



Tokomairiro Kāhui Ako

Community of Learning

Achievement Challenges 2020-2022

Table of Contents

Page 3 - Introduction

- Our Purpose
- Our Shared Vision
- Our Logo

Page 4 - Our Community

- Our Community Profile
- Collaborating as a Kahui Ako

Page 5 - Our Journey

- Our Whakapūmau (beginnings)
- Our Structure
- Highlights and Successes (2017-2019)

Page 6-9 - Our Kura and ECEs

- Kura and ECE Rolls as at 1 July 2019
- Kura and ECE Profiles

Page 10 - Working Together

- Guidelines
- Collaboration Continuum

Page 11 - What is Important For Us?

- Shared Values
- Collaborating with our Wider Community
- Effective Transition
- Key Approaches

Page 12 - Our Wellbeing Framework

- Our Wellbeing Framework Explained

Page 13 - Achievement Challenge Outcomes

- Our Achievement Challenges 2017-2019 (in summary)
- Barriers We Encountered During 2017-2019

Page 14 - Our Revised Achievement Challenges

- Our Revised Achievement Challenges for 2020-2022 and why they are important to our Kāhui Ako

Page 15 - Achievement Challenge (AC) Targets

- Our Targets and Expected Outcomes for 2020-2022

Page 16 - AC1: Teacher Efficacy - Ko ta kaiako kokiri ako

- Goal, target, action plan, and evidence

Page 17 - AC2: Belonging - Turangawaewae

- Goal, target, action plan, and evidence

Page 18 - AC3: Learner Agency - Mana mo tu hake

- Goal, target, action plan, and evidence

Page 19-21 - Appendixes

- Appendix 1: Monitoring, Evaluating and Reporting
- Appendix 2: The Structure of our Kahui Ako
- Appendix 3: Achievement Challenge Summary 2017-2019

Introduction

Our Purpose

Every learner reaching their full potential.

The purpose of the Tokomairiro Kahui Ako is for our learners to achieve their full potential throughout their entire educational pathway, as they progress through our Early Learning Centres and Primary Schools and then transition at Year 7 into their secondary schooling years. It is through focusing on well being and collaboration that we will be able to support our learners in achieving our purpose.

Our Shared Vision

Our vision has been created through our wish to have a shared aspiration for the learners of our local community. Collaboration of the five schools and the five early childhood centres has resulted in the development of the following vision:

Through collaboration we are all stronger

This vision is supported by the following Whakatauki that has inspired and directed our Kahui Ako.

Whakatauki

*Ki to kohahi te Kākaho ka whati,
ki te kāpuia, e kore e whati.*

*When reeds stand alone, they are vulnerable,
but bound together they are unbreakable.*



Our Logo

Our logo was created in 2019 based on the traditional Māori history of our area. It shows the hills and swamps of the Tokomairiro district. It incorporates the raupo reeds that were bound together to make mokihi (reed boats) that were poled through the swamps. This represents the concept of being bound together as we nurture the wellbeing of our learning community on the journey to reach their full potential.

Our Community

Our Community Profile

The Tokomairiro Kāhui Ako is set in the Clutha District. It consists of five early childhood centres, three contributing primary schools, one of which is a Catholic school, a Year 7-13 secondary school based in Milton, a contributing primary school in Waitahuna and an early childhood centre in Lawrence. There is a traditional pathway with most learners progressing through to Tokomairiro High School from their contributing primary schools. The schools vary from rural to semi rural to urban.

Parents and whānau want their children to achieve. They have high expectations of the education community to support all rangatahi in achieving their aspirations.

Tokomairiro District has a strong history of preschoolers accessing Early Childhood Education. As a Kāhui Ako we will maintain and strengthen existing well established links with our Early Childhood Education networks.

As a group we have a long history of collaboration between schools and centres within the wider Clutha district. This will continue to be achieved by enhancing effective teaching practice, further developing digital learning and creating strong connections between learners, whānau, schools, centres and the wider community.



Collaborating as a Kāhui Ako

We believe that by collaborating and working together we can achieve more for our learners than any one person or school/centre could achieve by themselves. Benefits include:

- Greater achievement outcomes for our learners, particularly for our priority learners
- Increased learner engagement and motivation
- Effective teacher practice shared across our Kāhui Ako
- Targeted professional development
- Learners benefited by a seamless educational experience
- Clear, consistent and seamless educational pathways established, both within and between centres and schools
- Stronger connections and engagement with whānau
- Sustained performance

Our Journey

Our Whakapūmau (beginnings)

Our schools were initially included in the formation of the Big River Kāhui Ako during 2015-2016. We were advised mid 2016 that the Tokomairiro community of schools and ECEs was large enough to form its own Kāhui Ako. The Tokomairiro Kāhui Ako was endorsed by the Ministry of Education in September 2016 and we withdrew from the Big River Kāhui Ako. We appointed our first Lead Principal in March 2017 and re-appointed this same Lead Principal in March 2019.

Our Structure

Stewardship Group: Has governance responsibility for the Kāhui Ako. It is comprised of one representative from each of the five schools and a representative from Early Childhood.

Leadership Group: Has management responsibility for the Kāhui Ako by supporting the Lead Principal, Across School Teachers, and Within School Teacher. It is comprised of the principals from each of the five schools and a leader from each Early Childhood organisation.

Kāhui Ako Leadership Roles: The Kāhui Ako Leaders engage with Kāhui Ako principals, teachers, and other key stakeholders to move the Kāhui Ako forward and act as a champion for the Kāhui Ako, bring together diverse groups of people, and achieve our strategic direction. They include the Lead Principal, appointed support Principals, Across School Teachers, and Within School Teacher.

