

The logo consists of three stylized, overlapping mountain peaks in shades of green and teal, positioned above the text.

Te Kāhui Ako o
Taranaki Mohoao

Achievement Challenge Plan 2025-2026

<https://taranakimohoao.nz> (Updated 28 May 2024)

Our Vision:

Papatahi ki te Ngākau, Puutahi ki te Atawhai

Care and Collaboration to strengthen our community

We believe we have a moral obligation to care for every child in our community so that every school and every child experiences success. It is vital that we establish and continually develop strong links between the early learning, primary and secondary sectors to ensure transitions are fluid and successful for students. Families and whānau will have a clear vision of the pathway for their children. The wider community will understand our vision for students and share the responsibility to assist each learner to achieve their unique potential.

Values that underpin our work as a Kāhui Ako:

Manaakitanga	Whanaungatanga	Ako	Mahi tahi
Caring for students and promoting their: Emotional Wellbeing Spiritual Wellbeing Physical Wellbeing Mental Wellbeing	High quality teaching-learning relationships that support engagement and learning.	Reciprocal learning environments where the student is both teacher and learner and the teacher is also learning.	Collaboratively working together towards learner centred educational goals.

Stratford and Surrounding Districts . . .



Te Kāhui Ako o Taranaki Mohoao is made up of kura across Stratford and the surrounding districts: From Midhirst in the north to Eltham in the south, as far east as Makahu, and all the schools sitting under the eastern slopes of Mount Taranaki. Te Kāhui Ako o Taranaki Mohoao encompasses approximately 2076* students from year 1 to year 13. The main two ethnicities represented across these schools are NZ Māori* (28%) and NZ European (+70%). However, the schools are quite diverse in their make-up. (Note: Numbers are as at 1 July 2023).

The kura tumuaki in the Kāhui Ako have a long association of working together. Sub-groups of smaller professional development clusters have been seeking to strengthen students' learning and teacher skills over the past years. This has seen a strong foundation of trust established which will be strengthened by the work of the community of learning.

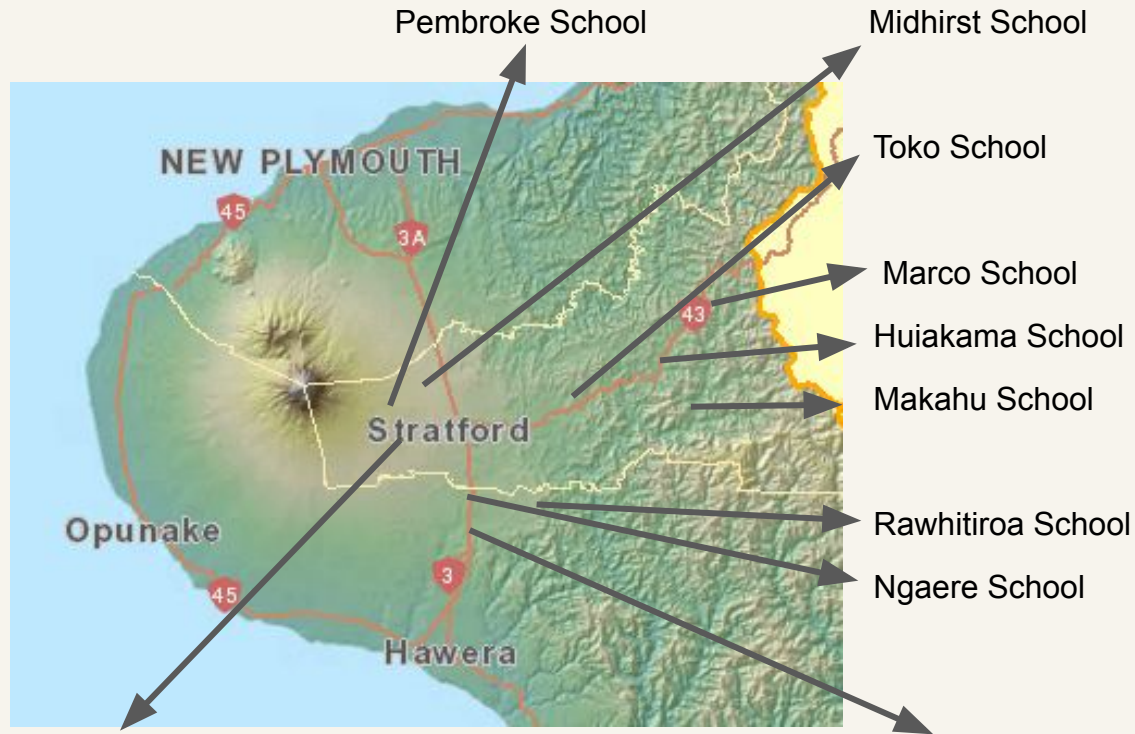
The area also has a considerable number of varied early learning opportunities. Connections and links are established between Early Childhood Education (ECE) and schools.

Te Kāhui Ako o Taranaki Mohoao falls within the following Iwi:









Our Schools and Communities:

In the heart of Taranaki . . .








