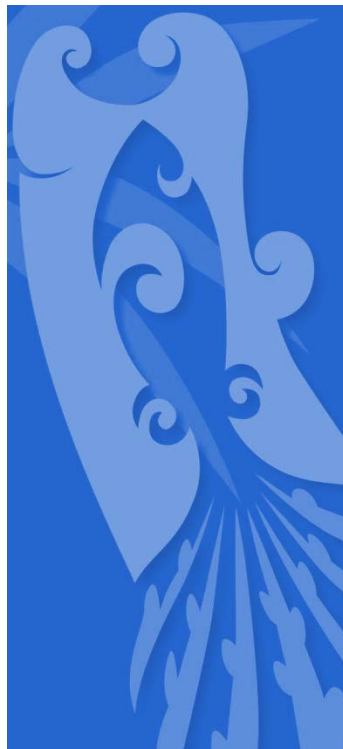


Ākonga Whakatū

O Te Tau Ihu

Community of Learning

Achievement Plans 2016 - 2018



Te Tau Ihu and Te Wheke

The image above represents the prow of the waka (Te Tau Ihu), which Maui used to haul in Te Ika a Maui (The North Island). This reflects our location and gives us our sense of belonging. The octopus (Te Wheke) has his tentacles wrapping around the prow of the waka, this act is symbolising guidance and strength and our strong desire to work together. The tentacles reflect our schools and our guiding principles. Te Wheke is pointing toward the outline of the top of the South Island and Nelson/Whakatū.

“He waka eke noa”

A waka which we are all in with no exception

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Section 1 - Introduction

Vision

To sustain a Professional Learning Community to effectively meet the needs of the students in the Stoke Cluster community now and for the future.

Rationale:

Developing a learning community across our cluster will enable us to build capability in leadership and teacher practice across our schools with students as our focus. It will allow for greater shared pedagogies and a clear focus on priority areas identified by our schools and community and allow for a more effective approach to professional learning. Any learning community approach will be based on a shared understanding of distributed, transformational and pedagogical leadership. It will also maintain a strong link to our community/school needs with the priorities identified by the Ministry of Education. Our work within Ākonga Whakatū will be complimentary of the work already undertaken by cluster schools in their own settings, drawing on common student achievement needs and identifying resources from within the cluster to address these. We will also develop a sustainable, responsive approach to ensure future achievement needs continue to be analysed and planned for. Finally, over the course of this approach, we will build closer ties with our community and involve them more in partnership with education to support the growth of future generations of Ākonga Whakatū.

Schools:



