

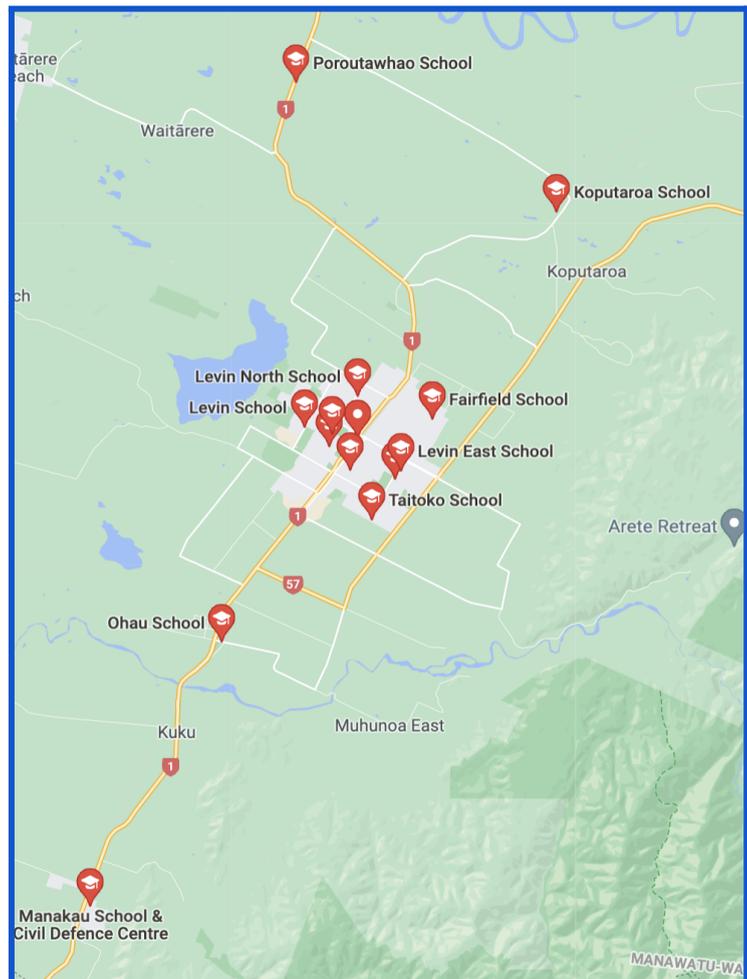


## Taitoko Kāhui Ako: Mahere Rautaki 2022- 2024

### SCHOOL AND EARLY CHILDHOOD CENTRE INFORMATION

#### Schools

- Manakau School
- Ohau School
- Taitoko School
- Levin Intermediate School
- Horowhenua College
- Levin East School
- Waiopehu College
- Levin School
- St Joseph's Catholic School
- Fairfield School
- Poroutawhao School
- Koputaroa School
- Levin North School



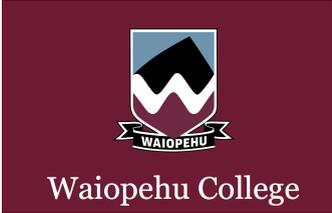
#### Early Childhood Centres

- Arohanui Kindergarten
- Levin Montessori
- About Kids
- Horowhenua Educare
- Fanau Pasifika
- Parsons Ave Kindergarten
- Timatanga Hou
- Taitoko Kindergarten
- Te Manawanui Kindergarten
- Betty Montford Kindergarten
- Levin Baptist Kindergarten
- Punahau Early Childhood Care Centre

As at July 2020

Kāhui Ako No.		September 2021	Māori	% Māori	Pasifika	% pasifika
ID no. 99058	Taitoko Kāhui Ako - 13 schools and 12 early Childhood centres					
2896	Manakau	123	32	26	3	2
2933	Ohau	194	56	29	3	1
3032	Taitoko	213	117	55	66	31
2887	Levin Intermediate	265	141	53	26	10
236	Horowhenua College	610	206	43	79	13
2886	Levin East	357	136	38	38	11
237	Waiopēhu	604	272	45	62	10
2889	Levin	161	75	47	19	12
3008	St Joseph's Catholic	153	47	31	59	39
2838	Fairfield	477	159	33	41	9
2965	Poroutawhāo	117	28	24	0	0
2882	Koputaroa	193	55	28	7	4
2888	Levin North	258	123	47	13	5

