

2022 -2023



Our vision

To create a community of learners who are

- Ako Tahi (Learning Together)
- Mahi Tahi (Working Together)
- Paetae Kohi (Raising Achievement)

Through

- Sharing expertise
- Building communities together
- Growing learners' capabilities

Our Principles

- Open
- Collaborative
- Authentic



Ko wai au

The Opuke Community of Learning consists of nine schools based around the foothills of Opuke (Mt Hutt) and along the plains bordered by the Rakaia River. There is one secondary school (Mt Hutt College), five full primary schools (Mayfield, Mt Somers-Springburn, Our Lady of the Snows, Rakaia and Dorie), and three contributing primary schools (Methven, Lauriston and Chertsey).

We have 8 ECE involved with our Kāhui Ako. Their involvement began in 2019 which increased through the Kanohi ki te kanohi contact and strategic hiko.

In all, the schools cater for 1,362 students, 91 teaching staff, and eight proactive and dedicated Boards of Trustees. The schools are extremely well supported by their parent and wider communities who value education for their tamariki.

The communities our schools work alongside are largely supported by the primary industries (sheep, beef, dairy, and arable farming), and their associated services. While this provides economic stability for many of our families, transience between schools within our Community of Learning and from schools outside our community affects the social and academic well-being of our ākonga.

The continuous changing climate of the Mid-Canterbury agricultural industry, and the transience of our student population, has prioritised the need for us to focus on effective transition programmes and inclusive practices across the Kahui Ako. Schools, where inclusive practices are being developed, will be supported by schools with embedded systems.

Celebrating for success

Schools within our Opuke Community hold strongly to the belief that the learner is at the heart of the matter. Our kaupapa is focused on embracing the strengths within our communities. These include our whanau, boards, staff, and wider community. These connections will enable us to grow capacity and accelerate achievement. Our constant focus is "What impact will this have for our learners?"

Mahi Tahī (Working Together)

Mahi Tahī describes the unity of a group of people working towards a specific goal. The Community of Learning will work strategically to evaluate its capacity in the chosen areas utilising The Learner-Focused Evaluation Processes and Reasoning, as shown in the diagram

Ako Tahī (Learning Together)

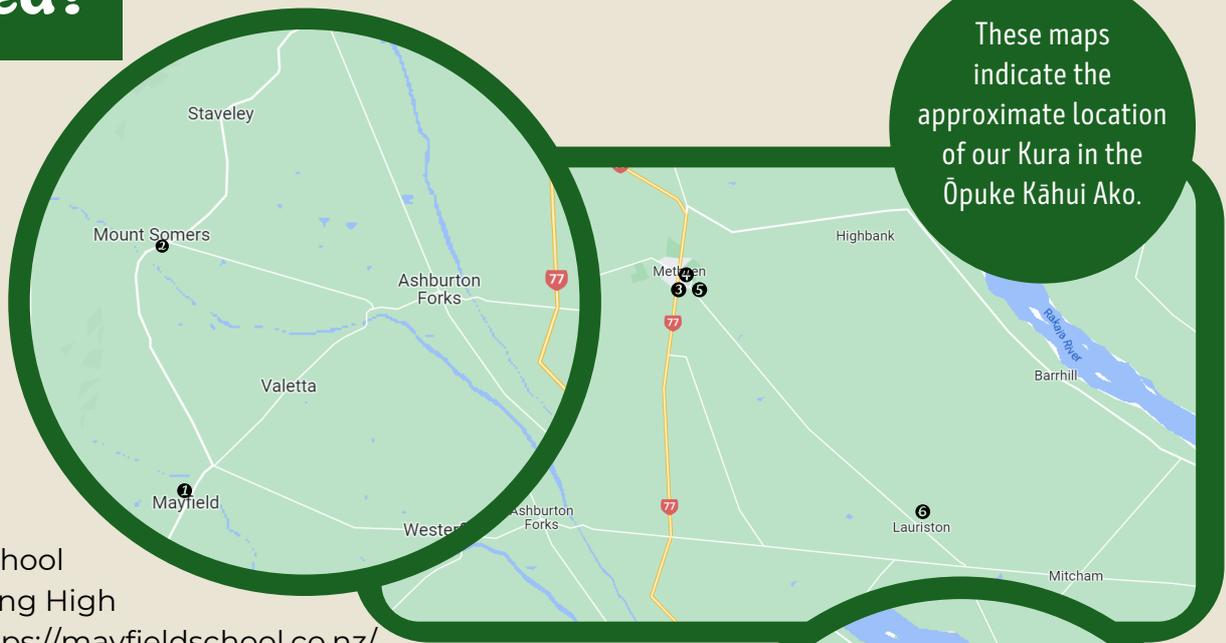
Ako Tahī describes the act of sense-making, and the collection of stories, across our Community of Learning to inform and enhance best practice. While making sense of these processes across our Community of Learning, we also acknowledge the individual identities of each school and therefore embrace both their shared and individual stories. Our Community of Learning will foster a culture of integrity, honesty, and openness through our principles with robust conversation.

