

Ngā Mātāpuna o te Waihora Kāhui Ako.
A Confident, Connected, Caring Community.
Achievement Challenges 2021-2023





“The people of Te Taumutu Rūnanga descend from the tīpuna or ancestor, Te Ruahikihiki and his son Moki (II) who settled at Taumutu in the seventeenth century. Te Ruahikihiki moved from Akaroa Harbour to Taumutu on the southern shores of Te Waihora. Te Ruahikihiki settled at the pā, Orariki, which is where the present day Hone Wetere church and hāpu urupā are located. Moki (II) established his pā site nearby at Taumutu, on the site where the present Ngāti Moki marae is located, near the south-western edge of Te Waihora. In 1891 a whareniui, named Moki, was opened on the site of the original historic Pā o Moki. The meeting hall has undergone many alterations and additions and is now known as Ngāti Moki. Grass covered mounds of earth can still be seen at the Ngāti Moki pā site. These ramparts run parallel to Pohau Road and are the remains of the traditional battle defences of the original pā (Te Taumutu Rūnanga 2014).”

(Educational Hub Cultural Narrative , Ngā Mātapuna o Te Waihora (2015) prepared by Bridget Robilliard and Craig Pauling on behalf of Te Taumutu Rūnanga p: 2)





Ngā Mātāpuna o te Waihora Kāhui Ako is a group of Early Childhood Centres and Schools working together to help our learners/students achieve their full potential. Our Kāhui Ako sets a Strategic Plan and Achievement Challenges based on the needs of the young people who attend the ECE's and Schools.

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A Confident, Connected, Caring Community.



As a Kāhui Ako the schools and early childhood centres wish to work collaboratively to establish a confident, connected caring community, while retaining the uniqueness of our individual centres.

For our Kāhui Ako this means:

Confident	Connected
<ul style="list-style-type: none">• Having confidence in what we believe and value• Having self-belief and the confidence to try new things• Knowing our capabilities• Being resilient	<ul style="list-style-type: none">• Having a sense of well-being and belonging• Being connected to the wider community• Networking and establishing new relationships and support across the Kāhui Ako• Working collaboratively to achieve our goals
Caring	Community
<ul style="list-style-type: none">• Checking in with each other• Each individual doing our part• Being respectful	<ul style="list-style-type: none">• Working together as one - kotahuitanga• Participating in community events• Knowing the people and families in our care and our wider community



Our Principles

Our Principles are based on the five key principles suggested by MacBeth and Dempster (2009) which determine what it means to lead schools that place learning at the centre of practice.



Our Kāhui Ako

Ngā Mātāpuna o te Waihora Kāhui Ako consists of four schools and six Early Childhood Centres.

The four schools are:-

- Ellesmere College (Years 7-13)
- Dunsandel School (Years 1-6)
- Leeston Consolidated School (Years 1-6)
- Southbridge School (Years 1-6)

The six Early Childhood Centres are:-

- Active Explorers Leeston
- Children First Leeston
- Dunsandel Blue Goose
- Dunsandel Playcentre
- Leeston Playcentre
- Southbridge Playcentre



The total student population of the four schools as at 1 March 2021 was 1103 consisting of 528 female students and 575 male students.

Our Context

The name and logo for our Kāhui Ako, Ngā Mātāpuna o Te Waihora, meaning the source of Te Waihora, gives reference to the importance of Te Waihora (Lake Ellesmere) as a taonga of Ngāi Te Ruahikihiki. It was Te Waihora, or Te Kete Ika a Rākaihautū, which attracted Taumutu tūpuna (ancestors) to the area, and sustained them through the generations, as well as continuing to provide for and be of great value and importance to the hapū.



Our name was gifted to us when we were a Learning Cluster by our local Rūnanga, Taumutu. Our logo was designed by Liz Brown (Te Taumutu Rūnanga). The hills represent N and M - from Ngā Mātāpuna. The larger shape is Te Waihora and the three koru in the lake represent Early Childhood, Primary and Secondary who together are growing education (koru symbolising growth).

In 2015, Bridget Robilliard and Craig Pauling, on behalf of the Te Taumutu Rūnanga, prepared a cultural narrative for our community of learning, which provides us with a rich insight into the cultural history of our surroundings.

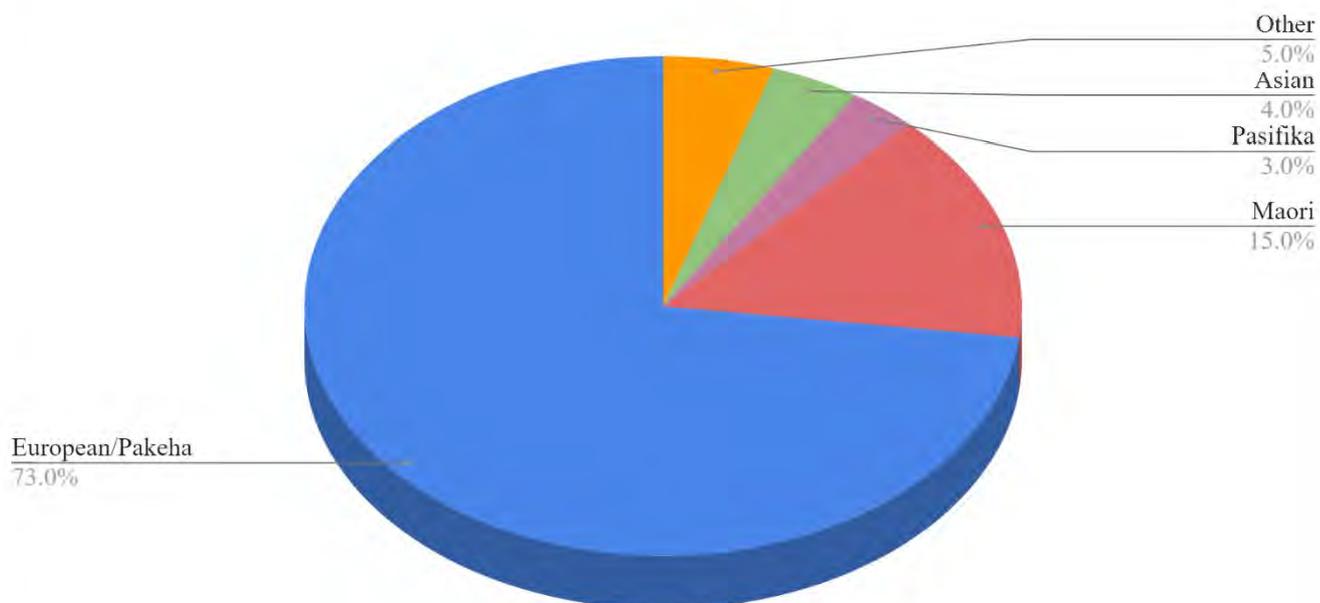
Ngā Mātāpuna o Te Waihora education community of learning is situated within a traditional network of Ngāi Tahu settlements and mahinga kai areas spread across the central part of Kā Pākihi Whakatekateka o Waitaha (the Canterbury Plains), which are of particular significance to Ngāi Te Ruahikihiki. This network played an important role in traditional lifeways, and remains significant to the heritage and ongoing identity of manawhenua. The network includes numerous wāhi tapu and wāhi taonga such as pā (fortified villages), kāinga (villages), urupā (burials), ara tawhito (trails) as well as mahinga kai (food gathering) areas. Collectively, these places, along with their associated creation, migration and settlement traditions, form a cultural landscape which reflects the ongoing and enduring relationship Ngāi Tahu have with the land.

