PUKETERAKI
ACHIEVEMENT CHALLENGES
2016-2019

February 2020

David Taylor - Puketeraki Principal
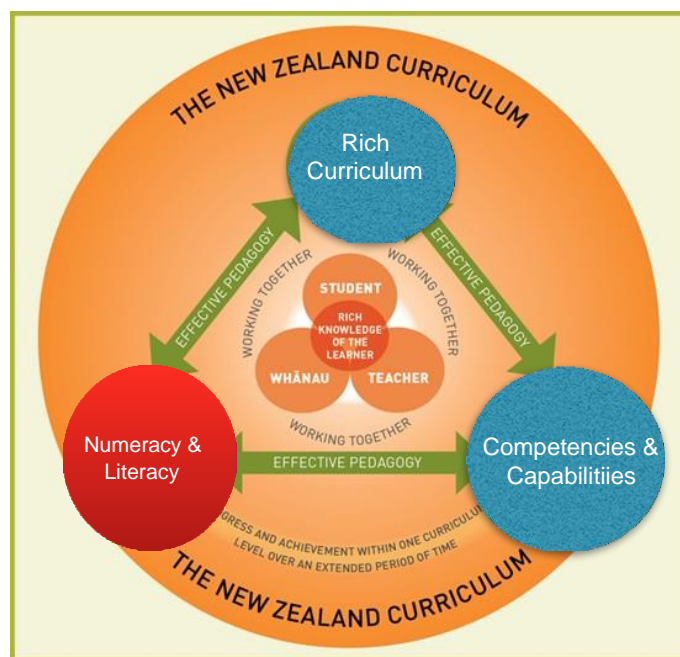
Executive summary: Overview:
The Puketeraki Kahui Ako was formed as a Community of Learning in November 2016. Seventeen Schools Boards of Trustees signed a Memorandum of Understanding to commit to five specific aims.

We aim to:
1. Build a new community of learning
2.   Raise the achievement levels for all learners in the community
3.   Improve the outcomes for at-risk and priority learners
4.   Develop teacher/educator capacity across the learning community
5. Improve educational pathways

We began with a simple strategy based around three C's. Communicate, Collaborate and Create.

After much discussion and analysis we agreed on four specific Achievement Challenges, based on noted variations in our student data.

It was agreed that in the formation of our learning community our focus would primarily be on building layers of connected leadership, new systems of communication, teacher networks and in-depth learning inquiries. It was our belief that a focus in these areas would help support the overall improvement in school capability and teaching practice. Our achievement challenges would be addressed through this process.

Each school, on an annual basis, designed a one-page strategic connection between their own school charter and the Kahui Ako strategic plan. This allowed each school was able to address more directly the challenges most relevant to their own school setting.

Fundamentally, we believed that the best way of improving learning outcomes was through strategic attention on school leadership and improving teachers ability to deliver a powerful learning environment.

Changes:
Over the last four years we have seen a significant demographic change in the district. The effect of this is still filtering through the schools and is likely to continue to impact over the next four years. The addition of Te Matauru Primary School an indication that student populations will continue to grow.

The number of students identifying as Maori has also increased, now representing 12% of the Primary school population.

The following graphs and tables represent a summary of the overall progress we have collated in student achievement data, measuring the the narrow range of Puketeraki Kahui Ako achievement challenges. All data is focused around student core curriculum achievement, largely because this was the only common assessment information we could collectively engage with.

Results

TABLE OF ACHIEVEMENT CHALLENGE RESULTS 2016-2019		
Target	**Achieved/Not Achieved**	**Level of Progress**
1a) Literacy Yr 1 Reading	Achieved	13.7% Progress
1b) Literacy Boys Writing Yr 1-8	Not Achieved	4% Progress
2 a) Maori Writing Yr 1-8	Not Achieved	8.9% Progress
2b) Maori students NCEA Level 3	Not Achieved	8.6% Progress
3a) Mathematics Yr 7&8	Not Achieved	3.7% Progress
3b) Mathematics Yr 9 & 10	Not Achieved	No data available
4a) Students NCEA Level 3	Achieved	8.7% Progress
4b) Students NCEA Level 2	Not Achieved	1.5% Decline

The overall results show we achieved in two of the four achievement targets.
Specifically we achieved
1a) Literacy target at Yr 1 Reading with 13.7% progress
4a) NCEA Level 3, with 8.7% progress.

In addition to the achieved, we made measurable progress in 6 of the 8 learning areas with a minor decline in only one area (NCEA Level 2.) This progress is at both at Primary and Secondary School level. As a Management Committee we are pleased with this result, but are neither complacent nor content.

As a result of the work we have done together we are well aware that there are real challenges we can work on together to improve the opportunities and learning outcomes for all of our children. We are committed to make a difference going forward.

Note: This improvement is described as progress in the overall data, however this data does not measure the individual progress of students. (The Year 1 cohort data in 2015 is now the 2019 Year 5 data.)

Primary School Summary:

The original Primary Schools targets were established in 2016. They were based on now discarded school National Standards data. This information was extracted from individual school SMS systems and collated. This data was then analysed by an Achievement Challenge committee and targets established. All Principals were involved in the final selection of challenges.

School data was shared and analysed in 2017, but by 2018 National Standards had stopped being a compulsory requirement in Primary Schools. No collated data was available.

The 2019 achievement assessments were based on school assessments of curriculum levels. By its very nature these assessments are individualised to the schools and have therefore not been moderated. (However as all school's are required to teach, assess and report under the same core curriculum it is expected that there should remain some good consistency in these judgements across schools.)

Consideration: Over the last four years Puketeraki school leadership has deliberately underplayed the significance of Achievement Targets in their school curriculum. It is all too easy to get sidetracked into moving data, not students. That is not to say they are not important, they just shouldn't drive curriculum.

In reality, the Achievement Challenges were a product of their era. (The National Standards era in Primary schools.) They were written to conform to Ministry led guidelines in forming our Learning Community. While real achievement discrepancies do exist across gender groups, ethnicity and school levels expectation, the introduction of written targets did not in themselves make any meaningful difference. (Or gain much traction within school leadership teams.)

For this reason it is highly risky to over emphasise the accuracy of these assessments given the very subjective nature of the assessment decision. The OTJ. (Overall teacher judgement.)

Findings: Primary School
Demographics::
1) There has been a small but noticeable increase in the primary school student population within the Puketeraki. An increase of 172 pupils (from 3460-3624)

2) There has been a small but noticeable increase in the number of students identifying as Maori in the primary school student population within the Puketeraki. An increase of 75 pupils (from 340-415)

4 Specific Positive Findings Primary
I. We made **progress across all primary school achievement challenges.** This progress ranged from (3.7-13.7%)

II. **One of the three ambitious primary school targets was achieved.** An increase in Year 1 Reading Achievement. This target was achieved. With 70.6% of Yr 1 children being assessed "At/Above" Standard by the end of Year 1. A significant improvement on the preceding years. This we believe is the result of more realistic assessment benchmarks being used across the schooling community.(We also believe its is the product of better communication, networking and shared practice among New Entrant teachers and the ECE centres now actively involved in our Kahui Ako.)

III. **Our Yr 7&8 Achievement data shows steady improvement throughout schooling**. Roughly 80% of students at this level are meeting curriculum expectations of performance

IV. The g**ap between Maori Achievement** and the general school achievement **is closing** in all core curriculum. (Reading 6% difference, Writing 5%, Mathematics 4%.)

Areas of challenge:
1. There is wide variation in the reported student achievement data across the 17 primary schools. This data variation ranges from 77% in Year 1 Reading to 50% in Yr 7&8 Mathematics. We do not believe this range truly reflects variations in performance across the schools. We intend to strengthen current, teaching, assessment and evaluation processes in Reading to model a way forward for all teaching programmes.