(refer to Appendix 2 for more information)

Highlights and Successes (2017-2019)

The following are highlights and successes that the Tokomairiro Kāhui Ako has experienced since 2017:

- Worked with Liz Stevenson (CORE Education) in her role as our Expert Partner from 2017-2018. The focus was on building strong relationships across our Kāhui Ako.
- Established Collaborative Inquiry Pods (originally known as Research Pods) to achieve cross sector and setting collaboration and relationship building. Our teachers identified the building of relationships with their colleagues in other settings a major highlight for them. Liz Stevenson wrote an article on our work in this area: [The Ties That Bind](#).
- During 2018-2019 we worked with Gabrielle Wall, a Change Manager, on reviewing and evaluating our progress to date. From this robust evaluation we developed our Wellbeing Framework and changed the direction for our next set of achievement challenges.
- Our Kāhui Ako was an early adopter of implementing a Learning Support Model. Our model and new approach to Learning Support resulted in improved outcomes for both our learners and teachers.
- The Tokomairiro Kāhui Ako have been included in the first tranche of Learning Support Coordinators (LSC). Our new LSC will continue with the work of our Learning Support model.
- Mathematics focus during 2017 with an external facilitator (Marilyn Holmes - University of Otago College of Education).
- Writing focus during 2018-2019 with external PLD providers (Vision Education - Alison Davis and Jude Parkes).

Our Kura

Tokomairiro Kāhui Ako (ID No: 99179) Kura	July 2019 Roll	Māori	Pasifika	Asian	NZ European	Other	Male	Female
Tokomairiro High School School ID: 392	235	48 20%	4 2%	0 0%	173 74%	10 4%	126 54%	109 46%
Milton Primary School School ID: 3772	156	39 25%	3 2%	1 0.5%	110 70.5%	3 2%	93 60%	63 40%
St Mary's School (Milton) School ID: 3831	77	16 21%	0 0%	5 6.5%	51 66%	5 6.5%	42 55%	35 45%
Tokoiti School School ID: 3845	32	8 25%	0 0%	0 0%	18 56%	6 19%	17 53%	15 47%
Waitahuna School School ID: 3855	23	6 26%	1 4%	0 0%	16 70%	0 0%	13 57%	10 43%
Totals for Kāhui Ako:	523	117 22%	8 2%	6 1%	368 70%	24 5%	291 50%	232 50%

Kura Profiles



Tokomairiro High School

Mission Statement: Working together to inspire excellence in education, in character, and in life.

Philosophy: At Tokomairiro High School there is a strong sense of belonging and community. Positive, respectful relationships flourish and students are welcomed, valued and encouraged to strive for personal excellence.

Values: The “Tokomairiro Way”: Respect, Responsible, Excellence

Website: www.tokohigh.school.nz

Kura Profiles



Milton School

Vision: At Milton School we develop confident, well-rounded, active learners who will be respectful and responsible citizens.

Values: Respect, Responsibility, Confidence, Teamwork

Website: www.milton.school.nz



St Mary's School (Milton)

Mission Statement: The school's aim is the supply within a Catholic environment, opportunities where children receive an education that enables them to develop fully.

Vision: *We are a learning community within a Catholic environment, where children learn to be true to God, to others and to themselves.*

We are a safe, forward thinking School Family, aiming to prepare our children for a rapidly changing world, where every child is inspired to learn and excel in a holistic manner.

We empower our children so that they will have success for today and be prepared for tomorrow.

Values: Acceptance, Commitment, Holistic Development, Relationships, Integrity, Community Involvement

Website: www.saint-marys.school.nz



Tokoiti School

Mission Statement: Our future is as good as the path we lead our students on.

Goal: To empower our children for lifelong learning through a happy, safe supportive, whānau orientated learning environment.

Values: Trust - *Whakawhirinaki*, Responsibility - *Haepapa*, Excellence - *Hiranga*, Kinship - *Whānaungatanga*, Kindness - *Manaakitanga*, Environment - *Taiao*, Respect - *Whakaute*, Self Control - *Kia Tau*

Website: www.tokoiti.school.nz



Waitahuna School

Mission Statement: If we stand together, we can support each other. We may be a small school but we will be strong.

Values: Successful, Confident, Life-long Learners

Website: waitahunaschool.blogspot.com

Our ECEs

Tokomairiro Kāhui Ako (ID No: 99179) ECEs	July 2019 Roll	Māori	Pasifika	Asian	NZ European	Other	Male	Female
Goldfields Kindergarten ECE ID: 80014	39	14 36%	0 0%	0 0%	23 59%	2 5%	22 56%	17 44%
Milton Kindergarten ECE ID: 5633	33	8 24%	0 0%	1 3%	21 64%	3 9%	11 33%	22 67%
Milton Little Citizens ECE ID: 47565	18	3 16%	0 0%	0 0%	15 84%	0 0%	7 39%	11 61%
TELC - Johnson Street ECE ID: 83044	55	6 11%	1 2%	0 0%	48 87%	0 0%	33 60%	22 40%
TELC - Spenser Street ECE ID: 45648	38	10 26%	0 0%	0 0%	28 74%	0 0%	20 53%	18 47%
Totals for Kāhui Ako:	183	41 22%	1 0.5%	1 0.5%	135 74%	5 3%	93 51%	90 49%

ECE Profiles



Goldfields Kindergarten - Lawrence (South Otago Kindergartens)

Vision: Our vision is that children leaving Goldfields kindergarten have acquired knowledge that learning is fun. "*Tirohia kia marama; Whawhangia kia rangona te ha*" Observe to gain enlightenment; Participate to feel the essence.

Goal: To ensure children are supported to develop independence, respect, empathy, self help skills, the ability to cope with change and to take responsibility; to develop the confidence to be inquisitive, to investigate, experiment and give it a go. We are committed to ensure children are competent in their ability to communicate their ideas, feelings and understandings.

Beliefs: We believe in the importance of whanaungatanga (this includes respectful relationships between all our community stakeholders) as being the driving force behind the learning for children in our centre, in accordance with our curriculum document Te Whāriki.

