



# Pakuranga West Kāhui Ako

Shared Achievement Challenges  
2023 - 2026

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Riverhills Early  
Learning Centre Ltd

Anchorage  
Park  
Kindergarten



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# Introduction

Refreshing the Achievement Challenge for the Pakuranga West Kāhui Ako is driven by the need to respond to our current climate and evolve to create meaningful connections across our community of learning. The impact of the ongoing Covid-19 global pandemic has meant that our vision needs to be reevaluated to acknowledge the changing needs of our kaiako, ākonga and community. Significant changes are also occurring with regard to Te Mātaiaho - The NZ Curriculum refresh, the introduction of Common Practice Models for teaching Literacy and Numeracy, and changes to the NCEA Achievement Standards.

The Pakuranga West Kāhui Ako is a network of state schools and early learning centers located in the East Auckland area. Our Community of Learning (CoL) consists of three contributing primary schools: Anchorage Park School, Riverhills School and Riverina School. The other schools in our community are Pakuranga Intermediate and Edgewater College. Since our inception two early learning centers have joined the kāhui ako; Anchorage Park Kindergarten and Riverhills Early Learning Centre. Pakuranga Heights School withdrew from the Kāhui Ako in 2019.

The early learning centers cater for 50 children or less. The three primary schools all have rolls of about 100 - 120 students. Pakuranga Intermediate has approx. 200 students, and Edgewater College about 670 students in Years 9-13.

The Pakuranga West Community of Learning was approved by the Minister of Education in September 2016. During 2017-18 we formed a dynamic and collaborative team of principals and boards as a foundation for ongoing collaborative work across our community. Throughout this formal review we have reflected on progress so far, evaluated the evidence in light of the work our Kāhui Ako has been doing and refined our approach.



## Kāpehu for the Pakuranga West Kāhui Ako

Kāpehu 2023 - 2026 is for Caring Courageous Ākonga. While we acknowledge the previous vision for 'success for all ākonga' we now identify that there is a significant connection between our schools through their values and vision; Pakuranga Intermediate: Pride, Respect, Care | Anchorage Park: Integrity, Unity, Courage | Riverina School: Courage, Courtesy, Kindness | Riverhills School: Care, Inspire, Grow | Edgewater College: Courage, Care, Curiosity.

Our kāpehu is aligned with these and our aspirations for students, staff and community to inspire a community of courageous and caring learners.



Our Community of Learning Logo is a visual connection to the vision and values we share. Courage and resilience are represented through the tī kōuka (cabbage tree), which symbolises independence<sup>1</sup>. The three koru represent our ākonga from the youngest tamariki to our rangitahi at college. These koru represent renewal and hope for the future. Kakariki green for earth (Papatūānuku) and the maunga at the base represents our connection to the whenua and honouring our turangawaewae. Light kikorangi blue for sky (Ranginui), a vision for our future and dark kikorangi blue for water (lifeforce) and following the way of Tainui.

## Values for the Pakuranga West Kāhui Ako

We value our connections to the Positive Behaviour for Learning Positive (PB4L) initiatives which help caregivers, whānau, and teachers improve children's well-being, and increase educational achievement.

- Belief
- Trust
- Inquiring
- Communication
- Collaboration
- Patience and Perseverance
- Manaakitanga



## Community

Our community of learning “is steeped in a human history that may be as much as thousand years old. One event early in this history and known with near certainty, is the passage up the Tāmaki River of the Tainui Canoe.

The Tainui Canoe sailed from Hawaiki in the mid-fourteenth century under its captain Hoturoa, by the ancestors of many of the iwi living in the Waikato district today. It is not known exactly what is meant by 'Hawaiki', but it has always been assumed to be an island (or islands) lying somewhere north-east of New Zealand, perhaps in the Cook Islands, perhaps further afield.

The Tainui people left Hawaiki to sail in a canoe much less than 100 ft. in length over several thousand miles of uncharted ocean in the hope of finding a new and better life. They made landfall one mid-summer's day at Cape Runaway in the Bay of Plenty; and they grew and they prospered. Before settling, however, they sailed up the East Coast, into the Waitemata Harbour, thence around into the Tamaki estuary, and continued on within sight of the fields where these kura stand, into the Ōtāhuhu Creek. At the head of the Creek they beached their canoe, and then with the aid of special chants hauled it over skids into the Manukau Harbour. From here they sailed out into the Tasman and down the West Coast to a final resting-place at Kawhia, marked to this day by a sacred grove.

<sup>1</sup> Te Ahukaramū Charles Royal, 'Te Waonui a Tāne – forest mythology - Symbolism of trees and plants', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/te-waonui-a-tane-forest-mythology/page-3> (accessed 4 May 2022)

As a Kāhui Ako we find inspiration in the example of those early New Zealanders who passed this way, who, together, overcame adversity, and who left a tradition remembered with pride for more than six hundred years<sup>2</sup>

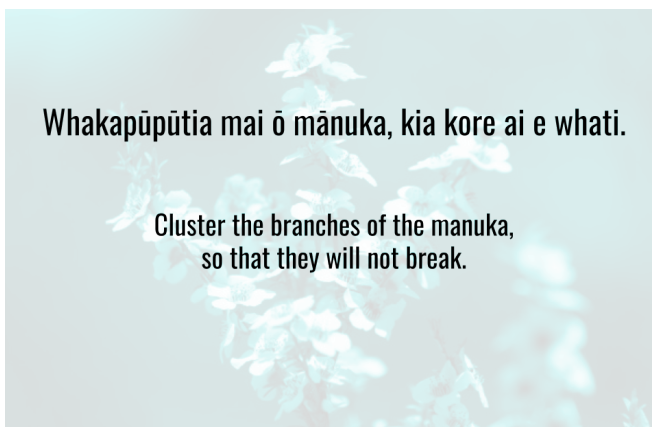
The courage of those who passed this way inspire our vision for the Pakuranga West Kāhui Ako.

Geographically our community is located in the western part of the Howick local board and is linked to the Tāmaki inlet, which travels past the grounds of many of our kura. We are not only connected geographically, a consistent factor across all of the kura within our Kāhui Ako is the culturally diverse community that we serve.

We are close geographically, however, many of the students attending Edgewater College do not live locally. With the Equity Index accounting for the whole school population when assessing the level of disadvantage in a school (in place of the decile system) we hope to be awarded greater funding to address the challenges faced by our community of learners. Many of our families live in rental accommodation, and all schools in the Kāhui Ako experience high levels of transience as families seek more affordable housing in other areas.

## Collaborative Approach

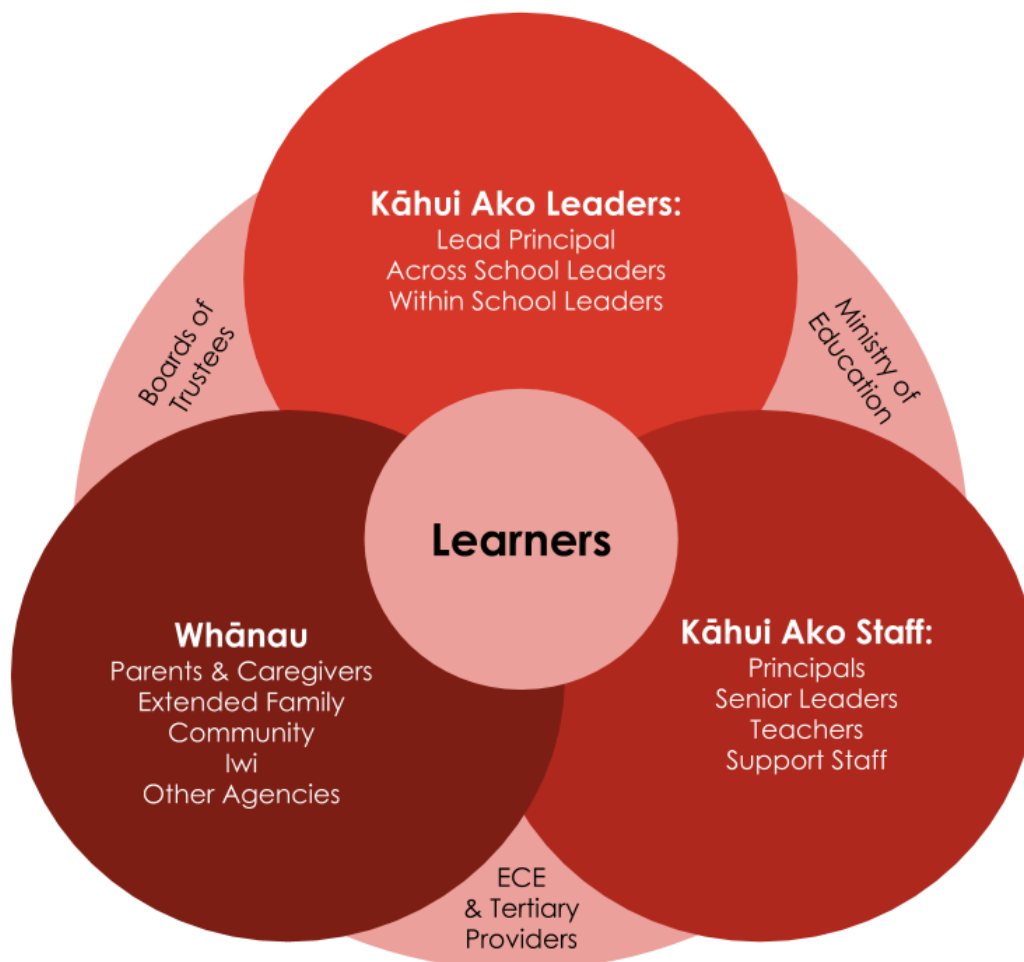
An inquiry process has underpinned our mahi and will continue to do so through a networked approach that places learners at the centre. We have welcomed a new Lead Principal, a new Across School Leader and two new Within School Leaders as well as the addition of two Early Learning Centres. We endeavour to collaborate across and within each of our whare wānanga.



(Collaboration will be the key to our work).

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<sup>2</sup> Author unknown | History scroll presented to Edgewater College



## Ākonga

We are a culturally diverse community and this is reflected in the ethnic composition of ākonga in our schools as shown in the table below.

