Take care of our children, take care of what they hear, take care of what they see, take care of how they feel. For how the children grow, so will be the shape of Aotearoa’   Dame Whina Cooper
Eastern Southland Kāhui Ako established 2017

‘We must develop a new generation of leaders, people we can trust with the assets that our generation has begun to recover…. It’s our mokopunas’ assets we’re talking about here – nothing short of the world’s best is good enough for them. We must embrace excellence and pursue it obsessively. Only excellence will achieve the rangatiratanga of which we dream.” Ta Tipene O’Regan, Ngai Tahu

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General information

“Children and young people care deeply about their education and how it prepares them for their future lives. They have a great sense of hope for what education can offer them. It is our job now to listen to them and act on what we hear. It is time for everyone, especially in education, to be more deliberate and purposeful in how we incorporate children’s views and opinions when making decisions that affect them.”

Children’s Commissioner Andrew Becroft (2017)
Introduction to our Kāhui Ako

The Eastern Southland Kāhui Ako has 13 member schools

- Gore High School
- St Peter’s College
- Longford Intermediate
- Riversdale School
- Knapdale School
- Pukerau School
- Te Tipua School
- Otama School
- Mataura School
- Gore Main School
- West Gore School
- East Gore School
- St Mary’s School (Gore)
- Southern Institute of Technology

Community groups and organisations that work closely with all our schools

- Hokonui Runanga
- Gore District Council
- The Hokonui Highway Implementation Team
- Positive Start
- Hokonui Tertiary High School
- Kahu Kura pilot programme

Kia mahi tahi tatou  Let’s work together
Kia ako tahi tatou  Let’s learn together
Our schools are diverse, we are:

- Geographically separated (40 km between Mataura Primary and Riversdale).
- Town and country schools (7 schools within Gore town, 1 in Mataura and the remaining 5 are rural)
- Different student numbers and population (the High School has over 400 students, Otama has 12)
- Different professional experiences with varying years of principal service
- Two of our schools are Special Character Catholic schools
- Some primary schools are contributing primary and some full primary
- Culturally diverse, reflecting the nature of the farming industry.

The Gore and Districts Principals’ group is made up of members of the Eastern Southland Kāhui Ako, Lower Mataura Valley Kāhui Ako and the Pomahaka Kāhui Ako. The schools in the Eastern Southland Kāhui Ako work together with Southern REAP, sporting events and we share a Sports Activator initiative. There is a desire for our collective capacity to have a positive effect within our schools and into the wider community.

In developing our Kāhui Ako the leadership teams across Eastern Southland considered the following questions:

- Why work together - what are the social and political influences, and what are the benefits for all our learners?
- How will we build aligned leadership capability and capacity?
- How do we work together – what would we want to achieve, and how will we achieve it?
- How will we build sustainable change in attitudes, action and implementation?
- How will we build aligned action to achieve our shared vision?
- What is our philosophy of working together – what philosophies do we share, and how can we create an overarching vision that voices that shared philosophy?
- What’s important for our learners – what do our ākonga need for their future, and for the future of our Eastern Southland community?
- What will make a difference in the achievement, and consequently, to the future for our ākonga?
Social factors that make Eastern Southland Kāhui Ako a unique Community of Learning

The Gore district community took part in a Social Sector Trial which finished in December 2016. Since then the group has been moving towards the implementation of a community-led model which has a strong focus on working collaboratively to:

- Improve the ability of children and young people to engage in learning (formal and informal), and
- Improve support for vulnerable children, young people and their family/whānau through early identification and coordinated response

This model is called the Hokonui Highway. It is a coordinated, community-led and integration framework created to maximise the impact of the existing resources in and across the community. It will improve outcomes and wellbeing for our children and young people across the Gore district and beyond. The ‘Hokonui Highway’ is a metaphor for the route children and young people (0-24 years) take as they grow and mature into Eastern Southland citizens.

The Hokonui Highway goals:

1. The community is engaged and people have a strong sense of belonging within it
2. Children and young people are actively engaged in education, training or employment
3. Children and young people are healthy, resilient and safe
4. There is cross-sector coordinated support for vulnerable children, young people and their family/whānau
5. There are processes and systems in place to maximise the resource available
6. Agencies have a developed role clarity with clear, achievable goals, strong alignment and agreed ways of working together

Our Kāhui Ako is not the centre of Eastern Southland, but rather plays an essential role in the success of the Gore and District’s Vision for its citizens.
1. The initial Hokonui Highway concept evolved in October 2015 as a framework that focused on learning pathways and would support young people (16-24 years) to move securely and smoothly through education into further training and employment.

2. In March 2016 it was recognised that by expanding the age range the highway could provide the overarching framework necessary to facilitate an integrated and coordinated approach to ensure children and young people (aged 0-24 years) in the Gore district, are resilient, healthy and safe members of the community with the skills necessary to achieve success in all aspects of their lives.

3. The highway framework was seen as a visual concept that would be used to engage stakeholders and encompass the components necessary to create an integrated, planned, cross-sector approach. This would include components such as adequate infrastructure, maintenance, and services vital for a seamless journey.

4. At an operational level the integrated cross-sector approach within the highway framework would include links to relevant national/regional strategic plans and programmes of work, services and structures currently available and enable gaps or priority areas to be identified and appropriate responses implemented.

May 2016
The Hokonui Highway draws on the strong links between the schools and agencies across the community, which have resulted in developing good working relationships between:

- Hokonui Runanga
- District Health Board
- Justice System
- Work and Income
- Oranga Tamariki
- Gore and Districts Council
- Ministry of Education

In August 2017 the schools and the above community stakeholders, along with other members of the public, were invited to share two days to create a Shared Vision for our Kāhui Ako. Each participant was asked to inquire into four probes:

1. **What existing strengths in our individual school cultures and history help us to work together for the success of every student in Eastern Southland?**
2. **What innovations will help us produce the most powerful learning for all learners across the Hokonui Highway?**
3. **How will we build relational trust, collaboration and cohesion with all stakeholders across our CoL?**
4. **What fundamental beliefs about self-review, internal evaluation and moderation will we share and utilise across our CoL?**

Guided by an external facilitator, and using the process of ‘classic brainstorming’ and ‘10/4’ voting a shared vision was drafted, consulted on and then a final draft vision agreed to. Over the following weeks teachers and board members who had been unable to attend were given the opportunity to read and review. By the end of term 3 2017 the Eastern Southland Kāhui Ako finalised the Shared Vision that would underpin decision making and future direction.
The Vision of Eastern Southland Kāhui Ako

The Eastern Southland Community of Learning has come together for the purpose of raising the achievement and well-being of all students across our schools. We have a genuine desire for Eastern Southland to be the best it can be for our ākonga.

