



# KĀHUI AKO

## 2023

**DECEMBER 2023  
END OF YEAR  
REPORT**

### **ACHIEVEMENT CHALLENGES**

**ATTENDANCE &  
ENGAGEMENT,  
TRANSITIONS**

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**ASL**

**ACROSS SCHOOL  
LEADERS SUMMARY**

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**LOOKING AHEAD**

**2024 & BEYOND**

# KĀHUI AKO

## NEW PLYMOUTH CENTRAL

### Introduction | Whakatakinga

A Kāhui Ako is a group of education and training providers that form around children's and young people's learning pathways and work together to help them achieve their full potential.

In collaborating together, our Kāhui Ako will have a shared purpose to look after the young people in our community.

### Our Aspirations | Hōkaka

Our Achievement Challenges have been developed following consultation and reflection with schools in the Kāhui Ako. They are designed to promote a culture of learning where we:

- All have a commitment to outcomes for all students, irrespective of the age, stage or location of students
- Practice effective pedagogy to improve student achievement
- Share practice to raise professional capabilities and capacity across the Kāhui Ako

### Our People, Our Place | Tō Tātou Iwi, Tō Tātau Kāinga

The Central New Plymouth Kāhui Ako is made up of six New Plymouth Schools: 3 Primary schools, 1 Intermediate and 2 Secondary Schools. As of 1 July 2022, the total roll of the Kāhui Ako was 4,417, made up of NZ / Pakeha 2882 (65%), Māori 1032 (23%), Pacific 110 (2.5%), Asian 263 (5.9%) and others 142 (3.5%).

All the schools are within the Te Atiawa iwi boundary.

New Plymouth Girls' High School, New Plymouth Boys' High School, Highlands Intermediate School, Puketapu School, Welbourn School, Vogeltown School



# KĀHUI AKO

## LEAD PRINCIPAL REPORT

I have been proud to be the first Kāhui Ako Lead Principal for New Plymouth Central and am proud of the strong foundations and relationships we have created with the Principals and ASLs of Welbourn, Vogeltown, Highlands Intermediate, NPGHS, NPBHS & Puketapu School.

Throughout this year our Kāhui Ako has worked hard to create a collaborative educational environment, to prioritize honesty, and openness, and to create a culture of high trust among our team members. Our collective commitment was directed towards setting up strong systems so that we can achieve excellent outcomes for all learners in our community. We want to set up a culture of continuous improvement, where we encourage risk-taking and provide professional support to one another, fostering a supportive atmosphere where innovation flourishes and our ASLs and WSLs contribute to the overall success of our Kāhui Ako.

The professional growth of our ASLs has been a highlight watching them grow into our future leaders of our kura. They have gone from just seeing what is happening in their schools to now wanting to create systemic change for our 4500+ learners in our Kāhui Ako.

I wish the Kāhui Ako all the best for 2024 and beyond.

Ko te toki tē tangatanga i te rā. He toki, He tangata.

Ngatai Walker  
Kāhui Ako  
Lead Principal





# AMANDA O'DOWDA

## PUKETAPU

As an ASL this year, my role has been to foster connections and collaboration among fellow leads and our schools. It has been an enjoyable journey of growth and learning. Working within a network of schools offers an opportunity to share insights and practices, and to then explore and implement solutions to our shared challenges. As an ASL group, we have fostered a strong sense of collaboration and it is a privilege to work alongside a group of such experienced and passionate educators. We have discovered that it is these moments of collaboration that spark innovation!

This role continues to expand my leadership skills, learn from various approaches, and truly understand the diverse needs of different schools. It is a compelling challenge to look outside our own schools and build on best practices to support the needs of all our students.

Moving forward, we are excited for our Kāhui Ako and our mahi to become more visible across our schools and community, such as working with local businesses and our community. We are looking forward to gathering voices and having our mahi implemented and used within our schools.

I would like to take this moment to express my gratitude to Ngatai, our Puketapu Tumuaki and the Board of Trustees for allowing me this opportunity. This experience has shaped me both professionally and personally, fostering a sense of fulfillment and purpose in education that I deeply cherish.



# PATRICIA GIBSON

## WELBOURN

Having now been a part of Kāhui Ako New Plymouth Central for 4 months, it has been rewarding working with the team and we have found our rhythm as a collaboration and meet face to face regularly to have those all-important learning conversations which help us make steps forward in understanding how to best support our kura across New Plymouth Central.