Ethnic breakdown across the Kāhui Ako (2018 includes Pakuranga Heights School):

	2018		2023	
	Number	Percentage	Number	Percentage
<b>NZ Māori</b>	435	25%	328	21%
<b>Pacific</b>	569	33%	566	36%
<b>Asian</b>	314	18%	283	18%
<b>NZ European</b>	288	17%	329	21%
<b>Other Ethnicities</b>	111	6%	83	5%
<b>Total</b>	1717	100%	1589	100%

2023 ethnic data shows that the total number of learners across the Kāhui Ako has decreased by 128. This reflects partly the withdrawal of Pakuranga Heights School, one of the larger schools in the group, alongside roll growth in certain areas.

While the largest ethnic group is those from Pacific nations, we recognise that this is a combination of a number of groups. The largest Pacific group is Samoan (14%), closely followed by Tongan learners (13%).

# Development Maps

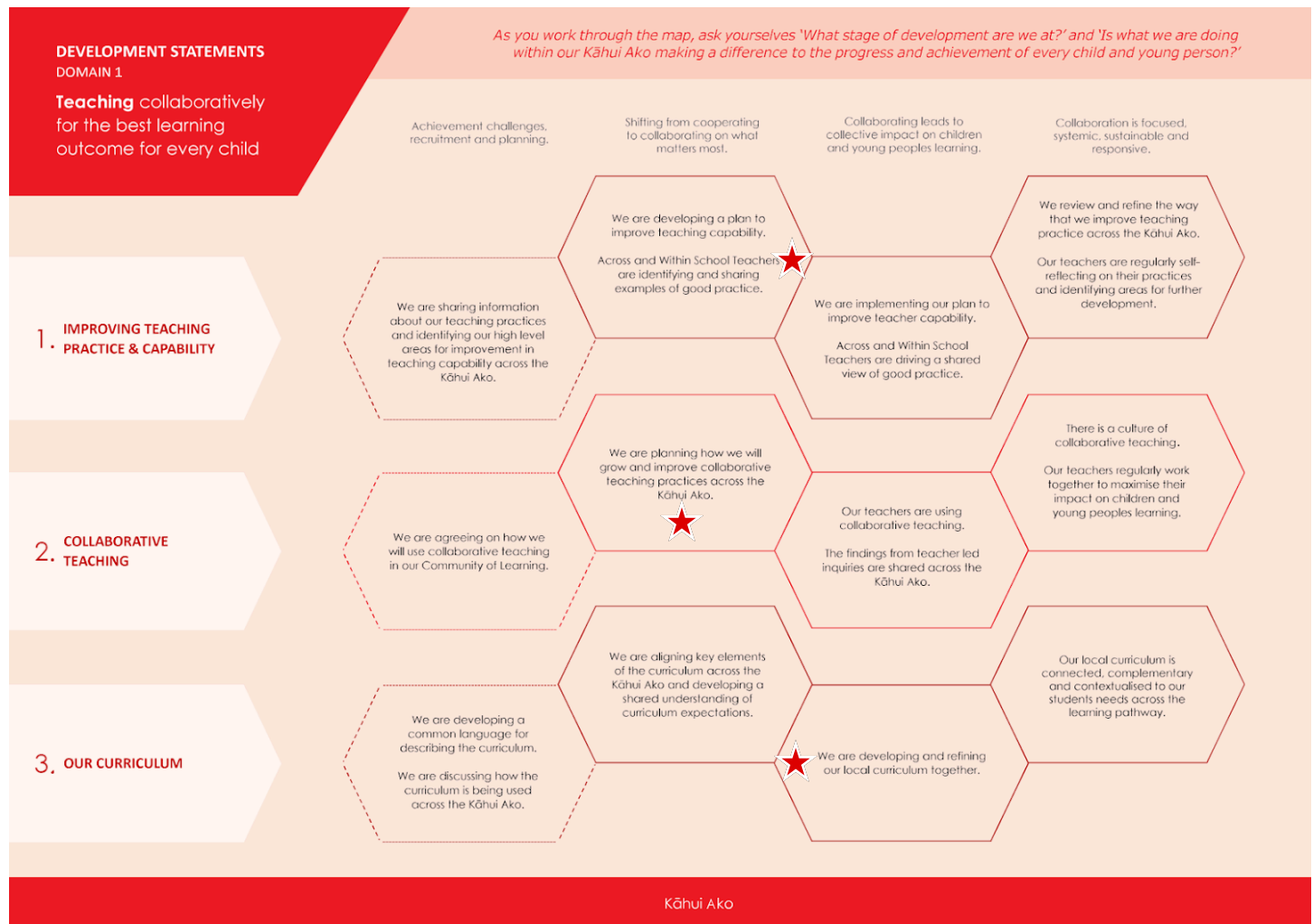
A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako - Ministry of Education July 2018. The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

## Evaluation of the Development Statement Domains 1-6

In 2023, Pakuranga West Kāhui Ako leaders from the five schools evaluated our progress across the six domains and highlighting our next steps for our Kāhui Ako.

Stars to the left of the cell indicate we are in the early stages of implementation, a star in the middle indicates some progress against this criteria and a star in the right end of the cell indicates we are meeting this criteria and planning implementation of the next stage.

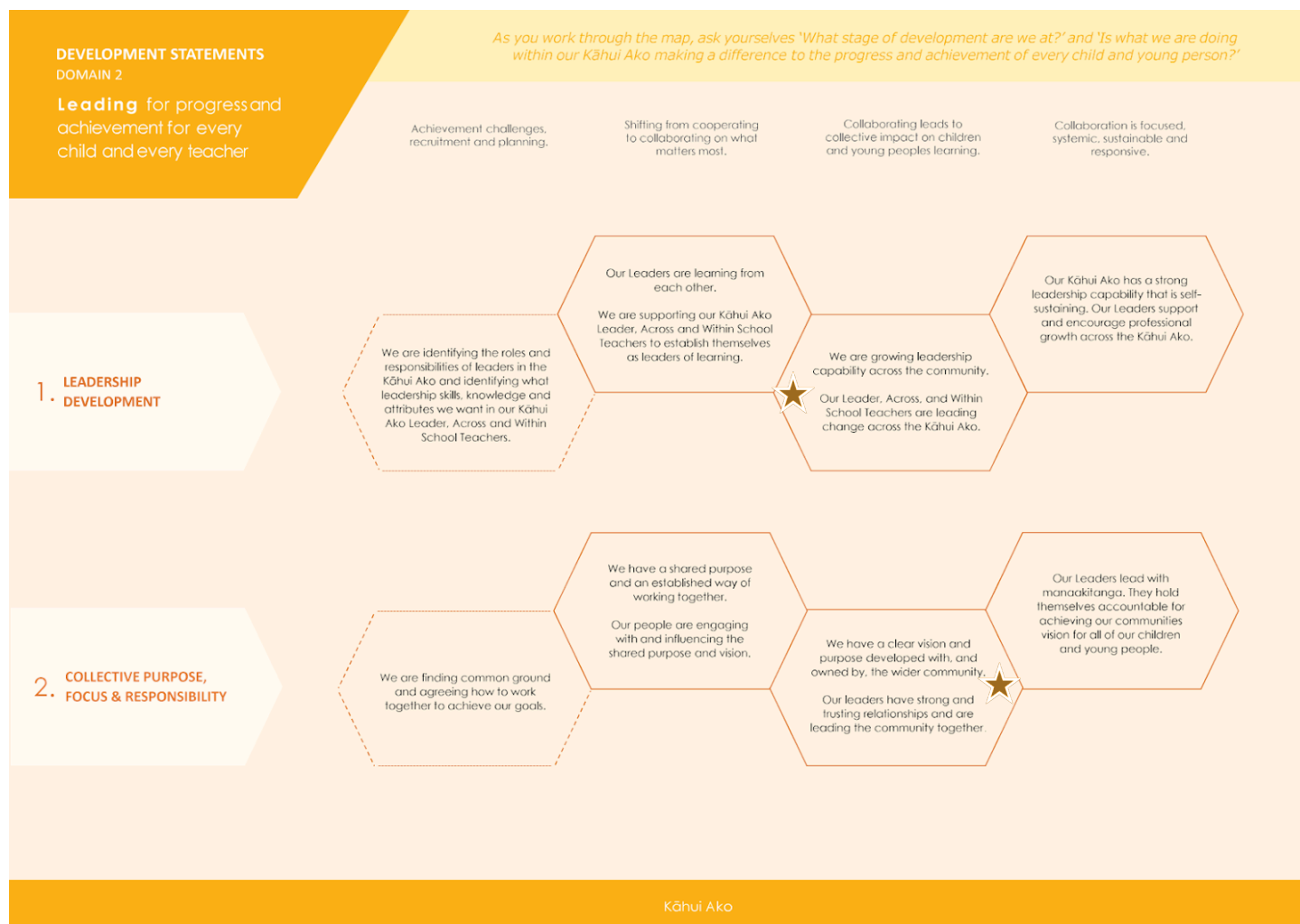
### Domain 1: Teaching collaboratively for the best learning outcome for every child



Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>Developing effective working relationships with one another.</li> <li>Across and Within school teachers are building</li> </ul>	<ul style="list-style-type: none"> <li>Clarity of plan to improve teacher capability.</li> </ul>	<ul style="list-style-type: none"> <li>Findings from teacher led inquires are shared across the Kāhui Ako.</li> </ul>

