

Achievement Challenges



Te Aroha Mountain - a familiar profile and our dominant topographical feature from which the 'mana' for the name **Aroha** is derived. The three peaks can be seen to represent the three levels of learning in our Kāhui Ako.

Harakeke - an historically dominant plant of our lowlands, plains and wetlands which also occurs in school logos

Traditional iwi weaving pattern - a traditional symbol suggesting interconnections, interdependence and strength, a pattern also shared with other cultures e.g. Pacific, Celtic and Scandinavian

The colour green (kakariki) - the dominant colour of our landscape and multi-cultural symbol of hope and new life.

The Waihou River (kikorangi) – the awa which flows through our Kāhui Ako geographical region connects all our educational organisations.

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Contents

Creating Successful Pathways for All Te Aroha Learners.....	2
Our Current Team	2
Our Beginnings.....	5
ACHIEVEMENT CHALLENGES.....	6
GOAL 1: Inclusion/Whakauru.....	6
Table 1: CULTURAL INCLUSION QUESTIONNAIRE COLLATION OF DATA	7
Inclusive Cultures	7
Inclusive Policies.....	7
Inclusive Practices	8
Cultural Inclusiveness.....	8
Inclusive Processes and Systems.....	9
Score Sheet - Inclusion.....	9
CULTURAL INCUSION QUESTIONNAIRE ANALYSIS.....	9
Intended outcomes.....	10
GOAL 2: Strengthen learner progress and achievement through enhanced transitions	12
Current performance.....	12
Rationale for the goal.....	12
Literacy Data	12
Table 2: Learning Support Provision	13
Table 3: Learning Support Provision cont.	14
Intended outcomes:.....	15
Action plan:.....	15
GOAL 3: Hauora - Strengthen teachers' understanding in relation to the Health Curriculum	16
Current performance:.....	16
Rationale for the goal:	16
Table 4: ECE Health Curriculum OTJs.....	16
Table 5: Primary level Health Curriculum OTJs.....	17
Tables of data Level 1 to Level 8.....	17-19
Word Clouds.....	21
Figure 1: Teachers, Parents and Learners.....	21
Figure 2: Community including BOTs.....	22
Figure 3: College Students	23
Intended outcomes:.....	24
Action plan:.....	24
Implementation, Monitoring and Evaluation	26

Creating Successful Pathways for All Te Aroha Learners

Te Aroha KāhuiAko

The township Te Aroha sits at the base of Mount Te Aroha, the highest peak in the Kaimai Ranges, with the Waihou River weaving through the town. The surrounding land lends itself to farming, and supporting industry.

It is the home of the Te Aroha Kāhui Ako, formed in 2018. The places of learning that make up this team include 3 rural primary schools, 2 urban primary schools, a college and nearly all of the early childhood centres, with the others prepared to join.

Each of these centres has a culture unique to them, which will continue to be cherished. Together we have the Te Aroha Learner in common. This commonality is the foundation for our Kāhui Ako.

Our Current Team

ABC



ABC Te Aroha is on a journey to achieve our Centre vision of implementing a shared leadership approach, which creates a dynamic and vibrant learning community where children and adults are strong in their identity, and strong respectful partnerships are formed where everyone's contributions are valued and respected.

Elstow Waihou School



At Elstow Waihou School we believe our greatest purpose is to spark our student's enthusiasm for learning by making amazing memories so that they will become lifelong learners. We believe that encouraging all our students to develop a sense of belonging within our unique New Zealand society has a monumental impact on enhancing all aspects of our children's wellbeing. We are passionate and proud of our turangawaewae, our unique place where the importance of people and connectedness is held most highly.

Manawaru School



A rural school, we like to think we mix the best of the old and new. We live our vision. Manawaru School is a place of learning where individuals are able to be empowered in a holistic manner. Our strong focus on growing good people is reflected in our emphasis on building relationships to enable each learner to reach their next learning goal.

Springdale School



We are a small country school where community values form the cornerstones for living, laughing and learning. High expectations of ourselves and others underpins all we do here at Springdale School. Our vision is centred on progress, achievement and success which will see all our children learn.

Saint Joseph's Catholic School



Mission Statement

Excellence in education for all, within a Catholic environment

Vision

Strive to be confident, knowledgeable, lifelong learners who have a high level of understanding and feeling about what it is to be a Catholic in the 21st Century.

Stanley Avenue School



Stanley Avenue School is a values-based school that encourages our learners to '*strive to succeed-whaia kia u*' in all areas. We are proud to present our collaborative vision statement

S- Supportive Community of Learners

A-Aspiring to be our best

S- Self-motivated achievers

Te Aroha College



Te Aroha College is a co-educational secondary state school for years 9-13 with a roll of 350 students. Te Aroha College has a strong and vibrant history of success and achievement with a culture of academic, cultural and sporting strengths.

Te Aroha Kindergarten Association



At Country Kids Kindergarten we value the specialness of all children and their whanau.

We will foster ongoing partnerships with all whanau and our community.

Relationships will be welcoming and inclusive, trusting and nurturing, safe and homely.

Poipoia te kakano

Kia puawai.

Nurture the seed and it will blossom.



Our relationship with the child is the heart of our practice; we place specific importance on manaakitanga and kindness.



Relationships form the foundation for successful outcomes for children.

Our children are empowered to make choices in an uninterrupted play-based environment.

We honour the dual cultures of Aotearoa and Te Tiriti O Waitangi.

We have a strong understanding of, and commitment to, play based learning.

Our natural environment is valued and respected, and our connection with the local community is embraced.

Love and kindness guide our practice.

Our beginnings

Our Kāhui Ako grew from a Te Aroha Principal's group that met regularly and shared information. Over time it became apparent that we had shared concerns, and celebrations regarding learning within our cluster.

As a result, the primary principals created a strategic plan with a focus on boy's writing. This plan was designed by the principal's group, with input from staff. A structure for meeting together in professional learning groups across the cluster was established, and cluster teacher only days were held. Teachers began forging links and were joined by ECE and some secondary representation. A feedback satisfaction survey indicated that all teachers believed that they had experienced a level of benefit from the process. The success of this group was only constrained by organisational time.

