



## REVIEW OF PREVIOUS ACHIEVEMENT CHALLENGES | 2024

Achievement Challenge #1				
<p>Raising achievement through effective use of data and assessment for learning.</p> <p><i>Use data to raise achievement for all students across the Te Mana Raupō with particular emphasis on:</i></p>				
	Action taken	Results	Review	Next steps
<p><b>Data systems establishment</b> By 2023, implement a system that establishes reliable longitudinal data and assists the kura in the Kāhui Ako to collate, report and share data sets.</p>	<p>This was initially done using My BI</p> <p>Now using e-asTTle as the tool to track within and across kura.</p> <p>Pulling all the e-asttle data is a lot of work and gives us a good insight</p> <ul style="list-style-type: none"> <li>- First two years were COVID so results were variable</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• My BI: This was abandoned when the ASL responsible for it left her role/her school</li> </ul>	<p>There has been a shift! Better understanding across kaiako and more 'chat' about assessment and progress. 75% at or above</p>	<p><b>Next steps:</b> Co-requisites for Y7-10 across curric Special Assessment Conditions Validity and reliability of the test How to use the e-asttle data</p>
<p><b>Assessment for learning</b> By 2023 establish literacy and numeracy assessment</p>	<p>Introduced e-asTTle checkpoints in reading and maths in Years 4, 6, 8, 10.</p>	<p>Data recorded twice yearly in 2023 and 2024.</p>		<p><input type="checkbox"/> Developing very clear guidelines of use and lines of responsibility</p>

structures across the Kāhui Ako kura to allow for detailed and accurate tracking and monitoring of student learning, progress and achievement.	ASLs for Maths & Literacy have had a focus on supporting kaiako and kura with interpreting, using and reporting the data.			<input type="checkbox"/> Alignment of Special Assessment Conditions between kura and with CHS <input type="checkbox"/> Survey kaiako on what learning or support they might like to have next
<b>Data goal setting</b> Use the data systems to identify areas of strength and improvement and share these across the Kāhui Ako kura.				

## Achievement Challenge #2

Raising achievement through reading and writing.

*Raise achievement in reading and writing for all students across the Te Mana Raupō with particular emphasis on:*

	Action taken	Year 4 Results	Year 6 Results	Year 8 Results
<b>Literacy</b> By the beginning of 2023, have 95% of students within the Kāhui Ako at or above Level 4B reading e-asTTle at the end of Year 8 / beginning of Year 9. Establish checkpoints at Years 4 and 6.	ASL appointment in Literacy - ASL  Job Description (link) <ul style="list-style-type: none"> <li>Decide on e-asTTle as the common tool</li> <li>Set up e-asTTle for each kura</li> <li>Establish and share</li> </ul>	<ul style="list-style-type: none"> <li>74% of the Year 4 learners in our Kāhui who <b>sat</b> the e-asTTle reached the 'expected' curriculum level.</li> <li>63% of the Year 4 learners across our Kāhui (those who sat <b>and</b> those who didn't) reached the 'expected' curriculum</li> </ul>	<ul style="list-style-type: none"> <li>66% of the Year 6 learners in our Kāhui who sat the e-asTTle reached the 'expected' curriculum level.</li> <li>60% of the Year 6 learners across our Kāhui (those who sat and those who didn't) reached the 'expected' curriculum</li> </ul>	<ul style="list-style-type: none"> <li>64% of the Year 8 learners across our Kāhui (who sat the test) reached the 'expected' curriculum level.</li> <li>59% of the Year 8 learners across our Kāhui (those who sat and those who didn't) reached the 'expected' curriculum</li> </ul>