## OUR SCHOOLS

	<p><b>MANAKAU SCHOOL</b> Ngāti Raukawa <b>Vision:</b> <b>Motto:</b> Personal Best Always <b>Website:</b> <a href="https://www.manakau.school.nz/">https://www.manakau.school.nz/</a></p>
	<p><b>OHAU</b> Ngāti Raukawa <b>Vision:</b> At Ohau School, our students will be self-managing, confident and creative learners who can effectively communicate with the world around them. <b>Website:</b> <a href="https://www.ohau.school.nz/home">https://www.ohau.school.nz/home</a></p>
	<p><b>TAITOKO SCHOOL</b> MUAŪPOKO <b>Vision:</b> Poipoia te kakano kia puawai: Nurture the seed and it will blossom <b>Website:</b> <a href="http://www.taitoko.school.nz/">http://www.taitoko.school.nz/</a></p>
	<p><b>LEVIN INTERMEDIATE</b> MUAŪPOKO <b>Vision:</b> Beside our Lake Punahau, between the Tararua Ranges and the sea, our students will have high expectations for themselves and their future. We want our students to be strong in their individual, family and cultural identity, and to be successful, respectful and contributing members of society. <b>Motto:</b> Tu Tangata <b>Website:</b> <a href="https://www.lis.school.nz/">https://www.lis.school.nz/</a></p>
	<p><b>HOROWHENUA COLLEGE</b> MUAŪPOKO <b>Vision:</b> Success for all students <b>Mission:</b> To grow successful young men and young women <b>Motto:</b> ESSAYEZ 'Strive to be the best you can be' <b>Website:</b> <a href="http://www.horowhenua.school.nz/">http://www.horowhenua.school.nz/</a></p>
	<p><b>LEVIN EAST</b> MUAŪPOKO <b>Vision:</b> Switched on Learners. <b>Mission:</b> To provide foundational education so all our learners can be successful citizens. <b>Website:</b> <a href="https://levineast.school.nz/">https://levineast.school.nz/</a></p>
	<p><b>WAIOPEHU COLLEGE</b> MUAŪPOKO <b>Vision:</b> Waiopahu College, in active partnership with its community, will provide its students with a quality education which inspires them, respects their dignity and rights, helps them to reach their full potential and prepares them to take their place in a changing world.</p>



Website: <http://www.waiopehu.ac.nz/>



**Levin School**  
Reach - Learn - Grow

**LEVIN SCHOOL**

MUAŪPOKO

**Vision:** Levin School student will empowered to become actively engaged life long learners

**Mission:** The school aims to provide a safe environment with educational opportunities that encourage students to develop sound social values, pride in achievement and respect for self and others.

Website: <https://levin.school.nz/>



**St. Joseph's Catholic School**

**ST JOSEPH'S CATHOLIC SCHOOL**

MUAŪPOKO

**Vision:** Shine among them like stars lighting up the sky

**Mission:** Education Enrichment, Partnership, Catholic Values

**Motto:** Each for all ( heart) All for God

Website: <https://www.stjoeslevin.school.nz/>



**Fairfield School Levin**

**FAIRFIELD**

MUAŪPOKO

**Vision:**

**Website:**

<https://fairfieldlevin.school.nz/>

Empowering learners to be open, self-directed and engaged lifelong learners

E whakarangatira ana te hunga ākonga kia tōrunga, kia motuhake hoki ōna pukenga akoranga mo ake tonu.



**POROUTAWHAO**

Ngāti Raukawa

**Mission:** To provide opportunities for all students to develop attitudes, skills and knowledge to be life long learners.

