

The Braided Rivers

Ka Awa Whiria

Geraldine Area Kāhui Ako



Our Vision

Our learners will successfully engage and contribute to their community with confidence, integrity and respect.

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We aim to achieve this vision by:

- **Foster well-being** - promoting our ākonga (learners) manaakitanga (caring for ākonga well being in a holistic way) growth and development. Focusing on their hauora (health and well-being) self worth, happiness and positive cultural identity underpins all success and achievement and is a fundamental function of our Kāhui Ako. We see culturally responsive practice is valued.
 - **Building partnerships** - tuakana teina (growing positive and mentoring relationships between ākonga and across the sectors) and whanaungatanga (building relationships through shared experiences and working together) are key components of our vision. We aim to create and sustain positive and nurturing partnerships that directly benefit our ākonga, families and whānau. These partnerships will be grown between our education sectors, agencies, our community groups and help foster learning opportunities with local businesses.
 - **Transition pathways** - education providers from all sectors - from early childhood, through primary, and high school and on to tertiary, working together collaboratively and collegially to provide seamless learning opportunities and multiple transition pathways that are accessible to all.
 - **Promoting Success** - having high expectations that all ākonga engage with and take agency over their learning, and in doing so make progress to the best of their ability. This developing achievement will be measurable through learning stories, National Standards, NCEA and other indicators. Integral to promoting this success we recognise that ākonga with diverse needs are best supported through the inclusive, culturally responsive practices in our schools and learning centres across the Kāhui Ako. We are committed to inquiring into such practices, identifying areas of need and working with all ākonga who are at risk of underachieving. We intend to do this at the earliest stage in their learning pathway, and to implement support programmes to accelerate their learning progress.
 - **Growing Lifelong learners** - enabling our ākonga to acquire the skills, competencies and attributes to become independent lifelong learners.
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Map of Ka Awa Whiria

A map of the Ka Awa Whiria region in New Zealand, showing the Orari River and surrounding areas like Orari, Geraldine, and Peel Forest. Numbered callouts (1-11) are placed on the map to indicate the locations of various educational institutions. A legend on the left side of the map lists these institutions with their corresponding numbers.

- 1 Ara Institute of Canterbury
- 2 Geraldine High School
- 3 Carew Peel Forest Primary School
- 4 Geraldine Primary School
- 5 Winchester Rural School
- 6 Woodbury Primary School
- 7 Clandeboye Preschool
- 8 Cottage Montessori Nursery School
- 9 Geraldine Preschool
- 10 Geraldine Kindergarten
- 11 Peel Forest Preschool

A collage of logos for various educational institutions. The logos are arranged in a grid-like fashion. From top-left to bottom-right, the logos are: Ara Institute of Canterbury, Winchester Rural School, Geraldine High School, Geraldine Primary (with the tagline 'Desire to Learn. Aspire to Achieve' and 'Whoia e koe te iti Kahurangi'), Geraldine Preschool, Geraldine Kindergarten (with 'Great Kids' branding), Haywood Cottage Montessori, Clandeboye Pre School, and Forest Presch (with the tagline 'nature nurture grow').

Profile of our Community

Ka Awa Whiria Kāhui Ako is made up of a cluster of 11 education providers in and around the Geraldine and South Canterbury area. There is 1 secondary school, 4 primary schools and 5 early childhood services. A tertiary provider is also actively engaged in the Kāhui Ako

These are:

- Ara Institute of Canterbury
- Geraldine High School
- Carew Peel Forest Primary School
- Geraldine Primary School
- Winchester Rural Primary School
- Woodbury Primary School
- Clandeboye Preschool
- Haywood Montessori Nursery School
- Geraldine Preschool
- Geraldine Kindergarten
- Peel Forest Preschool

These education providers are spread over the South Canterbury area, centering around Geraldine. The area is made up of small townships, and villages and is mainly rural with dairy, sheep, beef and crop farming. It is a relatively small geographical area.