Avon School, Taranaki Diocesan, St Joseph's, Stratford Primary School, Stratford High School Eltham School






Our Kura: We are a diverse group of kura

<p>Avon School</p>		<p>Avon School is a full primary school located in South West Stratford. We maintain a strong focus on pastoral care to enhance the development of the whole child. We are guided by our STAR values, Self management, Teamwork, Aroha, Respect and Success.</p>
<p>Eltham Primary School</p>		<p>We are a full primary school situated in the semi-rural Eltham community. Our vision is to create successful lifelong learners through providing high quality teaching within a co-operative values based environment. We are well-being focused with a strong impetus on building positive relationships, guided by our core values; whānaungatanga, honesty, ako, respect and empathy.</p>
<p>Huiakama School</p>		<p>Huiakama is a small sole charge rural school 32 kms east of Stratford. Established and built in 1896 the school has been a pillar of the community since. We had the Matau community join us in 2012 when the Matau School closed. We currently have a roll of 16-17 children, all of whom come a rural farming background.</p>
<p>Makahu School</p>		<p>Makahu School is a small rural school located 35 minutes east of Stratford off the Forgotten World Highway. Our ākonga thrive on the opportunities that abound in our rohe, taking pride in the place they live in. Learning is authentic and based on what the students and whānau see as being important and relevant today and in the future.</p>
<p>Marco School</p>		<p>Marco School is a sole charge rural school 67 kms east of Stratford. We are the midway point of the Forgotten World Highway. We have a roll of 19 students, mostly all from farming backgrounds. Our students like to be involved in sports and looking after the environment. We are awesome problem solvers which is reflected in the school Vision - We can and we will.</p>
<p>Pembroke School</p>		<p>We are a rural school on the doorstep of Mount Taranaki. At our school we empower students to become lifelong learners through ASPIRE and PEMBROKE.</p>




Our Kura:

Rawhitiroa School		We are a small, rural school 6 km east of Eltham. At Rawhitiroa School, we prepare our students for their future through Inquiry based curriculum focussing on learner agency and our school vision. (WAKA)
St Joseph's School Stratford		St Joseph's School is a state-integrated Primary School that goes up to Year 7-8. It was established by the Mission Sisters in 1897. We live by our School Values of Caring, Sharing and Serving. The school is part of the local Catholic Parish – the Immaculate Conception Church. There is a strong sense of fellowship in the community and the school enjoys a high level of parent /parish involvement and support.
Stratford High School		Stratford High School has a proud history of providing quality secondary education to Stratford and the surrounding area since 1897. We are committed to providing an environment that is warm, inclusive and that offers the educational opportunities for every student to be the best they can be. The promotion of our mission statement is supported by our HEART values which drive how we do things. Our vision is to develop well-rounded young people, ready to excel and this world. This vision is supported by our Learner Profile that identifies the key transferable skills that are relevant for our learners today.
Stratford Primary School		AIM High (Ki Runga Rawa): To be the best I can be... is what we want all tamariki to know and value. At Stratford Primary School these values are evident in everything we do in the class, playground, and community. AIM High (Ki Runga Rawa) is underpinned by developing Agentic Learners of the New Zealand Curriculum. We aim for all our ākonga to be achieving in the core areas of Literacy and Mathematics. We will support them to develop into lifelong learners across all areas of the curriculum, at school and within the wider community.
Taranaki Diocesan		We are a state integrated Anglican boarding and day school for girls, established in 1914 and with a rolled capped at 200 students. We believe there are no limits to what each girl can achieve and we inspire our girls to leave our gates as courageous leaders, successful learners and resolute women.





Our Kura:

<p>Toko School</p>		<p>Toko School is a rural school situated 10 km east of Stratford at the beginning of the Forgotten World Highway. Our school is seen as the hub of our area and we enjoy fantastic support from the wider community. Our vision is “quality learning for all in a caring community.”</p>
<p>Midhirst School</p>		<p>Established in 1879 in a private house with a roll of 12-14 students. Three years later in 1882 a new school and residence was built. Our school logo displays the koru in the heart of the mounga which symbolises the children as they are at the heart of everything we do. Manganui and Patea Rivers represented underneath the logo. The Manganui represents the boundary between Ngati Maru and Te Atiawa Iwi and the Patea represents the boundary between Ngati Maru and Ngati Ruanui Iwi. Our KAHĀ values are also part of the logo.</p>
<p>Ngaere School</p>		<p>Ngaere School is situated halfway between Eltham and Stratford with a roll of around 155. We have a mix of rural and town families who work together to ensure our children have the best opportunities to succeed through ‘Living and Learning with Respect.’</p>
<p>Avon Kindergarten</p>		<p>Avon Kindergarten is situated on the outskirts of Stratford where we have a beautiful view of our maunga and surrounding paddocks. Our sessions have children aged from 2 to 6 yrs and our current roll is 36.</p>
<p>Wonder Kids Stratford</p>		<p>Wonder Kids Stratford is a mixed age centre for children from birth until the start of school. Our small cosy environment mirrors a whānau atmosphere, where all children enjoy their days together with a focus on growing supportive, respectful relationships across children of all ages and abilities. Our current roll is 43.</p>

Our Kura:

Eltham Kindergarten		<p>Eltham Kindergarten is licensed to provide sessional education and care for children aged over two years. One-third of the children enrolled identify as Māori. The kindergarten philosophy emphasises responding to children's passions and current events, and partnerships with parents. We value and support, for all learners: Wonderment and Awe, Thinking and Questioning, Social Competence, Finding Humour, Respect, Creativity, Persistence, Curiosity, Confidence/Risk taking. Our current roll is 31.</p>
Great Kids		<p>Gr8 Kidz Childcare and Learning Centre is located in Stratford, in a purpose-built facility. The service has a Christian philosophy that aligns with the Vineyard Church ethos. The service provides education and care for up to 50 children, including 10 infants aged up to two years. Children benefit from warm, positive relationships with their peers and teachers. Learning conversations are relaxed and peaceful. Our current roll is 50.</p>
Koru Kindergarten		<p>Koru Kindergarten is a very unique kindergarten that provides quality education and care. We cater for children from the community along with children from the Stratford High School Teen Parent Unit. We are open from 8am-3.30pm, provide all food and cater for children aged from 3 months until the age of 6. We provide an holistic curriculum to ensure all children receive the best in quality care and education. The kindergarten's philosophy emphasises the importance of Manaakitanga (Nurture), Whānaungatanga (Relationships) and Maiatanga (Resilience).</p>

Our Kura:

<p>Little Steps</p>		<p>At Little Steps, we create a safe and engaging environment which promotes natural rhythms of play, discovery and self directed learning. Tamariki are supported and guided through loving relationships and genuine connections with their kaiako. Love, respect, and care are at the heart of all that we do. Here at Little Steps, family and community are highly valued and are an integral part of our curriculum. Our current roll is 51.</p>
<p>Natures Wonder</p>		<p>Nature's Wonder is a purpose built, beautiful and homely centre licenced for 12 under 2 year olds and 32 over two year olds, each with their own dedicated areas for play and development. We have dedicated teachers that provide a nurturing and loving environment for all our tamariki. Our philosophy is made up of three main pillars: Relationships, Nature and Beauty. Our current roll is 70.</p>
<p>Stratford Central Kindergarten</p>		<p>Stratford Central Kindergarten is licensed to provide all day education and care for children aged over two years. The kindergarten's philosophy emphasises the importance of relationships, inviting physical environments and teachers encouraging and supporting children. A parent committee supports the kindergarten with fundraising, finances and community events. The kindergarten is a new participant in the Enviroschools programme. Our current roll is 40.</p>
<p>Stratford Community Childcare Centre</p>		<p>Stratford Community Childcare Centre offers whole day care and education for children, including 12 up to two years old. The community-based, non-profit childcare organisation is governed by a committee of elected parents who support the management of the centre. Teachers notice children's interests and build on these to promote opportunities that nurture and develop social skills, resilience and persistence. Teachers play, learn and have fun alongside the children. Our current roll is 51.</p>

Te Kete o Taranaki Mohoao: Our Achievement Challenges

(The basket of Taranaki Mohoao holds these kaupapa themes)

Maramatanga - Enlightenment, Insight, Clarity (Cultural Capability)



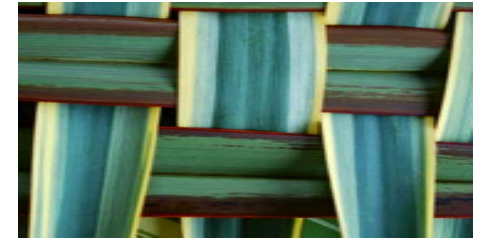
Strengthening our cultural capability to enhance learning relationships with ākonga, kaiako, whānau and iwi from across our Kāhui Ako Community.

‘Wānanga’ (Teaching → Learning → Agency = AKO)



- Structured Literacy and Mathematics.
- Evidence-based and differentiated pedagogies.
- Scaffolding teaching.
- Culturally Responsive Pedagogies.
- Learner Agency and Metacognition.
- Differentiated Teaching.
- Building expertise & capability for improvement and innovation.
- Data analysis for evidence based research.

‘Whanaungatanga’ (Relationships/Connection)



- Strengthening networks that constantly foster the development of well-being
- Fostering positive and consistent transitions from ECE to Primary School and then High School
- Fostering Wellbeing to support ākonga and staff to be at their best.
- Achieving National Attendance Goals.

Maramatanga

Belief:

It is important to our Kāhui Ako that our Māori students experience success as Māori.

Theory of Improvement:

If school leaders and teachers can create an environment where learners can succeed and be comfortable in their cultural identities, and learning environments reflect cultural ways of knowing, seeing and being and learning is tailored for and with students at the centre based on who they are, interests, and needs, then this creates a formula for Māori to succeed as Māori.

What have we already achieved as a Kāhui Ako in this space?

- Schools have developed tools to measure Cultural Capability in their schools.
- Many teachers have participated in Te Reo Ahu.
- The Kāhui Ako places a strong emphasis on how we demonstrate manaakitanga when we gather together (e.g. Yearly Pōwhiri for new staff).

Supporting Documents:

- Te Whare Tapu o Te Ngākau Māori. [Click here to view](#). MAC.
- The principles of culturally responsive teaching. [Click here to view](#). The Education Hub.
- Building genuine learning partnerships with parents. [Click here to view](#). ERO.

Wānanga

Belief:

To develop agentic learners requires a systematic and best practice approach to teaching and learning.

Theory of Improvement:

In order to succeed in their learning journey, ākonga need to have high expectations of themselves as learners: ākonga who feel confident about their capacity to learn, who set high goals for their learning, and who work for themselves to construct enjoyable, challenging learning pathways for their futures.