**Vision:** Mauri Mahi, Mauri Ora- Work well Live well

Website: <https://www.poroutawhao.school.nz/>



**KOPUTAROA**

Ngāti Raukawa

**Vision:** Nurturing confident, future focused learners

**Mission:** To grow a community of innovative learners within a supportive environment

Website: <https://www.koputaroa.school.nz/>



**LEVIN NORTH SCHOOL**

MUAŪPOKO

**Vision:** Preparing for the future

**Mission:** We develop people to be people.

**Motto:** Kai ako, kia tai, kia ora

Website: <https://www.levinnorth.school.nz/>

## Vision:

Our vision remains as one where we work in partnership with iwi and all key stakeholders. It is about creating a community of learners (including educators and our wider community) in which learning is engaging, empowering and success-making for our diverse population. The richness of the New Zealand Curriculum and the vision of confident, connected, actively-involved life-long learners, rather than the singular focus on academic achievement along with recognition of each school's local curriculum, **must** be at the centre of all learning as we respond to our challenges. We believe in developing quality leaders and teachers who facilitate learning opportunities for learners, to engage in meaningful learning, reflective of their interests, passions and aspirations. Learners and their whanau must remain at the centre.

We will work closely on these challenges with our Horowhenua colleagues in the Kerekere Community of Learners.

As a result of the 'research' work done in our community over the first four years of our Horowhenua Kāhui Ako and developments in the wider education landscape, the Taitoko Community of Learners has morphed its thinking so that we have four strategic outcomes. These align with the National Education Learning Priorities (NELPs) and will be addressed through 'levers for change.' We believe these levers align to the knowledge skills and attitudes required to address our strategic outcomes. Our strategic goals are:

- **Barrier Free access to education**  
Great education opportunities and outcomes are within reach for every learner.
- **Learners and their whanau at the centre**  
The needs of learners and their whanau will be at the centre of education.
- **Quality teaching and leadership**  
Quality Teaching and leadership makes the difference for learners and whanau
- **Future of learning**  
Learning should be relevant to the lives of young people today and throughout their lives.

**All of the above are underpinned by a sustained focus on student well being and culturally sustaining practice.**

Each goal is further explained with medium and short term actions that we intend to take to address them in our Strategic plan. (**Appendix One**).

## Background

The Taitoko Community of Learning is located in the Horowhenua area and comprises twelve schools and twelve Early Childhood centres also officially joined the group. We are now a Kāhui Ako of in excess of 2,200 learners from six full and three contributing primary schools, one intermediate school and two secondary schools and of course the Early Childhood centres as listed (Appendix 2). There is a high level of commitment, cooperation and developing collaboration within the group.

Schools within the group have been working even more closely together over the past three years and have developed an even stronger trust-based relationship built on a foundation of honesty, openness and a shared purpose.

## Systems and structure

## Stewardship group

Our stewardship group oversees the work of the Horowhenua Kāhui Ako (Taitoko and Kerekere) and comprises our Iwi partners (Muaūpoko and Ngāti Raukawa) and five representatives from our local community who volunteer their time for this mahi. Their role is to bring a community lens to the work and direction of the Kāhui Ako and to oversee all National appointments (Leaders and Across School Leaders)

The group currently comprises:

- Iwi partners from Muaūpoko and Ngāti Raukawa
- Two current presiding board members from the Secondary sector
- One senior teacher from the early childhood sector
- One Board member who brings a primary and Pasifika lens.

This group meets once each term and hosts a combined Board of Trustees hui related to the work of the Kāhui Ako twice a year.

## Networks

Our Boards and Principals are committed to advocating for our students and teachers and are ready to move into different ways of educating to bring about undeniably positive outcomes for all our students. The Taitoko Community of Learning has a diverse ethnic composition which mirrors the demographics of the wider Horowhenua community and places a strong emphasis on acknowledging student diversity and creating opportunities for them to be proud of their culture.

All schools are working on building stronger partnerships with whānau and are developing educationally powerful relationships. We are inclusive schools with a number of students having additional needs that are reasonably well met by their schools with the support of agencies.

