develop positive reciprocal relationships with tangata whenua and community within a Treaty of Waitangi context	
Review	Systems, processes, resources and existing relationships which support our communities currently.
Analyse	Data and personal voice from the review.
Act	<ul style="list-style-type: none"> • <i>Schools invest in local marae through trips, koha, time</i> • <i>Learner driven centred 'workshops' allow voice to be heard and shared.</i> • <i>Develop opportunities to share successful career stories and mentorship from positive community role models.</i> • <i>Re-establish a working relationship with Waikato-Tainui re: Waikato-Tainui Education Strategy 2050</i> • <i>Share Kaahui Ako Goals and Action Plan with Waikato-Tainui</i>
Monitor	Monitor the effect of our actions within individual schools and across the Kaahui Ako. Monitor the effect of our actions across stakeholders
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goal#2: Build and support consistent and effective teaching practices that are culturally responsive	
Review	Systems, processes, resources which currently support our teachers
Analyse	Data and personal voice from the review.
Act	<ul style="list-style-type: none"> • <i>Apply for PLD for individual schools and/or across the Kaahui Ako to support staff with culturally responsive pedagogy.</i> • <i>Moderate effectiveness of unit planning and cultural activities across the Kaahui Ako schools.</i> • <i>Use examples of schools across New Zealand who show best practice in being culturally responsive within their teaching.</i>
Monitor	Monitor the effect of our actions within individual schools and across the Kaahui Ako. Monitor the effect of our actions across stakeholders
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goal#3	
Focus on developing tikanga and Te Reo for learners, whaanau and staff in te reo Waikato, Tainui dialect.	
Review	Systems, processes, resources which currently support our teachers
Analyse	Data and personal voice from the review.
Act	<ul style="list-style-type: none"> • <i>Kaahui Ako schools to consider a language pathway to develop progression between schools (years 1-8 and beyond).</i> • <i>Sharing our local Te Reo resources to raise Te Reo capability</i> • <i>Normalise Te Reo within school/home communication (Newsletters / Facebook) and reporting.</i>
Monitor	Monitor the effect of our actions within individual schools and across the Kaahui Ako. Monitor the effect of our actions across stakeholders
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goals and Actions for Wellbeing



To provide a framework to empower all learners to make positive decisions about wellbeing.

Goal#1: Develop clarity for learners about wellbeing.	
Review	Systems, processes and resources that supports clarity about wellbeing
Analyse	Data from a review is analysed
Act	<ul style="list-style-type: none"> • <i>Take appropriate actions from the review</i> • <i>Undertaking a Wellbeing @ school survey for Teachers, Learners, Whanau and community</i> • <i>NZCER survey with set amount of questions: 10 from each section</i> • <i>School principals/management assigning in school time for a survey to be completed by all learners 0-18 years in ECE, Primary Secondary and tertiary schools associated with the kaahui ako.</i>
Monitor	Monitor the impact of the wellbeing plan on all learners across the kaahui ako
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Goal#2: Build and support consistent and effective practices that promotes wellbeing.	
Review	Systems, processes and resources that supports developing tikanga and Te Reo across the kaahui ako
Analyse	Data from a review is analysed
Act	<ul style="list-style-type: none"> • <i>data from the review to build a plan that will build and support consistent and effective practices that promotes wellbeing which could include:</i> <ul style="list-style-type: none"> ○ <i>Identifying existing strengths within our kaahui ako</i> ○ <i>Identifying the trends and resources to assist engagement</i> ○ <i>Sharing the data results with our stakeholders as an engagement tool</i> ○ <i>Alignment of systems and services across our kaahui ako</i> • <i>Putting in a joint applications for funding and agency support</i>
Monitor	Monitor the impact of building consistent effective practices that promotes wellbeing
Share	Share the findings with relevant parties/stakeholders about our progress towards our goals and the impact of our actions taken. Allow for feedback and feedforward from stakeholders.

Monitoring and Evaluation

Monitoring and tracking progress is a key element in any improvement plan. Setting targets and putting in place a plan to reach these targets is essential in the monitoring and inquiry process. Monitoring and evaluation enables our Kaahui Ako to track the progress and impact of improvement actions.

We are clear as to what we are aiming to achieve. Any strategies and adjustments to the plans are negotiated collaboratively amongst Principals and the staff of all schools. Further consultation may need to occur for the change to occur.

A monitoring and tracking team will be implemented and be in place to collect, manipulate and interrogate the data as it comes on stream through the improvement plans. This data will be presented regularly to all kura and at subsequent super staff meetings. One of the first roles of this team is to align assessment systems, practices, processes and provide tools across the Kaahui Ako.

