

Te Kāhui Ako o Te Whanganui-a-Tara

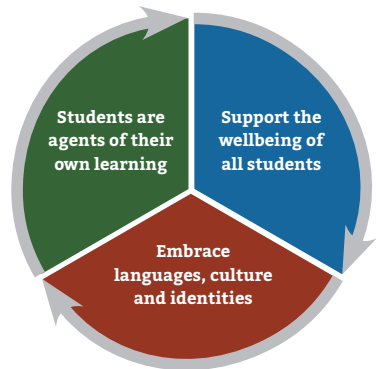


Mā te mahi tahi tātou ka eke *By working together we all benefit*

2024 IN REVIEW

- 2** professional development days: He Rā Kāhui Ako and Primary Hui
- 8** keynotes and workshops by visiting academics
- 2** Wānanga Weeks of after-school workshops
- 90** workshops for and by teachers
- 500** attendees at each of 2 parenting evenings
- 900** students participating in Whakanui Ahurea cultural festival
- 1** sporting tournament: Kī-o-Rahi
- 1** co-ordinated induction to secondary day: Wellington Girls' & Wellington College
- 20+** senior leaders involved in leadership wānanga with the Wellington Tenth Trust

We exist to maximise the wellbeing and achievement of our **5000 ākonga**, through the collaboration of **450 staff** across **two secondary** and **seven primary schools**.



Our Kāhui Ako team consists of two principals (Co-leads), seven across-school leads (ASLs), who work on the achievement challenges across all kura, and 32 within-school teachers (WiSTs) working within their own kura.



Whakanui Ahurea.

Culturally Sustaining Practice: We affirm the cultural distinctiveness of all

WHAKANUI AHUREA – CULTURAL CELEBRATION

Around **900** students from Year 1 to 13, presented Kapa Haka, Pasifika and Asian performances, with a focus on whanaungatanga (belonging), not competition.



Wellington Girls' College and Wellington College students teach primary school ākonga a waiata-a-ringa.

TIRITI REVIEW FRAMEWORK

All kura use our self-review framework to analyse how well they are giving effect to Te Tiriti and what next steps should be. The data show our efforts in engaging with mana whenua have led to strong progress in Article One.

TUAKANA-TEINA

We are building tuakana-teina relationships between students Years 1 to 13. These include kapa haka, drama, coaching kī-o-rahi, language learning and career opportunities.



Target: To achieve 100% equity in academic achievement, attendance and sense of cultural safety and belonging at school by the end of 2026.

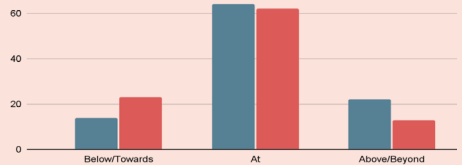
MANA WHENUA RELATIONSHIPS

Termly hui with Wellington Tenth Trust are building stronger relationships with Te Atiawa. Principals and deputy principals meet to grow understanding of Mātauranga Māori, pūrākau and local histories.

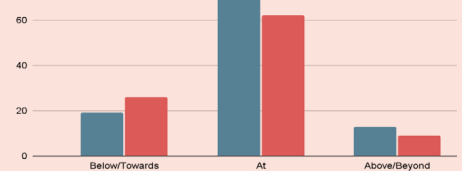
MĀORI ACHIEVEMENT DATA

We have developed a trusted and streamlined system for collecting and analysing the achievement of ākonga Māori and non-Māori Years 1 to 13 across all kura.

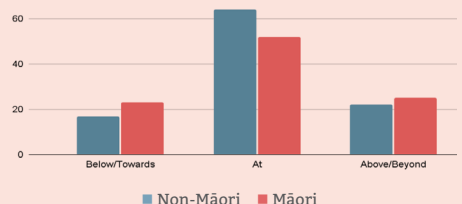
Reading Y1-10



Writing Y1-10



Maths Y1-10



Wellbeing: We support the wellbeing of all ākonga

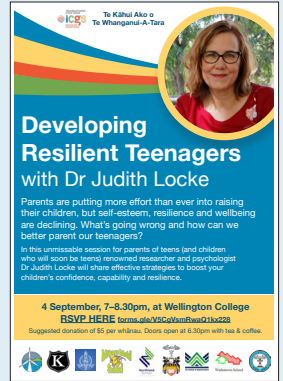
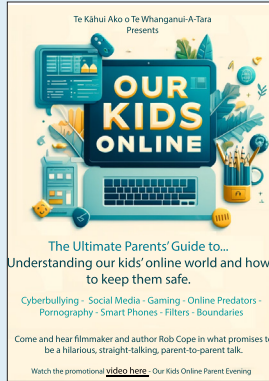
Mental health concerns are increasing for rangatahi throughout New Zealand. Across our own kura, staff see growing anxiety and decreased attendance. We aim to engage the whole community to improve ākonga well-being, attendance and achievement.