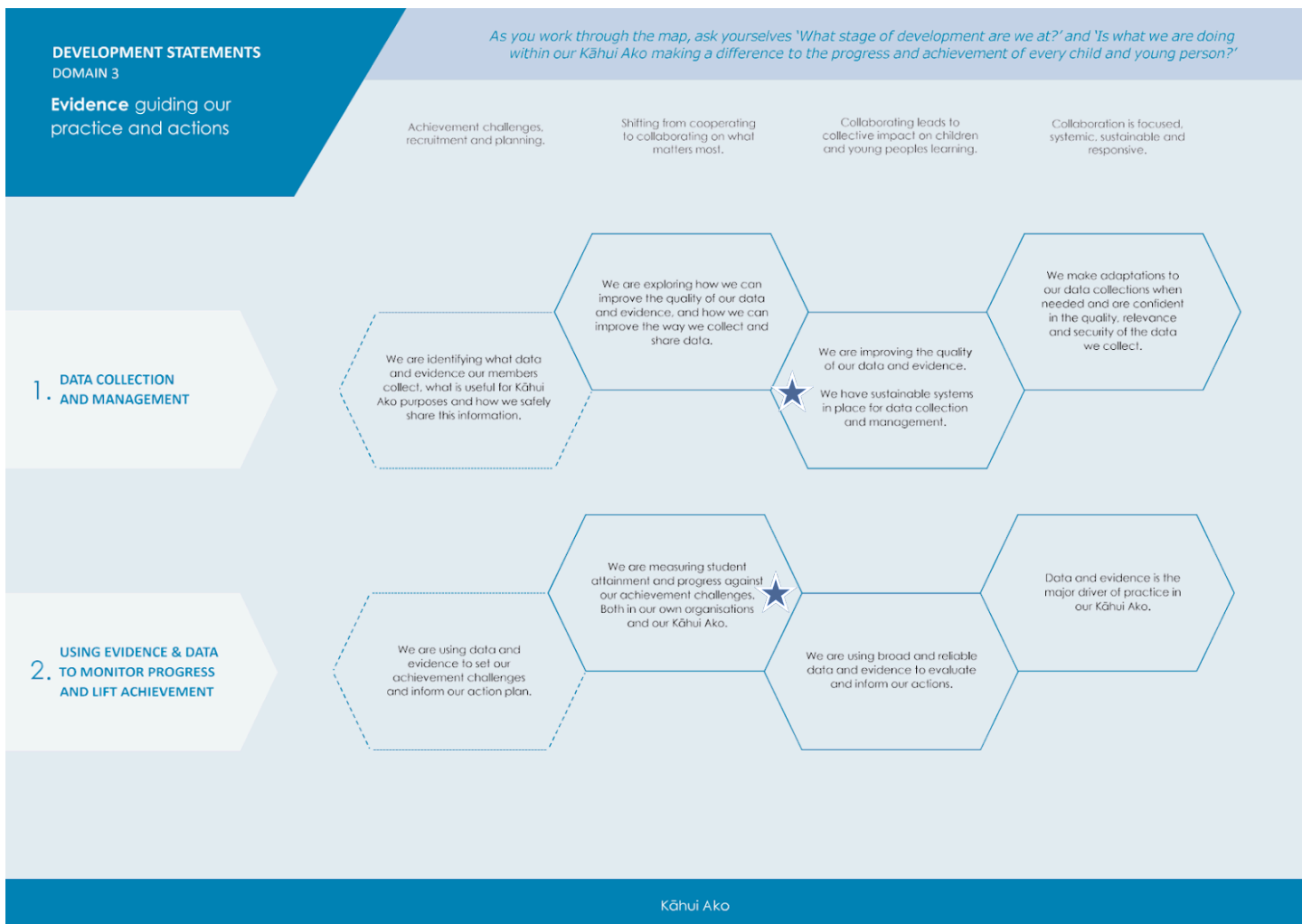
<p>relationships with one another, with the Leader, and with other teachers.</p> <ul style="list-style-type: none"> <li>• Within School Leaders are providing PLD to improve teaching practice and capability in each kura.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative implementation of Te Mataiaho and Common Practice Model.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying understandings of Te Mataiaho and Common Practice Model across all settings with a focus on literacy and numeracy.</li> </ul>
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## Domain 2: Leading for progress and achievement for every child and every teacher.



Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>• Clarity of values and vision connected to attendance and student achievement.</li> <li>• Strong and trusting relationships with one another.</li> <li>• Improved practice for WSL and ASL.</li> </ul>	<ul style="list-style-type: none"> <li>• Change leadership is clearly evident across our three achievement challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Further developing working relationships with one another.</li> <li>• Linking purpose and focus with change leadership.</li> <li>• Continue to lead improved practice across all kaiako.</li> </ul>

## Domain 3: Evidence guiding our practice and actions



Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>Data and evidence being collected in individual schools and shared across our Kāhui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable systems of data collection and sharing.</li> <li>Broad and reliable data and evidence is used to evaluate and inform.</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying data collection and sharing system across Kāhui Ako.</li> <li>Clarifying data and evidence that will be used across our Kāhui Ako.</li> <li>Improving collection of disaggregated data.</li> </ul>

# Domain 4: Pathways developing and connecting along the whole educational journey for every child

## DEVELOPMENT STATEMENTS DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

*As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'*

Achievement challenges, recruitment and planning.

Shifting from cooperating to collaborating on what matters most.

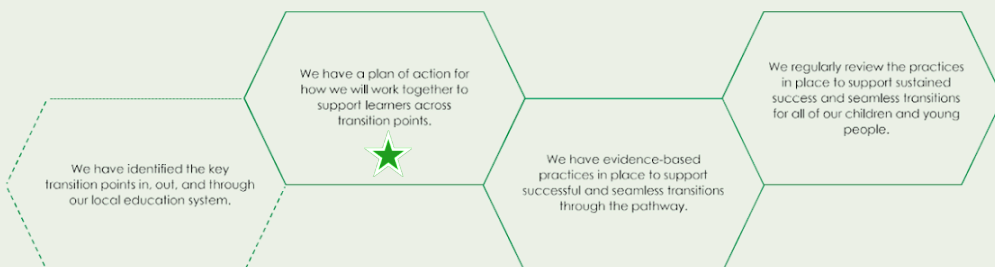
Collaborating leads to collective impact on children and young peoples learning.

Collaboration is focused, systemic, sustainable and responsive.