Our ākonga in Eastern Southland form the heart of our shared vision for our Community of Learning, and through the sharing of information between stakeholders, we acknowledge that we are in a stronger position to improve our practice for the betterment of all. We are an integral part of continuing the development of the Hokonui Highway.

Each stakeholder is clear on the direction the Community of Learning takes, and realises the importance of having an agreed set of working values, and having the courage to hold ourselves, and each other accountable.

We have a shared vision and build relational trust, collaboration and cohesion with all our stakeholders through transparent, honest and timely communications. Communication is essential to how we operate. Within this group all voices are of equal value, and all views are listened to.

Building trust and professional relationships occur through transparency and a willingness to continue learning.

We have a shared understanding of what ‘powerful’ learning looks like so that we can measure progress as success. Resources, agencies and services, such as pastoral support and any other appropriate assistance, is accessible in a timely fashion, for all students to succeed. Students no longer wait until they are two years below to access their needs, instead, timely assistance, appropriate programming and resourcing is accessible for those requiring it. Such information shared is respectfully received with a ‘no blame’ approach.

Whānau involvement is strengthened, and across school moderation and opportunities, including assessment processes are fostered. Our shared purpose is clear, manageable and relevant. We all work smarter, not harder, and all self-review, evaluation and moderation is done ‘with’, not ‘to’.

Eastern Southland is a great place to live and our community/whānau are working together to ensure that every child and young person has opportunity to develop life-long learning strategies in a caring environment with high expectations.
**Values of the Eastern Southland Kāhui Ako**

- Respectful, positive relationships with open, collaborative communication with no blame will underpin our work together
- Our students will always be at the heart of all decision making – everything comes back to them
- We work with respect, compassion and honesty
- We are committed to empowering the growth of our tamariki
- We value the taonga and cultural capacity of each child and their place of learning

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**Summary of social factors that make our Community unique**

Eastern Southland Kāhui Ako students know success in their learning. Teachers are eager to learn more and there is a genuine desire for our education community to be successful for all ākonga. Bringing together the 13 schools shares professional capability across the schools and benefits the wider community. Our district is currently managing issues around increased crime rate particularly in the 12 – 15 age range, increased stand down rates and the associated stress this presents for families, teachers and leaders in schools. This coincides with a rise in the number of young people accessing mental health support.

A unique factor of the Eastern Southland Kāhui Ako is the participation and ownership of the Hokonui Highway which is an integration framework that supports all citizens from 0 – 24. Our Community of Learning is pivotal to the success of the wider community.
Theory of practice to achieve our Vision

‘Resources, agencies and services, such as pastoral support and any other appropriate assistance, is accessible in a timely fashion, for all students to succeed.’ Eastern Southland Kāhui Ako Vision Statement

The Gore and District Community wants all young people to feel a sense of belonging to this community: ‘A sense of belonging to a greater community improves your motivation, health, and happiness. When you see your connection to others, you know that all people struggle and have difficult times. You are not alone. There is comfort in that knowledge.’ (Psychology Today, 2016). Consequently, learners who see the purpose and value of learning remain engaged and motivated to achieve to their potential because they are invested in the outcome. It is clear that ākonga who are not attending school cannot achieve within the schooling system.

‘Belonging is a very strong and fundamental human need…. In our school setting, this relates to a student’s feeling of connectedness to their peers, to the adults in their classes and their school’ (Farrington, 2013 as quoted in John McKinlay, Gore High Rector, sabbatical report, 2016. p.10)

Members of our community are already researching non-cognitive factors that influence student learning, this is to do with how a student feels in our classrooms. It is about their beliefs, in themselves and in the value of the work they are doing. It is about their sense of belonging and identity. It is about their attitudes and their self-regulations. It is about how they think of themselves as a student; their Academic Identity. (McKinlay, 2016. p. 2)

We will engage ākonga, reduce stand-down and exclusion rates in order to raise achievement and provide better long-term outcomes for our young people

Gore and Districts unique approach of a cross-sector unifying response to the most vulnerable members of our community will ensure engagement of whānau and ākonga at all levels and stages of the education system. Through the provision of holistic ‘wrap around’ support we will work together for the benefit of all our learners. We believe that this holistic approach will result in a reduction of stand-down, suspension and exclusion rates.
## Our local community criteria and shared timeline

**Using the four local criteria to create a Community of Learning capable of improving learning outcomes for all students**

