



## Hauraki Schools:

### **Working Together - Strengthening Communities**

***Kura o Hauraki mahi tahi te whakapakari i ngaa hapori***

## OUR VISION:

**Working Together - Strengthening Communities to raise student achievement within a culture of empowerment.**

**Our initial achievement challenges were developed in 2016 and annual goal setting and review have been reflected in consultation and reflection with all key stakeholders.**

## WHO WE ARE:



### Hauraki Plains College

*Vision: More than a school*

*Principal: Ngaire Harris*

*Motto: Excellence is our tradition*

[www.haurakiplains.school.nz](http://www.haurakiplains.school.nz)



### Kaiaua School

*Motto: Learning for Life*

*Principal: Karlos Bosson*

[www.kaiaua.school.nz](http://www.kaiaua.school.nz)



### Kaihere School

*Vision: He who stands lives*

*Principal: Richard Reid*

*Motto: Together we achieve more*

<https://sites.google.com/kaihere.school.nz/web/home>



### Kerepehi School

*Vision: Kia tū te rangatira ai ki ngā ao e rua, to stand tall in both worlds*

*Principal: Moana TeMoananui* [www.kerepehi.school.nz](http://www.kerepehi.school.nz)



### Kopuarahi School

*Vision: BEST: Best learning, Best service, Best self. Pointing kids in the right direction*

*Principal: Christine Patel*

*Facebook page: [Facebook](#)*



### Mangatangi School

*Vision: Thirst for Learning*

*Principal: Christine West*

*Motto: Mangatangi Manaakitanga*

[www.mangatangi.school.nz](http://www.mangatangi.school.nz)



### Mangatawhiri School

*Vision: Strive On*

*Principal: Sharron Scouse*

*Motto: The Mangatawhiri Way*

[www.mangatawhirischool.com](http://www.mangatawhirischool.com)



**Hauraki Kāhui Ako Cluster 2022**  
Lead Principal: Neil Fraser





### **Maramarua School**

*Vision: Be strong, be resilient, be successful*

*Principal: Andre van Schalkywk*

*Motto: Children achieving, community supporting*

[www.maramarua.school.nz](http://www.maramarua.school.nz)



### **Ngatea School**

*Vision: Authors of our learning in a collaborative and supportive community that empowers play, passion and purpose*

*Principal: Neil Fraser*

[www.ngateaprimary.com](http://www.ngateaprimary.com)



### **Turua School**

*Motto: My best Always*

*Principal: Tracey Fisher*

[www.turua.school.nz](http://www.turua.school.nz)



### **Waitakaruru School**

*Vision:*

*He taonga o tatau tamariki.*

*Principal: Tina Taylor*

*Where children's hopes and dreams are treasured*

<https://waitakaruruschool.weebly.com>



### **Central Kids Kindergarten**

*Vision: Creating an environment that recognises and grows every child's full potential*

*Centre Manager: Charmaine Paton*

[www.centralkids.org.nz](http://www.centralkids.org.nz)



### **Milly's Educare**

*Vision: Milly's nurtures tamariki to be self-motivated learners thereby fostering the foundation of life-long learning.*

*Manager: Amelia Loudon*

[www.millys.org.nz](http://www.millys.org.nz)



### **Barnardos Early Learning**

*Vision: Creating strong foundations for the future*

*Centre Manager: Narissa Hawaikirangi Pere*

<https://barnardosearlylearning.org.nz/locations/early-learning-centres/turua>



### **Turua Playcentre**

*Website:*

*Centre Manager: Arlene Nitkin*

[www.playcentre.org.nz/centre/turua](http://www.playcentre.org.nz/centre/turua)

## **OUR JOURNEY:**

- Prior to establishing our Community of Learning, the schools had been working together through other Te Mahau Ministry of Education and school developed initiatives.
- With leadership from Ngaire Harris, Principal, Hauraki Plains College, the 12 schools initiated formal discussions about establishing a Community of Learning in 2015.
- This involved discussions and meetings held over a period of 12 months with leaders from the 12 schools.
- Key to these discussions was a strong vision that the 12 schools would maintain their own identity within the Kāhui Ako while working collaboratively to work smarter as a collective in providing the best possible platform for our year 8 students entering Hauraki Plains College.
- A strong feature was also the opportunity for collaborative opportunities for small rural school staff to interact and participate in wider professional development opportunities.



