



Pūtaringamotu Kāhui Ako

Achievement Challenge Document

2020-2023

Vision

In our Kāhui Ako we will have a *collaborative* and *consistent* approach to teaching and learning by ākonga, teachers and whānau. This will ensure a clear pathway to success, from early childhood through to the end of schooling and into the workforce or tertiary study.

Whakatauki

Haputia te ara whanaungatanga pumai ai te rangatiratanga mō ngā uri whakatipu.

Uplift relationships building to enhance self-determination for future generations.

Values and Principles

Our schools and Early Childhood centres have agreed on the following principles as the basis of their work together:

- Culturally responsive to our bi-cultural heritage and the ethnic diversity of our communities.
- Positive collaboration for the shared benefit of all ākonga.
- Strong learner focused relationships, which recognise diversity in both culture and learning styles

- Schools, whānau and other key stakeholders, working together to raise levels of learning support and ultimately student achievement, particularly with our priority learners

Theory of improvement

The research-based strategies we believe are likely to bring about improvement

- **Mana whakapapa, mana reo, mana tikanga - identity, language, and culture count**
There is a strong link between hauora (wellbeing) and achievement. Learners' wellbeing is strongly influenced by having a strong and positive sense of identity and access and exposure to their own language and culture.
- **Te ara pūmanawa ākonga - learners, potential, approach**
Every learner has the potential to make a valuable social, cultural, and economic contribution to the well-being of their whānau, hapū, iwi, community and to Aotearoa as a whole. We strive to support all ākonga to become successful lifelong participators and contributors to society.
- **Te hua moe - productive partnerships**
A productive partnership in education is built on a reciprocal partnership leading to, and generating, shared action, outcomes, and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations.
- **Culturally responsive effective teaching and learning practices**
We will work together with our Kāhui Ako and outside facilitators to improve pedagogy through a strong teacher as inquiry process.
- **An inclusive values-based pedagogy**
Relationships are at the heart of all effective curriculum, teaching and learning. These core values support improved outcomes for all: whakaute (respect), whanaungatanga (relationships), manaakitanga (integrity and hospitality) and the additional values underpinning cultural competencies of ako, wananga and tangata whenuatanga.
- **Accelerating achievement**
Teachers at effective schools respond innovatively to underachievement and successfully accelerate progress for ākonga. We will focus on integrated elements of students' identity, language and culture in teaching and learning. We will use student achievement data to target resources for optimal effect and provide early intensive support for those students at risk of falling behind. We will work to create productive partnerships with parents, whānau, hapu, iwi, and communities, which are focused on educational success.
- **Collaborative professional learning cultures**
These present a complex and adaptive challenge and take time but can build teaching effectiveness and result in better learning. Collaborative inquiry is important. We know from research and experience that a solution-based focus is more holistic when multiple contributors are involved. Standards of practice should be owned by the whole community, not an individual.
- **ESOL Principles.**

Students' progress when all teachers understand and use research based ESOL principles in their practice. This includes creating an environment where: empathetic and respectful relationships are forefront; their first language is valued and ākonga are contributing to an inclusive environment. Teachers will use ELL strategies in all teaching practice and when academic English vocabulary for learning is explicitly taught.

Our Kāhui Ako

In brief

- situated in the western suburbs of Christchurch
- consists of approximately 1600 students
- comprised of three schools: Riccarton High School, Riccarton Primary School and Wharenui School, and the following Early Childhood Centres, Kidsfirst Riccarton, McKenzie and Lady May, Springs Community Preschool, Kindercare Avonhead, Portobello Avonhead, and Best Smart Kilmarnock Street and Riccarton
- is ethnically diverse, which provides the Kāhui Ako with a distinctive and rich culture — (61% non-European)
- has an increasing number of English Language Learners
- has a strong interest in raising student achievement and professional practice
- has a history of collaboration
- has a supportive parent community who show a keen interest in their child's education
- has a strong focus on effective transitional pathways between ECE, Primary and Secondary

Our Learner Profile

We are a diverse community that is forward thinking in our approach. We create ākonga who are:

- creative problem solvers
- critical thinkers
- collaborative
- self-managing
- lifelong learners
- high achieving
- confident and resilient
- responsible citizens of the future
- strong in their identity and culture
- and strive to be better than before

Our History

Pūtaringamotu Kāhui Ako was formed mid-2018 and an initial Achievement Challenge Document was formed around lifting achievement in reading and writing and pass rates for NCEA Level 2.

In 2019 our goals were to accelerate achievement through five key drivers: culturally responsive practices, effective pedagogy for ELLs, well-being, stronger transition pathways and collaborative inquiry and evaluation skills. ASTs and WSTs completed inquiries following the Spiral of Inquiry process on topics related to these achievement challenges. We held several Super Staff meetings, where the whole Kāhui Ako came together for shared professional learning and collaboration. Initial work was done, with ECE members, to establish a group with a shared inquiry based on Kāhui Ako goals.

In the latter half of 2019 senior and middle leaders completed a review, with help from Mana Whenua facilitators, our change manager and expert partner, and decided to narrow our focus. This would involve collaborating on the shared goal of raising achievement for diverse learners through authentic deep learning. We wanted to work toward a localised curriculum, with a consistent understanding of what quality teaching and learning would look like across our Kāhui Ako.

To this end, we applied for a Ministry of Education centrally funded Professional Learning and Development contract. This PLD would support our goal by growing leader and teacher capability. We also aimed to grow the pedagogical knowledge of our teachers; specifically, in how to create authentic learning experiences to grow foundational literacy skills, whilst building agency and resilience. Our achievement challenge document was to be reviewed and rewritten based on this new focus.

This was in motion early in 2020, when the Covid19 lockdown took effect and had a significant impact on our timeline. The lockdown did, however, confirm the importance of home/school partnerships, leveraging digital/ online learning and student agency. We will weave this learning into any future planning.

A detailed review of previous achievement challenges has been completed as a separate document.

Our Structure

Our community currently operates under the following structure:

Management Group

Comprised of the Principal of each school and an Early Childhood Centre representative, the management group assumes responsibility for the development of the strategic plan and provides oversight of the Kāhui Ako Lead who in turn provides oversight of the Across and Within School Teachers. The management group meets at least once per term to review the Lead Report. This is distributed to the Kāhui Ako Principals to share with their Boards of Trustees.