This can only be achieved by kaiako who clearly understand the nature of learning, the nature of the relationship that needs to be present to sustain learning and the ability to build on the following capabilities: building a learning focused relationship, clarity about what is to be learnt, assessment for learning, promoting further learning, active reflection, clarity about next learning steps.

What have we already achieved as a Kāhui Ako in this space?

- Kāhui Ako wide data processes have already been established for Writing (e-asTTle), PAT Mathematics and Reading. We regularly collect, analyse and use trends for form next steps.
- Kāhui Ako Schools have developed their Localised Curriculum Plans.
- Most teachers in the Kāhui Ako have already been trained through Structured Literacy.
- A strong, supported network to share practice.

Whanaungatanga

Belief: 1. Through strong community bonds, shared understanding and trust, transitions between schools and educational levels will be successful for our learners. 2. If students are positive, have a strong sense of identity and belonging, and connect well with others, they will achieve high levels of success.

Theory of Improvement: 1. Learners will benefit from more effective communication between kaiako, leaders, whānau and students about all learners before, during and after transition to new schools and beyond. This will be most effective when it is embedded in shared knowledge, systems, processes; a connected, continuous and appropriately challenging curriculum; and shared events. 2. Wellbeing is vital for student success. Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning, and their social-emotional behaviour.

What have we already achieved as a Kāhui Ako in this space?

- Strong transition networks from ECE to Primary School and Primary School to High School.

Supporting Documents:

- Starting School Together: What do we know? [Click here to view](#). ERO, 2022.
- The transition to secondary school. [Click here to view](#). The Education Hub.

Achievement Challenge: MARAMATANGA (Cultural Capability)

Key Improvement Strategies: To continue to enhance cultural capability across the Kāhui Ako.

	What we will do	Who:	What/When:	Indicators of Progress
Tumuaki: Cultural Lead	Continue with MAC PLD: Sharing practice, issues, concerns. Facilitating the understanding of key concepts, strategies and documents and developing tools and plans to confidently and competently implement them in schools.	Principals/ Cultural Leaders/ ECE Managers	One Hui each Term	PCCE1 PCCE9/TT10 IW2/TT13 IW3/TT14
Kaiako:	Continue: To support teachers to understand local narrative stories, waiata and tikanga. Pōwhiri at Whakaahurangi Marae. Continue: To support teachers development and confidence to speak Te Reo Māori. Offering teachers to train from Level 1-4.	Identified teachers and support staff in individual schools.	Pōwhiri: Term 1 Waiata/Narrative resource shared across the Kāhui Ako.	TL2/TT7 PCCE1
Tamariki/ Rangatahi:	Continue: To offer cultural opportunities to learn from each other (Cultural Festival). Continue to promote ākonga led pōwhiri and whakatau.	All schools and ECE Centres.	Cultural Festival Term 3.	C7/TT3
Whānau:	Continue: To provide whānau opportunities to engage in community events. As a Kāhui Ako, strengthen links between whānau and their hapu/iwi. create	Kāhui Ako Network, through schools/ECE Centres, promote community events and Iwio	Kāhui Ako Website updated to include Iwi and Hapu links. Kāhui Ako network promoting community events.	IW2/TT13 TL6

Achievement Challenge: WĀNANGA (Teaching + Learning = Agency = Ako)

Key Improvement Strategies: To build common teaching practice across the Kāhui Ako.

	What we will do	Who:	What/When:	Indicators of Progress
Tumuaki:	<p>Assessment for Learning (continue): Support each other to unpack trends/next steps for PAT Mathematics/Reading and e-asttle assessment trends. What practice is working to accelerate progress? Together, unpack the Common Teaching Model (new) and apply to current practice within our own schools. Identify practice that could be applied across the Kāhui Ako.</p>	Principals, supported by the MoE Advisors, Kāhui Ako Lead Principal and Across School Leaders.	<p>Two Termly Leadership Huis.</p> <p>Support in schools for Principals with the ASL.</p>	<p>C4: Schoolwide Assessment C6: Curriculum Leaders TL2: Evidence Pedagogies TL9: Culturally Responsive Pedagogies PCCE2: Collaboration PCCE3: Collective approaches</p>
Kaiako:	<p>Structured Mathematics and Structured Literacy (new): Provide professional development and network support for teachers to unpack the new Government requirements for teaching structured Mathematics. Support teachers in Year 4-6 to unpack and learn to apply Structured Literacy. Continue to build network capacity to share practice.</p> <p>ECE-Year 1-2 Network (continue): Sharing common practice and network support .</p>	<p>Network setup = ASL + WSL with their action plans; Knowledge base support = Leaders of Literacy and Mathematics; Teachers across the Kāhui Ako. WSL.</p> <p>ECE Managers/Yr 1-2 Teachers.</p>	<p>PLD planned for Term 1-3.</p> <ul style="list-style-type: none"> Teachers Only Day Super Staff Meeting Term 2-3 Offsite and school based PLD. Apply for additional Kāhui Ako PLD. 1-2 planned workshops after school to grow practice and network support. 	<p>L5: Leadership Networks C6: Support from Curriculum Leaders TL2: Evidence-based and differentiated pedagogies. PCCE: Professional Capability and Collective Efficacy.</p>
Tamariki/Rangatahi:	<p>Gathering ākongā voice (new): As a Kāhui Ako, discuss and explore ways of gathering school based ākongā voice to determine the level of success of Literacy and Mathematics interventions.</p>	Principal's supported by the Lead Principal.	<p>Share examples of how schools have gathered and used ākongā voice.</p> <p>When: Leadership Huis once per term.</p>	TL5: Learner engagement in learning.
Whānau:	<p>Utilise the Kāhui Ako network (new): To support whānau with the Government's new learning strategies for Literacy and Mathematics.</p>	Leaders sharing common practice examples/ resources.	Resources shared on the Kāhui Ako website to all schools.	TL 7: Supporting parents and whānau to engage in learning.