Initially leaders were reluctant to be involved in more paperwork and concerned about the potential constraints around Kāhui Ako. However, buoyed by the success of our cluster work, and the impact on learning as we worked as a team, the opportunities of forming such a group were investigated.

Having excellent support and guidance from our Ministry of Education Senior Advisor the work with our Board of Trustees began. Once their support was gained in principle, we began in earnest.

The Kāhui Ako o Te Aroha structure closely replicates the earlier cluster structure, our principal's group. The principals are the drivers, the lead team and the enablers. The Achievement Challenges are designed to support the work of each of the learning centres in a sustainable manner, supporting the progress being made in each centre.

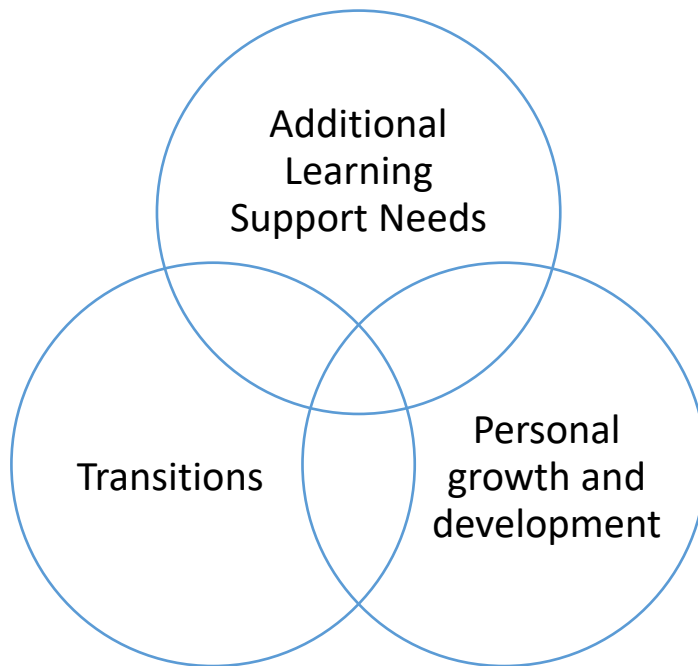
When considering our priorities as a Kāhui Ako several foci repeatedly arose in consultations:

- Concern for support of Additional Needs learners
- The importance of smooth transitions, between centres, within schools and into tertiary/workplace.
- The importance of learners and caregiver's recognition of the personal growth and development dimension in the Health and PE Curriculum, in order to be prepared for the future.

Data informs each of our identified Achievement Challenges. While data are allocated to discrete challenges for documentation purposes, these data should be seen as interlinking, with our most vulnerable learners supported by all of our challenges. These priorities can be seen to support each other, and to support all learners.

The action plans to support these goals are also interrelated. Those with the greatest need will be most supported. The three dimensions underpinning Kāhui Ako o Te Aroha achievement challenges are illustrated in Figure 1.

Figure 1: Kāhui Ako Achievement Challenge dimensions



The level of Iwi engagement has been a challenge throughout the initial consultation period. The challenges for Iwi in our area, Ngāti Rāhiri Tumutumu, and Ngāti Haua, in terms of people power, have been respected. We are fortunate to have Iwi representative, Lisa Gardiner, in our stakeholder group. We will continue to strengthen the relationships through the Iwi Partnering with Iwi Collaboration grant that Ngāti Haua was successful in accessing.

Recently plans have been made with Ngāti Haua to involve schools in dialogue. A discussion regarding the intent of our achievement objectives was held last year, with positive feedback.

We received confirmation from Ngāti Haua of their support of our achievement challenges and high level plan.

ACHIEVEMENT CHALLENGES

GOAL 1: Inclusion/Whakauru – Ensure equitable outcomes for all learners

Effectively identify and cater for individuals and groups of learners with additional learning needs to ensure equitable outcomes.

Current performance:
<ul style="list-style-type: none"> • Some specialised programmes are provided for learners requiring additional support, however this is varied across the Kāhui Ako • Teachers are committed to differentiating their programmes to cater for individual needs • Kāhui Ako partners have differing levels of working relationships with various support agencies • Kāhui Ako partners are challenged to support learners presenting with social, emotional/behavioural and academic needs

Rationale for the goal:
<ul style="list-style-type: none"> • To cater for learners with additional learning needs, this cohort of learners first need to be identified both as individuals and as groups • Learners with additional learning needs need to be more equitably served • Tailored support programmes that identify areas for development need to be provided • Kāhui Ako partners recognise the need for a more collective approach to access appropriate support agencies and programmes to meet learner needs • Teachers need support to be able to competently approach challenges by demonstrating/modelling appropriate dispositions to facilitate successful outcomes for learners. • Parents/whaanau and caregivers of learners with additional learning needs have expressed the need for local parents/whaanau support groups • Parents/whaanau and caregivers are able to be supported by the Kāhui Ako

Table 1: CULTURAL INCLUSION QUESTIONNAIRE COLLATION OF DATA

Inclusive Cultures	High Capability	Consolidating Capability	Developing Capability	Basic Capability	Low Capability
The school develops shared inclusive values <ul style="list-style-type: none"> • Inclusion is viewed as increasing participation for all • Expectations are high for all children • Children are valued equally. 	2	2	2		
Everyone is welcomed at the school <ul style="list-style-type: none"> • The environment is welcoming on the phone, in the office, by the principal and all other staff 	3	2	1		
The school has a collaborative, respectful culture <ul style="list-style-type: none"> • Staff and children respect one another • Staff and parents/families and whaanau collaborate • Staff and trustees work well together • The school encourages children and adults to feel good about themselves • Children help each other 	2	2	2		
The school and local communities develop each other <ul style="list-style-type: none"> • Staff link what happens in school to children’s lives at home • The school contributes to the health of children and adults 	3	2	1		
The school encourages respect for all human rights <ul style="list-style-type: none"> • Adults and children are responsive to a variety of ways of being a gender • The school counters all forms of discrimination • The school promotes non-violent interactions and resolutions to disputes 	2	1	1	2	

