



Waihi Kāhui Ako



Achievement Challenge: 2022-2024

Whakatauki:

Ehara taku toa I te toa takitahi engari, he toa takitini.
Success is not the work of one, but the work of many.



Waihi Kāhui Ako

our beautiful community is placed in the Hauraki District. Hauraki is generally referred to as the land bounded by Mahurangi north of Auckland and Ngā Kurī-a-Whārei, just north of of Te Katikati-o-Tamatekapua (Katikati).

‘Mai i a Mahurangi ki ngā Kurī-a-Whārei’ from Mahurangi to ‘the dogs of Whare’i’.

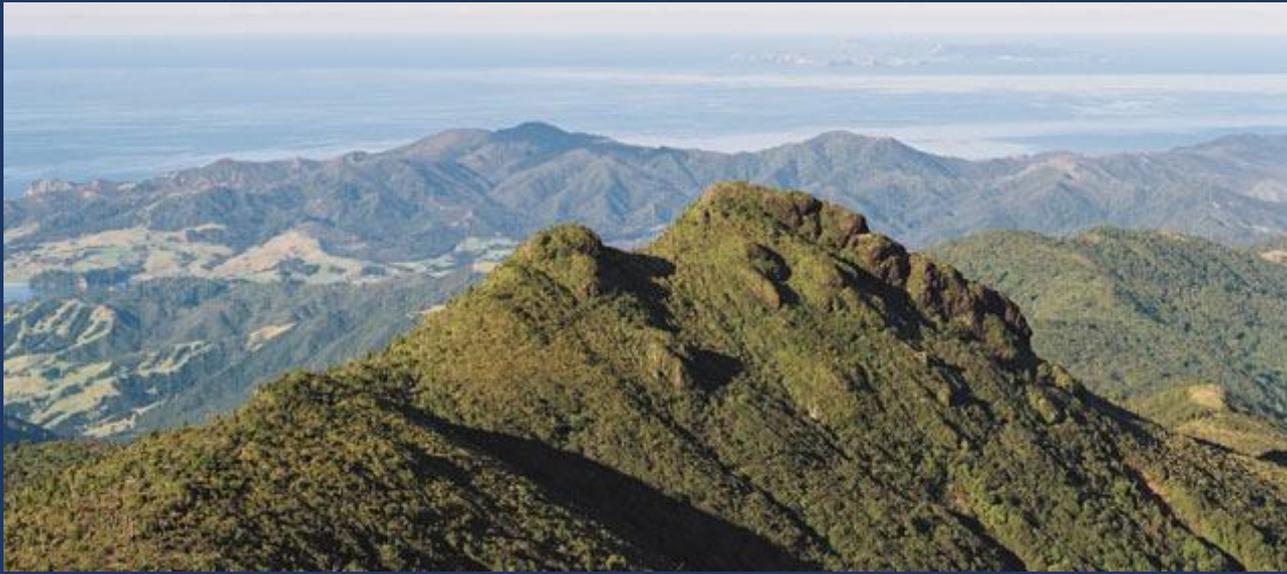
The major waterways have their source in the hinterland catchment and spill over the flat swamplands before emptying out into Tikapa Moana-o-Hauraki; the Hauraki Gulf (Te Takoto o te Whenua o Hauraki; author, Taimoana Tūroa).

The Hauraki region includes the Tāmaki Isthmus, Te Hapū a Kohe, Te Piako, Te Waitangi o Ōhinemuri and Wairoa districts, Coromandel Peninsula, and Whangamatā.

Our town has a strong history of gold mining and these links and history add to the special character of our rural community.

A closer examination of the waiata ‘Te Aroha o te Akau’ shows that Hauraki acknowledge and embrace the various iwi who have settled in Hauraki. We need to always remember ‘kei konei matou i te rohe o Hauraki’.





Waihi Kāhui Ako

Who is part of the collective work...



Ngā Kura



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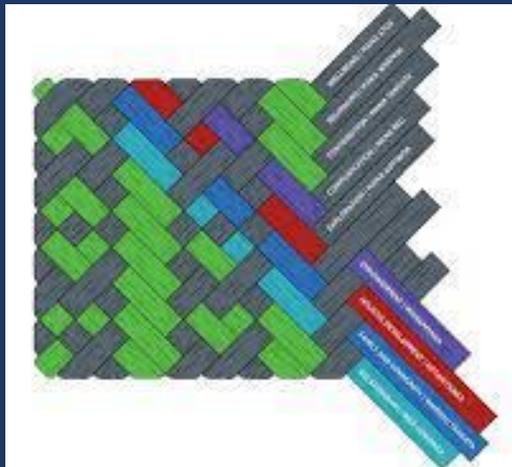