Website: <http://www.sokindergartens.org.nz/goldfields-lawrence.html>

ECE Profiles



Milton Kindergarten (South Otago Kindergartens)

Beliefs: We believe it is important to work alongside families/Whanau as we provide high quality education that supports children's passions, interests and establishes a desire for lifelong learning.

Programme: Includes a balance of structured and free play opportunities, where children socialise and work in small and large groups.

Website: <http://www.sokindergartens.org.nz/milton.html>



Milton Little Citizens
Early Learning Centre

Milton Little Citizens

Mission Statement: Provides preschool children in Milton with outstanding early childhood education - making a difference that prepares children for school and beyond.

Beliefs: We believe every child deserves the best possible start.

Website: www.littlecitizens.co.nz



TELC (Tokomairiro Early Learning Centre): Johnson Street

TELC (Tokomairiro Early Learning Centre): Spenser Street

Mission Statement: To offer a high quality early childhood service where each child is offered the opportunity to reach their full potential and have fun in our supportive learning environment. To offer a community based service that assists our families and whānau in developing a sense of belonging, and the security that their children will be safe, well cared for and stimulated with a variety of meaningful learning experiences by our passionate teaching teams.

Values: Emotionally satisfied children - Mixed aged setting - Integrated curriculum - Children being leaders - Respectful care - Strong relationships with whānau and community - Encouraging active imaginations

Vision: To be high quality ECE centres, taking pride in being a professional learning community that is innovative and continually growing their capacity to strengthen teaching and learning practices.

Working Together

We will be guided in all interactions by our Memorandum of Agreement and Code of Conduct. Key points include:

- **High trust relationships:** Operating with a high level of trust and respect within our Kāhui Ako
- **Confidentiality:** All data and information shared will adhere to our Privacy Protocol
- **Commitment:** To collaborating, sharing, valuing others, cultural responsiveness and honouring responsibilities across our Kāhui Ako
- **Consultation, evidence, and communication:** All decisions and initiatives based on learners being first and at the heart of our work
- **Dispute or a breakdown in communication:** Participants agree to follow our disputes resolution process:

Collaboration Continuum

Learners, Teachers, and leaders will display the indicators from the previous stage/s as well as the ones for the stage they are at:

Kahui Ako Role	Work Together - Cooperation	Coordination - Coalition	Collaboration
Learners	Receives communications and correspondence from the Kāhui Ako.	Receives communications and correspondence from the Kāhui Ako and shares this with caregivers. Attends interschool events and activities.	Suggests or initiates opportunities for collaboration with other schools and learners.
Teachers	Receives communications and correspondence from the Kāhui Ako and other schools. Attends some Kāhui Ako wide events they are invited to.	Engages in Kāhui Ako communications (replying and/or providing feedback or input). Attends most KāhuiAko wide events they are invited to. Contributes/participates in Kāhui Ako events they attend.	Contributes to the Kāhui Ako outside of meetings/events such as completing surveys, completing work, providing data etc.
Leaders	Receives and distributes Kāhui Ako communications and correspondence. Attends some Kāhui Ako-wide events. Attends some Kāhui Ako meetings. Provides time and support for teachers to participate in Kāhui Ako events and work streams. Identify workstreams of value and relevance for your school	Engages in and distributes Kāhui Ako communications (replying and providing feedback). Attends most relevant Kāhui Ako wide events. Assists in the planning and running of some Kāhui Ako wide events Attends most Kāhui ako meetings and contributes. Supports Kāhui Ako data collection processes Engages in communication with leaders of other schools in the Kāhui Ako	Attends most Kāhui Ako wide events. Contributes to Kāhui Ako meeting agendas. Actively provides data and information to the Kāhui Ako. Suggests or initiates opportunities for collaboration with other schools.

What is Important for Us?

Shared Values

Our shared values are the important qualities we aim to show in the ways we go about our work, and the relationships with others in our community. These were identified across our schools and early childhood centres and include:

- Confidence - māia
- Respect - manāki
- Responsibility - tūtika

Collaborating With Our Wider Community

We will consult and work with our schools, parents and whānau, iwi and wider school community to develop a plan for next steps. All stakeholders will be kept informed of our progress.

Effective Transition

Effective transition processes will support our learners along their learning pathways through:

- Engaging in collaborative inquiry
- Building shared understandings about pedagogy
- Improving knowledge across our community of learning
- Building partnerships with parents and whānau
- Developing innovative practices