### 1. INTEGRATING THE LEARNING PATHWAY



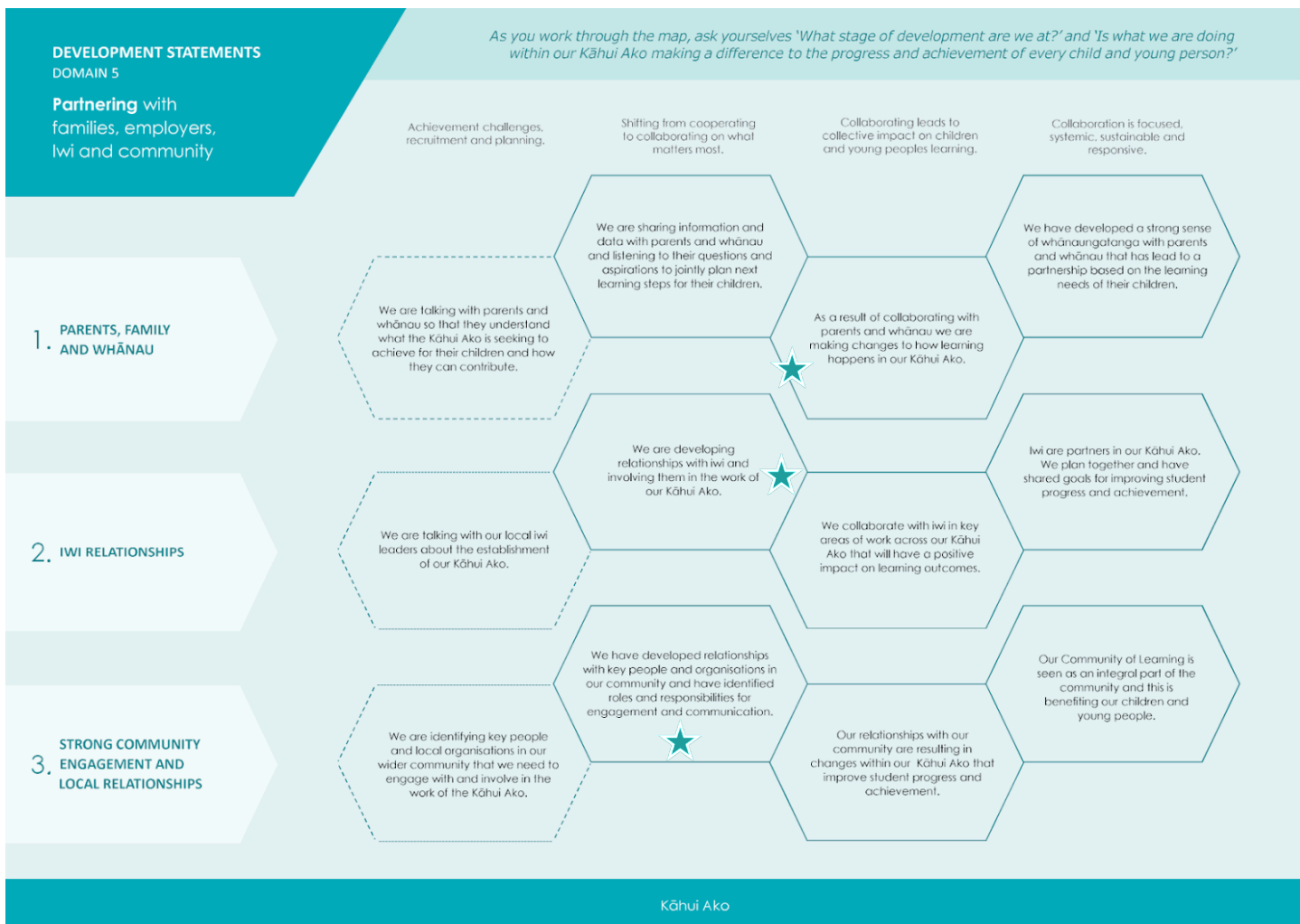
### 2. SUPPORTING TRANSITIONS



Kāhui Ako

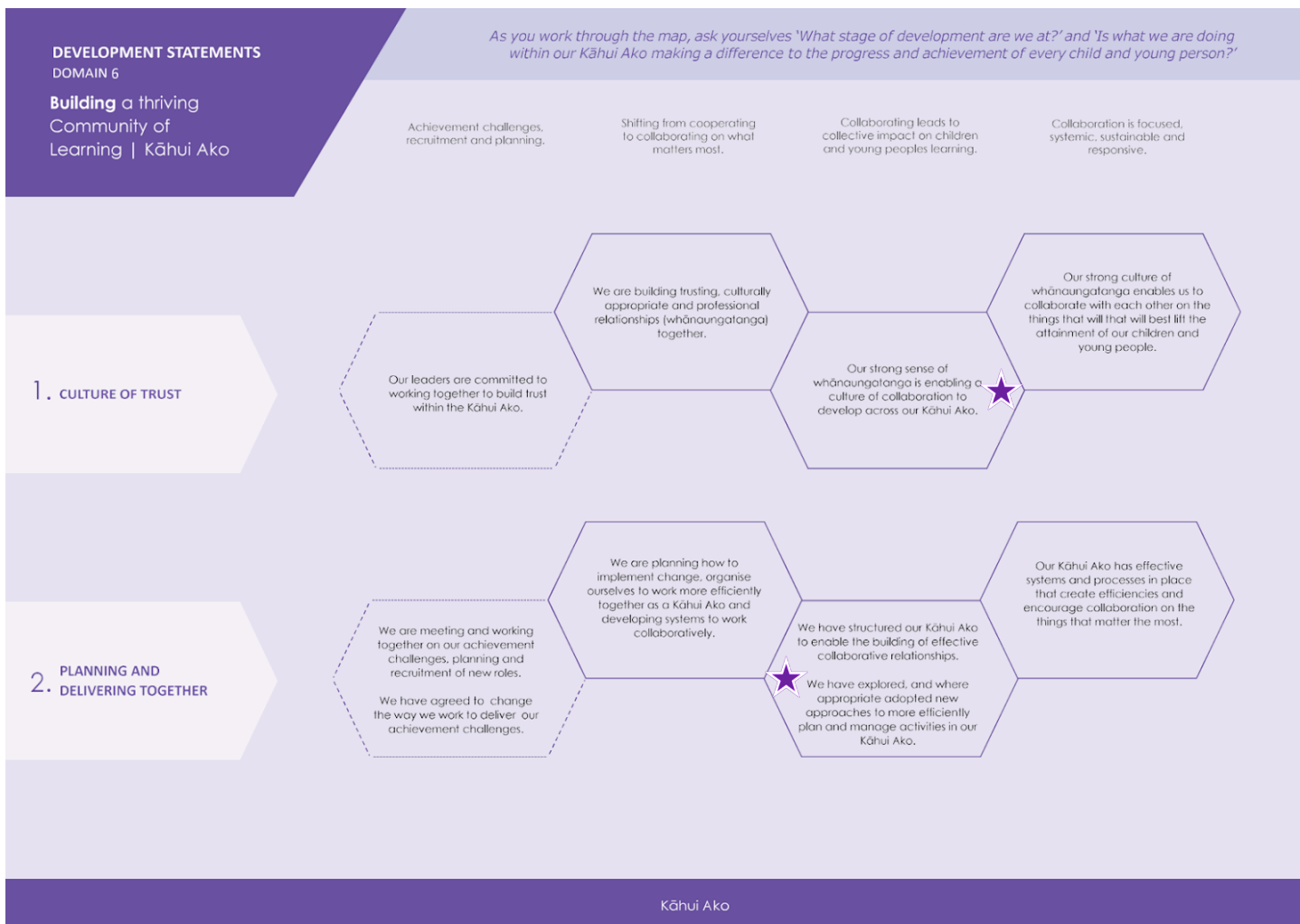
Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>• Within and Across school leaders share examples of connected learning within their schools.</li> <li>• Transition plans in place within individual schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Connected and responsive learning meets the needs of our learners across our Kāhui Ako.</li> <li>• Successful and seamless transitions are evident and evidence based.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition plans in place across schools within our Kāhui Ako.</li> <li>• Clarity of plan for cohesive learning across our learning community.</li> </ul>

## Domain 5: Partnering with families, employers, iwi and community



Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>● Collaboration with Māori Achievement Collective supporting engagement and communication.</li> <li>● Sharing of information with parents and connecting to questions and aspirations.</li> <li>● Connections with Umupuia marae / Ngai tai iwi through two hui at the marae led by the iwi.</li> <li>● Use of newsletters to share what is happening across our KA.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships with community are leading to improvements in progress and achievement, particularly for Māori learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Further collaboration with whānau and parents.</li> <li>● Extending collaboration with iwi connected to shared goals of raising attendance and achievement of Māori ākonga.</li> <li>● Further development of relationships and clarity of roles and responsibilities.</li> </ul>

## Domain 6: Building a thriving Community of Learning | Kāhui Ako



Progress so far...	Expected Outcomes / Goals	Actions / Next steps
<ul style="list-style-type: none"> <li>Whanaungatanga and a culture of trust are clearly evident across our Kāhui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>Linking our strong sense of whanaungatanga to lifts in student achievement.</li> <li>Structure of our Kāhui Ako builds effective collaborative relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Further clarity of Kāhui Ako roles and ways of working to enable effective and collaborative relationships, particularly with external providers and approaches across schools..</li> <li>Looking at new approaches to efficiently plan and manage our mahi.</li> </ul>

# Success Story 1 - Collaborating on Attendance

## How it began - collaboration with students

Attendance is a crucial first step in accessing learning. As a CoL we are committed to working toward better understanding and responding to the barriers to attendance and engagement for all ākongā. This led to our seeking student voice. We brought together the student leaders from each of our kura to better understand their perspectives on attendance.

We asked our ākongā:

1. What are some reasons some students might not attend school regularly?
2. What is the best thing about coming to school?
3. How does being at school every day help?
4. What could schools do to help more students be at school every day?



Early analysis of their responses indicated that friendships are the key motivator for regular attendance and that worrying about bullying is at the top of what keeps students away. This feedback is also reflected in the NZCER Wellbeing survey results we discussed as a CoL in 2022.

## Clarification of goal / Strive for Five / Video

Following our analysis and further collaboration with our wider community about attendance, we planned to produce a wrap-around campaign to celebrate consistent attendance.

We collaborated on developing a 'Slogan' that would work across kura. Understanding that being at school five days a week is beneficial for all student wellbeing no matter where they are in their learning journey we worked to develop a way of getting that message across to all learners and their caregivers.

Our agreed vision is that the West Pakuranga Kāhui Ako attention is on attendance as we set out to inspire all ākongā to Strive for Five.

We are focused on:

- » providing a welcoming environment where ākongā feel safe.
- » providing engaging learning that reflects the identity, language, and culture of our ākongā.
- » developing educationally powerful connections with ākongā and whānau and supporting teachers to connect with their ākongā.

Strive for five logo



**Communication with students | parents | community about attendance**

Our work to ensure all students are attending school regularly and thriving continues. Our next steps are to develop this campaign to ensure that is relevant in all of our contexts.

Strive for Five | Attendance Project continues to grow. Megan Cunningham, Within-School-Lead Teacher for Edgewater College, and HoD of Art worked alongside the leaders of this project, Sarah Allen (former Lead principal) and Monique Carrigan (Across School Lead Teacher) to develop a logo suite. This included workshops with a wide range of students from different backgrounds.

**Next steps**

An innovative way to celebrate and encourage students to ‘Strive for Five’ will be through a contemporary and original music video. The ‘actors’ for this will be drawn from all our schools.

We secured the rights to the ‘Otago Millionaires Club (OMC)’ soundtrack for ‘How Bizzare’ an iconic and well-recognised New Zealand song. We then wrote a script for an ‘alternative version with lyrics that present our campaign motto to ‘Strive for Five’. We have developed a storyboard for the music video. This included visiting each school to source material for the ‘background’.

The head students at Edgewater College are learning the lyrics and Mr Holmes, Head of Music is recording the song. We will use this along with a range of published material that encourages students to be motivated and rewarded when they Strive for Five.

We plan to produce various iterations of our logo to honour our diverse community. As shown in this example for Samoan Language Week.<sup>3</sup>



<sup>3</sup> Monique Carrigan (ASL)

# Success Story 2 - Culturally responsive practice - Pacific and Māori

## Clearly defining expectations

A key focus of our Kāhui Ako in its initial years was supporting culturally responsive practice that best meets the learning and wellbeing needs of our Pacific and Māori akonga. This began with clarity of 6 principles that support this across our Kāhui Ako.

## Sharing best practice for our Pacific Learners

From this principles document we held a Kāhui Ako wide hui for teachers with Dr Michelle Johanssen as a key note speaker. School leaders from across the spectrum presented a wide range of workshops linked to these principles. One example of which is given on the right which was about explicitly linking these practice to effective numeracy pedagogy.

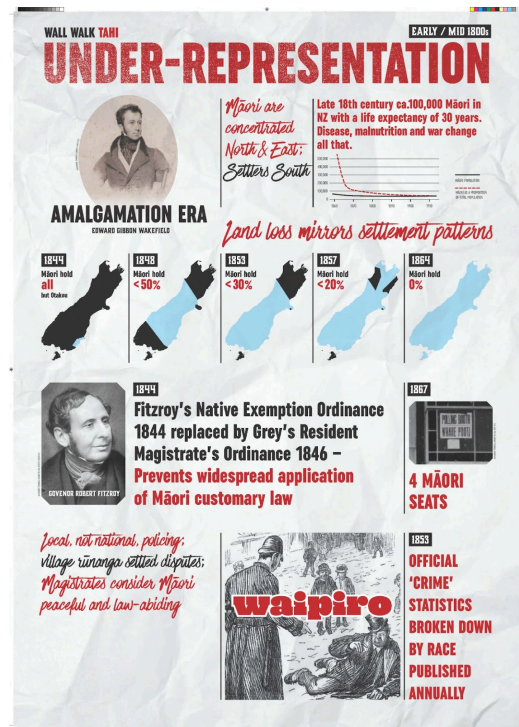


Topic/Principle	Tasks	Maths
Show me you believe I can be successful	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Seeing patterns</li> <li>Diagnostic questions</li> <li>Evaluate the pros and cons</li> <li>Design your own numeral system</li> </ul>	<ul style="list-style-type: none"> <li>Place value patterns</li> <li>Zeros</li> <li>How many symbols needed?</li> <li>How 'long' each number</li> <li>Difference 'base/decimal' 'binary'</li> </ul>
Let's talk stories	<ul style="list-style-type: none"> <li>Design a stick map of your school / local area / Pacific islands</li> <li>Or a star map of Māori</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – 3-D representation</li> <li>What would 3-D look like</li> <li>Angles</li> <li>Measurement – how show distance?</li> <li>Descriptions</li> </ul>
Create a positive connection with me	<ul style="list-style-type: none"> <li>GIANTS TRANSFORMATIONS</li> <li>Create and describe</li> <li>'Mathematiser'</li> <li>Real topics</li> <li>Digital version</li> </ul>	<ul style="list-style-type: none"> <li>Asymmetrical a.k.a. a bit unbalanced</li> <li>Linear pattern a.k.a. in a line</li> <li>Rotational symmetry a.k.a. twisted or turned</li> </ul>
Know me as a person and as a learner	<ul style="list-style-type: none"> <li>DATA CARDS</li> <li>What is your gender?</li> <li>What ethnicity are you?</li> <li>What country were you born in?</li> <li>How long have you lived in NZ?</li> <li>How many languages can you speak?</li> <li>How many languages can you count to ten in?</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Descriptions</li> <li>Comparisons</li> <li>Statistical representations</li> <li>Question analysis</li> <li>Context</li> <li>Cleaning data</li> </ul>

## Connecting to supporting our Māori akonga

The incredibly powerful Te Hīkoi Maumahara / Connecting People to the Past PLD was run for teachers across the Kāhui by Dr Simone Bull with the following Learning Objectives:

- Raise awareness of NZ's unique history of Māori-Crown relations through a Māori Lens. A story often forgotten.
  - Teaching historical events very few know
  - Enabling self-discovery with co-creation
  - Focussing on facts, and verifiable events
- Mobilise Learners to view their world through a Māori lens and act to improve Māori outcomes
  - Supporting our learners throughout
  - Providing initiatives that lead to results
  - Prompt learners to form their own analysis
- Win hearts and minds to provoke action, help Māori and foster a peaceful understanding.
  - Neutral stance provides both perspectives
  - Personalised story linking whakapapa
  - We are more alike than we think



<https://thewallwalk.co.nz/>

## New initiative

This led to the development of a new "LEDGE" programme in the secondary school that links Aotearoa Histories, Kaupapa Māori and Literacy teachers in the junior school. This began in 2023, some feedback from a member of the community is given on the right.