Achievement Challenge: WHANAUNGATANGA (Connection/Wellbeing/Transitions)

Key Improvement Strategies: To continue to enhance cultural capability across the Kāhui Ako.

	What we will do	Who:	What/When:	Indicators of Progress
Tumuaki:	Support teacher and ākonga wellbeing through collaborative practice and connection (continue): Leaders to continue to share good practice to support staff and students with their wellbeing, including attendance and transitions.	Lead Principal working with Principals and ECE Managers.	Sharing of strategies. Two Termly Leadership Huis.	L5: Networks and relationships to support transitions and success. IW1/TT12: Safe and inclusive environment.
Kaiako:	Support teacher wellbeing through collaborative practice and connection (continue): Teachers will be provided professional development and wellbeing workshops over the course of the year.	Lead: ASL Audience: Primary and Secondary teachers, as well as ECE Educators.	ToD with the Inglewood Kāhui Ako (Term 1). Super Staff Meetings focused on wellbeing (Term 3).	L5: Networks and relationships to support transitions and success.
Tamariki/ Rangatahi:	Transition support to High School (continue): Differentiated transition support for Year 8 ākonga who are moving to Stratford High School.	SHS Transition Team + Year 8 Teachers. Year 8 students from across the Kāhui Ako.	Planned transition plan in Term 3 and 4. Additional transition plan for at-risk ākonga.	L5: Networks and relationships to support transitions and success.
Whānau:	Attendance (new): As a Kāhui Ako, promoting the importance of attending school.	Leaders sharing common practice examples/ resources.	Resources shared on the Kāhui Ako website to all schools.	IW4: Reducing barriers and supporting access (e.g. attendance).

What does our Learning Network look like in practice?

Key Leadership Team	The Key Leadership Team is currently made up of the Lead Principal, two Supporting Principals, one High School Principal, one Primary School Principal and an ECE Manager. The team meet once a term to map out the direction of the Kāhui Ako, while also completing financial and personnel requirements for the Kāhui Ako.
Leadership Huis	Leadership Huis involve all Principals from the twelve Primary Schools and Two secondary Schools. ECE Managers are also invited. Huis are held twice a term. Topics include 'What is on top', Curriculum Development, MoE Presenters, Reviewing Kāhui Ako data trends, unpacking culturally responsive practice etc. The Hui creates a strong leadership network to support Principals and ECE Manager in their leadership roles.
Across School Huis	The Lead Principal and three Across School Leaders meet every week to plan, communicate and action the work of the Kāhui Ako. They are the glue that supports connecting all members of the Kāhui Ako. In their roles, ASL support schools with analysing schoolwide data, organising professional development sessions and promoting and communicating the Kāhui Ako network.
Emerging Leaders Network	The Across School Leaders, plan, lead and promote the Within School Leaders (WSL) Network. This currently consists of 14 teachers across the Kāhui Ako, as well as the three Across School Leaders. The Emerging Leaders regularly connect through the term, including one face to face Hui a term. This involves listening to a Keynote Speaker and sharing their WSL Action Plans that they are working on in their schools. Within School Leaders also present a Breakout session at the Teachers Only Day.

What does our Learning Network look like in practice?

ECE Network

Twice a term, the ECE Network meet together. The first session is focused on providing Professional Development for ECE Teachers and Primary School Teachers who teach Year 1-2 ākonga. This builds shared knowledge and collaboration across the network. The second session involves ECE Managers meeting with the Lead Principal to promote and discuss the work of the Kāhui Ako Learning Network.

Kāhui Ako Professional Development

The Kāhui Ako organises network professional development. This is focused on the Achievement Challenges of the Kāhui Ako. The Lead Principal gathers Principal and ECE feedback on what Professional Development Schools need support with. See below for some of the Professional Development that has been shared across our Kāhui Ako.

- Culturally Responsive Practice, Emerging Leaders (Kathe Tawhiwhirangi, Core Education); Te Reo Ahu;
- Learner Agency and Local Curriculums (Bek Galloway); Assessment for Learning, Leading by Learning (Ben Laybourn, Evaluative Associates); Structured Literacy (Massey University); Empowered Learning; e-asTtle Writing Workshops (Evaluative Associates); PAT Mathematics (NZCER); Middle Leaders (Nadia Ballantine, edLead Consulting);
- Empowered Online (Workshops for Teachers and Whānau); Lisa Tamati (Resilience), Paul Rangiwahia (Resilience and Wellbeing).

Kāhui Ako Events

The Kāhui Ako offers a range of additional network works. This includes a combined Teachers Only Day with the Inglewood Kāhui Ako. This day involves a key speaker and three breakout sessions, where teachers/guest speakers share their practice. In addition to this, two Super Staff Meetings are provided to the network. The first one in Term 2 focuses on building shared assessment knowledge, such as moderating e-asTtle Writing Samples. The Term 3 Super Staff Meeting promotes teacher wellbeing and personal effectiveness by using local motivational speakers.