2. Individual School curriculum programmes have moved towards the front end of the curriculum. (Competencies, capabilities and learner dispositions.) Leadership is now, more than ever, focusing on preparation as Lifelong Learners. However there is a wide variation in our education community on the skills and dispositions that would be most important for curriculum success For this reason we have agreed to focus on an agreed set of descriptors on a **Learner Profile** to better align school expectations.

3. Catering for the needs of priority learners. At present we still have a significant group (20%) of children who are not achieving at expectations across core curriculum. (Priority Learners.)We believe this is linked with a sense of belonging and connection with the school and its curriculum. We aim to implement practices using the wide range of learning support staff, now available to us to better meet the needs of this diverse group.

Secondary School Summary:

The original secondary school targets were established in 2016. Being a member of Puketeraki Kahui Ako was paramount as we were aware of the need to set achievement challenges that related to those being developed by our primary colleagues.

In 2016 the Head of the Mathematics Faculty retired. In 2017 two of the three Mathematics Leadership team also resigned and new appointments were made. In 2016 a new Deputy Principal with responsibility for assessment was appointed and in 2017 a new Principal. Over this period the methodology of how the 2016 targets were established was lost.

Consideration: Over the last four years Puketeraki school leadership has deliberately underplayed the significance of Achievement Targets in their school curriculum. It is all too easy to get sidetracked into moving data, not students. That is not to say they are not important, they just shouldn't drive curriculum.

In reality, the Achievement Challenges were a product of their era (the National Standards era in Primary schools). They were written to conform to Ministry led guidelines in forming our Learning Community. While real achievement discrepancies do exist across gender groups, ethnicity and school levels expectation, the introduction of written targets did not in themselves make any meaningful difference. (Or gain much traction within school leadership teams.)

For this reason, it is highly risky to over emphasis the accuracy of these assessments given the very subjective nature of the assessment decision. The OTJ (Overall teacher judgement).

Findings: Secondary School
Demographics:
1. There has been a slight decrease in the secondary school student population within the Puketeraki. A decrease of 51 pupils (from 1775 in 2016)

2. There has been a noticeable increase in the number of students identifying as Māori in the secondary school student population within the Puketeraki. An increase of 42 pupils (from 182 in 2016).

Specific Positive Findings Secondary
I. We made **progress in three of the secondary school achievement challenges.** Progress ranged from (-1.5 – 8.7%)
2. The **gap between Māori Achievement** and the general school achievement **is closing** at Year 13. (from 45.0% pass rate in 2016 to 53.6% in 2019).
3. Year 13 achievement has improved (from 58.5% in 2016 to 67.2% in 2019).
4. The % of students leaving RHS with NCEA level 2 has declined from 79.8% in 2016 to 78.3%

Areas of challenge:
1. Our focus is on improving NCEA results. We intend to strengthen teaching and assessment practices and our tracking systems.
2. Our focus is also on developing our tracking system with the aim of accelerating improvement in Years 9 and 10 with a focus on literacy and numeracy.
3. The school curriculum is moving towards the front end of the curriculum (competencies, and learner dispositions). Leadership is now, more than ever, focusing on preparation as Lifelong Learners. However, there is a wide variation in our education community on the skills and dispositions that would be most important for curriculum success. For this reason we have agreed to focus on an agreed set of descriptors on a **Learner Profile** to better align school expectations.

We believe this is linked with a sense of belonging and connection with the school and its curriculum. We aim to implement practices using the wide range of learning support staff now available to us to better meet the needs of this diverse group.

FINAL RESULTS   PUKETERAKI

Puketeraki

Rangiora Community of Learning

Our learners, our community, our future
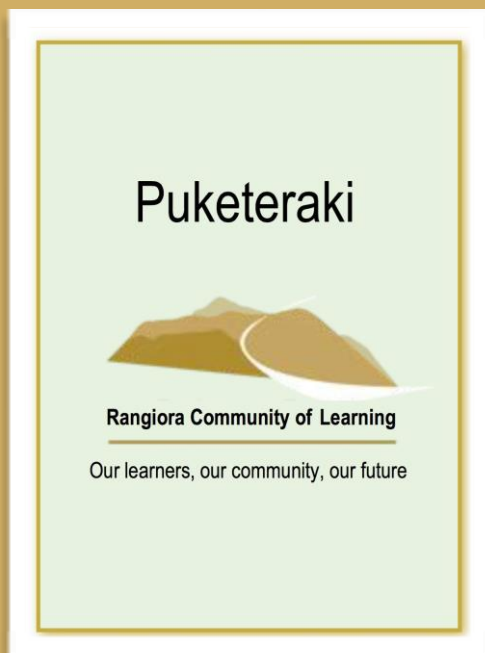
Achievement Challenges. 2016-2019

Puketeraki

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ACHIEVEMENT CHALLENGES

1 — **Achievement Challenge 1:**
Literacy (Primary)
Our challenge is to raise the literacy achievement of all of our students across Puketeraki, with particular emphasis on:
a) boys writing Years 1-8
b) accelerating the achievement of reading for students after 1 year at school

2 — **Achievement Challenge 2:**
Māori Achievement (Primary/Secondary)
Our challenge is to raise the achievement of Māori students across Puketeraki, with particular emphasis on:
a) Māori students writing years 1-8
b) Māori students NCEA

3 — **Achievement Challenge 3:**
Mathematics (Primary/Secondary)
Our challenge is to raise the mathematics achievement of all of our students across Puketeraki, with particular emphasis on:
a) Mathematics in years 6, 7 & 8
b) Mathematics in years 9 & 10

4 — **Achievement Challenge 4:**
NCEA (Secondary)
Our challenge is to raise the student achievement in NCEA, with particular emphasis on:
a) Student leavers with NCEA level 3
b) Student leavers with NCEA level 2
c) Improved male student achievement at NCEA level 3

PUKETERAKI -KĀHUI AKO

COMMUNICATE -COLLABORATE -CREATE

⊞

Puketeraki

Rangiora Community of Learning

Our learners, our community, our future

Achievement Challenges

7 PRINCIPLES*	STRATEGY	METHODOLOGY	SUPPORTS

RAISE STUDENT ACHIEVEMENT ALL LEARNERS
Core curriculum
Reading, Writing Maths

Key Competencies
*Modern learners
Global citizens*

IMPROVE OUTCOMES FOR PRIORITY AND AT-RISK STUDENTS

Core curriculum
Key Competencies
Global citizens

DEVELOP EDUCATOR CAPACITY
Core curriculum

Key Competencies
Global citizens

7 PRINCIPLES*

Learner at the centre.

Social nature of learning.

Emotions integral to learning.

Recognising individual differences.

Stretching all students.

Assessment for learning.

Building horizontal connections

STRATEGY

Culturally responsive pedagogies.

Dimensions of quality teaching.
(Collaborative teaching.)

Effective transitions.
Improving educational pathways from E.C.E - Primary- Secondary and beyond.)