	<p>expectations and timeframe for completion</p> <ul style="list-style-type: none"> <li>Advise schools how to select tests, provide support</li> <li>Gather results, analyse and share</li> <li>Support schools to use the results to inform next steps in their teaching</li> </ul>	<p>level.</p> <ul style="list-style-type: none"> <li>18% <b>more</b> of the Year 4 learners who sat the test reached or passed the expected level.</li> <li>22% were BELOW level 2B in term 1, vs 10% in term 3.</li> </ul> <p>Term 1 → Expectation is 2P</p> <p>Of learners who <b>sat</b> the test, comparing learners who achieved at Level 2P.</p> <table border="1" data-bbox="934 647 1288 775"> <thead> <tr> <th>2023</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>2P</td> <td>58%</td> <td>74%</td> </tr> </tbody> </table> <table border="1" data-bbox="934 807 1288 935"> <thead> <tr> <th>2024</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>2P</td> <td>76%</td> <td></td> </tr> </tbody> </table>	2023	T1	T3	2P	58%	74%	2024	T1	T3	2P	76%		<p>level.</p> <p><b>The expectation for Yr 6 was 3B in Term 1, and 3P in Term 3.</b> Comparing the learners to the end of year expectation-</p> <ul style="list-style-type: none"> <li>Term 1: 51% at 3P</li> <li>Term 3: 66% at 3P</li> </ul> <p>Of learners who <b>sat</b> the test, comparing learners who achieved at Level 3P.</p> <table border="1" data-bbox="1317 552 1671 743"> <thead> <tr> <th>2023</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>3B</td> <td>63%</td> <td>70%</td> </tr> <tr> <td>3P +</td> <td>51%</td> <td>66%</td> </tr> </tbody> </table> <p>Slide 7</p> <table border="1" data-bbox="1317 839 1671 1031"> <thead> <tr> <th>2024</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>3B</td> <td>80%</td> <td></td> </tr> <tr> <td>3P +</td> <td>72%</td> <td></td> </tr> </tbody> </table>	2023	T1	T3	3B	63%	70%	3P +	51%	66%	2024	T1	T3	3B	80%		3P +	72%		<p>level of 4P.</p> <ul style="list-style-type: none"> <li>75% of Year 8s who sat the testing were at 4B or above.</li> </ul> <p>The expectation for Yr 8 was 4B in Term 1, and 4P in Term 3. Our Kāhui achievement target is focused on 95% of learners being at 4B.</p> <table border="1" data-bbox="1704 520 2058 711"> <thead> <tr> <th>2023</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>4B</td> <td>66%</td> <td>75%</td> </tr> <tr> <td>4P +</td> <td>56%</td> <td>64%</td> </tr> </tbody> </table> <table border="1" data-bbox="1704 751 2058 943"> <thead> <tr> <th>2024</th> <th>T1</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>4B</td> <td>74%</td> <td></td> </tr> <tr> <td>4P +</td> <td>71%</td> <td></td> </tr> </tbody> </table>	2023	T1	T3	4B	66%	75%	4P +	56%	64%	2024	T1	T3	4B	74%		4P +	71%	
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	<p>Difference between learners who <b>sat the test</b> at or above expectation, Term 1 → Term 3</p> <p>* In Term 1, the total number of learners wasn't reported ONLY the number who <b>sat the test</b></p>	<p>↑16%</p>	<p>↑3%</p>	<p>↓ 2%</p> <p>Expectation T1: 4B (66%) Expectation T3: 4P (64%)</p>
<p><b>Next steps</b></p>	<ul style="list-style-type: none"> <li>• We did not reach 95% of learners at or above in any of the year levels (Y4, 6, 8).</li> <li>• In speaking with the stewardship group and tumuaki, this was an unrealistic goal</li> <li>• With the government specifying a standardised test for all learners, what changes or adaptations might we need to make?</li> <li>• Do we want to also look at sub-groupings within this data? i.e. m, f, Māori, Pasifika</li> </ul> <ul style="list-style-type: none"> <li>• Provide clarification on Special Assessment Conditions and parameters for learners not sitting tests <ul style="list-style-type: none"> <li>◦ Need to have a reading age of 8yo to access the test content - this definitely affects our Year 4s</li> </ul> </li> <li>• Provide clarification on schools reporting those numbers</li> <li>• Continue to support school to understand their literacy data</li> <li>• Future could include looking at other ways to create consistency across the kāhui: <ul style="list-style-type: none"> <li>◦ How do standardised testing results feed into our OTJs?</li> <li>◦ How are OTJs made and moderated at each school?</li> </ul> </li> </ul>			
<p><b>Moderation</b> Establish cross kura synchronous and asynchronous moderation systems that operate effectively for schools to ensure consistency of practice and assessment.</p>	<p>Wasn't part of the ASL Projects</p>			
<p><b>Review/Wonderings</b></p>	<p>This could be a focus for the future and most kura have indicated a target in writing and CHS has indicated that some support would assist students coming into Year 9.</p>			

