

Whitestone Kāhui Ako

Working Together – Achieving Together



Strategic Direction 2022 - 2025

Ō tātau akoranga huanui
Our learning pathway

Our Logo

This artwork was selected to visually represent the Whitestone Kāhui Ako as it embodies the following symbolism;

- *The sharing of the breath is representative of our partnership.*
- *The material aptly represents North Otago and our rich landscape.*
- *As Oamaru Stone is made up of life that has gone before, we acknowledge the past, the efforts of those that have given us the foundations of today.*
- *The koru acknowledges our bicultural heritage and obligations under Te Tiriti o Waitangi.*
- *The koru is a symbol of growth that underpins our vision.*
- *The kete represents the collective knowledge and energy we bring to our challenge.*
- *The koru forms represent the meeting of minds and nurturing.*
- *Both korus give the appearance of sharing of breath as in the hongi.*



We acknowledge the Artist: Shaugn Briggs

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Introducing Whitestone Kāhui Ako

Membership

Full Primary Schools

- Glenavy School
- Papakaio School
- St Joseph's School
- Weston School
- Totara School
- Maheno School
- Five Forks School
- Hampden School

Secondary Schools

- St Kevin's College
- East Otago High School

Early Childhood Educators

- Little Wonders
- Barnardos - Oamaru Early Learning Centre
- Oamaru Kindergarten Association

Mission

As a network of learning organisations we:

- collaborate to enhance and sustain learning in the Waitaki District
- have a collective moral purpose to provide dynamic, future focused learning opportunities to shift achievement.

Vision

Through collaboration we engage, equip and inspire our learners.

As a Kāhui Ako, we want to scaffold our ākonga to be confident, connected, actively involved, lifelong learners. This requires a focus on effective transitions and shared underlying pedagogy.

Goals

Our goal is to improve student progress and achievement by:

- enhancing student learning, collaborating, sharing information and resources
- identifying, developing, and embedding effective practice.

Values and Beliefs

Our overarching values are Excellence and Equity in the context of Te Whariki and the New Zealand Curriculum. This commits us to honesty, trust, integrity and a willingness to work for the common good.

Spirals of Inquiry and Practice Analysis Conversations are the tool for unpacking and exploring our hunches and practice in an ethical, respectful and transparent way.

Guiding Principles

Collectively we aim to achieve outcomes for our learners that exceed the results we have traditionally obtained as individual educational entities by building on the Principles of Te Whāriki and the New Zealand Curriculum.

We are committed to sharing and adopting best practice and use of effective pedagogy throughout the network. Implicit within this approach is the use of transparent and impartial tools for measuring progress.

Collaboration within the Kāhui Ako is done in the spirit of Honesty and Integrity, Equity, Excellence, Respect, Altruism.

The Key Competencies of the New Zealand Curriculum are acknowledged as the dispositions we seek to nurture in our students as they journey through our Kāhui Ako.

A locally designed longitudinal curriculum that responds to data identified challenges in a holistic way will be the platform for fostering these dispositions from Early Childhood through Secondary education and beyond.