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Tītiro Whakamuri, Kōkiri Whakamua

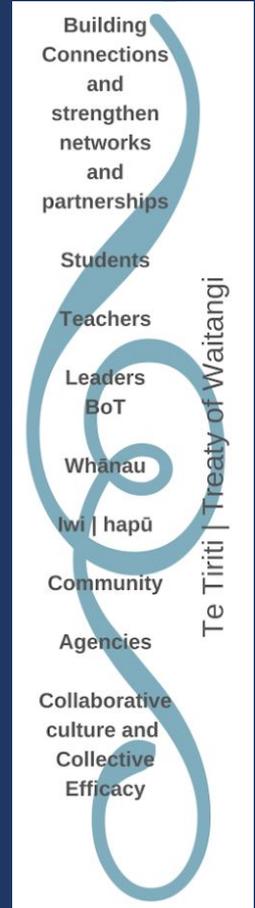
Waihi Kāhui Ako 2018

Where we were... Our community consultation was a chance to gather voice from our students parents, teachers, Boards of Trustees, support services, whānau, hapū and iwi. The outcomes from the consultation were used to inform this Achievement Challenge and High Level Plan. The Schools and Kohungahunga within our Kāhui Ako engaged in cyclic collaboration, consultation and updates to ensure genuine and effective partnership. This reinforces our intention ‘to raise student achievement and success through whole community engagement and collaboration’.

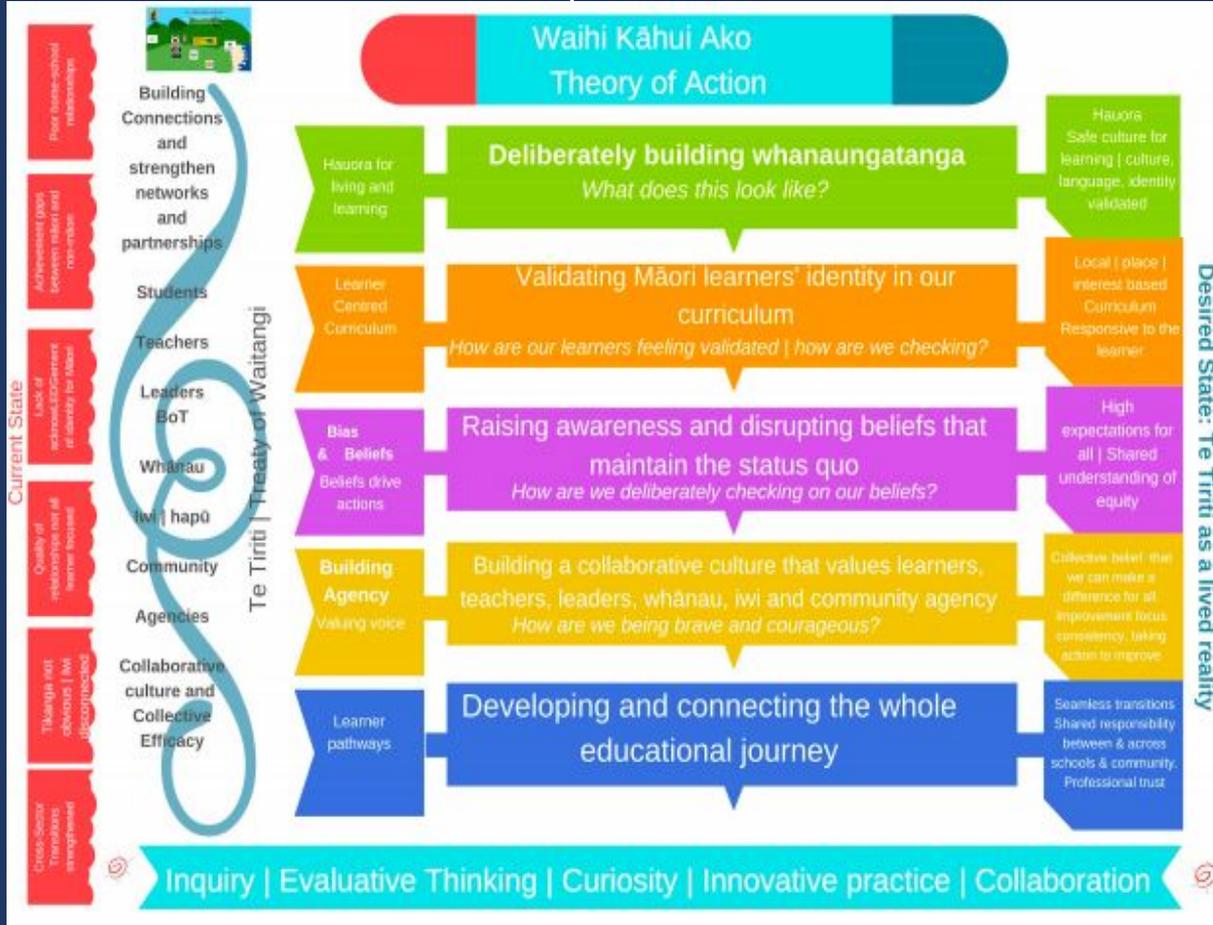
We identified **six hunches** we believe are fundamental to improving student achievement for ALL learners within our Kāhui Ako.