Inclusive Policies	High Capability	Consolidating Capability	Developing Capability	Basic Capability	Low Capability
The school has a participatory development process <ul style="list-style-type: none"> All new children are helped to settle into the school All new staff are helped to settle into the school Children are well prepared for moving on to other settings 	3	2	1		
Barriers to attendance are reduced <ul style="list-style-type: none"> Bullying is minimised Pressures for disciplinary exclusion are decreased The school seeks to admit all children from its locality 	1	4	1		
The school has an inclusive approach to leadership <ul style="list-style-type: none"> Appointments and promotions are fair All forms of support are co-ordinated 	4	2			
The school makes its buildings physically accessible to all people <ul style="list-style-type: none"> The buildings and grounds are developed to support participation of all 	1	4	1		
The school ensures that policies about 'special educational needs' support inclusion <ul style="list-style-type: none"> The behaviour policy is linked to learning and curriculum development The school supports continuity in the education of children in public care Teaching and learning groups are arranged fairly to support all children's learning 	2	2	2		
Inclusive Practices	High Capability	Consolidating Capability	Developing Capability	Basic Capability	Low Capability
Children are fully engaged in all areas of the New Zealand Curriculum and/or Te Marautanga o Aotearoa <ul style="list-style-type: none"> Learning activities are planned with all children in mind Learning activities encourage the participation of all children Children are actively involved in their own learning. Children learn from each other Children are encouraged to be confident critical thinkers Lessons develop an understanding of the similarities and differences between people Discipline is based on mutual respect 	2	2	2		
Teachers take responsibility for the learning and progress of all learners <ul style="list-style-type: none"> Teachers' aides support learners to activate the learning, inclusiveness and engagement of all learners Assessments encourage the achievements of all children Staff plan, teach and review together Staff develop shared resources to support learning. Resources in the locality of the school are known and used Activities outside formal lessons are made available for all children 	2	1	3		
Cultural Inclusiveness	High Capability	Consolidating Capability	Developing Capability	Basic Capability	Low Capability
Māori and Pacific and learners with special education needs culture language and identity is recognised within the school community. <ul style="list-style-type: none"> Māori learners are supported to achieve as Māori and Pacific learners are supported to achieve as Pacific. Staff members actively counter any low expectations for Māori learners, Pacific learners, and learners with special education needs. Success for Māori and Pacific adults and children is celebrated within the school, acknowledging achievement no matter how great or how small, that reflects the learner's own journey Teachers know the names, family, whaanau, iwi of every child and this knowledge impacts on how they develop relationships and the design of their teaching programme 	1	2	3	1	
Teachers use contexts that reflect the identity, language and culture of children in the class and wider school <ul style="list-style-type: none"> The school knows or seeks to know the cultural resources and stories that will support Māori learners, Pacific learners, and learners with special education needs 		5	2		
The school has a sound understanding of Taataiako and the value for meeting the needs of all learners. <ul style="list-style-type: none"> Knowledge and understanding of the individual needs of learners is gathered from parents, families and whaanau, community, other agencies and the learners themselves All teaching staff know how to develop differentiated programmes for Māori learners, Pacific learners, and learners with special education needs Teachers' plans reflect team goals and show clear outcomes and success criteria 		2	2	1	
Our school has evidence that Māori learners, Pacific learners, and learners with special education needs are safe from bullying	3		3		

Acknowledgements:

Index for Inclusion: developing learning and participation in schools,

Inclusive Processes and Systems	High Capability	Consolidating Capability	Developing Capability	Basic Capability	Low Capability
There is an agreed definition of learners with special education needs across all staff and the board and this is articulated in policy and practice.	1	2	2	1	
The SENCO has a functional role that is recognised and valued, i.e. <ul style="list-style-type: none"> Manage resources Monitor assessment and progress of learners with special education needs Oversee quality control of differentiated programmes Oversee teaching as enquiry, systems and processes regarding the teaching and learning of learners with special education need Maintain a Learners with Special Education needs Register/Database 	2	2	1	1	
Transition is effectively managed and monitored for all learners <ul style="list-style-type: none"> The leadership meet with parents, family and whaanau before the child begins Transition/induction plans are carefully organised and implemented and differentiated to meet the specific needs of learners Communication systems ensure the needs of new students known and updated with any relevant ongoing information. 	2	3	1		

Score Sheet: Inclusion		
/25	Dimension A: Creating Inclusive Cultures	121/150
/25	Dimension B: Producing Inclusive Policies	126/150
/10	Dimension C: Evolving Inclusive Practices	47/60
/20	Dimension D: Cultural Inclusiveness	90/120
/15	Dimension E: Building Inclusive Processes and Systems	69/90
/95	Total	453/570

Tony Booth and Mel Ainscow 2011, CSIE.

CULTURAL INCLUSION QUESTIONNAIRE ANALYSIS

In the following, the dimensions are ranked from greatest to least identified need, in relation to the Cultural Inclusion survey. That is, dimension D scored the lowest (75%), followed by dimension E at 76% and dimension C at 78%. For purposes of this challenge, these three dimensions constitute the areas of greatest identified need of attention. The 2 highest ranked dimensions, A and B are not analysed in relation to this goal, as schools are confident they are managing these dimensions well.

Dimension D: Cultural Inclusiveness – ranked the lowest (75%)

- No school ranked “teachers use contexts that reflect the identity, language and culture of learners in the class and school as High capability
- No school ranked “the school has a sound understanding of Tātaiako and the value for meeting the needs of all learners” as High capability.
- There is a real spread in results for “evidence that Māori, Pacific and learners with special education needs, culture, language and identity is recognised within the school community.”