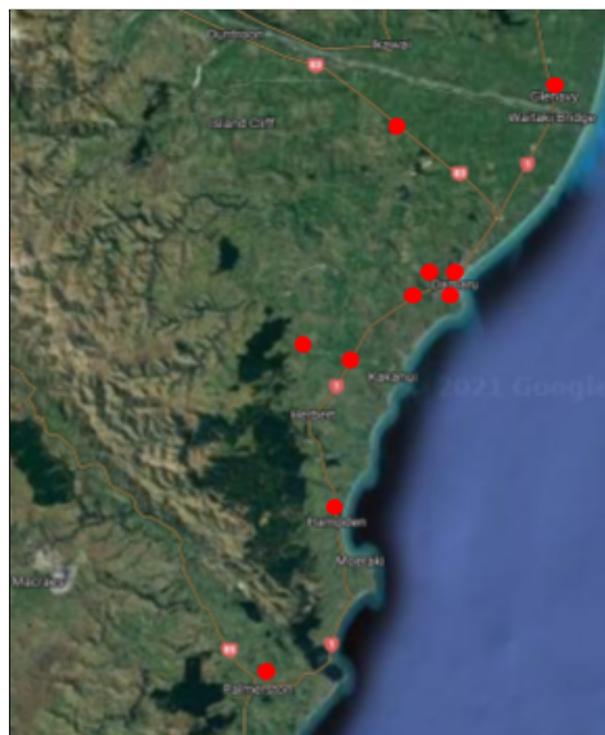
Underpinning Pedagogy

Our Kāhui Ako commits to using evidence based approaches to underpin the development and delivery of reflexive curricula and pedagogy, and to strengthen staff capability and capacity across our Early Childhood Educators and schools.

Whitestone Kāhui Ako Profile

Our Community

The Waitaki District is traditionally known as a provincial and farming region. In recent years we have seen an emerging tourism market. Oamaru, the largest town is home to around 13,000 people and offers the historic Victorian precinct (including Victorian Heritage Week), little blue penguins and Steampunk HQ. It relies heavily upon employment in service industries, the freezing works, tourism, education and dairying. Recently the community has had an increase in cultural diversity with an increase of Pasific Peoples, most notably Tongan families, in town areas and Filipino families in the country and Catholic schools. Palmerston is our southernmost service town with a population of about 800 and home to East Otago High School.



Our Membership

The Whitestone Kāhui Ako is made up of a cross section of the education pathways including kindergarten through to secondary school. We have Early Childhood Education connects to the Kāhui Ako through the Oamaru Kindergarten Association (Casa Nova, Edna McCulloch, Glen Warren, Maheno and Holmes Kindergartens) as well as Little Wonders ECE and Barnardos - Oamaru Early Learning Centre. The schools and kindergartens are attended by a wide cross section of the greater Oamaru Area.

Our school deciles range from 6 to 9. They gather learners from all socio and economic groups. Increasingly many of the schools and kindergartens are reporting an increase in numbers of students who need support in their learning. There is an increasing number of families who face social and economic challenges.

The Kāhui Ako includes eight Full Primary Schools and two High Schools. Two of the schools, St Joseph's and St Kevin's, are Catholic integrated schools. The Community draws in both urban and rural students.

Three of the primary schools are rural within 25 minutes' drive of Oamaru. St Kevin's College not only draws students from North Otago Schools but due to their boarding establishment they have students from surrounding districts as well as internationals. There are approximately 300 students learning across the ECEs and 800 students attending the primary schools and 600 at the secondary schools.

Altogether the Community of Learning provides education to approximately 1,700 students. Māori ākonga comprise 9% of the students and are fairly evenly distributed through our learning centres. 7% of the students are Pacific Peoples. Although the rolls are relatively stable, there are several community changes that have impacted on schools and their make-up.

Rural schools have more transient and students who are English Language Learners (ELLs) and in particular Filipino. Oamaru has had an increase in numbers of Pasifika families, mainly Tongan, making up 3% of the district's population. This has impacted achievement as new students learn a new language. Our schools and kindergartens are highly motivated and have formed a supportive learning community.

The Whitestone Kāhui Ako shares the common goal of improving outcomes for our students. Waitaki schools have a strong history of working cooperatively having originally worked collaboratively in a Learning and Change Network.

Each of the schools/kindergartens has Boards and Principals/Leaders who are committed to raising achievement within their settings. All primary schools in the Whitestone Kāhui Ako have embraced 21st century learning approaches.

There are a limited number of tertiary pathways available in Oamaru through Ara Institute of Canterbury.

Challenges and Opportunities

The Kāhui Ako has identified areas of challenge and opportunity including:

1. Transition of learners at many different points and levels creating a sense of belonging for children, their whānau and teachers.
2. Shared understanding of curricula and their alignment and connections.
3. Support with oral and written language to extend the growth in outcomes for children around literacy.
4. Sharing achievement data across the pathways to celebrate achievement and inform teaching practice.

After analysing our shared data, the following salient achievement trends are clear. Some of them are true of every learning centre and some are relevant to most.

