Focus:

Ka Hikitia – Managing for Success, is the MOE Māori Education Strategy 2008-2012 which sets the direction for improving education outcomes for and with Māori Learners, recognising that identity and culture are essential ingredients of success.

It is the view of the Principal that the Principles contained within Ka Hikitia, would maximise the potential of all learners:

1. All [Māori] learners have unlimited potential
2. All [Māori] have cultural advantage by virtue of who they are – being [Māori] [of any culture] is an asset not a problem
3. All [Māori] are inherently capable of achieving success.

Ka Hikitia states that

- high quality teaching is the most important influence on the outcomes for diverse students
- effective teaching and learning depends on the relationship between student and teacher and the active engagement and motivation of the students by the teacher.
- Teacher and student learn from one another
- Whānau and learner cannot be separated
- Language and identity count – knowing, respecting and valuing who students are, where they come from and building on what they bring with them.
- Effective learning practices require learning contexts that are meaningful for the learner, accurate assessment, and responsive feedback that supports further learning.

Methodology:

This review evaluates how well we are meeting the underlying principles of Ka Hikitia.

How do we know that we have high quality teaching?
Are our students actively engaged in their learning?
Are our students motivated by the teacher?
How do we maximise the potential all learners?
What do we do to meet the needs and interests of learners?

Relevant strategy focus areas of Ka Hikitia: focus areas one and four, have been reviewed by the Principal, giving evidence of practices, documentation that supports the review.

The review will be presented to the staff, Board and whanāu group for feedback.

How are we meeting the Ka Hikitia Strategic Plan student outcomes?

- Māori learners working with others to determine successful learning and education pathways.
- Māori learners excel and successfully raise their cultural distinctiveness and potential.
• Māori learners successfully participating in and contributing to Te Ao Māori.
• Māori learners gaining the skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.

Findings:
There are two focus areas in Ka Hikitia that impact on Primary Schools: Focus Area One – Foundation Years and Focus Area Four: Organisational Success

Focus Area One: Foundation Years
1. Effective transitions to school.

Our transition programmes from Early Childhood to school were reviewed in term 2, 2010. The principal and deputy principal visited the five early childhood centres to talk about transition in the aim of improving our current practice. This term we now have children coming to Goldfields from all four Early Childhood centres. Whilst we have a very close relationship with the two early childhood centres adjacent to our school grounds, Barnados and Cromwell Kindergarten, and many opportunities for our children to visit these centres and vice versa, we did not have the same relationship with the other centres. The Step up to School programme commenced in term 3 2010. This programme involves all EC children starting school within the next term, visiting the school every Tuesday afternoon to join the junior school children in the PMP programme and to spend time in the class they will be enrolling. Parents are encouraged to come along with their children.

Our annual plan also has a focus on transitions. Questionnaires have been given to ex Goldfields children who are currently in year 7 at Cromwell College, and also to the year 7 teachers to review how well our children transition to the College. Surveys attached as appendices. These surveys will be analysed for the next BOT meeting. Mason Stretch (Principal, Cromwell College) fully supports the surveys.

2. Strong Literacy and Numeracy Foundations

School wide data shows that there is not a disparity between the performance of Māori, Pasifika, NZ European or other ethnic groups within our school. We place a strong emphasis on identifying underachievers in literacy and numeracy and continually review the programmes we implement to support these children. The BOT sets aside considerable funding for these programmes to fund Te Reo Teacher, Teacher Librarian, teacher aides, and reading recovery teacher. The Board recognises that our Maori children will make a connection to their culture through the teaching of Te Reo Maori. Research shows that connectiveness enhances the ability of the learner.

3. Effective home-school partnerships focused on learning

Our three-way parent/child/teacher conferences held at the end of term 1 and term 2, along with the regular contact made with whānau through class and school newsletters and school activities, promotes these partnerships. Teachers contact the parents of all children, who are having challenges with learning or social issues, to develop a coordinated approach to manage this. The principal contacts all parents whose children are facing challenges with behaviour and hence causing disruption to their learning. Our
whānau group is very supportive of school wide initiatives and is currently investigating ways to increase Tikanga Māori opportunities. Class blog sites are being used very effectively to improve home-school partnerships.

Focus Area Four: Organisational Success

1. Increasing Professional Learning and capability of teachers

This is an area of high achievement at our school. With the Boards commitment to valuing the teaching of Tikanga Māori in our school, and the funding of Sharyn Gibben’s release, teachers are having weekly professional learning, learning alongside the children. The Te Reo Māori programme was reviewed at the beginning of term 3 (involving consultation with teachers, BOT and Whānau group), and changes implemented. The principal is also enrolled in a Te Reo Māori programme and will achieve a level 4 qualification by July 2011.

2. Focusing on responsive and accountable professional leadership

Sharyn Gibbens and the Principal are trialing a MOE e-pilot initiative which aims at increasing capability and strengthening Tikanga Māori links through a digital forum. Each teacher in this initiative sets their own goals and are supported in achieving these through regular online forums. The focus for goal setting is on leading the Te Reo programme in schools, and increasing the capability of all teachers.