An emerging culture of shared professional development and learning is occurring within the Taitoko Community of Learning. We have an emphasis on developing innovative and emerging collaborative learning environments for learners. There is commitment to continue building a strong integration of digital fluency across all schools through the development of our Te Hinaki Education Trust. We view technology as a tool for enhancing student engagement and teacher pedagogical practice. The Taitoko Community of Learning is also committed to deepening our understanding of the quality teaching practice and consistency of determining success and progress for learners across the schools.

In the past many of our schools have worked with facilitators to develop their capability in using the curriculum tool and from 2022 most schools (appendix three) will be part of a Manaiakalani Outreach Programme (MOP). The professional learning from 2022- 2024 will address teaching and assessment practices with a digital capability, future focussed lens and will provide us with consistent academic data from participating schools. This is something we have struggled to obtain until this recent development.

Building and raising teacher and leadership capability is a key driver in our aspirations as we believe that teachers and leaders challenging, supporting and working with one another across the community has huge potential to benefit our learners.

We are collectively accountable, which means that we have a vested interest in supporting one another to be innovative, strategic and collaborative in the true sense of the word.

Our Taitoko Community of Learning values the growth and pathways of the whole person 'from before school until beyond school'. It is our intention, over time and with the sharing of emerging collective thinking, to see our students succeed in all areas of their lives.

We have high expectations and aspirations for all of our students.

## **Addressing the Challenges to Foster Success**

We believe that previous approaches to fostering success and monitoring student achievement in our schools has had a limited effect for some groups of learners. The marginal improvements are as a result of a traditional approach to professional development focusing narrowly on skills taught out of context and are generally not sustained across our 'at risk' population of students in particular.

We believe that a more future focused approach is needed in terms of defining success for our students, involving our community much more effectively and situating learning in more authentic contexts. It is recognised that this 'change' is complex and needs to be transformational. Evaluation of this will require a more sophisticated approach than perhaps the processes that have been used to date.

## **Tracking, Monitoring and Evaluating Progress**

**Specific actions and timeframes to track, monitor and evaluate progress are further identified and further elaborated in the Strategic Plan for each short and medium term goal.**

## **NCEA Academic Achievement ( Appendix Two)**

### **Using Norm referenced assessments**

- **In reference to the previous Achievement Challenge academic goals for primary and intermediate schools:**

Determining any clear picture of achievement across our primary and intermediate schools has been a challenge over the past four years, primarily because each school has gathered this information in a different way. Many were fundamentally opposed to National Standards as a measurement 'tool' and others had significant concerns about the validity of information and whether or not academic results were the only valid measure of success. Academic 'targets' were outlined in our previous Achievement Challenge documentation.

Since the 'wiping' of National Standards by the current government, we have yet to have a discussion about what success would look like across our rohe, hence no statement that represents the views of all schools could be made at this time.

- **The current Mahere Rautaki**

A number of schools ( across Horowhenua) are keen to be part of the Manaiakalani Outreach programme and there is a requirement to monitor academic progress through the use of norm referenced assessments as part of this professional learning approach. Tracking academic progress in a consistent way for those schools who chose not to be part of MOP will be determined as part of our processes; this could be one 'measure'.

- **In reference to the previous Achievement Challenge academic goals for secondary schools:**

The NCEA goals that were set as part of the previous Achievement challenge also became 'redundant' to a certain extent as work with employers saw more of our rangatahi moving into further work or training.

For our secondary schools we currently have NCEA results for year groups, which is a 'measure' of academic achievement however we also need to look at including statistics for those who go into work or further training.( which are of course not norm referenced).

## Using other information to set and evaluate goals ( detailed in Strategic Plan)

### Academic Goals

#### Goal 1

- Once data is gathered from the Norm referenced assessments from Manaiakalani the Taitoko Kāhui Ako will set a three year target based on the baseline academic results. From this data, we will identify the areas of particular focus and development. Each year progress in the data will be reviewed in late November and targets will be modified based on the evidence gained.