Most of the schools and some of the ECEs have been working alongside each other as a cluster for some years. This tradition of cooperation includes sharing sporting events and involvement in cultural festivals. We have already shared professional development opportunities, moderated between schools, and there is a social worker who works between several of the Geraldine education providers.

The ECEs feed into the primary schools (Year 0-6) and these in turn feed into the high school. Early Childhood Education participation in our Kāhui Ako is a strength with 99% enrolment in 2016. This exceeded the Better Public Service target (that by December 2016, 98% of children starting school will have participated in quality early childhood education). ECE participation makes a significant difference to children's learning when they move to primary school.

We see that we face similar challenges in providing quality education within our community and aim to ensure smooth transitions between us to support wellbeing of ākongā while enabling optimal learning and achievement. We see our Kāhui Ako's role as promoting effective transitions and strong partnerships across the sectors.

Our Structure

Our community currently operates under the following structure:

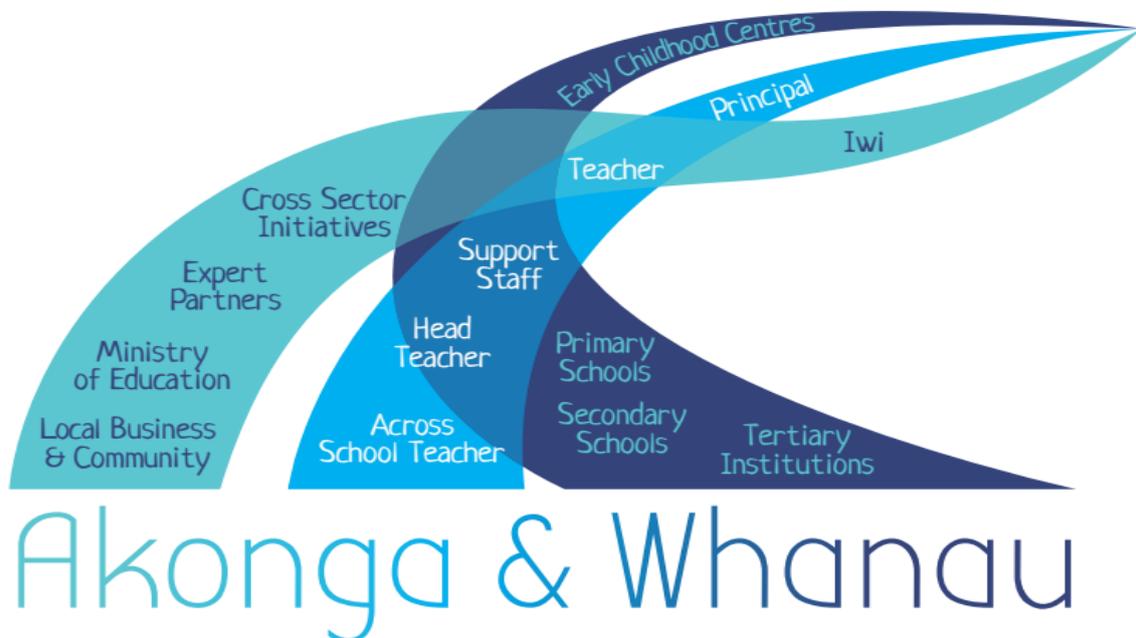
Leadership Group

The principal of each school and a Head Teacher representing ECEs. This group has worked to gather and analyse data and develop the achievement challenges plan through consultation with the wider community e.g. staff, ākonga, parents and whānau. Our Kāhui Ako have taken the opportunity to set up our achievement challenges before appointing our Kāhui Ako leader.

Stewardship Group

The stewardship group is made up of Board, ECE and principal representatives. Stewardship Group members have delegated decision making authority from their respective boards to streamline the decision making in the setup phase of the Kāhui Ako. They will report to their boards and seek input as required. This group will meet to establish operating structures and processes for Ka Awa Whiria, provides oversight and monitors the development of the achievement challenges plan.