Ngā Mātāpuna o Te Waihora Kāhui Ako falls within the takiwā of Te Taumutu Rūnanga, one of 18 Ngāi Tahu Papatipu Rūnanga, based at Ngāti Moki Marae, Taumutu. While, Te Taumutu Rūnanga and Te Ngāi Tūāhuriri (traditionally based at the Kaiapoi Pā) have shared interests in the Selwyn area, as part of the Education portfolio agreement, Te Taumutu is recognised as the kaitiaki of the educational institutions in the district (*Educational Hub Cultural Narrative, Ngā Matapuna o Te Waihora*)

All learning centres across the community of learning share the values of Taumutu Rūnanga.

- Aroha: Love, compassion, empathy, selflessness, tolerance and goodwill
- Whanaungatanga: Ancestral, historical, traditional, spiritual and kinship ties, the extended family; and relationship
- Manaakitanga: Hospitality, acknowledgment, showing respect, care, sympathy, and empathy)
- Kotahitanga: Solidarity, unity, shared aims
- Tiakitanga: To guard, tend, watch for, care, protect, conserve, look after and maintain.
- Rangatiratanga: Leadership, commitment, autonomy, chieftainship, respect, self-determination

ETHNICITIES OF STUDENTS WITHIN NGĀ MĀTĀPUNA O TE WAIHORA KĀHUI AKO AT 8.3.21



There is a history of co-operation between the four schools dating back to the establishment of Ellesmere College in 1981. The three primary schools contribute to Ellesmere College. The Christchurch Earthquakes saw the establishment of a Learning Cluster which included the six ECEs. The schools, and at times through our Learning Cluster, ECEs, have worked together on a range of initiatives over the years including: -

- ICTPD Cluster
- ALL and ALiM Contracts
- Zone Sports and Cultural events.
- Gifted and Talented Workshops
- Education Conference for Teachers
- Year 6 Conference
- Transition to Schools
- Parent Workshops

We have links with our local community and tertiary institutions, in particular through

- University and other Tertiary providers (e.g. Gateway, Ara)
- Local Businesses
- Sports and cultural groups throughout the community of learning.

There is a solid foundation of trust that has been developed over a number of years on which to base this community and we believe there is commonality in the learning needs of the children in our schools and ECEs. The work we have previously done as a group has had a focus on ensuring our children are well prepared and improving student progress – this will continue into the future with our achievement challenges and our Kāhui Ako programme. We are conscious of retaining and further developing existing community of learning opportunities for our Kāhui Ako children and staff.

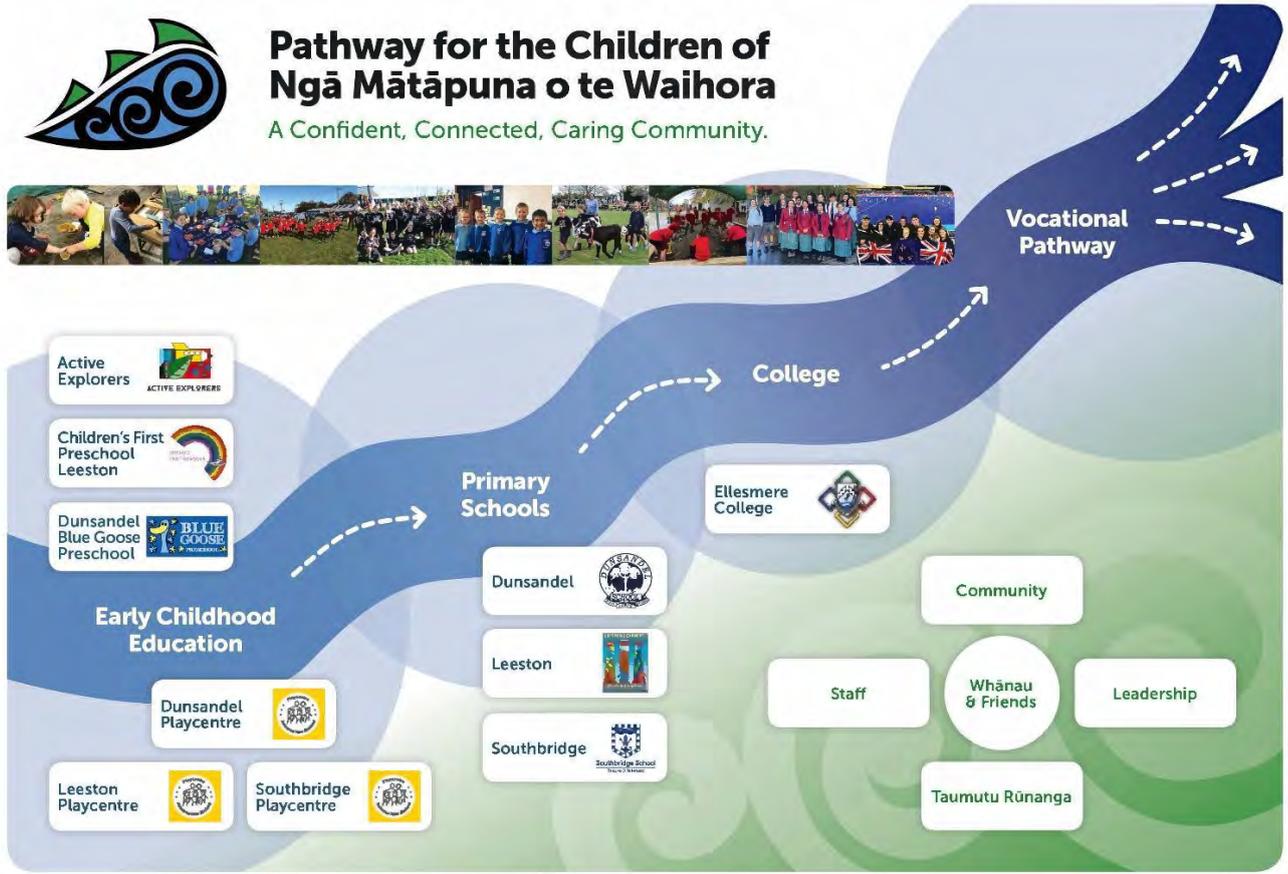
We will be guided in all interactions by our Memorandum of Agreement and Code of Conduct which all schools and ECEs have signed. As a Kāhui Ako we believe that by working together we can:-

