



## KĀHUI AKO LEADERSHIP

*Ngaro atu he tētēkura, whakaeke mai he tētēkura.*

It is with mixed feelings that I have decided to resign as the Principal of Puketapu School and the Kāhui Ako Leader as of January 31st, 2024. Over the past 7 years, I have witnessed the remarkable growth and development of our Puketapu school community, and I am proud to have been a part of its journey. However, after much contemplation and consideration, I have decided that it is time for me to explore new opportunities and challenges.

I would like to express my deepest gratitude to all of our Kāhui Ako Principals, Across School Leaders and Within School Leaders for their trust and support throughout my time as the Kāhui Ako leader. It has been an honour to serve in this capacity and contribute to this kaupapa. The highlights for me over the past 10 months have been getting into each school and observing caring and knowledgeable leaders, collaborating together with the Principals face to face and watching our ASL's grow their knowledge and skills in our three achievement challenges. I believe that our current ASL's will develop into future Senior Leaders of their schools.

In regards to our Kāhui Ako, please be assured that I am committed to ensuring a smooth transition of a new Kāhui Ako Leader during the next 15 weeks. I am more than willing to assist in the induction of the next leader, as well as provide any necessary support to ensure a seamless handover.

I wish everyone all the best in their future endeavours, and I am confident that our Kāhui Ako will continue to flourish and make a positive impact on the lives of the students, community, hapū and iwi.

Thank you once again for the opportunity to lead our Kāhui Ako.

Ngatai Walker



# ATTENDANCE & ENGAGEMENT

## *Attend Today - Achieve Tomorrow*

In Term 1 of 2023, 59.5% of students met the criteria for regular attendance at schools and kura. How can we ensure the missing faces receive the opportunity to achieve and be successful?

We began our mahi by researching some of the contributing issues to attendance, the attendance statistics, and the success that has been had in kura here and overseas. This research, alongside the current practice of our schools, provided the base to begin developing a Kahui Ako Tier System and corresponding processes.

We have also been developing a kete of ideas and resources for sharing with our Kahui Ako schools that have proven to lift attendance. NPBS has already begun trialling some of the ideas and interweaving them into their current practices to offer us insight and feedback as to how this can look or be improved for our Kahui Ako Schools.



## THANK YOU MYKEN

Thank you Myken for your mahi as one of the inaugural Across School Leaders for our Kāhui Ako. We wish you and William all the best for the birth of your baby and your new business venture.

<https://www.stuff.co.nz/taranaki-daily-news/news/300948521/the-young-couple-taking-on-one-of-new-zealands-oldest-pubs>



**18 OR MORE DAYS**

- Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
- Missing just one day every two weeks can add up to 18 days in a year. Absences add up before you even know it.



**10 TO 17 DAYS**

- Students who are absent an average of 15 days a year miss a year's worth of school before their senior year.
- When students miss a day of school it actually puts them two days behind their classmates.



**9 OR FEWER ABSENCES**

- Students with good attendance generally achieve higher grades and enjoy school more.
- Children benefit and make the most of their educational opportunities if they attend school regularly and on time.

Our schools already have wonderful systems of support for students with chronic absence (attendance of <70%), but research shows that to change attendance patterns, the target is changing the attitude of students who have moderate absence (attendance of 70-90%). This requires a shift in attitudes for both students and their families around each day's educational value and how the culmination of learning offers success and opportunities.

We recently put together and submitted an application for Regional Response Funding through the Ministry of Education which will hopefully provide the money necessary to put together a campaign targeting attendance; providing schools with resources, professional development for staff, and understanding through advertising to the community, families, and students.



# COHERENT PATHWAYS – TRANSITIONS

It has been a busy few months for our Coherent Pathways Kāhui Ako team. We have spent a lot of time collating our student voice surveys from our Yr 7, Yr 8 and Yr 9 rangatahi and have highlighted some common trends, feelings and experiences between this select group in regards to their transitions to intermediate and high school.

It has been exciting to explore what is happening in more detail at Welbourn School with the appointment of Patricia Gibson and aligning their current practices with the other Kāhui Ako kura. There are some fantastic transition strategies already in place in our wonderful kura and from here we are looking at ways in which we can further enhance and streamline these processes.

Going forward, our team have identified some 'targets' along with some 'big ideas' (as illustrated in our Coherent Pathways presentation which Ayla presented to our Kāhui Ako principals) about how we could further improve the seamless transition between our schools.

We aim to refine these further over the next few terms. We have also made some wonderful connections with other Kāhui Ako from our ASL networking events who have successfully implemented transition strategies and processes across multiple schools and in various sectors. We cannot wait to delve even deeper into this Achievement Objective.