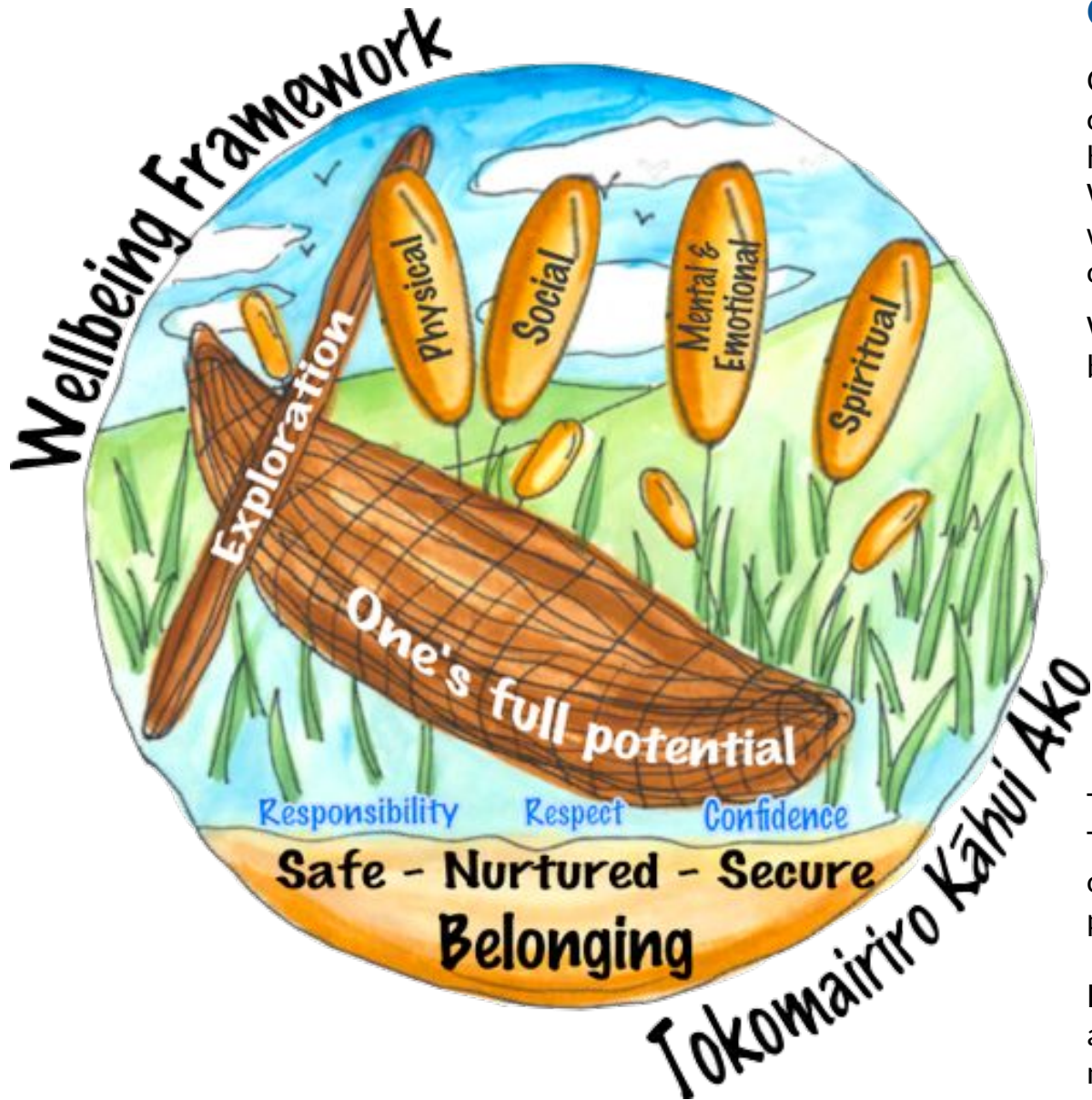


Key Approaches

We have some key approaches underpinning our collaborative achievement challenges and targets. It is our intention that these approaches will be evident in the work carried out across our Kāhui Ako and will lead us to achieving our identified achievement challenges and targets:

- **Collaborative inquiry mindset to build teachers' individual and collective capacity to meet the needs of every learner:** Deepening teacher knowledge and strengthening teacher practice; applying adaptive expertise; and using evidence to support the needs of diverse learners
- **Culturally responsive pedagogies and practice:** Developing competence in Te Reo Māori, recognising and reflecting identity, language and culture and strengthening the bicultural confidence and competence of staff, learners, and community
- **Strengthened educational pathways and effective transition systems and practices:** Using achievement progressions to enhance learner achievement and engagement
- **Active learners who have agency:** Engaging and connecting with learners, to ensure they experience future focused, authentic learning experiences, that resonate across their learning pathways
- **Powerful whānau connections, engagement, and involvement:** Engaging and collaborating with learners, their whānau and the wider community about learning pathways

Our Wellbeing Framework



Our Wellbeing Framework Explained

Our Wellbeing Framework was created in 2019 after consultation across our Kāhui Ako. The feedback we received had strong connections to the NZ Curriculum Health and PE Wellbeing model. However, instead of using the fixed image of a whare, we have created a flexible image that represents us and our journey.

We have used reeds to portray the dimensions of wellbeing as bound together they are stronger:

- Physical Wellbeing
 - Self Care
- Social Wellbeing
 - Connected, Inclusion, Contribution, Relationships
- Mental and Emotional Wellbeing
 - Resilience, Empathy, Perseverance, Resourcefulness, Academic, Communicating, Coherent Thinking
- Spiritual Wellbeing
 - Cultural Identity, Self Awareness, Environment

The Mōkihi illustrates the historical importance of the Tokomairiro district to the Māori people. It represents our goal of all learners reaching their 'full potential'. The 'exploration' pole will help our learners on their journey.

For our learners' journey to be successful, it must first start from a sound foundation of belonging, knowing that they are safe, nurtured, and secured. Our Mōkihi 'floats' on our shared values of responsibility, respect, and confidence.

Achievement Challenge Outcomes

Our Achievement Challenges 2017-2019

Goal A: Writing (Primary and Secondary)

- A.1: Maori Achievement in Writing
- A.2: Boys Achievement in Writing
- A.3: Year 9-10 Writing at Expected Level

Goal B: Mathematics (Primary and Secondary)

- B.1: Maori Achievement in Writing
- B.2: All Learners Achievement in Mathematics
- B.3: Year 9-10 Mathematics

Goal C: NCEA (Secondary)

- C.1: NCEA Maori Learner Achievement
- C.2: Level 2 Endorsement
- C.3: School Leavers Achieving NCEA Level 2

Our main work streams that were implemented to achieve these targets included:

- Focusing on our Key Approaches
- External Expertise and PLD
- Collaborative Inquiry Pods - Internal Expertise
- Learning Support Model

Despite our focus and hard work we were not successful in achieving our aspirational targets. We have undertaken a formal review of our original achievement challenges and used this opportunity to reflect on the barriers that resulted in us not achieving our targets.