In terms of professional growth, there is always new learning happening. For me personally, developing an understanding of what excellent looks like in terms of transitioning within a school and across schools has been my key development. Physically networking with other professionals from other schools after a hiatus due to COVID has been wonderful and we are confident that our schools and communities will, in time, benefit from our work. Attending the two conferences with Kāhui Ako from other parts of the north island was most rewarding. We were able to hear and see the journeys of other kāhui ako, who are five or six years into their mahi, and understand how the initiatives they have implemented have supported the learners and their whānau.

Looking forward to 2024, there is continued work needed to increase our visibility and capability to affect the changes we believe are important in attendance, engagement and transitions within our schools. And, as always, the hauora of everyone will be attended to in all of the work that we do. We certainly appreciate the support of our Board of Trustees and our Principals as we commit for another year.



# LAUREN DENNEHY

## NPGHS

My role this year was to work alongside Amanda and Michelle on the 'Attendance and Engagement' Achievement Challenge. This involved researching best practice, and exploring processes and resources we could implement within all Kāhui Ako schools, including a kete of resources and an Attendance Tier System.

I have also been lucky to work with a wonderful Within School Teachers team at New Plymouth Girls' High School, who are trialing a mentoring project that will assist in early interventions for student attendance. For me, this has been a key area of professional growth, as leading a team is a new experience for me. I have thoroughly enjoyed walking alongside this team of kaiako to improve outcomes for students, and I look forward to continuing this work in 2024.

2024 will bring a host of new opportunities. I am particularly excited to see a community collaboration take place between our Kāhui Ako and Learner Me, who are working to help us create a website that will be accessible for staff, students, and whanau.



I am incredibly thankful to have been a part of the ASL group for 2023, working with a team that is passionate about bringing change to the education system. Thank you to Jacqui Brown and the NPGHS Board for allowing me this opportunity. I am looking forward to seeing what 2024 brings for our Kāhui Ako.





# LAURA SEED

## VOGELTOWN



This year, my role within the Kāhui Ako has been to investigate, research, gather data and initiate some 'tweaks' around the Coherent Pathways Achievement Challenge. By developing strong connections with the other Kāhui Ako schools and learning about their systems, process, culture I was able to build up an understanding of how each school functions. My role also included making strong relationships with the other ASL (Across School Leaders) so that I was able to conduct surveys, explore, share and discuss transition ideas/initiatives with the team with the intention that these ideas could be easily adapted and suited within the three sectors.

My biggest professional growth this year has been my developing curriculum knowledge within the different sectors. Learning how the pathway of social, emotional and educational development flows between Primary, Intermediate and Secondary school and what this looks like first hand. I have learnt about what common language and assessment is being used within the 6 Kāhui Ako schools and what we can possibly use to make transitions between our schools more effective and easier on our learners. I have also grown in my understanding of commonalities that all the schools have, and also new programmes, different teaching styles and approaches that are already embedded with the hope that we can learn how to align all of these wonderful things happening in our schools.

I am looking forward to continuing with the momentum that we have started this year, and hit the ground running in Term 1 2024. It is a perfect opportunity to begin to compare our 2023/2024 Term 1 transition survey data and identify what trends are still 'on top' for our students. From these findings I am looking forward to gathering teacher voice and then creating a toolbox of supporting transition checklists for teachers, whanau and learners. I am also looking forward to analysing our Term 4 Transition/Orientation calendar and strategies to see how we can make this better for all involved.

Finally, I want to say a massive thank you to Jeremy and the Vogeltown Board of Trustees for your support over the past year. I really appreciate being given the opportunity to grow and develop as an educator.

# MICHELLE PUCKERIDGE

## NPBHS

I enjoyed being a part of the Attendance and Engagement Team with Myken and Amanda and recently Lauren. We researched strategies to improve attendance across both Primary and Secondary Schools and then began developing a Tier System, Traffic Light Identifier, and a list of strategies that had been successful here and overseas. I was thrilled to see our school, NPBHS, add attendance percentages to the Weekly Engagement Reports using the Traffic Light Identifier and to hear students say, "Yeah, my mum won't let me stay home now because my attendance is so bad!" Hopefully, the data will support an improvement to show that this piece of the puzzle is influencing student attendance. This small change to the process of Engagement Reports made me consider how small systematic changes can slightly change the trajectory and help piece together the vision of a school. Thank you, Andrew Hope, NPBHS Deputy Headmaster, for implementing this so quickly!