**Hauraki Kāhui Ako Cluster 2022**

Lead Principal: Neil Fraser





- Our original achievement challenges were based on National Standards for reading, writing, and maths with a global holistic goal overarching these.
- Data and consultation was part of the journey to identify learning needs for the Kāhui Ako.
- Our application was approved in 2016.
- Ngaire Harris, Principal Hauraki Plains College was appointed as Lead Principal.
- Toni Brewer & Mona Hingston were appointed as the two across school leads.
- 11 Within School Staff were appointed
  - 5 x HPC
  - 1 x Ngatea School
  - 5 x shared across the remaining 10 schools

### **ENGAGEMENT & CONSULTATION WITH OUR COMMUNITY:**

- Combined Boards of Trustees met together and provided input
- Combined Staff Meetings met together and provided input
- School Staff meetings at each school

### **IDEAS IDENTIFIED:**

- Sharing resources across the community
- Improved cultural awareness
- Identification and support for priority learners
- Across-community shared expectations
- Staff collegiality
- Developing leadership capacity
- Positive learning support connections
- Developing student agency
- Positive role models
- Timely access to 'expert' specialist intervention e.g. dyslexia, autism
- Student Well-being
- Genuine engagement with whānau

### **EVIDENCE GATHERING:**

- 2017 NZCER Student Survey (selected schools)
- 2017 NZCER Teaching and School Practices Survey (selected schools)
- 2018 SENCO Review
- 2019 SENCO Review
- 2019 Melinda Webber review (selected schools)
- 2019 School Annual Reports
- 2020 Kāhui Ako review
- 2022 LSC Review

### **2018 REVIEW:**

With the assistance of Cathy Whyllie (NZCER) as an Expert Partner in 2017 & 2018 and Springboard Trust in 2018, as a Change Manager, we reviewed the structure, goals and challenges of our Kāhui Ako. We did this through:

- Reviewing our strategic overview
- Developing measurements



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Lead Principal: Neil Fraser



- Outlining a road map
- Identifying enablers
- Defining leadership roles

## **REVIEWED VISION:**

Growing young people, empowering communities flourishing futures

Leading strong communities to inspire and engage young people

Collaborate to strengthen community wellbeing

Share resources and expertise to optimize learning for all

**As a result, 3 goals were identified with a change in Kāhui Ako leadership structure**

Hauraki Schools working together to strengthen our community

### **How (Goals):**

- Establish aligned learning across our schools
- Build a network of cohesive support to strengthen student well being
- Share rich resources and expertise to optimize learning for all

### **3 Goals: Reviewed**

1. Curriculum
2. Learning support
3. Cultural capabilities

## **GOAL 1: CURRICULUM:**

Teaching collaboratively for the best learning outcomes for every student

### **Led by:**

Principal: Kerre Forse  
 Across School Teacher: Raelene Miller  
 Community Within Teacher: To be appointed

### **ACHIEVED SO FAR:**

- Kāhui Ako Writing Progressions - KAW
- Kāhui Ako Reading Progressions - KAR
- Kāhui Ako Mathematics Progressions- KAM development
- Professional Development with Mark Osbourn (Localized School Curriculum)
- Professional Development with Bek Galloway (Play-based Learning)
- Transitioning students to college
- Exit Student Capabilities rubric
- Development of Cultural capabilities
- Development of capabilities for secondary students
- Transition meetings in schools with Year 9 Dean
- Lead team have met with MoE around assessment and PaCT
- PaCT- facilitators have had a session with HPC teachers in relation to new literacy and numeracy coming in at year 9/10.