- Boys are performing significantly below the girls in literacy and in particular writing.
- There are a significant number of boys whose literacy skills limit their ability to complete NCEA Achievement Standards at high school level.
- There are pockets of students with complex and compound learning issues.
- There are increasing numbers of children from families facing social and economic challenges.
- Achievement of our Māori students is lower than that of the NZ European Cohort.
- Achievement of Pacific Peoples is lower than that of the NZ European Cohort.

Whitestone Kāhui Ako Planning

National Education and Learning Priorities NELPs		Kāhui Ako Needs and Aspirations	Success Indicators from an Education Review Office Excellence & Equity Perspective	
Objectives	Priorities	Goal	Excellence	Equity
Learners at the Centre	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	The ākonga in our kāhui ako are thriving. #Hauora for Life	An expectation that hauora indicators are consistently high across our kāhui ako	PB4L school wide, restorative practice and Ka Hikitia principles are consistently and effectively applied across the kāhui ako
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	A co-constructed, challenging and engaging Local Curriculum is delivered using quality pedagogy to develops agentic, lifelong learners #Engaging Curriculum for All	Kaiako, together with whānau, have high expectations of ākonga and deliver a rich curriculum using quality pedagogy to develops agentic, lifelong learners	Ākonga, whānau and kaiako co-construct a culturally responsive, challenging and engaging Local Curriculum that meets the needs of all ākonga
Barrier Free Access	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Inclusive tikanga develops agentic, lifelong learners #Inclusive Practice for All	Kaiako have high expectations of all ākonga and use appropriate tools to monitor progress, such as narrative assessment, portfolio work and standardised testing.	Universal Design for Learning (UDL) is used to remove barriers to accessing learning for all ākonga.
	Ensure every learner/ākonga gains sound foundation skills, including language,	By being literate and numerate	Ākonga are all on track for achieving at or above NCEA	Ākonga all have the literacy and numeracy skills to access the

	literacy and numeracy	ākonga are prepared for life's challenges # Learning tools for Life	Level 2 or at a level that is educationally appropriate	curriculum meaningfully.
Quality Teaching and Leadership	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Ākonga experience a local curriculum which values and is rich in mātauranga Maori #Bicultural Curriculum	Kaiako deliver a curriculum rich in mātauranga Maori in an engaging and culturally responsive way challenging all ākonga to achieve to their potential	Ākonga all experience a local curriculum rich in Mātauranga Maori and have the opportunity to demonstrate their learning in an appropriate context.
	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Quality PLD through regular engagement with kōtuitui supports kaiako in their Professional Growth Cycle #Better Teaching - Better Learning	Kaiako, experience, through kōtuitui, PLD that is targeted, grounded in up to date pedagogy and professionally robust.	Kaiako, experience, through kōtuitui, PLD that meets their Professional Growth Cycle needs.
Future of Learning and Work	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.	Meaningful pathways and transitions lead to success for ākonga #Pathways for Success	Ākonga have high aspirations and the opportunities to transition to personally meaningful next steps on their career pathway journeys.	Ākonga all have equitable opportunities to follow a personally meaningful pathway.

Achievement Challenge Overview

From the planning document, three goals have been condensed.

1 Literacy and Numeracy for Learning	
<p>Goal</p> <p>#Ensuring that our ākonga have the necessary literacy and numeracy skills to become lifelong learners.</p>	<p>Approach</p> <ul style="list-style-type: none"> • Implement a structured literacy approach across the kāhui ako. • Give kaiako the time and skills to work with the Learning Progressions Framework (and PACT) to ensure that all kaiako are teachers of literacy and numeracy able to offer support to ākonga at all levels.
2 Engagement, Agency and Achievement	
<p>Goal</p> <p>#Co-constructing an engaging local curriculum that is inclusive and fosters engagement, agency and achievement for all ākonga.</p>	<p>Approach</p> <ul style="list-style-type: none"> • Continue to develop a rich local curriculum that uses a Universal Design for Learning approach to encouraging inclusive curriculum delivery and mātauranga Maori within the context of each schools' community. • Use Mini Spirals of Inquiry, Practice Analysis Conversations and Kōtuitui PLD opportunities to build kaiako capacity.
3 Hauora for Life	
<p>Goal</p> <p>#Establishing a kāhui ako wide learning environment that supports and nurtures hauora, allowing kaiako and ākonga to thrive.</p>	<p>Approach</p> <ul style="list-style-type: none"> • To develop kaiako capacity with restorative practice. • To support kāhui ako to implement positive wellbeing initiatives. • Use flexible timetabling to support meaningful career pathways options. • Ensure action plans are developed and implemented to allow all ākonga to experience a smooth and effective transition within and across kura.