- Achieve greater achievement and progress outcomes for all our learners
- Share effective practice amongst our teachers and staff
- Organise targeted Professional Development
- Provide a seamless educational experience for our children
- Establish a clear educational and vocational pathway between and within ECEs and schools, and when leaving Ellesmere College.
- Create stronger connections and engagement with our families/whānau and community.

We will continue to do this by:

- Identifying shared achievement challenges that are relevant to the needs of the students within our schools.
- Collaboratively developing a plan to address our shared achievement challenges in order to achieve the valued outcomes we seek.
- Utilising and managing the dedicated resources provided through the Kāhui Ako leadership, teacher roles and associated inquiry time to best implement the plan.
- Involving parents, students, families, whānau and communities in implementing the plan
- Individual boards referencing the Kāhui Ako plan within their own individual schools' Charters along with the goals/objectives related to the needs of their own students.
- Having an operational structure to manage the processes to implement the plan.





It is our belief that our Kāhui Ako represents a learning pathway for the children of Ngā Mātāpuna o Te Waihora as depicted in the above diagram. It is our intention that this document will weave into the charter of each school and Early Childhood Centre, so that while retaining our individual identity, we each contribute to the learning pathway of our tamariki.



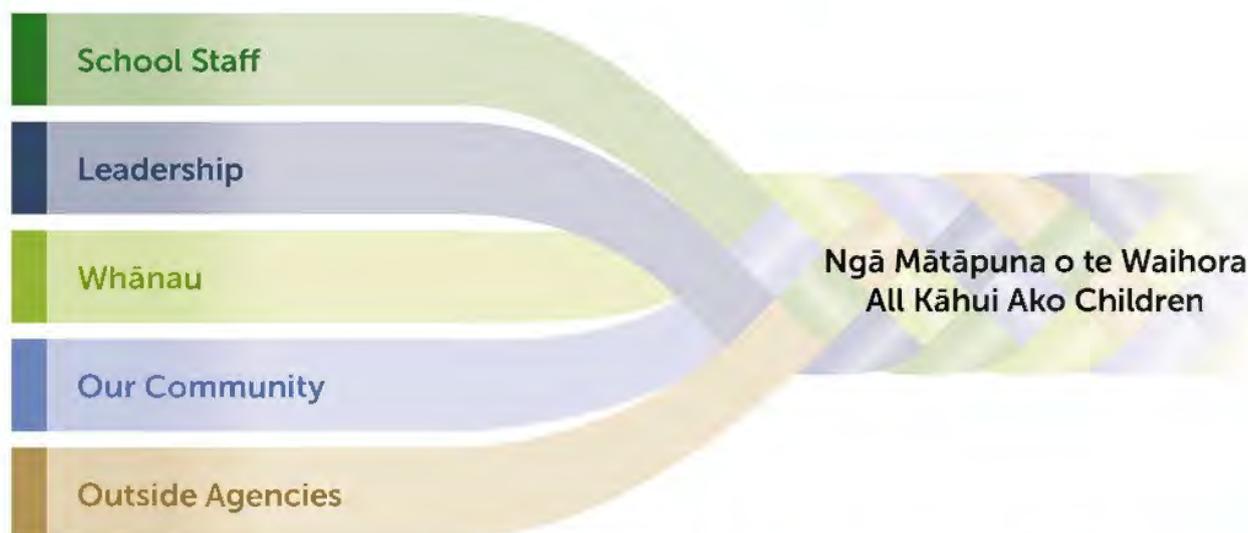
Our Structure

This is the operational structure we have established to manage the process to implement our Achievement Challenges plan, with key stakeholders weaving throughout the educational pathway of our learners



Our Structure

A Confident, Connected, Caring Community.



School Staff

Our school staff include all teaching and support staff employed throughout our collective organisations (ECEs and schools) that play a role in teaching and learning.

Across School Lead (ASL)

This resourcing will be used to develop and enhance our key lever of change - Wellbeing. Through the coordination and support of the Within School Teachers to work from the Wellbeing Strategic Plan. It will contribute to improved practice and learning across the kura in our Kāhui Ako and will impact on the achievement challenges:

Within School Teachers (WST)

Our identified lever of change (Wellbeing) will drive professional development and support teacher practice in the classroom. WST will work from the Wellbeing Strategic Plan, using the Strategic Initiatives and Actions to drive their work, enhancing practice of leaders and teachers to better meet the needs of all our learners, and in particular our targeted groups and will be supported by our with-in school teachers.

Leadership Group

Our Leadership group consists of the four school Principals and one ECE representative. This group meets regularly to set the goals for our Kāhui Ako and to develop the achievement challenges. They are responsible for the monitoring, reviewing and evaluating of the Kāhui Ako on a regular basis. The Leadership group has and will work together to collate and analyse information to direct the achievement challenges and vision of our Kāhui Ako.

Whanau/Our Community/Outside Agencies

We consider our community to include all our families/whānau, outside agencies we engage with, Te Taumutu Rūnanga, and our local communities.

Our Achievement Challenges 2018-2020 Review

Purpose and Vision

The vision “A Confident, Connected, Caring Community” was developed in 2017. It is still relevant to this small Kāhui Ako who have experienced local, regional, national and international challenges in recent years. Due to these challenges many within the Kāhui Ako - whanau, staff and students have reflected on what is important in education. The importance of the good wellbeing of the student is seen as a clear and required outcome for students of our Kāhui Ako to become good functioning members of our society. The change to move from three levers of change to the singular focus on Wellbeing is underpinned by our clear vision. In fact, the vision of “A Confident, Connected, Caring Community” is becoming more important now than ever.