(refer to Appendix 3 for more information on the evaluation of our 2017-2019 targets)

Barriers We Encountered During 2017-2019

- Life outside of school impacted negatively on learning for some of our learners. Research shows that learners need to have their physical, social, emotional, and spiritual needs met in order for them to achieve academic success.
 - Next Steps: Focus on learner wellbeing and developing a strong sense of belonging; developing learner agency.
- Low oral language skills were evident across our Kāhui Ako and this impacted on our learners in many ways. Effective use of oral language is critical for learners' social, emotional and academic wellbeing.
 - Next Steps: Oral Language PLD (strengthen cultural voice, communication skills, and literacy achievement).
- Many teachers experienced a sense of being overwhelmed by not only a work-life balance but by a lack of self belief in their ability to be able to provide what their learners needed in order to achieve success.
 - Next Steps: Focus on developing teacher efficacy so that teachers develop a self-belief in their ability to inspire growth and change in themselves and others.
- We observed that many of our learners did not have a strong sense of cultural identity and positive sense of belonging to our community.
 - Next Steps: Strengthen identity, whānau engagement, community connections; and coherent pathways

Our focus for the next three years needs to be on well being - for the learner, teacher, and community. As a Kāhui Ako we need to consider, promote, balance, and respond to all aspects of the learner, including their physical, social, emotional, academic and spiritual needs.

Our Revised Achievement Challenges

Our Revised Achievement Challenges for 2020-2022 and why they are Important to our Kāhui Ako

Teacher Efficacy – *Ko ta kaiako kokiri*

Teacher efficacy refers to the confidence and sense of personal agency that teachers hold about their ability to influence student learning; it is a key motivational belief that influences teachers' professional behaviours and student learning outcomes (Bandura, 1993; Klassen, Tze, Betts and Gordon, 2011). Research shows that the effort teachers invest in teaching, the goals they set, their persistence when faced with learners who are challenging with their learning or behaviour needs are related to teacher efficacy. According to the Visible Learning research (Hattie, 2016), collective teacher efficacy is the number one factor influencing learner achievement with an effect size of 1.57. Hattie (2016) notes that by increasing the effectiveness of all teachers there will be a marked overall increase in learner achievement.

- Harnessing the power of collective experience and knowledge
- Strengthen coaching and mentoring skills
- Grow teacher capability skills (time management, inquiry, etc)

Learner Agency – *Mana mo tu hake*

Learner agency is embedded in The NZ Curriculum key competencies. Learners have a sense of agency when they feel in control of things that happen around them, when they feel that they can influence events. This is an important sense for learners to develop. They need to be active participants in their learning (TKI). "One way of thinking of learner agency is when learners have the 'power to act'. When learners move from being passive recipients to being much more active in the learning process, and actively involved in the decisions about the learning, then they have greater agency" (Derek Wenmoth, CORE).

- Local curriculum: authentic contexts, local environment and resources, rich learning experiences, tuakana teina
- Grow learner capability and future focused skills (resilience, perseverance, growth mindset)
- Develop confident voice through oral language



Belonging – *Turangawaewae*

Our learners need to know they belong and have a sense of connection to others and the environment. "Children learn and develop best when their culture, knowledge and community are affirmed and when people in their lives help them to make connections across settings." Te Whāriki p20. Learners are more likely to belong if they regularly see their own culture, language and worldviews valued in educational settings.

- Affirmation of identity, language and culture
- Parents and whanau engaged in their child's learning
- Personalised pathways to school and kura
- A curriculum that is inclusive and accessible to all, including Place-Based Education (environment, local history)

Achievement Challenge Targets

Our Targets and Expected Outcomes for 2020-2022

Overarching Targets

We believe that children need to be successful in developing strong literacy skills to enable them to access the wider curriculum and as James Britton (1983) so eloquently put it, "Reading and writing float on a sea of talk."

Our focus on Oral Language will result in a lift in the achievement of both reading and writing for our learners.

All Year 1-8 learners who have yet to reach their expected levels of achievement in reading and writing will make accelerated progress.

End of 2019 Year 1-8 Achievement Data (percentage of learners achieving at or above New Zealand curriculum expectation):

Reading:

- All learners: 80% (251/315)
- Māori learners: 74% (55/74)
- Boys: 76% (139/184)

Writing:

- All learners: 69% (216/315)
- Māori learners: 57% (42/74)
- Boys: 62% (114/184)

Individual Achievement Challenge Goals

Teacher Efficacy – *Ko ta kaiako kokiri*

Target: To improve teachers belief in their own ability to positively affect learners by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).

Belonging – *Turangawaewae*

Target: To strengthen learners' sense of belonging by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).

Learner Agency – *Mana mo tu hake*

Target: To strengthen learner agency by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).



Teacher Efficacy – *Ko ta kaiako kokiri ako*

Goal: That teachers strengthen their self-belief that they have the ability to inspire positive growth and change in themselves and others.

Target: To improve teachers belief in their own ability to positively affect learners by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).

Teacher Efficacy Measurement Tools and Evidence:

- Agreed Kāhui Ako-wide Wellbeing Survey for Teachers (combining Wellbeing and Inclusive Practice Tools)
- Collection of voice - both teacher and learner
- Increase in Year 1-8 learner reading and writing achievement data (compared to end of 2019)

