

Poumāhaka Kāhui Ako

“Better Together”



March 2020

Strategic Plan

2023-2025

*Ō tātau akoranga huanui
Our learning pathway*

Who's in the Pomahaka Kāhui Ako?

The Pomahaka Kāhui Ako is made up of six learning centres:



Blue Mountain College (BMC)
"Unlocking each student's lifetime potential" – *Inclusiveness, Respect, Responsibility.*
- Year 7-13
- Roll 180-200



Heriot Primary School
"Create Opportunity, Release Potential, Celebrate Success"
- Year 1-6
- Roll 80-90



KidzWay ELC - Preschool
"Quality care and education ... Christian love and acceptance."
- Roll 50 to 60



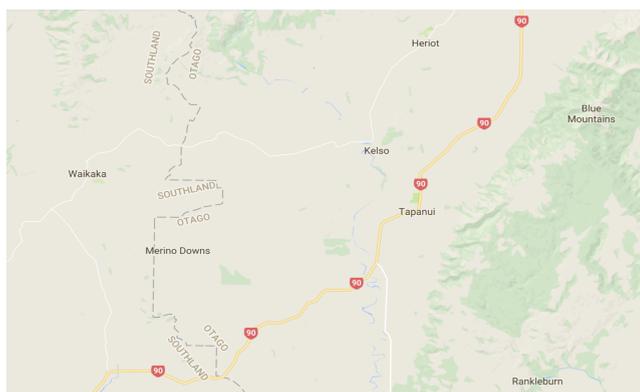
Tapanui Primary School
"Together we learn and grow"
- Year 1-6
- Roll 70-80



Waikaka Primary School
"Learning for Life - Co-operation, Collaboration, Competition"
- Year 1-8
- Roll 50-60



Waikoiko Primary School
"Little School - Big Spirit"
- Year 1-6
- Roll 10-20



What's important for the Pomahaka Kāhui Ako?

Shared Mission Statement

Working together to empower students, develop pathways and release the potential of our 'Poumāhaka' learners for life.

Agreed Shared Values or Guiding Principles for the Adults Working Together

Whanaungatanga

We value relationships developed through shared experiences and working together collaboratively, which provides everyone with a sense of belonging and connectedness.

Hiranga:

We value quality and sincere effort.
We will always strive to do our best *with the right attitude*.
We value education as important and enduring.

Māramatanga

We value innovation, future focused thinking and sharing our understandings through meaningful collaboration and open communication.



Collaboration

1. We have already committed to working together as a team to drive success for all learners across our Kāhui Ako.

‘What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy’

– *John Dewey*

Consultation

Consultation needs to be ongoing and used to inform *development and change*.

In simple terms we will

- Collect student voice about learning, about the learning environment and about methods of teaching that make a difference
- Listen to whānau about their priorities for student learning AND to get a better understanding of what is going on for the students in our community
- Gather input from teachers to determine their areas of expertise, their concerns, their observations and areas they want to develop
- Talk to iwi about the cultural face of the community and meeting the needs of our Māori students, having success as Māori and determining a range of learning pathways if required
- Engage with groups in the wider community so they understand what the Kāhui Ako is, what it's hoping to achieve over time and how they might contribute or support our schools.

‘We want active learners who have agency, who get experiences that are future focussed and learning opportunities that are authentic’

– *Enabling eLearning (TKI)*

[Consultation Information](#)

Culturally Responsive and Sustainable

We see a need to develop greater competence in Te Reo Māori, recognising and reflecting identity, language and culture. We aim to strengthen the bi-cultural confidence of teachers, learners and the community by looking at our unconscious biases with an aim to transform learning experiences so that Māori experience learning and success as Māori. We plan to source strategies and practical resources to understand our students' unique needs, and to reconnect with their local iwi and rūnanga.

The Poumahaka Kāhui Ako believes *that all children will succeed in education when the foundations to their learning are based on an understanding and respect for their cultural roots* Reedy & Reedy (2013) p.15, Te Whāriki 2017

Our Organisational Structure

The Poumahaka Kāhui Ako has agreed to a flat structure where each learning centre is represented on the Leadership Group.

This group is made up of the following members:

Bronwyn McCall	Waikaka School	Principal / Kahui Ako Lead
Colin McHutchon	Heriot School	Principal / Support to Lead
Lindy Cavanagh-Monaghan	Blue Mountain College	Principal
Denise Sanne	KidzWay ELC	Lead Teacher
Jacqui Dillon	Waikoikoi School	Principal / Support to Lead
Jane Stuart	Tapanui School	Principal

The Leadership Group will meet twice each term and this group will provide regular updates to all the staff and communities of each learning centre in the CoL.