Our Strategic Goal

Through the process of inquiry and collaboration, undertaken in 2019/ 2020, we have settled on one overarching strategic goal:

“How can we collaborate to best meet the needs of our diverse learners? All teachers will understand and be able to implement inclusive deep learning practices that support diverse learners to reach their potential.”

Our Challenges

- To change our curriculum practice to support diverse learners through deep learning
- To raise the level of achievement in reading for targeted underachieving students in Years 1-10, with a particular focus on boys, and to see an improvement in attitude to learning for these students
- To collaborate as a Kahui Ako to ensure we are offering the best pastoral, learning and wellbeing support for our targeted learners
- To work collaboratively with ECE centres to support the continuity of learning across the educational path

Background Information

Through our process of inquiry, we know that we need to accelerate progress literacy for our diverse learners, especially for Māori, Pasifika, English Language Learners, and for boys. Students need to gain greater skills and confidence in oral language, reading and writing.

We have tried a range of strategies in our schools and some progress has been made, but we have not yet achieved the accelerated improvements we know are needed. We need a coherent approach across the Kāhui Ako which will build student agency and resilience through more authentic learning experiences that excite and motivate our disengaged learners. This will be our first opportunity for shared PLD across the Kāhui Ako. We have created a target group of priority learners from Years 0-10 and will track their progress in reading as a benchmark for our progress.

Research supports our hunch that literacy growth is fostered by engaging students in deep authentic learning experiences:

“For students, language learning occurs best when the learning context matches the real functional context [...] Many teachers attested to the power of authentic literacy activities. They reported that students came alive when they realized they were writing to real people for real reasons or reading real-life texts for their own purposes.”

Authentic Literacy Activities for Developing Comprehension and Writing (2006), Duke et al, International Reading Association

“In our deep learning work, the ‘old’ notion that students who have struggled with school must wait until they have mastered the foundations of numeracy and literacy are being replaced with effective programmes that bolster foundational literacy and numeracy skills but simultaneously engross students in authentic tasks that engage them deeply while providing meaningful ways to learn critical literacy skills.”

Deep Learning (2018), Fullan et al

The purpose of the Kāhui Ako and these Achievement challenges is to grow leader and teacher cultural capability and pedagogical knowledge around how to:

- support all ākonga so they are secure in their personal and cultural identity
- develop powerful learning experiences in authentic contexts
- differentiate effectively to best meet the needs of diverse learners
- support all ākonga to become more resilient and confident as learners
- accelerate learner progress, especially for our target learners, in the use of oral language, reading and writing.
- promoting excellence and equity

Why do we want to collaborate?

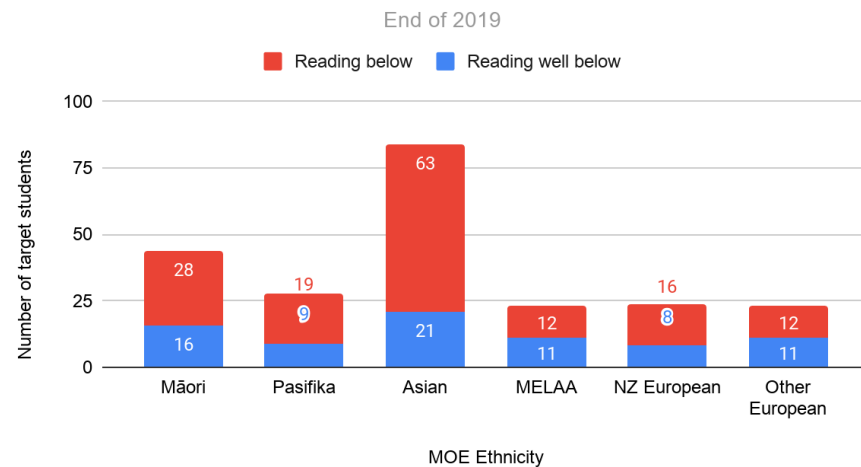
To accelerate progress in literacy for targeted ākonga, through a more coherent approach, across the Kāhui Ako. We aim to build teacher and leader capacity to design and implement experiences, which engage students in authentic learning and enable them to use language for real-life purposes. We also want to support teachers in effective pedagogies for English Language Learners.

Evidence of student literacy challenges

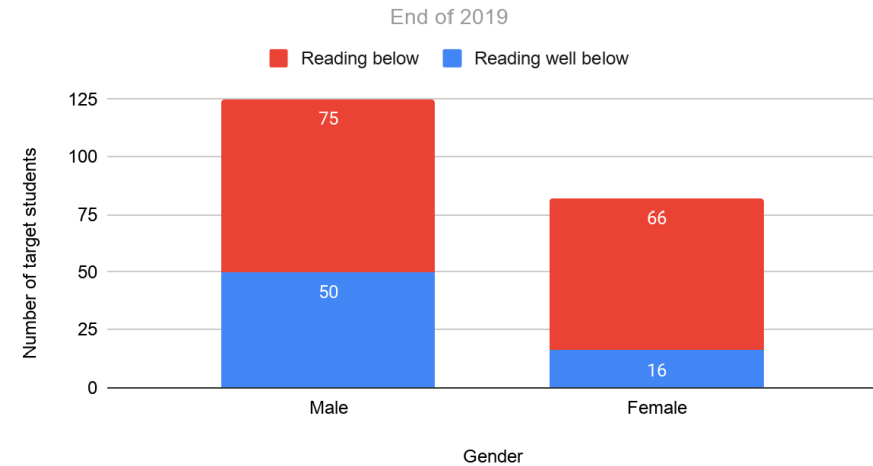
By the end of 2019, we had achieved small shifts in reading and writing Years 1-8, but 35.2% (232/659) of our ākonga were still below or well below in reading and 36.8% (243/659) in writing. Student achievement data for our target ākonga Years 1-8 shows that we still have significant numbers of ākonga reading and writing below and well below the expected levels, with disproportionate numbers of Māori and Pasifika, as well as Asian and MELAA, most of whom are English language learners.

We acknowledge that many of these learners are very strong in their first language and bring with them rich experience in their first language. As a Kāhui Ako we have put a lot of time and energy into ensuring that our teachers are competent in using English Language Learning strategies and that our teaching is culturally responsive to our diverse student population.

