“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 wharenui, 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 Matapuna o Te Waihora (2015) prepared by Bridget Robilliard and Craig Pauling on behalf of Te Taumutu Rūnanga p: 2)
Our Vision

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:

<table>
<thead>
<tr>
<th>Confident</th>
<th>Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having confidence in what we believe and value</td>
<td>• Having a sense of well-being and belonging</td>
</tr>
<tr>
<td>• Having self-belief and the confidence to try new things</td>
<td>• Being connected to the wider community</td>
</tr>
<tr>
<td>• Knowing our capabilities</td>
<td>• Networking and establishing new relationships and support across the Kāhui Ako</td>
</tr>
<tr>
<td>• Being resilient</td>
<td>• Working collaboratively to achieve our goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caring</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Checking in with each other</td>
<td>• Working together as one - kotahuitanga</td>
</tr>
<tr>
<td>• Each individual doing our part</td>
<td>• Participating in community events</td>
</tr>
<tr>
<td>• Being respectful</td>
<td>• Knowing the people and families in our care and our wider community</td>
</tr>
</tbody>
</table>

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.

1. Having a focus on learning and putting learning at the centre of everything
2. Creating a safe and secure environment for learning, that enables risk taking and equips teachers with the tools and strategies to enhance thinking about learning
3. Cultivating a learning dialogue where values, understandings and practices are shared and valued
4. Encouraging everyone to take a lead as appropriate to task and content
5. Having internal and external accountability, with continuing focus on sustainability and succession is paramount.

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’s First Leeston
- Dunsandel Blue Goose
- Dunsandel Playcentre
- Leeston Playcentre
- Southbridge Playcentre

The total student population of the four schools as at 1 July 2017 was 1213 students, consisting of 598 female students and 615 male students.
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 Matapuna 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 Matapuna 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 Runanga.

- 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
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 (eg 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 commonalty 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.

The development of our Kāhui Ako is a natural next step in our collaboration.

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 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.
- Establishing 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.

Stewardship Group
Our Stewardship Group consists of the 4 school Principals, a representative from each of the 4 Board of Trustees and a representative from the ECE group. Initially the Stewardship group will meet once a term. The key role of the Stewardship Group is to provide a feedback loop, to receive reports on projects, discuss and make recommendations back to the providers of the reports with the aim of supporting the Kāhui Ako leadership to implement our plan.

Leadership Group
Our Leadership group consists of the 4 school Principals and one ECE representative. This group meet 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 have and will work together to collate and analyse information to direct the achievement challenges and vision of our Kāhui Ako.

Teacher Across School (AST)
This resourcing will be used to enhance our key drivers of change and backward map identified gaps in student achievement. It will contribute to improved practice across schools in our community of learning and will impact on the achievement challenge targets.

Teachers within School (WST)
Our identified levers of change (transitions, culture and well-being) will drive teacher inquiries into their practice. These collaborative inquiries will enhance 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.

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.

Our Community
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

Achievement challenges are shared goals that are identified and developed by our Kāhui Ako based on the needs of our learners. The challenges are created by our Kāhui Ako and endorsed by the Minister of Education as part of the formation of the Kāhui Ako. 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 drivers for change. The three drivers depicted within frames, transition, culture and well-being, have been selected for us to focus on first because through our data analysis, it was felt that these would have the greatest impact on student achievement. It is our belief that by framing our actions around these key drivers, 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.
It is our intention to improve student outcomes in literacy, numeracy and NCEA level 2 endorsements across the community of learning by focusing on transitions, culture and well-being as a key drivers of change.

Ngā Mātāpuna o Te Waihora Drivers for Change

We have selected our achievement challenges and these particular drivers for change because of the trends observed across our community of learning evidenced by the following:

- Achievement data.
- Referrals to guidance counsellor and outside agencies.
- Additional support required for students evidenced by the number of interventions in place.
- 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 stake holders of our community, including Taumutu Rūnanga and the RTLB service.

What have we noticed?

Transitions:
- As a result of the Christchurch Earthquakes, we have witnessed significant growth in the Selwyn district over the past three years.
- A number of transient children (30 across the Kāhui Ako in 2018) are not achieving at their expected level, and many come with little information data.
- Across the Kāhui Ako there are varying degrees of self-regulation, school readiness, functional skills and self-management across all curriculum areas from ECE to Secondary School.
There is an increasing number of children transitioning to primary school needing support physically in phonological awareness, oral language and readiness for school ie toileting, social skills, support managing every day routines.