#### Well being measures

- Teaching and School Practices
- Pause Breathe Smile
- Me and my school
- Wellbeing at school

#### Goal 2.

- Data will be gathered from the Wellbeing@school tool and the Taitoko Kāhui Ako will set a three year target based on the answers to the survey questions. From this baseline data, we will identify the areas of particular concern for the Kāhui Ako and identify the areas of ongoing focus. Each year progress on the survey areas will be reviewed in November and targets will be modified based on the evidence gained.

### Stand Down and suspension rate goals ( baseline appendix three)

At the moment we have one of the highest stand down, suspension and exclusion rates in the country and secondary school students who attend an alternative education environment. We need to understand why this is happening and then set goals for the number of students being stood down, suspended and excluded to reduce and fewer students attending Alternate Education.

#### Stand downs and suspension rates:

##### Goals 3 and 4

- Current stand down rates for **Male students** ( as per 2019 data) shows that in our area our rate is 40% higher than the rest of Aotearoa NZ. Our goal is to reduce this to a rate commensurate with other similar areas.
- Current stand down rates for **Maori students** ( as per 2019 data) shows that in our area our rate is 42% higher than the rest of Aotearoa NZ e.g 56.3 cf 134 in our area. Our goal is to reduce this.

#### Attendance Goals: Baseline appendix 4:

We also intend to monitor and analyse attendance data from Every day matters for Taitoko Kāhui Ako to determine trends and patterns. Our focus will be on setting goals to raise attendance rates.

##### Goal 5

- Increase the number of students attending school regularly in Taitoko from **48 % in 2020 to 75% in 2025.**
- Decrease the students who are moderately absent from **36 % in 2020 to 20% in 2025**
- Decrease the number of students who are chronically absent from **15 % in 2020 to 5% in 2025.**

All evaluation will be in collaboration with the community, Principals, CoL Leadership and Across School Leadership.

### Plan of Action

Our plan of action is determined by the Strategic Plan with our short term outcomes essentially becoming our Annual plan.

We expect this plan will continue to change and adapt as our understanding of the challenges for our community, and the challenges and needs of individual schools within the community evolves. Our thinking is grounded in the belief that we approach our challenges with a growth mindset.

We believe we need to look at system-wide improvements to better meet the needs and engagement of our students, and engagement of priority groups as identified in our achievement challenges across our area.

Our plan is to continue to implement robust evidence gathering that will continue to inform our development.

### Operating Structure:

<p><b>Stewardship Group (1x a term meetings)</b>  <b>Who:</b> 6-9 people: Iwi Partners (2 or 3), PasifikaBOT (Sec and Primary), ECE, Two CoL leaders  <b>Function:</b> Governance</p>
<p><b>Management Group (1x a term meeting)</b>  <b>Who:</b> All principals and ECE representatives  <b>Function:</b> Decision making, reviewing annual plans, critiquing proposed actions, input into planning and determining course of action</p>
<p><b>Lead Team (1 x per week)</b>  <b>Who:</b> Lead principals, Supporting principals, Across School leaders  <b>Function:</b> Lead the work with the WSTs, decision making, developing and reviewing annual plans, developing and critiquing proposed actions, determining, planning implementing and reviewing actions</p>
<p><b>Within School Teachers</b>  <b>Who:</b> All schools have WSTs appointed  <b>Function:</b> Work on priority areas within schools relevant to the work of the Kāhui Ako, communicate with individual schools, Across School leaders and CoL leaders, lead developments in schools</p>
<p><b>All educators</b>  <b>Function:</b> to support and contribute to the wider community education initiatives</p>

### Appendix One

[MoE Taitoko Mahere Rautaki](#)

### Appendix Two

Group	Percentage with NCEA level 1 or equivalent		
	2018	2019	2020
Female	91.0%	83.6%	78.2%

<b>Male</b>	82.9%	75.6%	82.7%
<b>Māori</b>	80%	73.1%	80.4%
<b>Pacific</b>	88.2%	90.4%	85.9%
<b>European/Pakeha</b>	89.6%	85.7%	81%

<b>Group</b>	<b>Percentage with NCEA level 2</b>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Female</b>	76.6%	78.2%	78.2%
<b>Male</b>	69.8%	65.3%	71.7%
<b>Māori</b>	61.3%	61.3%	72.7%
<b>Pacific</b>	70.6%	80.5%	73.5%
<b>European/Pakeha</b>	75.7%	76%	72%