METHODOLOGY

COLLABORATIVE INQUIRY

Scanning
Hunches
Observation
Data analysis

Intervention
Data collection
Reflection
Reporting

SUPPORTS

Charter- Strategic Plan -Action Plan

Leadership Structures

Within School Teacher & Inquiry

Allocated budget resources

PLD e.g ALL Contract

COL CLUSTER NETWORKS

Achievement Challenges

Literacy Yr 1

Writing Boys Yr 1-8

Maori Achievement Writing

Student engagement
Me and My School

Mathematics Yr 7-9

NCEA Maori

NCEA Level 2

NCEA Level 3

* OECD Nature of Learning

Across School x 6

LCC Cluster /COL Networks

Centrally Funded PLD

Trust, Integrity, Respect, Equity

Achievement Challenge 1 - Literacy (Primary)

Our challenge is to raise the literacy achievement of all of our students across the Rangiora CoL with particular emphasis on

b.   accelerating the achievement of reading for students after 1 yr at school

BULLET POINTS:

1 The target was achieved. 70% of children are being assessed "At/Above" Standard by the end of Year 1.)
2. The biggest change occurred between 2017-19
3 There is a huge variation across schools (Range 23-100%)

Possible Action/Next steps
1
2

Literacy 1b.   **We challenge ourselves to lift the achievement of our students in the cohort after 1 Year at school At or Above the National Standard in reading from 56.9% (240/422) in 2015 to 70% (345/489) by 2019.**

2019 READING

Reading Yr 1	Well Below	Below	At	Above	% At/Above
					23%
					37%
					46%
					50%
					65%
					65%
					67%
					70%
					79%
					89%
					90%
					95%
					100%
					100%
					100%
					100%
489	14	130	263	82	70.6%
Reading Yr 1	Well Below	Below	At	Above	% At/Above

2015 Data   **2019 Data**

56.9%   ➡   **70.6%**

13.7% progress   ⭐ **ACHIEVED**

Achievement Challenge 1 - Literacy (Primary)

Our challenge is to raise the literacy achievement of all of our students across the Rangiora CoL with particular emphasis on
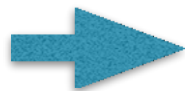a.   boys writing Yrs1-8

BULLET POINTS:

1 The target was not achieved. 71.7 % of boys are being assessed "At Above Standard in Writing
2. There has been modest progress in the overall assessment (4%)
3 There is a Wide variation across schools (Range 45-90%)

Possible Action/Next steps
1
2

Literacy 1a.   We challenge ourselves to lift the achievement in Yrs 1-8 of all of our boys At or Above the National Standard in writing from 67.7% (1299/1865) at the end of 2015 to 85% (1270/1789) by 2019.

2019 BOYS WRITING

2015 Data	2019 Data
67.7% →	71.7%
4% progress	NOT ACHIEVED

Writing Boys	Well Below	Below	At	Above	% At/Above
					45%
					59%
					60%
					64%
					64%
					64%
					65%
					74%
					76%
					79%
					80%
					82%
					82%
					83%
					87%
					90%
1852	111	414	1100	227	71.7%

Achievement Challenge 2 -
Māori Achievement (Primary/Secondary)
Our challenge is to raise the achievement of Māori students across the Rangiora CoL with particular emphasis on
2a Maori students writing Yrs 1-8

Targets 2a. We challenge ourselves to lift the achievement of all of our Maōri students yrs 1-8 At or Above national standard in writing from 65.7% (239/364) in 2015 to 85% at the end of 2019.

2015 Data	2019 Data
65.7%	**73.6%**
8.9% progress	**NOT ACHIEVED**

BULLET POINTS:

1 The target was not achieved. 73.6 % of Maori students are being assessed "At or Above Standard in Writing.
2. There has been good progress in the overall assessment (8.9%)
3 There is a Wide variation across schools (Range 50-100%)

Possible Action/Next steps
1
2

2019 MAORI WRITING

| Maori Writing	Well Below	Below	At	Above	% At/Above
					50%
					57%
					63%
					65%
					67%
					70%
					72%
					75%
					80%
					81%
					81%
					85%
					90%
					91%
					100%
					100%
421	21	90	244	66	73.6%

Targets 2B. We aim to have at least 60% (17) Māori student leavers with NCEA Level 3 by 2019.

We intend to raise the achievement of 8 additional Māori students in gaining NCEA Level 3 providing a total of 17 Māori students leaving with the NCEA Level 3 qualification by the end of 2019.

2015 Data

2019 Data

45%

53.6%

8.6% progress
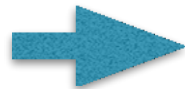
NOT ACHIEVED

Bullet Points

- The target was achieved

- Māori students are achieving at the national average for Māori akonga but not yet at the same rate as Māori akonga in other decile 9 schools

- However, Māori students are not achieving at the national average or decile 9 average for all learners

Next Steps
- Tracking system strengthened to provide 1-1 mentoring for Level 3 Māori students

- MoE centrally funded PLD project developing Middle Leaders' leadership of Culturally responsive pedagogy

Year 13 NCEA Level 3 - Māori
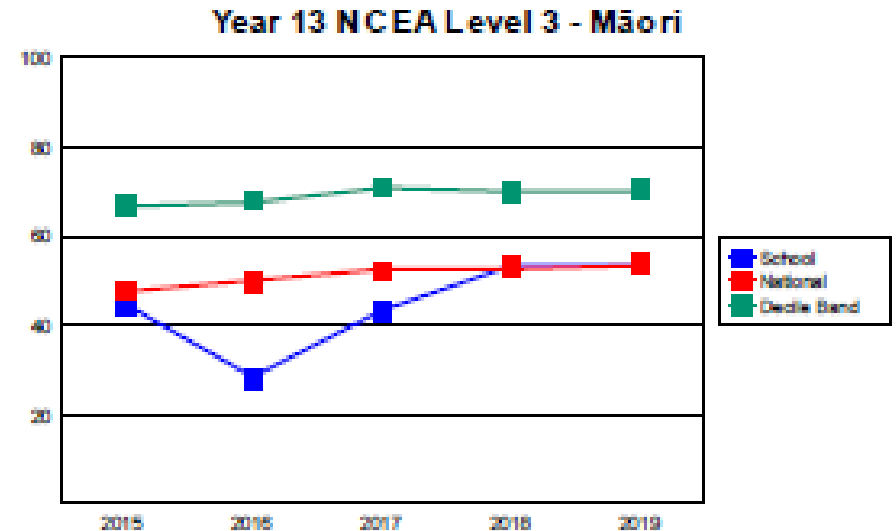
Achievement Challenge 3 –
Mathematics and Statistics (Primary)

Our challenge is to raise the mathematics and statistics achievement of all of our students across the Rangiora CoL with particular emphasis on
a.   Mathematics and Statistics in Yrs 7 & 8

Target 3a

1.   We challenge ourselves to lift the achievement of all of our Yr 7 & 8 students At or Above the national standard in Number and Measurement from 74.2% (605/815) in 2015 to 85% (693/815) by the end of 2019.

2015 Data	2019 Data
74.2%	77.9%
3.7% progress	NOT ACHIEVED

BULLET POINTS:

1 The target was not achieved. 77.9 % of Yr 7 & 8 students are being assessed "At or Above Standard in Mathematics.
2. There has been limited progress in the overall assessment (3.5%)
3 There is a Wide variation across schools (Range 50-100%)
4 Yr 7 2019 data shows on 69% at/above standard

Possible Action/Next steps
1 Year 8 students in 2020 may need extra support in mathematics across the COL. (69% At/Above)

2019 Yr 7 & * Mathematics

Maths Yr 7&8	Well Below	Below	At	Above	% At/Above
					50%
					50%
					59%
					64%
					67%
					73%
					75%
					76%
					81%
					84%
					88%
					88%
					89%
					89%
					98%
					100%
884	38	157	466	223	77.9%

Achievement Challenge 4a–
NCEA Level 3 (Secondary)

Achievement Challenge 4
NCEA Our challenge is to raise the student achievement in NCEA with particular emphasis on:
a) Student leavers with NCEA level 3

Target 4a) We challenge ourselves to have at least 60% (217) student leavers with NCEA Level 3 by 2019.

Currently 57.5% or 208 of 362 total students leave Rangiora High School without the highest qualification available to them. Nearly 50% of students have left school before or during Year 13.