<b>Next steps</b>	As above.			
<b>Year 10 writing</b> By 2023 lift achievement of Y10 students' e-asTTle writing at end-of-year from 66% to 75% at NZC Level 5B or above, an increase of another 39 students.	Goal given to ASL was: Year 10 writing: By 2023 lift achievement of Y10 students' writing at mid-year from 49% to 60% at NZC Level 5B or above, an increase of another 50 students.			Result: 65% of Year 10 students achieved 5B or above. <b>This met the goal that ASL was given, but not the goal listed in the ACs on Education Counts.</b>
<b>Review/Wonderings</b>	<ul style="list-style-type: none"> <li>• CHS handled this in-house. They set their own test.</li> <li>• ASL shared what a SL approach in writing looks like - met with WSL, Head of English, Head of Junior English.</li> <li>• ALL students sit this test at CHS</li> </ul>			
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Continue to liaise with CHS around their target and integrate this into our Achievement Challenges.</li> <li>• 90% of Year 12 students achieve NCEA Level 2</li> <li>• Achievement disparity between Māori and non-Māori be reduced by 5%</li> <li>• That 85% of our 2024 students who sit the numeracy and literacy common assessment, achieve the standard</li> </ul>			
<b>Te Whariki</b> Demonstrate increased understanding of oral and written language and using it for a range of purposes   he kōrero ā-waha. Recognising and appreciating their own ability to learn   te rangatiratanga.	<i>Not in ASL's JD.</i>  Visited and did demos/ meetings at three ECEs	<b>Courtyard Montessori</b> <ul style="list-style-type: none"> <li>- What does SL look like?</li> <li>- Shared their own practice</li> <li>- Shared scope &amp; sequence (transition focus)</li> <li>- Looked at MOE-provided resources</li> <li>- Wanted support with speech, but this was outside the scope for ASL's role</li> </ul>	<b>Sydenham Community Preschool</b> <ul style="list-style-type: none"> <li>- Background to SL</li> <li>- Also brought up speech</li> <li>-</li> </ul>	<b>Discovery Junction</b> <ul style="list-style-type: none"> <li>- Spoke with staff member</li> <li>- Did a demo of SL approach</li> </ul>
<b>Review/Wonderings</b>	<ul style="list-style-type: none"> <li>• Could each ASL facilitate something for ECEs about what schools are focused on, i.e. SL, maths, etc.</li> <li>• ASL has done more in place-based learning</li> </ul>			

<b>Next steps</b>	<ul style="list-style-type: none"> <li>Take guidance from ECE in developing the next phases of the Achievement Challenges.</li> </ul>
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### Achievement Challenge #3

Raising achievement through numeracy.

*Raise achievement in numeracy for all students across the Te Mana Rauپō with particular emphasis on:*

	Action taken	Year 4 Results	Year 6 Results	Year 8 Results
<p><b>Numeracy</b> By the end of 2022 have 75% of students within the Kāhui Ako at or above Level 3P in Number Knowledge and Sense at the end of Year 6. Establish checkpoints at Year 4.</p>	<p>ASL continues in her ASL role, appointed in 2021 with a focus on improving outcomes in mathematics.</p> <p>To support a positive shift in achievement in numeracy, ASL has:</p> <ul style="list-style-type: none"> <li>Worked with individual kura around their maths planning and delivery</li> <li>Engaged with The Learner First maths PLD and shared this across the kāhui</li> <li>Facilitated feedback sessions on the draft Maths curriculum and shared this back with the curriculum team</li> <li>Supported kaiako to unpack the e-asTTle results</li> </ul>	<p><b>Expected level in Term 4 is 2P</b></p> <ul style="list-style-type: none"> <li>70% of the Year 4 learners in our Kāhui who sat the e-asTTle reached the 'expected' curriculum level.</li> <li>59% of the Year 4 learners across our Kāhui (those who sat and those who didn't) reached the 'expected' curriculum level.</li> </ul>	<p><b>Expected level in Term 3 is 3P</b></p> <ul style="list-style-type: none"> <li>61% of the Year 6 learners in our Kāhui who sat the e-asTTle reached the 'expected' curriculum level.</li> <li>55% of the learners including DNS reached the 'expected' curriculum level.</li> </ul> <p><b>The expectation for Yr 6 was 3B in term 1, and 3P in term 3.</b> Comparing the learners to the end of year expectation-</p> <ul style="list-style-type: none"> <li>Term 1: 53% at 3P</li> <li>Term 3: 61% at 3P</li> </ul>	<p><b>The expectation in Term 4 is 4P</b></p> <ul style="list-style-type: none"> <li>59% of the Year 8 learners in our Kāhui who sat the e-asTTle reached the 'expected' curriculum level.</li> </ul> <p><b>The expectation for Yr 8 was 4B in term 1, and 4P in term 3.</b></p> <ul style="list-style-type: none"> <li>55% of students were at the expected level of 4B in Term 1</li> <li>59% of our students are at or above this expectation.</li> </ul> <p>In comparison in 4B SOY - 4B EOY - a 10% shift up</p>
<b>Review/Wonderings</b>				