Birchwood School



Broadgreen Intermediate School



Nayland College



Enner Glynn School



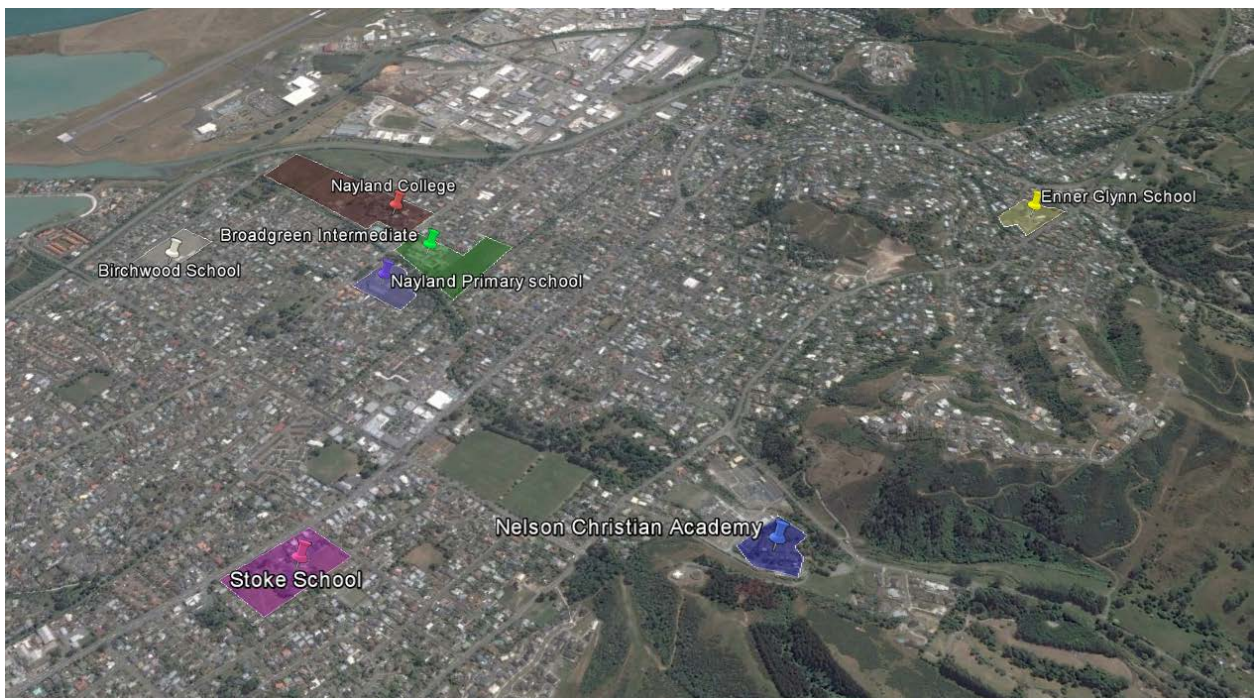
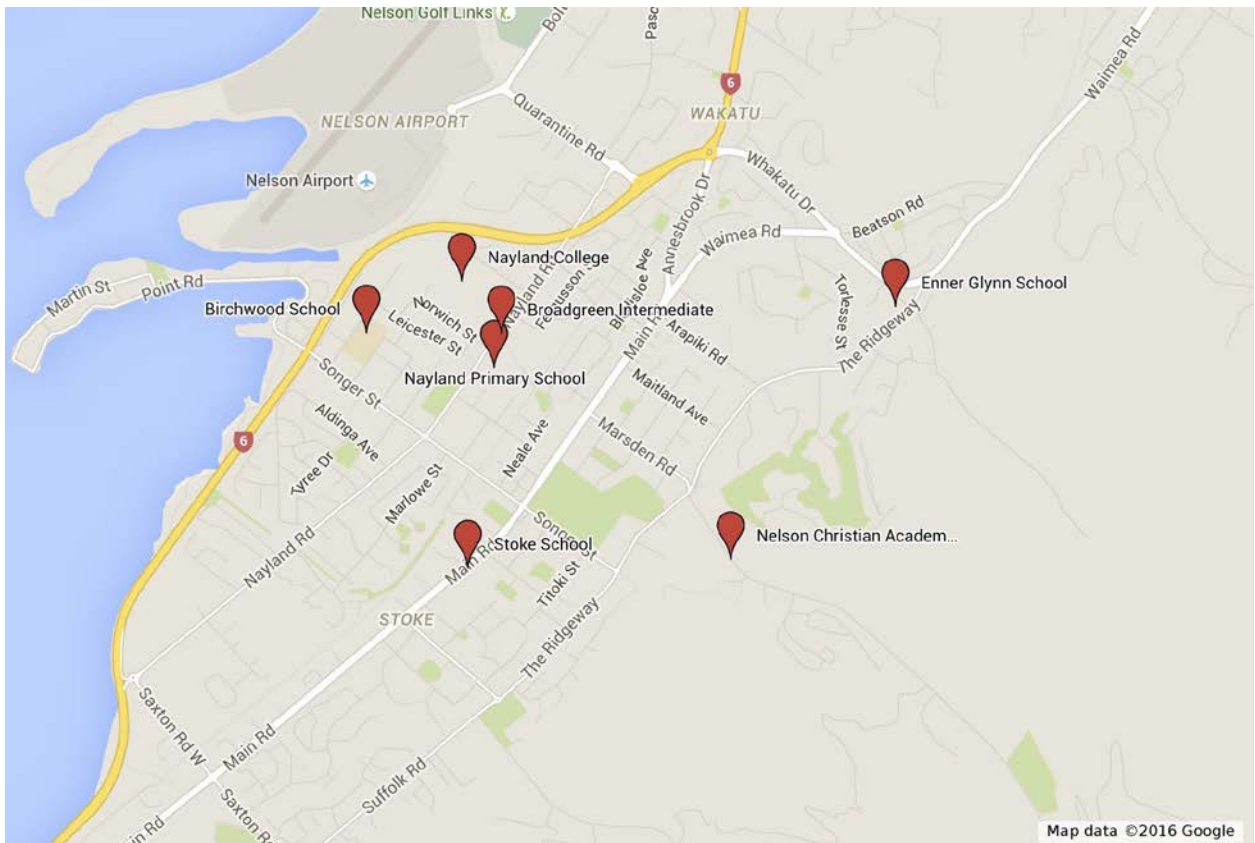
Nelson Christian Academy



Stoke School



Nayland Primary School



Map of Akonga Whakatū school locations

History of Collaboration

The Stoke Cluster, as it was formerly known, has a strong history of working together. This history included working with the five primary, one state integrated and one intermediate school as part of an ICT Cluster. This involved everything from the preparation work with the principals' group to the acceptance and implementation of the plans and putting them into

action with the leadership group, teachers and students. Our cluster was successful and has continued to work together since the ICT-PD contract ended in 2011. Our group continues to hold events and provide professional learning opportunities, working with the likes of Prof. Angus Macfarlane and Hoana Pearson. Since 2013 we have called our group Ākonga Whakatū and have subsequently linked with Nayland College. Professional learning continues with the College and we now have college staff involved in our focus groups and professional learning community. Our group is engaged in working together and are enthusiastic and excited about the opportunity to work as part of a formal Community of Learning. The principals' group has worked closely on its challenges and is now using achievement information to support the emerging inquiry work being undertaken.

Pathways

Ākonga Whakatū as a group is committed to building a pathway for children and students aged 0-18. While we have not formally engaged with early childhood education, we plan to explore this pathway to determine how it will work best for all groups through the course of this work.

Guiding Principles:

The following guiding principles guide us in our work to achieve our vision.



Background (Combined ERO Review)

Approximately 2,800 students, of whom 17% are Māori and 3% are from Pacific cultures, are enrolled in the Ākonga Whakatū (Stoke) CoL. The seven schools in the CoL are comprised of four contributing primary schools, one intermediate, one full primary state integrated special character school and one college. The CoL has significant potential to focus on the quality of transitions to strengthen students learning and wellbeing as they move through the schools.