Achievement Challenge Rationale

The following evidence was used to inform our decisions:

1 | Literacy and Numeracy for Learning

Goal: Ensuring that our ākonga have the necessary literacy and numeracy skills to become lifelong learners.

Baseline data

Year 1 to 8 Cohort. (The 2016 benchmark is in brackets.)	2020 Year % of Students at the expected level or above.		2020 Year % of Maori at the expected level or above.		2020 Year % of Pacific Peoples at the expected level or above.		2020 Year % of Males at the expected level or above.	
	Writing (77%)	Numeracy (81%)	Writing (66%)	Numeracy (73%)	Writing (61%)	Numeracy (65%)	Writing (67%)	Numeracy (80%)
1	69	74	66	66	N/A	N/A	66	74
2	56	65	75	75	43	71	72	76
3	76	87	86	86	67	90	69	89
4	78	84	80	63	0	50	68	85
5	67	72	60	50	50	33	44	74
6	77	87	75	100	N/A	N/A	71	87
7	71	88	73	87	100	100	68	87
Average	70.6	79.6	73.6	75.3	52.0	68.8	65.4	81.7
Year 9 Cohort								
	Reading (63%)	Numeracy (50%)	Reading (38%)	Numeracy (38%)	Reading (75%)	Numeracy (50%)	Reading (54%)	Numeracy (58%)
Secondary	71	72	76	76	73	50	66	68
Year 10 Cohort								
	Reading (56%)	Numeracy (73%)	Reading (56%)	Numeracy (38%)	Reading (60%)	Numeracy (60%)	Reading (42%)	Numeracy (67%)
Secondary	69	73	55	64	75	66	62	69

It is evident from the baseline aggregated data in the table above that despite a concerted effort over four years the literacy and numeracy goals have not been achieved on a Kāhui Ako wide basis. As this was our first attempt at setting Targets, the goals were aspirational and did not take into account the amount of staff and student churn. The number of students moving school on the dairy relocation day clearly indicates the difficulty of measuring change when the cohort is not made up of the initial students. Hatty et.al. have noted that school change is one of the significant contraindications of success for learners. It is clear that our learners are not at a level that prepares them adequately for NCEA level achievement and become lifelong learners. The following targets will be challenging to achieve but are important for students to access NCEA.

Targets details for Literacy

Writing Primary	2021 %	2022 %	2023 %	2024 %
Students at the expected level or above.	70.6	74	77	80
% of Maori at the expected level or above.	73.6	75	77	80
% of Pacific Peoples at the expected level or above.	52	56	61	65
% of Males at the expected level or above	65.4	68	71	75

Reading Comprehension Secondary Y10	2021 %	2022 %	2023 %	2024 %
Students at the expected level or above.	70	74	77	80
% of Maori at the expected level or above.	66	69	72	76
% of Pacific Peoples at the expected level or above.	74	75	77	80
% of Males at the expected level or above	64	68	71	75

Targets details for Numeracy

Mathematics Primary	2021 %	2022 %	2023 %	2024 %
Students at the expected level or above.	79.6	81	83	85
% of Maori at the expected level or above.	75.3	78	81	85
% of Pacific Peoples at the expected level or above.	68.8	72	76	80
% of Males at the expected level or above	81.7	83	84	85

Mathematics Secondary Y10	2021 %	2022 %	2023 %	2024 %
Students at the expected level or above.	72.5	74	77	80
% of Maori at the expected level or above.	70	73	76	80
% of Pacific Peoples at the expected level or above.	58	62	66	70
% of Males at the expected level or above	68.5	72	76	80

2 | Engagement, Agency and Achievement

Goal: Co-constructing an engaging local curriculum that is inclusive and fosters engagement, agency and achievement for all ākonga.