Dimension E: Inclusive Processes and Systems (76%)

- The greatest spread in results was around the SENCO role from Basic to High Capacity
- There was also broad spread in results around “an agreed definition of learners with special needs across all staff and the Board and this being articulated in policy and practice”
- Many schools initially indicated that they were managing transitions well. On further discussion it became clear that although they felt they were handling transitions well, they felt there was an issue with the other learning centre involved. So while schools felt their internal systems were robust, the process as a whole was flawed. Reflecting on the communication systems throughout the Kāhui Ako, it was apparent this was an obvious area for development.

Dimension C: Inclusive Practices (78%)

- The majority of schools ranked these two aspects (children fully engaged in the curriculum and teachers take responsibility for the learning and progress of all learners) as ‘developing capability’. This provides clear evidence of the need for work in this area.

Dimension A: Inclusive Cultures (80%)

Dimension B: Inclusive Policies (84%)

Intended outcomes:

- A database will be utilised to support student learning
- Strengthened student progress and achievement because students are identified and their needs addressed in tailored programmes of learning
- Prompt identification of students requiring specialised programmes of learning
- Closer relationships with support /wrap around services
- Parents/whānau and caregivers will have the opportunity to support each other and be supported by the Kāhui Ako

Action plan: The goal is focussed on strengthening Identity, Language and Culture.

- To improve the rankings of dimensions D, E and C by 5% annually
- Strategies are developed for ensuring the culture, language and identity of learners with diverse and/or special education needs is recognised within all Kāhui Ako schools
- Kāhui Ako work to ensure the five cultural competencies of Tātaiako are evident in teacher’s practice ie. Ako, Whanaungatanga, Tangata Whenua, Manākitanga, Wānanga
- School Boards include representation of parents/family/whānau of learners with additional education needs. They are consulted and contribute to Charter development in terms of their needs and aspirations for their children with special needs
- Schools work to develop a sound understanding of Ka Hikitia and the value of ako for meeting the needs to all learners, especially those with special education needs
- Develop a strategy to ensure teachers know the names, family, whānau and Iwi of every child. This knowledge impacts on how they develop relationships and the design of teaching programmes
- A community engagement strategy to create powerful partnerships for learning is documented and articulated in the Kāhui Ako planning and reporting documents. Schools will know, or seek to know the cultural resources and stories that will support learners with additional needs and these will be evidence in programme content and delivery

The goal is focused on inclusion for learners with additional learning needs

- Populate an Additional Learning Needs Support database to facilitate learner progress and achievement
- Create a Strengthened Families Structure to support learner progress and achievement
- Establish and analyse baseline data on Kāhui Ako wide learner numbers and needs at individual and group levels
- Establish a cohesive approach to accessing support/wrap around services
- Strengthen connections across the Kāhui Ako schools through a learning support teacher
- Provide increased PLD for teachers so they can more ably meet the complex needs of learners with additional learning needs
- Organise learning support triage meetings where all agencies are represented and contribute to strengthened learner progress and achievement
- Identify, define and document desired dispositions in terms of agreed behaviour that will demonstrate each
- A plan is developed to link and refine dispositions, with each school’s implementation of identified key competencies and the curriculum

GOAL 2: Strengthen learner progress and achievement through enhanced transitions

Develop a shared pedagogy across the Kāhui Ako that strengthens our understanding of the developmental nuances of learning across ECE, primary, secondary and tertiary/workplace sectors.

Enable seamless transitions within schools and across all Kāhui Ako partners. We will use literacy (writing) data to evidence shifts in learner progress and achievement.

Current performance:

- Kāhui Ako stakeholders understand the importance of building positive reciprocal relationships with learners and parents/families/whānau and caregivers before school entry.
- A variety of approaches to transition are currently implemented across the Kāhui Ako
- We are in an embryonic stage of developing relationships with ECE providers. We have links to tertiary providers that require further development
- Most children engage in either ECE organised visits or individual school visits prior to school entry
- A wide range of assessment tools are used across the Kāhui Ako. This precludes seamless transitions for learners who are frequently ‘over tested’ as a result
- There is a limited understanding of the expectations for data, and conclusions, during transitions, across the Kāhui Ako

Rationale for the goal:

- Develop a consistent approach at the critical transition points across all learning pathways
- We need to ensure learners experience positive, seamless transitions within schools and across all levels of the Kāhui Ako to maximise their learning opportunities
- Kāhui Ako partners need to work closely to build a deeper understanding around shared pedagogy and curriculum design/delivery
- School classroom curriculum needs to reflect the overlap of key concepts, aptitudes, and skills that our contributing ECE centres promote
- Collaborative relationships amongst all Kāhui Ako partners will enhance communication and trust
- We want parents/families/whānau/caregivers to feel confident that schools and ECE centres work together to facilitate a smooth social, emotional and educational transition for each learner
- We need an in-depth evaluation of ECE to tertiary transitions to understand the current status and identify needs/opportunities for strengthened practice

- Our transition strategy must reflect and cater to the needs of every learner
- Our data indicate there are a number of transitions across the Kāhui Ako each year: 125 in 2018

Literacy Data

Baseline literacy (writing) data reveal that 40% of primary aged learners are below expectations in writing. Secondary students who remain at school beyond level 1 NCEA have strengthened literacy outputs.