<table>
<thead>
<tr>
<th>What</th>
<th>First 6 months (year end 2017)</th>
<th>Second 6 months (start of year 2018)</th>
<th>Third 6 months (year end 2018)</th>
<th>How are we going?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building relational trust, collaboration and cohesion across all the schools</strong></td>
<td>Use an external consultant to build a professional culture that is able to embrace change – develop vision that authentically reflects the visions of our communities <em>(shared reflection on our school Charters, annual plans)</em></td>
<td>Use the vision and shared values to create goals that are created by the Kāhui Ako which align with our shared expectations <em>(these goals will be in our school Charters)</em></td>
<td>Reflect upon progress and develop next goal building on skills and trust that have been acknowledged and developed across Kāhui Ako <em>(reflection to form part of our annual report)</em></td>
<td>External consultant support continues into 2019</td>
</tr>
<tr>
<td><strong>Developing a strategy for gathering, interrogating and sharing valid (honest) data</strong></td>
<td>Following development of relational trust and using the vision, identify why sharing data is important, develop shared template to drop data into, visit schools to ensure all are aware that trust model is being followed. Use spiral of inquiry model to share hunches, discover what learning is needed</td>
<td>Sharing data commentaries, and building on what works especially around accelerating student achievement, interrogate data and develop shared achievement targets from hunches and data Take action!</td>
<td>Through year measure progress against school created targets and at year-end report achievement against targets Checking – have we made enough of a difference?</td>
<td>Spiral of Inquiry in reading successfully completed by all schools and will form basis of next steps</td>
</tr>
<tr>
<td><strong>Developing a strategy for lifting achievement in Māori students</strong></td>
<td>Through data collection above, and previous years get ‘underneath’ the data, ask questions, review Ministry documents, best practice and pedagogies. Involve Māori community, supports that are already in place, recognise taonga</td>
<td>Gather together data that reflects schools’ successful interventions around Māori achievement – interrogate what worked and create pilot programmes across schools</td>
<td>Check in on progress over the two terms and ask if we are making enough of a difference, are our Māori students making accelerated progress</td>
<td>Data collection – stories being told through spirals – research of best practice models</td>
</tr>
<tr>
<td><strong>Informing and engaging the wider community</strong></td>
<td>Inform our stakeholders that within their community exists the Kāhui Ako, which seeks to meet the needs of the community. Using the relationships already in existence share progress</td>
<td>Work with stakeholders as we meet the needs of the community and recognise that we are key to progress for the community goals</td>
<td>Develop goals that reflect the needs of the community but align with the recognised goals within our school communities</td>
<td>Newspaper articles, 60 voices promoting Kāhui Ako. Notes for boards and leadership forums promoted</td>
</tr>
</tbody>
</table>
Overarching Goal and Our Challenges

To increase student engagement across the sector, in order for our ākonga to connect, participate and succeed in their education system.

Achievement Challenges

1. Raise achievement in literacy - reading and writing, especially for those identified at risk of not achieving, to support students to access the broader curriculum and so stay motivated and engaged in the education system.

2. Raise achievement for our Māori ākonga through developed and enhanced relationships with whānau, our kaāko and Ngai Tahu (through partnership with the Hokonui Runanga)

3. Create a coherent pathway that is relevant and meaningful for the Eastern Southland Kāhui Ako so the children that come into our pathway through Early Education move smoothly through each transition point including into the workplace.

We will raise achievement through partnership and collaboration with the community-led initiative, the Hokonui Highway.

All challenges are inter-connected and it will be through a collective and consolidated approach that we will achieve our overarching goal.
**Achievement Challenge 1**

**Reading and writing**

**What it looks like now:**
National Standards baseline data collated end of 2016, see fig. 1.1 and fig. 1.2. Spiral of inquiry anecdotal data inquired into end of 2017 by all school leaders. Each school’s individual annual plan for 2018 includes literacy: reading/writing goal, submitted to MoE in March 2018. Children and young people that leave our education system without the appropriate age abilities in reading are at risk of much poorer outcomes than that of their peers. They are:
- more likely to live below the poverty line
- less likely to be able to access good employment opportunities, and therefore more likely to claim benefits
- more likely to end up in prison (a recent Corrections Dept, study assessed more than 8000 of New Zealand’s 9500 prisoners, with 63% considered to be operating below a basic standard of literacy)

**Literacy skills impact on our economy and our society. ‘A more highly skilled, highly qualified workforce is essential and that must include good literacy skills across the board.’** (MoE, June 2016).

**What we want it to look like:**

**2018-2020 TARGET:**
- To reduce the number of ākonga working below the expected curriculum level in reading by 15%:
  - From 126 students in Y3, 5, 7 and 9 to 107
- To reduce the number of ākonga working below the expected curriculum level in writing by 15%:
  - From 176 students in Y3, 5, 7 and 9 to 150

**How we will know:**
- A greater number of our ākonga will meet the demands of the reading and writing curriculum at all levels, especially as they progress through a level change (ie from curriculum level 3 to 4)
- Target is achieved with 15% decrease in the number of learners not achieving at the appropriate curriculum level
- Focusing on success in literacy in the primary school years will increase student engagement across the curriculum into secondary school and beyond
- Reduced disparity between the number of students working above the expected curriculum level and those working below.

**Through collaboration and using the Spiral of Inquiry format as a guide we will:**
- Inquire into and seek evidence of what is happening for all our learners. Use information to identify strengths and areas for development (Scan and focus)
- Review professional practices that are impacting on the current situation; create possibilities (Hunch)
- Develop professional learning plan that will meet the identified needs of our ākanga and teachers, with expertise from within the group or externally (New learning)
- Implement strategies, reflect on progress and refinements are ongoing (Taking action)
- Check to see that the focus, new learning and action have had an impact for our ākonga (Checking)

**To raise achievement in reading and writing, especially for those identified at risk of not achieving, to support students to access the broader curriculum and to stay motivated and engaged in the education system.**
- Identify ākonga that require further support community wide, and use this information as a baseline for progress
- Access resources to support learning, including the RTLB, RT Lit, Positive Start group
- Research new practices, and share good current practice across the schools
- Use precise interventions appropriate to each school to make a difference for their ākonga