Kia Ora Whaea,

I'm so excited about this. I feel it's very important our youth (My children especially) know their history, of the beautiful land that is our home.

On a personal note, our basic knowledge is very limited, as our ties to our land and people were abruptly cut off, since my grandmother and her siblings were whanga'd to an orphanage in Papatoetoe in the mid 1930's.

Sadly, because of this, it's made reconnecting somewhat an emotionally difficult and arduous journey of the 'blind leading the blind,'" however, the knowledge to learn is still and will always be at the forefront of our minds.

Thank you for being our "light" and guide, to new discoveries and the beginning of our healing.

Much love, and sincere regards,

## Connecting to new achievement challenges in Reading / Writing / Numeracy

The work in the area directly connects to both the Māori Achievement Focus Area of this refresh, along with our new Achievement Goals.

# Success Story 3 - NCEA achievement and targeting key areas to support this through Graduate Profile / whānau aspirations

## Development of Graduate profile

As part of the pathways and transition work the secondary school has developed a Graduate profile linked to the Kāhui Ako vision of connected curious learners. Collaboration with parents about key information they wanted is included with the intention of ensuring that the school could clearly communicate with students and their families about what was important in terms of learning and how students were progressing in these areas.

## Sharing with students and community

This Graduate Profile is a certificate presented to all students at the end of the year and can be gained at Gold, Silver and Bronze level. It clearly shows students strengths and areas for improvement against the schools key values and capabilities. Attendance and Punctuality are critical to learning success and as such are a key measure to success on this Graduate Profile. Other measures include students ownership of learning, as well as their Co-curricular, service and leadership involvements.

## Next steps

Connecting this Graduate Profile to Learning Achievement outcomes, particularly in Literacy, Numeracy and NCEA Achievement.

### EDGEWATER COLLEGE GRADUATE PROFILE 2023 GOLD AWARD FOR YEAR 11

Student Name

EDGEWATER VALUES AND CAPABILITIES				
MĀIA   COURAGE	RANGATIRATANGA   CHARACTER	5	KAITIAKITANGA   CITIZENSHIP	5
MANAWA REKA   CURIOSITY	AUAHATANGA   CREATIVITY	5	MĀRAMATANGA   CRITICAL THINKING	4
MANAAKITANGA   CARE	KÖRERORERO   COMMUNICATION	4	WHAKAWHANAUNGATANGA   COLLABORATION	3

OWNERSHIP OF LEARNING				
EFFORT	WORK COMPLETION	ENGAGEMENT	ORGANISATION	RESPECT
5	5	5	4	3

ATTENDANCE AND PUNCTUALITY					
	Term 1	Term 2	Term 3	Term 4	Overall
ATTENDANCE	94%	99%	100%	90%	96%
PUNCTUALITY	88%	90%	95%	95%	95%

CO-CURRICULAR, SERVICE, LEADERSHIP	
Junior A Netball, Samoan Cultural Group, Peer Support Leader, Enviro Committee	

MENTOR TEACHER COMMENT	
Aulani is an enthusiastic learner who actively seeks new challenges and is committed to doing her best. She is cooperative and conducts herself with maturity. She is very supportive of other learners in the class and we have all appreciated her great sense of humour this year.	



MĀIA   COURAGE	<b>RANGATIRATANGA   CHARACTER</b> Showing resilience, confidence and initiative with a focus on learning to learn and a growth mindset. Having a strong sense of self-determination / leadership of self.	<b>KAITIAKITANGA   CITIZENSHIP</b> Being a global citizen, understanding diverse viewpoints and ways of thinking. Demonstrating leadership, service and guardianship of and for our community.
MANAWA REKA   CURIOSITY	<b>AUAHATANGA   CREATIVITY</b> Creating, designing and innovating using flexible, original, perceptive and / or integrated ways of thinking. Seeing the world from a range of perspectives	<b>MĀRAMATANGA   CRITICAL THINKING</b> Seeking and solving problems, and modelling situations that require critical and analytical thinking. Having a spirit of inquiry, questioning, examining and justifying.
MANAAKITANGA   CARE	<b>KÖRERORERO   COMMUNICATION</b> Speaking, listening, reading and writing to tell stories / share knowledge / dialogue / discuss including using digital resources.	<b>WHAKAWHANAUNGATANGA   COLLABORATION</b> Building relationships, establishing links and making connections. Working and learning in teams and groups to learn with and from others.

# Reflection on our Achievement Challenges

The following areas were selected as a focus:

- Well-being
- Literacy - Writing
- NCEA - Level 2 and 3

## Reflection 1: Student Wellbeing

Well-being is central to the vision, values and principles of the New Zealand Curriculum, Te Whāriki, and our shared values and vision statement above. Our learning community share the belief that if our students are to be confident, connected, actively-involved lifelong learners, they need to feel safe and secure, have equitable learning opportunities and have their culture, language and identity recognised and valued.

“Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences”.

(ERO Wellbeing for success: A Resource for Schools, March 2016)

This achievement challenge focused on evaluation and improvement of student wellbeing across the Pakuranga West Kāhui Ako.

Each school in the Kāhui Ako has gathered data from their student population to identify areas of relative strength and weakness. We used the Wellbeing@school student survey (NZCER) to gather this baseline data from students in Year 5 to Year 10. Refer to Appendix A for further survey results.

## Achievement Challenge Targets for Student Wellbeing

Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years

School-wide climate and practices						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress to 2021	Projected Shift over 3 years	2022 Data	Shift Achieved
Years 4 - 6	Everyone knows the school rules about behaviour	81.7%	86.7%	5%	94%	12.3%
	Teachers are interested in my culture or family background	80%	85%	5%	87%	7%
	Students have a say in what happens at school	84.9%	89.9%	5%	78%	(6.9%)
Years 7-8	Everyone knows the school rules about behaviour	62.3%	85%	22.7%	87%	24.7%
	Teachers are interested in my culture or family background	73.1%	85%	11.9%	84%	10.9%
	Students have a say in what happens at school	78.3%	85%	6.7%	62%	(16.3%)
Years 9-10	Everyone knows the school rules about behaviour	58.9%	85%	26.1%	92%	33.1%

	Teachers are interested in my culture or family background	75.1%	85%	9.9%	65%	(10.1%)
	Students have a say in what happens at school	84.8%	89.8%	5%	70%	(14.8%)

Teaching and Learning						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2021	Projected shift over 3 years	2022 Data	Shift Achieved
Years 4 - 6	Teachers make learning interesting	89.0%	94%	5%	92%	3%
	At school, I am taught how to manage my feelings (like if I get angry)	82.9%	87.9%	5%	84%	1.1%
	At school, I am taught what to do if students are hassling or bullying me	91.4%	96.4%	5%	93%	1.6%
Years 7-8	Teachers make learning interesting	76.0%	85%	9%	66%	(10%)
	At school, I am taught how to manage my feelings (like if I get angry)	78.3%	85%	6.7%	69%	(9.3%)
	At school, I am taught what to do if students are hassling or bullying me	78.3%	85%	6.7%	73%	5.3%
Years 9-10	Teachers make learning interesting	67.9%	85%	17.1%	72%	4.1%
	At school, I am taught how to manage my feelings (like if I get angry)	77.7%	85%	7.3%	80%	2.3%
	At school, I am taught what to do if students are hassling or bullying me	78.6%	85%	6.4%	80%	1.4%

Pro-Social Student Culture and Strategies						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2021	Projected shift over 3 years	2022 Data	Shift Achieved
Years 4 - 6	I can say how I'm feeling when I need to	79.2%	85%	5.8%	70%	(9.2%)
	Students treat each other with respect	82.0%	87%	5%	75%	(7%)
	Students include others who are being left out or ignored	84.1%	89.1%	5%	83%	(1.1%)
	Students treat teachers with respect	90.6%	95.6%	5%	91%	0.4%
Years 7-8	I can say how I'm feeling when I need to	67.4%	85%	17.6%	45%	(22.4%)

	Students treat each other with respect	53.7%	85%	31.3%	36%	(17.7%)
	Students include others who are being left out or ignored	71.4%	85%	13.6%	53%	(18.4%)
	Students treat teachers with respect	63.4%	85%	21.6%	42%	(21.4%)
<b>Years 9-10</b>	I can say how I'm feeling when I need to	66.1%	85%	18.9%	64%	(2.1%)
	Students treat each other with respect	70.5%	85%	14.5%	63%	(7.5%)
	Students include others who are being left out or ignored	80.4%	85.4%	5%	70%	(10.4%)
	Students treat teachers with respect	63.4%	85%	21.6%	68%	4.6%

<b>Aggressive Student Culture</b>						
<b>Target:</b> A minimum of 85% Never/1-2 times per year OR a minimum 5% shift over three years.		<b>Baseline Data 2018</b>	<b>Projected Progress 2021</b>	<b>Projected shift over 3 years</b>	<b>2022 Data</b>	<b>Shift Achieved</b>
<b>Years 4 - 6</b>	Do other students put you down, call you names, or tease you in a mean way?	66.1%	85%	18.9%	82%	15.9%
	Do other students leave you out or ignore you on purpose?	73.1%	85%	11.9%	89%	15.9%
	Do other students tell lies or spread rumours about you?	71.4%	85%	13.6%	91%	19.6%
<b>Years 7-8</b>	Do other students put you down, call you names, or tease you in a mean way?	56.6%	85%	28.4%	70%	13.4%
	Do other students leave you out or ignore you on purpose?	69.1%	85%	15.9%	87%	17.9%
	Do other students tell lies or spread rumours about you?	65.1%	85%	19.9%	84%	18.9%
<b>Years 9-10</b>	Do other students put you down, call you names, or tease you in a mean way?	71.4%	85%	13.6%	78%	6.6%
	Do other students leave you out or ignore you on purpose?	73.2%	85%	11.8%	84%	10.8%
	Do other students tell lies or spread rumours about you?	78.6%	85%	6.4%	86%	7.4%

The 2022 data above shows the shift achieved over the past three years. The strongest shift has been in the 'Aggressive Student Culture' section, with an average improvement of 14% achieved. This means that an increased number of

students are reporting that they are experiencing the measured aspects of aggressive student culture either never or once/twice per year.