<b>Group</b>	<b>Percentage with NCEA level 3</b>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Female</b>	48%	48.6%	55.7%
<b>Male</b>	35%	25.6%	39%
<b>Māori</b>	33%	23.9%	42.1%
<b>Pacific</b>	50%	37.7%	41.5%
<b>European/Pakeha</b>	42%	42.6%	44.9%

### Appendix Three: Stand down, suspension and exclusions

## Exclusions

Age-standardised exclusion rate by gender and ethnic group (2019)

Group	Observed exclusions	Baseline exclusions ?	Age-standardised exclusion rate per 1,000 students
Female	4	3.2	2.0
Male	6	3.3	2.9
Māori	8	2.7	4.7
Pacific	1	0.6	2.8
Asian	0	0.3	0.0
Other	0	0.1	0.0
European/Pākehā	1	2.9	0.6
Territorial Total	10	6.5	2.4
New Zealand Total	1069	1,069.0	1.6

## Stand-downs

Age-standardised stand-down rate by gender and ethnic group (2019)

Group	Observed stand-downs	Baseline stand-downs ?	Age-standardised stand-down rate per 1,000 students
Female	59	68.6	25.0
Male	166	69.1	69.7
Māori	134	56.3	69.0
Pacific	7	11.9	17.1
Asian	1	5.7	5.1
Other	3	1.7	52.1
European/Pākehā	80	62.1	37.4
Territorial Total	225	137.7	47.4
New Zealand Total	22285	22,285.0	29.0

Age-standardised suspension rate by gender and ethnic group (2019)

Group	Observed suspensions	Baseline suspensions ?	Age-standardised suspension rate per 1,000 students
Female	8	9.9	3.5
Male	26	9.9	11.2
Māori	21	8.2	11.0
Pacific	2	1.8	4.9
Asian	0	0.8	0.0
Other	0	0.2	0.0
European/Pākehā	11	8.8	5.3
Territorial Total	34	19.8	7.3
New Zealand Total	3283	3,283.0	4.3

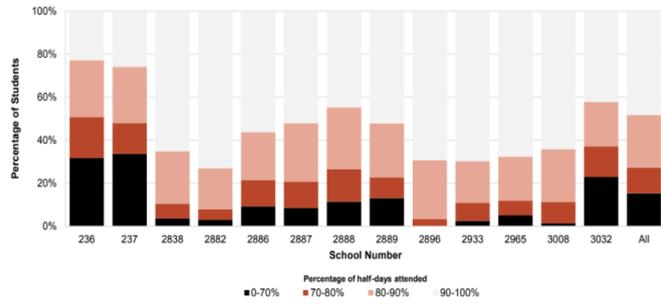
# Appendix Four: Attendance

## School Comparison

### Student Attendance by School (2026)

This graph shows how student attendance changes by school within your CoL, broken down by level of attendance.

- Data table shows counts of students. Use this data with caution when the total number of students is small.
- If there is a gap in the graph, then we have not received a file from that school.
- Attending regularly is attending over 90% of half-days.



School Number	School Name	Students by Attendance (n)			
		90-100%	80-90%	70-80%	0-70%
236	Horowhenua College	134	155	111	185
237	Waiopehu College	149	150	82	193
2838	Fairfield School (Levin)	326	122	34	18
2882	Koputarua School	149	39	10	6
2886	Levin East School	214	85	46	35
2887	Levin Intermediate	136	71	32	22
2888	Levin North School	122	78	41	31
2889	Levin School	92	44	17	23
2896	Manakau School	86	34	4	
2933	Ohau School	141	39	17	5
2965	Poroutawhao School	80	24	8	6
3008	St Joseph's School (Levin)	97	37	15	2
3032	Taitoko School	96	47	32	52
All	All	1822	925	449	578

The percentage of students attending regularly was highest in (2896) Manakau School (96.8%) and lowest in (236) Horowhenua College (49.4%).