The Kāhui Ako has three Across Community Lead Teachers and one Learning Support coordinator who work across all centres:

Lisa Miller	Waikaka School	ASL
Hazel Scott	Blue Mountain College	ASL (job share)
Stephanie Burke	Blue Mountain College	ASL (job share)
Joanna Helby	Blue Mountain College	LSC

The Stewardship Group will consist of the Lead Principal, one support principal and either the chairperson or a representative of each Learning Centre's Board of Trustees. This group will meet twice yearly in terms 2 & 4.

Achievement Challenges

Strategic Goal: To improve engagement, motivation, hauora and achievement for effective transition using critical capabilities

TARGET: By the end of 2023, 50% of our teachers are integrating Critical Capabilities with all of their students competently.

By the end of 2024, 75% of our teachers are integrating Critical Capabilities with all of their students competently.

By the end of 2025, 100% of our teachers are integrating Critical Capabilities with all of their students competently.

Why:

The Critical Capabilities have been collaboratively developed across the Kahui Ako and have been agreed upon and adopted across all the schools/centres. These capabilities are the foundation of all learning; social, emotional, and academic to help our students become well rounded and successful citizens. The capabilities are linked to Te Whaariki, the Key Competencies and the Coherent Pathways.

We believe the development of the Critical Capabilities will develop a sense of well being and belonging for our students. This is integral in developing smooth transitions, and will enhance engagement and attendance.

Baseline Data:

Teachers have self reviewed using a continuum introduced at a Kāhui Ako wide CAKE (collaborative inquiry groups) meeting where teachers were asked how competent they felt using the Critical Capabilities within their everyday classroom practice. 72% of teachers indicated they felt little or no competence to use and integrate the Critical Capabilities, while 28% indicated they had some or a lot of competence to use and integrate the Critical Capabilities.

Attendance data collected Term 4 for the 2022 year shows that 14% (62 students) of Kāhui Ako students are attending 80% or less with 4% (18 students) attending less than 70% of the time. By competently and consistently using the Critical Capabilities in the classroom we hope to have a positive impact on student attendance.

Key Improvement Levers

What	Who	When	Indicators of progress
<i>Measure student engagement using the NZCER Me and My School survey</i>	KA lead, all principals to lead	Term 1 ongoing	Survey completed and data is used to inform future teaching of CC All student voices heard
Compare attendance data annually	KA lead, all principals/admin staff	Term 4 ongoing	Identify where attendance issues are Targeted approach to those priority students

			Improvement in attendance visible term by term
Re survey teachers in critical capabilities	KA Lead / ASLs	Term 3 2023	Compared to baseline data collected Each teacher to move up at least one stage on the CC scale
CAKE groups expected to have a CC lens on all inquiry work	All staff	Ongoing	Explicit teaching around CC Resources created and shared to KA website Akonga and whānau have greater understanding of CC
PLD provided to staff to support the teaching of CC	KA Lead / ASLs / Principals	Ongoing	Teacher attendance at PD sessions, evident change in classroom practice
Monitoring:			
Resourcing: CORE PLD hours			
Analysis of Variance:			

Strategic Goal: To improve hauora, motivation, achievement and engagement through effective pedagogical practice within the Curriculum Refresh process.

TARGET:

That 50% of our teachers have a workable understanding of relevant curriculum areas by the end of 2023.

That 75% of our teachers have a workable understanding of relevant curriculum areas by the end of 2024.

That 100% of our teachers have a workable understanding of relevant curriculum areas by the end of 2025.

(In line with Curriculum Refresh roll out)

Why:

Curriculum Refresh changes will mean teachers need to enhance their pedagogical knowledge, understanding and practice in all curriculum areas. By investing time to gain understanding of the new NZ Curriculum we will improve teacher pedagogy which will impact students' hauora, motivation, achievement and engagement. This will also positively impact teacher well being and confidence

Baseline Data:

Teachers have self reviewed using a survey created to assess their current understanding of Te Mātaiaho. 81.4% of the teachers have little or no understanding, therefore professional development will be required through a number of avenues to increase teacher confidence.

What is your understanding of Te Mātaiaho - NZ Curriculum Refresh? We currently have Aotearoa Histories, with Social Sciences, English and Mathematics and Statistics in draft form.

27 responses



Key Improvement Levers

What	Who	When	Indicators of progress
Measure teacher confidence with the new documents	KA Lead / ASLs	Gather data in term 4	
CAKE groups will be focussed on <ul style="list-style-type: none"> ● English ● Mathematics and Statistics ● ANZ and Social Sciences ● Matauranga Maori 	KA Lead, ASLs, all teaching staff	Begin Term 1 2023	All teachers will be actively involved in one of the 4 CAKE groups Members will create and share resources to website Groups to share with wider KA learning in Term 3 Feedback to each school on specific curriculum areas
PLD provided to teachers on 4 areas of focus	KA Lead, ASLs, CORE Ed	Ongoing	Teacher engagement in PLD

Monitoring:

Resourcing: CORE PLD Hours

Analysis of Variance:

Strategic Goal: To improve hauora, motivation, achievement and engagement for students through planned attendance interventions.