Bullet Points

- The target was achieved

- RHS students are achieving above the national average but not yet at the same rate as learners in other decile 9 schools

- However, there is a gender imbalance with females (74.3%) outperforming males (56.9%)

Next Steps
- Strengthening of Tracking system to support learners to track and own their learning

- Strengthening monitoring of Year 13 attendance systems
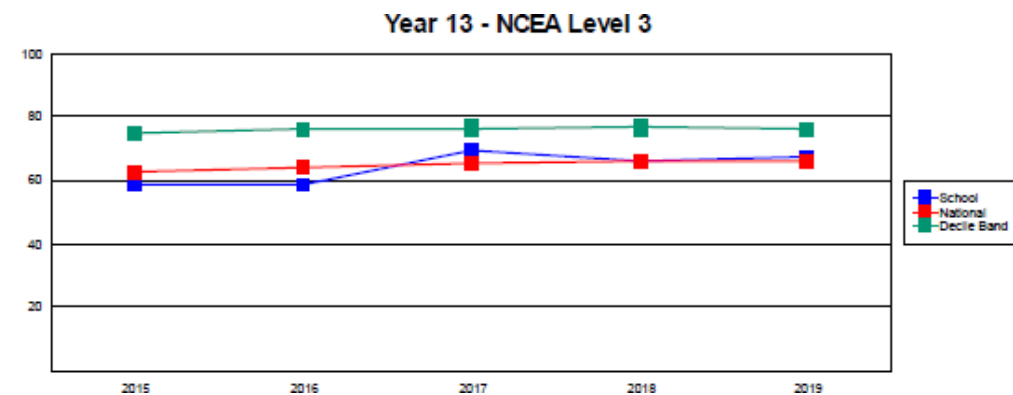
2015 Data   2019 Data

58.5%   67.2%

ACHIEVED

8.7% progress

Year 13 - NCEA Level 3

Legend: School, National, Decile Band

Achievement Challenge 4
NCEA Our challenge is to raise the student achievement in NCEA with particular emphasis on:
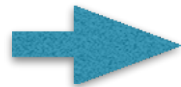b) Student leavers with NCEA level 2

-

4b) Improved Student Achievement in NCEA Level 2+ We challenge ourselves to have 90% (326/362) of our student leavers with NCEA Level 2 as the minimum qualification they attain by 2019.

2015 Data	2019 Data
79.8%	**78.3%**
1.5% decline	**NOT ACHIEVED.**

Bullet Points

- All figures **exclude** international fee paying students.

- In 2019, approximately 35% of RHS leavers aged 16+ left school without NCEA Level 2.

- The percentage rate for 2019 Maori leavers aged 16+ who left with NCEA Level 2 is approximately 12% lower than the rate for all leavers.

- The percentage rate for 2019 Asian leavers aged 16+ who left · Only about a third of Male leavers aged 16+ leave with NCEA Level 3. This rate is half that of Female leaver

Only about a third of Maori leavers aged 16+ left with NCEA Level 3.

	Leaver Numbers	% with NCEA Level 2	% with NCEA Level 3
Male	197	72.1%	34.0%
Female	209	84.2%	60.3%
Maori	42	66.6%	35.7%
Asian	8	100.0%	62.5%

Achievement Challenge 4
NCEA Our challenge is to raise the student achievement in NCEA with particular emphasis on:
c) Improved male student achievement NCEA level 3

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Target 4c) Improved Male Student Achievement NCEA We challenge ourselves to have at least 60% (110/183) of our male student leavers with NCEA level 3 by 2019.
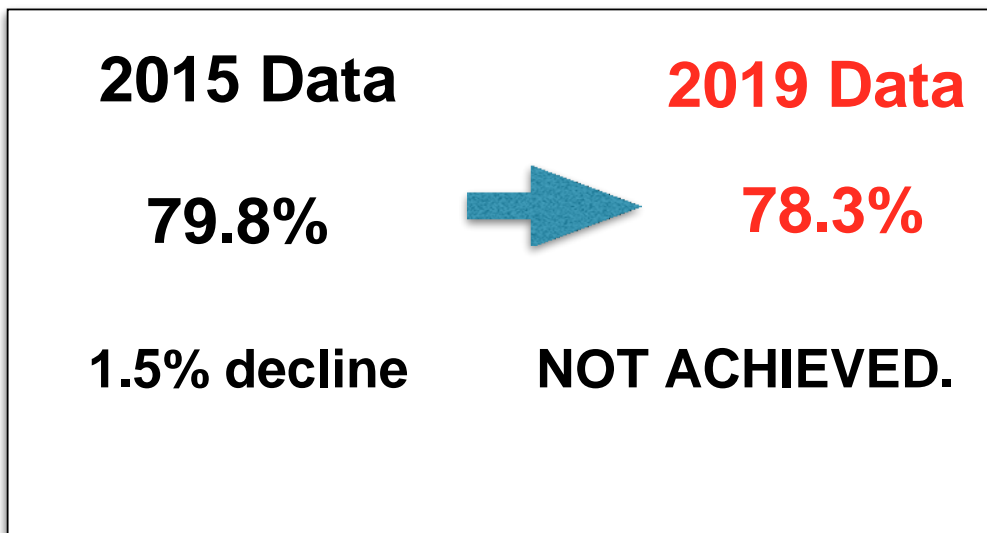
Bullet Points:

The Target was not achieved
Male Students at Rangiora High School are not achieving at the same rate as learners in other decile 9 schools.
There is a gender imbalance with females (74.3%) outperforming males

Next steps:
Strengthening of the tracking system to support learners to track and own their own learning
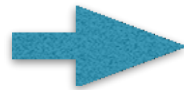Strengthening Year 13 attendance systems
Development of programmes to engage males such as the planned Trades School

2015 Data → **2019 Data**
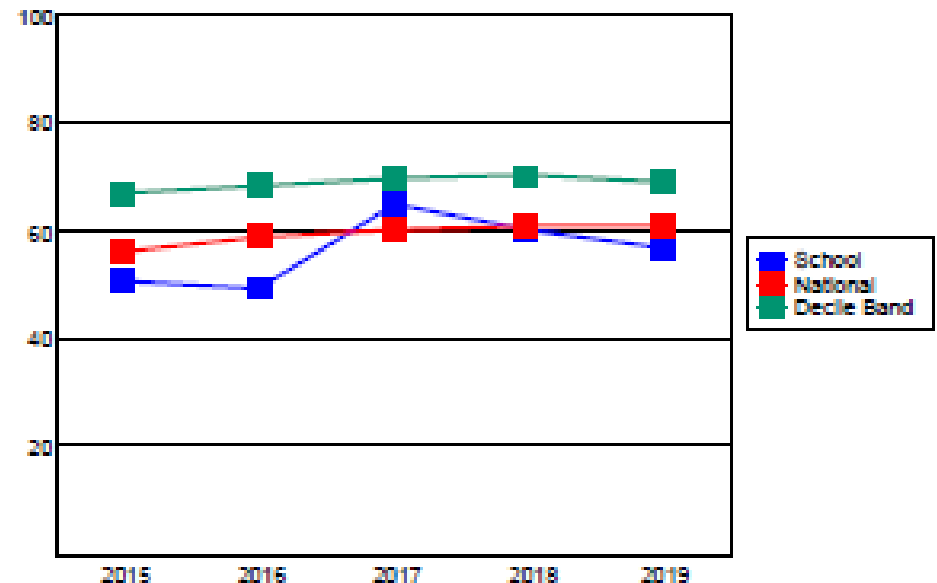
33.3% → **54.3%**

21% progress — **NOT ACHIEVED.**

Year 13 NCEA Level 3 - Male

RESULTS
PUKETERAKI Achievement
CORE CURRICULUM
SUMMARY

Primary School Progress 2015- 2019

Writing 2015-19	2015	2016	2017	2019	At Above change
	85	75	78	70	-15.00
	69	75	77	55	-14.00
	84	75	77	76	-8.00
	74	75	77	71	-3.00
	93	90	86	90	-3.00
	97	95	93	95	-2.00
	82	79	84	80	-2.00
	73	75	75	72	-1.00
	88	84	87	88	0.00
	86	88	84	86	0.00
	69	73	78	73	4.00
	76	81	81	84	8.00
	61	70	65	70	9.00
	71	71	74	82	11.00
	72	73	79	91	19.00
	68	76	79	89	21.00