Critical Success Factors <i>Improvement in these areas will make the most impact...</i>	First Step Actions (start of 2020) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Mid Term Actions (start of 2021) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Success Indicators (end of 2021) <i>How we will know that we have made an impact...</i>
Teachers and leaders as authentic inquirers: <ul style="list-style-type: none"> • Mentoring and coaching for teachers and leaders • Develop mentoring and coaching in leaders 	<ul style="list-style-type: none"> • Mentoring and coaching provided (CORE PLD) to support Collaborative Inquiry Pods • PLD to build mentoring and coaching skills in middle leaders and teachers (CORE PLD) 	<ul style="list-style-type: none"> • Evaluation of inquiry systems and processes across Kahui Ako to ensure authentic inquiries are being supported • Middle leaders carry out mentoring of Collaborative Inquiry Pods (with support from CORE PLD) 	<ul style="list-style-type: none"> • Teachers will be self motivated to authenticity inquire into their practice and take action, with a lense of improving outcomes for learners • Middle leaders are able to effectively coach and mentor teachers without external support
Developing strong teacher and leaders capabilities: <ul style="list-style-type: none"> • Strong teachers through well being focus to inspire growth in self • Best teacher practice across the sectors that inspire growth learners and colleagues 	<ul style="list-style-type: none"> • Develop an understanding of what work life balance looks like in each sector and strengthen the skills and capabilities to achieve this (time management, effective processes etc) • Create shared indicators (draft matrix) about conditions that build a successful culture of teaching and learning (visiting best practice, PLD, sharing internal expertise) 	<ul style="list-style-type: none"> • Collect teacher and leader voice regarding progress on their work life balance in order to establish further focus areas • Consult with teachers, leaders and students regarding the conditions and culture of teaching and learning in their setting to establish further focus areas and review the draft matrix 	<ul style="list-style-type: none"> • Teachers and leaders are supported to have a strong sense of work life balance (efficient time management through working collaboratively, use of mates agreements etc) • Teachers and leaders are using the Successful Culture of Teaching and Learning Matrix (final draft) to reflect on and strengthen their teacher capabilities and practice
Teachers and leaders making decisions based on evidence: <ul style="list-style-type: none"> • Effective use of data and evidence • Strong oral language teaching and learning practices 	<ul style="list-style-type: none"> • Evaluate existing use of data and evidence and its impact to inform decision making (e.g. interventions, learners use of data) and strengthen based on best practice • Teachers develop understanding of the impact of strong oral language practices on the outcomes of priority learners (PLD) 	<ul style="list-style-type: none"> • Integrate new data and evidence systems across Kahui Ako with a focus on implementing effective interventions (increase in staff capability and belief in improving success for priority learners) • Monitor oral language integration across the curriculum to ensure strong practices are embedded 	<ul style="list-style-type: none"> • Decision making is informed by quality data and evidence and based on belief of being able to improve success for all learners. Learners use their results to identify next steps • Teaching and learning programmes are underpinned by strong oral language practices

Belonging – Turangawaewae

Goal: That learners will be confident in their identity and culture, know that they belong, and have a sense of connection to others.

Target: To strengthen learners' sense of belonging by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).

Belonging Measurement Tools and Evidence:

- Agreed Kāhui Ako-wide Wellbeing Survey for Learners and Teachers (combining Wellbeing and Inclusive Practice Tools)
- Collection of voice - learner and whānau
- Observations
- Learner demographics (attendance, engagement, behaviour data over time)
- Increase in Year 1-8 learner reading and writing achievement data (compared to end of 2019)

Critical Success Factors <i>Improvement in these areas will make the most impact...</i>	First Step Actions (start of 2020) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Mid Term Actions (start of 2021) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Success Indicators (end of 2021) <i>How we will know that we have made an impact...</i>
Sense of connection to community: <ul style="list-style-type: none"> • Understand local community identity • Learners as capable and culturally responsive citizens 	<ul style="list-style-type: none"> • Develop a cultural narrative for our Kāhui Ako • Teach skills that enable our learners to be capable citizens who are culturally responsive, so they can participate in wider community events 	<ul style="list-style-type: none"> • Develop local Curriculum to reflect our community's collective identity and cultural narrative (e.g. shared understanding of local history, addressing unconscious bias etc) • Develop reciprocal relationships with community groups and set up Kāhui Ako groups e.g. choir 	<ul style="list-style-type: none"> • Learners and staff are able to tell the story of our community and its history • Learners and staff are actively involved in events and groups within the community and have a sense of belonging to the wider community
Affirmation of Cultural Identity (identity, language and culture): <ul style="list-style-type: none"> • School and centre cultural systems and processes • Learners have a 'Confident Cultural Voice' for self 	<ul style="list-style-type: none"> • Schools reflect on their own systems to acknowledge and value cultural diversity and different perspectives • Learners develop a confident voice for their own cultural identity i.e. gender and cultural equality and respect (Oral Language PLD) 	<ul style="list-style-type: none"> • Schools will visit local marae and places of cultural significance • Develop a Hauora Learner Committee (within and across school) who work with staff to develop practices in all schools that are cultural and gender specific and age appropriate 	<ul style="list-style-type: none"> • Staff have knowledge and experiences of Tikanga Māori practices and these are reflected in school systems • Hauora Committee operates in a sustainable manner to encourage and support learners and staff to be confident in their own identity
Transition - Personalised pathways between educational sectors and within schools; <ul style="list-style-type: none"> • School and centre transition systems and processes • Whānau engagement in their child's learning 	<ul style="list-style-type: none"> • Review existing transitions processes and research best practice in order to create shared indicators (draft matrix) about conditions that build successful transitions within and across centres • Consult with whānau and teachers about effective engagement of whānau in their child's learning and act on this 	<ul style="list-style-type: none"> • Collect teacher, learner and whānau voice regarding the experiences and successes of transitions (within and across centres/schools) to establish further focus areas and to review the draft matrix • Review changes in whānau engagement and develop a resource of strategies to engage learners and whānau in their learning 	<ul style="list-style-type: none"> • Teachers and leaders use the Successful Transitions Matrix to reflect on and strengthen learners' transitions • Whānau actively engaged and have an understanding of their child's learning, and children are knowledgeable and enthusiastic about sharing their learning

Learner Agency – Mana mo tu hake

Goal: That learners are confident and active partners in developing their own learning journey.

Target: To strengthen learner agency by at least 10% by end of 2022 (as per Kāhui Ako Wellbeing Survey).

