



## **Gore Main School**

**Charter 2023-2025**

### **Gore Main School**

**Our Vision**

**Reach for the Stars - Whātoro mō nga whetu**

Tamariki at Gore Main School will be given every opportunity to reach their potential. Tamariki will be challenged and supported through all areas of the curriculum. Tamariki will be empowered to be confident, connected and actively involved lifelong learners.

# Gore Main School

## Table of Contents

Page 2	Introduction and Board of Trustees Statement of Intent
Page 3	Ka Hikitia
Page 4	Cultural Diversity
Page 6	Raising Achievement for Students/Ākonga with Diverse Learning Abilities
Page 7	Current Data and Gore Main School Strategic Goals
Page 8	Strategic Plan 2023-2025
Page 10	GMS Reading Target Plan for 2023
Page 12	GMS Writing Target Plan for 2023
Page 16	Eastern Southland Kahui Ako Achievement Challenges



**Our Motto**

Reach for the stars - Whātoro mō nga whetu

**GMS Values**

We Value Integrity, Respect, Kindness, Perseverance, Excellence

**Enviro-Stars**

Sustainability, Taonga, Actively Involved Learners, Respect, Strong diversity



**Gore Main School  
Charter and Strategic Plan  
2023 - 2025**

Tumuaki - Glenn Puna, BOT Presiding Member - Lisa Grace, MOE Number: 03956

**School Description and Introduction**

Gore Main School is a U4, Decile 7 school located in Gore. Gore Main, formerly “Gore Public School” was the first school established in Gore. This was on 4 October 1878 and from 1886 until 1953 it was the only Public School on the west side of the river. It holds a proud record in the field of education in the town. The present main building was erected in 1984, and it is the fourth main building on the site. The site itself is sloping, attractive, and has been well laid out. A feature is the Weeping Elm tree, planted in 1929 by the ex-pupils in memory of those who died in active service during World War I. In 1995, following considerable fundraising activity, a school hall was erected. The community served by the school can best be described as diverse in its nature. All types of family groupings are evident, along with a wide range of occupational groups. The school community encompasses the commercial area of the town, the Gore gardens and a number of other recreational reserves and buildings. While the main population concentration is within the town boundary we do have a very supportive rural community. Many of the rural parents take active roles in the functioning of the school, and the organisations associated with it. The school has access to a variety of cultural and sporting facilities, including the multi-sports centre, hockey turf, tennis, cricket, dance, library and museum. Gore Main School is part of the Eastern Southland Kāhui Ako/Community of Learning whose aim is to build a community, not just of schools but the wider community too, focused on success for all in Eastern Southland.

**Our Board of Trustees - Statement of Intent**

**High quality governance that creates the big picture and long term vision that aims to improve student/ākonga achievement**

**High quality governance working through the tumuaki and staff**

**High quality governance making decisions based on results, reviews and information from consultations with our staff, students/ākonga and community**

**National Education and Learning Priorities and Ka Hikitia - Gore Main School will ensure that all of the objectives and priorities set out in the National Education and Learning Priorities and Ka Hikitia are followed to ensure the best possible learning environment for the tamariki of Gore Main School. All decisions will be made with the learner at the centre. Tamariki will have all barriers removed and we will provide quality teaching and leadership.**

# KA HIKITIA:

## Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world

Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa

New Zealand; Tertiary Education Commission; New Zealand School Trustees Association. The education sector includes all early learning services, schooling, and tertiary organisations. It sets out how we will work with education services to achieve system shifts in education

and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

**These guiding principles** set out how we will work across the education system to support the Ka Hikitia vision. They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.

[www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf](http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf)

### NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

#### Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

#### Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

#### Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

#### Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

#### Te Tiriti o Waitangi:

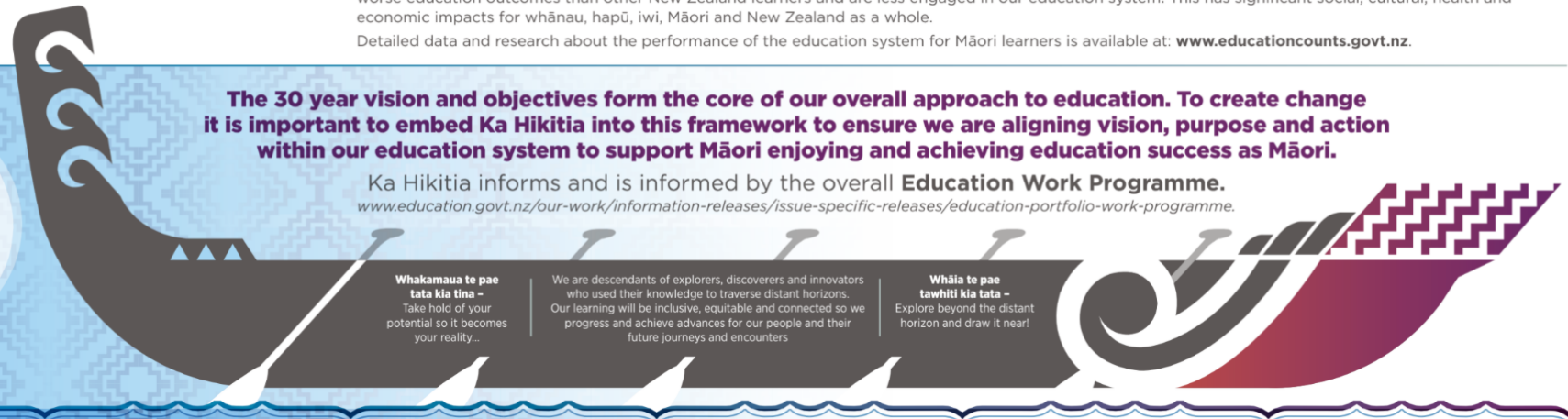
We will give practical effect to Te Tiriti o Waitangi in the education system

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

Detailed data and research about the performance of the education system for Māori learners is available at: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

**The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.**

Ka Hikitia informs and is informed by the overall **Education Work Programme**.  
[www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme](http://www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme).



**Whakamaua te pae tata kia tina -**  
Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters

**Whāia te pae tawhiti kia tata -**  
Explore beyond the distant horizon and draw it near!

### OBJECTIVES FOR EDUCATION

#### Learners at the centre

Learners with their whānau are at the centre of education.

#### Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

#### Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

#### Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

#### World class Inclusive Public Education

New Zealand education is trusted and sustainable.

### TE WHĀNAU

**WHĀIA TE ITI KAHURANGI**  
Outcome Domains to support excellent outcomes for Māori learners and whānau.

Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.

We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

### TE TANGATA

**Māori are free from racism, discrimination and stigma in education.**

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

### TE KANORAUTANGA

**Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.**

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

### TE TUAKIRITANGA

**Identity, language and culture matter for Māori learners.**

Our education services will support the growth and development of the Māori language.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

### TE RANGATIRATANGA

**Māori exercise their authority and agency in education.**

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.

We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

These outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.

<https://conversation.education.govt.nz/conversations/maori-education/resources/>

# Cultural Diversity

## Goal

To improve the educational outcomes for Maori and Pasifika ākonga, which will in turn improve achievement for all our ākonga.