Our Journey

In early 2019 the idea that the Wellbeing lever of change underpinned both the levers of change of transitions and culturally responsive pedagogy. Confident in the decision of the Kāhui Ako Leadership to focus on a single lever of change, the Across School Leader started to investigate the views of the schools, community and students.

During mid-year 2019 the Kāhui Ako community experienced a number of local events and challenges that impacted our thinking for the direction of our Kāhui Ako. These events have had a significant impact on many of the staff, students and whanau across our small community. Due to this impact on the wider school communities within the Kāhui Ako, the need to prioritise the focus on Wellbeing within the Kāhui Ako became paramount in our thinking.

During 2019 Wellbeing Think Tanks were held to gather the views and opinions of Kāhui Ako Staff (including ECE), Students, Whanau and the wider community. The data was analysed and trends drawn out.

In early 2020 the Wellbeing Team of four school Principals, Early Childhood Representative, seven Within School Teachers and Across School Lead worked on the development of the Wellbeing Strategic Plan. The data from the Wellbeing Think Tanks provided direction for the co-construction.

During 2020 our kaiako have started learning about Wellbeing models through our Within School Teachers, in addition to the professional knowledge development our Kāhui Ako has started to feel like a community, kaiako have been all learning the same knowledge and gaining the same information. Perceived differences between Primary and Secondary kura have been seen as perception only, and kaiako have embraced the movement forward as a singular Kāhui Ako unit.

The desire and commitment to continue the focus on Wellbeing has led to a successfully funded Professional Learning and Development programme, initially with the New Zealand Institute of Wellbeing and Resilience, but now with CORE Education which will begin in 2021.

Previous Achievement Challenges

Our Achievement Challenges from 2018 were focused on raising student achievement *in Numeracy and Literacy* through the levers of change of Wellbeing, Transitions and Culturally Responsive Pedagogy. Limited work was spent at a Kāhui ako level on Numeracy and Literacy achievement as individual schools had different needs with different focuses required. Therefore any shifts in data can't be solely attributed to Kāhui ako work in these Achievement Challenges.

The Achievement Challenges were to raise student achievement so that a larger percentage of students were working at or above their expected New Zealand Curriculum level in Reading, Writing and Numeracy.

Achievement that was closest to our original targets were

- Numeracy for Year 3 students
- Numeracy for Female students
- Reading for Māori students

Achievement that was furthest away from targets were

- Writing for Māori students
- Reading for Year 1 students
- Numeracy for Māori students
- Writing for Male students

See Appendix One for Breakdown of Achievement Challenges 2018-2020

The movement towards Wellbeing would lead towards a target around Wellbeing. This focus was fully acceptable to all across the Kāhui Ako as it had real meaning for individuals, groups and the community. Wellbeing of students is hard to measure, potentially the benefits of improved Wellbeing will not be seen for a student until five or more years out of school. Currently we have the following tools we could measure aspects of Wellbeing with:

- NZCER Wellbeing@School Survey
- NZIWR Benchmark Survey
- Ngā Mātāpuna o te Waihora Year Six Cohort Longitudinal Study

A target around Achievement is appropriate, focusing on our role of preparing students for their journey into life. Our target will be focused on Level Two achievement and pathways. The following tools could give us indication for this

- Checkpoints of Numeracy and Literacy achievement at the end of Year Four, Six, Eight and Ten
- NCEA Year Twelve and Thirteen qualifications data

Our third target is around the student. Being proud of one's culture, language and identity is a critical aspect of Wellbeing, and thus Achievement. Our tools to give an indication of improving this area

- NZCER Wellbeing@School Survey
- Ngā Mātāpuna o te Waihora Parent and Whānau Survey

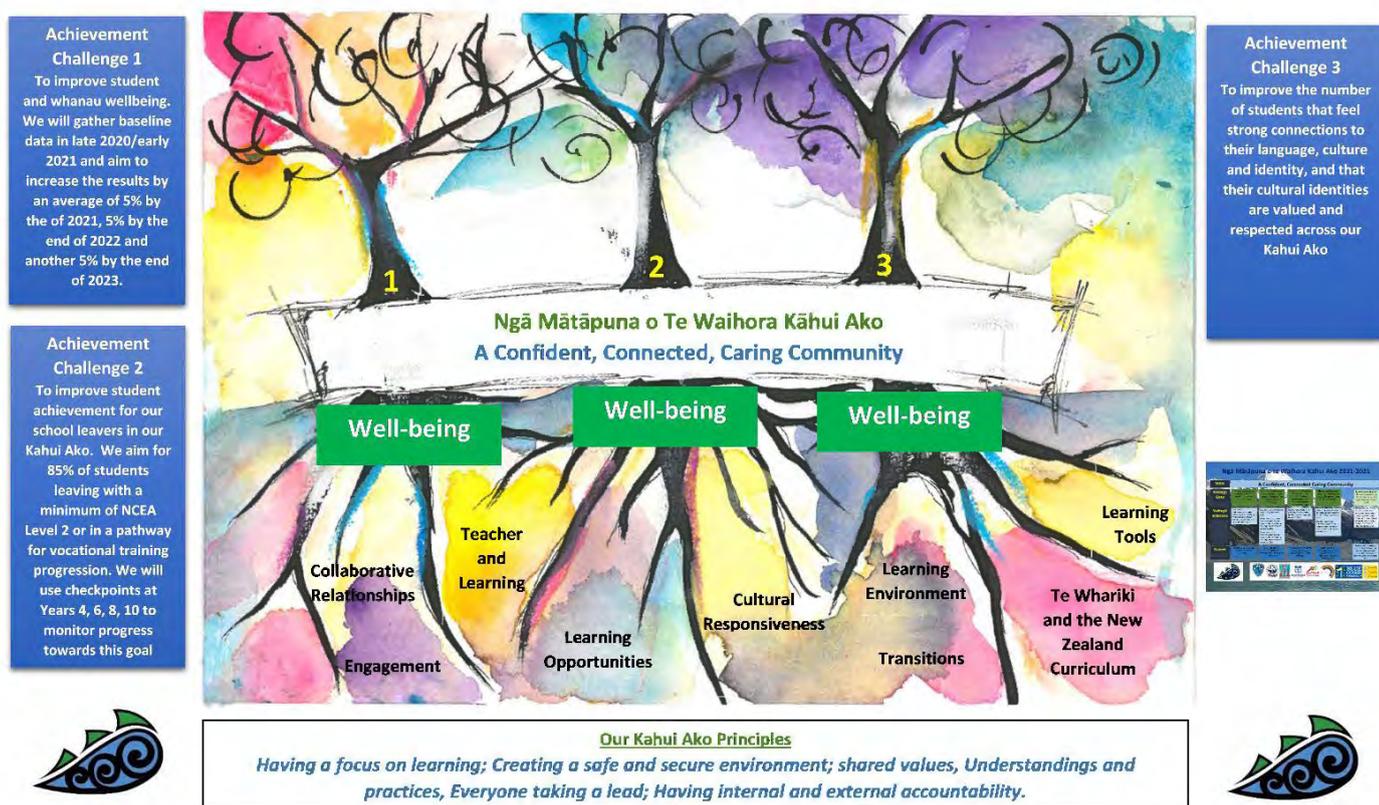
While we have only one Achievement Challenge with a direct focus on student learning and achievement, research reported by the Education Review Office (2016) and Hargreaves & Shirley (2018) indicates a strong link between improving student wellbeing and improved student achievement.