National Standards information for 2014 shows that students in Years 1 to 8 achieved best in reading. Continued progress will be needed to meet the Ministry of Education (MoE) achievement target of 85% achieving at or above the National Standard in mathematics and writing by 2017. This is particularly so for boys and students who are Māori. Achievement at National Certificate of Educational Achievement (NCEA) Level 2 also needs ongoing attention. An improvement of 13% in the proportion of students leaving school with NCEA Level 2 or better is needed to ensure that the CoL reaches the MoE target of 85% by 2017. Lifting the retention rate for Māori is likely to contribute towards meeting this goal. The disparity between boys and girls is also evident in school leaver qualifications for 18 year olds.

Nearly all of the children who started at school between April 2014 and March 2015 had experience in Early Childhood Education (ECE), exceeding the Better Public Service (BPS) target of 98%. With 99% of children involved in ECE and 75% of students from the intermediate moving onto the college, there is an opportunity to extend learning pathways and further develop smooth transitions for the learners and their families.

Common strengths include:

- effective use of achievement data to identify students at risk of not achieving or needing extension
- collaboration within schools towards meeting students' needs
- well-developed curriculum in most schools that is inclusive, relevant and values students' wellbeing.
- vision and values that support links between key school documents in many schools, including robust appraisal
- high quality professional learning and development to grow teacher leadership and capability
- very good examples of effective governance and leadership
- high levels of community support.

Areas for improvement include:

- addressing the disparity of achievement for boys and Māori students
- ensuring that the moderation of teacher assessment judgements is consistent
- increasing student agency
- strengthening internal evaluation, and ensuring it is well connected to, and is used alongside, good quality strategic planning
- transition throughout a child's learning pathway, from early childhood education to 18
- continuing to build educationally powerful connections and partnerships with parents, families, whānau and community, in particular, with Māori parents, whānau and iwi.

Section 2 - Achievement, Teaching, Learning and Plans

Achievement Data

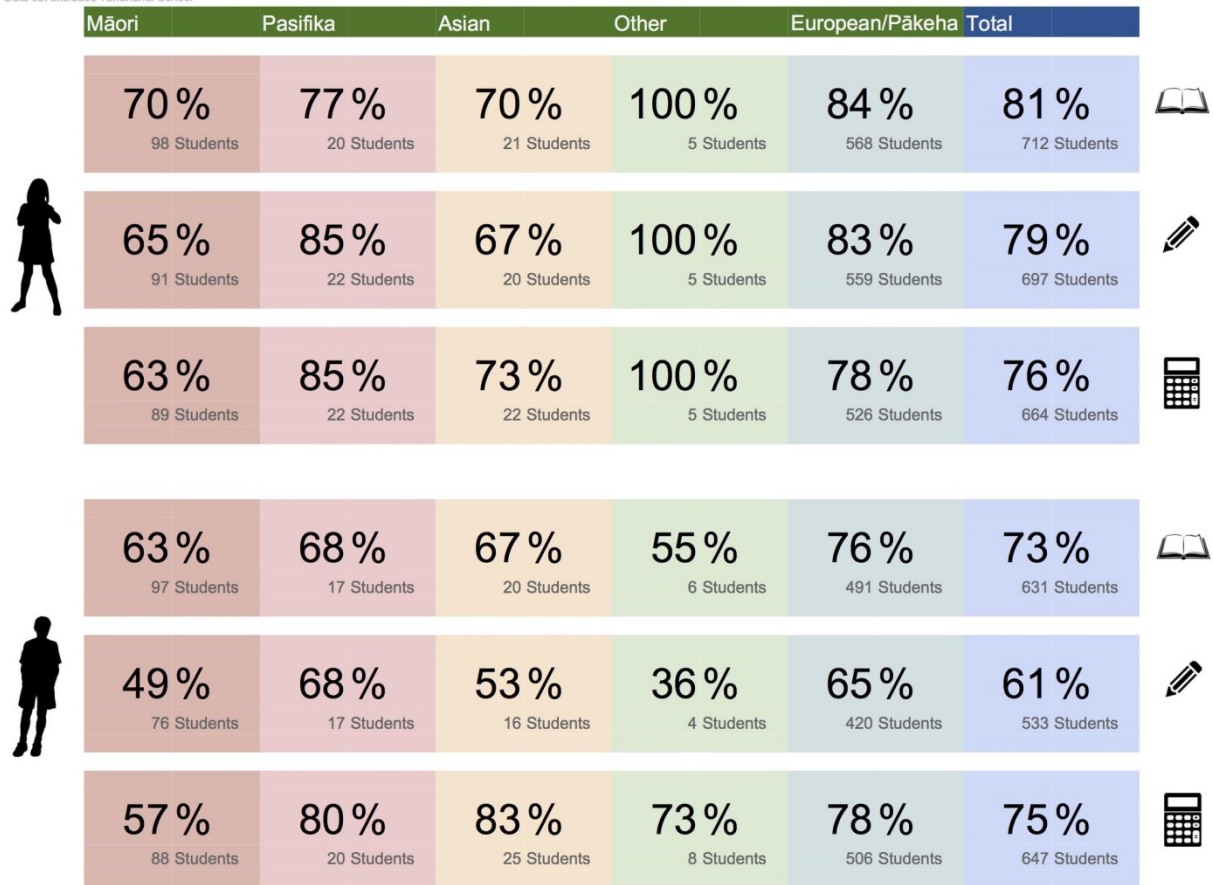
When exploring its needs, the group of Principals of Ākonga Whakatū looked closely at the patterns of underachievement in each school and across the group of schools. With the support of the Ministry of Education the group collected data on achievement of boys and girls and achievement of different ethnic groups. This led to the identification of our immediate achievement challenges which include the underachievement of boys in literacy, with writing for Maori boys showing a greater need than reading. Boys reading is clearly going to be a challenge which will need to be addressed by the group once it has the writing challenge in hand, or potentially alongside as the group progresses through its achievement challenge work.