## Our Belief

- The 15.4% of ākonga/students on our school roll identified as Māori will achieve as well as non-Maori
- The 0.5% of ākonga/students on our school roll identified as Pasifika will achieve as well as non-Pasifika
- That our Māori ākonga/students will achieve educational success as Māori with strong links to identity, language and culture
- A strong whanau/kura relationship is required
- The school/kura, classroom teachers and parents have high expectations
- The school/kura ensures that Māori and Pasifika language, culture and identity is valued
- The strengths and success of Māori and Pasifika ākonga/students are celebrated

## Strategies

- To implement and strengthen the 5 objectives for education outlined in Ka Hikitia
- A partnership is developed between Māori and Pasifika families and the school staff to establish a collaborative approach to raising student achievement
- The school acknowledges the Treaty of Waitangi and will work towards equal partnership through the use of Te Reo Māori and ensuring culturally responsive classrooms
- Māori language and culture is naturally incorporated into daily classroom activities
- We will ensure that we provide instruction that focuses on Tikanga Māori (Māori culture) and look for opportunities to use Te Reo Māori (the language)
- We will continue working with our Kahui Ako Cultural Responsiveness facilitator to strengthen all areas
- A lead teacher will be appointed to provide leadership and PLD for staff, and to ensure progress is being made
- Kaiako/Teachers will adopt the GMS Cultural Competencies

## GMS Commitment to Ka Hikitia

- **Te Whānau Learner at the centre:** We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our kura. We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.
- **Te Tangata Barrier-Free Access:** We will provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.
- **Te Kanorautanga Quality Teaching and Leadership:** Our kura will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.
- **Te Tuakiritanga Future of learning and work:** Our kura will support the growth and development of the Māori language. We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.
- **Te Rangiratanga World Class Inclusive Public Education:** Our kura will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.



### Where We Want To Be:

- Māori and Pasifika ākonga will be achieving at the same level as non Māori ākonga at Gore Main School
- Our tamariki have a strong connection to their identity, culture and language
- We will see, hear and feel our schools commitment to te ao Māori
- Tamariki have a strong sense of identity and respect for the cultural diversity of Aotearoa New Zealand
- Te Reo Māori naturally incorporated into school life

### Future Strategies

- Continue to implement and strengthen current progress
- More cultural art around the school environment
- All children will be able to recite their mihi
- GMS Cultural Competencies
- Termly Whānau Hui
- Karakia Kai
- Te Reo Māori as a subject
- Aotearoa Histories
- Tikanga Policy adopted by BOT
- Strengthen new systems and expectations
- Integrate stories/purakau throughout school curriculum
- Matariki Celebration
- Strengthen relationship with the Hokonui Rūnanga
- Appoint teacher as Manutaki Māori



# Raising Achievement for Students/Ākonga with Diverse Learning Abilities

## Goal

To improve educational outcomes for students/ākonga with diverse learning abilities.

## Our Belief

Achievement for students with diverse learning abilities needs will be enhanced when:

- A strong whānau/school relationship exists
- The school, class teachers and parents have high expectations
- The strengths and success of the students are celebrated
- The school has high quality teaching and support

## Strategies

- Work collaboratively with whānau and outside agencies (LSC, RTLB, MoE) to help support the ākonga/students
- Kaiako/Teachers will develop IEP's with students, whānau, Teacher Aides, SENCO, LSC and other supporting agencies
- Apply for, and promote, appropriate resourcing and programmes
- A strong partnership is developed between the school and families of students with diverse learning abilities to establish a collaborative approach to raising ākonga/students' achievement

## Future Strategies

- Treasure a collaborative relationship with whānau and ākonga/students with diverse learning abilities
- Consult and report to whānau on a regular basis

## Supporting Documents

The following documents ensure that Gore Main School is providing our tamariki with a quality learning environment underpinned by the vision and principles of the NZ Curriculum.

- Gore Main School 2022 Analysis of Variance
- School Policies and Procedures
- NZ Curriculum and Gore Main School Curriculum Plan
- Ka Hikitia
- Tataiako/Tapasa – Cultural Competencies
- 2023 Budget
- School Docs Policies and Procedures
- 10 Year Property Plan

## Current Data for Gore Main School

GMS Data from Mid Year to End of Year	2020 End of Year			2021 End of Year			2022 End of Year		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
School	79%	55.5%	85.5%	80.1%	77.0%	82.2%	85.2% (29)	73.5% (52)	79.5% (40)
Boys	72%	48%	82.2%	74.3%	71.0%	80.0%	82.7% (19)	66.4% (37)	80.0% (22)
Girls	87.1%	64.5%	89.2%	87.2%	84.0%	85.0%	88.4% (10)	82.6% (15)	79.1% (18)
Maori	52%	43%	61%	75.0%	55.0%	65.0%	87.5% (3)	70.8% (7)	58.3% (10)
Pasifika	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	25.0% (3)	0% (4)	0% (4)

*Tamariki/Children identified as working 'At' or 'Above' their chronological age for Reading, Writing and Mathematics. Data represents tamariki/children who have been at GSM for one year or more.*

## Gore Main School Strategic Goals

**STRATEGIC GOAL 1:** *Students/Ākonga reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.*

**STRATEGIC GOAL 2:** *Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.*

## Te Mātaiaho Curriculum Refresh

The Curriculum refresh is happening in 2023. Gore Main School has begun reviewing these documents to understand the changes that have been made. The Aotearoa History Curriculum came out in 2022 and we have made some changes to our Social Science Curriculum. Gore Main School will be involved in professional development around the implementation of this new curriculum to ensure our collective understanding of this new document. This professional learning will be led by the GMS Leadership Team.



# Strategic Plan 2023-2025

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board identified the following priorities and targets for the year in accordance with our 3 year strategy. The following 2023 goals are to assist achievement by providing an environment and programmes that motivate and support the learner to succeed in their education.

<b>STRATEGIC GOAL 1: <i>Students/Ākonga reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.</i></b>			
<b>2023 OUTCOMES</b>	<b>WHAT ARE WE GOING TO DO?</b>	<b>2024 OUTCOMES</b>	<b>2025 OUTCOMES</b>
<b>1.1 Structured Literacy strategies are developed and implemented</b>	<ul style="list-style-type: none"> <li>● Maintain and improve current achievement levels in reading</li> <li>● Strengthen our structure literacy approach at Year 1-2 and for our at risk readers</li> <li>● Bring in the Ideal Platform to guide our school spelling programme</li> <li>● Provide intervention for tamariki struggling with the end of level 1 and 2</li> </ul>	1.1 Structured Literacy strategies are embedded and measured throughout the school	1.1 Structured Literacy strategies are reviewed
<b>1.2 Schoolwide Spelling is reviewed to ensure that we are meeting the needs of the children</b>	<ul style="list-style-type: none"> <li>● Implement the Ideal Platform to ensure alignment in spelling from Year 1 - 6</li> <li>● Use the Ideal Platform to raise teacher capabilities in the teaching of spelling</li> <li>● Professional development on the teaching of spelling using the Ideal Platform</li> </ul>	1.2 Spelling procedures are embedded and measured throughout the school	1.4 Spelling procedures are monitored, reviewed and developed
<b>1.3 Inquiring classroom concepts are reviewed, explored and developed</b>	<ul style="list-style-type: none"> <li>● Implement a new approach to the teaching of Science, Social Science, Art and Technology</li> <li>● From Year 1 - 6 work collaboratively around a given topic or theme</li> <li>● Begin introducing aspects of the new Social Science Curriculum and Aotearoa Histories curriculum</li> </ul>	1.3 Curriculum areas further developed and enhanced throughout the school	1.5 All curriculum areas are embedded and taught across the school
<b>1.4 Implement interventions programmes designed for individual needs</b>	<ul style="list-style-type: none"> <li>● Teacher Aide training around the use of junior and senior decodables</li> <li>● Provide numeracy support for at risk children throughout all levels</li> <li>● Trial the use of the Numicon maths resource</li> <li>● Provide assistance for new entrant tamariki at 6 months of schooling</li> </ul>	1.4 Intervention programmes are embedded	1.4 Intervention programmes are monitored and reviewed
<b>1.5 Review teaching of writing to ensure consistency across all year levels</b>	<ul style="list-style-type: none"> <li>● Leadership and Peer observations of writing lessons</li> <li>● Focus on the teaching of foundational writing at NE to Year 1</li> <li>● More focus given to the surface features of writing from Year 1-6</li> <li>● Literacy Leader and Leadership Team working together to lift achievement and teacher capabilities</li> </ul>	1.5 Effective teaching of writing is embedded throughout the school	1.5 Effective teaching of writing is monitored and reviewed