Learner Agency Measurement Tools and Evidence:

- Agreed Kāhui Ako-wide Wellbeing Survey for Learners and Teachers (combining Wellbeing and Inclusive Practice Tools)
- Collection of voice - learner and teacher
- Learner demographics (attendance, engagement, behaviour data over time)
- Learning opportunities will reflect agency of learners
- Increase in Year 1-8 learner reading and writing achievement data (compared to end of 2019)

Critical Success Factors <i>Improvement in these areas will make the most impact...</i>	First Step Actions (start of 2020) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Mid Term Actions (start of 2021) <i>What we will inquire into, explore, and trial to achieve our goal ...</i>	Success Indicators (end of 2021) <i>How we will know that we have made an impact...</i>
Children and young people having the power to be active partners in their learning: <ul style="list-style-type: none"> ● Authentic learning; teacher belief and practices ● DT Curriculum 	<ul style="list-style-type: none"> ● Shifting the ownership of learning from teachers to learners; including authentic learning contexts and change in teacher belief and practices ● DT Curriculum implementation with a lense on how teachers can give learners to have agency (DTHM PLD) 	<ul style="list-style-type: none"> ● Monitor teacher ownership of learning practices and systems; develop a matrix of learner agency for teachers to use to identify next steps; integrating authentic learning contexts across curriculum ● Consult with teachers on implementation of DT curriculum and identify areas requiring development 	<ul style="list-style-type: none"> ● Learners will see themselves as owners of their learning and see authenticity in the learning contexts provided ● The DT curriculum is effectively implemented and integrated into the curriculum to provide learners with the power and skills to have choice in DT to strengthen their learning
Learners as risk takers: <ul style="list-style-type: none"> ● Safe and nurturing environment ● Growth mindset and risk taking 	<ul style="list-style-type: none"> ● Consult into how safe and secure our schools and centres are and research into best practices and systems (bullying, building resilience, teachers understanding social value of learner to group etc) ● Identify areas of upskilling for teachers and leaders in order to develop a growth mindset, resilience, and risk taking amongst their learners (coaching and mentoring) 	<ul style="list-style-type: none"> ● Introduce new systems and/or practices based on best practice and needs of our learners; monitor impact ● Monitor change in learner mindset, resilience, and risk taking as a result of change in teacher practice and belief 	<ul style="list-style-type: none"> ● Learners will identify their learning environment as being safe, secure, and nurturing ● Learners will be resilient when encountering challenges with their learning and embrace risk taking as a necessary step of learning
Collaboration among learners: <ul style="list-style-type: none"> ● Learner collaboration within settings and across sectors; Oral Language Skills ● Play/Project Based Learning opportunities 	<ul style="list-style-type: none"> ● Identify collaboration opportunities for learners (within and across sectors) including tuakana teina relationships with a focus on developing oral language skills ● Research into Play/Project Based Learning that is occurring across our Kāhui Ako and identify sharing opportunities and next steps across the sectors 	<ul style="list-style-type: none"> ● Monitor and review the effectiveness of collaboration opportunities for learners and develop a 'Confident Voice' programme to support learners when in a collaborative setting ● Integrate/strengthen Play/Project based learning where appropriate (based on what is best for our learners) 	<ul style="list-style-type: none"> ● Learners will develop strong collaboration skills by working with other learners from across our Kāhui Ako, and will develop a confident voice to communicate ● Learners will be given opportunities to drive their learning through areas of passion and interest

Appendix 1 – Monitoring, Evaluating and Reporting

Spirals of Inquiry:

- The Spiral Inquiry Cycle will underpin all actions we take to achieve our achievement challenges
“Since any teaching strategy works differently in different contexts for different learners, effective pedagogy requires that teachers inquire into the impact of their teaching on their learners.”
(Ministry of Education, 2007, page 35)

Evidence Collecting Practices:

- Our Community of Learning will use reliable, research-based strategies that have been shown to improve engagement and accelerate progress and achievement.
- Quality overall teacher judgements using tools and a variety of reliable evidence i.e. PaCT
- Effective moderation of evidence within and between schools
- Individual learner focussed methodology will enable the achievement of learners working towards NCEA qualifications to be closely monitored and supported.

Monitoring: of progress in relation to our goals and targets will focus on:

- Implementing and evaluating the plan
- On-going collection of data to inform where we are now, identify our next steps, and evaluate our progress towards our goals
- A range of quality information, including achievement data and learner efficacy information, will be used to measure our progress
- Collaboration and inquiry will underpin our pedagogical approaches and growth in professional capability in order to raise achievement for all of our learners
- Methods used to collect evidence will be open and transparent to ensure relevance and connection to our communities
- Data will be collected and aggregated in a way that respects the privacy and integrity of all

Evaluating: With an emphasis on:

- Baseline and end of year data of learner achievement including observations with regards to progress towards achieving set targets
- Documenting and sharing emerging evidence of changes in pedagogy and school practices
- The inclusion of learner, parent, and teacher voice
- Identify areas for future development
- The achievement goals will be reviewed and reset for the start of each school year using the previous year’s data as a baseline
- Each school will integrate the Strategic Goals and agreed actions into the strategic and annual plans of their School Charter

Reporting: to the Stewardship Group and to individual boards:

- Co-ordinated by the Lead Principal and presented once a term
- Reports to address:
 - Achievement challenges
 - Implementation progress
 - Documenting and sharing emerging evidence of changes in pedagogy and school practices
 - Any additional matters arising from the process of collaboration

Appendix 2 - The Structure of our Kāhui Ako

Our Kāhui Ako will operate on the following organisational structure:

Stewardship Group: has governance responsibility for the Kāhui Ako:

- It is comprised of one representative from each of the five schools and a representative from Early Childhood
- Meets when needed to review progress and reports on the specific targets so they can report back to their full boards
- The Principals/Leaders are delegated the responsibility for management of the Kāhui Ako and will meet regularly for progress reports and analysis

Leadership Group: has leadership responsibility for the Kāhui Ako by supporting the Kāhui Ako Leader, across school teachers, and within school teacher:

- It is comprised of the principals from each of the five schools and the head teacher of the three ECE organisations
- Meets regularly to review progress and identify next steps
- Is delegated the responsibility for management of the Kāhui Ako

Community of Learning Leader: this principal will have the role of supporting all principals and teachers in the Kāhui Ako to raise achievement and meet our shared goals.