Paetae Kohi (Raising Achievement)

Paetae Kohi describes a common improvement agenda within our Community of Learning which embraces strategic, regular and emergent evaluations to improve outcomes for our learners. Through the process of Mahi Tahī and Ako Tahī we will investigate and make sense of our Achievement Challenges by prioritising, taking action, monitoring and evaluating.

Nō hea?

These maps indicate the approximate location of our Kura in the Ōpuke Kāhui Ako.



1. Mayfield School

Vision - Striving High

Website - <https://mayfieldschool.co.nz/>

2. Mt Somers Springburn School

Vision - From the Mountain to the Rivers

Website - <http://www.mtss.school.nz/>

3. Our Lady of the Snows School

Vision - Believing and Achieving

Website - <https://www.ladysnow.school.nz/>

4. Methven Primary School

Vision - Preparing for our future by Making Pathways to the Stars

Website - <https://www.methven.school.nz/>

5. Mt Hutt College

Vision - Through boldness to the stars??

Website - <https://mounthuttcollege.co.nz/>

6. Lauriston School

Vision - READY for Success

Website - <https://lauriston.school.nz/>

7. Rakaia School

Vision - Inspiring Minds, Celebrating Success

Website - <https://rakaia.school.nz/>

8. Dorie School

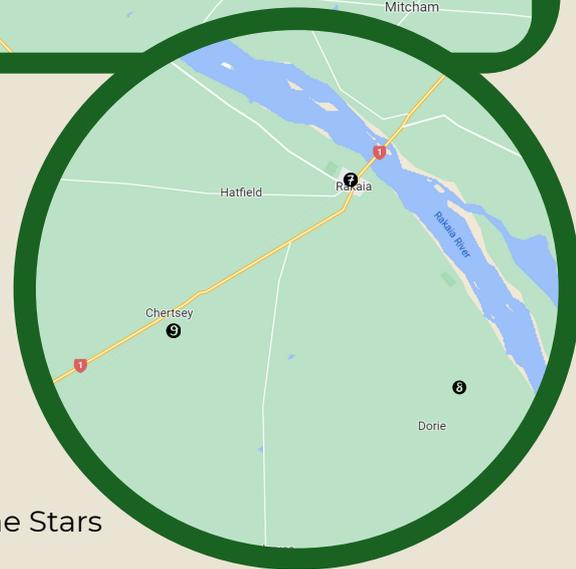
Vision - Pathways to Excellence

Website - <http://www.dorie.school.nz/>

9. Chertsey School

Vision - Together we grow, learn and celebrate as Chertsey Champs.

Website - <https://www.chertsey.school.nz/>



Nō hea?



1. Lead Ahead Early Childhood Centre
Website -<https://www.leapahead.co.nz/>

2. Methven Preschool
Website -<https://www.methvenpreschool.org.nz/>

3. Methven Play Centre
Website -<https://www.educationcounts.govt.nz/find-an-els/els/profile-and-contact-details?ece=70088>

4. Skiwiland - Mt Hutt
Website -<https://www.educationcounts.govt.nz/find-an-els/els/profile-and-contact-details?ece=70023>

5. Rakaia Little Learners Pre School
Website -<https://www.rakaialittlelearners.co.nz/>

6. Kiddz Home-based Childcare 2
Website - <https://www.educationcounts.govt.nz/find-an-els/els/profile-and-contact-details?ece=45808>

7. Rakaia Play Centre
Website -<https://www.educationcounts.govt.nz/find-an-els/els/profile-and-contact-details?ece=70439>

8. Dorie Preschool
Website - <https://www.doriepreschool.co.nz/>

Our past

We have a long and rich history of working collaboratively together, such as our ICT Community, shared professional development opportunities, our Mid Canterbury Education Conferences, celebrating sporting and cultural occasions, and strong community connections with business, agriculture and social agencies.