How We See Our Kāhui Ako Operating



Age Range of Ākonga in our Kāhui Ako

Currently (November 2017) the total ākonga roll for Ka Awa Whiria Kāhui Ako is...

Year Level	Number of Students	Total
ECE Age 0-6 years	28 (Clandeboye) 55 (Geraldine Kindergarten) 111 (Geraldine Preschool) 22 (Haywood Montessori Nursery)) 22 (Peel Forest Preschool)	238
Year 0-6	90 (Carew Peel Forest, 333 (Geraldine Primary) 153 (Winchester Rural) 104 (Woodbury)	680
Year 7-10	335 (Geraldine High)	335
Year 11-13	209 (Geraldine High)	209
Ara students who have transitioned from Geraldine High	98 ākonga in 2016-2017 (100 school ākonga also did STAR courses through Ara in 2016-2017).	98

Ethnicity of our Ākonga

The current ethnic breakdown of ākonga in our Kāhui Ako is represented below:

Ethnicity	ECE and School	Total	Percentage
Māori	Geraldine Primary Winchester Rural Woodbury Carew Peel Forest Geraldine High Geraldine Kindergarten Haywood Montessori Nursery Peel Forest Preschool	147	11%
Pasifika	Woodbury Geraldine High Geraldine Kindergarten Haywood Montessori Nursery	16	1%
Asian	Geraldine Primary Winchester Rural Woodbury Carew Peel Forest Geraldine High Clandeboye Preschool Geraldine Kindergarten Peel Forest Preschool	77	5%
European/Pakeha	Geraldine Primary Winchester Rural Woodbury Carew Peel Forest Geraldine High Clandeboye Preschool Geraldine Kindergarten Haywood Montessori Nursery Peel Forest Preschool	1038	80%
Other	Geraldine Primary Winchester Rural Carew Peel Forest Geraldine High Clandeboye Preschool Geraldine Kindergarten	34	3%

Process of Data Analysis

A series of hui looking at combined data from the 5 schools has led to a shared understanding of each school's practices and ways of measuring assessment. This has led to a collaborative look at moderating writing and research into the use of PaCT. Data has included National Standards statistics, OTJs for 2016, Progress and Achievement Tests, E-asTTle, numeracy assessment (Ikan, Numpa, GloSS, JAM) and NCEA. We have also considered hauora across our Kāhui Ako. From these sources some common themes have emerged.

Rationale for Kāhui Ako Achievement Challenges

The focus of our achievement challenges is writing, mathematics and NCEA attained by all ākonga, as essential for accessing current and lifelong learning opportunities. We believe the development of strong key competencies by our ākonga is fundamental for them to adapt and thrive both now and in the future. As the New Zealand Curriculum makes clear, the capacity to manage oneself, confidently relate to others, communicate articulately, participate and contribute and think critically have a direct impact on ākonga wellbeing, learning and achievement. Developing these attributes and skills will enable and empower our ākonga as they undertake the learning pathways through early childhood, primary, secondary and improve the probability of them moving through to the tertiary sector.

Ka Awa Whiria on promoting capabilities which are high order skills and essential attributes needed to become contributing citizens of the 21st Century:

- Effective relationships - communication, collaboration, empathy, conflict resolution, resilience
 - Purposeful accomplishment - inquiry projects that are learner driven and based in real world problems and solutions
 - Creative thinking - critical thinking, problem solving and designing.
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Achievement Challenges

Although our achievement challenges are identified in writing, maths and NCEA we have a strong focus on oral language skills, digital fluency / literacy and the continuity of learning across the educational pathway. We believe these will support our achievement challenges and so we intend to identify appropriate measures to develop these through collaborative inquiry.