Our Achievement Challenges 2021 - 2023

Achievement challenges are shared goals that are identified and developed by our Kāhui Ako based on the needs of our learners. Whilst the achievement challenges are not directly related to ECE it was seen that the actions towards making the achievement challenges happen would have benefit across the whole learning community from ECE up particularly those of a holistic and wellbeing nature.

The diagram below depicts our Achievement Challenges represented as trees, with the roots representing the key driver for change. It is our belief that by framing our actions around Wellbeing, we will feed our trees, and allow them to flourish and grow into strong and healthy specimens. This is all inclusive and applies to the entire Kāhui Ako community.



We have selected Wellbeing as our driver for change because of the trends observed and data gathered across our community of learning evidenced by the following:

- Achievement data
- Wellbeing Think Tank Data
- Wellbeing @ School Data
- NZIWR Wellbeing Benchmark Survey
- Referrals to guidance counsellor and outside agencies.
- Professional conversations between leaders as to what they are noticing.
- Changes in NZ society in general that is impacting on our community.
- Through dialogue and discussion with key stakeholders of our community, including Taumutu Rūnunga.

What we have noticed?

Responses from Student, Staff and Community Think Tanks (2019)

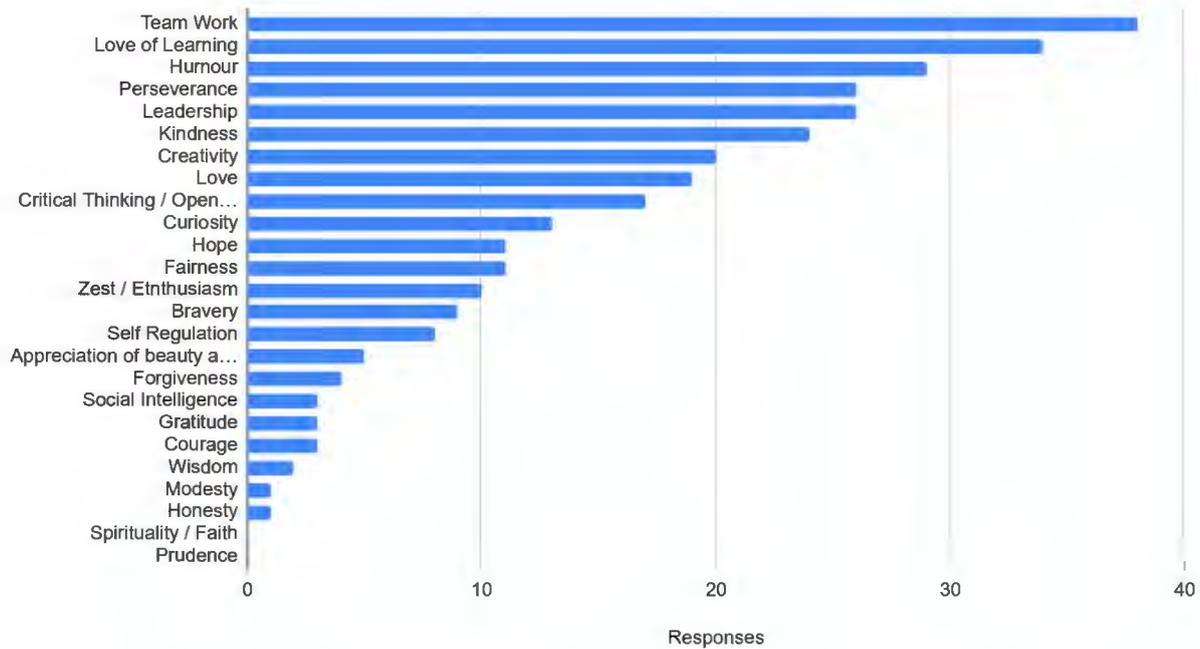
- What is wellbeing?
Overall Students of all ages defined wellbeing as being related to self, with many aspects making up wellbeing including healthy diet, fitness, emotions and happiness. Connections was the theme for between 20% and 28% of responses from students, which does come under a multifaceted definition of wellbeing. Approx. one third of all adult responses (both staff and community) defined wellbeing as a multi-faceted concept, balancing spiritual, mental, physical, social and emotional health. It could be argued that the other themes of response, fulfilment in life, self-belief, resilience, fitting in and being valued fall under the multi-faceted concept.
- Who helps you when things don't go well for you?
Year 6 students seek support mainly from family and friends. Approx. one in five responses indicate that Year 6 students will seek support from teachers.
- Who is responsible for your wellbeing?
Only one third of student responses felt the responsibility of student's wellbeing rested with students and their families. Student responses indicate they feel others around them in their everyday life, such as sports coaches, bosses, school and whanau are responsible for the student's wellbeing.