I also connected with Laura and Ayla at the beginning of the year to explore how students entering NPBHS might have the best experience possible. In this transition space, data use could improve class creation and teachers' knowledge of students for differentiation and building relationships. It was a highlight for me working to piece together the puzzle of data with Michael Taylor, NPBHS, Deputy Headmaster, and Kate Kilgour, NPBHS Specialist Classroom Teacher.

I have grown in confidence in my ASL role. I have discovered the joy of sharing ideas and developing proposals to see if any fit. This has been refreshing and has increased the creativity and freedom to think differently. I have learned that to influence others, you need to cultivate a sense of FOMO (Fear of Missing Out); sharing what is happening 'over the fence' may be enough to spark interest and bring a missing piece of the puzzle to each school.

2024 is the year that 2023's work will come together and the strategies and resources will be ready for schools to utilise. I am looking forward to collaborating with our Across School Leader team who inspire me with their knowledge, aroha, and professionalism.

Thank you, Sam and NPBHS Board of Trustees for the opportunity to represent our school as a Kahui Ako ASL.





# AYLA ADLAM

## HIGHLANDS

In 2023 I had the privilege to hold a position as an Across School Lead for the Central New Plymouth Kāhui Ako. Within this role, I had the pleasure of working alongside six exceptionally experienced, knowledgeable and passionate teachers / educators from across our local community. As we delved into understanding our Achievement Challenges, we branched off into teams to narrow our fields of focus. Within this, my role connected closely with Laura Seed (Vogeltown) and Patricia Gibson (Welbourn). As a roopu, we researched literature and collated data to identify areas where we could improve current transition processes in support of our Coherent Pathways Achievement Challenge.

As strong connections began to form within our ASL team and a clearer understanding of how each education sector functions, we had the opportunity to conduct surveys to gather student voice (current literature clearly states that involving ākonga in decision making improves outcomes), explore transition initiatives, and create pilot initiatives to support our ākonga as they shift and grow within their education journey.

At Highlands Intermediate I specifically had the opportunity to develop a range of surveys, collate and analyse data, redevelop badges, facilitate the creation of a 'day in the life at Highlands Intermediate' video and plan and organise a 'Secondary School week' for our year 8 ākonga and kaiako. These initiatives have allowed me the time and space to grow as an educational facilitator and leader and contribute to the future development of our already existing transition processes.

Developing a website, conducting annual surveys to collate longitude data and aligning the 2024 transition calendar are all top priorities moving forward in 2024. We are excited to see where our Achievement Challenge progress as a Kāhui Ako will take us.

As we draw a close on 2023, I would like to thank Mark Luff and the Highlands Intermediate Board for allowing me this opportunity to expand my horizons and grow within the education space.



# LOOKING AHEAD TO 2024

## **Enhancing Visibility and Community Engagement:**

- Our Kāhui Ako wants to increase visibility within schools and the community through collaborations with our Kāhui Ako schools, local businesses, and community initiatives, creating a more connected educational environment.

## **Create a strong and aligned professional learning network:**

- Continue to build a strong alignment among our Boards, Principals, Teachers, Communities, ASLs, and WSLs to foster continuous professional growth and development for everyone involved.

## **Focus on Attendance, Engagement, and Transitions:**

- Recognizing the ongoing need for improvement, there is a commitment to addressing challenges in attendance, engagement, and transitions within schools in 2024, with a strong emphasis on the well-being (hauora) of all.

## **Community Collaboration and Technological Advancements:**

- Anticipating new opportunities in 2024, collaboration is underway with Learner Me to develop an accessible website for staff, students, and whanau, highlighting the Kāhui Ako's dedication to embracing technology and community partnerships.



# NAU MAI HAERE MAI NEW LEAD PRINCIPAL

We are pleased to announce that Jacqui Brown (NPGHS) will be our new Lead Principal for the New Plymouth Central Kāhui Ako.

Jacqui was integral to the start of this kaupapa playing a lead role in writing the first Achievement Challenge action plan and MoU and we are confident that she will lead the group well into the next phase.

We wish Jacqui all the best in her new role.