We will continue to foster our strong community connections to enable us to raise student achievement within our community by providing rich learning opportunities, quality teacher professional development, and co-operation, collaboration and understanding between our Boards of Trustees.

We will continue to set high expectations and pursue both internal and external opportunities to develop our resourcing to enhance and strengthen our Community of Learning.

2016 - 2018

- Principals came together to discuss the possibility of forming a Community of Learning.
- A number of Communities of Learning were formed across Canterbury.
- The Lead Principal was appointed.
- Across School Teacher appointed.
- 9 Learning Teachers within schools appointed.
- Student Hui days were formed.
- Kāhui-wide Staff Only Days with the focus relating to Achievement Challenge; Accelerate achievement in Mathematics Yr 1 - 10 all students, Accelerate achievement in writing Yr 1 - 10 in boys, Achievement Accelerate NCEA Level 2 of boys and maintain endorsements for all students.
- Termly Kāhui panui were sent to all staff with updates of what was happening in the different achievement challenges.

2019 - 2020

- A new Principal lead appointed
- Change in Across School Teacher
- ECE initiative leads introduced
- A major focus and development in a Kāhui-wide Te ao Maori focus. Shared narrative with mana whenua across all Kura.
- Principals aligned themselves with a WISH workstream and team to construct Staff Only Day programmes.
- WISH developed, kaupapa our vision for Whanaungatanga, Innovation, Self directed learning and Hauora-well being.
- Kāhui-wide Staff Only Afternoon and Day with the focus relating to the WISH workstreams.
- Early Childhood Educators became involved in the Kāhui.
- Learning Support Co-Ordinators positions developed and appointed.

2021 - present

- Dual Kāhui lead principals appointed end of 2021.
- Kāhui structure review and redevelopment implemented. A dual Leadership team was appointed with 2 ASTs and 5 ILs
- Strong whanaungatanga developed with local mana whenua and marae Arowhenua
- Many resignations from IL and AST as a higher demand of focus was needed for own kura. A lot of movement across the kāhui with Principal roles changing.
- Looking at the possibility of reaching outside of kāhui for a lead. Principals are finding large restraints due to the capacity of their own kura and the needs of the kāhui.
- Structured Literacy PLD began in 2022 beginning with Juniors - NE - Yr 3.
- Hosted Kāhui Staff Only Afternoon and Day. Term 2 - Well-Being focus. Term 3 - NCEA changes focus. Term 4 - Sexualised Behaviours, Policy, beginning senior Structured Literacy PLD.
- Social Hour was initiated after Kāhui SOD.
- Google domain purchased.



Achievement Challenge Reflection - 2017 - 2018

ACCELERATE ACHIEVEMENT IN MATHEMATICS FOR ALL STUDENTS IN YEAR 1-10

ACCELERATE ACHIEVEMENT IN WRITING FOR ALL BOYS IN YEAR 1-10

ACCELERATE ACHIEVEMENT IN NCEA LEVEL 2 OF BOYS AND INCREASE ENDORSEMENTS FOR ALL STUDENTS.

1/9 schools responded to the review.

WHAT WAS ACHIEVED

Post national standards results showed an increase from 76.5% of students achieving at or above in 2017 to 92% of students achieving at curriculum level expectations in 2018

- 27% of Asian students are working above while

69% are working within their expected Curriculum level

- Of the students working above their expected level, 72% are boys
- Decrease of students working towards expected levels from 2017 - 2018

2017 - 63% (93/148) of boys across the school are achieving at or above the National Standard, while 37% are achieving below or well below.

2018
86% (128/149) of boys across the school are achieving at or above the National Standard, while 21% are achieving below or well below.

Achievement Challenges

HAUORA AND WHANAUNGATANGA

Ākonga and kaimahi will have greater self awareness and understanding of what makes them feel good and function well. Ākonga and kaimahi will feel an inclusive sense of belonging, are connected to and understand their own identity whenua, culture and language.