Mathematics 2015-19	2015	2016	2017	2019	At Above
	83	79	70	49	-34.00
	92	88	78	82	-10.00
	83	79	73	75	-8.00
	80	82	81	75	-5.00
	83	77	80	80	-3.00
	79	81	77	78	-1.00
	87	83	85	86	-1.00
	93	89	91	94	1.00
	90	89	89	92	2.00
	89	83	85	91	2.00
	77	76	84	81	4.00
	73	73	74	82	9.00
	78	84	86	87	9.00
	74	77	79	85	11.00
	72	84	82	83	11.00
	73	80	82	96	23.00

Achievement data progress

The tables show individual school changes over the four reported years. 2015 -2017 was National Standards data. 2019 School based standards.

The tables show most schools are reporting highly consistent results.

One school has reported significant declines across all three curriculum areas.

One schools have reported significant improvements in all three curriculum areas.

Reading 2015-2019	2015	2016	2017	2019	At Above change
	79	84	84	61	-18.00
	85	84	81	72	-13.00
	93	85	78	85	-8.00
	84	83	85	77	-7.00
	96	95	89	89	-7.00
	93	87	88	89	-4.00
	86	87	84	84	-2.00
	80	79	76	80	0.00
	80	84	86	80	0.00
	88	82	87	88	0.00
	90	91	86	90	0.00
	78	82	83	79	1.00
	78	74	73	80	2.00
	76	82	82	84	8.00
	84	79	83	95	11.00
	72	79	76	88	16.00

READING% At/Above standard

2012	82.4%
2013	82.4%
2014	83.4%
2015	82.8%
2016	82.8%
2017	82.2%
2019	81.6%

2019 data in Red

Reading: 2012-19

On average 82%+% of our students achieve at/above National Standards. This has changed very little over the four years.

Our Year 7 & 8 Students achieve at 83%% At/Above

Gender differences remain -with boys achieve 8% less than girls in Reading

Year 1 reading is historically low, but has improved significantly in the last four years.

Approximately 84% of Year 8 Puketeraki students leave primary school achieving at or above the National Standard for Reading.

Maori student achievement in Reading has increased by 6% over the last five years. (Now less than 5% lower than the overall average.)

PUKETERAKI READING NATIONAL STANDARDS REPORT
December 2019

Rangiora Community of Learning
Our learners, our community, our future.

| FEMALE STUDENTS 85.2% At/Above	MALE STUDENTS 77.0% At/Above	ALL STUDENTS 81.6% At/Above	MAORI STUDENTS 75.2% At/Above

READING 2019

READING	Well Below	Below	At	Above	TOTAL	READING	Below	At/ Above
Yr 1	14	122	263	82	481	Yr 1	28.3%	71.7%
Yr 2	22	79	159	181	441	Yr 2	22.9%	77.1%
Yr 3	18	54	215	161	448	Yr 3	16.1%	83.9%
Yr 4	11	48	229	179	467	Yr 4	12.6%	87.4%
Yr 5	13	56	221	135	425	Yr 5	16.2%	83.8%
Yr 6	19	52	231	185	487	Yr 6	14.6%	85.4%
Yr 7	21	65	210	154	450	Yr 7	19.1%	80.9%
Yr 8	7	66	227	133	433	Yr 8	16.9%	83.1%
TOTAL	125	542	1755	1210	3632	TOTAL	18.4%	**81.6%**
MALE	95	330	853	566	1844	MALE	23.0%	77.0%
FEMALE	35	232	920	618	1805	FEMALE	14.8%	85.2%
MAORI	16	87	176	136	415	MAORI	24.8%	75.2%

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**81.6%
AT/ABOVE
NATIONAL STANDARDS**
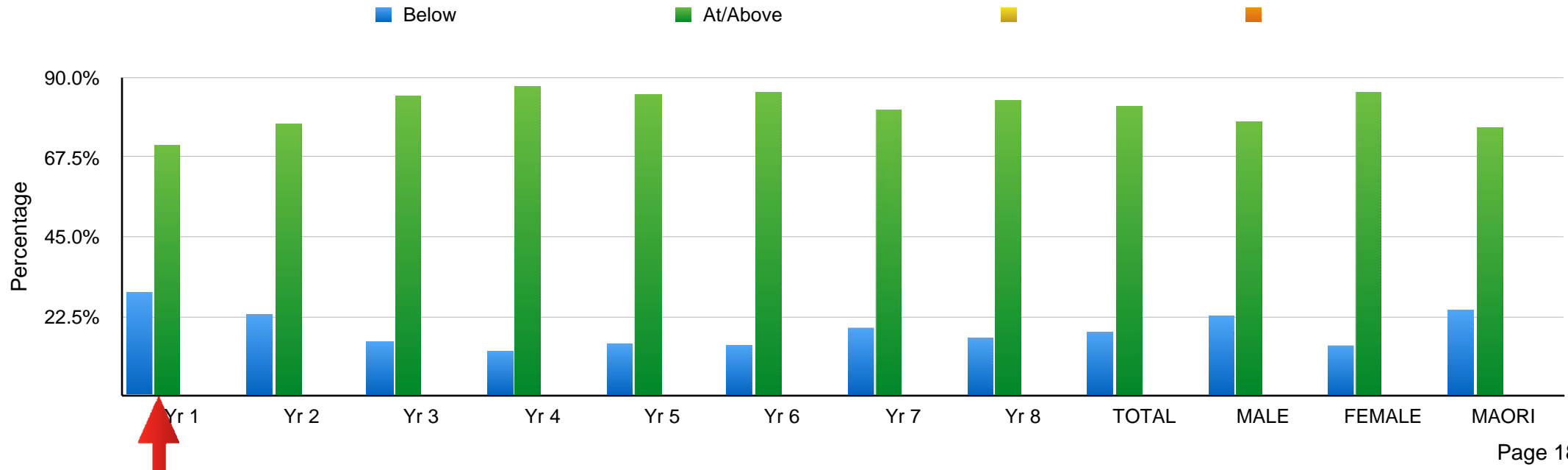
WRITING % At/Above standard

2012   74.7%
2013   74.8%
2014   75.9%
2015   75.2%
2016   77.3 %
2017   78.5%
2019   78.6%

2019 data in Red

Writing: 2012-19
On average 75+% of our students achieve at/above National Standards. This has increased slightly over the last five years with a 4% improvement between 2015 & 20169
Generally, overall student achievement improves over the first four years of school peaking at Year 5 with a slight decline through to Year 8.
Gender differences are wide with girls out performing boys. (This gap has reduced to 14% this year.)

Approximately 84%of Year 8 students leave achieving at or above the National Standard for Writing. (Improved from 66% in 2012.)
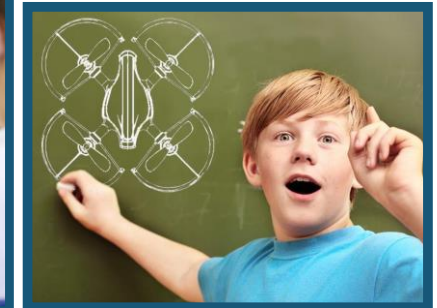
Maori student achievement in Writing has increased by 6% over the last five years.