The group determined that maths should also be a focus to ensure wider coverage than just literacy and to look at ways to continue to strengthen areas that the cluster is performing slightly better in. This enables a strengths based approach and will also allow us to support female students as a target group. There may also be other pastoral areas which may be a focus for some groups once further data is collected. This table is a summary of the data collected across the schools and gives a clear indication of where the CoL can focus its resources in terms of lifting achievement.

The principal group had three face to face meetings where we discussed and finalised our achievement challenges, and there was much background work completed between these meetings. The table below indicates the percentage and numbers of students achieving at or above the National Standards in each curriculum area for 2015.

Summary 2015 Data Visual - Ākonga Whakatū*

*Data set excludes Tahunanui School



Achievement Challenges



Achievement Challenge 1 - WRITING

- Currently there are 70% of students achieving the National Standard for writing (1230/1746 students).
- To increase achievement of Boys from 61% (533/869) in 2015 to 80% (694/869) in 2018
- To increase achievement of Māori girls from 65% (91/141) in 2015 to 80% (113/141) in 2018
- Currently there are 35% of Year 9-10 Māori boys achieving the expected standard for writing (11/31 students).
- To increase achievement of Year 9-10 Māori boys to 61% (19/31) in 2018

Achievement Challenge 2 - NCEA Level 2

- For all leavers achieving NCEA Level 2 to be increased to 85% (184/217). Currently there are 71.4% (155/217).
- For all Māori Leavers achieving NCEA Level 2 to be increased to 86% (25/29), Currently there are 55% (16/29).



Achievement Challenge 3 - MATHS

- For 88% (1534/1746) of students to be achieving at or above the National Standard for maths by the end of 2018. Currently there are 75% (1311/1746 students).
- To increase achievement of Māori Boys and Girls to 87% (256/295) achieving the National Standard for maths by the end of 2018. Currently 57% (88/154) and 63% (89/141) are achieving the Standard respectively.

Teaching and Learning Challenges

Leadership as Inquiry

Leaders will be expected to inquire into how their actions are leading to growth in teacher practice. Themes for inquiry may be around agency, acceleration and/or cultural responsiveness focussed on the key Achievement Challenge areas in Writing, NCEA Level 2 and Maths. Leaders will be expected to show how their actions have led to growth in teacher practice and be able to share this and their plans for future growth.

Teaching as Inquiry

Teachers will be expected to inquire into how their teaching is leading to improved outcomes for students and improved achievement. Themes for teaching inquiry may be around agency, acceleration and/or cultural responsiveness focussed on the key Achievement Challenge areas in Writing, NCEA Level 2 and Maths. Teachers will be expected to show how their actions have led to improved outcomes for students and improved achievement and link to further inquiry into improving outcomes for students.

Cultural Competencies/Cultural Responsiveness

Ākonga Whakatū, as a community, recognise that identity, language and culture count. Knowing where our students come from and building on what they bring with them is important to this process. Through productive partnerships where students, whānau and educators share knowledge and expertise with each other, the group can put itself in a position to produce better outcomes for all of its students. As such, there will be acknowledgement of the diversity within our cluster and across our schools.

Leaders and teachers will use and embed the competencies outlined in Tātaiako and the five principles outlined in Ka Hikitia and will reflect on how they are embedding these in their practice.

Student/Teacher Agency

All plans will include actions to deliberately lift student and teacher agency in learning (Āko). Plans will detail the development of collective understandings of agency and how to make this happen consistently across the schools and at a variety of levels.

Engagement

Engagement involves engaging leaders and teachers in their work, students in their learning and family/whānau in the learning of their children. Engagement should work at each of these levels to promote engagement in leadership, teaching and learning and with families to support student achievement. There needs to be widespread understanding that engagement of all stakeholders is necessary in order to lift achievement.

Retention of Māori Students beyond Year 11

The retention of Māori students beyond Year 11 is important to ensure achievement levels are raised with this group. Ākonga Whakatū needs to retain students beyond year 11 in order to support leavers to gain NCEA Level 2. There is a strong desire to retain these students until Year 13 because 99.2% of Year 13 leavers leave with at least NCEA level 2. Level 1 data is improving in provisional 2015 results. Students who gain Level 1 at Year 11 are more likely to stay at school.