- Previous PLD provider delivery was judged to be poor.
- PLD funding application was declined due to it being a focus on Well-Being. MOE commented that with previous PLD given we would have expertise within our Kahui to build on.

INNOVATION AND STUDENT AGENCY

To raise awareness and expectations around NCEA literacy and numeracy standards across all education Sectors

- PLD workshop developed with MOE involvement.
- Used expertise of kahui members from across both Primary and secondary sector to deliver guidelines and expectations
- Generate a vast amount of opportunities to converse professionally
- MOE delivered a 5 pronged approach with advisors from each sector and

Improve literacy achievement by implementing a Structured Literacy approach in Years 1-8.

Annual Plan 2022

HAUORA AND WHANAUNGATANGA

Achievement Challenge

Ākonga and kaimahi will have greater self awareness and understanding of what makes them feel good and function well. Ākonga and kaimahi will feel an inclusive sense of belonging, are connected to and understand their own identity whenua, culture and language.

Target

To use an assessment tool to gather baseline data from our tamariki and increase results by an average of 5% by the end of 2022 and a further 5% by the end of 2023.

Measurement

NZCER Wellbeing survey or an adapted version for younger years

Initiatives	Actions	Measurement	When and who	Predicted Outcome
1. Kaimahi will engage in Kāhui wide professional development related to wellbeing.	<p>Gather data from staff of each school about well being development needs.</p> <p>Develop next steps from data gathered</p> <p>Formulate a PLD application to the MOE</p> <p>Develop PLD plan to meet the wellbeing needs of kura and their ākonga</p> <p>Implement PLD plan tasks eg: coordinate Staff Only Afternoon</p> <p>Engage with all stakeholders regarding progress and achievement of wellbeing eg: report to steering.</p>	<p>Gather Kaimahi voice</p> <p>Gather ākonga voice</p>	<p>By end of Term 1 2023</p> <p>Dual leadership Across School Initiative leaders</p>	All Kaimahi will have an increased understanding of wellbeing and have the skills and knowledge to enhance the wellbeing of themselves and their ākonga.

Initiatives	Actions	Measurement	When and who	Predicted Outcome
2. Use Te Whare Tapa Whā as a lens to promote wellbeing in our ākonga and kaimahi.	<p>Develop knowledge and understanding of Te Whare Tapa Whā so all kura feel confident to integrate as their well being model</p> <p>Share ideas around how kura have implemented and integrated Te Whare Tapa Whā successfully</p> <p>Develop kāhui wide best practice bank of ideas</p>	<p>Gather kaimahi voice</p> <p>Gather ākonga voice</p>	<p>By the end of Term 1 2023</p> <p>Dual leadership Across School Initiative leaders</p>	All kura will use Te Whare Tapa Whā to promote Hauora and Whanaungatanga within their context.
3. Develop a meaningful partnership with Arowhenua Marae.	<p>Make the connection between Ōpuke and Arowhenua</p> <p>Build Whanaungatanga</p> <p>Access each others' capabilities to support one another</p> <p>Develop an engagement plan</p>	<p>Gather kaimahi voice</p> <p>Arowhenua voice & feedback</p>	<p>By the end of Term 1 2023</p> <p>Dual leadership Across School Initiative leader Colin Brodie Arowhenua Reps</p>	A positive reciprocal partnership will be formed between Ōpuke and Arowhenua.

Initiatives	Actions	Measurement	When and who	Predicted Outcome
4. Develop staff capability with working within Te Ao Māori	<p>Share expertise and ideas around working from a Te Ao Māori perspective</p> <p>Promote ākonga and kaimahi understanding of identity, whenua, culture and language</p> <p>Celebrate kura talent through the festivals of cultures</p>	Gather kaimahi voice Review of festival of cultures	<p>By the end of Term 1 2023</p> <p>Dual leadership Across School Initiative leader Colin Brodie / Lauriston</p>	Kaimahi will show confidence and capability working within Te Ao Māori

INNOVATION AND STUDENT AGENCY

Achievement Challenge:

Improve literacy achievement by implementing a Structured Literacy approach in Years 1-8.

Target:

Each Primary School in the Kahui to show Year 2 progress within structured literacy across the academic year of 2022. 75% of students will be at or above.