<b>Goal 1:</b>	Teaching collaboratively for the best learning outcomes for every student
<b>Strategic Initiatives:</b>	a. Capability development through real, relevant, and rich curriculum experiences
	b. Kāhui Ako Learning Progressions



<b>Successful Outcomes:</b>	<p>We systematically work together to review and enhance teaching and learning capability across our Kāhui Ako.</p> <p>We can demonstrate how this is building on the capability development, progress, and achievement for every child</p>
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## **GOAL 2: LEARNING SUPPORT:**

Building the collaborative and collective capacity of our Kāhui Ako to support learning and wellbeing outcomes

### **Lead by:**

Principal: Tina Taylor

Across School Leader: Tracey Schumacher

### **ACHIEVED SO FAR:**

- SENCO's (Special Education Needs Co-Coordinator) surveyed 2018 in regards to their school's needs
- Professional development on staff wellbeing
- SENCO's (Special Education Needs Co-Coordinator) surveyed 2019 in regards to their school's needs
- Coordination and induction of Learning Support Coordinators across the cluster
- 4 x Positions appointed – 1 x HPC 3 x Remaining schools and ECE's
- 1 x based Ngatea School
- 1 x based Turua School
- 1 x based Mangatangi School
- Transition meetings with Hauraki Plains College staff and SENCO
- LSC's created a tracking document to record learning needs.
- LSCs led Professional Development on Dyslexia
- Transition meetings with Hauraki Plains College staff and SENCO
- LSC Led professional development for teacher aids across the cluster
- Complete the 2022 LSC review. Principals and LSC surveyed about what is working well and what could be improved.
- 2 positions advertised so creating an induction manual that can support new LSC to the cluster
- LSC's have attended numerous PLD sessions themselves on a variety of topics, and have shared knowledge gained with each other
- LSC's meeting monthly to discuss students, PD etc
- LSC have organised school PD on Dyslexia, in process of organising PD for T Aides, BSLA
- Lego therapy initiated in many primary schools
- Principals meeting regularly throughout Covid Lockdowns via Zoom for collegial support
- Bi- termly Teacher Meetings re-instated in 2022 for sharing knowledge, ideas, concerns, PD et

<b>Goal 2:</b>	Building the collaborative and collective capacity of our Kāhui Ako to support learning and wellbeing outcomes
<b>Strategic Initiatives:</b>	<p>a. Learning Support</p> <p>b. Sharing resources</p>
<b>Successful Outcomes:</b>	We have effective support systems and share resources to enable leaders, teachers and learners to maximize learning and wellbeing outcomes











5 x HPC  
1 x Kāhui Ako

**2016** Lead principal: Ngaire Harris  
Co-Lead: Moana Te Moananui  
Sharron Scouse  
Across School: Toni Brewer  
Mona Hingston  
Within School: 1 x Ngatea  
5 x HPC

#### Principal Changes:

- Kaihere School (First time Principal)
- Waitakaruru School (First time Principal)
- Maramarua School (First time Principal)
- Kopuarahi School
- Kaiaua School (First time Principal)

### **ENGAGEMENT & CONSULTATION WITH OUR COMMUNITY:**

- Combined Boards of Trustees meetings
- Combined Staff Meetings
- Staff Meetings at each School
- Staff collegiality
- Parent and whānau Survey
- Student Survey
- NZCER Teaching and School Practices Survey
- Ongoing formal and informal Iwi conversations with Kaumātua and whānau
- Resource Teachers of Learning and Behaviour (RTLBs)
- Special Education Needs Co-ordinators (SENCOs)
- Early Childhood Education

### **2014 ~ 2019 DATA REVIEW:**

Unfortunately, Kāhui Ako data has not been collated again until 2019 making the comparison between the 2014 and 2019 data irrelevant but shown here despite this.

Covid 19 in 2020, 2021 and 2022 has impacted on the relevance of data collation.

#### **Achievement Challenge: Reading**

Target: By 2017, 85% of all Years 1 – 8 learners (including 85% Māori) will be at or above the national standard in reading

<u>Reading</u>	Māori			All Students		
	At or above	Total students	%	At or above	Total students	%
<b>2014 Actual:</b>	158	231	68.4%	624	848	73.6%
<b>2019 Actual:</b>	141	223	63.2%	586	779	75.2%
<b>Shift:</b>	<b>(17)</b>	<b>(8)</b>	<b>(5.2%)</b>	<b>(38)</b>	<b>(69)</b>	<b>1.6%</b>



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### Achievement Challenge: Writing

Target: By 2017, 85% of all Years 1 – 8 learners (including 85% Māori) will be at or above the national standard in writing