What are our learners view points?  
(Student voice through surveys)

Black = High school (Year 9) responses @ NPGHS/NPBHS  
Red = Intermediate (Year 7) responses @ Highlands Intermediate

[Highlands Intermediate Survey - "Trend Report"](#)

## Trends / Continue Actioning:

- 85.2% of surveyed akonga indicated that High School is or sometimes is what they expected it to be  
40% of surveyed learners indicated that Intermediate is what they expected it to be
- 60% of surveyed akonga indicated feeling positively about starting High School
  - Positively is the collective terminology for learners who indicated their happiness and readiness for High School (NPGHS / NPBHS)  
36% of learners indicated a positive feeling and 24% indicated a readiness for starting at Highlands Intermediate
- Ākonga indicated two main types of advice they received before starting High School as relating to trying (32%) and emotional hauora (20.7%)
  - Terminology directly used was:
    - try your best, do your best, stay focused, be organised
    - be confident, be brave, don't be shy, don't be scared, don't worry
  - 41.6% of akonga indicated involvement as key advice they received before starting at Highlands Intermediate
- 81.5% of transitioning yr 8 akonga attended orientation in 2022  
92% of transitioning yr 6-7 akonga attended orientation in 2022
- Two main reasons were given to justify not attending orientation; medical (40%) and forgot (40%)  
Medical / illness was the only tangible reason given to justify non attendance at orientation.

*Ayla, Amanda, Michelle, & Laura*



## NEW ASL – LAUREN DENNEHY (NPGHS)

Ko Taranaki te maunga  
Ko Huatoki te awa  
No Taranaki ahau  
Ko Dennehy tōku whanau  
Ko Lauren tōku ingoa

Kia Ora, my name is Lauren and I am an English and Media Studies teacher at New Plymouth Girls' High School.

As an ex-student, it has always been a goal of mine to return to the school that was so influential in my own educational journey and contribute back in a meaningful way. Teaching across two departments, I am very lucky to work with a range of inspiring colleagues and students who keep me motivated.

Over the last 8 years I have worked in a range of educational settings and have always been motivated by the potential our akonga have. As educators, we have a real opportunity to foster a supportive foundation for these students which will allow them to thrive.

I am excited to be an ASL because I believe that the connections and collaboration between our Kahui Ako will contribute to improved outcomes for all akonga. After meeting the current ASL team, I know that the Kahui Ako is in capable hands and I look forward to being on this journey alongside them, and seeing the positive impact this project will have on all the kura involved.



## NEW ASL – PATRICIA GIBSON (WELBOURNE)

Ko Taranaki te maunga me ngā Ben Nevis  
Ko Te Hēnui te awa me ngā Clyde  
Nō Glasgow, Scotland ahau  
Ko Gibson tōku whānau  
Ko Patricia tōku ingoa

I have been a learner and a leader of learning at Highlands Intermediate and Welbourn Primary School in New Plymouth since 1997.

My role now is as a teacher and Associate Principal at Welbourn. I am proud and feel privileged to be part of this school community.

How wonderful to now have the opportunity as an ASL – to learn and work outside our own four walls with the other school communities within the Central New Plymouth Kāhui Ako.

The potential for our Kāhui Ako to make a difference within our community is something I value greatly. Looking forward to working with the team who have already begun the mahi.

Kia Ora!



# ACROSS SCHOOLS NETWORKING HUI – RUAPEHU COLLEGE

Before the conference had even begun, we had the opportunity to make connections and reconnect with the other Across School Leaders and with Learning Support Coordinators at our Wednesday evening meal. It was here, people's stories first emerged about their journeys in teaching and learning within their spaces and within their clusters.

On Thursday morning, Ruapehu College welcomed us into their space to learn and share in a more formal capacity. After introducing ourselves, our guest speaker, Katrina Laurie from CORE Education, reminded us of the importance of holding a broad view of ākonga success. Katrina advocated for our assessment capability as practitioners to be broad, to allow every child to succeed, thrive and be empowered in an equitable way. We, as a group, are aware that the growth of teacher capability in understanding, knowing and “doing”, in the classroom is an area for careful consideration and growth within our Kāhui Ako. And of course, it connects to the achievement challenges we have identified and begun to unpack.

We were then addressed by the Ministry of Education team, who encouraged us to be more visible within our schools and Kāhui Ako. As we moved around and networked in different groups, we had the opportunity to share our learning from the webinar we had completed prior to the conference around [Tūhuratia to Iho Pūmanawa](#) – Addressing Bias and stereotyping in teaching practice. The skillset and rich korero during these intellectual conversations were summed up by these key-words:

The gold for our Kāhui Ako, was when other Kāhui Ako (who have been in their waka doing the mahi for several years) proudly and with generosity of spirit gave us incredible insight into what their journey looked like and sounded like for them. As a roopu, we collectively appreciated the Pathway Resource shared by Takitini .

As a result of this networking event, we as a team feel increased momentum and a clearer understanding of the shared mahi ahead, as we start to push our waka further into the waves on our achievement challenges journey – here in New Plymouth Central Kāhui Ako.

Our continued kōrero on the trip home has us now paddling in unison and in the same direction with greater clarity.

