

## Timaru North / South Kāhui Ako -- Achievement Challenge 2022 - 2024



### *Te Tihī-o-maru kura collaborating to strengthen our community*

#### Overview:

Established formally in 2017 to share best practice amongst kura as well as provide opportunities for tamariki and kaiako, the Timaru North / South Kāhui functions as “two separate Communities of Learning administratively, but operationally as one”. Seventeen schools’ Boards of Trustees and twenty one Early Childhood Centres have signed our Memorandum of Agreement to commit to five specific aims.

We aim to:

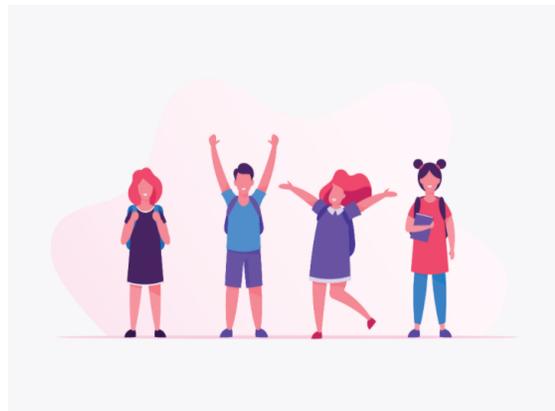
1. Build a community of learning
2. Raise the achievement levels for all learners in our community
3. Improve the academic and wellbeing outcomes for at-risk and priority learners
4. Develop teacher / educator capacity across the learning community
5. Improve educational pathways

After an initial Achievement Challenge period 2018 - 2020 focused on Priority Learners, Wellbeing and Transition, which included focused in-depth inquiries within and across kura, whole Kāhui teacher only days and the establishment of 15 across community collaborative projects, we have reviewed our progress. Using noted variations in our student data to inform the next steps forward as a community of learning we have agreed on the following specific Achievement Challenges for 2022 - 2024: Hauora, Engagement and Bi-Cultural.

Having established layers of connected leadership, systems of communication, teacher networks and in-depth learning inquiries, it is our belief that from this strong foundation we are well placed with these new focus areas to support the overall improvement in school capability and teaching practice within our community.

Based on experience, we are aware that there are real challenges we can work on successfully as a community of learning to improve the opportunities and learning outcomes for all of our ākonga.

We are committed to make a difference going forward.



### **Stronger together**

All Kura working together in a positive way for the benefit of our students and Kura communities.

**17**

Schools

**21**

ECE centres

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Our Challenge

- To increase Year 7 & 10 Engagement Scores by 10% as measured by the NZCER Me and My School Engagement survey [2022 baseline data for improvement 2023-24]
- To increase by 15% the number of students in the 2021 Year 4 Cohort achieving at or above their expected NZC Curriculum in Literacy and Numeracy
- To increase by 15 % the percentage of students in Year 12 who achieve NCEA Level 2

Focus Areas	Hauora	Engagement	Bi-Cultural
<i>Goals</i>	To make sure the four walls of our whare - taha hinengaro, taha tinana, taha whānau, taha wairua - are symmetrical and strong.	To ensure our kura, tamariki and communities feel valued and are actively engaged in their learning journey.	To establish open lines of communication between our local marae, kura and whānau and have culturally responsive, capable kaiako.
<i>Actions</i>	<ul style="list-style-type: none"> <li>● Develop a consistent understanding, sharing and use of best practice in relation to recording, analysis and response to student attendance data</li> <li>● Undertake professional development across our community through specific within-kura inquiries and relevant collaborative across-kura projects / pop-up events</li> <li>● Establish across our Kāhui Ako a consistent understanding and measure of wellbeing, and support kura to implement and review programmes based on effective practice</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a Kāhui action plan in response to standardised engagement data gathered across our community</li> <li>● Establish a consistent understanding and measure of effective teacher practice</li> <li>● Coach and support kaiako to make meaningful change and growth in their practice against an agreed effective teaching profile</li> <li>● To embed and sustain effective practices</li> </ul>	<ul style="list-style-type: none"> <li>● Increase teachers’ capacity around Te Reo, Tikanga, and Mātauranga Māori</li> <li>● Establish strong local partnerships with Ngāi Tahu and Te Rūnanga o Arowhenua</li> <li>● Undertake a review of the NELPs and develop a shared understanding of best practice culturally sustaining teacher pedagogy</li> <li>● Consistently implement Ka Hikitia Ka Hāpaitia</li> <li>● Understand and implement Te Tiriti o Waitangi</li> </ul>