There are dips in the continuity of learning at key transition points for example ECE to Year 1, Year 2 to Year 3, Year 6 to Year 7, Year 11, 12 and 13).

**Culture:**

- Māori students are over-represented in our statistics involving stand downs and suspensions.
- Across the Kāhui Ako there is a disparity with achievement for boys in literacy, girls in numeracy and Māori and Pasifika students in general achieving below other cohorts.

**Well-being:**

As a Kāhui Ako we begin participation in the Mana Ake – Stronger for Tomorrow initiative in Term 4 of 2018. We are currently considering what outcomes we would like to see achieved for students in respect of student well-being and will be using the Wellbeing@School tool as a resource to support our strategic planning across our community and to measure progress.

Anecdotally across the Kāhui Ako there is:

- An increasing number of students needing 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 programmes such as mindfulness and circle time.
- An increasing number of students who are seemingly addicted to gaming sites out of school.
Our 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. As we progress through implementation there will be an alignment of additional assessment data to allow us to measure progress in transitions, culture and well-being across the Kāhui Ako going forward.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>BASELINE</th>
<th>2019 TARGET</th>
<th>2020 TARGET</th>
<th>TOTAL SHIFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The overall GOAL for our Kāhui Ako for READING (Literacy) is to have a larger percentage at or above their expected NZC level in Year 1-10.</td>
<td>69.6% of all Year 1-10 male students are at or above their expected NZC level in reading.</td>
<td>By the end of 2019, we will have 74.8% of all Year 1-10 male students achieving at or above their expected NZC level in reading.</td>
<td>By the end of 2020, we will have 79.2% of all Year 1-10 Male Students achieving at or above their expected NZC level in reading.</td>
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<tr>
<td></td>
<td></td>
<td>60.8% of Year 1-10 Māori students are at or above their expected NZC level in reading.</td>
<td>By the end of 2019, we will have lifted all Year 1-10 Māori students achievement to 69.1% (requires an increase shift of 10 students) achieving at or above their expected NZC level in reading.</td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td>58.8% of students who have completed 1 year at school are at or above their expected NZC level in reading.</td>
<td>By the end of 2019, we will have 67% of all students who have completed one year at school achievement to 69.1% (requires an increase of 7 students) achieving at or above their expected NZC level in reading.</td>
<td>By the end of 2020, we will have 79% of all students who have completed one year at school achievement to 73.3% (requires an increase of a further 10 students) achieving at or above their expected NZC level in reading.</td>
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<tr>
<td></td>
<td></td>
<td>75% of Year 7 students are at or above their expected NZC level in reading.</td>
<td>By the end of 2019, we will have 79.3% of Year 7 students achievement to 69.1% (requires an increase of 4 students) achieving at or above their expected NZC level in reading.</td>
<td>By the end of 2020, we will have 83.6% of all Year 7 students achievement to 73.3% (requires an increase of a further 4 students) achieving at or above their expected NZC level in reading.</td>
</tr>
<tr>
<td>1.2.</td>
<td>The overall GOAL for our Kāhui Ako for WRITING (Literacy) is to have a larger percentage at or above their expected level in Year 1-10.</td>
<td>63.4% of all Year 1-10 Male students are at or above their expected NZC level in writing. By the end of 2019, we will have 67.5% of all Year 1-10 Male students (requires an increase of 20 students) achieving 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. By the end of 2020 our target is to have moved 40 Year 1-10 male students from not achieving to working and achieving at or above their expected NZC level in writing.</td>
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<td></td>
<td>65.0% of all Year 1-10 Māori students are at or above their expected NZC level in writing. By the end of 2019, we will have lifted all Year 1-10 Māori students achievement to 69.1% (requires an increase of 5 students) achieving 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. By the end of 2020 our target is to have moved 10 Year 1-10 Māori students from not achieving to working and achieving at or above their expected NZC level in writing.</td>
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<td>2.</td>
<td>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.</td>
<td>74.8% of all Year 1-10 female students are at or above their expected NZC level in numeracy. By the end of 2019, we will have 77.4% of all Year 1-10 female students (requires an increase of 13 students) achieving 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. By the end of 2020 our target is to have moved 25 Year 1-10 female students from not achieving to working and achieving at or above their expected NZC level in numeracy.</td>
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<td></td>
<td>65.9% of all Year 1-10 Māori students are at or above their expected NZC level in numeracy. By the end of 2019, we will have lifted all Year 1-8 Māori students achievement to 70% (requires an increase of 5 students) achieving at or above their expected NZC level in numeracy. By the end of 2020, we will have lifted all Year 1-8 Māori students’ achievement to 74.1% (requires an increase of a further 5 students) achieving at or above their expected NZC level in numeracy. By the end of 2020 our target is to have moved 10 Year 1-8 Māori students from not achieving to working and achieving at or above their expected NZC level in numeracy.</td>
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<td></td>
<td>73.4% of Year 3 students are at or above their expected NZC level in numeracy. By the end of 2019, we will have 78.7% of Year 3 students (requires an increase of 5 students) achieving 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. By the end of 2020 our target is to have moved 11 Year 3 students not achieving to working and achieving at or above their expected NZC level in numeracy.</td>
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<td>3.</td>
<td>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.</td>
<td>84.2% of all male school leavers gained NCEA level 2. By the end of 2019 we will have 87.5% of male school leavers gaining NCEA level 2. By the end of 2020 we will have 91% of male school leavers gaining NCEA level 2.</td>
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<tr>
<td></td>
<td>73.3% of female school leavers gained NCEA level 2. By the end of 2019 we will have 80% of female school leavers gaining NCEA level 2. By the end of 2020 we will have 85% of female school leavers gaining NCEA level 2.</td>
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### Kāhui Inquiry Outcomes