Goal 75% by EOY	Year 4	Year 6	Year 8
% of learners <b>who sat the test</b> who met expectation at mid-year	2P at mid-year 2023 - 50% 2024 - 44%	3B at mid-year 2023 - 64% 2024 - 75%	4B at mid-year 2023 - 55% 2024 - 62%
% of learners <b>who sat the test</b> who met expectation at end of year	2P at end of year 70%	3P at end of year 61%	4P at end of year 59%
% of total learners	59%	55%	
Difference between learners at or above expectation, Term 1 → Term 3	↑18%		↓ 2% Expectation T1: 4B (66%) Expectation T3: 4P (64%)
	<ul style="list-style-type: none"> <li>• We did not reach 75% of learners <i>at or above</i> in any of the year levels (Y4, 6, 8).</li> <li>• In speaking with the stewardship group and tumuaki, this was an unrealistic goal</li> <li>• With the government specifying a standardised test for all learners, what changes or adaptations might we need to make?</li> <li>• Do we want to also look at sub-groupings within this data? i.e. m, f, Māori, Pasifika</li> <li>• Data suggests that Years → 3 there is a fast acceleration, transition to Year 4 data tells us that knowledge is strong (but not 75%)</li> <li>• Cohort information is relevant too</li> <li>• A plateau at Year % and then stabilises to Year %  <ul style="list-style-type: none"> <li>○ What can be done in that Year % space to support kaiako</li> </ul> </li> </ul>		
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Provide clarification on Special Assessment Conditions and parameters for learners not sitting tests (this actually fits in well under the Data Literacy - making our data more robust)</li> <li>• Provide clarification on how schools are reporting those numbers</li> <li>• Continue to support schools to understand their assessment data</li> <li>• Future could include looking at other ways to create consistency across the kāhui:</li> </ul>		

	<ul style="list-style-type: none"> <li>○ How do standardised testing results feed into our OTJs?</li> <li>○ How are OTJs made and moderated at each school?</li> <li>● What are the pedagogical approaches that make a difference to ākongā learning?</li> <li>● How do we reduce variability within and between kura?</li> </ul>			
	<b>Action taken</b>	<b>Operational actions</b>	<b>Year 10 results</b>	
<b>Year 10 numeracy</b> By 2022 lift achievement of Y10 students numeracy skills to NZC Level 5 above 85% across all strands, an increase of a further 40-45 students.	<i>Link to CHS Annual Target 2022:  That 85% of our 2022 Year 10 students are "at or above" the level 5 NZ Curriculum in reading, writing and numeracy</i>	<i>Year 9 assessment data including end-of-year e-asTTle testing is provided by English and Maths teachers to inform class specific planning for teaching staff.</i>  <i>Staff professional development will be provided in the English and Mathematics Faculty meeting times to support how the data informs teaching practice, including the sharing of best practice.</i>	<b>Expected level in Term 3 is 5P</b> 78% of all Year 10 students are sitting <b>within Level 5</b> in Term 4  In term 1, 63% were sitting within level 5 and in term 4 78% sitting within level 5 and above.	
<b>Review/Wonderings</b>	<ul style="list-style-type: none"> <li>● Were ASLs involved here? Do the teachers of Maths know about this goal? Is this aligned with CHS strategic plan?</li> <li>● What does within L5 mean?</li> <li>● What interventions were used to move those ākongā who weren't yet meeting expected levels from T1 → T4?</li> <li>● How do we know those interventions work?</li> <li>● Is there consistency in approach across the school?</li> </ul>			
<b>Next steps</b>	<ul style="list-style-type: none"> <li>● 90% of Year 12 students achieve NCEA Level 2</li> <li>● Achievement disparity between Māori and non-Māori be reduced by 5%</li> <li>● That 85% of our 2024 students who sit the numeracy and literacy common assessment, achieve the standard</li> </ul>			
	<b>Action</b>		<b>Results</b>	

<b>Te Whariki</b> Recognition of mathematical symbols and concepts and using them with enjoyment, meaning and purpose   he kōrero pāngarau. Recognising and appreciating their own ability to learn   te rangatiratanga				
<b>Review/Wonderings</b>	How might we gather this information? No dedicated ASL			
<b>Next steps</b>	Connect with ECE reps on stewardship			

Achievement Challenge #4				
Develop and implement the Aotearoa New Zealand Histories curriculum across all kura.				
To ensure kaiako across our Kāhui Ako are confident to implement the ANZHC when it becomes compulsory in 2023.				
	Action	Results	Review	Next steps
Support for kaiako across the kāhui to be confident in implementing the ANZHC	<p>An ASL was appointed at the start of 2022 to support kura.</p> <p>Development of a kāhui Google site - this is a kete of rauemi   resources for kaiako to access.</p> <p>Compilation of local, relevant and culturally appropriate resources, support and advice.</p>	<p><b>Developing confidence and content knowledge</b></p> <p>Survey conducted August 2023:</p> <ul style="list-style-type: none"> <li>60.7% indicated that they felt <i>Not at all confident</i> or <i>Not confident</i> in their knowledge of the ANZHC and how it fits into the wider curriculum changes</li> </ul>	<p><i>Consider analytics data on the google site. How many people have visited, which parts of the site they visit, most used resources, etc?</i></p>	<p>Strengthen Cultural Competency and Reo Māori for our kaiako - within and beyond the ANZH curric - and keep Iwi and Mana Whenua histories at the heart of local teaching and learning.</p> <p>As we become more culturally confident, engage with more</p>

		<p>After the workshop,</p> <ul style="list-style-type: none"> <li>• 0 participants were still sitting at 1 or 2 out of 5 (<i>Not at all confident or Not confident</i>)</li> <li>• ALL participants indicated that they felt <i>Confident, Very Confident or Highly Confident</i> in their knowledge of the ANZHC and how it fits into the wider curriculum changes</li> </ul>		<p>cross-school opportunities to celebrate cultural, i.e. Pō Whakangahau</p>
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# FINAL ACHIEVEMENT CHALLENGES 2024 - 2026

## Achievement Challenges

1. Curriculum and Learning
2. Culture and Identity
3. Pathways

Review of 2022 - 2024 Achievement Challenges is [here](#).