We have identified 3 achievement challenges:

- To accelerate progress and achievement in writing in Years 1-10, particularly for male and Maori ākonga.
 - To accelerate progress and achievement in mathematics in Years 1-10, particularly for Māori ākonga.
 - To increase the percentage of ākonga who leave with Level 2 and Level 3, with a particular focus on male ākonga achievement and progress to match their female equivalent.
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Writing Achievement Challenge

We know that Literacy is integral to ākonga learning in all learning areas. It is imperative that our ākonga are able to communicate through written language. Analysis of our Ka Awa Whiria Kāhui Ako 2016 data shows broad disparities. It shows that writing is the core curriculum area with the lowest achievement success. What stands out across the schools National Standards data is a clear variation between Māori and Non Māori achievement and between male and female.

2016 ākonga 'At or Above' in writing

	Carew Peel Forest	Geraldine Primary	Geraldine High	Winchester Rural	Woodbury	<u>Ka Te Awa Kāhui Ako</u>
All ākonga	79% (58/73)	77% (251/324)	80% (131/163)	74% (106/143)	66% (54/82)	76% (600/785)
Female	82% (27/33)	87% (134/154)	91% (69/76)	76% (54/71)	73% (27/37)	84% (311/371)
Male	78% (31/40)	69% (117/170)	71% (62/87)	72% (52/72)	60% (27/45)	70% (289/414)
Māori	X	67% (33/49)	67% (12/18)	53% (10/19)	X	63% (62/98)
Total	73	324	163	143	82	785

* Yr 9 and 10 data are 'guesstimates' of OTJs from E-asTTle assessments.

2016 National Standards Data for Writing Percentage of ākonga 'At or Above' (Number of ākonga in brackets)

Note: X data has been redacted.

Writing Summary Statement

Achievement data in writing (Year 0-8 National Standards, Year 9 and 10 OTJ) is of concern for our ākonga. In particular the data demonstrates lower achievement for male ākonga with 70% achieving 'At or Above' the standard as compared with 84% for female ākonga. This 14% difference is significant. Our male achievement in all schools is lower than the Better Public Service (BPS) target of 80% of Year 8 ākonga achieving 'At or Above' the National Standard in writing by 2021, with a range of 60% - 78% 'At or Above' the National Standard / OTJ for writing. In four of the schools male achievement is lower than the achievement of males throughout all of New Zealand.

Another clearly apparent finding of concern is that Māori ākonga lag behind in achievement. Overall ākonga writing achievement for the Kāhui Ako is 13% higher than that of Maori ākonga achievement. When comparing Māori ākonga achievement across the Kāhui Ako with the BPS target all contributing primary schools have much lower levels of achievement with a range of 50%- 67%.

It's clear that progress and achievement are affected at some key transition points and some groups i.e. male and Māori ākonga. These trends will be investigated and addressed through the work of the across school and within school teachers appointed.

Writing Expected Shift in Achievement

In 2016 76% (600/785) of all our Year 1-10 ākonga were 'At or Above' the National Standard for writing. We will shift this to 86% (675/785), as a shift of 10% by 2021. This will mean moving 75 additional ākonga.

In 2016 70% (289/414) of all our male ākonga were 'At or Above' the National Standard for writing. We will lift this to 83% (344/414) a shift of 13% by 2021. This will mean moving 55 additional ākonga.

In 2016 64% (63/98) of all our Maori ākonga were 'At or Above' the National Standard for writing. We will lift this to 83% (83/98) a shift of 17% by 2021. This will mean moving 20 additional ākonga.

Writing Achievement Targets								
	2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%
Year 1-10	615/785	78%	635/785	81%	655/785	83%	675/785	86%
Male	301/414	73%	315/414	76%	330/414	80%	344/414	83%
Māori	68/98	69%	73/98	74%	78/98	81%	83/98	83%

All ākonga Writing Achievement Years 1-10 (At /Above)

	Total ākonga	Baseline 2016		Target 2021		Shift Required	
		Number	Percentage	Number	Percentage	Number	Percentage
Carew Peel Forest	73	58	79%	65	89%	7	10%
Geraldine Primary	324	251	77%	275	85%	24	8%
Winchester Rural	143	106	74%	122	85%	16	11%
Woodbury	82	54	66%	70	85%	16	19%
Geraldine High	163	131	80%	143	88%	12	8%
Total	785	600	76%	675	86%	75	10%