However, the most concerning aspect highlighted by the 2022 data is in the 'Pro-Social Student Culture and Strategies' section. Almost all of the measured aspects show a significant decline in the number of students reporting that they agree with the statements provided. The impact of extended lockdowns and distance learning could be one explanation for the decrease in students' ability to share how they're feeling, to interact respectfully with one another, and to ensure that other students are not being left or ignored. The evidence suggests that we need to maintain a focus on pro-social student culture alongside academic development.

Our PLD has been very disjointed due to COVID-19. It has proven to be very challenging with regard to maintaining momentum. We endeavour to seek an appropriate model/framework to improve student well-being applicable to our students across our CoL.

## Achievement Challenge 2: Writing (Years 1-8)

### Rationale

Good literacy levels are key to so much learning, understanding, and ability to contribute in work, family and society. For all students to become confident and capable writers there is a need for a strong focus on writing across the Kāhui Ako.

There is a history of collaboration between the smaller primary schools in regards to moderation of writing assessments, which will provide a strong foundation for our collaborative work.

Data from across the Kāhui Ako has highlighted a need to focus on raising achievement specifically for:

- NZ Māori students
- Pacific students
- Male students
- Students in Year 3

### Achievement Challenge Targets for Writing (Years 1-8)

Target: An aspirational target of 85% At/Above NZ Curriculum expectations for year level OR a minimum 5% shift over three years for identified groups of students (shown in the table below)

Years 1-8 Writing Achievement					
Target: 85%	Baseline Data end of 2018	Projected Progress 2022	Shift over three years	2022 Start of Year Data	Shift Achieved
All students	73.8%	85%	11.2%	39%	(34.8%)
Māori	67.6%	85%	17.4%	34%	(33.6%)
Pacific	70.4%	85%	14.6%	40%	(30.4%)
Male	69%	85%	16%	36%	(-33%)
End of Year 5	64.1%	85%	20.9%	37%	(27.1%)

### Writing (Years 1-8) Reflection and Analysis

Achievement in Writing has declined between 2018 and 2022. Two significant factors impacting on the 2022 data in the table above are:

1. The 2022 data was collected at the start of the school year, and is being compared to 2018 end of year data.

2. Covid19 pandemic. Long periods of distance learning have made engaging students in writing, and supporting students to respond to feedback about writing very difficult. These factors are vital in a writing programme that raises achievement.

### **Achievement Challenge 2: Writing: Summary statements (from original Achievement Challenge)**

Writing	Focus
<p>Year 1-8:</p> <p>In 2018, 73.8% (817) of our students were “At or Above” curriculum expectation in Writing for Years 1-8.</p> <p>We will lift this to 85%, (940), a 11.2% shift by the end of 2022. This will mean shifting 123 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve an average of a 3.7% shift, annually.</p>	<p>Within our overall goal of shifting 123 additional students there are 4 sub goals that are a collective focus:</p> <p><b><u>Māori:</u></b> We aim to lift the achievement of all our Māori students in Writing from 67.6% (192) to 85% (241), a 17.4% shift by the end of 2022.</p> <p>This is a shift of 49 more Māori students (which is part of our target of 123 students overall).</p> <p><b><u>Pacific:</u></b> We aim to lift the achievement of Pacific students in Writing from 70.4% (190) to 85% (230), a 14.6% shift by the end of 2022.</p> <p>This is a shift of 40 more Pacific students (which is part of our target of 123 students overall).</p> <p><b><u>Male:</u></b> We aim to lift the achievement of male students in Writing from 69% (394) to 85% (485), a 16% shift by the end of 2022.</p> <p>This is a shift of 91 more boys (which is part of our target of 123 students overall).</p> <p><b><u>End of Year 5:</u></b> We aim to lift the achievement of Year 5 students in Writing from 64.1% (82) to 85% (109), a 20.9% shift by the end of 2022.</p> <p>This is a shift of 27 more Year 5 students (which is part of our target of 123 students overall).</p>
<p><b>Shifting “At to Above”</b> In 2018, 23.6% (261) of our students were “Above” the curriculum expectation in Writing for Years 1-8.</p> <p>We will lift this to 28.6% (310), a 5% shift by the end of 2022. This will mean shifting 49 additional students. to ‘Above.’</p> <p>We will achieve a 1.7% shift annually.</p>	

### **Achievement Challenge 3: NCEA Achievement**

#### **Review of Data 2017-2021**

The rationale for setting this Achievement Challenge was that gaining NCEA ensures students have options for tertiary study. The baseline data from 2017 indicated a need to focus on raising achievement at this level to provide students with the skills and knowledge needed for their future pathways.

We have made a concerted effort to lift results despite the challenges of Covid-19 including culturally responsive initiatives, provision of at home learning packs, Learning Recognition Credits, adjustments to UE and endorsements, changes to exam and portfolio submission dates – along with a range of measures to support teaching, learning and assessment.

NCEA Level 2 Achievement - Enrolment-based percentages				
2017 (147)	2018 (125)	2019 (113)	2020 (104)	2021 (107)
72.9	73.1	74.1	79.8	78.9
NCEA Level 2 Endorsement				
10.2	12.8	14.2	15.4	21.5
NCEA Level 3 Achievement - Enrolment-based percentages				
2017 (135)	2018 (127)	2019 (99)	2020 (102)	2021 (90)
58.2	65.7	64.8	69.9	82.8
NCEA University Entrance				
33.6	38.9	40.9	32.3	25.3

The data above shows that we have shown resilience through the challenges of COVID-19, however, these results include Learning Recognition Credits as well as students' securing passing grades through 'Bundles' for NCEA level 2 and 3 achievement. What is also demonstrated is the impact on NCEA University Entrance rates for our rangatahi. Whilst we haven't achieved a 5.3% shift annually our overall improvement is on target.

The New Zealand Qualifications Authority (NZQA) released finalised attainment data from 2020, showing that attainment of NCEA and University Entrance increased despite the disruption from COVID-19<sup>4</sup>. According to Angela Gray, the NZQA Deputy Chief Executive Assessment, "Support from schools, teachers and whānau – alongside the interventions put in place by the government – helped students keep studying and have their learning recognised." While this is evident across the motu, the overall attainment of NCEA Level 2 grew by 1.2 percentage points, of NCEA Level 2 in Year 12 by 2.6 percentage points, and of NCEA Level 3 in Year 13 by 4.8 percentage points. While NZQA saw attainment of University Entrance (UE) rise by 4.1 percentage points from 2019 to 2021, our kura has seen a significant decrease from 2019 40.9 to 25.3 in 2021. While we need to acknowledge the extraordinary lengths kaiako went to support students with their engagement in learning, this data shows the need for interventions to address the disruption from COVID-19.

NCEA Achievement
<p>NCEA Level 2</p> <p><b>Baseline Data:</b> In 2017, 64.2% ( 95/148) of our students achieved NCEA Level 2.</p> <p><b>Target</b></p> <p>We will lift this to 80% (118/148), a 15.8 % shift by the end of 2021.</p> <p>This will mean shifting 23 additional students from Not Achieved to Achieved.</p> <p>We will achieve a 5.3% shift annually.</p>
<p>NCEA Level 2 - Endorsement Rates</p> <p><b>Baseline Data:</b> In 2017, 10.8 % (16/148) of our students achieved NCEA Level 2 with either Merit or Excellence.</p>

<sup>4</sup> NZQA 4 May 2021

**Target**

We will lift this to 30 % (44/148), a 19.2 % shift by the end of 2021.

This will mean shifting 28 additional students from Achieved to Merit or Excellence.

We will achieve a 6.4% shift annually.

NCEA Level 3

**Baseline Data:** In 2017, 60.2 % ( 74/123) of our students achieved NCEA Level 3.

**Target**

We will lift this to 75% (92/123), a 14.8% shift by the end of 2021.

This will mean shifting 18 additional students from Not Achieved to Achieved.

We will achieve a 4.9% shift annually.

## Reflection on Process Targets

Our process targets focused on Digital Technology, oral language, and year 9 and 10 assessment and reporting.

<b>Digital Technology</b>	
Target: ensure that all ākonga have opportunities to build skills that enable them to be innovative creators of digital solutions.	Outcome: staff developed a collective approach to online teaching and learning.
<b>Oral language</b>	
Target: to develop a shared understanding and approach to supporting learners through teachers having greater knowledge and consistency of the use of the English Language Learning Progressions.	Outcome: all schools have applied the English Language Learning Progressions to support the development of oral language across the curriculum.
<b>Year 9 and 10 assessment and reporting</b>	
Target: reporting processes will be updated across all 8 learning areas to an N1 to E8 system.	Outcome: This grade scale has been implemented across all learning areas.
Target: a system for evaluating and reporting against learner agency will be implemented by assessing behaviours that are known to support learner agency.	Outcome: We have implemented a regular student engagement report.
	Outcome: Development of graduate profile and reporting against this to parents and whanau.

## Our focus for the next three years

Looking at our current data we have decided on three Achievement Challenges and two Focus Areas that support Achievement in these areas. Whilst discussed separately below, we see these as six key strands of a strong weave that will support our learners to thrive as caring, courageous Akonga.



## Achievement Challenges 1 to 3

### Rationale

Strong literacy & communication and mathematics skills provide a foundation for learning for Aotearoa New Zealand's students and mokopuna, so they can enjoy full and meaningful lives secure in their identities, languages, cultures, and values. These foundational skills help sustain their wellbeing and that of their whānau and communities. They are critical factors in the learning journey from early learning right through to the end of secondary education and beyond. At the secondary school level, new measures of literacy and numeracy have been introduced that will prevent our learners from gaining an NCEA qualification if they are unable to meet these standards.