**OBJECTIVES AND STRATEGY**

**IMPLEMENTATION ACTIONS**

<table>
<thead>
<tr>
<th>Inquire into and seek evidence of what is happening for all our learners. Use information to identify strengths and areas for development (Scan and focus)</th>
<th>Review professional practices that are impacting on the current situation; create possibilities (Hunch)</th>
<th>Develop professional learning plan that will meet the identified needs of our ākonga and teachers, with expertise from within the group or externally (New learning)</th>
<th>Implement strategies, reflect on progress and refinements are ongoing (Taking action)</th>
<th>Check to see that the focus, new learning and action have had an impact for our ākonga (Checking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify children who are below in reading and writing evidence in 2016 data and across school 2017 Spiral of Inquiries</td>
<td>Following approval of the Community of Learning Achievement Challenges appoint the Across School (ASL) and Within School Leaders (WSL) with philosophies that reflect the vision and values of the Kāhui Ako, and have the capabilities and skills required to accelerate progress for our ākonga</td>
<td>Develop a student voice survey on ākonga view on engagement, sense of belonging, sense of self as learner cultural responsiveness, increase technology to hook learners</td>
<td>Employ precision teaching techniques – mini lessons target specific needs in the classroom and link this to the appraisal process for ASL and WSL</td>
<td></td>
</tr>
<tr>
<td>Interrogate the data using Templerly’s Spiral of Inquiry to search for patterns in behaviour, esteem, attitude, culture and learning in order to address presenting issue</td>
<td>Screening programme for possible barriers to potential will be trialled for Year 3s</td>
<td>Link precision teaching to Learning Progression Framework guiding teachers in what progress looks like and how to accelerate progress</td>
<td>Regularly review the data continuing to search for patterns in behaviour, esteem, attitude and learning in order to prepare for the next group of ākonga that have specific and varied needs</td>
<td></td>
</tr>
<tr>
<td>Continue with the good practices and successful interventions across schools such as Reading Recovery</td>
<td>Using the research and experience of ASL and WSL begin to further investigate hunch from Spiral of Inquiry to specifically identify barriers to the potential for these students part of which may focus also on absenteeism and truancy</td>
<td>Consider mixed ability grouping which can have a positive impact on learning</td>
<td>Review effectiveness of all of the above with the Stewardship and Management group early terms 2 and 3. Mid-term 4 make changes as required. Promote our schools relationships by jointly supporting each other as we make progress and ākonga achieve their goals</td>
<td></td>
</tr>
<tr>
<td>Work with the wider community to promote community interventions including Reading Together, local resources such as library and runanga</td>
<td>Develop family/whānau relationships through programmes such as Reading Together</td>
<td>Develop passion projects to engage ākonga</td>
<td>Progress will be monitored longitudinally for targeted year levels at key transition points (3, 5, 7, 9,) and include successful transitions into the work place/further education. By 2023 we will have completed a whole cycle of monitoring from learners currently in Year 3 to end of Year 9.</td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLES OF ACTIONS**

- Identify children who are below in reading and writing evidence in 2016 data and across school 2017 Spiral of Inquiries
- Interrogate the data using Templerly’s Spiral of Inquiry to search for patterns in behaviour, esteem, attitude, culture and learning in order to address presenting issue
- Continue with the good practices and successful interventions across schools such as Reading Recovery
- Work with the wider community to promote community interventions including Reading Together, local resources such as library and runanga

**KEY DATES**

- Implementation Stage Begins
- Scoping and Development - Action learning groups are developed
- Action learning phases 2 and 3 underway
- ASLS and WSLs lead learning within schools
- Review progress and
- Target 2018
- Check to see that the focus, new learning and action have had an impact for our ākonga (Checking)

- Oct 2017
- Jan 2018
- May 2018
- Jun 18
- Sept 18
- Dec 18
- Mar 19
Achievement Challenge 1
Raise achievement in literacy - reading and writing, especially for those identified at risk of not achieving, to support students to access the broader curriculum and so stay motivated and engaged in the education system.

Fig 1.1 Our baseline data, - All data collated to the National Standard expectations prior to year end 2017. Schools used a variety of assessments including e-asTTle, Numeracy tests, PATs, a variety of spelling assessments, Progress and Consistency Tool and subsequently Overall Teacher Judgement.

Our 2018 and 2019 predictions are based on specific interventions that will target all students in their transition years, as well as all students across the schools considered to be ‘at risk’.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Well Below</th>
<th>Below</th>
<th>Below / Well Below Total</th>
<th>% Well Below and Below</th>
<th>At</th>
<th>Above</th>
<th>At / Above Total</th>
<th>Grand Total</th>
<th>% At or Above standard</th>
<th>% 2018 within expected curriculum level prediction</th>
<th>% 2019 within expected curriculum level prediction</th>
<th>% 2020 within expected curriculum level prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>58</td>
<td>210</td>
<td>268</td>
<td>19.1</td>
<td>773</td>
<td>361</td>
<td>1134</td>
<td>1402</td>
<td>80.9</td>
<td>84.9</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>Girls</td>
<td>16</td>
<td>86</td>
<td>102</td>
<td>15.2</td>
<td>370</td>
<td>199</td>
<td>569</td>
<td>671</td>
<td>84.8</td>
<td>89.1</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>Boys</td>
<td>42</td>
<td>124</td>
<td>166</td>
<td>22.7</td>
<td>403</td>
<td>162</td>
<td>565</td>
<td>731</td>
<td>77.3</td>
<td>83.2</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>Māori</td>
<td>18</td>
<td>58</td>
<td>76</td>
<td>29.8</td>
<td>140</td>
<td>39</td>
<td>179</td>
<td>255</td>
<td>70.2</td>
<td>75</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Pasifika</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>18.2</td>
<td>13</td>
<td>5</td>
<td>18</td>
<td>22</td>
<td>81.8</td>
<td>85.8</td>
<td>87</td>
<td>87</td>
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<tr>
<td>Asian</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>18.4</td>
<td>25</td>
<td>6</td>
<td>31</td>
<td>38</td>
<td>81.6</td>
<td>85.6</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>European/ Pākehā</td>
<td>38</td>
<td>142</td>
<td>180</td>
<td>16.7</td>
<td>587</td>
<td>309</td>
<td>896</td>
<td>1076</td>
<td>83.3</td>
<td>87.4</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>After 1 Year</td>
<td>2</td>
<td>34</td>
<td>36</td>
<td>21.7</td>
<td>105</td>
<td>25</td>
<td>130</td>
<td>166</td>
<td>78.3</td>
<td>81.3</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>After 2 Years</td>
<td>9</td>
<td>29</td>
<td>38</td>
<td>21.3</td>
<td>96</td>
<td>44</td>
<td>140</td>
<td>178</td>
<td>78.7</td>
<td>82.2</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>After 3 Years</td>
<td>11</td>
<td>15</td>
<td>26</td>
<td>15.9</td>
<td>114</td>
<td>24</td>
<td>138</td>
<td>164</td>
<td>84.1</td>
<td>82.6</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>End of Year 4</td>
<td>8</td>
<td>25</td>
<td>33</td>
<td>17.6</td>
<td>107</td>
<td>48</td>
<td>155</td>
<td>188</td>
<td>82.4</td>
<td>86.5</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>End of Year 5</td>
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<td>23</td>
<td>29</td>
<td>17.7</td>
<td>88</td>
<td>47</td>
<td>135</td>
<td>164</td>
<td>82.3</td>
<td>86.5</td>
<td>88</td>
<td>85</td>
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<tr>
<td>End of Year 6</td>
<td>9</td>
<td>24</td>
<td>33</td>
<td>20.5</td>
<td>76</td>
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<td>128</td>
<td>161</td>
<td>79.5</td>
<td>86.4</td>
<td>88</td>
<td>90</td>
</tr>
<tr>
<td>End of Year 7</td>
<td>7</td>
<td>32</td>
<td>39</td>
<td>19.3</td>
<td>101</td>
<td>62</td>
<td>163</td>
<td>202</td>
<td>80.7</td>
<td>83.4</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td>End of Year 8</td>
<td>6</td>
<td>28</td>
<td>34</td>
<td>19.0</td>
<td>86</td>
<td>59</td>
<td>145</td>
<td>179</td>
<td>81.0</td>
<td>84.7</td>
<td>85</td>
<td>89</td>
</tr>
</tbody>
</table>
Fig.1.2 Our baseline data - All data collated to the National Standard expectations prior to year end 2017. Schools used a variety of assessments including e-asTTle, Numeracy tests, PATs, a variety of spelling assessments, Progress and Consistency Tool and subsequently Overall Teacher Judgement.