PUKETERAKI WRITING NATIONAL STANDARDS REPORT. DEC 2019

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FEMALE STUDENTS	MALE STUDENTS	ALL STUDENTS	MAORI STUDENTS
86.1% At/Above	**71.7% At/Above**	**78.6% At/Above**	**74.4% At/Above**

WRITING 2019

WRITING	Well Below	Below	At	Above	TOTAL	WRITING	Below	At/Above
Yr 1	11	39	386	43	479	Yr 1	10.4%	89.6%
Yr 2	11	70	292	69	442	Yr 2	18.3%	81.7%
Yr 3	13	126	237	71	447	Yr 3	31.1%	68.9%
Yr 4	10	96	275	86	467	Yr 4	22.7%	77.3%
Yr 5	20	84	244	79	427	Yr 5	24.4%	75.6%
Yr 6	19	88	270	108	485	Yr 6	22.1%	77.9%
Yr 7	38	86	236	95	455	Yr 7	27.3%	72.7%
Yr 8	17	52	266	100	435	Yr 8	15.9%	84.1%
TOTAL	139	641	2206	651	3637	TOTAL	21.4%	**78.6%**
MALE	111	414	1100	227	1852	MALE	28.3%	71.7%
FEMALE	29	225	1121	447	1822	FEMALE	13.9%	86.1%
MAORI	21	90	244	66	421	MAORI	26.4%	73.6%

**78.6%
AT/ABOVE
NATIONAL STANDARDS**
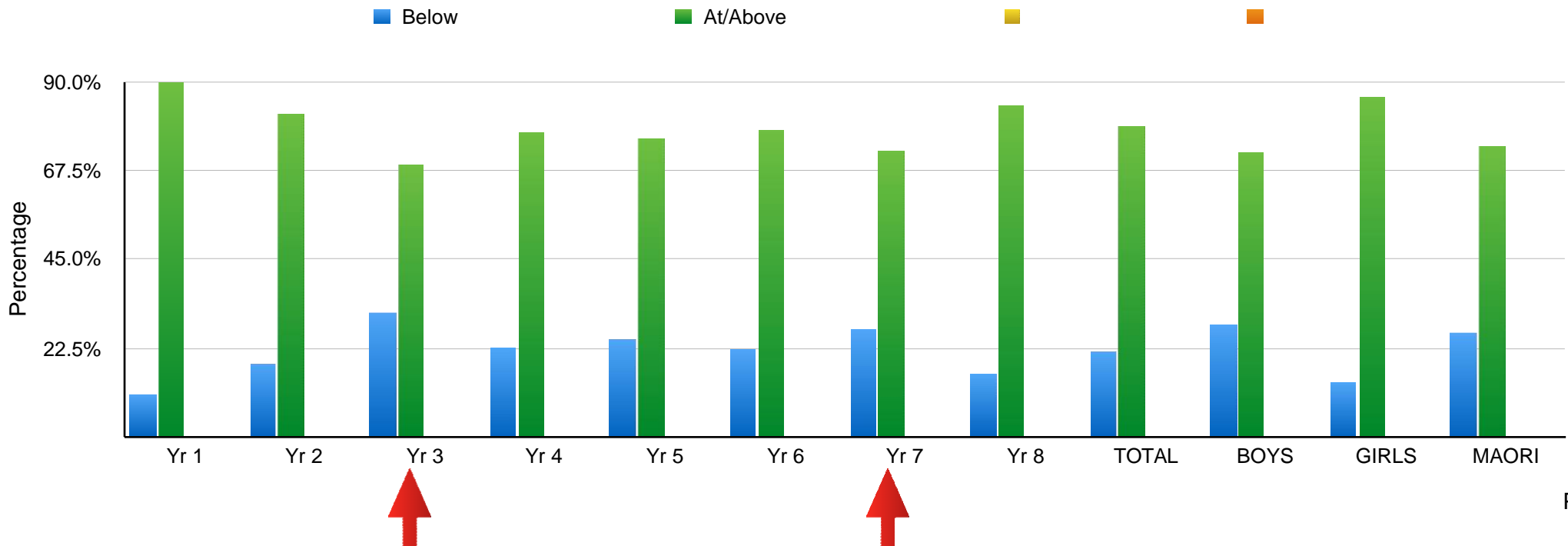
MATHEMATICS % At/Above standard
2012   77.3%
2013   79.4%
2014   81.9%
2015   79.8%
2016   80.4 %
2017   79.8%
2019   81.0%

2019 data in Red

Mathematics: 2012-19
On average 80% of our students achieve at/above National Standards. This has remained steady over time.
Generally, overall student achievement improves at regular rates over the eight years of school. Gender differences are evident with boys on average 8% higher.

Approximately 80% of Year 8 students leave Primary School achieving at or above the National Standard for Mathematics. (This has fluctuated over the five years.) In 2019 the data was very high at 86%. The year 7 data is very low and may need to b e monitored closely across schools in 2020.

Maori achievement in Mathematics has on average been 10% below that of Pakeha European. (A similar disparity exists for Pacifica.) Our data shows this gap closing.

PUKETERAKI MATHEMATICS NATIONAL STANDARDS REPORT DEC 2019

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FEMALE STUDENTS 82.0% At/Above

MALE STUDENTS 81.8% At/Above

ALL STUDENTS 81.2% At/Above

MAORI STUDENTS 77.4% At/Above

MATHEMATICS 2019

MATHS	Well Below	Below	At	Above	TOTAL	MATHS	Below	At/Above
Yr 1	0	24	385	65	474	Yr 1	5.1%	94.9%
Yr 2	4	79	268	91	442	Yr 2	18.8%	81.2%
Yr 3	20	85	264	78	447	Yr 3	23.5%	76.5%
Yr 4	8	79	265	114	466	Yr 4	18.7%	81.3%
Yr 5	12	84	246	84	426	Yr 5	22.5%	77.5%
Yr 6	14	78	268	126	486	Yr 6	18.9%	81.1%
Yr 7	24	109	217	91	441	Yr 7	30.2%	69.8%
Yr 8	14	48	249	132	443	Yr 8	14.0%	86.0%
TOTAL	96	586	2162	781	3625	TOTAL	18.8%	81.2%
MALE	59	271	1042	443	1815	MALE	18.2%	81.8%
FEMALE	37	282	1083	370	1772	FEMALE	18.0%	82.0%
MAORI	14	76	233	76	399	MAORI	22.6%	77.4%

**81.2%
AT/ABOVE
NATIONAL STANDARDS**
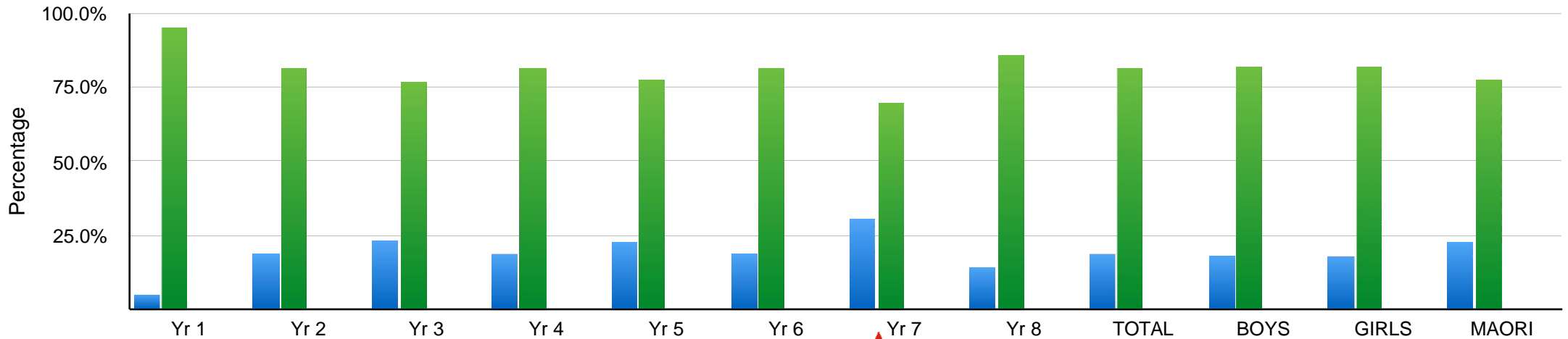
2020 ACHIEVEMENT CHALLENGES

Challenge A - Student Engagement   (The **DOING** in our Āhuatanga Whaiaro document)

What do we know?