Transition

Plans will include supporting appropriate pathways into school from early childhood centres, between schools and out of school into further education of the workforce. Ākonga Whakatū will also work to connect with local business and other groups to support the learning, achievement and transition of our students into future educational opportunity. Strong transition plans and programmes are paramount for continuous learning and will include connecting to the above teaching and learning challenges.

Moderation

Moderation of teacher assessment judgements has been identified in the ERO summary and also by our schools as a teaching and learning challenge. Throughout this CoL work, the teachers of Ākonga Whakatū must work together to ensure consistency of judgements.

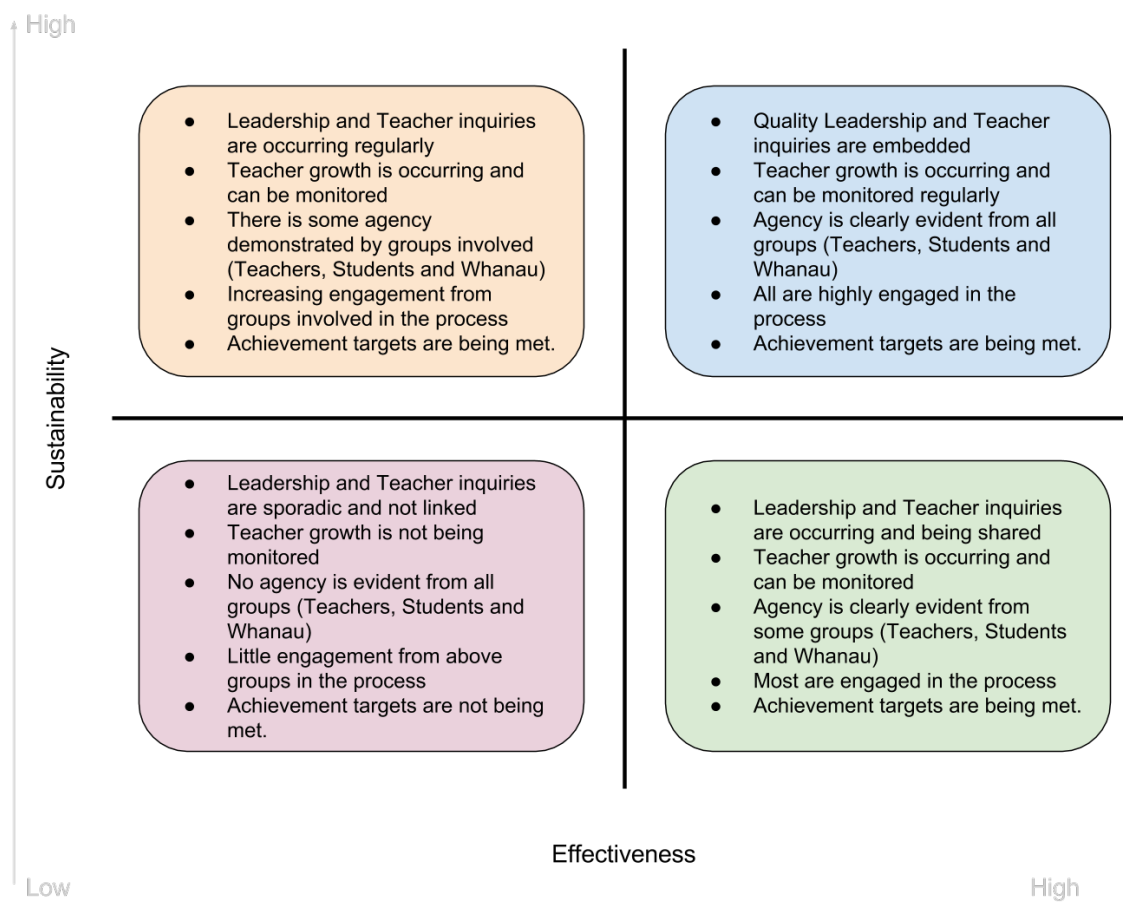
Leaders should weave this into their inquiry and data collection to ensure consistency. Teachers should use tools available to them (such as PaCT) to moderate students learning and ensure judgements are accurate, reliable, and valid.

Strategy

	Baseline	Progress 2016	Progress 2017	Target 2018
Achievement Challenge 1 WRITING	61% (533/869) of all Boys and 65% (91/141) of Māori Girls are achieving the National Standard for Writing 35% (11/31) of Year 9 and 10 Māori Boys are achieving at or above the expected standard for writing	73% (633/869) of all Boys and 77% (108/141) of Māori girls achieving the National Standard for Writing 42% (13/31) of Year 9 and 10 Māori Boys are achieving at or above the expected standard for writing	77% (667/869) of all Boys and 78% (110/141) of Māori girls achieving the National Standard for Writing 52% (16/31) of Year 9 and 10 Māori Boys are achieving at or above the expected standard for writing	80% of all Boys (694/869) and 80% Māori girls (113/141) achieving the National Standard for Writing 61% (19/31) of Year 9 and 10 Māori Boys are achieving at or above the expected standard for writing
Achievement Challenge 2 NCEA L2	71.4% (155/217) of all leavers achieving NCEA Level 2 55.2% of all Māori leavers achieving NCEA Level 2 (16/29 Students)	75% (163/217) of all leavers achieving NCEA Level 2 69% of all Māori leavers achieving NCEA Level 2 (20/29 students)	80% (174/217) of all leavers achieving NCEA Level 2 79% of all Māori leavers achieving NCEA Level 2 (23/29 students)	85% (184/217) of all leavers achieving NCEA Level 2 86% of all Māori leavers achieving NCEA Level 2 (25/29 students)
Achievement Challenge 3 MATHS	75% (1311/1746) of all students are achieving the National Standard for Maths. 63% (89/141) of Māori Girls and 57% (88/154) of Māori Boys are achieving the National Standard for Maths	83% (1454/1746) of all students achieving at or above the National Standard for Maths 74% (219/295) of Māori Boys and Girls achieving the National Standard for Maths	86% (1501/1746) of all students achieving at or above the National Standard for Maths 82% (242/295) of Māori Boys and Girls achieving the National Standard for Maths	88% (1534/1746) of all students achieving at or above the National Standard for Maths 87% of (256/295) Māori Boys and Girls achieving the National Standard for Maths