Our 2018 and 2019 predictions are based on specific interventions that will target all students in their transition years, as well as all students across the schools considered to be ‘at risk’.

<table>
<thead>
<tr>
<th>Writing</th>
<th>Well Below</th>
<th>Below</th>
<th>Below / Well Below Total</th>
<th>%Well Below and Below</th>
<th>At</th>
<th>Above</th>
<th>At / Above Total</th>
<th>Grand Total</th>
<th>% At/ Above</th>
<th>% 2018 within expected curriculum level prediction</th>
<th>% 2019 within expected curriculum level prediction</th>
<th>% 2019 within expected curriculum level prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>73</td>
<td>274</td>
<td>347</td>
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<td>880</td>
<td>176</td>
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<td>1403</td>
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<td>Girls</td>
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<td>105</td>
<td>15.6</td>
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<td>114</td>
<td>569</td>
<td>674</td>
<td>84.4</td>
<td>88.6</td>
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<td>90</td>
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<td>Boys</td>
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<td>189</td>
<td>242</td>
<td>33.2</td>
<td>425</td>
<td>62</td>
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<td>729</td>
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<td>70.1</td>
<td>71</td>
<td>75</td>
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<tr>
<td>Māori</td>
<td>24</td>
<td>71</td>
<td>95</td>
<td>37.5</td>
<td>140</td>
<td>18</td>
<td>158</td>
<td>253</td>
<td>62.5</td>
<td>70</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>Pasifika</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>21.1</td>
<td>124</td>
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<td>166</td>
<td>78.9</td>
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<td>80</td>
<td>84</td>
</tr>
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<td>Asian</td>
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<td>9</td>
<td>24.3</td>
<td>25</td>
<td>3</td>
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<td>37</td>
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<td>European/ Pākehā</td>
<td>48</td>
<td>186</td>
<td>234</td>
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<td>After 1 Year</td>
<td>1</td>
<td>34</td>
<td>35</td>
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<td>82.8</td>
<td>83</td>
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</tr>
<tr>
<td>After 3 Years</td>
<td>8</td>
<td>36</td>
<td>44</td>
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<td>8</td>
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<td>End of Year 5</td>
<td>6</td>
<td>32</td>
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<td>End of Year 6</td>
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<td>39</td>
<td>53</td>
<td>32.9</td>
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<td>20</td>
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<td>202</td>
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<td>End of Year 8</td>
<td>11</td>
<td>31</td>
<td>42</td>
<td>23.5</td>
<td>91</td>
<td>46</td>
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<td>179</td>
<td>76.5</td>
<td>78.9</td>
<td>71</td>
<td>85</td>
</tr>
<tr>
<td>OBJECTIVES AND STRATEGY</td>
<td>IMPLEMENTATION ACTIONS</td>
<td>EXAMPLES OF ACTIONS</td>
<td>KEY DATES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>The Eastern Southland Kāhui Ako will raise achievement for our Māori ākonga by:</strong></td>
<td><strong>Raise awareness of Māori students across the Kāhui Ako</strong></td>
<td><strong>Using SMS data</strong></td>
<td><strong>Implementation Stage Begins</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Developing a knowledge of our learners and their whānau</td>
<td></td>
<td><strong>Using SMS data schools share number of Māori ākonga and achievement data</strong></td>
<td><strong>Scoping and Development - Action learning groups are developed</strong></td>
<td></td>
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</tr>
<tr>
<td>• Accessing local knowledge and expertise through the runanga and Kahu Kura stories to influence local curriculum design</td>
<td><strong>Collate the achievement data of Māori students in relation to curriculum levels, using teacher observations, learning conversations, PaCT, e-asTTLe, PATs, NCEA, school created tests</strong></td>
<td><strong>Establish action learning groups that support teachers across schools working/researching together</strong></td>
<td><strong>Oct 2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Facilitating cross-sector support for family/whānau</td>
<td><strong>Professional Learning in Poutama Poumanu</strong></td>
<td><strong>Access appropriate PLD (Poutama Poumanu) and develop the roles of ASL and WSL as kiawhakaako across the schools</strong></td>
<td><strong>Jan 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Implementing cultural relationships for responsive pedagogy</td>
<td></td>
<td><strong>Review progress and measure success</strong></td>
<td><strong>May 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PLD actions through Hautu and Poutama Poumanu</td>
<td></td>
<td><strong>Share the good practice that is currently happening in different schools that have accessed cultural responsive PLD</strong></td>
<td><strong>Jun 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What it looks like now:</strong></th>
<th><strong>What we want it to look like:</strong></th>