In terms of our responses to the key questions on which Ka Hikikita is based: What evidence do we have that we are addressing the Principals of Ka Hikitia.

How do we know that we have high quality teaching?
Professional Learning sessions; teacher observations; teacher appraisal; Ariki – quality learning circles; School review; assessment data; External facilitators feedback – eg Gail Loane, Mimioboard trainer.

Are our students actively engaged in their learning? Are our students motivated by the teacher?
Evident in classroom cultures/observations; learning logs; three way conferences.

How do we maximise the potential all learners? What do we do to meet the needs and interests of learners? Identifying individual needs and catering for those needs. Children are surveyed annually to review programmes of learning and identify their areas of interest. MI/Blooms based activities cater for a range of learning styles. Electives have been introduced this year– including a cultural elective in the first round. Kapahaka group – developing leadership strengths for our Māori children, and increasing their sense of cultural belonging. We have a variety of learning support and gifted and talented programmes. The Inquiry based learning model is applied school wide. We have an increased ICT capability – with children offered many opportunities to learn through ICT based activities.

Summary:
The view of the Principal, is endorsed by the Board, teachers and whānau group, that Goldfields School is meeting all the outcomes of the Ka Hikitia Strategic Plan. We have high quality teachers, who continually reflect on, and review their practice.

**Focus for Remainder of the Year:**

End of year achievement data will be used to identify the learning support and extension programmes we will offer next year. Children will continue to have input into their learning, through two and three-way conferences to set relevant goals, ongoing reflection recorded in learning logs. End of year student surveys will inform contexts for learning in 2011.

Changes made to the Tikanga Māori programme will be evaluated by staff and students in December, before deciding on the format for 2011.

Our Whānau group will work with the Māori adviser from Otago University to review our expectations for achievement at each year level in Te Reo Māori in term 4, before this document being consultation with the wider community.

Sharon Booth
Principal
Year 7 Teacher Survey: Transition to Cromwell College
September 2010

Dear _________________________________

Our board is reviewing the transition procedures for our children moving to Cromwell College. We would value the feedback from the year 7 teachers. Could you please return the completed survey to the Cromwell College office by Friday 17 September?

Thank you for filling out this survey – Sharon Booth ☺

1. Does the current transition programme give students/teachers sufficient information about the College? (Open night; visits to Cromwell College; visit to Goldfields from Head of junior school; question and answer session with past pupils; a meeting between College teachers and our year 6 teachers to discuss social issues, and academic achievement.

| ___________________ | ___________________ | ___________________ |
| ☺☺ | ☺ | ☺ | ☺ |
| Yes – lots | Yes | Ok | No |

What do you think could be improved?

What assessment information is helpful for you?

Given that there will usually be a small number of children who are working below expectation and a small number that are working well above expectation

2. Are the Goldfields students (on average) at the expected standard in literacy (reading and writing)?

| ___________________ | ___________________ | ___________________ |
| ☺☺ | ☺ | ☺ | ☺ |
| Yes – high | Yes | Ok | No |

Comment:

3. Are the Goldfields students (on average) at the expected standard in maths?

| ___________________ | ___________________ | ___________________ |
| ☺☺ | ☺ | ☺ | ☺ |
| Yes – high | Yes | Ok | No |

Comment:
4. Do the Goldfields students (on average) communicate effectively – oral language skills?

| ☺☺ | ☺ | ☹ | ☻ |
| Yes – high | Yes | Ok | No |

Comment:

5. We place a great deal of emphasis on inquiry learning. Do you find that our children demonstrate curiosity, willingly seek out information and ask relevant questions?

| ☺☺ | ☺ | ☹ | ☻ |
| Yes – high | Yes | Ok | No |

Comment:

6. Respect (for people and property) and diversity (inclusiveness - cultural, social, academic) are core values of Goldfields School. Are these values evident in our year 7 children?

| ☺☺ | ☺ | ☹ | ☻ |
| Yes – high | Yes | Ok | No |

Comment:

7. Have you identified any gaps in our children’s knowledge or skills on which you consider we should place greater emphasis

8. Is there anything else you would like to add?
Dear _________________________________

Our board is reviewing the transition procedures for our children moving to Cromwell College. We would value the feedback from our 2009 year 6 children. Could you please return this survey to the Cromwell College office by Friday 17 September?

1. The transition programme in 2009 (open night; visits to Cromwell College; visit from Head of junior school; question and answer session with past pupils) gave me enough information about the College?

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What could be improved?

2. My schooling at Goldfields gave me skills in reading and writing to help me with my learning in year 7.

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3. My schooling at Goldfields gave me skills in maths to help me with my learning in year 7?

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Comment:

4. Please list any areas of learning that you find challenging at College?

5. What do you think we need to teach better at Goldfields to help you at College?