**STRATEGIC GOAL 2: Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.**

2023 OUTCOMES	WHAT ARE WE GOING TO DO?	2024 OUTCOMES	2025 OUTCOMES
<p><b>2.1 Cultural Responsiveness is explored further and developed across the school community</b></p>	<ul style="list-style-type: none"> <li>● Māori culture and language more visible within our school as a response to new learning and understanding</li> <li>● Introduce more cultural art pieces/resources to the environment</li> <li>● Continue to promote Māori Language through the Kupu Māori Challenge</li> <li>● Junior Culture Group established</li> <li>● Whānau Hui to connect with Māori Whānau and to finalise the GMS Cultural Competencies and the Pepeha progressions</li> </ul>	<p>2.1 Cultural Responsiveness is implemented and encouraged across the school community</p>	<p>2.1 Cultural Responsiveness is embedded as a natural part of the school</p>
<p><b>2.2 Safe and Inclusive Environments are reviewed to develop a shared understanding</b></p>	<ul style="list-style-type: none"> <li>● Continue strengthening our school wide understanding of the GMS Values</li> <li>● Establish a student led Values Council/Group</li> <li>● Look at aligning our Values, Enviro-Stars and Cultural Competencies</li> <li>● Ensure that our school culture continues to promote a fun, safe learning environment</li> <li>● Ensure that support is provided for tamariki with diverse learning needs</li> </ul>	<p>2.2 Safe Environments practices are monitored</p>	<p>2.2 Safe Environments practices are reviewed</p>
<p><b>2.3 Gold Enviro-School practices are reviewed, renewed and sustained</b></p>	<ul style="list-style-type: none"> <li>● Work with local companies to learn about sustainable practices</li> <li>● Connect with local Hokonui Rūnanga and plan community projects</li> <li>● Re-introduce our Enviro-Stars</li> <li>● Review the Enviro-Council structure</li> </ul>	<p>2.3 Gold Enviro-School practices are embedded and sustained</p>	<p>2.3 Gold Enviro-School practices are reviewed</p>
<p><b>2.4 Community, School and Home engagement strengthened</b></p>	<ul style="list-style-type: none"> <li>● Work with whānau to complete the upgrade of Adventure World</li> <li>● Work with the PTA to create more community events</li> <li>● Identify ways that we can assist our community and local environment</li> <li>● Strengthen relationship with the Hokonui Rūnanga</li> </ul>	<p>2.4 Community, School and Home engagement monitored stakeholders consulted</p>	<p>2.4 Community, School and Home engagement reviewed</p>
<p><b>2.5 Property and School facilities maintained and updated</b></p>	<ul style="list-style-type: none"> <li>● Oversee the upgrade to the school roof and boiler</li> <li>● Review and upgrade shared outdoor areas like The Quad and Adventure World</li> </ul>	<p>2.5 Property and School facilities maintained and updated as per property plan</p>	<p>2.5 Property and School facilities maintained and updated as per property plan</p>

# GMS Target Plan for 2023

**Achievement Aim : To increase the number of students/ākongā achieving at their chronological age in Reading/Panui**

**Baseline Data**

- Data showed that 85.2% of students who have been at GMS for more than one year are reading 'At' or 'Above' their chronological age.
- Data showed that 91.4% of Year 4-6 children are reading 'At' or 'Above' their chronological age.

**Target**

- That tamariki/children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Reading by 5% (6 tamariki/children are in the reading target group for 2023).

**What are we going to do?**

- At the beginning of 2023 achievement information will be collated from 2022 end of year data, current running record data and children will also complete a PAT Reading Comprehension assessment. Tamariki/Children who are reading below their chronological age for reading will be monitored and added to the GMS At Risk Register. This will be monitored and progress will be shared with staff and the Leadership team. Schoolwide actions will be put in place throughout the year and this mahi/work will be led by the Leadership Team and the Literacy Lead. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 2 and Term 4 2023.

Actions to achieve targets	Led by	Budget	Timeframe	Outcomes / progress and Achievement
Curriculum refresh changes unpacked and implemented into the GMS Curriculum	Leadership Team	Nil	Whole School Year	To ensure that the GMS Curriculum is up to date and aligned to the new NZ Curriculum
At Risk System - Achievement data will be collated and reviewed every term. Teachers will provide a progress report on the achievement levels of the students and what interventions have been used each term.	Leadership team	Nil	Whole School Year	Continuous monitoring of student progress
Complete the implementation of the GMS Structured Literacy approach at Year 1-2 and the at risk group	Literacy Leader/Teachers	Nil	Whole School Year	Alignment throughout the school in the structured literacy approach
Participate in Professional Development related to the implementation of the ideal Platform	Teachers	Nil	Whole School Year	To see a rise in student achievement for reading and writing

Provide Teacher Aide training around reading (Decodables) and the teaching of spelling	Literacy Leader	Nil	Whole School Year	To increase staff capacity around reading and spelling
Whānau meeting about at Structured Approach in Years 1-2 along with strategies for reading at home	Literacy Leader and Teachers	Nil	Term 2	An increase in home and school connection

Green = Maori Children

Pink = Pasifika Children

2023 Target Group - Reading/Panui						
6 ākonga in target group		February			November	
Name		Year	Current Level	PAT Level	Current Level	PAT Level
						Summary
		Year 4	At L1 Stage 7	4		
		Year 4	At L1 Stage 7	3		
		Year 6	E L2 Purple	2		
		Year 6	At L2 / 8.5-9.5	1		
		Year 6	E L2 Purple	3		
		Year 6	E L2 Gold	3		

**Achievement Aim : To increase the number of students/ākonga achieving at their chronological age in Writing/Tuhituhi**

**Baseline Data**

- Data showed that 73.5% of students who have been at GMS for more than one year are writing 'At' or 'Above' their chronological age.
- Data showed that 60.6% of Year 4-6 children are writing 'At' or 'Above' their chronological age.

**Target**

- That tamariki/children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Writing by 5% (27 tamariki/children are in the writing target group for 2023).