*Note some % shifts show variance in calculation due to size and rounding

Male ākonga Writing Achievement Years 1-10 (At /Above)

	Total ākonga	Baseline 2016		Target 2021		Shift Required	
		Number	Percentage	Number	Percentage	Number	Percentage
Carew Peel Forest	40	31	78%	38	95%	7	17%
Geraldine Primary	170	117	69%	133	78%	16	9%
Winchester Rural	72	52	72%	62	86%	10	14%
Woodbury	45	27	60%	40	89%	13	29%
Geraldine High	87	62	71%	71	82%	9	10%
Total	414	289	70%	34	83%	55	13%

*Note some % shifts show variance in calculation due to size and rounding

Maori ākonga Writing Achievement Years 1-10 (At /Above)

	Total ākonga	Baseline 2016		Target 2021		Shift Required	
		Number	Percentage	Number	Percentage	Number	Percentage
Carew Peel Forest	X	X	X	X	X	X	X
Geraldine Primary	49	33	67%	41	84%	8	17%
Winchester Rural	19	10	53%	16	84%	6	31%
Woodbury	X	X	X	X	X	X	X
Geraldine High	18	12	67%	15	83%	3	16%
Total	98	63	64%	83	83%	20	19%

*Note some % shifts show variance in calculation due to size and rounding

Mathematics Achievement Challenge

Our combined Year 1-10 assessment levels for maths show that our Kāhui Ako is achieving higher than the Timaru District results, our ākonga achieving 'At or Above' National Standard (77%). Yet they are still falling short of the Better Public Service (BPS) target of 80% of Year 8 ākonga reaching the National Standard benchmark by 2021.

2016 ākonga 'At or Above' in maths

	Carew Peel Forest	Geraldine Primary	Geraldine High	Winchester Rural	Woodbury	<u>Ka Te Awa Kahui Ako</u>
All ākonga	82% (60/73)	75% (244/324)	77% (125/163)	85% (122/143)	65% (53/82)	77% (604/785)
Female	76% (25/33)	73% (113/154)	83% (63/76)	86% (61/71)	62% (23/37)	77% (285/371)
Male	88% (35/40)	77% (131/170)	71% (62/87)	85% (61/72)	67% (30/45)	77% (319/414)
Māori	X	55% (27/49)	61% (11/18)	63% (12/19)	X	61% (60/98)
Total	73	324	163	143	82	785

* Yr 9 and 10 data are 'guesstimates' of OTJs from E-asTTle assessments.

2016 National Standards Data for maths - percentage of ākonga 'At or Above' (Number of ākonga in Brackets)

Note: X = data has been redacted

Mathematics Summary Statement

Across the Ka Awa Whiria Kāhui Ako, Year 1-10 ākonga, achievement 'At or Above' the National Standard for mathematics shows some similar trends to writing. Achievement is slightly higher than the New Zealand achievement data across the country, with our Kāhui Ako ākonga achieving 76.9% 'At or Above' as compared with New Zealand at 75.4%. Across the Kāhui Ako there is little difference between the genders, with male ākonga achieving marginally higher than females (the difference of 0.3%). Two of the schools have met the goal of 85% 'At or Above' the National Standard in mathematics.

Once again we see Māori achievement as being of significant concern overall across the Kāhui Ako with the lowest progress reached of 61% 'At or Above' Standard. This compared to the data for Māori ākonga across New Zealand is a lower trend, with a difference of 4%.

Mathematics Expected Shift in Achievement

In 2016 77% (604/785) of all our Year 1-10 ākongā were 'At or Above' the National Standard for mathematics. We will lift this to 85% (666/785), a shift of 8% by 2021. This will mean moving 62 additional ākongā.