Staff Responses from NZIWR Wellbeing Benchmark Survey (2021)

- Wellbeing in our Kāhui Ako
Have
 - *A Kāhui Ako that is inclusive and respects diversity*
 - *Wellbeing as a strategic focus*
 - *Wellbeing is a regular topic at Kāhui Ako meetings*
 - *Kāhui Ako meetings that are positive**Need to*
 - *Actively involve student representatives in wellbeing*
 - *Provide staff with wellbeing training*
 - *Establish a wellbeing team*
 - *Explicitly teach wellbeing*
- Challenges to Wellbeing that are most important to the kura (top four)
 - *Student stress and anxiety*
 - *Staff stress and burnout*
 - *Student anti-social behaviour / acting out / violence*
 - *Bullying among students*

Strengths noted by staff of our Kāhui Ako kura (2021)

Strengths seen in our schools in Ngā Mātāpuna o te Waihora



Across the Kāhui Ako there is:

- An increasing number of students that need support for anxiety and their ability to build resilience and cope with change and pressure.
- An increasing number of parents seeking support around parenting and issues such as dealing with anxiety and building resilience.
- An increasing number of staff seeking personal support around well-being.
- An awareness that staff are having to incorporate positive education programmes into their teaching.



The co-construction of the Wellbeing Strategic Plan has provided clear direction for the Kāhui Ako. The Strategic Initiatives are in response to the data collected and needs of the students, staff, kura and whānau within the Kāhui Ako. This directs the work of the Across School Leader and Within School Teachers, improving the practice of the kaiako and the experience that students have in our Kāhui Ako.

The outcomes of the Strategic Initiatives of our Wellbeing Strategic Plan combine with our interests in other targets to form our Achievement Challenges 2021-2023.

Ngā Mātāpuna o te Waihora Kāhui Ako 2021-2023

A Confident, Connected, Caring Community

Vision	A Confident, Connected, Caring Community				
Strategic Goals	A. Students experience an engaging, relevant and localised curriculum within a culture of care.	B. Students and staff are able to participate and have ownership in opportunities and experiences around wellbeing.	C. Strong community/whanau partnerships to help support and educate parents/whanau as partners in promote student wellbeing.	D. Effective and connected systems and structures to support student well-being across the Kahui Ako.	E. Each School has their own Strategic plan and Annual Plan for each school year with their own Strategic Goals.
Strategic Initiatives	1. Development, implementation and the embedding of our Wellbeing Model into the curriculum and all aspects of Kāhui Ako life by the end of 2022.	2. Establish a student wellbeing committee by the end of 2021. 3. Development of students' awareness and personal responsibility for wellbeing including that of others by the end of 2023. 4. Development of staff awareness and personal responsibility for wellbeing including that of others by the end of 2022.	5. Development and sharing of wellbeing resources within the Ellesmere Community by the end of 2021.	6. Establishing a robust system of identifying and monitoring at risk children by the end of 2021. 7. Development of data collection programme to support student wellbeing across the Kāhui Ako by the end of 2021.	8. Each school will have a series of initiatives within their Strategic Plans and Annual Plan. Some of these will be aligned to the Ngā Mātāpuna o te Waihora Kāhui Ako Strategic Plan.
Success	The Curriculum reflects the needs of our Student Community.	All students and staff individual differences are embraced and all feel a sense of belonging.	Our Community is invested in and takes collective responsibility for students wellbeing.	Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.	Each school is required to report to the MOE and their own community on how successful their planned initiatives were in each school year.

These are:

Achievement Challenge 1: To improve student and whānau wellbeing, (link to Strategic Goals A, B, C, D)

Achievement Challenge 2: To improve student achievement for our school leavers in our Kāhui Ako, (link to Strategic Goals A, B)

Achievement Challenge 3: To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako, (link to Strategic Goals A, B, C, D)



Achievement Challenge 1 - WELLBEING	Baseline Data	Strategic Plan Initiatives	1st steps taken	Outcomes 2021-2023	Success
<p>Achievement Challenge 1: To improve student and whanau wellbeing. We will gather baseline data in late 2020/early 2021 and aim to increase the results by an average of 5% by the of 2021, 5% by the end of 2022 and another 5% by the end of 2023. (link to Strategic Goals A, B, C, D)</p> <p><i>This achievement challenge will be reviewed annually.</i></p>	<p>2020 W@S 2020 Year 6 2021 NZIWR Staff Benchmark Survey Cohort Study (see Appendix Two)</p>	<p>1,2,3,4,7,8</p>	<ul style="list-style-type: none"> ● Implementation of Wellbeing Strategic Plan ● Selection of a Wellbeing Model ● Teacher training around Wellbeing 	<p><u>W@S Data</u> End of 2021 student wellbeing measures increased by 5% from original figure End of 2022 student wellbeing measures increased by 5% from 2021 figure End of 2023 student wellbeing measures increased by 5% from 2022 figure</p> <p><u>Year 6 Cohort Study</u> Increase of student's awareness of being responsible for their own wellbeing towards a target of 50%.</p> <p><u>NZIWR Staff Benchmark Survey</u> Increase in collective staff awareness of Wellbeing Models and professional knowledge of Wellbeing.</p>	<p><i>All students and staff individual differences are embraced and all feel a sense of belonging.</i></p> <p><i>Our Community is invested in and takes collective responsibility for student's wellbeing.</i></p> <p><i>Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.</i></p> <p><u>Main improvement focus</u></p> <ul style="list-style-type: none"> ● Feel I belong at school ● Teachers are interested in my culture or family background ● Do other students say mean things about your culture or family?



Achievement Challenge 2 - ACHIEVEMENT	Baseline Data	Strategic Plan Initiatives	1st steps taken	Outcomes 2021-2023	Success
<p>Achievement Challenge 2: To improve student achievement for our school leavers in our Kāhui Ako. We aim for at least 86% of students leaving with a minimum of NCEA Level 2 or in a pathway for vocational training progression. We will use checkpoints at Years 4, 6, 8, 10 to monitor progress towards this goal (link to Strategic Goals A, B)</p>	<p>2020 NCEA Level 2 data 2020 Year 4, 6, 8, 10 checkpoint data (see Appendix Three)</p>	<p>1,6,7,8</p>	<ul style="list-style-type: none"> ● Implementation of Wellbeing Strategic Plan ● Data collation method developed ● Schools follow their Numeracy and Literacy programs ● Data collection and analysis ● Data shared ● Programs improved if required 	<p>At least 86% of school leavers with NCEA Level Two or are in a pathway for vocational training</p> <p>Annual data analysis</p>	<p><i>The Curriculum reflects the needs of our Student Community.</i></p> <p><i>Our Community is invested in and takes collective responsibility for student's wellbeing.</i></p> <p><u>Main improvement focus</u></p> <ul style="list-style-type: none"> ● Positive shift at internal checkpoints for Numeracy and Literacy Achievement Data in Year Four, Six, Eight and Ten.