<th><strong>How we will know:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori students have historically made up a large number of those ākonga that underachieve within formal education in New Zealand. The gap in achievement between Māori, Pasifika and other ethnicities identified in Aotearoa is alarming and considering of current assessment practice is necessary. (Houghton, C. (2015). Journal of Initial Teacher Inquiry. Volume 1)</td>
<td><strong>2018-2020 TARGET:</strong> Lift engagement and raise achievement for our Māori ākonga through developed and enhanced relationships with whānau, our ikaako and Ngī Tahu (through partnership with the Hokonui Runanga)</td>
<td>• Increase in achievement that matches target</td>
</tr>
<tr>
<td>• Over the last three years there has been a focus on improving educational outcomes for Māori students, particularly for those who do not progress in line with their peers. Our baseline data for our Kāhui Ako for Māori ākonga (see Fig. 2.1, 2.2) reflects the need for a similar focus.</td>
<td><strong>To raise attainment in reading from 69% to 85% at/above the appropriate curriculum level, in writing from 62% to 80% at/above the appropriate curriculum level and in mathematics from 65% to 82% at/above the appropriate curriculum level in order to match to non-Māori peer groups (see Fig 2.1 for interim targets)</strong></td>
<td>• All Māori learners have the opportunity to remain engaged in life-long learning either through further education and/or employment</td>
</tr>
<tr>
<td></td>
<td><strong>To raise percentage of NCEA Level 2 achievement from 63.2% to be in line with non-Māori peers at 90% (see Fig 2.2 for interim target)</strong></td>
<td>• Our Māori learners experience success as Māori, i.e cultural relationships are acknowledged and nurtured</td>
</tr>
<tr>
<td></td>
<td><strong>Through collaboration and shared expertise we will:</strong></td>
<td>• We continue to foster a collaborative partnership with the Hokonui Runanga</td>
</tr>
<tr>
<td></td>
<td>• Create a shared knowledge of Māori students across the Kāhui Ako</td>
<td>• We recognise the value of working collaboratively to maximise the value and impact of limited resources</td>
</tr>
<tr>
<td></td>
<td>• Collate the achievement data of Māori students in relation to curriculum level using teacher observations, learning conversations, PaCT, e-asTTLe, PATs, NCEA, school created tests and standardized tests (not limited to this list)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share the good practice that is currently happening in different schools that have accessed cultural responsive PLD</td>
<td><strong>Lift engagement and resiliency and coping strategies</strong></td>
</tr>
<tr>
<td></td>
<td>• Professional Learning in Poutama Poumanu that a number of staff within the Kāhui Ako have registered for, and implemented throughout schools</td>
<td><strong>Scope and identify the level of need for the implementation of interventions that would reduce anxiety by increasing resiliency and coping strategies</strong></td>
</tr>
<tr>
<td></td>
<td>• Have high expectations of achievement</td>
<td><strong>Using the Health Promoting Schools (HPS) tool, measure the percentage of student who are participating and contributing confidently in a range of contexts, have high expectations of self, confident in their identity, language and culture</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action learning phases 2 and 3 underway</strong></th>
<th><strong>ASLs and WSLs lead learning within schools</strong></th>
<th><strong>Review progress and report</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Stage Begins</strong></td>
<td><strong>Action learning phases 2 and 3 underway</strong></td>
<td><strong>Review progress and report</strong></td>
</tr>
<tr>
<td><strong>Scoping and Development - Action learning groups are developed</strong></td>
<td><strong>ASLs and WSLs lead learning within schools</strong></td>
<td><strong>Review progress and report</strong></td>
</tr>
<tr>
<td><strong>Oct 2017</strong></td>
<td><strong>Jan 2018</strong></td>
<td><strong>May 2018</strong></td>
</tr>
</tbody>
</table>
Achievement Challenge 2
Raise achievement for our Māori ākonga through developed and enhanced relationships with whānau, our kaiako and Ngāi Tahu (through partnership with the Hokonui Runanga)

Fig. 2.1 National Standards data 2016

<table>
<thead>
<tr>
<th>National Standards data 2016</th>
<th>Well Below</th>
<th>Below</th>
<th>Well Below And Below Total</th>
<th>% Well Below and Below</th>
<th>At</th>
<th>Above</th>
<th>At/ Above Total</th>
<th>Grand Total</th>
<th>% At and Above</th>
<th>National data %</th>
<th>% 2018 within expected curriculum level prediction</th>
<th>% 2019 within expected curriculum level prediction</th>
<th>% 2020 within expected curriculum level prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori Reading</td>
<td>18</td>
<td>58</td>
<td>76</td>
<td>29.8</td>
<td>140</td>
<td>39</td>
<td>179</td>
<td>255</td>
<td>70.2</td>
<td>69</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Māori Writing</td>
<td>24</td>
<td>71</td>
<td>95</td>
<td>37.5</td>
<td>140</td>
<td>18</td>
<td>158</td>
<td>253</td>
<td>62.5</td>
<td>62</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Māori Maths</td>
<td>17</td>
<td>60</td>
<td>77</td>
<td>30.8</td>
<td>152</td>
<td>21</td>
<td>173</td>
<td>250</td>
<td>69.2</td>
<td>65</td>
<td>72</td>
<td>78</td>
<td>82</td>
</tr>
</tbody>
</table>

Baseline data from 2016 - All data collated to the National Standard expectations prior to year end 2017. Schools used a variety of assessments including e-asTTle, Numeracy tests, PATs, a variety of spelling assessments, Progress and Consistency Tool and subsequently Overall Teacher Judgement.