In 2016 61% (60/98) of all our Māori ākongā were 'At or Above' the National Standard for mathematics. We will lift this to 79% (77/98), a shift of 18% by 2021. This will mean moving 17 additional ākongā.

Mathematics Achievement Targets								
	2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%
Year 1-10	618/785	79%	636/785	81%	650/785	83%	666/785	85%
Māori	63/98	64%	68/98	69%	73/98	74%	77/98	79%

All ākongā Mathematics Achievement Years 1-10 (At /Above)							
	Total ākongā	Baseline 2016		Target 2021		Shift Required	
		Number	Percentage	Number	Percentage	Number	Percentage
Carew Peel Forest	73	60	82%	64	88%	4	6%
Geraldine Primary	324	244	75%	270	83%	26	8%
Winchester Rural	143	122	85%	126	88%	4	3%
Woodbury	82	53	65%	68	83%	15	18%
Geraldine High	163	125	77%	138	85%	13	8%
Total	785	604	77%	666	85%	62	8%

*Note some % shifts show variance in calculation due to size and rounding

Maori ākonga Mathematics Achievement Years 1-10 (At /Above)

	Total ākonga	Baseline 2016		Target 2021		Shift Required	
		Number	Percentage	Number	Percentage	Number	Percentage
Carew Peel Forest	X	X	X	X	X	X	X
Geraldine Primary	49	27	55%	35	71%	8	16%
Winchester Rural	19	12	63%	16	84%	4	21%
Woodbury	X	X	X	X	X	X	X
Geraldine High	18	11	61%	15	83%	4	22%
Total	98	60	61%	77	79%	17	18%

*Note some % shifts show variance in calculation due to size and rounding

Note: X=Data has been redacted

NCEA Achievement Challenge

Our aim is to support leavers from Geraldine High School to be well prepared, with skills, competencies and attributes that will enable to continue with further study or to enter the workforce. We want them to fulfil our vision of successfully contributing to their community with confidence, integrity and respect.

Focus areas to achieve this are:

- All ākongā in Level 1 are provided with the support and learning skill sets to enable high levels of achievement at Level 2 and beyond.
- To increase the percentage of ākongā who leave with full NCEA Level 2 and Level 3 courses or above by 2021, who have stayed for the full school year.
- Address the challenge to retain all ākongā at school by giving them appropriate learning pathways for their interests such as STAR, Mentoring and Gateway etc.

Geraldine High School NCEA Results

Percentage achieving NCEA Level 1, 2 and 3, in 2016 (Roll based data in brackets.)

NCEA	Level 1		Level 2		Level 3	
2016	88%	(78%)	94%	(83%)	75%	(58%)

NCEA Summary Statement

It is accepted that a large group of our learners at Year 12 and 13 need extra support so that engagement and focus on future pathways, retention, attendance and ākongā wellbeing issues can be addressed. We believe that attention to these areas of need will help academic performance to improve at Level 3.

We need a holistically view looking at courses, pathways, ākongā engagement, school systems etc. to help our ākongā reach this goal. The main shift would be to make sure that more of our Year 13 ākongā were entered for a full Level 3 course.

All ākongā are coursed or advised by ākongā centred support team on a 3 year plan for NCEA so that all ākongā have the opportunity to do Level 3. This requires looking at pathways both career and subjects so that there is continuity in learning.

We recognise that a better tracking mechanism for post school activity must be found, in order for the Kāhui Ako to ensure that school initiatives to support ākonga pathway success, do actually lead to post school success.

Year 12 and 13 NCEA Expected Shift in NCEA Level 1 and 2 ākonga Achievement

To increase the percentage of ākonga who leave with NCEA Level 2 from 74% (66/98) in 2016 to 90% (80/89) in 2021, with a particular focus on male achievement.

To increase the percentage of ākonga who leave with NCEA Level 3 from 57% (38/66) in 2016 to 85% (56/66) in 2021, with a particular focus on male achievement.