Writing end of 2018	
<i>Total Primary aged learners</i>	N = 593
At and above expectation	353
Below expectation	240
<i>Total Māori learners</i>	N = 57
At and above expectation	36
Below expectation	21

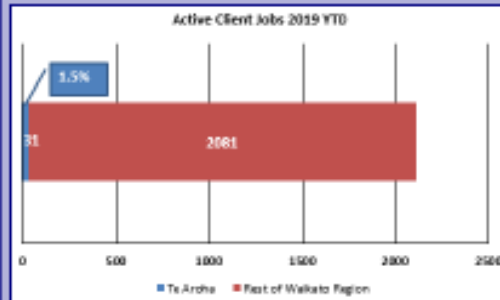
The 2018 Provisional Literacy & Numeracy data for Te Aroha College is as follows;

(Participation data)	Level 1	Level 2	Level 3
Literacy	88.6	94.9	95.7
Numeracy	88.6	94.9	97.8

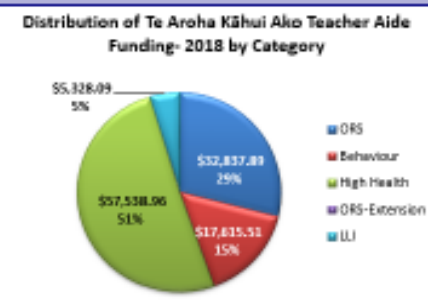
Table 2: Learning Support Provision

Te Aroha Kāhui Ako - Learning Support Provision

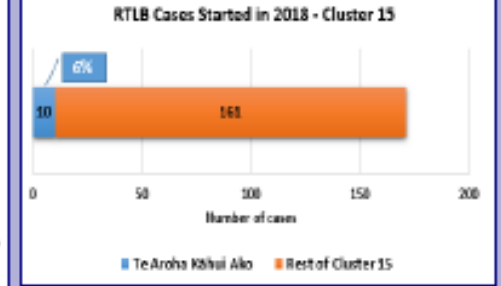
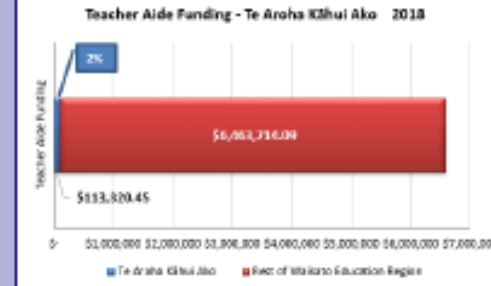
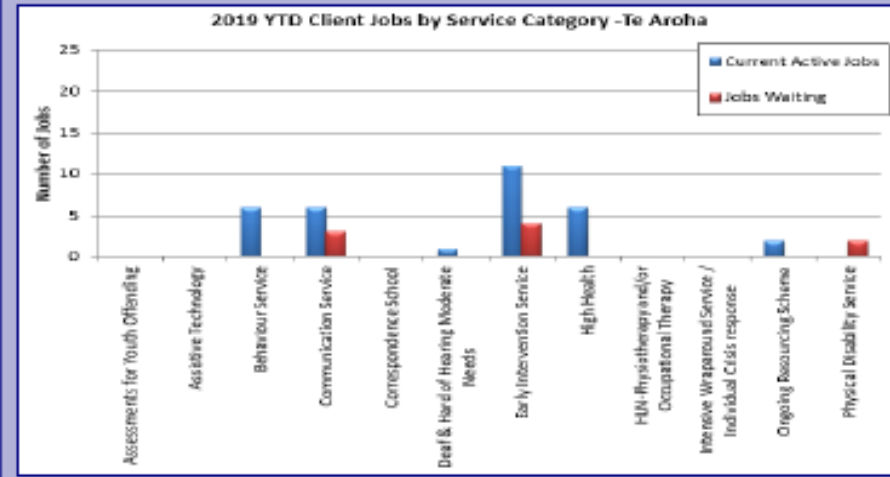
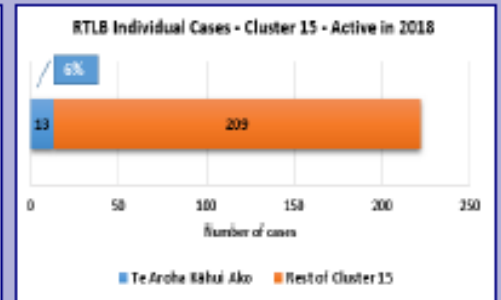
1. Jobs and Referrals—2019 Year YTD



2. ORS Staffing and Teacher Aide Hours/Funding



3. RTLB

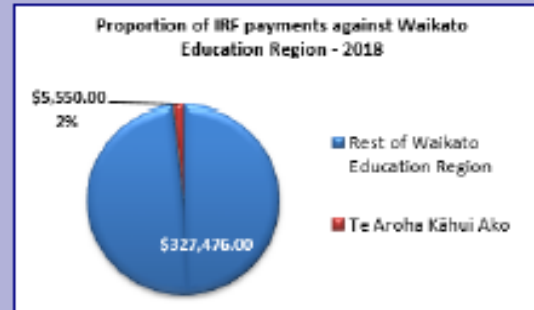


4. Other Support

Type	Total for Te Aroha Kāhui Ako (exc GST)
SEG 2019	\$ 60,301.00
IRF 2018	\$ 5,550.00
ESOL 2019	\$ 8,950.00
Total	\$ 65,851.00



- There were 2,112 active jobs in the Waikato Region as at end Term 1 2019. Of these, 31 or 1.5% were within Te Aroha Kāhui Ako.
- Early Intervention Services had the highest number of cases, (39%) in Te Aroha Kāhui Ako.
- There were 9 cases waiting for service to start.
- In 2018 approximately \$6.4 million was spent on Teacher Aide funding for the whole of the Waikato Education Region. 2% was attributed to the school within the Te Aroha Kāhui Ako.
- 51% of 2018 Teacher Aide funding in Te Aroha Kāhui Ako was used for students with High Health Needs.
- The 6 schools in the Te Aroha Kāhui Ako sit within RTLB Cluster 15. The combined rolls represent 11% of all students in this cluster.
- 6% of the active RTLB cases in cluster 15 for 2018 came from schools in the Te Aroha Kāhui Ako.
- 2 out of 6 schools received IRF during 2018. 51% of the funding was for Unpredictable/Erratic Behaviour.
- 5% of the combined school rolls are students identifying as MELAA, Other or Foreign Fee paying students. The Kāhui Ako collectively receives EGOL funding for students who account for 3% of the total roll.