Target:

To improve ākonga engagement, agency and achievement. We will gather baseline data early 2022, analyse the data gathered and aim to increase the results of the agreed indicators by each year from 2022 to 2024.

Approach:

During late 2021 and early 2022 the Kāhui Ako will undertake sampling surveys such as NZCER’s “me and my school” survey and the Teaching, School, and Principal Leadership Practices (TSP) Survey to gain baseline data. The data collected will be used to develop and monitor a number of quantifiable qualitative measures for gauging success by the end of 2022. The Kāhui Ako Aspirations, Actions and Tools for measurement table that follows, give some thoughts to explore.

3 | Hauora for Life

Goal:

Establishing a kāhui ako wide learning environment that supports and nurtures hauora, allowing kaiako and ākonga to thrive.

Target:

To improve ako hauora . We will gather baseline data early 2022, analyse the data gathered and aim to increase the results of the agreed indicators by each year from 2022 to 2024.

Approach:

During late 2021 and early 2022 the Kāhui Ako will undertake sampling surveys such as NZCER’s “wellbeing” survey to gain baseline data. The data collected will be used to develop and monitor a number of quantifiable qualitative measures for gauging success by the end of 2022. The Kāhui Ako Aspirations, Actions and Tools for measurement table that follows, give some thoughts to explore.

Kāhui Ako Aspirations, Actions and Tools for measurement		
Aspects	Areas for development and actions	Monitoring Measurement tools
The ākonga in our kāhui ako are thriving.	Attendance data indicates significant absenteeism. There are differences within individual schools and across the kāhui ako. There is variation between students of different age, gender and ethnicities. Many of the factors involved are beyond our control such as sickness,	<ul style="list-style-type: none"> Attendance rates as a proxy for general wellness. Long term attendance issues will be individually unpacked to find any underlying issue. Ākonga will complete the NZCER Wellness survey to give empirical

	<p>however it is acknowledged that when there are factors within our control that they will be addressed.</p> <p>The NZCER survey provisional data indicates a number of ākongā are feeling unsafe at school.</p> <p>Ākongā have indicated that when bullying incidents occur, they would simply like the matter resolved in a mana preserving way. The number of incidents being recorded in pastoral notes is significant. Restorative process is a useful tool for restoring broken relationships in a mana preserving way.</p> <p>The action point is to survey ākongā about issues and follow them up with practical solutions based on restorative processes.</p>	<p>evidence about safety and required action.</p> <ul style="list-style-type: none"> • The number of discipline incidents recorded and restorative interventions used as a proxy for the issues being experienced. • Bullying and discrimination stand down and suspension numbers are a direct measurement of prevalence of this type of behaviour.
<p>A co-constructed challenging and engaging Local Curriculum fosters Agentic Learning</p>	<p>Attendance data indicates significant absenteeism. There are differences within individual schools and across the kāhui ako. There is variation between students of different age, gender and ethnicities. As above, engagement is a factor in absenteeism.</p> <p>The action point is to give ākongā, whānau and kaiako a voice to co-construct challenging and engaging Local Curriculum to foster Agentic Learning and engagement for all ākongā</p>	<ul style="list-style-type: none"> • Referral or withdrawal following classroom discipline incidents will be investigated as a proxy for engagement. • Attendance rates as a proxy for engagement. • Long term attendance issues will be investigated to find any underlying issue such as lack of engagement. • Ākongā will complete the NZCER Wellness survey to give empirical evidence about engagement a required analysis and action.
<p>Inclusive tikanga develops agentic learners</p>	<p>Surveys report a significant number of issues identified by ākongā who are trying to access the curriculum. Typical examples include dyslexia, dyspraxia and dyscalculia.</p> <p>The action point is to encourage and train kaiako to use Universal Design for Learning to create a more inclusive approach to curriculum delivery. Kaiako have high expectations of ākongā and monitor progress closely.</p>	<ul style="list-style-type: none"> • AREA indicators (Attendance, Retention, Engagement and Achievement) can be used as a proxy to monitor improvement as a result of inclusive tikanga. • The NZCER inclusive practice survey can be used to gain empirical evidence of progress.