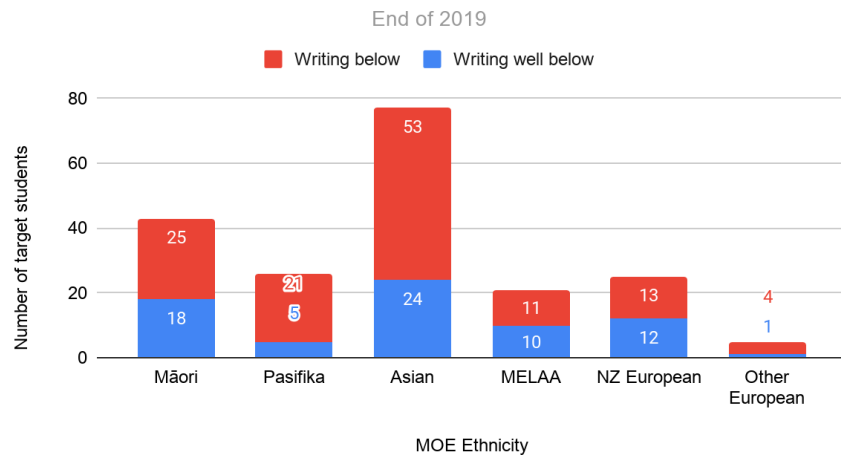
Pūtaringamotu Y1-8 2020 Target Reading students by ethnicity



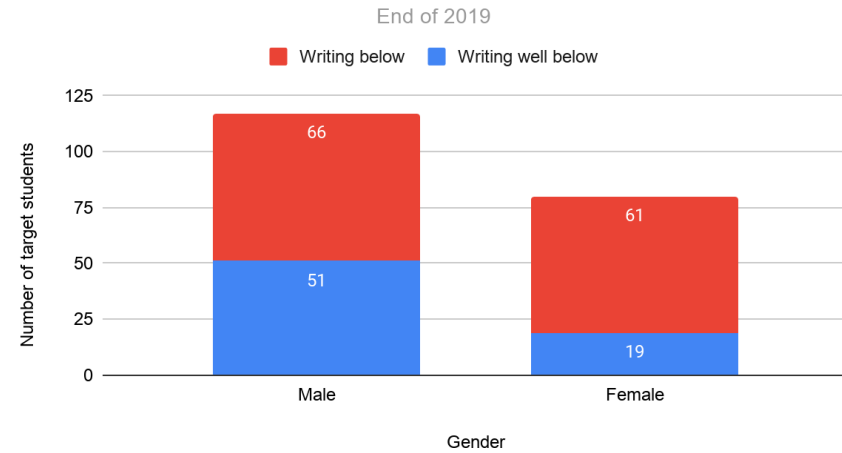
Pūtaringamotu Y1-8 2020 Target Reading students by gender



Pūtaringamotu Y1-8 2020 Target Writing students by ethnicity



Pūtaringamotu Y1-8 2020 Target Writing students by gender

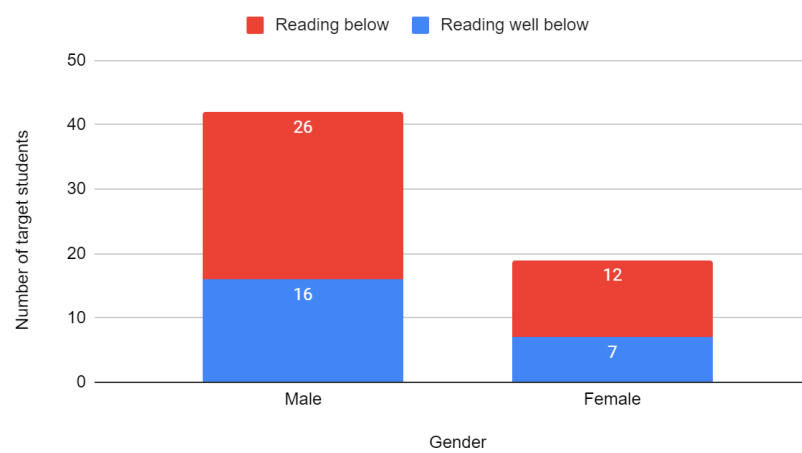


Riccarton HS has identified Year 9 target students for 2020 from 2019 end of Year 8 data. Of the 265 Year 9 students enrolled by 29 January, 23% are below or well below in Reading and 26% in Writing. Asians (predominantly Filipino and Chinese plus other English language learners) are the largest group, with smaller numbers of MELAA, Māori and Pasifika and more NZ Europeans. Males are in the majority.

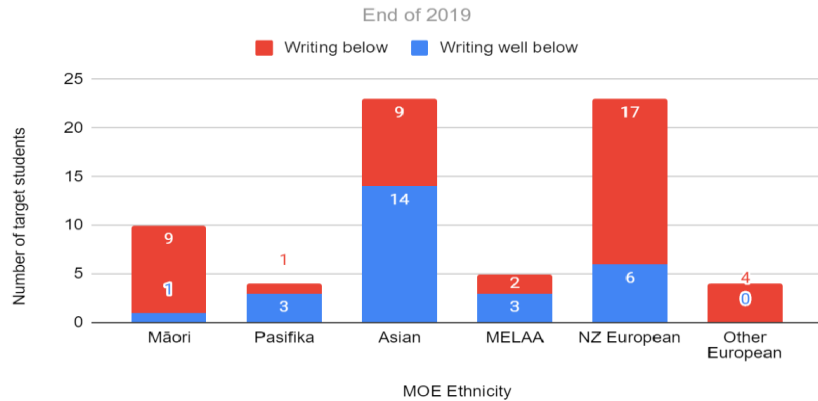
Pūtaringamotu Y9 2020 Target Reading students by ethnicity