What achievement data do we collect? How is this use to build shared understanding and consistent practice across the Kāhui Ako?

PAT Reading Comprehension	<p>In 2024, Te Kāhui Ako o Taranaki Mohoao agreed to use the Reading Comprehension Progressive Achievement Test (PAT) to identify school and Kāhui Ako reading trends. This assessment will be completed at the beginning of Term 4. Ākonga in Year 4 - 10 will complete the assessment.</p>
e-asTtle Writing	<p>Historically, the Kāhui Ako has administered the e-asTtle Writing Assessment over many years. This collective approach has seen all schools use this tool to assess writing. Some schools are also using the tool more than once in the year. To support schools to effectively use this tool, the Kāhui Ako has arranged workshops around using the tool and Super Staff Meeting that involve across school moderation. Across School Leaders have also supported schools to administer, assess and analyse writing data trends.</p> <p>At the end of each year, an analysis of the writing assessment has been completed to support schools to compare similar trends and success stories across the Kāhui Ako. This has supported collaborative practice and a better shared understanding of the common writing trends in our community. All schools are in a strong position due to this work to follow the new assessment guidelines in 2025.</p>
PAT Mathematics	<p>The Kāhui Ako has been using the PAT Assessment collective for the last few years. This information has been assessed by Across School Leaders and shared back to Principals. Across School Leaders have also supported schools to administer, assess and analyse Mathematics data trends. All schools are in a strong position due to this work to follow the new assessment guidelines in 2025.</p>
Previous Assessment Data	<p>Previously, Te Kāhui Ako o Taranaki Mohoao administered the NZCER Wellbeing Tool to gather data and trends on ākonga attitudes to learning. In 2024, some schools are sharing questionnaire tools to gather whānau voice around how safe our school environments are for ākonga.</p>

Maramatanga (Cultural Capability):

Outcomes (Self Review)

Actions	Improvement Required	Working Towards	Embedding	Excelling
<p><u>Curriculum/Te Tiriti o Waitangi:</u> C7/TT3: Integrated Te ao Māori learning opportunities</p>	<p>Te ao Māori, tikanga Māori, and mātauranga Māori are not yet included in all aspects of the school's curriculum.</p>	<p>Te ao Māori, tikanga Māori, and mātauranga Māori are beginning to be included in all aspects of the school's curriculum.</p>	<p>Te ao Māori, tikanga Māori, and mātauranga Māori are increasingly woven through all aspects of the school's curriculum.</p>	<p>Te ao Māori, tikanga Māori, and mātauranga Māori are effectively woven through all aspects of the school's curriculum</p>
<p><u>Curriculum/Te Tiriti o Waitangi:</u> TL2/TT7: Evidence based & culturally responsive pedagogies</p>	<p>Teachers are at an early stage of using evidence based and culturally responsive strategies to provide appropriate learning opportunities.</p>	<p>Teachers are beginning to use some evidence based and culturally responsive strategies, including heterogeneous grouping, and are providing some suitable learning opportunities.</p>	<p>Teachers use evidence based and culturally responsive strategies, including heterogeneous grouping, to provide purposeful and well-paced learning opportunities.</p>	<p>Teachers use a variety of evidence-based, culturally responsive strategies, including heterogeneous grouping, to provide cognitively challenging, purposeful and well-paced learning opportunities.</p>
<p><u>Professional Capability & Collective Efficacy:</u> PCCE1: High aspirations and shared responsibility</p>	<p>The school's professional learning community has not yet developed aspirations for the achievement, progress, and wellbeing of all learners. There is not yet a culture of shared responsibility for learner outcomes.</p>	<p>The school's professional learning community is beginning to share some aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers are beginning to establish a culture of shared responsibility for learner outcomes.</p>	<p>The school's professional learning community shares high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes.</p>	<p>The school's professional learning community shares high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes and work collectively to improve conditions for learning.</p>
<p><u>Professional Capability & Collective Efficacy/Te Tiriti o Waitangi:</u> PCCE9/TT10: Professional learning in te reo and te ao Māori</p>	<p>Leaders and teachers have limited opportunities to engage in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.</p>	<p>Leaders and teachers are beginning to engage in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning</p>	<p>Leaders and teachers are engaging in effective professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.</p>	<p>Leaders and teaching staff are fully engaged in and committed to ongoing and effective professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.</p>
<p><u>Inclusion and Wellbeing/Te Tiriti o Waitangi:</u> IW2/TT13: Identity, language and culture</p>	<p>Leaders and teachers are considering ways to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.</p>	<p>Leaders and teachers are beginning to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.</p>	<p>Leaders and teachers recognise, affirm, value and are taking steps towards catering for the diverse identities, languages and cultures of learners, parents, whānau and the community.</p>	<p>Leaders and teachers recognise, affirm, value and cater for the diverse identities, languages and cultures of learners, parents, whānau and the community.</p>