Our Year 4-6 Engagement Scale, currently 55-65   Our Year 7-10 Engagement Scale currently 50-55
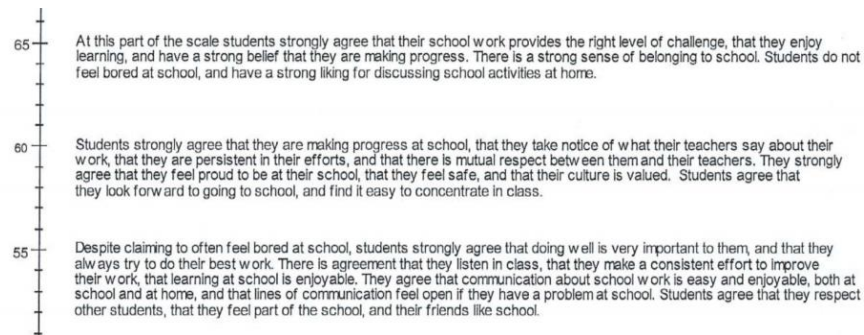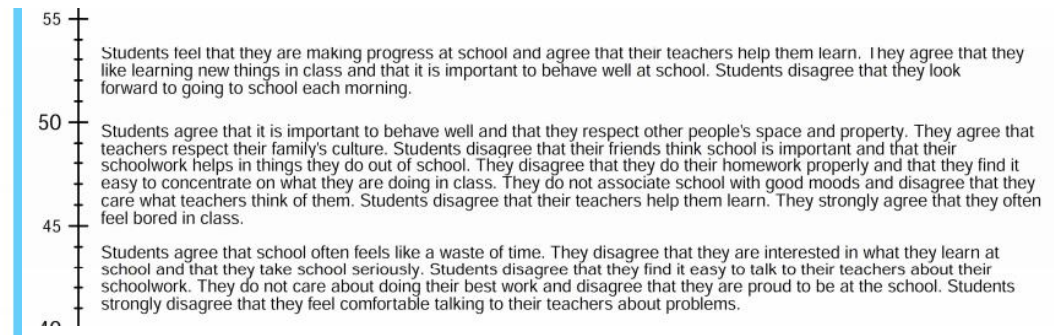
Previous themes identified for schools to explore from previous analysis (also support by ASL inquiries 2018);

- Relationships
- Sense of belonging / pride in school
- Concentrating in class
- Persisting when things get difficult / resilience
- Culturally appropriate curriculum - localised - connected
- ECE connection through Mana Reo - confidence / communication - exploring what constitutes "success" / "mastery'

Target A(1) Goal: To move Me & My School Engagement Scale scores from 55-65 to 65-75+

Junior target descriptors (Year 4-6)	Senior target descriptors (Year 7-10)

Junior target descriptors (Year 4-6):

75 — Students strongly agree that they look forward to going to school most mornings. They also strongly agree that they find it easy to concentrate in class.

70 — Students strongly agree that they listen in class, and find it easy to talk about their schoolwork with their teachers. They strong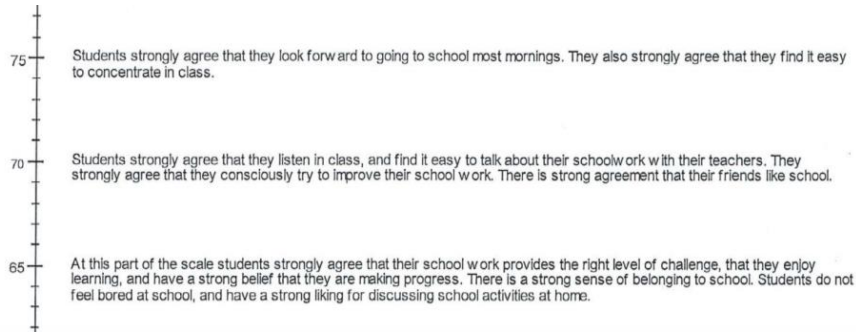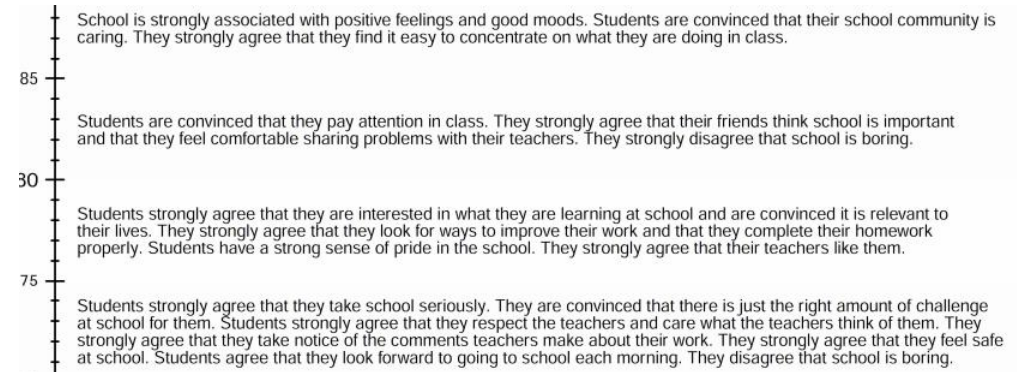ly agree that they consciously try to improve their school work. There is strong agreement that their friends like school.

65 — At this part of the scale students strongly agree that their school work provides the right level of challenge, that they enjoy learning, and have a strong belief that they are making progress. There is a strong sense of belonging to school. Students do not feel bored at school, and have a strong liking for discussing school activities at home.

Senior target descriptors (Year 7-10):

85 — School is strongly associated with positive feelings and good moods. Students are convinced that their school community is caring. They strongly agree that they find it easy to concentrate on what they are doing in class.

80 — Students are convinced that they pay attention in class. They strongly agree that their friends think school is important and that they feel comfortable sharing problems with their teachers. They strongly disagree that school is boring.

Students strongly agree that they are interested in what they are learning at school and are convinced it is relevant to their lives. They strongly agree that they look for ways to improve their work and that they complete their homework properly. Students have a strong sense of pride in the school. They strongly agree that their teachers like them.

75 — Students strongly agree that they take school seriously. They are convinced that there is just the right amount of challenge at school for them. Students strongly agree that they respect the teachers and care what the teachers think of them. They strongly agree that they take notice of the comments teachers make about their work. They strongly agree that they feel safe at school. Students agree that they look forward to going to school each morning. They disagree that school is boring.

Actions:

1. Identity schools who have made gains in previously identified theme areas from 2019 to 2020 and explore key actions taken and how these can be mobilised across the kahui ako. - T4
2. Collect, collate, analyse and respond to priority group data from 2020. What are the changes? What has remained the same? - achievement group meet early T4
3. Develop a kahui action plan to respond to the data analysis - Term 1, 2021 for implementation, monitoring and review.

Target A(2) By 2023, all schools will have formally adopted Āhuatanga Whaiaro (our valued learner outcomes) into their school reporting systems, with clear evidence of a school system for tracking and reporting progress.