<u>Writing</u>	Māori			All Students		
	At or above	Total students	%	At or above	Total students	%
<b>2014 Actual:</b>	141	234	60.3%	576	848	67.9%
<b>2019 Actual:</b>	131	223	58.7%	540	780	69.2%
<b>Shift:</b>	(10)	(11)	(1.6%)	(36)	(68)	1.3%

### Achievement Challenge: Mathematics

Target: By 2017, 85% of all Years 1 – 8 learners (including 85% Māori) will be at or above the national standard in mathematics

<u>Mathematics</u>	Māori			All Students		
	At or above	Total students	%	At or above	Total students	%
<b>2014 Actual:</b>	159	233	68.2%	628	848	71.4%
<b>2019 Actual:</b>	133	223	59.6%	536	780	68.7%
<b>Shift:</b>	(26)	(10)	(8.6)	(92)	(68)	(2.7%)

### Achievement Challenge: Pathways

Target: 1) By 2017, 75% of all school leavers (including 75% of Māori) will have achieved at least one Vocational Pathway endorsement

School Leavers with NCEA Level 2 Vocational Pathway Endorsement	Māori			All Students		
	Achieved	Total Students	%	Achieved	Total students	%
<b>2014 Actual:</b>	0	32	0%	0	150	0%
<b>2019 Actual:</b>	See below					

Target: 2) By 2017, 90% of school leavers (including 90% of Māori) pursue a pathway option aligned with their aspirations, strengths and interests until at least 16 months after leaving school

School Leavers pursuing aligned pathways for at least 16 months	Māori			All Students		
	Achieved	Total Students	%	Achieved	Total students	%
<b>2015 Actual:</b>	19	32	60%	90	150	60%
<b>2019 Actual:</b>	See below					







everyone is kept in the loop

**Goal 1: Curriculum – Teaching collaboratively for the best learning outcomes for every student**

**What do you consider to be the most significant gains from goal 1 to date?**

- Professional learning development around competencies and brain research
- Transition to Hauraki College- support from college staff and the relationships built between schools
- Professional learning development Programme – utilising the skills of Mark Osborne and Bek Galloway.
- The curriculum experiences have been authentic and reflect the school's direction.
- The students are more engaged and want to communicate their learning
- The KAW, KAR, KAM has been helpful for students to realise where they are at with their learning and their next learning steps
- Knowing that we can contact our colleagues and go to their kura to observe good teaching taking place
- KAR / KAM /KAR and their use to inform HPC of our students capabilities

**What do you consider to be the next priorities in regard to goal 1?**

- Professional learning development around integrating literacy, numeracy and digital technologies into play-based learning (Play, Make Create)
- School tour around the Kāhui Ako to see what has been implemented over last 2 years
- Tiriti o Waitangi
- Digital Technologies Curriculum
- Growth & fixed mindsets, learner agency
- Continue to use KAW, KAR and KAM.
- To teach and plan collaboratively so that we have a continuous curriculum from Year 1-8.
- Opportunities to moderate KAR /KAW / KAM for greater consistency

**Goal 2: Learning Support - Building the collaborative and collective capacity of our Kāhui Ako to support learning and wellbeing outcomes.**

**What do you consider to be the most significant gains from goal 2 to date?**

- Working with agencies to find a solution to learning support issues within schools
- The opportunity to have Learning Support Co-ordinators and the positive nature with which they have been received
- Appointment of the Learning support coordinators. We will be able to organise appropriate assessments to go toward support applications so our tamariki get the support they deserve.
- Our Super SENCO idea coming to fruition!