Year 12 ākonga Geraldine High School	Number achieving NCEA Level 2	% achieving NCEA Level 2	Shift required to achieve at least 90% in 2021
All	66/89	74%	14 ākonga: 16%
Māori	10/13	77%	2 ākonga: 15%
Male	27/38	71%	8 ākonga: 21%
Female	38/51	75%	8 ākonga: 16%
Interim Targets for All Year 12 ākonga	Total ākonga	Total target number (%)	Total number shift required
2018	89 ākonga	69 ākonga: 78%	3 ākonga
2019		73 ākonga: 82%	4 ākonga
2020		77 ākonga: 87%	4 ākonga
2021		80 ākonga: 90%	3 ākonga

Year 13 ākonga Geraldine High School	Number achieving NCEA Level 3	% achieving NCEA Level 3	Shift required to achieve at least 85% in 2021
All	38/66	58%	18 ākonga: 27%
Māori	6/8	75%	1 ākonga: 13%
Male	17/32	53%	11 ākonga: 32%
Female	27/34	79%	2 ākonga: 6%
Interim Targets All Year 13 ākonga	Total ākonga	Total target number %	Total number shift required
2018	66 ākonga	42 ākonga: 64%	4 ākonga
2019		47 ākonga: 71%	5 ākonga
2020		52 ākonga: 79%	5 ākonga
2021		56 ākonga: 85%	4 ākonga

Actions

Once the Achievement Challenges have been endorsed, a detailed implementation action plan will be developed. Below is an overview of the actions that will sit under our strategic goals. Further actions and interventions will be identified through collaborative inquiry with all members of our Kāhui Ako (leaders, teachers, parents, whānau and ākonga). It is our intention that within time individual school and ECE charters/strategic plans will align with the Kāhui Ako implementation and action plan.

Foster well being

We will:

- Develop shared understanding of how parents and whānau can support their child's learning. In doing this we will focus across all our parents, whānau in our Kāhui Ako community.
- Utilise the resources and skills of outside support agencies - RTLB, Health Nurse, counsellors, social workers, RT Lit, police, Ministry of Vulnerable Children Oranga Tamariki, local iwi- to further strengthen our abilities to support our children and their whānau.
- Utilise the support available from the recently established Cross Sector Initiative in South Canterbury to enhance the well-being of our more vulnerable tamariki and support their whānau.
- Develop our own model/proposal that will bring together the external agencies within our specific geographical area to support our vulnerable families.
- Use WAVE evaluation findings and professional development to further inform our achievement challenges focusing on health and well-being.
- Promote the MHF (Mental Health Foundation) Mindfulness in Schools programme across the Kāhui Ako. This is to improve akonga self-control, attentiveness, respect for other learners and reduce stress in our tamariki lives.
- Ensure the diversity of our ākonga is valued. We will promote richness found in the languages, heritages and customs of all our learners as a means to raise self-worth.
- Akonga will develop digital and citizenship skills to relate to others effectively and safely, and develop as citizens within the digital environment.
- Support ākonga in high attendance.

Building partnerships

We will:

- Build effective learning partnerships to empower families and whānau to support their children's learning at home.
- Listen to the voice of all to challenge assumptions and share expertise for the benefit of our ākonga.
- Develop and strengthen strategies for building trust with ākonga, parents, whānau and the communities.
- Ensure meaningful links with our early childhood centres and view them as valued and essential partners in our Kāhui Ako ākonga educational pathway.
- Create links with businesses and industries opening up new ways of working that are sustainable and locally inspired to raise educational achievement.
- Seek Māori voice and perspectives in our strategic decision-making.
- Connect staff across our Kāhui Ako to maximise the skills, strengths and expertise we have among us.
- Provide opportunities for our ākonga to participate in community-based activities to strengthen connections and partnerships locally.
- Through access to digital literacy, make local, national and global communities easily accessible to all ākonga.
- Continue to promote transparency of action, respect and trust across our community.