**What are we going to do?**

- At the beginning of the 2023 achievement information will be collated from 2022 end of year data along with the current writing sample. Information will be passed onto the 2023 kaiako and at-risk students will be added to the GMS At Risk Register. This will be monitored and progress will be shared with staff and the Leadership Team. Schoolwide actions will be put in place throughout the year and this mahi/work will be led by the Leadership Team and the Literacy Lead. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 2 and Term 4 2023.

Actions to achieve targets	Led by	Budget	Timeframe	Outcomes / progress and Achievement
Curriculum refresh changes unpacked and implemented into the GMS Curriculum	Leadership Team	Nil	Whole School Year	To ensure that the GMS Curriculum is up to date and aligned to the new NZ Curriculum
At Risk System - Achievement data will be collated and reviewed every term. Teachers will provide a progress report on the achievement levels of the student and what interventions have been used each term.	Leadership team	Nil	Whole School Year	Continuous monitoring of student progress
A focus on foundational writing skills and surface features	Leadership Team	Nil	Whole School Year	To ensure that students have a strong understanding of the surface features and can apply these to their writing
Moderate writing samples in Term 2 and Term 4 to ensure consistency when assessing writing	Leadership team/Literacy Lead	Nil	Whole School Year	Accurate assessment data throughout the school
Observations of writing programme and classroom structure	Leadership team/Literacy Lead	Nil	Whole School Year	Effective writing programmes and teaching throughout the school

Continue implementation of the GMS Writing Rubric (Based on E-Asttle)	Leadership team/Teachers	Nil	Term 2	To increase staff capacity around assessment
Implement a Long Term Plan for writing in Years 3-6	Literacy Lead/Literacy Lead/Teachers	Nil	Term 1	To increase staff capacity around the teaching and assessment of writing and next steps
Through internal evaluation look at effective teaching of writing in GMS	Leadership team	Nil	Whole School Year	Ensure effective teaching throughout the school
Implement the Ideal Spelling Programme	Literacy Lead/Teachers	Nil	Whole School Year	Alignment throughout the school

2023 Target Group - Writing/Tuhituhi					
27 ākonga in the target group		February		November	
Name		Year	Current Level	Current Level	Summary
		Year 4	1a		
		Year 4	1a		
		Year 4	1a		
		Year 4	1p		
		Year 4	1p		
		Year 5	2b		
		Year 5	2b		
		Year 5	2b		
		Year 5	1a		

		Year 5	2b		
		Year 5	2b		
		Year 5	2b		
		Year 6	2p		
		Year 6	2a		
		Year 6	2a		
		Year 6	2b		
		Year 6	2a		
		Year 6	2a		
		Year 6	2b		
		Year 6	2p		
		Year 6	2a		
		Year 6	2p		
		Year 6	2a		
		Year 6	2b		
		Year 6	2p		
		Year 6	2p		
		Year 6	1a		

**To ensure that these aims are achieved the Gore Main School Board of Trustees is committed to providing:**

Student/Akongong Achievement	Overall continuous improvement in student progress, achievement and engagement	NAGS 1 & 2
Strategic Planning and Self-Review	Setting strategic direction for the school	NAG 2
Personnel	A positive, supportive environment for staff, through quality recruitment, performance management and continual development.	NAG 3
Property	A vibrant, versatile and modern learning environment.	NAG 4
Finance	Budget to fund the school's curriculum, personnel, property and administrative activities.	NAG 4
Health and Safety	A safe and healthy physical and emotional learning environment.	NAG 5
Community Partnership	Opportunity for communication, consultation and engagement with the wider community.	NAG 2



Eastern Southland  
Kāhui Ako



To create an open to learning community ngā akonga o Hokonui to thrive.

# Achievement Challenges

## 2021-2023

**Kia mahi tahi tatou**  
Let's work together

**Kia ako tahi tatou**  
Let's learn together



## Table of Contents:

- Introduction
- Our shared vision:
- Our shared Values:
- Our Team Tactics:
- Our Whakatauki:
- Our Community
- Our Structure
- Highlights and Success 2017-2020
- What is important for us?
- Effective Transitions
- Key Approaches:
- Achievement Challenge Outcomes 2018-2020
- Our Achievement Challenges 2018-2020
- 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
- Our Revised Achievement Challenges for 2021-2023
- Why they are Important to our Kāhui Ako:
- Cultural Competency:
- Assessment of Writing:
- How transitions is our overarching focus:
- Action Plan:
- Strengthen teacher confidence using te reo Māori from 30% in January 2021.
- Strengthen teacher capability to enact Māori cultural competencies.
- This includes ako, manaakitanga, wānanga, whanaungatanga, tangata whenua - refer to Tātaiako
- All akonga (of teachers participating in the professional learning with Lauren Latimer) who are not at the expected level will improve their writing level by the end of the years - 2021, 2022, 2023.

# Introduction

## *Our shared vision:*

Our vision has been revisited through a wish to have a shared aspiration for the learners in our community. Collaboration of all school principals, ECE's, LSC's and AST's and Kahui Ako Ministry of Education staff, resulted in the development of this at a Hui in August 2020. This was facilitated and workshopped by an external provider, Corene Walker Inside Edge. Agreement by all those in attendance was gained.

# To create an open to learning community ngā akonga o Hokonui to thrive.

Appendix A contains the Memorandum of Agreement.

## *Our Shared Values:*

Our shared values are the important qualities we aim to show in the ways we go about our work, and the relationships we foster with others in our community. These were identified across our schools and early childhood centres and are:

- *Kotahitanga - Valuing the taonga and cultural capacity of each person.*
- *Manaakitanga - Openly deliver, collaborate with and exceed the expectations of our community, organisation and team.*
- *Whanaungatanga - We all share something in common to work collectively towards.*

## **Our Team Tactics:**

We are:

1. Operating from a place of kindness, with integrity and trust.
2. One to one direct, kind and constructive feedback.
3. Respectful, honest communication.

## **Our Whakatauki:**

**Kia mahi tahi tatou**    Let's work together

**Kia ako tahi tatou**    Let's learn together



# Our Community

## Our community profile

The Eastern Southland Kahui Ako is set in the Gore and surrounding districts. It consists of thirteen schools, eight ECE's, and the Southern Institute of Technology. We have two secondary schools, one intermediate school, four full primary schools, and six contributing schools. Two of these are Catholic schools, one primary and one secondary. The ES Kahui Ako was confirmed in 2018. We are located across town and country areas and our 13 centres are culturally diverse.

### **Our Members:**

Gore High School

Longford Intermediate

Riversdale School

Knapdale School

Mataura School

East Gore School

Gore Main School

Elsie Street Kindergarten

Longford Kindergarten

Funshine Early Learning Centre

Gore Preschool

St Peters College

Pukerau School

Otama School

Te Tipua School

West Gore School

St Mary's School

Hope Preschool

Oxford Kindergarten

Gore Playcentre

Akoranga Preschool

## Our Structure

Stewardship Group: has governance responsibility for the Kahui Ako and is composed of representatives from the member groups and Board of Trustees. It meets as necessary, when appointments require. Expressions of interest are called for at the time of need to form our Governance group.

Management Group: has responsibility for the Kahui Ako. It consists of a Principal from each school and two ECE representatives. We work in coordinated, cooperative and collaborative ways where we will have maximum impact on our collective goals.