**What do you consider to be the next priorities in regard to goal 2?**

- Working collaboratively to ensure the Learning support coordinators model works for our schools and is viable moving forward
- Caretakers –have a coffee group/discussion hui for them to share things common in their field of work
- Office/Admin staff –have a coffee group/discussion hui for them to share things common in their field of work
- Clarifying and establishing Learning support coordinators position and role in transition
- Supporting the LSCs to provide coverage for all their schools in a way that is equitable



**Goal 3: Cultural Responsiveness - Partnering with families and whānau, Iwi, employers, tertiary providers and community to support learner pathways**

**What do you consider to be the most significant gains from goal 3 to date?**

- Matua Normie and his work within schools
- Working with Timoti Harris around Te Tiriti o Waitangi/The Treaty of Waitangi
- Access to professional learning development
- Making a connection with local Iwi and whānau.
- Supporting other community organisations that have a connection with local Iwi
- Encouraging whānau to be part of our school community
- Building relationships with Matua Normie and extending our professional relationships
- Greater sense of understanding for our school in regards to Te Tiriti o Waitangi/The Treaty of Waitangi and cultural responsiveness

**What do you consider to be the next priorities in regard to goal 3?**

- Supporting schools to make connections with Iwi
- Sharing between schools about what cultural responsiveness looks like for them
- How do we as a cluster support the Board of Trustees to develop their understanding and role they play in their unique position as boards of education centres?
- Continuing to make connections across Hauraki
- Strengthening relationships with all our kura within our Kāhui Ako
- Supporting schools to be self-sufficient in their approach to cultural responsiveness

**Future planning;**

**What would you like to see as a priority for our Kāhui Ako in 2020?**

- Professional learning development with Paula Jamieson- Play, Make, Create
- Continuation of Matua Normie's role -especially with how we can move forward with Iwi contacts
- Visiting each other's schools to share what has changed from the formation of the Kāhui Ako
- Tiriti o Waitangi
- Growth/Fixed mindset/learner agency
- Transition
- Supporting and minimising anxiety in children and whānau in our services
- More opportunities for collaboration across the sectors / year groups

## **LSC Survey Review for 2021**

**What has worked well?**

- The idea of having a specific day for LSC service was good but it did not work very well in Term 4. How do other LSC's work their timetable across their multiple schools? (Tina)
  - I'm unsure who entered this (Tina did). I encourage a mixture of flexibility and fixed timetables. It is important that Richard gets his share of the LSC hours, and therefore it needs to be fixed within reason. At the same time our LSC has spent time at kaihere outside of the fixed times, and spent extra time at NPS as the needs grew. I presume it works much easier with less schools. (Neil)
- It was helpful when an LSC from another school stepped in when our LSC was off for a long period of time. An assistive technology application was completed successfully by this LSC (Tina)