- Other Support**
- **Special Education Grant (SEG)** - A grant provided to all schools to assist students with moderate special education needs. The amount is based on the school's decile ranking and roll size.
 - **Interim Response Fund (IRF)** - The purpose of the fund is to provide additional support to schools when a student's challenging behaviour reaches a crisis point.
 - **English for Speakers of Other languages (ESOL)** - to support students during their initial years in a New Zealand school.

Table 3: Learning Support Provision

Te Aroha Kāhui Ako - Learning Support Provision

Demographic Overview

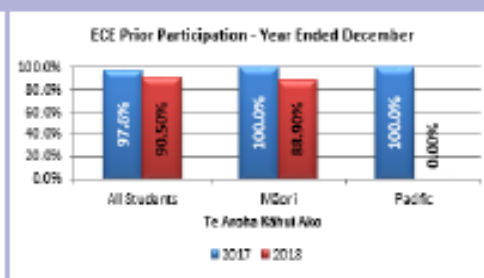
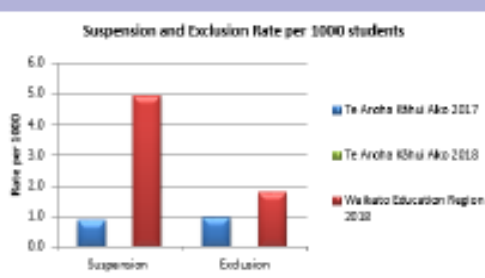
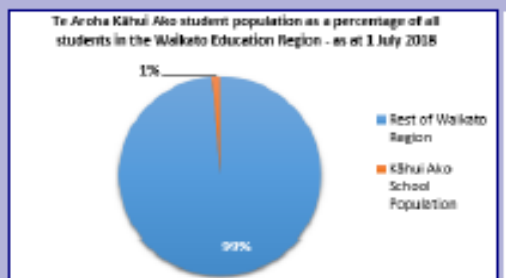
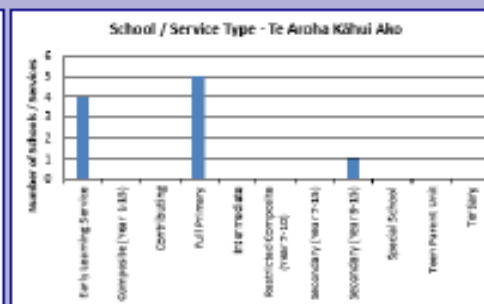
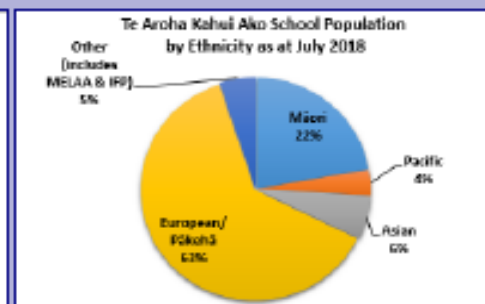
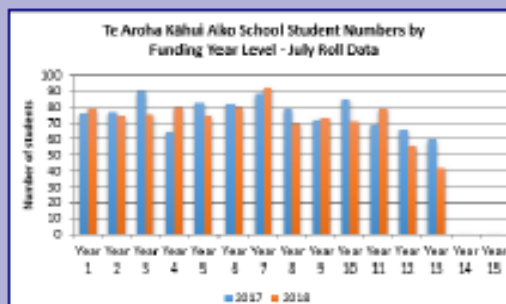
99202				July 2018 Roll	Māori	% Māori	Pasifika	% Pasifika	PBIL (year started)		
Such ID	Te Aroha Kāhui Ako - 6 Schools / 4 ECE	School Type	Decile	1156	247	21%	40	3%	School Wide	Restorative Practices	Incredible Years
116	Te Aroha College	Secondary (Year 9-15)	4	321	87	27.1%	8	2%	2013	2017	
1713	Elstow-Waihou Combined School	Full Primary	7	111	16	14.4%		2%			Y
1800	Manawaru School	Full Primary	6	75	6	8.0%		1%			Y
1941	Springdale School	Full Primary	8	52	7	13.5%		0%			
1952	St Joseph's Catholic School (Te Aroha)*	Full Primary	4	92	14	15.2%	18	20%			
1967	Stanley Avenue School	Full Primary	4	294	80	27.2%		2%			
5161	Te Aroha Kindergarten	Kindergarten		62	13	21.0%		2%			
30335	Country Kids Kindergarten	Kindergarten		65	7	10.8%		0%			
34114	ABC Te Aroha	Education and Care Service		58	14	24.1%		7%			
47186	Tendershoots Kindergarten Waitoa	Kindergarten		26	3	11.5%		0%			

- The Te Aroha Community of Learning | Kāhui Ako is currently comprised of 6 schools— 5 full primary, 1 secondary school (yr 9-15) and 4 Early Learning Service with an approximate combined roll of 1156 students (based on July 2018 school roll & June 2018 ECE enrolment data).
- 21% of students in the Te Aroha Kāhui Ako identify as Māori (includes pre-school age).
- There was a 5% decrease in the number of school age students as at 1 July 2018 compared to July 2017.
- 1% of the total student population within Waikato Education Region are from schools within the Te Aroha Kāhui Ako.
- Students from this Kāhui Ako have access to the Matamata AE consortium which caters to students in the Matamata, Morrinsville and Te Aroha areas. During 2018 4 students from within this Kāhui Ako were enrolled in AE. Alternative Education is accessible for alienated students aged 13—16 yrs.
- The 2017 suspension and exclusion rates for the Te Aroha Kāhui Ako were well below averages for the Waikato Education Region. In 2018 there were zero suspensions/exclusions from schools in this Kāhui Ako

ECE Prior Participation represents a year ended. For example, data for the year ended Dec 2017 relates to all children starting school between 1 January 2017 and 31 December 2017.

The participation rate for all students starting school at Te Aroha Kāhui Ako schools dropped from 97.6% at December 2017 to 90.5% at December 2018.

There were less than 6 students who did not attend ECE prior to enrolling at school in 2018.