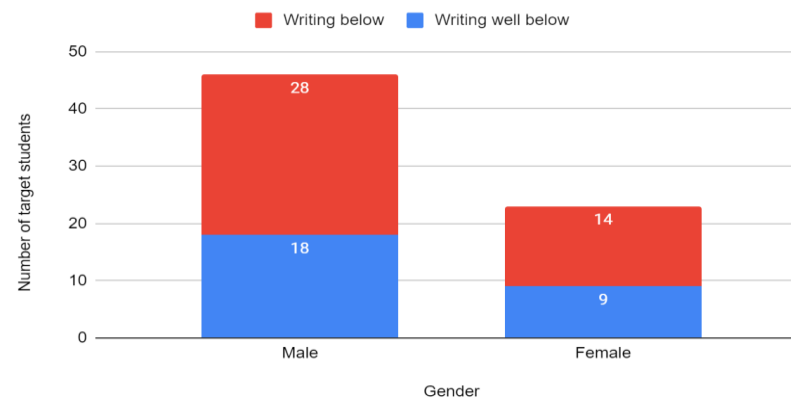
Pūtaringamotu Y9 2020 Target Reading students by gender



Pūtaringamotu Y9 2020 Target Writing students by ethnicity

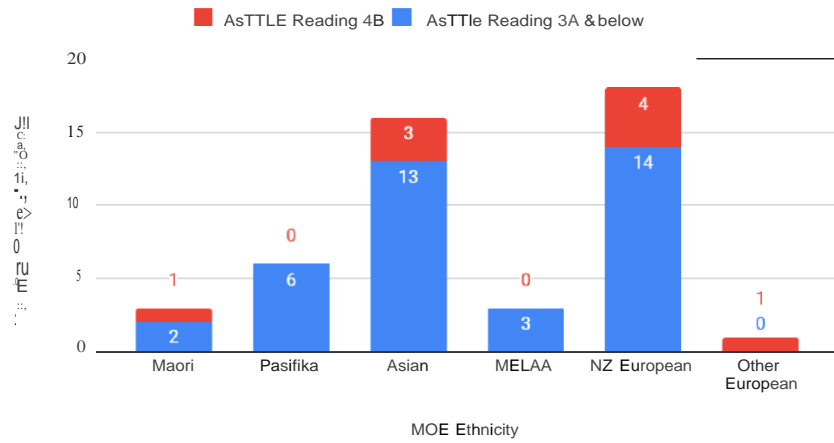


Pūtaringamotu Y9 2020 Target Writing students by gender

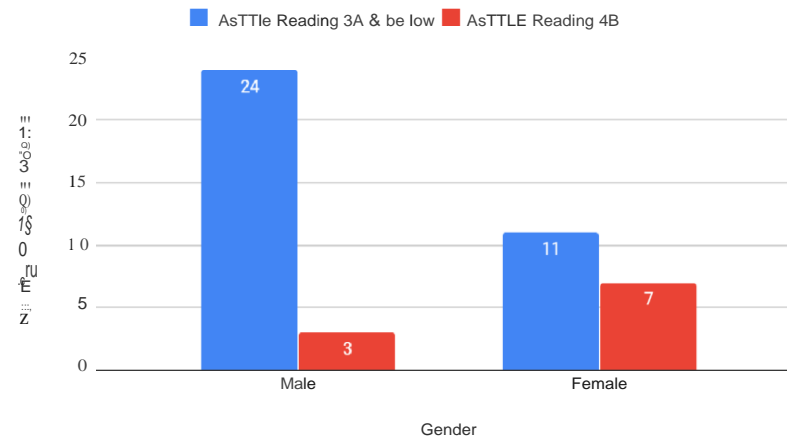


The pattern is similar for Riccarton HS 2019 Year 9 ākonga, the Year 10 target learners in 2020. The data shown here is the end of Year 9 2019 AsTTle Reading assessment. Ākonga who end Year 9 on AsTTle 3B or below will clearly struggle to be at Level 5 by the end of Year 10 and even for those on AsTTle 4B this remains a challenge.

POtaringamotu Y10 2020 Target students AsTTle Reading by ethnicity



POtaringamotu Y10 2020 Target students AsTTle Reading by gender



Achievement Challenge 1: To change our curriculum practice to support diverse learners through Deep Learning

Goals	Actions	Personnel	Success Indicators
<p>The Kāhui Ako will take part in a centrally funded Ministry of Education Professional Learning and Development Programme run by CORE Education called New Pedagogies for Deep Learning (NPDL).</p> <p>The aim of this PLD is to inspire our target ākonga through more authentic learning experiences to grow their agency. We aim to grow their resilience as learners and to accelerate their literacy understanding and skills.</p>	<p>Lead teachers and senior leaders will take part in NPDL PLD through a combination of face to face and online PLD. This will lead to changes in school conditions which support deep learning, as measured against the New Pedagogies for Deep Learning (NPDL) rubrics.</p> <p>This professional development will have an emphasis on how to promote Māori achieving success as Māori and will support us to incorporate ELL strategies into our teaching and learning programmes.</p> <p>Changes in leader and teacher understanding, practice and capability around authentic contexts for literacy learning:</p> <ul style="list-style-type: none"> ● Middle leaders able to explain how they are working with their teams to provide authentic contexts for literacy learning, gather and use data about the impact on target ākonga ● Teachers can give specific examples of literacy learning in authentic contexts and use data to reflect on the impact on target ākonga 	<p>AST/WST/Leaders and Teachers</p>	<p>Teachers and leaders in Kāhui Ako have a working knowledge of and utilise the 6Cs (Deep Learning Competencies) consistently, with the following 4 drivers:</p> <ol style="list-style-type: none"> 1. New Pedagogies - a fusion of proven and emerging innovative practices 2. Learning Partnerships - newly conceived and structured relationships between learners, teachers, whānau & community 3. Learning Environments - interactive, where learners are deeply engaged and motivated 4. Leveraging Digital - digital technologies are embedded into classroom practice to accelerate, or amplify and add value to learning