1. Student Agency
2. Effective Transitions
3. Cultural Responsiveness
4. Collaboration
5. Whānau and Community Engagement
6. Teacher Agency and Efficacy

These informed the basis of our Theory for Action (see following page).



Theory of Action



From our initial hunches and our consultation with stakeholders we formed five levers of change that underpin our work.



“Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa.”

Dame Whina Cooper
Photographer: John Stone



Whakaaroaro ~ Reflection

What has happened during our Kāhui Ako
2016-2020 journey?



Reflection on the data journey

Waihi Kāhui Ako set achievement challenges in 2016, based on the directed foci required by the MOE. At the end of 2017, with the removal of National Standards expectations, flexibility was gained to focus our efforts on areas that have a larger impact for learners. This provided schools with flexibility to gather data in order to cater for the needs of tamariki and whānau aspirations. This meant there was no 'like for like' data to look for longitudinal patterns of progress across the three year period from 2016-2019.

Although most schools collect data that could inform the Achievement Challenges, the wide array of methods of collection and therefore validity of the data did not allow accurate representation of progress in our three previous Achievement Challenge foci.

The positives from this journey have, however, been huge. Each kura in our Kāhui Ako has worked hard to evolve unique assessment gathering pathways and tools, that gather data to inform the progress of their tamariki ,and the evaluative capacity of Boards to set strategic directions and targets, focusing on the whole child.



Reflection on the journey of the Kāhui Ako

Waihi Kāhui Ako began its journey with robust, deep consultation with all stakeholders of our kuras, from business owners, Agencies, through to as many iwi as we could reach and on to teachers, students and whānau. This provided us with a large amount of voice that helped shape our initial 6 hunches into the 5 levers of change that we currently still work on.

This journey together has allowed us as a group to build our collective capacity and adaptive expertise, in ways that have increased the transparency and buy in for the benefit of our tamariki.

We now have the systems in place that allow our Kāhui Ako to operate in ways that are focused on supporting each kura to share their journey, to acknowledge areas of strength and openly share these strengths with other kura and concomitantly to acknowledge areas for growth and seek out expertise from within our Kāhui Ako to foster growth in these areas.

Although the past 3 years have been in many ways rather messy, with the move from NS collection, then the impact of COVID, we all feel that the journey has been invaluable and has laid strong foundations that will give us the unity of focus that is needed as we work collectively to ensure the best outcomes for all stakeholders of our Kāhui Ako over the next three years.



Refreshed Achievement Challenge 2021-2023

We have discussed that it is now important to go back to all stakeholders involved in this consultation and check that we are heading in the right direction and what is still important therefore needs attention.

While all aspects of the original Achievement Challenges remain important, kura are determined to improve outcomes by focusing on:

- *Developing strong partnerships across our Kāhui Ako that improve learner outcomes.*
- *Delivering a local curriculum that is responsive to the needs of ākonga, whānau and community.*
- *Improving the hauora of our ākonga, kura, kaiako and wider community.*



The journey in front of us

Waihi Kāhui Ako Measures for the new achievement challenges 2022-2024

Over the next 3 years we will gather data that will track 3 specific cohorts of akonga as they progress along their learner pathway in our Kāhui Ako. To ensure this, we will change the year group each year so we follow the same cohort over time eg. in 2022 we will snapshot Years 2, 6 and 10 then in 2023 the same cohort who will be in Years 3, 7 and 11, finally in 2024 we will check in with them again in Years 4, 8 and 12. We will ensure we track the same tamariki. If a child moves schools within our Kāhui Ako, they will continue to be tracked. However, if they leave the area, their data will be removed from the cohort.

Our Measures for 2022-2024 will be:

Learner Centred Curriculum - This will be gathered using a Student Voice Survey designed by students and the ASL to provide information on the student's agency over their learning, engagement in their learning, and identity as a learner.