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Focus Area (Goals)	2022				2023				2024			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>Hauora</b> <i>To ensure the four walls of our whare – taha hinengaro, taha tinana, taha whānau, taha wairua – are symmetrical and strong.</i>					Shared Best Practice - Attendance Data							
	Professional development through Collaborative Projects											
					Kāhui Wellbeing measure established				Kura review against Wellbeing measure			
<b>Engagement</b> <i>To ensure our kura, tamariki and communities feel valued and are actively engaged in their journey.</i>	Kāhui Ako Action Plan re. Engagement											
		Establish Effective Teaching Profile (EPL) Measure										
		Kaiako Coaching in relation to EPL										
<b>Bi-cultural</b> <i>To have open lines of communication between our local marae, kura and whanau and to have strong teacher capabilities,</i>					Kaiako professional learning and development							
			Partnership development									

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<i>culturally responsiveness and sustainable practices.</i>									NELP Culturally Sustaining Practice review
<b>Success</b>	To increase Year 7 & 10 Engagement Scores by 10% as measured by the NZCER Wellbeing Survey (End of 2022 baseline data for improvement 2023-24) To increase by 15% the number of students in the 2021 Year 4 Cohort achieving at or above their expected NZC Curriculum in Literacy and Numeracy To increase by 15% the percentage of students in Year 12 who achieve NCEA Level 2								

## Who are our people: who does what, who makes decisions, how do we communicate and report progress

### [Kāhui Ako Roles and Key Tasks.pdf](#)

Role	Focus	Decision making	Meeting/Communication/reporting
<b>Stewardship group</b>	Policy and procedures Appointments Provide connection with wider community to build buy-in and profile.	Appoint Lead Principals Appoint Across School Facilitators	Meet as required for appointments Meet as required
<b>Management group</b> Tumuaki + ECE Leader Representatives	Determine direction and priorities Provide wider perspectives and sense-making Ensure that Collaborator roles are aligned with action plan	Input in overall direction and priorities	Mgmt meetings twice per term - updates on action plan
<b>Lead principals</b>	Facilitate process to create Action plan Supervise and support KF's - mentoring, coaching Appoint roles, JD's, etc Develop partnerships with external stakeholders Troubleshoot :) Ensure communication happens - externally and internally	Grow collective leadership by working with principals and KF's to make decisions Monitor action plan including updates from KF	Mgmt team meetings twice per term - updates on action plan  Lead meetings with KF's weekly - planning and monitoring of action plan, reporting on all projects etc  External communication - termly updates to pass onto principals and other stakeholders.
<b>Kāhui Facilitators</b>	<p><b>1. Inquiries within each kura</b> Build relationships with each kura and connect with <a href="#">key people</a> in the school Supervise and support Collaborators in their inquiries related to the achievement challenges</p> <p><b>2. Collaboration between kura</b> Coordinating and <a href="#">facilitating collaborative projects</a> Support other project facilitators Keep project plans updated and share updates to meetings</p> <p><b>3. Monitor impact</b> Collect impact (quant/qual) data from each collaborator inquiry/projects and synthesis/analyse data across each achievement challenge across the KA Curate examples to share good practice (website, podcast, etc)</p>	Input into Action plan  Make decisions within the projects on Action plan	<p><a href="#">Lead meetings with KF's weekly</a> - planning and monitoring of action plan, reporting on all projects</p> <p>KF's meetings - weekly collaboration</p> <p>Ongoing meetings with Collaborators every few weeks.</p> <p>Collaborator get together up to twice each term - update on inquiries, collegial support and PD planning</p>

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<b>Kura Collaborators</b>	<b>May facilitate the Inquiry process (PD) within their kura</b> Share the kahui ako message within their kura Lead PD within schools  <b>and /or</b> <b>May choose to coordinate a Collaborative project</b>	In negotiation with senior leaders in their school	Meet with facilitators as above
<b>Partners - MOE, iwi etc</b>	Advise leads and connect with wider community and key issues Wisdom Support with expertise and resourcing	Resourcing Sign off KA roles	Participate in Mgmt team meetings