Achievement Challenge 3 - Our Māori Learners	Baseline Data	Strategic Plan Initiatives	1st steps taken	Outcomes 2021-2023	Success
<p>To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako, (link to Strategic Goals A, B, C, D)</p>	<p>2021 Parent and Whānau Survey 2020 W@S Data (see Appendix Four)</p>	<p>1,3,5,6,7,8</p>	<ul style="list-style-type: none"> • Implementation of Wellbeing Strategic Plan • Parent and whānau survey of Māori students to explore aspirations and links to Wellbeing • Investigate individual kura's commitment to te reo and tikanga 	<p><u>W@S Data</u> End of 2021 student wellbeing measures increased by 5% from original figure End of 2022 student wellbeing measures increased by 5% from 2021 figure End of 2023 student wellbeing measures increased by 5% from 2022 figure</p> <p><u>Parent & Whānau Survey</u> Compare data from 2021 to 2023 survey</p>	<p><i>All students and staff individual differences are embraced and all feel a sense of belonging.</i></p> <p><i>Our Community is invested in and takes collective responsibility for student's wellbeing.</i></p> <p><i>Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.</i></p> <p><u>Main improvement focus</u></p> <ul style="list-style-type: none"> • I feel I belong at school • Teachers are interested in my culture or family background • Do other students say mean things about your culture or family?



REFERENCE LIST

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Robilliard, B. & Pauling, C. (2015). Educational Hub Cultural Narrative Ngā Matapuna o Te Waihora. Te Taumutu Rūnanga.

APPENDIX ONE: Review of our 2018-2020 Targets (Achievement Challenges)

We have identified these cohorts and measures through an analysis of multiple data points and evidence. These were particular cohorts that were not making expected progress. In addition to this we felt that these cohorts reflected the identified key challenges of transitions, culture and well-being. To identify if students were at or above their expected New Zealand Curriculum (NZC) level, we have used an OTJ for Year 1-10 derived from a range of evidence. We have identified students at or above their expected NZC level in year 1-10 and NCEA targets because this was the only consistent and coherent data that we shared across all of our schools.

Goal One : The overall GOAL for our Kāhui Ako for READING is to have a larger percentage at or above their expected NZC level in Year 1-10.			
Baseline (end of 2017)	Goal for end of 2020	At the end of 2020	
69.6% of all Year 1-10 male students are at or above their expected NZC level in reading	By the end of 2020, we will have 79.2% of all Year 1-10 male students (requires an increase of a further 20 students) achieving at or above their expected NZC level in reading.	62.6% (295 out of 471) Year 1-10 male students achieved at or above their expected NZC level in reading.	Cohorts with male students achieving at or above their expected NZC level in reading higher or equal to 73.3% were Year 3 and Year 4.
60.8% of Year 1-10 Māori students are at or above their expected NZC level in reading.	By the end of 2020, we will have lifted all Year 1-10 Māori students achievement to 73.3% (requires an increase of a further 5 students) achieving at or above their expected NZC level in reading.	58.0% (76 out of 131) Year 1-10 Māori students achieved at or above their expected NZC level in reading.	Cohorts with Māori students achieving at or above their expected NZC level in reading higher or equal to 73.3% were Year 3, Year 4 and Year 8
58.8% of students who have completed 1 year at school are at or above their expected NZC level in reading.	By the end of 2020, we will have 79% of all students who have completed one year at school (requires an increase of a further 10 students) achieving at or above their expected NZC level in reading.	54.2% (52 out of 96) Year 1 students achieved at or above their expected NZC level in reading.	
75% of Year 7 students are at or above their expected NZC level in reading.	By the end of 2020, we will have 83.6% of all Year 7 students (requires an increase of a further 4 students) achieving at or above their expected NZC level in reading.	67.4% (64 out of 95) Year 7 students achieved at or above their expected NZC level in reading.	

Goal Two : The overall GOAL for our Kāhui Ako for WRITING is to have a larger percentage at or above their expected level in Year 1-10.

Baseline (end of 2017)	Goal for end of 2020	At the end of 2020	
63.4% of all Year 1-10 male students are at or above their expected NZC level in writing	By the end of 2020, we will have 71.7% of all Year 1-10 male students (requires an increase of a further 20 students) achieving at or above their expected NZC level in writing.	52.7% (204 out of 387) Year 1-8 male Students achieved at or above their expected NZC level in writing.	Cohorts with male students achieving at or above their expected NZC level in writing higher or equal to 71.7% were Year 2 and Year 4.
65.0% of all Year 1-10 Māori students are at or above their expected NZC level in writing	By the end of 2020, we will have lifted all Year 1-10 Māori Students' achievement to 73.3% (requires an increase of a further 5 students) achieving at or above their expected NZC level in writing.	41.4% (41 out of 99) Year 1-8 Māori students achieved at or above their expected NZC level in writing.	Cohorts with Māori students achieving at or above their expected NZC level in writing higher or equal to 73.3% were Year 1 and Year 2.

Note: No data was collected for Year 9 and 10 students.

Goal Three : The overall GOAL for our Kāhui Ako for NUMERACY is to have a larger percentage at or above their expected level in Year 1-10.

Baseline (end of 2017)	Goal for end of 2020	At the end of 2020	
74.8% of all Year 1-10 female students are at or above their expected NZC level in numeracy.	By the end of 2020, we will have 80% of all Year 1-10 female students (requires an increase of a further 12 students) achieving at or above their expected NZC level in numeracy.	66.9% (292 out of 436) Year 1-10 female Students achieved at or above their expected NZC level in Numeracy.	Cohorts with female students achieving at or above their expected NZC level in writing higher or equal to 80% were Year 1, Year 2 and Year 3.
65.9% of all Year 1-10 Māori students are at or above their expected NZC level in numeracy.	By the end of 2020, we will have lifted all Year 1-8 Māori student's achievement to 74.1% (requires an increase of a further 5 students) achieving at or above their expected NZC level in numeracy.	54.1.4% (60 out of 111) Year 1-8 Māori students achieved at or above their expected NZC level in Numeracy.	Cohorts with Māori students achieving at or above their expected NZC level in writing higher or equal to 74.1% were Year 1, Year 2 and Year 3.
73.4% of Year 3 students are at or above their expected NZC level in numeracy.	By the end of 2020, we will have 85.1% of all Year 3 students (requires an increase of a further 6 students) achieving at or above their expected NZC level in numeracy.	77.1% (67 out of 87) Year 3 students achieved at or above their expected NZC level in Numeracy.	