Hauora - As a Kāhui Ako we will use the NZCER Wellbeing@school Survey to evidence gains of all learners alongside the Health and Physical Education curriculum strand; Relationships with other people 'Interpersonal skills'.

Oral language- Using the [Oral Language progressions](#) to snapshot this cohort as they progress through school. This may be supplemented by the NZC English Speaking and Listening levels.

Oral Language

To collect data on Oral Language we will be using the Oral Language progressions for the appropriate year group. These progressions are teacher judgments based on met/ not yet statements.

The tool will be turned into a google form that the teacher will complete for each child in the appropriate cohort. The collated data will then self compile into a google sheet that we can then use to analyse the patterns and trends across the years.

Hauora

To evaluate the progress/improvements in Hauora across the Kāhui Ako we will use the NZCER Wellbeing@school survey as this is a norms based tool from which we can gather two things- firstly it can provide effect size shifts in wellbeing. Secondly, data collected is incredibly useful on a day to day basis for the child and the teacher. This will be supplemented by the Health and Physical Education curriculum strand; Relationships with other people 'Interpersonal skills'.

Learner Centred Curriculum

This tool will be a set of questions designed by students and WSL to gather voice from students. This process is similar to how we gathered voice during our initial consultation process as we implemented direction of the Kāhui Ako. Once designed the same set of questions will be used each year to provide ongoing feedback on the key areas agreed.

Data Collection



NB- Data collection should have started in 2020...but has had to be pushed out due to COVID

 <i>Waihi Kahui Ako</i> <i>Achievement Challenge Data Collection</i> 2022-2024			
Data collection / Achievement Challenge	Student Agency Oral Language progressions	Hauora Wellbeing@School Survey	Localising the Curriculum Student Voice Survey
2022			
Date of Collection	Term 2 2022 Weeks 3-6	Term 3 2022 Weeks 2-8	Term 1 2022 Weeks 6-9
Target Cohort	Years school entry Year 1, 3, 5, 7, 9	Year 2, 4, 6, 8, 10	Year 2, 4, 6, 8, 10
2023			
Date of Collection	Term 2 2022 Weeks 3-6	Term 3 2023 Weeks 2-8	Term 1 2023 Weeks 6-9
Target Cohort	Years school entry Year 2, 4, 6, 8, 10	Year 3, 5, 7, 9, 11	Year 3, 5, 7, 9, 11
2024			
Date of Collection	Years school entry Term 2 2024 Weeks 3-6	Term 3 2023 Weeks 2-8	Term 1 2024 Weeks 6-9
Target Cohort	Years school entry Year 3, 5, 7, 9, 11	Year 4, 6, 8, 10, 12	Year 4, 6, 8, 10, 12

Strategic Planning for the Levers of Change

	Lever	2021	2022		2023		2024
Te Tiriti o Wa itan gi	Hauora	Monthly Hui with ECE and WSLs	Regular monthly/ fortnightly/ weekly hui with ECE, ASLs, WSLs.	Baseline data analysis of wellbeing@school survey	Regular monthly/ fortnightly/ weekly hui with ECE, ASLs, WSLs.	wellbeing@school survey	(TBC)
	Learner Centred Curriculum	Connections with Iwi and PLD in local histories for staff	Gather student voice Analyse student voice Developing suites of resources to share local histories with students (Google earth?)	NZ Histories Place based curriculum design NCEA Literacy/Te Reo Matatini / Numeracy/ Pāngarau Framework	NZ Histories Place based curriculum design NCEA Literacy/Te Reo Matatini / Numeracy/ Pāngarau Framework	NZ Histories Place based curriculum design Gather student voice Analyse student voice	(TBC)
	Bias and Beliefs/ Te Tiriti	Te Pumaomao - all stakeholders Te tiriti -BOT	Tamsin Hanly PLD for all kaiako MAC- for staff	Review and refresh CRRP Action plans within each kura (Te Pumaomao)	PLD: Alex Hotere-Barnes	Review and refresh CRRP Action plans within each kura (Te Pumaomao)	(TBC)
	Building Agency	Collaborate with students to create the voice tool for data gathering	Gather student voice Analyse student voice and create action plan to address patterns/ needs	Appoint ASL to lead	Gather student voice Analyse student voice	Place based curriculum design	(TBC)
	Learner Pathways	Primary/College links for transition	ECE/New Entrant network building Transition points within and between schools/sectors	Appoint ASL to lead	ECE/New Entrant network building	Review and strengthen Primary/College links for transition, network building	(TBC)