Acronym/Term	Definition
AE	Alternative Education
CSW	Communication Support Worker
EIS	Early Intervention Service
FTTE	Full-time Teacher Equivalent
IRF	Interim Response Fund
Kāhui Ako	Community of Learning Kāhui Ako
LLI	Language and Learning Intervention
LSF	Learning Support Funding
ORS	Ongoing Resourcing Scheme
PLD	Professional Learning Development
RTLB	Resource Teacher – Learning and Behaviour
SEG	Special Education Grant
SENCO	Special Education Needs Co-ordinator
SESTA	Special Education School Transport Assistance

Intended outcomes:

- Increased learner engagement and progress with the expected measurable outcome an increase of 5% in learners with additional learning needs who meet curriculum expectations in Writing in end of year data after two years
- Positive, seamless transitions within schools and across all Kāhui Ako partners to maximise learning opportunities. Transitions are supported by policies and procedures and evidenced through transition plans that are adapted to meet the needs of learners
- Transition/induction plans demonstrate that they are thoughtfully organised, differentiated and implemented to meet the specific needs of learners
- Records of transition meetings are stored on student management systems and distributed to appropriate staff
- Trusting relationships developed across all sectors of a learner's educational journey
- Improved parents/families/whānau and caregivers engagement (evident in surveys & feedback)
- Visibly stronger connections and relationships across all Kāhui Ako providers including ECE lead teachers and NE /year 1 teachers working collaboratively and secondary careers advisors and relevant staff working collaboratively with tertiary personnel
- Kāhui Ako wide assessment tools used to facilitate smoother transitions for learners.
- Professional practice will be strengthened
- A restorative culture will be embedded into the Te Aroha Kāhui Ako learning community
- Learners across the Kāhui Ako will be confident, connected, lifelong learners

Action plan:

- In-depth evaluation of ECE to tertiary transitions conducted to identify needs and opportunities for development
- Each school will develop a cohesive plan for within school transition points
- A cohesive transition plan will be established to support learners moving within the Te Aroha Kāhui Ako.
- Professional development to strengthen practice and lines of communication.
- Create structures for primary learners to experience tertiary level opportunities.
- Promote parent education opportunities.
- Co-construction of curriculum design and learning opportunities across the Kāhui Ako for NE – year one learners.

GOAL 3: Hauora – Strengthen teachers’ understanding in relation to the health curriculum

Strengthen community wide understanding of the health curriculum to facilitate students’ personal and collective responsibility for well-being and parent education opportunities

Current performance:

- The ECE data that were gathered sought to identify children’s’ levels of proficiency in terms of alignment with the NZC Health and PE curriculum expectations. The data indicate that a large group of children are operating at a basic level in relation to empathy and respect
- Whilst the overall trend in the NZC data suggests a relatively even spread across levels of proficiency, a more in-depth examination of the data highlights a decrease in the numbers of learners working at proficient or advanced stages as the levels increase
- For Māori learners, this decrease is more marked than for other ethnic groupings
- Teachers, parents and learners value literacy and numeracy competence, more highly than other skills, attitudes and attributes

Rationale for the goal:

- A broad base of international literature confirms that the acquisition of self-management skills and attributes, including mindfulness and other mental health and wellbeing strategies, facilitate learners’ ability to fully access and engage in learning opportunities. There is a real opportunity to ensure all learners develop resilience skills as well as strategies and attributes to facilitate self-regulation and awareness of their own mental health and wellbeing. There is also opportunity for teachers to grow in 1) their understanding and implementation of context that reflect learner’s identity, language and culture and 2) Tātaiako and its value in meeting the needs of all learners
- A commonality through all of the feedback was the emphasis placed on competencies, principles and values contained in NZC
- Data was gathered in relation to A1 of the Health and PE Curriculum, from Level 1-8. Data from ECE was gathered based on questions designed to align with the NZC Health and PE curriculum expectations using Overall Teacher Judgements (OTJs)

Table 4: ECE Health Curriculum OTJs

Am I able to express my feelings and needs?			Can I show empathy and respect			Do I have an understanding of oral language		
Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
37	77	21	50	79	12	23	95	23

This data indicated that most were reaching expectations at this level, there was a large group that were unable to meet the expectations. Most predictable was that the largest group that were operating at a basic level were assessed in relation to empathy and respect. The clear majority of learners were meeting expectation at this level.

Table 5: Primary level Health Curriculum OTJs

OTJ against NZC level expectations in Health and PE relating to A1 Personal growth and development.

- The total number from all of the schools, level 1-8, is captured below.

Totals	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	158	151	89	93	38	58	587
Māori	53	40	36	36	21	14	200
Pacific	2	6	11	7	3	3	32
Asian	21	8	13	4	5	5	56
Other	4	24	5	8	6	10	57
Total	238	229	154	148	73	90	932
Level 1	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	40	20	16	16	8	5	105
Māori	11	3	2	1	7	0	24
Pacific	1	2	2	0	0	0	5
Asian	7	2	5	3	2	1	20
Other	1	1	1	0	2	1	6
Total	60	28	26	20	19	7	160
Level 2	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	36	16	15	22	7	12	108
Māori	11	15	10	2	5	4	47
Pacific	0	0	2	3	0	0	5
Asian	3	2	6	1	0	0	12
Other	2	0	2	0	0	2	6
Total	52	33	35	28	12	18	178

Level 3	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	33	29	12	7	0	0	81
Māori	8	8	2	2	0	0	20
Pacific	0	0	2	1	0	0	3
Asian	6	2	0	0	0	0	8
Other	0	2	0	2	0	0	4
Total	47	41	16	12	0	0	116
Level 4	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	26	30	11	12	11	14	104
Māori	5	8	3	5	1	4	26
Pacific	1	2	2	3	1	2	11
Asian	5	2	0	0	0	3	10
Other	1	3	1	1	1	1	8
Total	38	45	17	21	14	24	159
Level 5	Basic		Proficient		Advanced		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
Pakeha	6	0	17	10	3	7	43
Māori	7	2	3	5	2	1	20
Pacific	0	0	0	0	2	0	2
Asian	0	0	0	0	2	3	5
Other	0	0	1	0	0	0	1
Total	13	2	21	15	9	11	71