Self Review

Self review is an integral part of developing the ongoing effective and sustainable actions of Ākonga Whakatū. The diagram below gives an overview of what our cluster considers to be the most important actions to identify low to high performance using indicators of actions in our teaching and learning challenges. These indicators will be used to monitor and give feedback on progress towards meeting the achievement challenges of Ākonga Whakatū, and to further develop the future direction of the CoL.



Plans 2016/2017



Achievement Challenge 1 - WRITING

Rationale	This achievement challenge addresses the lowest levels of achievement in the schools of Ākonga Whakatū. In all schools writing emerged as the highest need in terms of student achievement. In some cases we have less than half of our students achieving the National Standard in this area which is concerning and a priority for us to remedy.
Inquiry	<p>Leadership:</p> <ul style="list-style-type: none"> Undertake 'Spiral of Inquiry' to determine specific areas to develop and actions to undertake. Begin by 'scanning' for information which will lead to further planning and multiple collaborative inquiries being undertaken. <p>Teachers:</p> <ul style="list-style-type: none"> All teachers are to undertake their own inquiry based on the

	<p>leadership inquiry. Teachers will be required to collect data on student progress and achievement and relate this to the actions they have taken to lift student progress. Teachers will work in inquiry groups to share their own learning, development and next stages.</p>
<p>Building Agency</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • To take agency as leaders of change to address achievement disparities in writing and ensure progress is being made against the achievement challenges. <p>Teachers:</p> <ul style="list-style-type: none"> • Look at effective practice in writing and identify areas they wish to further develop and improve. • Moderate student achievement together and take agency in knowing and understanding what student achievement looks like at a variety of levels. <p>Students:</p> <ul style="list-style-type: none"> • Variety of groups meet and discuss what it is about writing and how it is taught. Share their views with wider audience and use it as part of inquiry 'scanning'. • Develop curriculum models which enable student understanding of what good writers do and what achievement could look like at each level. Enables agency to work toward goals and assess their next steps. <p>Family/Whānau:</p> <ul style="list-style-type: none"> • Leaders support teachers to develop ways to share with parents how they can support their child's achievement in writing. • Parents invited to share their views in student writing achievement as part of inquiry 'scanning'.
<p>Cultural Competency and Responsiveness</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • Understand the importance of education reflecting and valuing Māori identity, language and culture and leading schools in which this is clearly identifiable. <p>Teachers:</p> <ul style="list-style-type: none"> • Understand that quality teaching has a huge impact on achievement for all - including Māori students. This requires teachers also to be learners, informed by quality reflection on quality information about their own teaching and research. <p>Students:</p> <ul style="list-style-type: none"> • Become engaged, contributors in their own learning through celebration of their culture, language and identity. See themselves as learners and seek to gain success in te ao Māori, Aotearoa and the wider world. <p>Family/Whānau:</p> <ul style="list-style-type: none"> • Become partners in education through being provided quality information on their child's learning and how to support their success.
<p>Engagement</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • Leaders to work with coaching/mentoring experts to support their own engagement and to build engagement among others. <p>Teachers:</p> <ul style="list-style-type: none"> • Teachers to reflect on own engagement and explore ways to become further engaged. <p>Students:</p> <ul style="list-style-type: none"> • Student engagement data to be collected and shared among all schools and inform actions for students and include student voice. <p>Family/Whānau:</p> <ul style="list-style-type: none"> • Effective ways to build whānau engagement will be explored by leaders to support student learning in writing.