Strategic Goals for each kura and alignment is [here](#).

Draft Achievement Challenges (with notes and changes) is [here](#).

### Our Mission

*(i.e. our purpose and scope)*

The Te Mana Raupō Community of Learning (Kāhui Ako) will strengthen our student learning and achievement, through collaborative teaching and a strong educational pathway.

***“Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga.”***

*Strengthen, collaborate and empower to foster the pathway of learning*

### Our Vision

*“All students achieving educational success as confident, connected, lifelong, resilient learners.” (NZ Curriculum, 2007)*

*All children grow as “competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.” (Te Whāriki)*

### Our Values

*(what we identify as our key values important to help guide our CoL)*

- Student centred and focused
- Collaborative learning and teaching
- Cultural responsiveness
- Whānau partnerships
- Effective evidence-based practice
- Honest and transparent sharing of information
- Trust and respect

## Curriculum and Learning

Outcomes:

## 1. Raising achievement in literacy

- Each primary school to achieve a 3-5% increase in learners who are *at or above* the school expectation at mid- and end of year (using e-asTTle as the common assessment tool for reading and TBC for writing).
- Develop and share best practice around raising achievement for our ākonga who have English as an Additional Language.
- Investigate and use the literacy co-requisites to support teachers and leadership to identify learning and set goals in Y7-10
- Connect Te Whariki with learning in Te Mātaiaho | NZC and support seamless transitions between the two curriculum documents
- Provide effective learning support and extension and enrichment in literacy for those learners who require it
- Develop opportunities and a framework for cross-kāhui moderation of writing.
- Continue to share best practice in effective use of e-asTTle data, including sharing results with ākonga and whānau to support kura-whānau connections.
- Support staff in unpacking, effectively using, and reflecting on the updated curriculum for English by providing ongoing professional development, collaborative planning sessions, and opportunities for feedback and reflection throughout the year.

## 2. Raising achievement in mathematics

- Each primary school to achieve a 3-5% increase in learners who are *at or above* the school expectation at mid- and end of year (using e-asTTle as the common assessment tool).
- Investigate and use the maths co-requisites to support teachers and leadership to identify learning and set goals in Y7-10
- Connect Te Whariki with learning in Te Mātaiaho | NZC and support seamless transitions between the two curriculum documents
- Provide learning support (for example ALiM) and extension and enrichment in maths, (for example through Te Kura) for those learners who require it

## 3. Curriculum Refresh

- Support kura to unpack, effectively use, and reflect on the refreshed Te Mātaiaho | NZC by providing ongoing professional development, collaborative planning sessions, and opportunities for sharing and reflection throughout the year.

## 4. Learning Support (including Enrichment and Extension Learning) is available at every kura.

- Special Assessment Conditions are collaboratively designed and implemented.
- The kāhui develops a common model/language for identifying pūmanawa gifted learners.
- Development or refinement of supports or programmes for identified ākonga, with a focus on schools being neuroinclusive.
- Cross-kāhui networking, collaboration and learning opportunities for pūmanawa gifted learners and neurodivergent learners, with a focus on strengthening ākonga voice.

5. Reduction in Achievement Disparity:

- Achievement disparity between Māori and non-Māori students is reduced by 3-5% across core subjects each year, ensuring equitable access to high-quality education for all learners.

6. High NCEA Achievement Rates:

- 90% of Year 12 students achieve NCEA Level 2
- Achievement disparity between Māori and non-Māori be reduced by 5%
- That 85% of our 2024 students who sit the numeracy and literacy common assessment, achieve the standard

## Culture and Identity

Outcomes:

1. Strengthened Cultural Competency and Reo Māori

- Increase in staff participation in professional development on cultural competency and te reo Māori, leading to more inclusive and culturally responsive teaching practices.
- A language acquisition plan for te reo Māori is developed for use across the kāhui.

2. Increased Student Participation in Cultural Activities:

- There are kāhui-wide opportunities for participation in cultural activities and events, fostering a strong sense of identity and pride and inclusion and engagement of our whānau Māori.