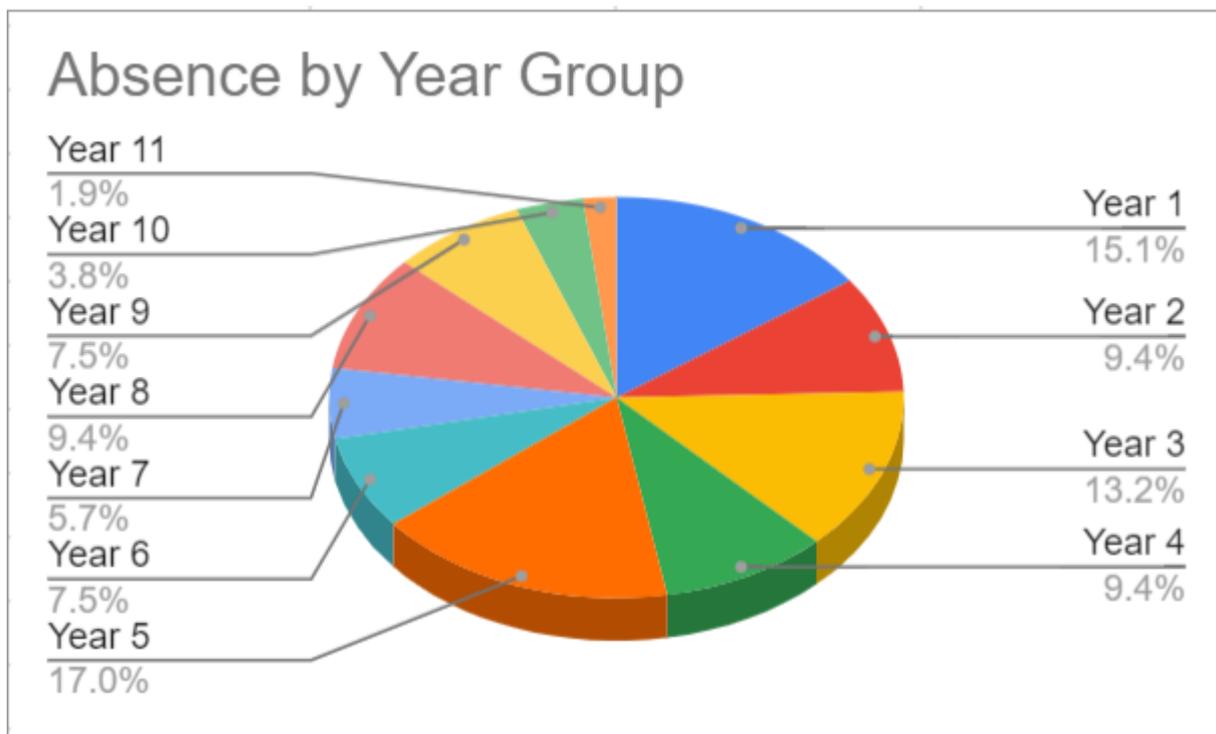
TARGET:

To increase attendance and engagement of identified students from chronic to regular attendance from 182 of 450 students (end of term 2 2022) to 405 of 450 students.

Why:

Post Covid 19 in 2020-2022 we have a number of students not attending school regularly ie. 90% or more. This affects their engagement and achievement across all areas of schooling. Attendance is fundamental to student progress and connection with peers, teachers and learning.

Baseline Data:



Key Improvement Levers

What	Who	When	Indicators of progress
Monitor attendance rates and collaborate with agencies, service providers and schools to identify target 'at risk' students.	All principals and attendance officers	Termly	Reports to school boards on attendance Increased communication between schools with shared families

Use whānau /school knowledge about the possible reasons for non-attendance, support intervention and measure the impact of the support provided.			
Support Principals/SLTs to use data to identify issues and monitor attendance in their school/Kāhui Ako.	All principals and attendance officers	Termly	Reports to school boards on attendance Increased communication between schools with shared families
Share cluster attendance data with our Kāhui Ako across our region (link to achievement challenges).	All principals	Termly	Share at KA Leadership meetings on target students attendance
Support schools to differentiate attendance information and use it to address issues such as:- <ul style="list-style-type: none"> ● Attendance problems ● Long-term non-attendance ● Coding such as medically explained non-attendance, justified and not justified attendance etc. ● Intermittent versus persistent non-attendance ● Absence from class but on school site ● Specific class avoidance 	All principals / attendance officers / admin staff	Ongoing	Effective use of absence coding Unified coding system created and maintained across the KA
Monitoring:			
Resourcing: Edge PLD Hours (where required) \$15,000 MoE funding			
Analysis of Variance:			

Appendix

[Values and Goals Feedback](#)

[2021 Actions](#)

[Progress Indicators CPP 2023](#)