	<ul style="list-style-type: none"> • Teams able to use learning from 2020 to feed into more comprehensive planning for 2021 • An emphasis on culturally responsive teaching practices, which will be integrated throughout professional development 		<p>Evidence of teacher Growth and School Growth</p> <p>Progress will be monitored using the school wide, deep learning progressions and the teacher self-assessment tool from the NPDL programme.</p> <p>This will be completed three times per year initially for lead teachers in the Kāhui Ako and then all teachers to measure the impact of professional development.</p>
<p>Each school will take part in a collaborative inquiry looking at</p> <p><i>“How to inspire our target ākonga through more localised, authentic learning experiences in order to grow their agency and resilience as learners and to accelerate their literacy understanding and skills.”</i></p>	<p>Each NPDL school team will undertake a collaborative inquiry into how to develop powerful literacy learning experiences.</p> <p>The provision of authentic contexts will accelerate learner progress, especially for our target learners, in the use of oral language, reading and writing.</p> <p>This will feed into individual teacher inquiry, with focus on creating authentic literacy learning experiences for target learners.</p> <p>We will use the <i>Spirals of Inquiry</i> model alongside documenting collaborative thinking and actions in minutes:</p> <ul style="list-style-type: none"> • Scanning 	<p>AST/WST/Leaders and Teachers</p>	<p>The localised curriculum is:</p> <ul style="list-style-type: none"> • authentic, • relevant • adaptive <p>and supportive of</p> <ul style="list-style-type: none"> • Māori tikanga, • Te Reo Māori, and • Ngāi Tahu narratives <p>The unique strengths, interests and needs of our community, school and of each ākonga are considered to ensure equitable educational experiences for all.</p>

	<ul style="list-style-type: none">○ progress and achievement data analysed for patterns of progress of learners in target groups● Focusing● Developing hunches● New Learning● Acting● Checking<ul style="list-style-type: none">○ links between collaborative inquiries of teachers/leaders and effective improvement of learners		<p>Evidence of Teacher Growth</p> <p>Progress will be monitored by collecting middle leader and teacher voice at least 3 times during the 12 months.</p> <p>This will capture their initial understandings about effective and authentic literacy practices for diverse learners and track shifts in understanding and classroom practice.</p>
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Achievement Challenge 2: To raise the level of achievement in reading for targeted underachieving students in Years 1-10, with a particular focus on boys, to see an improvement in attitude to learning of these students.

Goals	Actions	Personnel	Success Indicators
<p>To inspire our target ākongā through more authentic learning experiences to grow their agency and resilience as learners and to accelerate their literacy understanding and skills.</p>	<p>Improving equity</p> <p>Our target ākongā were identified from the end of 2019 achievement data. All are reading and/or writing below or well below expected levels. They are disproportionately male, Māori, Pasifika, or Asian learners, with a high concentration of English Language Learners from immigrant families.</p> <p>If we can accelerate their gains in literacy, as well as growing their agency and resilience during Years 1 to 10, they will have much better prospects of equitable outcomes in NCEA and beyond.</p> <p>We will gather middle leader and teacher voice at least 3 times during the 12 months to capture their initial understandings about effective and authentic literacy practices for diverse learners and to track shifts in understanding and classroom practice.</p>	<p>AST/WST/Leaders and Teachers</p>	<p>We would see an increase in student attitudes to learning and reading achievement alongside an improvement in reading achievement.</p> <p>We would see an acceleration in improvement meaning more than a year's progress in one year.</p> <p>Evidence of student growth</p> <p><u>2020 Data</u></p> <p>We will track target ākongā as follows:</p> <ul style="list-style-type: none"> ● Track NZ Curriculum levels in reading at the beginning, middle and end of each year, looking for accelerated achievement ● Track attitudes to reading, looking for greater enthusiasm for reading. ● Gather student and whānau voice at least 3 times during the 12 months to track their sense of agency, resilience, and their views on how and what they are learning.

			<ul style="list-style-type: none"> This will be shared and reflected on by teachers to feed into planning further learning experiences for these ākonga.
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Achievement Challenge 3: To collaborate as a Kahui Ako to ensure we are offering the best pastoral, learning and wellbeing support for our targeted learners.

Goals	Actions	Personnel	Success Indicators
<p>Students make better progress when teachers build authentic relationships that encompass students' physical, social, emotional, academic, and spiritual needs through deliberate acts of teaching across all curriculum areas.</p>	<ul style="list-style-type: none"> Undertake a wellbeing survey as a baseline; share and reflect on the findings Identify and share best practice from evaluation and act on identified areas for improvement SENCOs across the Kāhui Ako and local schools meet regularly to discuss individual schools' support data to look at trends, areas of shared need and to collaborate on what can be done to improve support across our Kāhui Ako Individual schools/centres are involved in specific programmes around wellbeing and share their progress with other Kāhui schools Work collaboratively to further embed the Mana Ake resource. 	<p>Leaders/SENCOs and Teachers across the Kāhui Ako</p>	<p>Ensure that all our schools and centres are places where:</p> <ul style="list-style-type: none"> Agreed values and vision underpin the actions in the school to promote students' wellbeing. The school's curriculum is designed and monitored for valued goals. Students are a powerful force in wellbeing and other decisions. All students' wellbeing is actively monitored. Systems are in place and followed to respond to wellbeing issues. <p>How will progress be monitored and when will this be done?</p> <p>The Kāhui Ako SENCO group will meet quarterly and look at implementing the <u>Learning Support Delivery</u> model. This will include:</p> <ul style="list-style-type: none"> Share data.

			<ul style="list-style-type: none">• Share expertise to address the learning support needs of the local community.• Ensure that as a Kāhui Ako and wider community cluster that we are in a positive space to take on a learning support coordinator.
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Achievement Challenge 4: To work collaboratively with ECE centres to support the continuity of learning across the educational pathway.

Goals	Actions	Personnel	Success Indicators
<p>To develop high-quality leadership that recognises the importance of transition.</p> <p>Ensure early childhood services, primary schools and high schools are working together.</p> <p>To understand and link Te Whariki (ECE curriculum) and The New Zealand Curriculum (for schools)</p> <p>For ECEs to use assessment based on children’s interests and ways of learning.</p> <p>Schools to use early childhood records of learning and interviews to better know their new entrants.</p>	<ul style="list-style-type: none"> ● ECE teachers and new entrant teachers from the Kāhui Ako will meet to look at what is on top for them and work together to develop a collaborative professional learning group ● A detailed action plan will be developed based on the needs of the ECEs in our Kāhui Ako, which will be supported by MoE resourcing that is available to the Kāhui Ako ● To include our ECEs in all Kāhui Ako activities including the professional development contract ● Appoint one of our AST to oversee this achievement challenge. 	<p>ECE Lead Teachers, AST, School Leaders</p>	<ul style="list-style-type: none"> ● ECE teachers and the Years 1 and 2 teachers within the Kāhui Ako will be a coherent professional learning group that works together to promote an effective educational pathway from ECE to Primary. ● There will be a quarterly report from the ECE group around how they are finding their involvement in the Kāhui Ako, what can be improved, and what will be next steps.