3. Recognition and Integration of Iwi and Mana Whenua:

- Kura actively integrate the histories and traditions of their mana whenua (Ngāi Tūāhuriri or Ngāti Wheke as relevant), as well as the wider iwi of Ngāi Tahu Whānui, into their local curriculum. Students will learn about local kōrero tuku iho (stories passed down over generations), using the Te Mana Raupō Rivermap as a curriculum guide within a broader framework of national and global histories so that all ākonga feel included in the curriculum.

## Pathways Through Education

Outcomes:

1. To provide seamless transitions between ECE → primary school → high school through
  - Forming strong connections between ECE and TMR primary schools, and between primary and secondary schools
  - Providing PLD to all ECE and kura to support successful transitions (e.g. co-requisites)
  - Strengthening the understanding of each of the curriculum documents and how they are woven together
  - Working together to support ākonga who are identified as having learning, behaviour or specialist needs to ensure strong pathways and coherence in their education.

Focus area/ Arotake	Challenge/ Wero - outcomes	Possible Actions/ Mahi (2025/ 2026)	Person responsible/ Tangata kia mahia te mahi	Timeframe/ Te Wā
<b>Curriculum and Learning</b>  1.Raising achievement in literacy	Each primary school to achieve a 3-5% increase in learners who are <i>at or above</i> the school expectation at mid- and end of year (using e-asTTle as the common assessment tool for reading and TBC for writing).	<ul style="list-style-type: none"> <li>- Leave school expectations to kura to establish (2025 crossover year, 2026 new curriculum) with kāhui role being to analyse and support with use of e-asTTle data (OTJ hui 2024).</li> <li>- Set e-asTTle tests</li> <li>- Analyse e-asTTle test data</li> <li>- Enquire with e-asTTle as to when realignment with new curriculum will happen &amp; facilitate PD on the changes</li> </ul>	Stewardship ASL (Maths) ASL (Lit)	e-asTTle tests created: -early term 1 and details sent to kura by end of week 4. -middle of term 2 with details shared by end of week 7  Analyse e-asTTle data t2 w3 and t4 w3 and report to stewardship during 2nd meeting of term.
	Develop and share best practice around raising achievement for our ākonga who have English as an Additional Language.	<ul style="list-style-type: none"> <li>- Survey kāhui to see what PD needs are</li> <li>- Research existing options for PD focussed on ākonga with English as an additional language-connect with RTLB as there may be pre-existing workshops.</li> </ul>	ASL (Lit)	-workshops to be booked by kura.
	Investigate and use the literacy co-requisites to support teachers and leadership to identify learning and set goals in Y7-10	<ul style="list-style-type: none"> <li>- Promote MoE PD sessions on prerequisites</li> <li>- Facilitate sessions where CHS staff explain literacy and numeracy standards so Year 7-8 kaiako can back-plan</li> <li>- investigate/ source additional resources for use by kaiako to support ākonga</li> </ul>	Stewardship ASLs CHS Heads of Literacy and Numeracy	Terms 1 & 2
	Connect Te Whariki with learning in Te Mātaiaho   NZC and support seamless	<ul style="list-style-type: none"> <li>- Facilitate ECE/ new entrant sessions on literacy and how to support tamariki to transition between ECE and kura</li> </ul>	All ASLs Lead Principal	Maybe term one for ECE

	transitions between the two curriculum documents	<ul style="list-style-type: none"> <li>- Promote existing online modules offered by MoE</li> <li>- Add materials to ECE sector of Google Site</li> <li>- Investigate Te Rito as a meta SMS to help with transition from ECE to primary</li> </ul>		
	Provide effective learning support and extension and enrichment in literacy for those learners who require it	<ul style="list-style-type: none"> <li>- Run enrichment activities such as a Te Mana Raupō Poetry Slam. Ethics Debate or similar</li> <li>- Tournament of minds- CHS to host and all kura to be involved.</li> </ul>	ASLs	Poetry Slam pencilled in for Term Two
	Develop opportunities and a framework for cross-kāhui moderation of writing.	<ul style="list-style-type: none"> <li>- Facilitate hui where kaiako bring samples of work and mark them through discussion with others. Annotate these samples as benchmark exemplars showing why they were found to be at a particular level</li> </ul>	ASL (Lit) WST Team Lead Principal	Pencilled in for WST hui T1
	Continue to share best practice in effective use of e-asTTle data, including sharing results with ākonga and whānau to support kura-whānau connections.	<ul style="list-style-type: none"> <li>- Run workshops on breaking down the quadrants, etc</li> <li>- Workshops on how to explain quadrants to whānau and ākonga and identify next steps</li> <li>- Create one-pager to support this. Add to GC</li> </ul>	ASLs	Targetted to kura as suits them via workshop options.
	Support staff in unpacking, effectively using, and reflecting on the updated curriculum for English by providing ongoing professional development, collaborative planning sessions, and opportunities for feedback and reflection throughout the year.	<ul style="list-style-type: none"> <li>- PD sessions/ WST hui unpacking the new curriculum, emphasising that we are doing much of it already</li> <li>- (Add more steps as more info becomes available)</li> </ul>	ASL (Lit)	Targetted to kura as suits them via workshop options.
2. Raising achievement in mathematics	Each primary school to achieve a 3-5% increase in learners who are <i>at or above</i> the school expectation at mid- and end of year (using e-asTTle as the common assessment tool).	<ul style="list-style-type: none"> <li>- As for literacy, reach agreement on how kura will set their own expectations</li> <li>- As above, set e-asTTle tests and analyse results</li> </ul>	Stewardship ASL (Maths) ASL (Lit)	e-asTTle tests created: -early term 1 and details sent to kura by end of week 4.