Moderation	<p>The CoL moderation process will help teachers make dependable decisions about student progress and achievement at one point in time, as well as over time to ensure the reliability and validity of assessment information.</p> <p>A moderation process across the CoL will include use of tools and professional conversations leading to improved assessment practice, where decisions will be made with increased confidence, reliability, validity, and fairness so achievement decisions are defensible.</p> <p>Following moderation dependable information will be recorded and used for a variety of teaching, learning, and reporting purposes across the CoL and by individual schools and teachers.</p>
Planned student Achievement Targets	<ul style="list-style-type: none"> • See Appendix 1

Monitoring	
2016 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teachers). • Record shifts in Māori girls achievement and shifts in all boys and compare to goals. • Adjust Ākongā Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary
2017 (mid)	<ul style="list-style-type: none"> • All target students moderated across schools using PaCT (or similar) for moderation and assert judgements.
2017 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teachers). • Record shifts in Māori girls achievement and shifts in all boys and compare to goals. • Adjust Ākongā Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary
2018 (mid)	<ul style="list-style-type: none"> • All target students moderated across schools using PaCT (or similar) for moderation and assert judgements..
2018 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teachers). • Record shifts in Māori girls achievement and shifts in all boys and compare to goals. • Adjust Ākongā Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary



Achievement Challenge 2 - NCEA Level 2

Rationale	<p>This achievement challenge comes from the fact that the number of Ākonga Whakatū students who are leaving school with NCEA Level 2 is below the national average. This represents a significant challenge for the CoL in terms of engagement, retention and transition into secondary tertiary pathways - such as trades academies and gateway.</p>
Inquiry	<p>Leadership:</p> <ul style="list-style-type: none"> Undertake 'Spiral of Inquiry' to determine specific areas to develop and actions to undertake. Begin by 'scanning' for information which will lead to further planning and multiple collaborative inquiries being undertaken. <p>Teachers:</p> <ul style="list-style-type: none"> All teachers are to undertake their own inquiry based on the leadership inquiry. Teachers will be required to collect data on student progress and achievement and relate this to the actions they have taken to lift student progress. Teachers will work in inquiry groups to share their own learning, development and next stages.
Building Agency	<p>Leaders:</p> <ul style="list-style-type: none"> To take agency as leaders of change to address achievement disparities with NCEA Level 2 and ensure progress is being made against the achievement challenges. <p>Teachers:</p> <ul style="list-style-type: none"> Look at effective practice in supporting Māori students and identify areas they wish to further develop and improve. Moderate student achievement together and take further agency in knowing and understanding what student achievement looks like at a variety of levels. <p>Students:</p> <ul style="list-style-type: none"> Variety of groups meet and discuss what is required for them to stay in schools and achieve. Share their views with wider audience and use it as part of inquiry 'scanning'. Develop models which enable student understanding of what support is required to help students achieve and what achievement could look like at each level. Enables agency to work toward goals and assess their next steps. <p>Family/Whānau:</p> <ul style="list-style-type: none"> Leaders support teachers to develop ways to share with parents how they can support their child's achievement. Parents invited to share their views in student achievement as part of inquiry 'scanning'.
Cultural Competency and	<p>Leaders:</p> <ul style="list-style-type: none"> Understand the importance of education reflecting and valuing Māori identity, language and culture and leading schools in which this is

Responsiveness	<p>clearly identifiable.</p> <p>Teachers:</p> <ul style="list-style-type: none"> Understand that quality teaching has a huge impact on all achievement - including Māori students. This requires teachers to also be learners, informed by quality reflection on quality information about their own teaching and research. <p>Students:</p> <ul style="list-style-type: none"> Become engaged, contributors in their own learning through celebration of their culture, language and identity. See themselves as learners and seek to gain success in te ao Māori, Aotearoa and the wider world. <p>Family/Whānau:</p> <ul style="list-style-type: none"> Become partners in education through being provided quality information on their child's learning and how to support their success.
Engagement	<p>Leaders:</p> <ul style="list-style-type: none"> Leaders to work with coaching/mentoring experts to support their own engagement and to build engagement among others. <p>Teachers:</p> <ul style="list-style-type: none"> Teachers to reflect on own engagement and explore ways to become further engaged. <p>Students:</p> <ul style="list-style-type: none"> Student engagement data to be collected and shared among all schools and inform actions for students and include student voice. <p>Family/Whānau:</p> <ul style="list-style-type: none"> Effective ways to build whānau engagement will be explored by leaders to support student learning in writing.
Moderation	<p>The CoL moderation process will help teachers make dependable decisions about student progress and achievement at one point in time, as well as over time to ensure the reliability and validity of assessment information.</p> <p>A moderation process across the CoL will include use of tools and professional conversations leading to improved assessment practice, where decisions will be made with increased confidence, reliability, validity, and fairness so achievement decisions are defensible.</p> <p>Following moderation dependable information will be recorded and used for a variety of teaching, learning, and reporting purposes across the CoL and by individual schools and teachers.</p>
Planned Student Achievement Targets	<ul style="list-style-type: none"> See Appendix 1

Monitoring	
2016 (end)	<p>Cluster</p> <ul style="list-style-type: none"> Record shifts in NCEA Maori achievement and shifts in all students and compare to goals. Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>School</p> <ul style="list-style-type: none"> Compare progress and consider impact on 2017 cohorts Adjust school goals/targets/action plans if necessary Monitor target learners through year level tracking teams, implementing