With targeted and improved teacher practice we will see the raising of student achievement. This would include students with specific learning needs. Collective inquiry into our students quantitative and qualitative across the Kāhui Ako will enable us to identify the areas we will need to strengthen to better serve our students. Our data shows that targeting reading, writing and mathematics in conjunction with our focus areas will also improve overall achievement across our Kāhui Ako.

### What does research say?

The Literacy & Communication and Maths Strategy of March 2022 clearly highlights the following key focus areas for us to raise achievement in literacy & communication and mathematics:

We have highlighted below the key areas that our Kāhui Ako will focus on over the next three years:

1. Clear expectations for teaching and learning guide effective practice.
  - a. Clarity of expectations (LC / M)
  - b. Evidence-based practices and tools (LC / M)
  - c. Evidence-based common practice model (LC / M)
  - d. Diverse learners enjoy success because kaiako understand and use effective approaches to provide for their needs (LC)
  - e. Enough learning time is provided to develop mathematics students need (M)
2. Capability supports along the career pathway develop effective kaiako who can meet the needs of diverse groups of learners.
  - a. Literacy and communication and maths leadership and expertise (LC / M)
  - b. Coherent system of PLD / capability building (LC / M)
  - c. Evidence-based common practice model (LC / M)
  - d. More teachers with maths-rich backgrounds in the workforce (M)

3. Educationally powerful connections support and enhance learning.
  - a. Parents and caregivers feel confident supporting their children’s learning, including through reading for pleasure and problem solving (LC / M)
  - b. Secondary subject choices enable learners to pursue literacy and maths rich careers (LC / M)
  - c. Reporting is accessible, relevant and meaningful (LC / M)
  - d. Seamless and positive transitions to sustain literacy and communication and mathematics progress (LC / M)
  - e. Engaging literacy and communication culture that promotes wellbeing and engagement (LC)
  - f. More awareness of critical role of numeracy in supporting wellbeing, agency and civic participation and opportunities in maths-rich career pathways (M)
  
4. A system of learning supports responses to the needs of every learner
  - a. Learners needing additional support are identified promptly and get what they need to learn and progress (LC / M)
  - b. Tailored and individualised additional supports meet needs of diverse learners (LC / M)
  - c. Neurodiverse learners receive targeted, evidence-based and easy to access supports to enhance literacy and communication learning (LC / M)
  
5. System-wide evaluation supports a system that learns.
  - a. Assessment practices and tools provide useful common insights and enable kaiako to notice and respond to learners’ progress (LC / M)
  - b. Systematic information gathering that informs continuous improvement (LC / M)
  - c. Strong partnerships between Te Poutāhū and maths education experts grow out of knowledge about effective maths teaching and learning (M)

We know that if we have powerful and meaningful connections with whānau and students, and staff who understand and implement a culturally responsive curriculum, we can together raise achievement. Russell Bishop and Mere Berryman mention the need for relationships and interactions between teachers and students in the classroom are key to effective teaching of Māori students. Effective teachers take a positive, non-deficit view of Māori students, and see themselves capable of making a difference for them. According to Samu (2006), “quality teaching for Pacific learners requires the development of teachers’ and educators’ in-depth, contextualised knowledge and understanding of their Pacific learners” (p.36).

	<b>AC 1: Reading</b>	<b>AC 2: Writing</b>	<b>AC 3: Numeracy</b>
<b>Ākonga goal</b>	All ākonga in the Pakuranga West Kāhui Ako develop the literacy and numeracy skills they need to ensure educational success.		
<b>Kaiako goal</b>	All kaiako have clear understanding of the pedagogies that best develop students’ literacy and numeracy skills and implement these effectively to ensure educational success for all.		
<b>FA 1: Māori Achievement</b>	All ākonga Māori develop the literacy and numeracy skills they need to ensure Māori learners achieve success as Māori in the Pakuranga West Kāhui Ako.		
<b>FA 2: Attendance focus</b>	All learners of the Pakuranga West Kāhui Ako “strive for five” as a way of ensuring they are at school and able to engage in meaningful learning.		

# Achievement Challenges 1 and 2 - Raise Achievement in Reading and Writing across the curriculum / across our Kāhui Ako

## Goals / Targets - What are we aiming to achieve

A minimum shift of 10% for all groups in Reading and Writing.

### AC1: Reading at or above

	Current All learners	Current Māori	Current Pacific	Target All Learners	Target Māori	Target Pacific
Year 1-6	64%	Process goal	Process goal	74%	tbc	tbc
Year 7-8	57%	39%	59%	67%	49%	69%
Year 9-10	43%	33%	37%	53%	43%	47%

### AC2: Writing at or above

	Current All learners	Current Māori	Current Pacific	Target All Learners	Target Māori	Target Pacific
Year 1-6	59%	Process goal	Process goal	69%	tbc	tbc
Year 7-8	57%	50%	60%	67%	60%	70%
Year 9-10	60%	44%	55%	70%	54%	65%

### AC 3: Mathematics at or above

	Current All learners	Current Māori	Current Pacific	Target All Learners	Target Māori	Target Pacific
Year 1-6	71%	Process goal	Process goal	81%	tbc	tbc
Year 7-8	55%	33%	55%	65%	43%	65%
Year 9-10	57%	44%	53%	67%	54%	63%

## Baseline Reading data 2023

### Years 1 - 6 reading data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
All	348	124		35.6%		224		64.4%		64.4%
Riverhills School	115	31	27%	16	14%	32	28%	36	31%	59%

<b>Anchorage Park School</b>	135	22	16%	36	27%	56	42%	21	16%	58%
<b>Riverina School</b>	98	Below				At or Above				
		19		20%		79		80%		80%

### Years 7-8 reading data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	250	32	12.8	75	30	104	41.6	39	15.6	57.2
<b>Māori</b>	64	7	10.9	24	37.5	18	28.1	7	10.9	39
<b>Pacific</b>	92	8	8.7	30	32.6	44	47.8	10	10.9	58.7

### Years 9-10 reading comprehension data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	192	27	14.0	83	43.0	73	38.0	10	5.0	43%
<b>Māori</b>	49	10	20.0	22	45.0	16	33.0	0	0.0	33%
<b>Pacific</b>	116	18	16.0	55	47.0	40	34.0	3	3.0	37%

### Baseline Writing data 2023

#### Years 1 - 6 writing data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	325	134		41.2%		191		58.8%		58.8%
<b>Riverhills School</b>	115	12	11%	37	32%	52	45%	14	12%	57%
<b>Anchorage Park School</b>	112	34	30%	26	23%	40	36%	12	11%	47%
<b>Riverina School</b>	98	Below				At or Above				
		25		26%		73		74%		74%

## Years 7-8 writing data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	
All	251	31	12.4%	77	30.7%	104	41.4%	39	15.5%	56.9%
Māori	56	8	14.3%	20	35.7%	23	41.1%	5	8.9%	50%
Pacific	93	7	7.5%	30	32.3%	44	47.3%	12	12.9%	60.2%

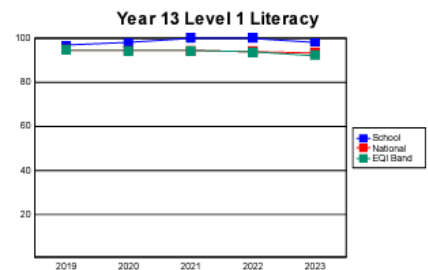
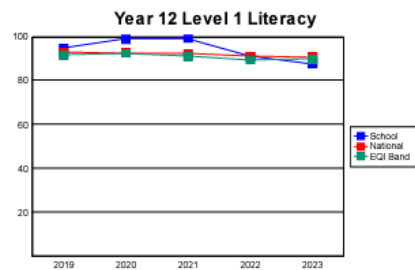
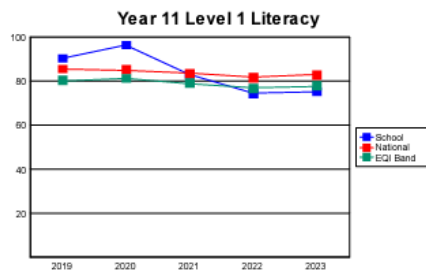
## Years 9-10 - Punctuation and grammar data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	
All	192	15	8.0	62	32.0	96	50.0	19	10.0	60%
Māori	50	6	13	22	43.0	21	42.0	1	2.0	44%
Pacific	107	10	9.0	38	36.0	51	48.0	8	7.0	55%

## NCEA Level 1 Literacy data

### PR 3 - Cumulative Results by Percentage

		Edgewater College			National			Many Socioeconomic Barriers (School Equity Index Band)		
Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	90.3	94.6	96.6	85.5	92.8	94.6	80.3	91.6	94.7
2020	Literacy	96.5	98.9	97.8	85.1	92.7	94.4	81.2	92.3	94.2
2021	Literacy	83.1	99.1	100.0	83.6	92.2	94.2	79.0	91.1	94.2
2022	Literacy	74.3	91.0	100.0	81.6	91.2	93.9	76.7	89.4	93.6
2023	Literacy	75.2	87.6	98.1	82.8	90.8	93.5	77.9	89.8	92.3



# Achievement Challenge 3 - Raise Achievement in Numeracy across the curriculum

## Goals / Targets - What are we aiming to achieve

A minimum shift of 10% for all groups in Numeracy.