Leadership Roles: The leaders of the Kahui Ako are to lead, and to keep the focus on our purpose and vision. The role is to ensure that the Vision of the Kahui Ako is met through the achievement challenges. They are appointed for a two year term.

Current Leadership Team: Linda Fraser and Kay Stevens are co-leaders, with Susan Dennison and John McKinlay Supporting Principals.

Current Across School Teachers: Sam Walker 0.4 role, Rose McKenzie 0.2 role, Maria Hansen 0.2 role. Current vacancies exist for one 0.4 or two 0.2 AST.

They are working to support teachers within all schools and ECE's to achieve the vision and work towards the successful implementation of the achievement challenges.

Learning Support Coordinators: Liza Wilson, Gerry Ward and Paula Marrah are our three full-time LSC's, with one still to be appointed.

They support the focus on transitions, and the learning and wellbeing of all akonga within the Eastern Southland Community of Learning. They will work in partnership with schools and centres around the implementation and mahi associated with Te Rito. The Learning Support Manager is an integral part of the guidance for the mahi of the LSC's. Within Schools Teachers: The current Within Schools Teachers role is to further the mahi of the Kahui Ako, by leading within and across the community. 9 positions are generated for schools as of right, with 5 positions annually allocated to schools. In 2021 and 2022 St Peter's College gave one of their WST roles to the Kahui Ako pool. This is annually reviewed.

## Highlights and Success 2017-2020

The following are the highlights and successes that the ES KA has experienced since 2017:

- Annie Nelson was the Foundation Lead and worked closely with Mary Wilson in her role as Expert Partner through 2018 and 2019. The focus of the work was on building strong relationships and common understandings across the Kahui Ako. This foundational work has established the Kahui Ako as a working team.
- The continuing relationships are strong which is leading to an increase in trust in our future work together.
- A strong understanding and vision in collaboration with the wider community stakeholders was developed by including them in the initial visioning of the Kahui Ako.
- The understanding that our young people are well positioned within the Hokonui Huanui which has successfully attracted funding through the provincial growth fund. This has led to a deepening relationship with the Hokonui Runanga.
- Four focus areas were developed as part of the vision - Transition, Vision, Communication and Well-being.
- The establishment of the leadership structure currently has joint leaders, two of the three AST's in place, two support Principals representing a secondary and primary school, and many within school teachers.

The ESKA has been included in the first tranche of the LSC's. They are working with the manager of Learning Support to develop policies and protocols and establish detailed job descriptions and ways of working to support our tamariki within the Kahui Ako. Much of the future focus of their work will be generated from Te Rito.

- A Hui was held at Gore High School beginning 2019, bringing together staff from the 13 schools looking at our unique learning environment in relation to the wider world, and sharing the vision with all staff members (including support and administration staff). The Early Learning Centres joined us for that day and from here joined the Kāhui Ako. The day included staff from the wider community, such as health, police and social services. Local teachers and staff facilitated the workshops.
- Local Curriculum Design workshop – all the schools accessed the Curriculum Design Tool. In partnership with the Rūnanga, our expert partner, Janelle Stevenson, presented this. Nine of the 13 schools completed an introductory session and identified areas of shared use.
- AST organised a range of workshops targeting professional learning which were well received and added to professional growth.
- A revisioning Hui was held in August 2020, supported by Corene Walker Inside Edge, to revisit the vision, values and team tactics. The work also addressed the refreshed achievement challenges going forward from 2021. Each school identified their specific areas of need moving forward. Consensus was reached that Cultural Competency and Literacy were common foci (under the umbrella of transitions).

# Achievement Challenge Outcomes 2018-2020

## Our Achievement Challenges 2018-2020

- To reduce the number of ākongā 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 ākongā working below the expected curriculum level in writing by 15%: From 176 students in Y3, 5, 7 and 9 to 150

## Outcomes at the end of 2020:

Year 3 – student total 131/169 78% Ākongā working at or above the expected curriculum level

Year 5 student total 135/165 82% Ākongā working at or above the expected curriculum level

Year 7 student total 150/205 73% Rangatahi working at or above the expected curriculum level

Year 9 student total 98/167 59% Rangatahi working at or above the expected curriculum level 98

We have yet to see the gains of our collaborative practice at the top end of these year levels. We have now got three years of longitudinal data to support our work moving forward.

## Reasons for this data:

For the Year 3's we have seen a reduction in the percentage working below the expected curriculum level in English

For the Year 5's there is a significant increase in the number of ākongā working at or above the expected curriculum level.

Year 7 cohort for 2020 has a decrease in the number of rangatahi working at or above the expected curriculum level.

Year 9 remains to have a large number of rangatahi not able to use their literacy skills to access the broader curriculum at the appropriate level.

There is still work around PaCT and the Learning Progression Frameworks to be developed across a number of schools.

The Kāhui Ako remains focused on transitions to support our young people as they move schools and across curriculum levels.

Strategies that have been effective include schools working together to identify their learning progressions.

The introduction of screening tools at year 7 and above has identified specific strategies to support different learning styles.

The introduction of Learning Progression Tools and Progress Tools across the schools has provided an opportunity for schools to identify that judgements made across a number of teachers can be erratic, particularly in the disrupted year of 2020.

### **Reflections from trends and patterns 2018-2020 and proposed next steps:**

These statements are reflections of the 2020 leaders from conversations and the hui in 2020.

- School assessment practice varied from school to school. There was some evidence of accelerated progress in these year groups. This was based on a narrow focus on learning.
  - Next Steps: To develop coherent assessment pathways across all schools.
- Student behaviour has been identified in several schools as a barrier to learning.
  - Next Steps: To achieve lasting impact on our akonga, across the curriculum through focus on language, culture and identity. This will include developing strong relationships and connections with students and whanau.
- Staff and leaders have identified the need (at hui) to have more effective transitions between schools.
  - Next Steps: Focus on developing a shared understanding of student achievement levels using assessment data, building relationships with whanau, and providing a stronger supported transition. This is for students and whanau.
- It is a priority to continue the mahi of developing a strong sense of cultural identity and positive sense of belonging to our community. This includes continuing to honour the Te Tiriti o Waitangi.
  - Next Steps: Strengthen identity, whānau engagement, and community connections. Develop local curriculum objectives across our Kahui Ako.

Our focus for the next three years will be on Cultural Capability - for the learner, teacher, and community. The focus for transition will be on developing a shared understanding of Assessment for Learning in writing. As a Kāhui Ako we need to respond to the cultural needs of all learners and empower teachers to have a shared understanding of their achievement.

## **What is important for us?**

### **Effective Transitions**

Effective transition processes will support our ākonga along their learning pathways, through kaiako:

- Developing cultural capabilities.
- Building shared understanding across all schools and centres.
- Continuing the Positive Start mahi in the wider Eastern Southland area.
- Improving knowledge across our community of assessment for learning e.g. writing in 2021, 2022.
- All akonga with learning differences will be catered for by our LSCs and supporting agencies.
- Seamless transitions will be developed for akonga throughout their learning journey from early childhood to Year 13 and beyond into tertiary education or working lives.



**Key Approaches:**

We have some key approaches underpinning our collaborative achievement challenges and targets. It is our intention that these approaches will be evident in the work carried out across the Kahui Ako, and will lead us to achieving our identified Achievement Challenges and targets.