Pūtaringamotu Kahui Ako

Riccarton High School	Wharenui School	Riccarton Primary
Springs Community Preschool	Kindercare Avonhead	Kidsfirst Riccarton, McKenzie and Ladymay
Portobelo Avonhead	Best Start Kilmarnock Street	

2020 Review of Pūtaringamotu Kāhui Ako Achievement Challenges

Introduction

The following is a review of the initial achievement challenges of the Pūtaringamotu Kāhui Ako. It takes the format of looking at what we said we wanted to achieve and then looks at reviewing and evaluating what we did and looking forward at how we can improve. Following from this we will rewrite new achievement challenges.

The initial aims and goals of the Kāhui Ako were as follows:

Direction

Our direction will be on 'accelerating student outcomes' for a targeted group of students who have been identified at risk of not achieving across our schools/services with specific attention on our priority learners and boys.

Challenges

- To raise the level of achievement in **writing** for all students in Years 1-8, with a particular focus on boys.
- To raise the level of achievement in **reading** for all students in Years 1-8, with a particular focus on boys.
- To increase the number of boys achieving Level 2 NCEA.
- To work collaboratively with ECE centres to support the continuity of learning across the educational pathway.



Our Structure

Our community currently operates under the following structure:

Management Group: This is made up of the Principal of each school and Early Childhood centre representatives. The management group undertook the formation of the Community of Learning and the establishment of operating structures and the achievement challenges.

Stewardship Group: Membership of this group is a Board member from each school. The purpose of the Stewardship Group is to provide oversight. This group has been meeting to monitor progress regarding the development of the achievement plan and was involved with the appointment of the Kāhui Ako Lead.

Review of WRITING Achievement Challenge

Historical Achievement Data — New Zealand Curriculum expectations in writing (Kāhui Ako Total)

Year	Boys Y1-8 At/Above	All Students At/Above	Maori/Pasifika/Asian At/Above		
			Maori	Pasifika	Asian
2016	44% (107/243)	48% (221/458)	51% (54/106)	46% (50/108)	44% (65/148)
2017	47% (131/281)	51% (264/513)	43% (54/125)	52% (48/93)	27% (52/196)
2018	60% (195/325)	63% (394/626)	68% (101/149)	71% (65/91)	62% (151/245)
2019	58% (199/384)	63% (416/659)	60% (89/149)	67% (52/78)	65% (192/294)

2016- 2019 Review of Writing

Our achievement data has shown significant improvements from 2016-2019. There has been a gain in boys' achievement in writing of 14%, all students 15%, Maori 9%, Pasifika 21% and Asian 21%.

Achievement Challenge 1

Our challenge was to accelerate levels of achievement in writing for all students in Years 1-8 with a particular focus on boys.

Y1-8 Students					
Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018	Target 2019	Total Target Shift between 2017 – 2019
Kāhui Ako Total	48% (221/458)	51% (264/513) 3% increase	63% (323/513)	68%	17% increase
Actual Results			63% (394/626)	63% (416/659)	12% increase
Y1-8 Boys					
Percentage and number of boys operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018	Target 2019	Total Target Shift between 2017 – 2019
Kāhui Ako Total	44% (107/243)	47% (131/281) 3% increase	56% (157/281) 9% increase	63% (177/281) 7% increase of	16% increase
Actual Results			60% (195/325)	58% (199/384)	11% Increase

2017- 2019 Writing Achievement Challenge Review

We have had an 11% increase in boy's achievement since the start of the Kāhui Ako and 12 % increase in all students' results. These results are encouraging as writing is no longer at a critical level but there is still room for improvement.

READING

Baseline Data

Achievement Data —New Zealand Curriculum expectations in reading (Kāhui Ako Total)

Year	Boys Y1-8 At/Above	All students At/Above	Māori/Pasifika/Asian At/Above		
			M	P	Asian
2016	56% (137/243)	61% (279/458)	69% (73/105)	52% (56/108)	52% (77/148)
2017	57% (161/281)	61% (311/513)	62% (77/125)	52% (48/93)	59% (116/196)
2018	67% (217/325)	69% (430/626)	75% (112/149)	57% (52/91)	RPS 62% (58/102) 152/245
2019	60% (207/346)	65% (427/659)	65% (96/148)	62% (48/78)	67% (197/294)

2016 - 2019 Review of Reading

Our achievement data has shown minimal improvements from 2016-2019. There has been a gain in achievement in reading of 4% for all students, significant gains for Maori with a 10% increase, Pasifika a 10 % improvement and Asian a 15 % improvement. There has been a slight increase in the boys' achievement of 3%.

Achievement Challenge 2

Our challenge is to accelerate levels of achievement in reading for all students in Years 1-8 with a particular focus on boys.

Y1-8 Students					
Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018	Target 2019	Total Target Shift between 2017 – 2019*
Kāhui Ako Total	61% (279/458)	61% (311/513) 0% increase	69% 8% increase	73% 4% increase	12% increase
Actual Results			69% (430/626)	65% (427/659)	4% increase
Boys Y1-8					
Percentage and number of students operating At or Above New Zealand Curriculum expectations					
	Actual 2016	Actual 2017	Target 2018	Target 2019	Total Target Shift between 2017 – 2019
Kāhui Ako Total	56% (136/243)	57% (161/281) 1% increase	64% (180/281) 7% increase	69% (194/281) 5% increase	12% increase
Actual Results			67% (217/325)	60% (207/346)	3% increase

Review of Reading Achievement Challenge

Reading results have shown very little change for all students for the time that the Kahui Ako has been collaborating and this is of concern. There has been a 3% improvement since 2017 and there has been a decrease of 7% in results from 2018. Boys results have shown a 10% increase in 2018 but this has decreased in 2019 with only a 3% increase overall.

NCEA Baseline Data

Achievement Challenge 3

Our challenge was to increase the number of boys achieving Level 2 NCEA and the number gaining Merit and Excellence endorsements, 2017-2019 See **Appendix 1** for detailed breakdown on NCEA Level 2 achievement rates.