## Baseline Numeracy Data 2023

### Years 1 - 6 numeracy data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	340	97		28.5%		243		71.5%		71.5%
<b>Riverhills School</b>	115	11	10%	22	19%	52	45%	30	26%	71%
<b>Anchorage Park School</b>	130	18	14%	24	18%	70	54%	18	14%	68%
<b>Riverina School</b>	95	<b>Well below or Below</b>				<b>At or Above</b>				
		22		25%		73		81%		81%

### Years 7-8 numeracy data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	251	25	10%	87	34.7%	101	40.2%	38	15.1%	55.3%
<b>Māori</b>	57	8	14%	30	52.6%	15	26.3%	4	7%	33.3%
<b>Pacific</b>	92	12	13%	29	31.5%	39	42.4%	12	13%	55.4%

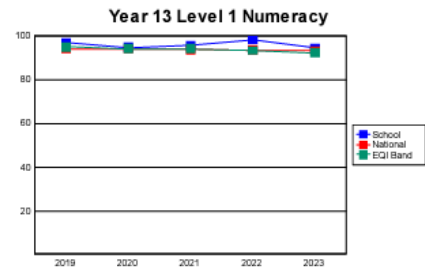
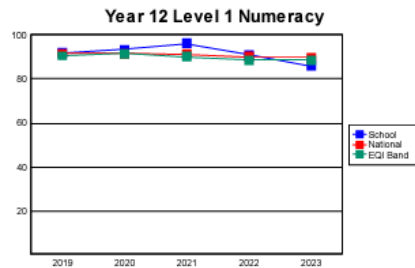
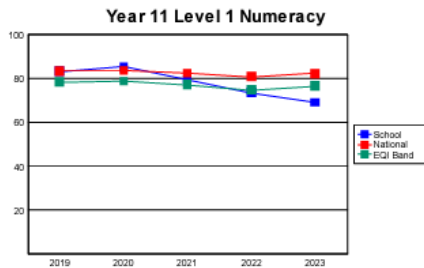
### Years 9-10 numeracy data

	Total	Well below		Below		At		Above		At or above
		No.	%	No.	%	No.	%	No.	%	%
<b>All</b>	177	18	10.0%	58	33.0%	85	48.0%	16	9.0%	56%
<b>Māori</b>	42	6	15.0%	17	41.0%	16	38.0%	3	6.0%	44%
<b>Pacific</b>	103	13	13.0%	36	35.0%	48	47.0%	6	6.0%	53%

## Years 11 - 13 numeracy data

### PR 3 - Cumulative Results by Percentage

Academic Year	Achievement	Edgewater College			National			Many Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Numeracy	83.2	92.0	96.6	83.4	91.8	94.0	78.4	90.7	94.7
2020	Numeracy	85.2	93.6	94.6	83.6	91.7	93.7	78.8	91.7	93.9
2021	Numeracy	79.4	96.3	95.4	82.5	91.3	93.6	77.3	90.1	93.9
2022	Numeracy	73.7	91.0	98.0	80.8	90.2	93.3	74.7	88.5	93.2
2023	Numeracy	69.1	86.0	94.3	82.3	90.0	93.0	76.7	88.5	92.1



## Achievement Challenges 1 to 3 - Actions, Monitoring and Evaluation and Reporting

### Actions - How will we address these challenges?

- Collaboration across schools on data measures.
- Analysis of student achievement, clear baselines for Māori and Pacific students.
- Analysis of student attendance vs achievement.
- Shift in leadership and teacher practices.
- Kāhui Ako wide local curriculum support for identified areas of need (as identified by each school).
- School specific inquiries led by WSL in each school.
- Focusing on at risk students and their learning particularly focusing on Māori and Pacific learners.
- Working groups set up to support strategic goals.
- Moderation conversations across schools to establish consistency of assessment
- Making connections /observations of teachers across the Kāhui Ako to improve practice leading to improvement of outcomes for our target students.
- Collate and compare Mid Year and End of Year data including NCEA data.
- Focus on whānau engagement – whanaungatanga and Ako - Reciprocal Learning (teacher/student) .
- Share data across schools; identify areas of concern and engage in conversations.
- Departments/teachers think tank re strategies and share with the whole school.
- Students with additional needs across the Kāhui Ako are identified for targeted support.
- Continue dialogue with MoE regarding a Kāhui Ako approach to literacy and numeracy provision.

## Shared Inquiries 2024



	Kura	Goal	Ākonga learning outcomes	Kaiako practice outcomes
★	Riverhills School Desiree McNee	Structured literacy and using a formative assessment, student-centered approach to writing in Years 4 to 6.	<p>Students in years 1 - 3 are able to use a developing phonological awareness to read text.</p> <p>Students in Years 4 - 6 have clarity around their next steps in writing and are able to use self, peer and teacher feedback and feedforward to improve their writing proficiency.</p>	<p>Teachers for Years 1 - 3 use the Better Start Literacy Approach to reading and writing.</p> <p>Teachers for Years 4 - 6 have a deeper understanding of using formative assessment pedagogies to assess, plan for and teach their writing programmes.</p>
★	Riverina School Arinum Goundar	Rich routines such as picture prompts, odd one out, move and prove and a big focus on mixed ability problem solving. Focus on 'The Learner First' mathematics tools to raise numeracy achievement.	Improvement in students meeting at or above target in numeracy.	Teachers understand and implement 'The Learner First' mathematics programme
★	Anchorage Park School Jo McCreanor	Increase attendance and raise reading achievement through targeted support and 'Agility with Sound'.	Improvement in students meeting at or above target in reading.	Teachers understand and implement targeted support and Agility with Sound.
★	Pakuranga Intermediate Byron Springveldt	'The Learner First' Mathematics lead	Improvement in students meeting at or above target in numeracy.	Teachers understand and implement the learner first mathematics programme.
★	Edgewater College Megan Cunningham Kata O'Donnell	Raising attendance as a change lever for raising literacy and numeracy achievement.	Students take ownership of their attendance and meet targets for improvement.	Mentor teachers effectively support improvements in attendance rates for their class.

★	ASL Monique Carrigan	Build an understanding of māna ōrite mō te mātauranga Māori to authentically integrate into course design.	Enhanced student learning through Māna ōrite integration of Māori knowledge in the classroom.	HoDs and TiCs understand māna ōrite to authentically incorporate Māori knowledge into courses.
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## Monitoring and evaluation of progress toward targets

Monitoring will focus on:

- Implementing the plan (completing tasks and evaluating task completion)
- Analysing the emerging evidence and data
- Baseline and end of year data of student achievement including observations with regards to progress towards achieving set targets
- Documenting and sharing emerging evidence of changes in pedagogy and school practices.
- The inclusion of student, parent and teacher voice
- Implications for future developments

We will monitor progress towards our targets in the following ways:

Within school leaders will:

- Collect relevant data for their kura in their area of inquiry
- Identify priority learners and track their progress in the focus areas
- Collate and analyse the data from their school
- Meet with across school leader to discuss progress (based on data and anecdotal evidence)
- Gather feedback from stakeholders (e.g. student voice, staff, parents)

Across school leader will:

- Collate data from individual schools and analyse
- Identify emerging changes in practice and/or professional development needs
- Report back to lead principal

Lead Principal will:

- Review recommendations from across school leaders in order to align professional learning needs of the Kāhui Ako
- Report back to school leaders, school communities and Boards of Trustees on
  - Student progress and achievement
  - Any significant shifts in school practices or culture
  - Emerging learnings and challenges

Principals will:

- Collate data as required and ensure that each school is addressing the achievement challenges
- Report to their board of trustees and school community on the work, progress and achievements of the Kāhui Ako

## Reporting

The lead principal will coordinate the preparation of reports for Kāhui Ako Boards of Trustees and community. These reports will include the following as relevant:

- Identification of strategic steps taken towards the targets set in the achievement challenge
- Student achievement data and analysis of this in relation to targets
- Emerging evidence of changes in pedagogy and school practices
- Next steps or areas of focus
- Any issues or challenges arising

Each school in the Kāhui Ako will have its own charter, strategic plan and annual plan. Within the school documentation there will be reference to the Kāhui Ako's achievement challenges. Schools will report on their own annual targets in the Statement of Variance and Evaluation of Progress and Achievement.

## Focus area 1 - Māori Achievement

A critical focus area for all kura across our Kāhui Ako is raising Māori achievement in our schools, particularly in the Literacy and Numeracy areas. Our goal is to do this in a man-enhancing way that respects Kaupapa Māori and Te Ao Māori and upholds our responsibilities under Te Tiriti o Waitangi.

All schools currently in the Kāhui Ako currently work with the MAC the Māori Achievement Collective. This has resulted in Principals and staff attending two hui at Umupuia marae to hear from their perspective about their history and tikanga and how we might best support our Māori learners. In this Achievement Challenge refresh we will also explore Poutama Pounamu - Equity, excellence and belonging as a way of furthering our work in this area. In particular use of the Rongohia te Hau tool to co-construct the process for understanding classroom practice across our schools.

This focus area connects with Focus Area 2 with the key goal of raising Attendance levels of our Akonga Māori.

Poutama Pounamu extends opportunities to schools, Kura, communities and Kāhui Ako to ensure that each learner's prior knowledge and experience provides the foundation from which new learning can build and potential can be released.

Our Across School leader will also be leading an inquiry with this as a focus that looks at Mana Orite mo te Matauranga and how this extends into curriculum design and pedagogy.

## Focus area 2 - Attendance

Going to school every day is important for students to develop skills for lifelong learning.

There's a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in communities. This all makes society stronger and more connected.

Students aged 6 to 16 years old are legally required to attend school every day. It's everyone's responsibility to make sure our children attend and engage in learning from when they first start school.

<https://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/>

### Measure of Attendance and Target

The key measure of attendance is the proportion of students who attend regularly, that is, the percentage of students who have attended more than 90% of half-days. A half-day can either be the minimum two hours before, or after, noon contributing to the minimum four hours of a school day.

Focusing on raising attendance across our Kāhui Ako to 90% of learners attending more than 90% of the time is a key focus area for our Kāhui for the next three years.

### Baseline Attendance Data from 2023

	Total	Chronic Absence 0-70%		Moderate Absence 70-80%		Irregular Attendance 80-90%		Regular Attendance 90-100%	
<b>Years 1-6</b>	365	32	8.8%	28	7.7%	92	25.2%	213	58.4%

<b>Years 7-8</b>	256	51	19.9%	33	12.9%	52	20.3%	120	46.9%
<b>Years 9-13</b>	483	135	28%	69	14.3%	115	23.8%	164	34%

There is a clear decline over the years in the percentage of students not attending school on a Regular basis. This will be a clear target for all schools to continue to improve this percentage, particularly in the Intermediate school and College.

**By ethnicity**

	Total	Chronic Absence 0-70%		Moderate Absence 70-80%		Irregular Attendance 80-90%		Regular Attendance 90-100%	
<b>All</b>	1104	218	19.7%	130	11.8%	259	23.5%	497	45%
<b>Māori</b>	293	91	31.1%	32	10.9%	68	23.2%	102	34.8%
<b>Pacific</b>	474	117	24.7%	72	15.2%	118	24.9%	167	35.2%

Māori and Pacific learners are proportionally much more likely to have Chronic Absence and are underrepresented in the Regular Attendance category. As mentioned in Focus Area 1 this will be a critical area for us to improve over the next three years.

**Attendance and NCEA data 2023**