	<ul style="list-style-type: none"> <li>• The expertise and flexibility of our LSC, who supports our staff and students so well. She works well with outside providers, especially the OT, RTLB and the many MOE providers. (Neil)</li> <li>• (Kerry) The LSC has been invaluable for me even when she couldn't get to the school due to the border. She made sure she kept in touch and supported those families that needed it. It has been a great support to me to have someone else do some of the work around learning support. Also excellent communication and making sure she is part of the team when she is here has been valuable.</li> <li>• It's invaluable to have extra people involved with endeavouring to address learning support concerns (Ngaire)</li> <li>• There does need to be a mix of both flexibility and responsiveness, and timetabled hours. We all have times when things crop up in our kura and students/teachers need LSC support. In my head I view it as swings and roundabouts....so long as the time is being used purposefully and prioritises where it needs to, surely 'our kids' across the Kahui Ako will be more effectively served. This does need to be managed by the LSC to ensure reasonable equity across the schools. (Chris)</li> <li>• LSC online support for teachers and participation in student hui zoom meetings during lockdown and Alert Level 3 was appreciated and tapped into. (Chris)</li> <li>• We have been so well serviced by Lisa all throughout the year. Her weekly emails to us outlining her timetable for the week is really appreciated. She is active and proactive in supporting the school / staff / students and actively looks for how best she can support us. We are very fortunate to have someone of her calibre on the team. The amount of work she has taken off us as a school in regards to grant applications and assistive tech etc has been so valuable. (Sharron)</li> <li>• Lisa has done a great job for our school. She is supportive and gets the mahi done. Awesome to bounce ideas off and very organised. Her weekly timetable has been very good for communication (Karlos).</li> <li>• Weekly emailed timetables - allowing for some flexibility, have been appreciated. Communication has been timely, with updates if things change, (Chris)</li> <li>• Networking with agencies e.g. CAPS Hauraki, Strengthening Families, MOE, RTLB, OT etc has been appreciated, especially in following up actions and seeking new pathways for tailored support for individual students and whaanau (additional funding for shared resources also procured for all four schools to access.(Chris)</li> <li>• We have appreciated Kerie's mahi in working for the best outcomes for our students and their families. She looks out for ways to support students that are do-able and practical whilst also building our internal capability (e.g. training learning support staff in lego therapy, working with teachers and support staff on specific training to build strategies in working with students: ASD, FASD, short term memory, auditory processing etc, providing tailored resources.</li> </ul>
<p><b>Have you faced challenges that you would like to express?</b></p>	<ul style="list-style-type: none"> <li>• I do not have any issues within our LSC Cluster (Neil) (Karlos)</li> <li>• Inequality of service. Due to illness, we have not received regular service and our tamariki have missed out. (Tina) <ul style="list-style-type: none"> <li>○ I'm unsure how this can be resolved as the cluster does not have the resources to provide the extra support. If short term it may be something that just needs to be absorbed by the affected cluster themselves, (Neil)</li> <li>○ However, If it is for a very long period, then we may need to try to find a way for all other LSC to help cover the more urgent issues that may arise while the one person is on sick leave. (Neil)</li> </ul> </li> <li>• Whose responsibility is it to let the lead school know when LSC is away? How do we know that the Principal knows when we have received an email when LSC is sick? (Tina) <ul style="list-style-type: none"> <li>○ The LSC's responsibility to let lead school know</li> <li>○ And LSC &amp; Lead principal's responsibility to let the other schools know (And something I need to follow up myself.</li> <li>○ But if in doubt, why not send an inquiry to the lead principal? (Neil)</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• What is the process for advice and guidance if LSC's are not meeting teaching standards/appraisal goals? <ul style="list-style-type: none"> <li>◦ Inform the lead principal (Neil)</li> </ul> </li> <li>• Having a clear understanding of the LSC's role and expectations of who does what. (e.g SENCO or LSC responsible for referrals etc.) <ul style="list-style-type: none"> <li>◦ This is a blurred role and from the outset I was not clear how this would work in our school (Ngatea). I did not see the point of having our SENCO meetings for our school, and then to carry this information over to the LSC in yet another meeting. In our case, our LSC is doing a great job filling this position at both NPS &amp; Kaihere, although both schools organise all the teacher aide hours and appointments. (Neil)</li> <li>◦ I can see that this is not possible in a cluster with more schools. And there each LSC needs to work out and agree to a MOU (Neil)</li> </ul> </li> <li>• Figuring out how to use both SENCO and LSC with clear and effective job descriptions (and RTLB?) <ul style="list-style-type: none"> <li>◦ The job descriptions need to be co-constructed perhaps? Especially important for LSCs working across 4 schools? Hard to make a professional judgement on whether an LSC is meeting the professional standards/appraisal goals unless these are put out there (professional standards are set through the Teaching Council but appraisal goals should be co-constructed with the LSC). (Chris)</li> <li>◦ Perhaps more clarity should include where there is crossover with RTLB (e.g when completing IWS and RSS referrals) Input from both is needed but RTLB takes lead role (Chris)</li> </ul> </li> </ul>
<p><b>Are there improvements we need to consider for 2022?</b></p>	<ul style="list-style-type: none"> <li>• How do we ensure equality across 4 schools? How do we ensure that the service offered by all the LSCs is similar? <ul style="list-style-type: none"> <li>◦ The LSCs could document what they currently do, look at where there are similarities and analyse where the differences are and why. Have we used the documentation that came from the MOE last year (green booklet I think) to look at best practice? The role has kind of evolved and it's probably timely to have a good stocktake. (Chris)</li> </ul> </li> <li>• Greater equity of the 4 LSCs across the schools. We have 'donated' 0.7 of an LSC to the cluster but our learning needs are so high that would like this to be reconsidered (Ngaire)</li> <li>• Transparency of expectations for all LSC so the job is 'similar' in all settings</li> <li>• How can we tap into the strengths that our LSCs have individually? e.g in a 'therapy' or programme for specific needs. What might these strengths be? (Chris)</li> <li>• Lisa was assigned the 5 schools sitting in the Franklin RTLB service but we are now split into 2 groups (3 schools remain Franklin 2 schools now Hauraki) she has the biggest workload - nearly 480 students (apart from HPC) and the biggest distance in travel. I feel the allocation of LSC to schools needs to be reviewed and can appreciate HPC's call to review their full allocation (Sharron)</li> <li>• It has been challenging for the LSC to juggle the demands of transitioning students with neurodiverse and other needs to college (three different colleges in our case), particularly in picking up aspects of this role in the absence of the RTLB for the second half of Term 4.</li> </ul>