				-middle of term 2 with details shared by end of week 7  Analyse e-asTTle data t2 w3 and t4 w3 and report to stewardship during 2nd meeting of term.
	Investigate and use the maths co-requisites to support teachers and leadership to identify learning and set goals in Y7-10	<ul style="list-style-type: none"> <li>- As above, promote MoE PD</li> <li>- Facilitate hui between CHS Maths kaiako and Y7-8 kaiako</li> </ul>	Stewardship ASLs CHS Heads of Literacy and Numeracy	-workshops to be booked by kura.
	Connect Te Whariki with learning in Te Mātaiaho   NZC and support seamless transitions between the two curriculum documents	<ul style="list-style-type: none"> <li>- Work with ECEs and new entrant teachers - hui on numeracy within the refreshed Te Whāriki</li> </ul>	All ASLs Lead Principal	Terms 1 & 2
	Provide learning support (for example ALiM) and extension and enrichment in maths, (for example through Te Kura) for those learners who require it	<ul style="list-style-type: none"> <li>- Enrich Maths learning/ engagement by continuing with kāhui ako Maths Champs</li> </ul>	ASLs	By end of year
3. Curriculum refresh	Support kura to unpacking, effectively use, and reflect on the refreshed Te Mātaiaho   NZC by providing ongoing professional development, collaborative planning sessions, and opportunities for sharing and reflection throughout the year.	<ul style="list-style-type: none"> <li>- Keep up to date with MoE changes</li> <li>- Offer hui at schools and for WSTs breaking down the new curriculum docs as they become available</li> </ul>	ASL (Maths)	Rā Kaimahi

4. Learning Support (including Enrichment and Extension Learning) is available at every kura.	Special Assessment Conditions are collaboratively designed and implemented.	<ul style="list-style-type: none"> <li>- SENCO group has largely developed these. Keep promoting through Stewardship and WST hui.</li> <li>- Facilitate meetings between CHS head of learning support and primary sector</li> </ul>	SENCo Group	Ongoing review and refinement
	The kāhui develops a common model/language for identifying pūmanawa gifted learners.	<ul style="list-style-type: none"> <li>- Hui with WST to generate ideas, then collate these and promote through Stewardship and WST hui</li> </ul>	ASL	<i>possibly T3 or T4, see <b>AST Annual Overview</b></i>
	Development or refinement of supports or programmes for identified ākonga, with a focus on schools being neuroinclusive.	<ul style="list-style-type: none"> <li>- Promote neuroinclusive PD opportunities</li> <li>- Run tailored groups at individual schools to help them develop Gifted Ed programmes, etc</li> </ul>	ASL	T2 Opawa School Aquabots
	Cross-kāhui networking, collaboration and learning opportunities for pūmanawa gifted learners and neurodivergent learners, with a focus on strengthening ākonga voice.	<ul style="list-style-type: none"> <li>- Facilitate kāhui-wide events such as Maths Champs/ Poetry Slam to provide enrichment for Gifted learners</li> </ul>	ASL Team	At least 2 events over the year
5. Reduction in Achievement Disparity:	Achievement disparity between Māori and non-Māori students is reduced by 3-5% across core subjects each year, ensuring equitable access to high-quality education for all learners.	<ul style="list-style-type: none"> <li>- Focus on raising Māori achievement as a whole, avoid deficit-thinking narratives</li> <li>- <i>Incorporate whaikōrero or Te Ao Māori themes in Poetry Slam to celebrate hiranga excellence as ākonga Māori</i></li> <li>- Increase Te Ao Māori and Te Reo Māori content integrated through teaching units in line with findings that when culture is seen and heard, ākonga Māori achieve at higher rates</li> <li>- Develop a set of 'lenses' similar to the Kōia Te Mātauraka lenses to use when designing units - e.g. ensure examples of successful Māori are included (not just sportspeople)</li> </ul>	Stewardship ASL team	By end of year