In order for communities to be effective, we aim to use a collaborative inquiry approach to build teacher and leader capacity within the context of transitions, culture and well-being.

Following the endorsement of the Ngā Mātāpuna o te Waihora Achievement Challenges, a comprehensive Action Plan will be co-constructed by the across and within school teachers in consultation with staff, students and whānau. In addition, we intend to submit PLD applications to support our Achievement Challenges and will work with the providers to develop and implement initiatives in conjunction with the within and across teachers.

We have identified the following actions as the potential key outcomes.

#### Actions with a focus on Transitions

- Identify key transition points and develop transition capability statements around these points so that there is a clear and shared understanding of expectations and the key practices involved in building successful transitions.
- Work in partnership with agencies and specialists to enhance the process of transition.
- Formalise assessment throughout the cluster - eg standardised data (PAT, E-asttle, using PACT tool) or at key data points.
- Collect and evaluate data across key learning transition points to inform learning including MOE referrals for speech and language, early intervention, student voice, SEA, 6 year net, tracking of Year 13 leavers, All about me sheets ECE, PAT Listening at Year 3 and Year 6.
- Focus on students’ dispositional learning, independence and social competence.
- Identify ways to address the negative effect size at key transition points.
- Focus on literacy as a key area for improvement for identified target groups.
- Identify and implement strategies to improve and strengthen transition experiences for students.

#### Actions with a focus on Culture

- Examine our own identity and personal beliefs and upskill our knowledge of language and customs.
- Grow understanding of the principles, values, competencies and learning in Te Whariki and the NZC.
- Develop and sustain cultural competencies to affirm and validate the cultures of our learners.
- Inquire into and understand, respect and value the culture of our learners in order to create an environment that promotes a strong sense of identity, confidence and positive and equal learning partnerships.
- Develop teachers’ skills to deliver culturally responsive programmes to challenge Māori learners.
- Engage with Māori whānau and iwi to develop and strengthen our programmes to meet the needs of our Māori students.
- Further support teachers to know their children and their culture and share assessment information and discussions about students.

#### Actions with a focus on Well-being

- Complete the wellbeing@school staff and student surveys to establish some baseline data about students and their physical and emotional health and their attitudes towards school and learning.
- Build the capacity of our middle leadership team to lead collaborative inquiries with their teams.
- Strategically utilise our Maana Ake resource.
Our Review and Evaluation

The goals set for each target group will be reviewed through a broad range of measures such as:

- Systems and processes to gather evidence of shifts in pedagogy, school practices, student voice, whānau engagement and data.
- Analysis of agreed forms of qualitative and quantitative data consistent across the Kāhui Ako.
- Appraisal information.
- Implementing systems for reporting, monitoring, reviewing and adapting the plan as necessary.
- The development of agreed progress measures to use as short-term wins.
- Individual professional inquiries into student achievement.