<p>Ākonga are literate and numerate.</p>	<p>A significant number of ākonga are below their expected curriculum level as measured by e-Asttle testing and PATs.</p> <p>The action point is to implement structured literacy approaches to ensure ākonga are all on track for achieving at or above NCEA Level 2 as they transition from secondary school.</p>	<ul style="list-style-type: none"> • The Lucid testing suite, e-Asttle, PATs and Learning Progressions Framework gives a clear indication of literacy and numeracy issues as well as giving benchmarks for progress. • Structured literacy approaches such as Better Start Literacy to enable the use of more explicit approaches in the teaching of reading, which are more inclusive to a wider range of learners.
<p>Ākonga experience a local curriculum rich in Mātauranga Maori</p>	<p>Kāhui ako curriculum planning needs to formally acknowledge mātauranga Maori at the foundational level. Students are not currently able to receive acknowledgement for mātauranga Maori alongside traditional eurocentric knowledge. Kaiako are aware of culturally responsive pedagogy and need to implement strategies.</p> <p>The action point is to develop a local curriculum or inclusive of Mātauranga Maori allowing all ākonga to experience success.</p>	<ul style="list-style-type: none"> • Kaiako can have peers observe their lessons and use a uniform kāhui ako wide approach (Practice Analysis Conversations) to unpack issues. • Local curriculum design can ensure mātauranga Maori is respectfully and seamlessly integrated into schemes of work, strongly reflecting the needs and desires of each school's community.
<p>Quality PLD through regular engagement with kōtuitui supports kaiako in their Professional Growth Cycle</p>	<p>Accessing PLD is challenging for schools acting on their own. The kāhui ako wide PLD model which allows for a collective approach and pooling of resources based on the annual needs analysis.</p> <p>The action point is to ensure the week 2 and week 8 kōtuitui delivers targeted PLD, grounded in up to date pedagogy and professionally robust and meets kaiako Professional Growth Cycle needs.</p>	<ul style="list-style-type: none"> • Attendance at kōtuitui PLD gives feedback about kaiako engagement. • Kaiako can have peers observe their lessons and use a uniform kāhui ako wide approach (Practice Analysis Conversations) to give feedback as part of a Professional Growth Cycle.
<p>Meaningful pathways and transitions lead to success for ākonga</p>	<p>The transition pathway of leavers is a challenging journey that is unique to each ākonga. Ākonga have high aspirations and need a range of equitable opportunities to transition to personally meaningful next steps on their career pathway journeys.</p> <p>The action point is to continue to develop and document opportunities for flexible course design allowing effective transition planning.</p>	<ul style="list-style-type: none"> • Ākonga secondary school leaver qualifications give a proxy for the effectiveness of transition arrangements. • Year 13 leavers surveys capture evidence about the pathways effectiveness.

Implementing our Achievement Challenges

There are four key aspects to our approach to meeting our achievement challenges:

1. Leadership and Teaching

The kāhui ako is committed to developing high levels of leadership and teacher practice in order to maximise the achievement levels of each and every ākonga in the kāhui ako. This will underpin all the actions of the kāhui ako and will involve:

- Strengthening the capability of senior and middle leadership teams across the kāhui ako to focus on effective leadership through developing highly effective Spirals of Inquiry and coaching using Practice Analysis conversations.
- Strengthening the capability of teachers to focus on the inquiry model to lift student achievement.
- Principals within the kāhui ako support each other with the appraisal process in conjunction with the Board's Presiding Member.
- Coaching and mentoring principals, middle leaders and kaiako throughout the kāhui ako.
- Sharing best Mathematics and Literacy teaching practices across schools
- Developing effective interventions for those not achieving as expected
- Investigating the latest research around supporting those ākonga for whom current approaches to teaching literacy and numeracy are not working.

2. Alignment of the Curriculum

The Community is committed to developing a shared and coherent understanding of the curriculum and the learning progressions at each year level. This will involve continued moderation of curriculum expectations and assessment between schools and especially at transition points from Early Childhood Education to school and from Primary into Secondary Schooling. This will strengthen pedagogy and build stronger connections between schools. A particular focus is the development of connections of learning from Early Childhood through to high school and on into further education and employment. This is in response to the challenge to bridge the gap between boys' and girls' achievement and the demands of future employment

opportunities. The alignment of practices and approaches to curriculum will improve outcomes for our learners.