	Actual 2016	Actual 2017	Target 2018	Actual 2018	Target 2019	Actual 2019	Total Shift
Boys Level 2 NCEA	72.9% 70/96	75.8% 69/91	90%	67.8% 61/90	95%	63.9% 62/97	
Boys Level 2 NCEA (Participation)	84% 70/83	90.8% 69/76		89.7% 61/68		74.7% 62/83	
Boys Merit Endorsement	17.7% 17/96	9.9% 9/91	35%	24.4% 22/90	40%	18.6% 18/97	
Boys Merit Endorsement (Participation)	20.5% 17/83	11.8% 9/76		32.4% 22/68		21.7% 18/83	
Boys Excellence Endorsement	6.3% 6/96	6.6% 6/91	20%	6.7% 6/90	25%	7.2% 7/97	
Boys Excellence Endorsement (Participation)	7.2% 6/83	7.9% 6/76		8.8% 6/68		8.4% 7/83	

Review of NCEA Achievement Challenge

Care is required when analysing the overall statistics from 2016-2019 since in 2018 NZQA changed its reporting format to include ALL boys who were with us for at least 70 days. This new method therefore includes boys who were also not entered for a full NCEA course e.g a considerable number of English Language Learners, those in our Kohanga Ako unit and those who left to join apprenticeships etc. In our mind a more accurate picture is to look at the participation stats. Consideration also needs to be given to the ability levels with the cohort of boys moving through the NCEA levels. Although we saw a drop from 89.7% in 2018 to 74.7% in 2019 the level 1 statistics for these boys in 2018 sat at 70%. Therefore with a success rate of 70% in 2018, 74.7% in 2019 it will be interesting to see what this cohort of boys produces in 2020 as a level 3 cohort. Based on the knowledge of these learners it is also possible that the targets set were unrealistic.

In terms of endorsements, the key issue remaining with our boys compared to girls is either the fact that they typically are satisfied with just reaching the goal of achieved or that their written answers lack the depth of analysis/understanding to earn higher grades. This will continue to be a key focus point for a specific PLG in 2020 under the guidance of a Within School Teacher

Achievement Challenge 4

Our challenge is to work collaboratively with ECE centres to support the continuity of learning across the educational pathway. This will achieve better targeting of learning needs and the identification of next steps for our learners. The data collection and Achievement Challenge will be refined during the subsequent inquiry.

Review

- A facilitator from Interlead has worked with our Across School teachers ECEs to form a professional learning group made up of our Kāhui Ako ECEs. They are collaborating on an inquiry entitled RESILIENCE IN ECE- INDICATORS OF QUALITY. They are looking specifically at what they can do better to develop resilience in the early childhood setting as they see this is an area of need and it also fits under a number of our strategic goals including Wellbeing, Accelerating Achievement, Strengthening Pathways and Improving Collaborative Inquiry and Evaluation Skills. This group was to complete their inquiry and will report back to and liaise with our Kāhui Ako management group to ensure we are all in alignment. However, this group struggled to gain impetus throughout the year.

2019 General Evaluation Summary - What actions have happened to make progress towards the Achievement Challenges

What we did in 2018

- The 2019 strategic vision and implementation plan was developed in late 2018 by the Principals and Across Schools team, with the involvement of some senior leaders from each school as well as iwi and early childhood representatives. However, it did not involve all teachers, or even middle leaders, at this early stage.
- We identified 5 key drivers towards our goal of **accelerating achievement: culturally responsive practices, effective pedagogy for English language learners, wellbeing, strengthening transition pathways and collaborative inquiry and evaluation skills.**

What we did in 2019

- Across School Teachers and Within School Teachers worked in a Professional learning group completing individual inquiries based on a need for their own school.
- Within School Teachers have completed and presented their 2019 inquiries to their own and other Kahui Ako schools. They have received positive feedback from staff members. The subject areas were as follows - **WST** - Riccarton Primary School and **WST** Wharenui School- TALL (Team Approach for Language Learners), **WST**- Riccarton High School (Well Being), **WST**- Riccarton High School (Boys' Achievement/Accelerating Achievement) **WST** - Riccarton High School- (Year 8 Transition/educational Pathways). These Within School Teachers collaborated throughout the year and had professional growth in their knowledge of how to utilize the spiral of inquiry process. These teachers also toured each other's schools.
- Across School teachers have worked on their own inquiries throughout the year while coaching the within schoolteachers on their inquiries. The various reports were, AST 1- Primary to Secondary (Strengthen Pathways), AST 2- ELC to Primary (Strengthening Pathways) and AST 3 - Secondary to Tertiary (Strengthening Pathways)

- Wharenui School teachers met with the Riccarton High School Math Department to discuss successful mixed ability classroom practices and planning as they shift to non-streaming in 2020.
- We held 3 Super Staff meetings bringing together all the teachers within the Kāhui Ako in each of Terms 1, 2 and 3 2019 around the focuses of Māori achievement, English Language Learners and Well Being. They took the format of both keynote guest speakers and workshops run by teachers. The super staff meetings have been a feature of the Kāhui Ako's work in 2019. They have enabled all teachers to come together as a professional learning community to hear quality outside speakers and to share good quality practice as to what is happening in our own Kahui Ako schools. This is the first time that this has occurred on such a scale for Riccarton High School and any of its contributing schools. We need to continue to foster this positive interaction to ensure that we build on the positive professional relations developed in 2019.
- The Riccarton Cluster which includes our Kāhui Ako and Ilam and Kirkwood School has been meeting as a SENCO group to oversee the implementation of the [Mana Ake Programme](#). This included an initial meeting run by the RTLB service. They have been collaborating on creating a system for the allocation of the Mana Ake Resources using the Mana Ake Principles and Processes Development Tool to look at ways of triaging and ensuring this resource is utilised where it is most needed. Mana Ake have already introduced various group programmes and also have started to work with individual children as well. It is envisaged that we will get the Riccarton High School SENCO to collaborate with this group. Each school has completed the Well Being Survey and results are being collected and reviewed. We will look at collaborating and evaluating the Kāhui Ako wide results.
- At the end of term 4 2019 we completed a review on the success of the Kāhui Ako against the framework for Kāhui Ako success with the dimensions being 1: Teaching collaboratively for the best learning outcomes for every child, 2: Leading for progress and achievement for every child and every teacher, 3: Evidence guiding our practice and actions, 4: Pathways developing and connection along the whole educational journey for every child , 5: Partnering with families, employers, Iwi and community, 6: Building a thriving Community of Learning | Kāhui Ako