Strong Pathways and Transitions

We will:

- Develop Kāhui Ako transition practices to strengthen learning pathways across the sectors.
- Develop consistency within and across educational providers in our Kāhui Ako with shared language, curriculum and teaching practices that will assist to facilitate smooth transitions for ākonga.
- Develop and strengthen strategies for building trust and learning partnerships with ākonga, parents, whānau and their communities.

Promoting Success

We will:

- Implement strategies across the Kāhui Ako to promote and enhance children's self-efficacy (the extent of one's belief in one's ability to complete tasks and reach goals).
- Place high emphasis on developing innovative and collaborative learning environments and commit to continue building a vision for strong integration of digital fluency across all schools as a tool for enhancing pedagogical practice.
- Build and raise effective pedagogy as a key enabler to create shifts in progress, thus raising ākonga achievement.
- Encourage our educators to celebrate in each other's strengths and challenging one another through inquiry discoveries.
- Use digital literacy and content to enable ākonga to be curious and conduct inquiry.
- Schools and ECEs act as essential agents in ensuring all ākonga have equity to access digital devices and the internet. We realise that this is imperative for gaining access to many learning opportunities.
- Support the learning needs of our ākonga through effective use of digital tools.

Growing Lifelong learners

We will:

- Promote ākongā agency through pedagogy that builds on children's strengths and cultural capital.
- Promote effective teaching strategies that promote tamariki acquisition of the key competencies.
- Develop meaningful and authentic ways in which ākongā can regularly engage to share their learning.
- Provide opportunities for real life, authentic contexts for learning that draw on ākongā prior knowledge and relate to vocational pathways.
- Design a coherent, flexible and robust system to support 21st Century learner.
- Promote future focused curriculum that emphasises digital competencies.
- Develop and promote programmes across our community to accelerate ākongā skills and capabilities in the Key Competencies.
- Provide rich learning opportunities across our Kāhui Ako and develop a personalised local curriculum (Curriculum Tool).
- Place high emphasis on developing innovative and collaborative learning environments.
- Strengthen integration of digital fluency across all schools and ECE as a tool for enhancing teacher pedagogical practice.
- Foster modern learning practices, including developing a vision for digital literacy.
- Explore a range of strategies to develop digital literacy.

Monitoring/Measuring Progress and Evaluation

To support the work in accelerating progress and achievement for our ākonga our Kāhui Ako will do the following:

- Appreciate the best of ‘what is’, and then we will define and clarify by noticing what is the focus of our inquiry to develop the improvements and accelerate change.
- Use collective, collaborative inquiry. Exploring new, innovative ways of working together will lead to us co-creating systems and structures to leverage positive change through effective pedagogy, school practices, akonga voice, whānau engagement.
- Create processes to gather evidence and data of progress. This measurement of progress will help us to better understand the impact of our teaching across Ka Awa Whiria.
- Ensure that school and ECE charters and strategic goals reflect our Kāhui Ako planned actions and targets to raise achievements.

Evaluation

The Kāhui Ako Lead principal, with the support of principals, head teachers, leaders and the Across School Teachers, will develop a model of evaluation. This will focus on:

- Entry and exit of year data about ākonga shifts in progress and achievement.
 - Evidence of the effective changes in practices across the Kāhui Ako and pedagogy.
 - Akonga, parent, whānau and teacher voice.
 - Analysing outcomes in relation to our targets and commentary on the variance found.
 - Identifying next steps for focus in each of our schools and early education centres.
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Reporting

The Kāhui Ako Lead principal, with the support of principals, head teachers, leaders, teachers and the Across School Teachers, will coordinate the preparation of reports for all Boards and Ka Awa Whiria steering group. These reports will cover:

- An outline of targets and priorities.
 - Comparisons of the significant shifts from interim (June) and exit (November) data for the year.
 - Outline shifts in pedagogy either emerging or cluster wide.
 - Commentary of the how, why and ‘so what now’ steps.
 - Identify areas that need further addressing (next steps).
 - Resources required
 - Celebration of best practice and successes achieved collaboratively.
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