- Project leadership skills will be harnessed to share best practice from across the Community
- The Kāhui Ako leadership role will involve 0.4 FTTE release time.

Across School Teachers: the role of these teachers will involve working closely with the other teachers across the community to enable the best of the combined teacher strengths to raise achievement

- The across school teacher role will involve 0.4 FTTE release time.

Within School Teachers: the role of this selected teacher will involve them working closely within their own school to share good practice with teachers from across the community.

- The within school teacher roles will involve 0.08FTTE release time.

Inquiry Time: this will enable teachers to have the time to learn from each other and work together on our Kāhui Ako goals.

- 50 hours or 0.05 FTTE, per school, is provided for inquiry time when there are 1-10 teachers, 0.006 FTTE per teacher when more than 10 teachers.

Facilitated Professional Development: for principals and teachers across our Kāhui Ako to strengthen school systems and processes and teacher practice.

- Accessing external PLD providers linked to achievement challenges
- Sharing internal expertise

Appendix 3 – Achievement Challenge Summary (2017–2019)

2017-2019 Achievement Challenges <i>What our goals were ...</i>	Our Main Actions <i>What we did to achieve our challenges...</i>	Our Progress <i>How well did we do?.</i>
<p>Goal A: Writing (Primary and Secondary)</p> <p>Our goal is to raise the writing achievement of all learners across our Community of Learning, with particular emphasis on the following achievement challenges:</p> <ul style="list-style-type: none"> ● Achievement Challenge A.1: Māori Achievement in Writing <ul style="list-style-type: none"> ○ 2016 Actual 63% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100% ● Achievement Challenge A.2: Boys Achievement in Writing <ul style="list-style-type: none"> ○ 2016 Actual 64% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100% ● Achievement Challenge A.3: Year 9-10 Writing at expected curriculum level <ul style="list-style-type: none"> ○ 2016 Actual 56% at or above expectation. Targets: 2017: 80%; 2018: 90%; 2019: 100% 	<ul style="list-style-type: none"> ● Professional Learning and Development with Vision Education ● Development of resources for teachers ● Co-planning and co-teaching model introduced ● Kahui Ako wide writing moderation matrix developed ● Learning Support Model ● Collaborative Inquiry Pods 	<p>We set our aspirational targets based on the goal that we wanted all learners to be achieving at or above expectation by the end of 2019.</p> <p>Writing - Overall results at end of 2018</p> <p>A.1: Māori Achievement in Writing</p> <ul style="list-style-type: none"> ● 2018 Target:90%; 2018 Actual: 61% <p>A.2: Boys Achievement in Writing</p> <ul style="list-style-type: none"> ● 2018 Target: 90%; 2018 Actual: 63%
<p>Goal B: Mathematics (Primary and Secondary)</p> <p>Our goal is to raise the mathematics achievement of all learners across our Community of Learning, with particular emphasis on the following achievement challenges:</p> <ul style="list-style-type: none"> ● Achievement Challenge B.1: Māori Achievement in Mathematics: <ul style="list-style-type: none"> ○ 2016 Actual 69% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100% ● Achievement Challenge B.2: All Learners Achievement in Mathematics: <ul style="list-style-type: none"> ○ 2016 Actual 77% at or above. Targets: 2017: 85% 2018: 90% 2019: 100% ● Achievement Challenge B.3: Year 9-10 Mathematics: <ul style="list-style-type: none"> ○ 2016 Actual 67% at or above. Targets: 2017: 80% 2018: 90% 2019: 100% 	<ul style="list-style-type: none"> ● Professional Learning and Development with Otago University College of Education ● Development of fractions moderation resources ● Development of maths learning progression ● Lesson exemplars recorded and shared 	<p>Mathematics - Overall results at end of 2018</p> <p>A.1: Māori Achievement in Maths</p> <ul style="list-style-type: none"> ● 2018 Target:90%; 2018 Actual: 58% <p>A.2: All Learners Achievement in Maths</p> <ul style="list-style-type: none"> ● 2018 Target: 90%; 2018 Actual: 69%
<p>Goal C: NCEA (Secondary)</p> <p>Our challenge is to raise the learner achievement in NCEA, with particular emphasis on the following achievement challenges:</p> <ul style="list-style-type: none"> ● Achievement Challenge C.1: NCEA Māori learner Achievement <ul style="list-style-type: none"> ○ To ensure that achievement of Māori learners in NCEA is equivalent to that of non-Māori ● Achievement Challenge C.2: Level 2 Endorsement <ul style="list-style-type: none"> ○ To lift achievement to ensure that 75% of learners are gaining NCEA Level 2 with an endorsement, either Merit or Excellence, or a Vocational Pathway Award. ● Achievement Challenge C.3: School leavers achieving NCEA Level 2 <ul style="list-style-type: none"> ○ To ensure that 100% of school leavers have achieved at least NCEA level 2 by 2019. 	<ul style="list-style-type: none"> ● Professional Learning and Development opportunities including: CORE Education Secondary Mentoring, Writing and Mathematics PLD ● Learning Support Model ● Collaborative Inquiry Pods 	<p>Rationale for change of achievement challenge focus: It became apparent early on that we would not be successful in achieving these aspirational goals despite all of the high quality PLD that we engaged in and the changes we made to teaching and learning programmes across our Kāhui Ako.</p> <p>Through teachers’ professional inquiries, observations, PLD, and Kāhui Ako wide surveys we identified that learners need to be emotionally ready to learn and have their wellbeing catered for.</p> <p>This review has led our Kahui Ako to change direction for the 2019-2021 time frame and focus on the wellbeing of our learners, staff, and community.</p>