### What have we achieved and where have we come from:

#### 2018 - 2021 Analysis of Variance -



<b>Kāhui Ako Name:</b>	Timaru North / South Kāhui Ako	<b>Region:</b>	Timaru
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<b>Strategic Aim:</b>	To improve outcomes for all students through developing a rich, inclusive, collaborative approach across all kura.  Our Combined Kāhui Ako's purpose is to build relationships and develop capacities within and beyond our collective kura so that every learner is supported in their educational journey.
<b>Achievement Challenges Aims:</b>	Focus Areas - based on qualitative and quantitative data: <ul style="list-style-type: none"> <li>• Priority Learners - <i>address issues in Relational and Cultural practice and pedagogy, address issues related to the increase in the number and needs of students with identified behavioural and learning issues,</i></li> <li>• Transitions - <i>address communication issues between kura and whanau, and across kura / sector understanding of students</i></li> <li>• Wellbeing - <i>areas identified from the survey data indicate that there is a noticeable increase in the numbers of students with anxiety issues and a significant decrease in resiliency levels.</i></li> </ul>
<b>Targets:</b>	Reading: To decrease the number of Year 8 students achieving below their curriculum level.  Writing: To decrease the number of Year 8 students achieving below their curriculum level.  Maths: To decrease the number of Year 8 students achieving below their curriculum level.  NCEA: To raise the number of Māori students achieving NCEA Level 1 compared to non-Māori students.

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**Baseline Data:**

Reading: 6 out of 12 schools had 30% or more of Year 8 students achieving below their curriculum level

Writing: 9 out of 11 schools had 30% or more of Year 8 students achieving below their curriculum level

Maths: 9 out of 12 schools had 30% or more of Year 8 students achieving below their curriculum level

NCEA: 87% of Māori achieve NCEA Level 1 compared to 92% of NZ European students

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>We designed and implemented an agreed Kāhui Ako wide inquiry model.</p> <p>Across School (Facilitators) and Within School (Collaborators) Lead Teachers were appointed.</p> <p>A major focus for the initial work of the Facilitators was to build relationships across schools.</p> <p>Individual kura completed inquiries in line with our Focus Areas.</p> <p>Completed inquiries were shared across the Kāhui Ako.</p> <p>A Teacher Only Day held around Wellbeing (NZIWR).</p> <p>A Social Agencies Expo was held.</p> <p>Across School Lead Teacher conducted in-depth inquiries related to the Focus Areas, incl. the introduction of a Special Needs network space.</p> <p>Management Leader meetings x 2 termly</p> <p>A review was completed mid 2020 and as a result of the feedback increased focus on across school collaboration was prioritised.</p>	<p>Reading:</p> <p>We now have 83% of our Year 8 students achieving at or above their expected curriculum level (271/326 students).</p> <p>Writing:</p> <p>We now have 74% of our Year 8 students achieving at or above their expected curriculum level (279/365 students).</p> <p>Maths:</p> <p>We now have 76% of our Year 8 students achieving at or above their expected curriculum level (279/365 students).</p> <p>NCEA:</p> <p>We now have 90% of Maori students achieving NCEA Level 1 and 84% of non-Maori students achieving NCEA Level 1</p>	<p>Evidence indicates that the collaborative inquiries conducted within kura had a positive effect on student learning outcomes.</p> <p>These inquiries were based around our three focus areas - Transition, Priority Learners and Wellbeing.</p> <p>Across kura the inquiries varied in depth, commitment and quality.</p> <p>Unclear achievement challenges</p> <p>Collection process/timing data collection unsure.</p> <p>Small numbers of Maori students skew percentages.</p>	<p>Ensure there is not a lack of commitment and confusion to data collection</p> <p>Ensure achievements can be linked to KA programme</p> <p>Use valid data and disaggregation to make SMART targets.</p> <p>Provide opportunities for all staff to be involved in across school inquiries/collaborative projects</p> <p>Discussion across the Kāhui Ako indicated a need to further develop / upskill kaiako capacity to engage effectively with Priority Learners i.e. Māori students, students with specific learning needs.</p> <p>Data collection needs to be accurate and consistent, ensure Maori students included in the totals.</p> <p>There is an ongoing cohort of students who continue to be 'below'. These percentages are similar for both yr 4 and 8, there is no shift. Measure the 'below' cohort annually to determine which interventions are successful.</p>

**Planning for next Achievement Challenge 2022-2024:**

Collection of accurate data reflects targets in new achievement challenge.