PARENTING EVENINGS

Each event this year was attended by **over 500 parents**. Feedback from parents shows:

- More parents keeping phones and devices out of bedrooms and bathrooms
- Stronger parental boundaries and use of web filtering
- Parents working together to set healthy expectations
- More offline recreational and social activities
- More parents setting boundaries for their children and holding them to higher expectations

We hope to see increasing resilience in our young people as they practise overcoming setbacks.



"Amazing evening, thanks. No cellphone in bedroom ever since."

"Myself and some other parents in our neighbourhood have since got together and started a group to share info and talk through protecting our boys."

"Yes, we need more of these to help us parents be better parents."

"Such an amazing feeling of being part of a positive proactive community."

FOCUS GROUPS

The NZCER Wellbeing@School survey and PISA data show that **belonging is a pillar of well-being**. We're running focus groups across all our kura to gather student voice to highlight strengths and next steps, on questions such as:

- What makes you want to come to school?
- What do you share at school from your culture or family?
- What things does your kura do to show that it's ok to be different?

"Parents are good motivation. My future job. Trying to get a good education. Maybe go to university. Make my parents proud. Get a good future."

"Usually people call me [the wrong name] but I've got used to it."

"I don't share much because people turn it into a joke or are racist about it"

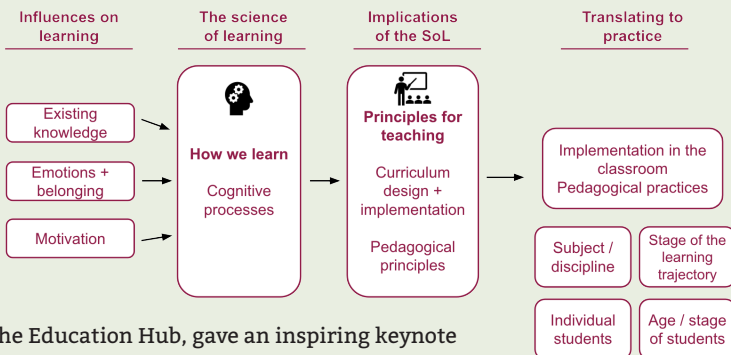
"A safe person is my tutor teacher, because I see him three times per week so kind of know him. He's kind. He'll listen."



Target: Increases in student well-being and belonging reflected in increased student attendance (90% of students attending regularly) and achievement by the end of 2026.

Agency: Students are agents of their own learning

HE RĀ KĀHUI AKO – PROFESSIONAL DEVELOPMENT DAY



Dr Nina Hood, from the Education Hub, gave an inspiring keynote at He Rā Kāhui Ako in March on the science of learning and the current state of education in Aotearoa. The **400 kaiako** present were left invigorated and with a greater sense of shared purpose. This diagram shows her model of the many factors involved in teaching and learning.

“I valued the time, as a year 7/8 teacher, to work alongside teachers from other primary schools and the colleges to look at where we are judging their writing and what the expectations are on them in years 11 and 12. The conversations that we had ... were really valuable and wouldn’t have happened if we weren’t in the room together.”

“Working across schools means we have a focus and are all working on the same thing from year 1s to year 13s. Together we are more effective.”

“I am really excited to try using the [writing] framework. I feel I have been stumbling in the dark and that this gives me more clarity as to what the kids should be achieving. Appreciate all the hard work that has gone into this mahi.”

WRITING PATHWAYS

All primary kaiako and Year 9 and 10 English kaiako met to discuss moderation and writing.



CURRICULUM CONNECTIONS

Wānanga involving all kura have focused on the science of learning, student agency, and curriculum/subject-specific supports. We have also launched focus groups on numeracy and literacy from primary to secondary.



CURRICULUM ELABORATIONS

Supports created for the writing progress outcomes in the new draft of the English curriculum. These supports have useful links, teaching ideas, and explanations for each year level’s indicators.



Target: 80% of students meeting or above the expected curriculum level, including writing co-requisites, by the end of 2026.

For more information, contact
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