**Any other  
comments**

- Are there any opportunities for rotation of LSC's in the Kahui Ako? How were the original school placements decided?
  - It is unfortunate that some LSC clusters are having service issues. I think that this will be an ongoing employment issue. Some of my thoughts (Neil):
    - Honest feedback needs to be given to employing principals throughout the year.
    - It should be corrected through an appraisal - and honest feedback with goals need to be set here.
    - How often are LSC visiting other clusters/LSC? They need to get out and visit other LSCs and their schools. They need to see what other schools/LSCs are doing.
    - Weekly meetings will help. I know that Sherie (current Lead LSC) has struggled to get LSCs for their monthly meetings due to unavailability of several LSCs. I believe that these meetings are important for LSC to share best practice, and support each other.
    - I agree with Neil here... (Chris, Tina)
  - LSCs are permanently appointed by the hosting boards. (Neil)
  - (Kerry) I agree with Neil on this, if schools are unhappy with the service they should be communicating this clearly to the host school Principal and LSC.
  - I agree above, but we do need to ensure that there is clarity of expectations and I suspect that there are differences in the way the role is being carried out across the Kahui Ako and possibly between schools. There is a delicate balance between responsiveness to need and what the role should look like...
  - In our case we have a very transient roll and even in the last 4 school weeks have gained 4 new students, all of whom need additional support (LSC for all, RTLB, for one, Strengthening Families for three- 2 families, CAPS re attendance for three of them) This is just in our small kura, so I am sure this is a growing trend across all of our schools. Often the LSC is the first port of call. (Chris)
  - It has been challenging for the LSC to juggle the demands of transitioning students with neurodiverse and other needs to college (three different colleges and 4 students with specific needs in our case), particularly in picking up aspects of this role in the absence of the RTLB for the second half of Term 4. We have appreciated the work done here and have also tried to pick up some of this load where possible. (Chris)
  - This has also affected application processes that would normally be RTLB work, adding extra pressure at the 'sharp end' of the year. Some of these applications are ones that require RTLB input or sign off, making completion difficult or impossible for the LSC. (Chris)
- Thanks for the opportunity to give some feedback.
- In her role as ASL for the KA Tracey Schumacher has been the point of contact for the LSC and principals - this needs to be reviewed in regards to whether this is still needed /wanted / of value etc as well as all the other decisions that need to sit alongside the ASL teachers and their roles within our KA (Sharron)
- Would like to see the LSC's providing (or coordinating) professional development across our KA and this will allow for our SENCO's to also have opportunities to gather and share too. (Sharron) I agree. (Chris)



## **2022 STRUCTURE REVIEW:**

### Expectations of Kāhui Ako roles

#### **LEAD PRINCIPAL:**

- Visit each of the schools to get a 'feel' for how we click and be a face in our schools so that our staff have a connection with you
- Have an awareness of our strengths as individual schools and our next steps so that informed decisions can be made to support us
- Think and act in a way that all centres and schools of our Kāhui Ako feel like they are part of the journey
- Be transparent in decision making
- Clear and regular communication
- Ensure the pace of the work /learning is maintained
- Ensure that the Across School teachers and Within School teachers report back to their respective schools each term
- Lead the calendar bookings for all Kāhui Ako events, taking into consideration as many schools as possible and their pressure points/workload during the year
- Utilise Ministry of Education support where applicable

#### **CO-LEAD PRINCIPALS:**

- Support lead principal with administration as needed
- Occasionally visit the schools and principals as you are the voice of the schools in meetings with lead principals
- Assist with clear and regular communication
- Assist Lead Principal to ensure the pace of the work /learning is maintained
- Co-Lead the calendar bookings for all Kāhui Ako events