- We consulted with our school leaders with a vision setting day offsite. The achievement challenges for 2021-2023 came from this hui.
- We gained agreement that Transitions were the focus of our collaborative work.
- Collaboratively we have identified streams of work for all teachers to choose an area, and undertake collaborative learning to improve the achievement of our akonga.
- Our Achievement Challenges have been developed from this work.
- We have been successful with PLD applications to support these challenges in Literacy in Cultural Competence for 2021 and 2022. (Literacy 240 hours, Cultural Competence 120 hours).

# Our Revised Achievement Challenges for 2021-2023

Reference: A guide to support the development of collaborative practice in Communities of Learning/Kahui Ako, Version 3, July 2018, Ministry of Education.

## Achievement Challenge 1

DEVELOPMENT STATEMENT:	Pathways: <b>Supporting transitions</b> - developing and connecting along the whole educational journey for every child with emphasis on wellbeing and literacy.						
STRATEGIC DIRECTION	ESTABLISHING We have identified the key transition into, through, and out of our local education system		<b>DEVELOPING</b> We have a plan of action for how we will work together to support learners across transition points. (Beginning 2021 and end of 2021)		EMBEDDING We have evidence-based practices in place to support successful and seamless transitions through the pathway		FULLY FUNCTIONING We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people
	<b>The Community of Learning is discussing learner pathways and developing a sense of the education pathway they represent.</b> (Beginning and end 2021)		The Kahui Ako is actively building connections between teachers working in different sectors to create a more seamless pathway (eg early learning and new entrant teachers)		When appropriate, the Kahui Ako share resources and have combined events (such as cultural or sporting activities) which strengthen the connection across the learning pathway between students, teachers, families and whanau.		The Kahui Ako has developed a strong collective identity which is built off the learner pathway that all of the organisations represent. The members within the Kahui Ako each have their own sense of identity, but that identity still remains linked to the full pathway, not just their place in it.
	The Kahui Ako is creating a picture of what the education journey currently looks like for their children and young people, and a vision of what a better educational journey could be. (beginning 2021)		<b>The Kahui Ako is pooling and sharing some of its resources across the learning pathway to provide targeted support to increase collective impact and strengthen progress and achievement for their children and young people - in particular children requiring additional learning support.</b> (end 2021)		The Kahui Ako has established processes and ways of working together that enable learning to be joined up and responsive to the needs of the students across the learner pathway and is re-organising its systems and structures to better align to the pathway.		Structures and processes enable schools/organisations to work flexibly across the Kahui Ako and the learner pathway, focusing resources on where they best meet the needs of learners.

## Supporting transitions - developing and connecting along the whole educational journey for every child.

### What Next? Set goals that your Kahui Ako can work on together to develop in this area

DEVELOPMENTAL GOAL	ACTIONS REQUIRED	BY WHO	When	EVIDENCE/Tools	IMPACT
To ensure high quality Pastoral Care for akonga transitioning (within/across schools centre)	<ul style="list-style-type: none"> <li>Meetings to establish what effective pastoral care looks like in centres.</li> <li>Building trusting relationships between teachers in schools so akonga continue moving forward in their learning journey</li> <li>Building trusting relationships with whanau to support akonga / tamariki at transition points e.g. early childhood to school, Year 6 to Year 7 for contributing schools, Year 8 to Year 9 for full primary schools, Year 12/13 to tertiary or into work/careers.</li> <li>LSC play a key role in supporting transitions for akonga and their whanau.</li> </ul>	LSC ASL WSL Centre Leaders Teachers	Ongoing End of Term 1 (Cohort)	<p><u>Possible Sources of Evidence:</u></p> <p>Conversations between SENCO's LSC's and teachers within and between schools/centres Trusted relationships between LSC's and Whanau</p> <ul style="list-style-type: none"> <li>»NZCER Wellbeing survey</li> <li>St Peters Survey</li> <li>» Wellbeing register data</li> <li>» Pastoral data and/or referrals about behaviour (Te Rito)</li> <li>» Student/ākonga / whānau /survey</li> <li>Student/Akonga Attendance</li> <li>» retention at school until at least age 17</li> <li>» Career Development Benchmarks <ul style="list-style-type: none"> <li>• Longford, St Peters &amp; Gore High unpacking LPF &amp; PACT aspects.</li> <li>• Te Rito register developed</li> <li>• Sharing of learning journals between school and ECE (parents)</li> </ul> </li> </ul>	Akonga feel supported in a secure and new learning environment i.e. within or between centres so the learning pathway is not interrupted. LSC's follow the learning pathway for that whanau
Ensure a seamless educational pathway for akonga within and between centres and schools (with a focus on writing moderation)	<ul style="list-style-type: none"> <li>Establishing common language among professionals in describing dispositions.</li> <li>Professional development with Lauren Latimer - assessment for learning focus.</li> <li>ASL/LSC supporting literacy across centres.</li> <li>Understanding of curriculum levels through moderation workshops.</li> </ul>	PLD Providers LSC ASL WSL Centre Leaders Teachers	Ongoing Path Gathering T4	Teaches have a shared understanding of curriculum levels	<ul style="list-style-type: none"> <li>High trust relationships show agreement around assessment levels.</li> <li>Students continue their education journey without interruption.</li> <li>Whanau have confidence in</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand, track and accelerate progress in writing for Year 9 and 10 Students (GHS).</li> <li>• Unpack the Literacy Standard to ensure that primary, intermediate and secondary schools are giving akonga the knowledge and skills to achieve this.</li> </ul>				<p>schools alignment of assessment.</p> <ul style="list-style-type: none"> <li>• Increased numbers of children passing pre level 1 NZC literacy standard</li> </ul>
--	---	--	--	--	---

### **Progress Reporting November 2021:**

#### **Supporting transitions - developing and connecting along the whole educational journey for every child with emphasis on wellbeing and literacy.**

To ensure high quality Pastoral Care for akonga transitioning (within/across schools centre)

Termly Positive Start meetings with ECE and New Entrant teachers - sharing of information, ideas and goals with strong visioning for smooth and effective transitions.

Writing moderation with Lauren Latimer to develop assessment practices which align between primary schools and Intermediate school as well as from Intermediate school to High School. ASTs working alongside schools to assist with transition programmes - tailored specifically for schools and students. The LSC's are available to work alongside schools to ensure high quality Pastoral Care in relation to transition - for example: being available to take students to their next school to become familiar with the school and working one-on-one with learners to help them progress in an area of need.

ASTs visit pre-schools, primary schools and secondary schools to establish relationships with staff and students, in order to gain deep understanding of student strengths and needs and how they can support teachers and learners.

Seamless Educational Pathway for Akonga within and between centres/schools (with a focus on writing moderation)

Kahui Ako meetings to moderate within schools in groups and then moderated as a whole group. Lead to rich discussion around levelling, use of assessment tools, introduction/overview of LPF and Literacy progressions. All schools chose to use the LLP's and e-asTTle to support making OTJ's.

Agreed understanding around what constitutes an At level student.

#### **Next Steps:**

1. Strong commitment in gaining alignment between schools in transition Year 6 to Year 7, Year 8 to Year 9 - this needs to be a priority going forward.
2. Deeper understanding of good teaching and learning practice to ensure validity of judgments - agreement around this is a level 2 piece of work.
3. Assessment for learning - moderation and assessment practices are ensuring across school consistency.
4. Understanding the Literacy Standard and how to support akonga to achieve this.