This will involve:

- Exploring the Te Whāriki Curriculum and 'play based learning' and the alignment of teaching practices and current research across the transition from Early Childhood Education into school. Promoting the implementation of transition documentation in both settings to acknowledge benefits of both curricula. Developing a better understanding of both curricula and how they are implemented
- Developing a shared language to facilitate clear connections across the pathways for whānau and teachers.
- Strengthening the use of capabilities to raise achievement.
- Collaboration of kaiako across schools to support growth of pedagogy and subject knowledge, sharing of resources and expertise.
- Continued moderation of assessment practices and data.
- Shared PD opportunities through Ministry PLD hours and kōtuitui -regular groups meeting in the place of staff meetings.
- Alignment of school development focuses with this document.
- Teacher collaboration through kōtuitui across schools.
- Working to implement the latest Curriculum refresh.
- Strengthening our practices around supporting our Māori and Pacific Peoples.
- Professional and respectful opportunities to engage within all learning environments.

3. Transitions between Key Transition Points

The Community will develop more effective processes to support ākonga as they move through transition from Early Childhood Education on to Primary School, from Junior to Senior School, from Year 8 into Secondary School and ultimately into further education or employment pathways. Extending relationships within transitions to promote whānau engagement, well-being and belonging in all settings will support the learner to maintain their learning confidence and connections.

This will involve:

- Sharing best practice for transitions across the pathways including sharing of information via Te Rito and the Learning Needs Register for a holistic transition for the ākonga and their whānau.
- Gathering ākonga voice and working in conjunction with ākonga and their families.
- Sharing best practice to support whānau to engage with their ākonga learning journey across the pathways. Identify the barriers, concerns, anxiety for the ākonga and their whānau as they transition along the pathways.

- Standardising effective systems for sharing quality and useful information alongside Te Rito
- Developing protocols of induction for ākonga that are responsive to individual needs.
- Sharing best practice to ensure holistic practises are developed to support priority ākonga and their families across the pathway.
- Culturally engaging approaches that engage whānau in their ākonga learning.
- Sharing best practice to extend and strengthen the strong relationships with whānau developed at ECE.

4. Engaging Students, Parents and Whanau

Throughout our approaches we will continue to gather the voices of ākonga as well as those of whānau as a part of their Professional Growth Cycle.

Processes include:

- ECE's sharing their strength in engaging whānau.
- ECE's sharing their approaches to cultural responsiveness that can be adopted in our schools.
- Gathering "ākonga voice" to help understand what works well to support their learning in the targeted areas.
- Practices that are effective in engaging whānau and ākonga to work together to lift expectations and achievement.
- Developing ākonga agency and engagement so that ākonga actively apply effort to improve their learning outcomes.
- Reporting to Boards on the implementation process as well as progress towards the targets.
- Sharing best practice to develop Cultural Responsiveness.
- Extending relationships within transitions to promote whanau engagement, well-being and belonging in all settings.
- Deepening the relationship with our Runaka: Te Runaka o Moeraki and Runaka ki Puketeraki.
- Supporting whānau to engage with their next learning journey, removing anxiety, concerns that ākonga or whānau have about the transition.

Organisational Structure

The Whitestone Kāhui Ako has agreed to an open structure where each learning centre is able to be represented on the Stewardship Group.

The Stewardship Group consists of the Lead Principal and either the Presiding Member or a representative of each Learning Centre's Board.

The Stewardship Group meets annually for an update and as required to manage appointments and staff transitions

Whitestone Kāhui Ako Staffing

The Kāhui Ako has the following staffing allocated to the lead school

Role	Staff Allocation FTTE
Lead Principal	0.4
Across School Teacher	0.4
Within School Teachers	5 x 0.08
Learning Support Teacher Primary 1-6	1.0 Weston is the fund holder
Learning Support Teacher Secondary focus 7-13	1.0 St Kevin's College fund holder