Fig. 2.2 School leaver data 2016

<table>
<thead>
<tr>
<th>Eastern Southland</th>
<th>Below NCEA Level 2</th>
<th>NCEA Level 2 or Above</th>
<th>Total</th>
<th>% NCEA Level 2 or Above</th>
<th>% (No.) 2018 NCEA Level 2 or Above</th>
<th>% (No.) 2019 NCEA Level 2 or Above</th>
<th>% (No.) 2020 NCEA Level 2 or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23</td>
<td>155</td>
<td>178</td>
<td>87.1</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Māori</td>
<td>7</td>
<td>12</td>
<td>19</td>
<td>63.2</td>
<td>68.4 (13)</td>
<td>78.9 (15)</td>
<td>89.4 (17)</td>
</tr>
</tbody>
</table>
What it looks like now:

Five of the Eastern Southland Kāhui schools have good connections with the Positive Start group promoting transitions from ECE into Primary School. Current data shows that many rangatahi transition from secondary to tertiary education (Fig. 3.1). However, our increasing stand-down, suspension and exclusion data (Fig. 3.2), has created a barrier to successful pathways, whereby some ākonga and rangatahi are not successfully re-transitioning back to school, or between schools which results in poor educational outcomes. This has created undue pressure on children, teachers, families, principals, school leaders, the wider community and supporting agencies.

What we want it to look like:

2018-2020 TARGET: To create a coherent pathway that is relevant and meaningful for the learners in the Eastern Southland Kāhui Ako. Each transition acknowledges the students’ personalised pathway creating a sense of belonging to the Gore and Districts community

- An increased number of primary schools in the Kāhui Ako engage with Positive Start
- 100% of school leavers to move into further education, training or employment
- A reduction from 83 stand-downs to 60, from 24 suspensions to 3 and from 9 exclusions to 0

How we will know:

- Our ākonga progress through the curriculum levels at an appropriate rate, meeting the demands of the broader curriculum that each stage requires
- Target is achieved with 0% of NEETs (Not in Education, Employment or Training)
- Students leaving school have a graduate profile that ensures they move on to further education, employment or training
- Health and wellbeing data gathered through the Health Promoting Schools (HPS) evidences of student sense of belonging

To create a coherent pathway that is relevant and meaningful for our learners so the children and young people that come into our pathway at any age/level move smoothly through each transition point including into the workplace

- Identify our own transition points for our learners from Early Education through to the work force
- Use the Vocational Pathways, Partnership for Learning model to create a coherent pathway for the Eastern Southland student
- Identify and monitor ākonga and rangatahi who are at risk of not achieving to their potential

Through collaboration and shared expertise we will:

- Create a clear pathway from ECE to the workforce that learners and educators co-construct, using the Local Curriculum Design Toolkit
- Share aspirational pathway for our ākonga with whānau and the community
- Deep and intense focus on transition into workforce
- Education providers will have access to external supports that help them and the learner to find the best solution to keeping ākonga engaged and on the coherent pathway
- Develop an increased sense of belonging and purpose (pathway) and thereby reduce stand-down, suspension and exclusion rates

Create a clear pathway from ECE to the workforce that learners and educators co-construct, using the Local Curriculum Design Toolkit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Implementation Actions</th>
<th>Examples of Actions</th>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a pathway visible in all ECE and school welcome packs</td>
<td>Create action learning group focused on transitions into, through and across the education pathway</td>
<td>Pathway visible in all ECE and school welcome packs</td>
<td>Implementation Stage Begins Oct 2017</td>
</tr>
<tr>
<td>Aspirational pathways are visible through Positive Start group and are the basis for transitioning conversations across the schools</td>
<td>Action learning group to work with learners to co-construct transition statements</td>
<td>Aspirational pathways visible through Positive Start group</td>
<td>Scoping and Development - Action learning groups are developed Jan 2018</td>
</tr>
<tr>
<td>Promote the pathway in a wider community</td>
<td>Educators and learners across the community will have a shared understanding of our coherent pathway through Te Whariki, the NZ curriculum levels</td>
<td>Promote the pathway in a wider community</td>
<td>Action learning phases 2 and 3 underway May 2018</td>
</tr>
<tr>
<td>There is a shared aspiration for the transition into adult citizenry of work and/or further study</td>
<td>Educators and learners across the community</td>
<td>There is a shared aspiration for the transition into adult citizenry of work and/or further study</td>
<td>ASLs and WSLs lead learning within schools Jun 18</td>
</tr>
<tr>
<td>Implement agreed strategies which may include under 18 year olds in the workforce will have the opportunity to be recognised as students in the workplace</td>
<td>Educators and learners across the community</td>
<td>Implement agreed strategies which may include under 18 year olds in the workforce</td>
<td>Sept 18</td>
</tr>
<tr>
<td>Partnering with the Hokonui Highway structure to access external system, ie wraparound as required</td>
<td>Educators and learners across the community</td>
<td>Partnering with the Hokonui Highway structure to access external system, ie wraparound as required</td>
<td>Dec 18</td>
</tr>
<tr>
<td>Using change management strategies to think differently to access best support at the right time</td>
<td>Educators and learners across the community</td>
<td>Using change management strategies to think differently to access best support at the right time</td>
<td>Mar 19</td>
</tr>
<tr>
<td>Using the HPS tool to measure the percentage of ākonga who are participating and contributing confidently in a range of contexts, have high expectations of self, confident in their identity, language and culture</td>
<td>Educators and learners across the community</td>
<td>Using the HPS tool to measure the percentage of ākonga who are participating and contributing confidently in a range of contexts, have high expectations of self, confident in their identity, language and culture</td>
<td></td>
</tr>
<tr>
<td>Using the HPS tool to measure wellbeing and the sense of optimism about the future across our Kāhui Ako</td>
<td>Educators and learners across the community</td>
<td>Using the HPS tool to measure wellbeing and the sense of optimism about the future across our Kāhui Ako</td>
<td></td>
</tr>
</tbody>
</table>

How we will know:

- Our ākonga progress through the curriculum levels at an appropriate rate, meeting the demands of the broader curriculum that each stage requires
- Target is achieved with 0% of NEETs (Not in Education, Employment or Training)
- Students leaving school have a graduate profile that ensures they move on to further education, employment or training
- Health and wellbeing data gathered through the Health Promoting Schools (HPS) evidences of student sense of belonging
Achievement Challenge 3
Create a coherent pathway that is relevant and meaningful for the Eastern Southland Kāhui Ako so the children and young people that come into our pathway at any age/level move smoothly through each transition point including into the workplace.