## Achievement Challenge 2

DEVELOPMENT STATEMENT	<b>Teaching Impacting teaching practice and capability to improve cultural capabilities and literacy.</b>					
STRATEGIC DIRECTION	<b>ESTABLISHING</b> <b>We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kahui Ako.</b> (beginning and end 2021)		<b>DEVELOPING</b> We are developing a plan to improve teaching capability. Across and Within School Teachers are identifying and sharing examples of good practice		<b>EMBEDDING</b> We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.	<b>FULLY FUNCTIONING</b> We review and refine the way that we improve teaching practices across the Kahui Ako. Our teachers are regularly self-reflecting on their practices and identifying areas for further development.
	<b>Kahui Ako leaders are building a shared understanding of the qualities of good teacher practices'</b>  <b>Kahui Ako leaders are developing a high level plan for improving teacher practice and capability.</b> (beginning 2021)		<b>The Kahui Ako is providing PLD or training, where needed, for the Leader, Across and Within School Teachers to enable them to meet the requirements of their roles (particularly improving teacher capability and developing their skills in being able to lead and promote learning observations and conversations). (end 2021)</b>		Across and Within School Teachers are working with other teachers to support them in evaluating their teaching practices and how to make continuous improvement through an inquiry approach, reinforcing a strong sense of pono across all teachers.	The Kahui Ako evaluates teaching practice using a range of evidence, (e.g. student progress data, teacher self evaluation, feedback from peers, learners and the wider community) and uses this to plan next steps for learners and for future teacher development.
	<b>Kahui Ako Leaders are identifying the different roles that the Leader, Across and Within School Teachers will play in improving teaching practice and capability. They are identifying what skills, knowledge and attributes are the best fit to achieve this.</b> (beginning and end 2021)		All teachers in the Kahui Ako are aware of their membership in the Kahui Ako, what this means for them, and the opportunities to work with Across or Within School Teachers or other PLD opportunities.		Some resources (eg PLD) are being deployed in response to needs that are emerging from the work that is being done with teachers	Teachers are open to conversations about learning and are using evidence to assess student progress and observing other teacher's practice to develop strategies and actions for next steps for their own learners.

	<b>Kahui Ako Leaders are developing expectations that specify the collaborative teaching requirements for the Leader, Across and Within School Teachers and sharing these with all leaders, boards and teachers (end 2021, beginning 2022)</b>		The Across and Within School Teachers are building trust and credibility with other teachers and leadership groups.	A common language for talking about good practice is emerging across the Kahui Ako and is being shared with the wider community.	The Kahui Ako creates flexibility for teachers to be able to work across the Community of Learning. The most effective teachers are able to contribute to the development of both learners and/or their teaching colleagues.

### What Next? Set goals that your Kahui Ako can work together to develop in this area

<b>DEVELOPMENTAL GOAL</b>	<b>ACTIONS REQUIRED</b>	<b>BY WHO</b>	<b>BY WHEN</b>	<b>EVIDENCE</b>	<b>IMPACT</b>
To improve cultural capability and teaching practice	<ul style="list-style-type: none"> <li>- To gauge capability of teachers in ESKA - refer to baseline data graphs</li> <li>- To examine what is currently happening in schools re leadership and abilitiies</li> <li>- To provide structured opportunities to develop Teacher confidence and capability to implement in their practice: Te Reo Māori Tikanga Māori ***Te Ao Māori / Matauranga Maori Maori Cultural Competencies</li> <li>- Model and provide learning and feedback to enhance classroom practice</li> <li>- To increase whānau participation and collaboration in all areas of the school</li> <li>- Students are provided with learning and teaching opportunities that are reflective of cultural competencies being enacted in the classroom</li> </ul>	PLD providers AST WST Centre leaders Teachers	Revised end of Term 4 2021	<ul style="list-style-type: none"> <li>- Baseline data re the current confidence of teachers Revisit annually in Term 4</li> <li>- Narratives</li> <li>- Teacher participation</li> <li>- Manutaki roopu</li> <li>- Changes in planning</li> <li>- Increase in understanding in Te Reo Māori, Tikanga Māori, Te Ao Māori</li> <li>- Evidence through photos. Videos, anecdotal, student work, student voice, teacher voice, whānau voice</li> <li>- AST's work plan</li> <li>- Seek feedback from Manutaki roopu</li> </ul>	<ul style="list-style-type: none"> <li>- A deeper understanding of reflective practice that upholds the principles of Te Titiri o Waitangi by developing sustainable practices within education centres</li> <li>- Confident, capable and happy educators who are able to enhance the learning and lives of all akonga through having a more indepth understanding of Te Reo Māori, Tikanga Māori, Te Ao Māori</li> </ul>

<p>To improve writing assessment capability and teaching practise</p>	<ul style="list-style-type: none"> <li>- To gauge capability of teachers in ESKA: where are schools with their writing assessment? What are schools using as writing assessment tools?</li> <li>- To examine what is currently happening in schools re teaching and learning of writing programmes.</li> <li>- To provide opportunities for further development of teachers' expertise in using LLP/e-asTTle/LPF/ PaCT for writing assessment.</li> <li>- Supervised feedback to enhance classroom practice (teaching of guided writing) from PLD provider.</li> <li>- To ensure that all students are provided with learning and assessment opportunities that are reflective of good classroom practice.</li> <li>- To provide leadership coaching to ESKA lead Teachers of Literacy</li> <li>- Provide ongoing Literacy support to staff/teachers/syndicates within our Kahui Ako schools and centres.</li> <li>- Develop an understanding of what literacy 'looks like' in early childhood settings to support transitions to school.</li> <li>- Develop an understanding of the secondary Literacy Standard to support akonga to achieve this.</li> </ul>	<p>AST PLD Providers, WSL</p>	<p>-</p>	<p>Possible Evaluative Tools: Classroom walkthrough observations (e.g. as suggested in Kia Eke Panuku) » Data that shows disparities between different cohorts (across achievement, attendance or other factors) Curriculum level expectations (based on OTJ) » Progress data – e.g. using the Learning Progressions Framework, PaCT data, or assessments like e-asTTle or PATs etc to measure progress » NCEA (e.g. L2,UE, Literacy &amp; Numeracy, overall qualification attainment, vocational pathways, increase in the proportion of students gaining credits in certain subjects, subject and/or certificate endorsement) » Progress towards IEP goals (for learners with complex learning needs)</p>	<ul style="list-style-type: none"> <li>● A deeper understanding and consistent moderation of writing across our Kahui Ako.</li> <li>● Smooth transition and accurate assessment is aligned across the ESKA.</li> </ul>
---	--	---	----------	---	--

## Progress Reporting:

### Improving Teaching Practice and Capability:

To improve cultural capability and teaching practice

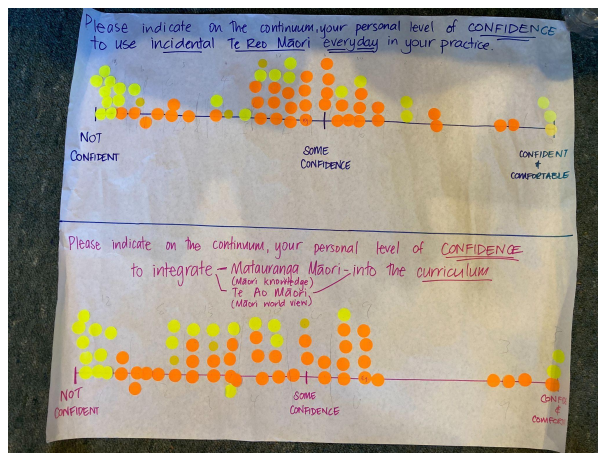
Regular hui alongside our PLD provider - Raiha Johnson - twice a term. This focuses on a number of areas to improve teachers confidence and capabilities including tikanga, pronunciation, local curriculum, Te Tiriti o Waitangi, classroom rauemi and lesson plans, waiata, kawa, Te Ao Māori and Te Reo Māori.