Level 6	Basic		Proficient		Advanced		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Pakeha	4	4	8	8	7	9	40
Māori	4	0	8	5	3	3	23
Pacific	0	0	0	0	0	1	1
Asian	0	0	0	0	0	0	0
Other	0	0	0	2	0	2	4
Total	8	4	16	15	10	15	68
Level 7	Basic		Proficient		Advanced		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Pakeha	11	6	6	10	2	11	46
Māori	5	2	4	6	1	1	19
Pacific	0	0	0	0	0	0	0
Asian	0	0	2	0	0	1	3
Other	0	0	0	2	0	2	4
Total	16	8	12	18	3	15	72
Level 8	Basic		Proficient		Advanced		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Pakeha	2	2	4	8	0	5	21
Māori	2	2	4	2	0	3	13
Pacific	0	0	0	0	0	1	1
Asian	0	0	0	0	1	0	1
Other	0	0	0	1	0	2	3
Total	4	4	8	11	1	11	39

From the data we can see the following-

- There are 467 learners functioning in the 'basic' category, over half of the Te Aroha Kāhui Ako learner population.
- The percentage of those working at a 'proficient' or 'advanced' level decreases as they move through the levels, from 1-3. This trend continues within the primary school data at level 4. The Secondary school has level 4 expectations and this trend then alters.
 - Level 1- 45%
 - Level 2-52%
 - Level 3-24%
 - Level 4-24% (Primary only data) 47% (when level 4 is an expectation at year 9)
 - Level 5- 78%
 - Level 6- 82%
 - Level 7-67%
 - Level 8-79%
- For Māori, while the numbers are small the trend is even more marked-
 - Level 1-41%
 - Level 2-44%
 - Level 3-20%
 - Level 4- 0% (primary only data) 50% (when level 4 is an expectation in year 9)
 - Level 5-55%
 - Level 6-83%
 - Level 7-63%
 - Level 8- 69%
- Māori boys followed a similar trend, although as a percentage the numbers are too low to be reliable.

Intended outcomes:

- Learners will evidence dispositions of personal and collective responsibility for their health and well being
- Hauora families will be well supported
- Increased learner agency
- All teachers will competently approach challenges by demonstrating/modelling appropriate dispositions to facilitate successful outcomes for learners
- All students will evidence increased competence to approach challenges by demonstrating the appropriate dispositions to facilitate successful learning outcomes
- A collaborative culture will be embedded across the Kāhui Ako that embraces learners' identities, languages and cultures
- Teachers will have a sound understanding of Tātaiako and its value in meeting the needs of all learners

Action plan:

- Identify, define and document each desired disposition in terms of agreed behaviour that will demonstrate each
- Develop a plan to link and refine dispositions with each Kāhui Ako partner's implementation of identified key competencies and the curriculum
- PLD for teachers to support them to be able to competently approach challenges by modelling appropriate dispositions to facilitate successful outcomes for learners

Implementation, Monitoring and Evaluation

Our implementation approach is to co-construct the way forward with our community. We view the framework as a beginning point to start collaborative conversations and drive activity aimed to set up our students for positive futures.

Upon endorsement of this document, we will appoint our new teams of across and within school leads and immediately bring them together with our existing lead teams (Principals, APs, DPs) to discuss our framework and agree on how best to disseminate the ideas across our community. Our inclusive process will probably lead to some adaptations as sense is made of the document.

We anticipate teachers forming collaborative inquiry groups around learning areas outlined in the document. Whatever form of collaboration Kāhui Ako members choose to participate, it must serve the purpose of generating new knowledge that can be shared across and even beyond our immediate community.

Measuring effectiveness will be multi-layered. At one level, collaborative inquiry groups will be encouraged to use relevant qualitative and quantitative data gathering approaches to monitor progress. PLD or inquiry funded time will involve participants in more elaborate evaluative measures.

The next level is strategic leader evaluation. This type of evaluation concerns the identification of outstanding practice and spreading it across the community. An important part of the across and within teacher roles will be to monitor collaborative learning activities within and across the schools and out into the communities and support participants to identify effective and inspirational practice. This could be teacher practice, student learning practice or parent support practice, identified through Student Voice, Teacher Voice, Whānau Voice, student achievement measures, and changes in pedagogy and school practices or culture. Strategic leaders will then make decisions about the best way to disseminate this information through the community. The lead principal will work with the across and within school leaders to develop an effective model for evaluation. The Kāhui Ako Lead principal and Across and Within school leaders will fine-tune the implementation and evaluation approach.

The Kāhui Ako will also use the Development Map tool to evaluate and track their own progress and development.

Reporting

The Kāhui Ako Leader will work with the Across and Within-Schools Teachers in the preparation of reports for Boards of Trustees to be supplied quarterly throughout the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising

Charters

The community's achievement challenges will be reflected in each schools' Charter for 2020.

Performance Management

Each employing board is responsible for the appraisal of the Kāhui Ako Leader, the across school and the within-school teachers.

The Kāhui Ako leader and the across school teacher will have a goal in relation to the Kāhui Ako.

At the end of two years there will be an external appraisal undertaken for the lead principal with input from NANP.

Learning Support

Support will be provided through regular school and Kāhui Ako systems to assist all students within our Kāhui Ako to attend school, engage in school activities and to fully access the curriculum. The schools will partner with the students, their families and agency professionals to foster, learning, equity and inclusion.

Comprehensive individual learning plans cater for children with additional learning needs. Some students may require extra support for learning. Special Education Needs Coordinators (SENCO's) will collaborate with family/whānau to access assistance with programmes or resourcing from Resource Teachers of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit) and the Ministry of Education Learning Support Advisors.

The Kāhui Ako has received Learning Support Coordinator roles to further enhance this work.