Measurement:

Reading OTJ's

Initiatives	Actions	Measurement	When and who	Predicted Outcome
1. Staff will engage in professional development in literacy innovations.	Participate in literacy innovations professional development, including with Literacy Connections.	Kaimahi voice collected pre and post professional development	By the end of Term 1 2023 AST, Lead Principal and ILs	Kaimahi demonstrate a greater confidence and capability to teach structured literacy
	Achievement targets set, data collected and analysed.	Targets set, data analysed and AOV carried out. Ākonga voice collected.	AST, Lead Principal and ILs	Raised student achievement.
2. Staff will collaborate and share literacy innovations.	Professional development workshops run to allow kaimahi the opportunity to share knowledge.	Kaimahi voice collected	Term 2 and 3 in 2022, Term 1 2023 AST, Lead Principal and ILs.	Kaimahi knowledge/confidence and connections have increased leading to improved teacher practice.
	Greater connection developed between the sectors around literacy innovations and literacy assessments.	Kaimahi voice collected	By the end of Term 1 2023 AST, Lead Principal and ILs,	
	Robust professional conversations between sectors around literacy practices.	Kaimahi voice collected	By the end of Term 1 2023, AST, Lead Principal and ILs.	

Initiatives	Actions	Measurement	When and who	Predicted Outcome
3. Student agency will be developed through the lens of literacy innovation.	<p>Staff share student agency practices in literacy across sectors.</p> <p>Inquiry into student agency practices undertaken.</p>	<p>Ākonga and Kaimahi voice collected AST inquiry presented to Kāhui</p>	<p>By the end of Term 1 2023 AST, Lead Principal and ILs</p> <p>AST</p>	<p>Enhanced student agency in literacy results in better student outcomes. An understanding of best practice has been shared.</p>

INNOVATION AND STUDENT AGENCY

To raise awareness and expectations around NCEA literacy and numeracy standards across all education Sectors

Target:

All kaimahi within the Kahui will have greater understanding of the requirements of the new standards.

Measurement:

Kaimahi attendance and participation in Professional Development.

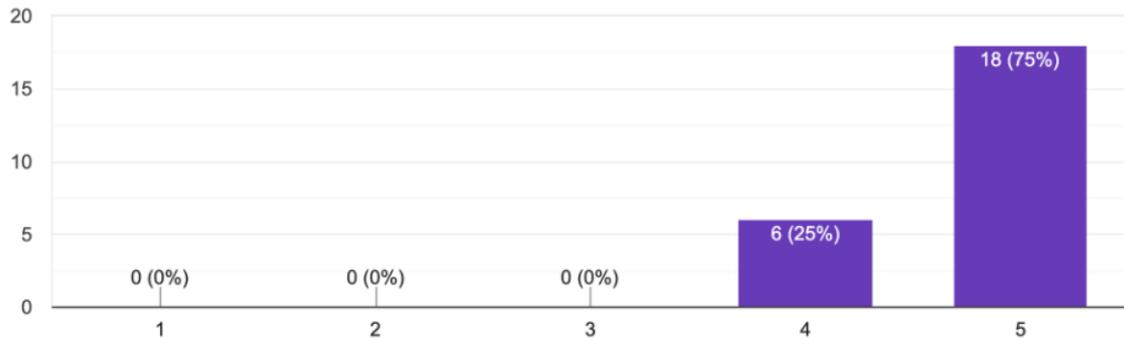
Initiatives	Actions	Measurement	When and who	Predicted Outcome
IS 4: Kaimahi will engage in professional development in around the NCEA literacy and numeracy standards.	Share the new standards to the whole Kahui.	Have all kura attend SOD. Teacher voice	AST to find someone to share MOE involvement	All staff will have an understanding of where the children will need to be at for NCEA.
IS 5: Kaimahi will collaborate and share innovations that can raise achievement.	Provide an opportunity for Kahui to discuss, research and share ideas Preempt any potential challenges	Exit ticket - kahui voice	All Kahui staff JC Present MOE involvement	All Staff will have been giving an opportunity to ask questions and express thoughts

Analysis

Student Agency & Innovation
Professional Development - Structured literacy years 3-8

How valuable was your day?

24 responses



Professional Development - STOP TA to Yr 1-3

Something you have worked away with

21 responses