Successes

- We have built good relational trust amongst Principals, with the Kāhui Ako team and now, increasingly, with senior and middle leaders across the Kāhui Ako.
- A cycle of meetings and workshops for the Across and Within Schools teams was implemented during 2019, along with three Super Staff meetings involving all teachers across the Kāhui Ako.
- We have reflected on what did and did not work in 2019 and took action during Term 3 to instigate the reframing of the strategic direction in time to build consensus and develop a coherent plan for 2020.
- The deliberate involvement of middle leaders as well as senior leaders in reframing the focus for 2020 signals progress towards a more truly shared vision and collaboration.
- The sharper focus on developing a strategic plan with a single broad goal will create a better platform for collaboration than the multiple goals of the initial plan.
- The decision to work together on a recognised PLD programme - new pedagogies for deep learning -aims to ensure some ongoing expertise to support the collaboration. It is frustrating that the first application for this PLD support was unsuccessful, but we have sought advice from MOE about how best to reframe our re-application, which is due 13 March.

- The decision to involve middle leaders in the PLD as well as teachers with Kāhui Ako roles and to assign a DP from each school to oversee and support these developments also augurs well for the practical implementation of the changes.

Risks/Issues

- The Kāhui Ako team has recognised that in their first full year they were spread too thinly across too many strategic goals - 'trying to do too much and not doing it well'. This also meant that there were limited opportunities for collaboration and Within and Across Schools teachers were focused more on individual inquiries. They have addressed this by reframing their strategic plan around the single focus of 'meeting the needs of our diverse learners'.
 - Small numbers are a risk as well as a benefit- e.g. very small talent pool to draw on - possible risk for sustainability of good leadership over time- and of burnout for the small group of ASL and WSL leaders.
 - At this stage, not all teachers/leaders see the relevance of the KA to their day-to-day teaching and the impact on the students. However, this is not unusual in the first year of a Kāhui Ako's operation. The Super Staff meetings have provided three significant opportunities for all teachers to engage with the Kāhui Ako during 2019 and the plans for 2020 will extend its reach into middle leaders and the curriculum areas they lead.
 - Unfortunately, there has been so much change in personnel after the first year. In the case of the Across Schools Leaders, this comes from factors beyond the control of the leader! The changes in the Within schools' teachers are intended to get better alignment with the reframed strategic direction.
 - Finding ways to connect directly with early childhood is proving somewhat of a challenge.

Evaluation/Future focus 2020 and beyond

- Through the course of 2019 it became evident that our ability to collaborate was somewhat dissipated by having multiple goals, even though they were all related. In August 2019 we brought together senior and middle leaders from all the schools, along with the Kāhui Ako Across Schools Leaders for another strategic planning hui to identify the central question on which we could commit to future collaboration. There was clear agreement on the following as the focus: **How can we collaborate to best meet the needs of our diverse learners?** Our strategic plan for 2020 will be based around this, in effect, everyone will be contributing to one collaborative inquiry around this strategic goal. Our intention is to include an intentional programme of PLD based around NPDL, which will be the first use of external PLD facilitation for our Kāhui Ako. Unfortunately, we were not successful with our initial application at the end of 2019 but will be applying for it again to start in term 2 2020.
- The reframing of the goals and strategic plan for 2020 will bring about a new focus on new pedagogies for deep learning, but it is clearly understood that this must be developed with a culturally responsive lens. In addition, the PLD plan includes support for teachers in effective approaches for ELL. The theory of action is that if NPDL becomes embedded in each school's curriculum across the Kāhui Ako, this is likely to develop more coherent pathways and have a positive impact on learner achievement.
- The original challenge of literacy for our diverse ākonga, of whom many are English language learners, has not disappeared. Each of the schools has been gathering their own data, but it will be important for us to share data again early in 2020 so they

can continue ongoing tracking of achievement data as the Kāhui Ako gets underway again in 2020.

Appendix 1

Students gaining Level 2 - *all students enrolled in Level 2*

Year	RHS All Students Level 2	RHS Boys Level 2	National Boys Level 2	Decile 4-7 Boys Level 2
2016	81.6%	72.9%	75.2%	78.5%
2017	82.0%	75.8%	75.5%	78.6%
2018	72.3%	67.8%	74.2%	76.7%
2019	74.1%	63.9%	73.8%	75.9%

Merit and Excellence Endorsements

Endorsement (Year)	RHS All Students Level 2 (%)		RHS Boys Level 2 (%)		National Boys Level 2 (%)		Decile 4-7 Boys Level 2 (%)	
	All Lv 2 students	Students passing Lv2	All Lv 2 students	Students passing Lv2	All Lv 2 students	Students passing Lv2	All Lv 2 students	Students passing Lv2
Merit (2016)	24.0% (52/217)	29.4% (52/177)	17.7% (17/96)	24.3% (17/70)	14.9%	19.8%	13.8%	17.3%
Merit (2017)	18.0% (37/205)	22.0% (37/168)	9.9% (9/91)	13.0% (9/69)	15.0%	19.9%	14.0%	17.5%
Merit (2018)	26.3% (56/213)	36.4% (56/154)	24.4% (22/90)	36.1% (22/61)	15.3%	20.6%	14.0%	17.9%
Merit (2019)	23.9% (48/201)	32.2% (48/149)	18.6% (18/97)	29.0% (18/62)	15.4%	20.8%	14.4%	18.6%
Excellence (2016)	12.0% (26/217)	14.7% (26/177)	6.3% (6/96)	8.6% (6/70)	8.3%	11.1%	8.0%	10.0%
Excellence (2017)	12.2% (25/205)	14.9% (25/168)	6.6% (6/91)	8.7% (6/69)	8.5%	11.3%	7.8%	9.7%
Excellence (2018)	8.9% (19/213)	12.3% (19/154)	6.7% (6/90)	9.8% (6/61)	8.7%	11.7%	7.7%	9.9%

Excellence (2019)	6.4% (13/201)	8.7% (13/149)	7.2% (7/97)	11.2% (7/62)	9.1%	12.3%	8.0%	10.3%
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