Goal Four : The overall GOAL for our Year 12 and 13 students in our Kāhui Ako is for students to leave with a minimum NCEA level 2 qualification.

Baseline (end of 2017)	Goal for end of 2020	End of 2020	
84.2% of all male school leavers gained NCEA level 2.	By the end of 2020 we will have 91% of male school leavers gaining NCEA level 2.	100% of Year 13 male students gained NCEA Level 2. 80.6% of Year 12 male students gained NCEA Level 2. (Note: Provisional results)	

APPENDIX TWO: Baseline Data for Achievement Challenge 1 2021-2023

Wellbeing at School Survey 2020 – PUBLIC

	Wellbeing@ School closest indicator	Benchmark 2020	
		AP =	S =
Mauri Ora	SW - I feel I belong at school	AP = 86%	S = 72%
Whanau	SW - Teachers are interested in my culture or family background	AP = 74%	S = 44%
	CP - My parents and teachers respect each other	AP = 96%	S = 85%
	CP - My parents, family and whanau always feel welcome at school	AP = 95%	S = 75%
Tinana	SW - I feel safe at school	AP = 89%	S = 78%
Wairua	ASC - Do other students say mean things about your culture or family ?	AP = 76% Never / 1 or 2 times per year	S = 84% Never / 1 or 2 times per year
Hinengaro	CR - At school, I learn how to manage my feelings (like if I am angry or upset)	AP = 90%	S = 62%
Papatūānuku	SW - Buildings and play areas are looked after	AP = 90%	S = 40%
Ranginui	CR - Teachers think all students can do well	AP = 95%	S = 70%

KEY

AP = Aggregated Primary Data

S = Secondary Data

W@S Survey Aspects

SW = School-wide Climate and Practices

CR = Classroom / Teaching and Learning

CP = Community Partnerships

S = Student / Prosocial student culture and strategies

AB = Aggressive Behaviours / Aggressive student culture

Year 6 Kāhui Ako Student Survey 2020 - PUBLIC

This survey was completed in Term 4 of 2020. It was completed via google form as directed by their classroom teacher. 81 Year 6 students completed the survey.

Students' individual responses were coded into categories

Strengths

- Majority of students gave responses to 'What is Wellbeing' as something that related to them personally, such as being happy, being fit, and being healthy.
- Students listed self, parents, school, friends as those responsible for their wellbeing
- Over half of students noted family as the 'who helps when things are not going well', followed by friends and school

Areas to note

- Majority of students have a one, maybe two dimensions understanding of Wellbeing
- Only one third of students felt that they were responsible for their wellbeing
- Nearly half of students indicated that their friends (after family) were 'who helps you when things are not going well'

APPENDIX THREE: Baseline Data for Achievement Challenge 2 2021-2023

NCEA Level 2 Achievement 2020 - PUBLIC

NZQA Data	
Strengths <ul style="list-style-type: none"> 100% of Year 13 students gained NCEA Level 2 in 2020 87.9% of Year 12 students gained NCEA Level 2 in 2020 	Areas to note <ul style="list-style-type: none"> In Year 12, 83.3% of male students gained NCEA Level 2 compared with 93.3% of female students

Year 4, 6, 8, 10 Numeracy and Literacy Achievement Breakdown 2020 - PUBLIC

Teachers in Year 4 and 6 provided Overall Teacher Judgements, backed with evidence to determine if students in these years were at, towards or above the expected level for the cohort. Results of Year 8 and 10 were determined by E-asstle assessments only.	
Strengths <ul style="list-style-type: none"> Male students in Year 4 have higher results than Year 4 female students in both Numeracy and Literacy. In Year 4, 6 and 10, Pākehā students achieve higher than Māori students, who in turn achieve higher than Pasifika students in both Numeracy and Literacy. In Year 8, Māori students achieved higher than Pākehā students in Literacy, and the reverse is true for Numeracy Male students in Year 6, 8 and 10 achieve higher than female students in Numeracy, however the reverse is true in Literacy. 	Areas to note <ul style="list-style-type: none"> Students working above expected level decreases in both Literacy and Numeracy as the year groups progress. Male students tend to achieve higher in Numeracy Female students tend to achieve higher in Literacy Māori students did not achieve as high as Pākehā students through the year groups in both Numeracy and Literacy, with the exception of Year 8 Literacy Year 8 is the first-year group that Asian students are working below the expected level Overall Teacher Judgements, backed with evidence will be used for Year 4, 6, 8 and 10 from 2021 onwards.

APPENDIX FOUR: Baseline Data for Achievement Challenge 3 2021-2023

Wellbeing at School Survey 2020 - PUBLIC

Wellbeing@ School closest indicator	Benchmark 2020	
SW - I feel I belong at school	AP = 86%	S = 72%
SW - Teachers get on well with students from different cultures and backgrounds	AP = 96%	S = 88%
SW - Our school wants us to get on with students from different cultures	AP = 94%	S = 84%
SW - Teachers are interested in my culture or family background	AP = 74%	S = 44%
CR - Teachers think all students can do well	AP = 95%	S = 70%
CP - My parents, family and whānau always feel welcome at school	AP = 95%	S = 77%
AB - Do other students say mean things about your culture or family?	AP = 76% Never / 1 or 2 times per year	S = 84% Never / 1 or 2 times per year

KEY

AP = Aggregated Primary Data

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AB = Aggressive Behaviours / Aggressive student culture

Kāhui Ako Parent and Whānau Survey 2021 - PUBLIC

This survey was completed in Term 1 of 2021. The google form was sent to parents of Māori students at the four kura as we wanted to get the voices of the parents of Māori students when we developed a culture based target. 13 responses were received from parents with an age range of children from Year 0-3 to Year 11-13.

Areas to note

When asked about Aspirations for their students, parents and whānau wanted

- Students to choose their pathway/choice of careers, with no barriers
- Students going into training (apprenticeships) or qualifications
- Be happy and successful in life

When asked about what Academic Success looked like for their students, parents and whānau wanted

- Their students to speak Te Reo
- Best results for the individual
- Enjoyment of learning / Good effort and dedication / proud of new learning
- High level of school qualifications such as University Entrance and Endorsements

When asked about what the schools could do to support their students' wellbeing, parents wanted

- Te Reo / Tikanga taught at school
- Kapa haka / knowledge of their history
- Māori achievement acknowledged (both in and out of school)
- Mentoring programs
- Extra support for school subjects
- Respect, understand and know students as individuals