Manutaki Māori leaders working separately with PDL provider and AST to plan programmes of work that are able to be easily and seamlessly taught and enacted in kura to scaffold teachers to take risks and step outside comfort zones to work alongside akonga.

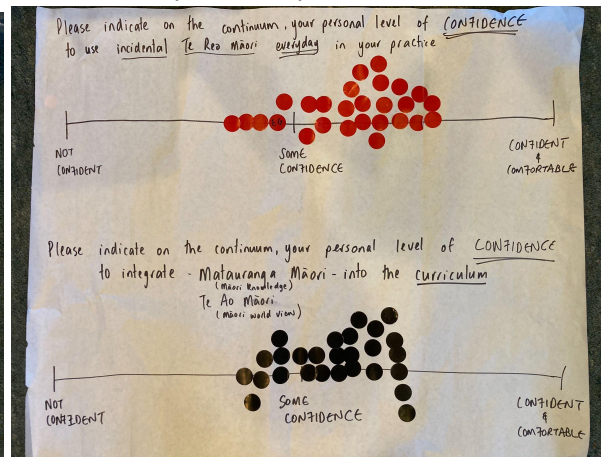
Kaiako have been exposed to a range of teaching opportunities and styles that align with Te Ao Māori. Foci have been around developing their confidence and pronunciation to ensure that there is a high amount of positive role modeling and that there is a sense of collegiality and likeness across the Kāhui Ako. This has been done through lesson role modelling, rauemi, shared documents, coaching and mentoring and working directly with tamariki to support all participants to develop, primarily, their confidence.

Recent data collection shows a huge shift in both confidence in Mātauranga Māori and speaking incidental Te Reo Māori. This informal poll showed a significant shift in attitude and knowledge as per the photos below.

#### Beginning survey



#### End of year survey



To improve writing assessment capability and teaching practise

Shifts in pedagogical components. Collection of school stories.

Schools have their own programmes they are pursuing - lead teacher perspective. Need more alignment across the KA with this. Lead teachers need to make shifts from their own classroom focus to supporting teachers practice across the school and then across the Kahui Ako.

A stronger focus on moderation within in-school practice and developing common understandings is a future area of mahi.

School wide examination and focus on teacher progress. Significant bi-cultural mahi - context that tamariki understands and supports strengthening relationships.



Building teacher knowledge through specific conversations, rubric, streamlined moderation, teachers differentiating learning, notice recognise and respond and where am I taking the child tomorrow.

Dedicated staff meetings in literacy. WST/AST?Lead Teacher Literacy working alongside classroom teachers to support specific learners. Target writers that are closely monitored.

Developing a sense of urgency.

Understand and utilise links to MAC work (six schools involved) and cultural capability.

Provide opportunities for teachers to observe and be observed.

The support from Lauren for within school lead teachers has been **consistent and regular - these have been critical success factors**. Identification of barriers and reduction of these.

There has been lots of positive feedback around the shared moderation sessions. This has been bought into other schools. Collaboration as a staff and collective responsibility for tamariki

**Areas of mahi going forward:**

Further work on moderation and making OTJ.

Integration of reading and writing.

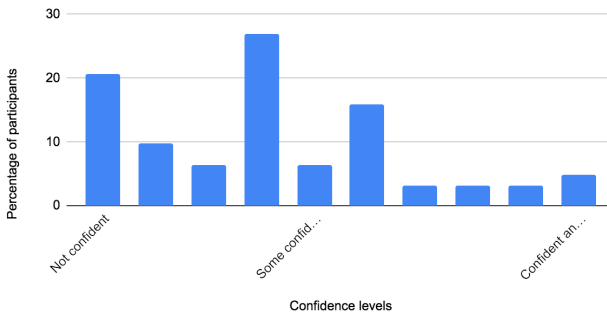
Narrative assessment and rates of progress.

Knowing how to apply teacher knowledge in writing to impact on tamariki learning.

Teachers working with tamariki in fluid groups, and teachers knowing what progressions in teaching look like.

AST's support in schools - with leads and teachers.

## Cultural Competency Baseline data

Task:	How:	Communication: (what can schools expect?)	Success indicators:																		
<p><b>Strengthen teacher confidence using te reo Māori from 30% in January 2021.</b></p> <p><b>Data starting point</b></p>	<p>Level of confidence of incidental Te Reo Māori in everyday practice</p>  <table border="1"> <caption>Confidence Levels Data</caption> <thead> <tr> <th>Confidence Level</th> <th>Percentage of Participants</th> </tr> </thead> <tbody> <tr> <td>Not confident</td> <td>20</td> </tr> <tr> <td>Some confid...</td> <td>10</td> </tr> <tr> <td>Confident an...</td> <td>27</td> </tr> <tr> <td>Some confid...</td> <td>16</td> </tr> <tr> <td>Not confident</td> <td>3</td> </tr> <tr> <td>Some confid...</td> <td>3</td> </tr> <tr> <td>Confident an...</td> <td>3</td> </tr> <tr> <td>Confident an...</td> <td>5</td> </tr> </tbody> </table>	Confidence Level	Percentage of Participants	Not confident	20	Some confid...	10	Confident an...	27	Some confid...	16	Not confident	3	Some confid...	3	Confident an...	3	Confident an...	5	<p>Professional development with Raiha Johnson.</p> <p>Support from Sam Walker AST to progress the mahi.</p> <p>Lead teachers leading within the school to empower staff.</p>	<ul style="list-style-type: none"> <li>- Increase confidence to more than 30%</li> </ul>
Confidence Level	Percentage of Participants																				
Not confident	20																				
Some confid...	10																				
Confident an...	27																				
Some confid...	16																				
Not confident	3																				
Some confid...	3																				
Confident an...	3																				
Confident an...	5																				
<b>PLD leader:</b>	Raiha delivering to meet Kahui Ako school needs and supported by the actions of the AST- Sam	Communication plans and actions with leaders.																			
<b>School leader(s) of this kaupapa might:</b>	Ensure that Cultural Competency leads are well supported and the mahi is aligned with the Strategy of the kura & Kahui Ako Achievement Challenge	Ensure communication about PLD from PLD provider and ASL.																			
<b>Teachers:</b>	Use the knowledge and understandings gained for the benefit of their tamariki.	Support from ASL.																			

**NB: 2022 focus will be on specific tamariki/akonga data in writing achievement. Decisions on cohorts/groups to be made at the beginning of 2022 based on areas of need identified by schools from 2021 end of year writing data. This will be added to the Achievement Challenge document.**