6. High NCEA Achievement Rates:	90% of Year 12 students achieve NCEA Level 2	<ul style="list-style-type: none"> <li>- All CHS faculties reflect on data for Year 12 ākonga and identify ways to raise Y12 achievement</li> <li>- Te Korowai Mātauraka representatives to lead school-wide PLD on evidence-based learning and support NCEA changes</li> <li>- Academic Mentor (WST) will continue to work with ākonga and alongside the Māori Academic Mentor to support student achievement</li> </ul>	ASLs CHS Heads of Literacy and Numeracy	Each year, by end of year
	Achievement disparity between Māori and non-Māori be reduced by 5%	<ul style="list-style-type: none"> <li>- Faculties to follow the Te Korowai Mātauraka framework to continue to develop culturally sustaining practice</li> <li>- The CHS Māori Academic Mentor will continue to work with ākonga Māori to support their success (<i>not kāhui funded</i>)</li> </ul>	ASLs to support CHS WSL Team	Each year, by end of year
	That 85% of our 2024 students who sit the numeracy and literacy common assessment, achieve the standard	<ul style="list-style-type: none"> <li>- Strengthen connections between CHS and Y7-8 kaiako to ensure that ākonga arrive well-prepared for the numeracy and literacy co-reqs</li> <li>- Effective facilitation and management of the biannual literacy and numeracy examinations by the numeracy and literacy leads</li> <li>- Tutoring will continue to be facilitated to support Year 11-13 ākonga who have not yet achieved the corequisites</li> </ul>	ASLs CHS Heads of Literacy and Numeracy	Each year, by end of year

Focus area/ Arotake	Challenge/ Wero - outcomes	Possible Actions/ Mahi	Person responsible/ Tangata kia mahia te mahi	Timeframe/ Te Wā
<b>Culture and Identity</b>  1. Strengthened Cultural Competency and Reo Māori	Increase in staff participation in professional development on cultural competency and te reo Māori, leading to more inclusive and culturally responsive teaching practices.	<ul style="list-style-type: none"> <li>- Get kaiako to do NZCER test to identify levels of Te Reo competency across the kāhui</li> <li>- Run tailored PD based on needs identified through NZCER results</li> <li>- Look for substitute for Te Ahu</li> </ul>	Stewardship ASLs	
	A language acquisition plan for te reo Māori is developed for use across the kāhui.	<ul style="list-style-type: none"> <li>- Work with Stewardship group to construct plan to improve teacher confidence and increase the amount of Te Reo Māori being taught</li> <li>- Provide resources to support teaching of basic structures</li> </ul>	Stewardship ASL team Iwi and Mana Whenua	
2. Increased Student Participation in Cultural Activities:	There are kāhui-wide opportunities for participation in cultural activities and events, fostering a strong sense of identity and pride and inclusion and engagement of our whānau Māori.	<ul style="list-style-type: none"> <li>- Have a Te Ao Māori element to kāhui competitions such as the Poetry Slam/ Ethics Debate</li> <li>- Assist Matua Josh with Pō Whakangahau</li> </ul>	Stewardship ASL	
3. Recognition and Integration of Iwi and Mana Whenua:	Support kura to unpack, effectively use, and reflect on the refreshed Te Mātaiaho   NZC by providing ongoing professional development, collaborative planning sessions, and opportunities for sharing and reflection throughout the year.	<ul style="list-style-type: none"> <li>- Facilitate WST hui regularly as curriculum changes are rolled out</li> <li>- Reduce stress by beginning all PD through identifying what we are already doing that meets the requirements</li> <li>- Monitor kaiako for signs of being overwhelmed/ change fatigue</li> </ul>	Stewardship ASL team Iwi and Mana Whenua	

Focus area/ Arotake	Challenge/ Wero - outcomes	Possible Actions/ Mahi	Person responsible/ Tangata kia mahia te mahi	Timeframe/ Te Wā
<b>Pathways Through Education</b>  1. To provide seamless transitions between ECE → primary school → high school through	Forming strong connections between ECE and TMR primary schools, and between primary and secondary schools	<ul style="list-style-type: none"> <li>- Visits to engaged centres</li> <li>- Develop guidelines for acceptance into the kāhui</li> </ul>	Stewardship ASLs ECE representatives	TBC
	Providing PLD to all ECE and kura to support successful transitions (e.g. co-requisites)	<ul style="list-style-type: none"> <li>- TBC</li> </ul>	ASLs ECE representatives	TBC
	Strengthening the understanding of each of the curriculum documents and how they are woven together	<ul style="list-style-type: none"> <li>- Facilitate hui with new entrant and ECE kaiako looking at links between Te Whāriki and Te Mātaiaho</li> </ul>	ASLs ECE representatives MOE Curriculum Team	TBC
	Working together to support ākonga who are identified as having learning, behaviour or specialist needs to ensure strong pathways and coherence in their education.	<ul style="list-style-type: none"> <li>- Special Assessment Conditions are collaboratively designed and implemented</li> </ul>	ASLs ECE representatives MOE Behaviour Team or Mana Ake?	TBC