Actions	Beginning	Exploring	Developing	Embedding
<p>Curriculum: C4: Schoolwide Assessments</p>	<p>School-wide assessments across curriculum levels and learning areas are yet to be identified to ensure there is common agreement regarding assessment practices across the school. There is limited agreement on assessment practices across the school.</p>	<p>School-wide assessments across curriculum levels and learning areas are beginning to be identified, the school is working towards common agreement regarding appropriate assessment Practices. Assessment practices sometimes support learner, class and whole-school insights into learner progress during the course of the year and over time.</p>	<p>There is common agreement across curriculum levels, learning areas and across the school on appropriate assessment practices and progress markers aligned to the school Curriculum. Assessment practices increasingly support learner, class and whole-school insights into learner progress during the course of the year and over time.</p>	<p>Appropriate school-wide assessments across curriculum levels and learning areas are explicitly identified and progress markers aligned to the curriculum are embedded across the School. Assessment practices effectively support learner, class and whole-school insights into learner progress during the course of the year and over time.</p>
<p>Curriculum: C6: Support from Curriculum Leaders</p>	<p>Curriculum leadership roles provide limited support for teachers' professional understanding and use of teaching resources and tools.</p>	<p>Curriculum leadership roles provide some support for teachers' professional understanding and use of teaching resources and tools.</p>	<p>Curriculum leadership roles support teachers' professional understanding and use of teaching resources and tools.</p>	<p>Curriculum leadership roles consistently and effectively support teachers' professional understanding and use of teaching resources and tools.</p>
<p>Teaching and Learning: TL2: Evidence-based and differentiated pedagogies</p>	<p>Teachers are at an early stage of using evidence-based and differentiated teaching strategies to provide appropriate learning opportunities.</p>	<p>Teachers are beginning to use some evidence-based and differentiated teaching strategies, including mixed or diverse grouping, and are providing some suitable learning opportunities.</p>	<p>Teachers use evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide purposeful and well-paced learning opportunities.</p>	<p>Teachers use a variety of evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide cognitively challenging, purposeful and well-paced learning opportunities.</p>
<p>Teaching and Learning: TL3: Scaffolding Teaching</p>	<p>Teachers are not yet scaffolding learning or using knowledge of learners' strengths, needs and interests.</p>	<p>Teachers are beginning to scaffold learning, and using some knowledge of learners' strengths, needs and interests.</p>	<p>Teachers scaffold learning and use knowledge of learners' strengths, needs and interests.</p>	<p>Teachers intentionally scaffold learning and effectively use knowledge of learners' strengths, needs and interests.</p>
<p>Teaching and Learning: TL4: Learner agency and metacognition</p>	<p>Teachers are yet to consider learning strategies that support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.</p>	<p>Teachers are beginning to use a range of learning strategies to support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.</p>	<p>Teachers increasingly provide explicit instruction in learning strategies and learners are increasingly able to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy, and self-regulation.</p>	<p>Teachers consistently provide explicit instruction in learning strategies that enable learners to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.</p>

Wānaga (Teaching → Learning → Agency = AKO) Outcomes (Self Review)

Actions	Beginning	Exploring	Developing	Embedding
<p>Teaching and Learning: TL 5: Learner engagement in learning</p>	<p>Teachers use a limited range of strategies to engage learners in learning. Feedback for learners is inconsistent.</p>	<p>Teachers are beginning to engage learners in learning through questioning and feedback.</p>	<p>Teachers engage learners in learning through questioning, increasing exposures to concepts, ideas, skills and examples, along with some timely and specific feedback.</p>	<p>Teachers engage learners in learning through effective and purposeful questioning, the use of multiple exposures to concepts, ideas, skills and examples, along with timely and specific feedback.</p>
<p>Teaching and Learning: TL 6: Supporting parents and whānau to engage in learning.</p>	<p>Teachers are yet to provide support and resources to parents and whānau so they can assist their child's learning, progress and pathways.</p>	<p>Teachers provide some support and resources to parents and whānau so they can assist their child's learning, progress and pathways</p>	<p>Teachers provide relevant support and resources to parents and whānau so they can assist their child's learning, progress and pathways.</p>	<p>Teachers regularly provide relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways.</p>
<p>Teaching and Learning: TL 7: Assessment for adaptive teaching</p>	<p>Teachers are collecting, using and reporting limited assessment information; they are not yet adapting their practice to respond to learners' strengths and needs.</p>	<p>Appropriate assessment information is beginning to be used to plan for and report the progress and achievement of each learner; teachers are establishing ways to adapt their practice to respond to learners' strengths and needs.</p>	<p>Appropriate high-quality assessment information is increasingly used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to respond to learners' strengths and needs.</p>	<p>A range of appropriate high-quality assessment information is effectively used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to effectively respond to learners' strengths and needs.</p>
<p>Teaching and Learning: TL 9: Culturally-responsive pedagogies</p>	<p>Teachers are not yet using culturally-responsive pedagogies and practices to engage learners.</p>	<p>Teachers are beginning to use culturally-responsive pedagogies and practices that engage some learners with purposeful, engaging and relevant learning.</p>	<p>Teachers increasingly use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.</p>	<p>Teachers effectively use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.</p>
<p>Professional Capability & Collective Efficacy: PCEE 2: Trust-based communication & collaboration for professional agency</p>	<p>The school is at an early stage of building relational trust and communication to support collaboration.</p>	<p>Relational trust and communication are beginning to support collaboration in some areas of the school.</p>	<p>Relational trust and communication support increasing levels of collaboration, improvement, and innovation, and contributes to professional agency across many areas of the school.</p>	<p>High levels of relational trust and effective communication supports deliberate and coherent collaboration, improvement, and innovation, and contributes to professional agency at every level of the school.</p>
<p>Professional Capability & Collective Efficacy: PCEE 3: Collective approaches to improving teaching practice</p>	<p>There is limited teacher collaboration and inquiry into teaching practice to support learner progress and achievement.</p>	<p>Teachers are beginning to work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.</p>	<p>Teachers regularly work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.</p>	<p>Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement.</p>