Actions:

1. 2020 - gathering artefacts (supported through CFPLD)
2. 2021 - gathering artefacts and moderating across schools / centers (LFPLD application to be done T3, 2020)
3. 2022 - agreement on shared outcomes for kahu-wide data gathering and ways of identifying and responding to priority students.

Challenge B - Ākonga Wellbeing (The **BEING** in our Āhuatanga Whaiaro document)

Student Wellbeing Target:-

What do we know? *(from Attendance Data supplied by MOE for Puketeraki 2016-2019)*

> 22.2% of students attend 80-90% of the time (1400 students)
> 10.7% of students attend 70-80% of the time (391 students)
> 5.9% of students attend less than 70% of the time (298 students)
> The percentage of regular attendance varies from 46% to 79% across schools.

Target B(1)- To lift the attendance (including explained or justified) for all students to above 95%.

<u>Why?</u>

We know that attendance is closely linked to student achievement. We believe there is a lack of robustness and consistency across the kahui ako around how schools record and respond to attendance and a lack of a strong system to support schools making efforts to address non-attendance.

<u>Actions:</u>

1. Sharing the 'best of what is 'in relation to current school practice in order to identify some agreed practices to ensure consistency of data collection & analysis.

    1.1 Support all schools to get Term 1, 2020 data to Every Day Matters.

    1.2 Work with EDM to enable them to feed back kahui-wide data as part of its report to every school

    1.3 Share school's current systems for collecting, analysing and responding to attendance data - What is already 'common'? What is 'best practice'?

2. Identify priority groups of students across our kahui from data analysis in order to focus actions on lifting attendance for this group. Agree to monitoring and reporting strategies.

2.1 Analyse Term 2 Covid19 attendance data - what issues were evident? What strategies were used successfully? How did schools respond to concerns?

2.2 Analyse Term 1 data for trends, patterns and priority groups

2.3 Plan for gathering, analysing and responding to future data sets.

3. Provide professional learning to improve the accuracy of attendance data and consistency of practice including use of coding including a session for school Admin personnel.

    3.1 Organise a PLD session around use of codes for Admin personnel and Principals. - MOE have offered to deliver a couple of Zoom sessions in Term 3

    3.2 Introduction / Review of current attendance service provision - Rock On - What is/isn't working? Does context matter? What would we like it to look like? - Term 4

4. Work with the MOE team from start of 2021 to develop a strong, robust system of response suitable for all educational settings in the kahui ako to use.

    4.1 In partnership with MOE, develop a pilot project to roll out across our kahui ako in response to the above.

5. Develop shared messaging for parents across the kahui ako about attendance and attendance practices in schools.

    5.1 Create a common communication that all schools can use in their community in respect of importance of attendance but also processes schools will use. - part of Term 4 workshop

<u>Covid19 response:</u>
We understand that over the Covid19 event students' attendance will be variable and other factors may come into play. All schools have been asked to submit their Term 1 data to Every Day Matters and then weekly percentage data is being collected by the kahui ako over the 7 weeks of Term 2. This data will be analysed at the management meetings over Term 2 to identify and plan and respond in a timely manner to emerging issues/trends.

What do we know?

There is now national evidence to demonstrate that teacher wellbeing is of concern nationwide. Principals report this is no different within Puketeraki however we have no consistent way to measure this or to track progress.

1) School leaders and teachers have a shared view of the school's mission and goals. (Nationally 30% disagree)
2) School leaders protect the time we have for teaching & learning by reducing additional demands and interruptions. (Nationally 57% disagree)
3) There is effective two-way communication between school management and teachers (Nationally 43% disagree)

Target B(2) - To achieve 25% better than current national feedback on selected questions from the Teacher Workplace Survey.

Why?

Over 2019 Principals found that teachers were often expressing feelings of over-work and extreme amounts of stress. Principals reported qualitatively that they were spending more time focusing on issues of staff wellbeing including developing policies and formalising practices. In 2018 and 2019 the kahui ako has surveyed all teachers for their feedback about the work of the kahui ako. It was determined that a small number of questions from the Teacher Workplace Survey could be added to this to provide some quantitative measures to monitor and respond to. We believe a strong, resilient workforce produces better outcomes for our students.

Covid19 response:

The Covid19 event obviously impacted all teachers within our kahui ako. As schools moved from Level 3 to 4 to 3 and to 2 Principals spent a great deal of time and effort into monitoring and responding to the wellbeing of all in their communities, including their staff.

A number of strategies have been employed by school leaders to do this and before the end of Term 2 the intention is to gather these strategies as a shared kahui resource.

Actions:
1. Reflect and record the successful strategies used by school leaders over the Covid19 event to support the wellbeing of staff - Term 2
2. Identify key questions from the Teacher Workplace Survey to further understand data already collected over 2018 and 2019. - Term 3
3. Add questions into the annual survey. - Term 4
4. Collate and analyse responses to the survey. - Term 4
5. Collaboratively develop an action plan in response to findings. - For implementation, monitoring & review 2021

Questions to be added in to existing survey;

School Leadership. - "There is effective two way communication teachers and management" and "I am clear what is expected of me as a teacher."

School Organisation - "My workload is manageable" and "My school provides a supportive collegial team based environment"

School Satisfaction - "I feel my contribution is appreciated and valued" and "This school is a great place to work"

Challenge C - Curriculum Achievement Levels from existing challenges analysis. (The **KNOWING** in our Āhuatanga Whaiaro document)

Target C(1)
To lift the achievement for all Y1-10 learners within our kahui ako in reading to 85% at or above curriculum expectation and to reduce the variance between schools from 34% to below 20%.

Goal:
To develop a shared understanding of what achievement in reading at each curriculum level (across the curriculum) looks like and to agree on some shared kahui-wide expectations.

Actions:
-Utilise a number of tools to investigate and generate discussion about curriculum level achievement (e.g. Curriculum Progression Tool, Lit Learning progressions)
-strengthen knowledge and use of assessment practices in reading by analysing current assessment practices and developing shared understandings through teacher workshop plan for 2021 (e.g. using running records)
-support moderation of reading performance across schools (potentially clustering around ASLs)
-Utilise RTLB/LSC resources to ensure accurate identification and targeted support for priority learners - working collaboratively to develop, implement and monitor the teacher development action plan for this challenge.

Target C(2) - NCEA Targets- Rangiora High School
To lift achievement of all Māori School Leavers to 80% leaving with NCEA Level 2 or above.

Actions:

- To strengthen the mentoring of Year 12 and 13 Māori ākonga (Achievement, Retention and Transition (ART) programme))
- To further develop Middle and Senior Leaders capability to coach teachers to develop cultural relationships for responsive pedagogy

- Continue to collect and analysis ākonga, whānau and kaiako voice (Rongohia Te Hau) to inform next steps
- To develop school wide ownership of the 'tracking 'of the engagement, progress and achievement of ākonga in particular Māori ākonga

What do we know:

The success of Māori ākonga at school is a matter of national interest and priority. The success of Māori ākonga is also a priority for Puketeraki Kāhui Ako.

- School Leaders and kaiako have a shared focus and responsibility for ensuring Maori succeed as Māori
- There is a gap between how ākonga, whānau and kaiako see our progress in meeting the learning needs of Māori ākonga
- School Leaders have prioritised professional development, resourcing and time to raise the engagement, progress and achievement of Māori ākonga

Supported by: Rangiora High School's specific strategic plans to support Maori Student achievement and NCEA Level 3 outcomes for students.

Combined Kahui Overarching Focus:

Explore; *What makes the biggest difference to student achievement?* (LFPLD application to be done T3, 2020)

    - might include Hattie's Mindframes / UDL etc