Fig. 3.1 From the total number of secondary school leavers, 180 students; 150 students moved into further education.
Fig. 3.2 Stand down rates across the schools since 2012 and prediction for 2018 and 2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Stand-downs</strong></td>
<td>51</td>
<td>50</td>
<td>73</td>
<td>74</td>
<td>83</td>
<td>74</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td><strong>Suspensions</strong></td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>24</td>
<td>15</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Exclusions</strong></td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Fig 3.3 School leavers with at least NCEA level 2 2017

<table>
<thead>
<tr>
<th>Eastern Southland</th>
<th>Below NCEA Level 2</th>
<th>NCEA Level 2 or Above</th>
<th>Total</th>
<th>% NCEA Level 2 or Above</th>
<th>% NCEA Level 2 or Above 2018</th>
<th>% NCEA Level 2 or Above 2019</th>
<th>% NCEA Level 2 or Above 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>129</td>
<td>154</td>
<td>84</td>
<td>88</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Māori</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>58</td>
<td>88</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Pasifika</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>MELAA</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>European/Pākehā</td>
<td>15</td>
<td>113</td>
<td>128</td>
<td>88</td>
<td>90</td>
<td>90</td>
<td>93</td>
</tr>
</tbody>
</table>

Raise achievement through partnership and collaboration with the community-led initiative, the Hokonui Highway
How we are going to achieve our goals

‘Culture the invisible powerful force that gently nudges you into compliance of how we do things around here’ Dr Linda Ford

Through external support and guidance, and by using our inquiry time, we will begin a long-term programme to build the internal capacity, and an aligned culture of performance focused on continuous improvement, to engage schools and agencies across the Community of Learning, provide high quality professional learning and maximise both team and individual effectiveness. We will focus on individual responsibility and ownership of what we want to achieve. We are strongly committed to a unifying focus for our future. We will release the human potential that lies across our Kāhui Ako.

**We have decided not to use the data collated at end of 2016/2017 that was National Standards based, but instead create our own points of success for a coherent pathway for our tamariki and rangatahi from age 5 to age 18.**

The fundamental belief that motivates our progress is that the most powerful resources in any school/ Kāhui Ako are already present: they are the professional knowledge and values of the staff and the school community members. The process we have started to follow provides the teachers and community with absolute ownership. The key is freedom to create Eastern Southland Kāhui Ako as the schools and Community of Learning we have always wanted. The most important decisions made are those made daily by our teachers and students. When these decisions are aligned to a collaboratively designed shared vision, their impact is significantly magnified.

Our thirteen schools will work together to bring about desired long term change so our ākonga remain engaged in the education system. This is a complex change. Our Kāhui Ako will focus in the first year work on creating the culture, asking what is right, what is wrong, what are our myths, our narratives, our values and our beliefs. Through this process we will discover our real culture to promote the change that we want to see for our young people and community. The culture is supporting the current outcome; what culture do we need to promote to realise our shared vision?
Information in this document

The information shared in this document has been gathered over the last two and a half years. Eastern Southland Schools began work as an informal Kāhui Ako in 2015, and formally in May 2017. Over this time information has been gathered through sharing School Charters, school visits, meetings with principals, formal and informal conversations as leaders, Education Counts data and anecdotal data collated over the two full Visioning days spent with stakeholders across the wider community.

Future Actions
2018 and 2019 school leaders and community members will create transition statements that will support our ākonga as they navigate our educational system successfully and seamlessly. Each year the principals and Kāhui Ako lead team will co-construct combined Kāhui Ako goal/s to be included in each school’s Annual Plan. Principals will receive regular updates on implementation from the Kāhui Ako Establishment Principal in order to monitor progress throughout the year.

Management Group
This group consists of the 13 principals of the schools that make up the Eastern Southland Kāhui Ako. The Management Group will meet on a termly basis, primarily to monitor progress of our Kāhui Ako goal/s. Each school leader will also be part of the Kāhui Ako leaders’ forum led by our Change Manager, Mary Wilson. Once a term, following the meeting of the Principals’ management group, an update will be provided by the Kāhui Ako lead, to the Boards of Trustees of each school. Those updates will focus on tracking the quantity of people involved in our Kāhui Ako activities, the quality of that involvement and the effectiveness in terms of student outcomes.

Boards of trustees
A combined Board meeting will be held once each year during which the Kāhui Ako will report on progress towards our Achievement Challenge goal/s and/or to launch new strategies. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as we move into the second and third stage of this Kāhui Ako achievement challenge plan.
**Teacher leadership**
Our Kāhui Ako lead team (Lead, within school teachers and across school teachers) alongside participant teachers and leaders engaging in our within school and across school inquiries will take responsibility to co-construct their inquiries and set specific goals and targets to monitor progress. Goal and target setting as well as monitoring and evaluating those goals/targets will require some agreed structures and processes for gathering evidence, both quantitative and qualitative. It is sensible for the inquiry teams to develop those structures and processes to develop a sense of ownership from the outset.

**Engaging students, family and whānau**
In order to be adaptive responsive practitioners, we will work with our stakeholders as partners (students, parents) to achieve successful outcomes. Our involvement in the Hokonui Highway is evidence of our commitment to the wider community. Our schools all operate in partnership with whānau because we know good learning focused relationships with families promote academic progress for children.

**Engaging the wider community**
In line with our collaborative approach the Kāhui Ako is seen as part of the local council’s initiative to provide a specialised wrap around service for those in need. The Hokonui Highway seeks to provide support and direction for young people aged between 0 and 24. We will use the Hokonui Highway and local council’s communication networks to inform the local community. The lead principal will also represent the education community in a governance role on the Hokonui Highway programme.