Whanaungatanga (Learning Relationships):

Outcomes (Self Review)

Actions	Improvement Required	Working Towards	Embedding	Excelling
<p>Leadership: L5: Networks and relationships to support transitions & success.</p>	<p>Leadership is yet to establish educationally focused relationships with other education providers and community groups.</p>	<p>Leadership is beginning to build educationally focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.</p>	<p>Leadership builds educationally focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.</p>	<p>Leadership builds and sustains strong, educationally focused relationships with other education providers and community groups to support seamless learner transitions and increase opportunities for learning and success.</p>
<p>Inclusion and Wellbeing/Te Tiriti o Waitangi: IW1/TT12: Safe and inclusive environment.</p>	<p>The school is not yet providing a physically and emotionally safe and inclusive environment for all learners.</p>	<p>The school is taking steps to improve its provision of a physically and emotionally safe and inclusive environment for all learners.</p>	<p>The school is strengthening and consolidating its provision of a physically and emotionally safe and inclusive environment for all learners; the school is increasingly free from racism, discrimination and bullying.</p>	<p>The school provides a physically and emotionally safe and inclusive environment, free from racism, discrimination and bullying, for all learners.</p>
<p>Inclusion and Wellbeing/Te Tiriti o Waitangi: IW3/TT14: Wellbeing and inclusion policies and programmes.</p>	<p>Leadership does not yet have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.</p>	<p>Leadership is beginning to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.</p>	<p>Leadership is strengthening policies, programmes and practices to promote learners' wellbeing, inclusion confidence in their identity, language and culture; and engagement in learning.</p>	<p>Leadership ensures that a comprehensive range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.</p>
<p>Inclusion and Wellbeing: IW4: Reducing barriers and supporting access (e.g. attendance)</p>	<p>Reducing barriers and supporting access Leaders and teachers are not yet taking steps to reduce barriers to education and support access to learning for all learners.</p>	<p>Leaders and teachers are taking steps to reduce barriers to education and support access to learning for some groups of learners.</p>	<p>Leaders and teachers use increasingly effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.</p>	<p>Leaders and teachers use a range of effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.</p>
<p>Inclusion and Wellbeing: IW5: Wellbeing data</p>	<p>The school is yet to gather, analyse and act on learners' wellbeing data.</p>	<p>The school is beginning to gather, analyse learners' wellbeing data, and beginning to act on findings to ensure learners are free from harm.</p>	<p>The school gathers, analyses and acts on learners' wellbeing data to ensure that learners are free from harm and their experiences are mana enhancing.</p>	<p>The school regularly gathers, analyses and acts on learners' wellbeing data to ensure learners are free from harm and their experiences are mana enhancing.</p>

Evaluation and Improvement: Review Review)

Outcomes (Self

Actions	Improvement Required	Working Towards	Embedding	Excelling
Evaluation and Improvement: E1: Evaluation planning	A planned approach to school improvement is not yet in place, is ad hoc, or is not informed by evidence/evaluation.	A planned approach to school improvement is in place and is informed by evidence / evaluation.	A systematic approach to planning for school improvement is in place informed by high quality evidence and evaluation.	A systematic approach to planning for sustained school improvement and innovation is in place, and is informed by adaptive, responsive , high-quality evidence and evaluation.
Evaluation and Improvement: E2: Embedded evaluation for improvement	A shared understanding of the role of evaluation in school improvement is not yet in place .	The school is building a shared understanding of the role of evaluation for improvement.	The school has an embedded understanding of the role of evaluation for improvement.	The school has an embedded and sustained understanding of the role of evaluation for improvement.
Evaluation and Improvement: E3: Evaluation capability	Evaluation capability in the school is limited .	Evaluation capability in the school is growing .	Evaluation capability in the school is established across groups / year levels / units.	Evaluation capability is embedded across the school and across groups / year levels / units and is valued and sought out by peers.
Evaluation and Improvement: E4: Cycle of evidence-driven school improvement	Leaders and teachers are not yet using evaluative evidence to plan and implement actions for improvement or monitor the progress and impacts of their actions.	Leaders and teachers are beginning to use evaluative evidence to plan and implement actions for improvement and monitor the progress and impacts of their actions.	Leaders and teachers regularly use evaluative evidence to plan and implement actions for improvement and monitor the progress and impacts of their actions using appropriate measures and indicators.	The use of evaluative evidence to plan and implement actions for school improvement is an embedded practice. Leaders and teachers monitor the progress and impacts of their actions using appropriate measures and indicators and capture learnings to inform future planning cycles.
Evaluation and Improvement: E5: Organisation conditions	Organisational conditions to drive strategic improvement are not yet established .	Organisational conditions, including leadership, policies, systems, processes and practices, are being established to drive strategic improvement.	Organisational conditions, including leadership, policies, systems, processes and practices, are being strengthened to inform improvement.	Coherent organisational conditions , including leadership, policies, systems, processes and practices, drive strategic improvement at all levels of the school.