All members of the Kaahui Ako will have access to assessment and evaluation leadership and the opportunity to further develop data literacy and technical evaluation expertise to help use the appropriate tools and methods.

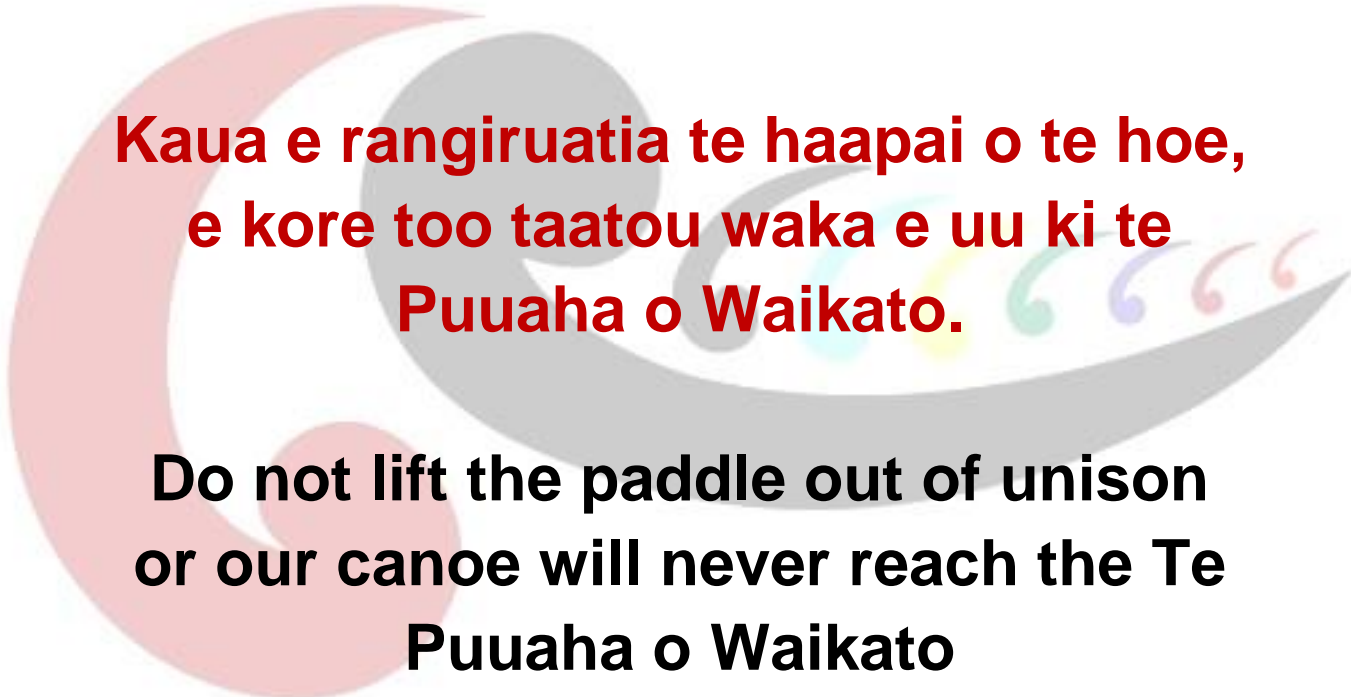
Evaluation of the success of the plan is reaching or surpassing the targets set. Reviewing the data and processes enable the goals to be realigned. The Lead Principal will work with the Across School leaders and build an effective model for evaluation based on evidence of good practice in other Kaahui Ako.

Evaluation will focus on Beginning and end of year data about student achievement with a focus on whether the targets have been reached or not. Emerging evidence in changes in pedagogy and school practice and culture will be taken into account. And the use of teacher, student and community voice is the third dimension.

Each year a Board of Trustees report will be written highlighting the inquiry process that has been undertaken and the findings thus far. It will be like an Analysis of Variance document. This report will be the document for kura to adjust their strategic, annual plans accordingly. Although an overall picture will be reached, each individual will be given a picture it can use effectively to support the Kaahui Ako and the road to improvement of all the learners.

One key aspect is that monitoring, and evaluation data will always go back to the Kaahui Ako learners and community for feedback and feed-forward. Our Kaahui Ako works from the ground up not the top down. The only way the waka is going to continue to make progress is by all the paddlers being communicated to regularly, using their feedback and putting pressure on them to perform, keeping them in unison so the team makes the difference and ensuring we keep an eye on everyone and evaluate how we can perform better.

Whakatauki Mutunga



**Kaua e rangiruatia te haapai o te hoe,
e kore too taatou waka e uu ki te
Puuaha o Waikato.**

**Do not lift the paddle out of unison
or our canoe will never reach the Te
Puuaha o Waikato**