#### **WITHIN SCHOOL (KĀHUI AKO POSITIONS) TEACHERS:**

- Work with Across School Teachers to support our schools / goals
- Be visible within the schools they are allocated to on a regular basis
- Make sure all new staff at their schools are inducted into Kāhui Ako goals, KAM/KAW/KAR, Q & A session, etc.
- Within School Teachers report back to their respective communities on a term basis
- Be involved in Professional Development to benefit the Kāhui Ako

#### **ACROSS SCHOOL TEACHERS:**





- Have a key contact person within each of our schools for ongoing communication / links / sharing of ideas etc.
- Meet with these key people (above) regularly
- Utilise zoom meetings to facilitate communication and connections
- Get feedback from each school in terms of what they would like e.g. cultural responsiveness schools with similar needs so they can work together or share resources
- Be the link between those people working to deliver the goal and the Kāhui Ako
- Regularly visit the schools
- Maybe each across school role has three or four schools attached to them to visit each term
- Maybe their time should be allocated according to school sizes, like the Learning Support Coordinators
- Across School Teachers report back to their respective schools each term
- Be involved in Professional Development to benefit the Kāhui Ako

## **2021~2023 ACHIEVEMENT CHALLENGES:**

### **The Hauraki Community of Learners**

#### **Achievement Challenges**

Target group: Priority learners with a specific focus on Māori

#### **ACHIEVEMENT CHALLENGE: READING**

Target: By 2023, Kāhui Ako disparity between Māori and non-Māori students in reading will reduce by 10%

##### **Kāhui Ako Reading:**

- Maori Students Achieving Curriculum Levels 62%
- Students Achieving Curriculum Levels 72%

#### **ACHIEVEMENT CHALLENGE: WRITING**

Target: By 2023, Kāhui Ako disparity between Māori and non-Māori students in writing will reduce by 10%

##### **Kāhui Ako Writing:**

- Māori Students Achieving Curriculum Levels 52%
- Students Achieving Curriculum Levels 60%

#### **ACHIEVEMENT CHALLENGE: MATHEMATICS**

Target: By 2023, in Kāhui Ako disparity between Māori and non-Māori students in mathematics will reduce by 10%

##### **Kāhui Ako Mathematics:**

- Māori Students Achieving Curriculum Levels 60%
- Students Achieving Curriculum Levels 64%

## **UPCOMING ACTIONS:**

- Working group to review what schools are doing in regards to New Entrant testing
- Possible Hauraki Kāhui Ako New Entrant document development
- Principal professional development
- Wananga opportunity at Kerepehi Marae
- Board of Trustees Workshop Treaty of Waitangi with Timoti Harris



**Hauraki Kāhui Ako Cluster 2022**  
Lead Principal: Neil Fraser



- Play based learning approach with Bek Gallaway



## **Hauraki Kāhui Ako Strategic Overview 2021-2023**

*Hauraki Schools: Working Together; Strengthening Communities*

*Kura o Hauraki mahi tahi te whakapakari i ngaa hapori*

	<b><u>Outcome 1:</u></b> Our students demonstrate the capabilities of a lifelong learner	<b><u>Outcome 2:</u></b> We have effective systems in place to support the learning and wellbeing of every student	<b><u>Outcome 3:</u></b> We have effective partnerships with our community, whānau, families, mana whenua and iwi
<b>Goals:</b>	a. Continue to develop 21st century capabilities	a. Develop a coordinated learning support system	a. Increase teachers' cultural confidence
	b. Continue to develop and use the learning progressions	b. Collaboratively address student wellbeing concerns	
<b>Key Actions:</b>	1. Workshop to share how we are teaching the 21st capabilities	1. Establish weekly LSC Meetings	1. Draw up a development map to demonstrate teacher progress
	2. Workshop to moderate student work	2. Use AWE Survey to establish baseline data for wellbeing	2. Teachers to identify current stage of development
			3. Establish a PLD plan
<b>Our Values:</b>	<b><i>Ahurea tuakiri</i></b> <i>Identity</i>	<b><i>Hauora</i></b> <i>Wellbeing</i>	<b><i>Whanaungatanga</i></b> <i>Connectedness</i>







*Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying*

*Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

*Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work*