	<p>timely interventions and mentoring processes where necessary</p> <ul style="list-style-type: none"> Tracking and monitoring through the form class academic mentoring process
2017 (mid)	<ul style="list-style-type: none"> Monitor target learners through year level tracking teams, implementing timely interventions and mentoring processes where necessary Tracking and monitoring through the form class academic mentoring process
2017 (end)	<p>Cluster</p> <ul style="list-style-type: none"> Record shifts in NCEA Maori achievement and shifts in all students and compare to goals. Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>School</p> <ul style="list-style-type: none"> Compare progress and consider impact on 2017 cohorts Adjust school goals/targets/action plans if necessary Monitor target learners through year level tracking teams, implementing timely interventions and mentoring processes where necessary Tracking and monitoring through the form class academic mentoring process
2018 (mid)	<ul style="list-style-type: none"> Monitor target learners through year level tracking teams, implementing timely interventions and mentoring processes where necessary Tracking and monitoring through the form class academic mentoring process
2018 (end)	<p>Cluster</p> <ul style="list-style-type: none"> Record shifts in NCEA Maori achievement and shifts in all students and compare to goals. Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> Compare progress and consider impact on 2017 cohorts Adjust school goals/targets/action plans if necessary Monitor target learners through year level tracking teams, implementing timely interventions and mentoring processes where necessary Tracking and monitoring through the form class academic mentoring process



Achievement Challenge 3 - MATHS

Rationale	This achievement challenge addresses needs to lift the levels of achievement across the CoL for all genders and ethnicities. Māori students once again were proportionately over represented among those not achieving in Maths.
Inquiry	<p>Leadership:</p> <ul style="list-style-type: none"> Undertake 'Spiral of Inquiry' to determine specific areas to develop and actions to undertake. Begin by 'scanning' for information which will lead to further planning and multiple collaborative inquiries being

	<p>undertaken.</p> <p>Teachers:</p> <ul style="list-style-type: none"> All teachers are to undertake their own inquiry based on the leadership inquiry. Teachers will be required to collect data on student progress and achievement and relate this to the actions they have taken to lift student progress. Teachers will work in inquiry groups to share their own learning, development and next stages.
<p>Building Agency</p>	<p>Leaders</p> <ul style="list-style-type: none"> To take agency as leaders of change to address achievement disparities in maths and ensure progress is being made against the achievement challenges. <p>Teachers:</p> <ul style="list-style-type: none"> Look at effective practice in maths and identify areas they wish to further develop and improve. Moderate student achievement together and take agency in knowing and understanding what student achievement looks like at a variety of levels. <p>Students:</p> <ul style="list-style-type: none"> Variety of groups meet and discuss what it is about maths and how it is taught. Share their views with wider audience and use it as part of inquiry 'scanning'. Develop curriculum models which enable student understanding of what good mathematicians do and what achievement could look like at each level. Enables agency to work toward goals and assess their next steps. <p>Family/Whānau:</p> <ul style="list-style-type: none"> Leaders support teachers to develop ways to share with parents how they can support their child's achievement in maths. Parents invited to share their views in student maths achievement as part of inquiry 'scanning'.
<p>Cultural Competency and responsiveness</p>	<p>Leaders:</p> <ul style="list-style-type: none"> Understand the importance of education reflecting and valuing Māori identity, language and culture and leading schools in which this is clearly identifiable. <p>Teachers:</p> <ul style="list-style-type: none"> Understand that quality teaching has a huge impact on all achievement - including Māori students. This requires teachers to also be learners, informed by quality reflection on quality information about their own teaching and research. <p>Students:</p> <ul style="list-style-type: none"> Become engaged, contributors in their own learning through celebration of their culture, language and identity. See themselves as learners and seek to gain success in te ao Māori, Aotearoa and the wider world. <p>Family/Whānau:</p> <ul style="list-style-type: none"> Become partners in education through being provided quality information on their child's learning and how to support their success.
<p>Engagement</p>	<p>Leaders:</p> <ul style="list-style-type: none"> Leaders to work with coaching/mentoring experts to support their own engagement and to build engagement among others. <p>Teachers:</p> <ul style="list-style-type: none"> Teachers to reflect on own engagement and explore ways to become further engaged. <p>Students:</p> <ul style="list-style-type: none"> Student engagement data to be collected and shared among all schools and inform actions for students and include student voice.

	<p>Family/Whānau:</p> <ul style="list-style-type: none"> • Effective ways to build whānau engagement will be explored by leaders to support student learning in writing.
Moderation	<p>The CoL moderation process will help teachers make dependable decisions about student progress and achievement at one point in time, as well as over time to ensure the reliability and validity of assessment information.</p> <p>A moderation process across the CoL will include use of tools and professional conversations leading to improved assessment practice, where decisions will be made with increased confidence, reliability, validity, and fairness so achievement decisions are defensible.</p> <p>Following moderation dependable information will be recorded and used for a variety of teaching, learning, and reporting purposes across the CoL and by individual schools and teachers.</p>
Planned Student Achievement Targets	<ul style="list-style-type: none"> • See Appendix 1

Monitoring	
2016 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teacher) • Record shifts in student achievement and compare to goals. • Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary
2017 (mid)	<ul style="list-style-type: none"> • All target students moderated across schools using PaCT for moderation and assert judgements.
2017 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teacher) • Record shifts in student achievement and compare to goals. • Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary
2018 (mid)	<ul style="list-style-type: none"> • All target students moderated across schools using PaCT for moderation and assert judgements.
2018 (end)	<p>Cluster</p> <ul style="list-style-type: none"> • All target students moderated across schools for accurate OTJ (in 2017 look to use PaCT moderation sessions for teacher) • Record shifts in student achievement and compare to goals. • Adjust Ākonga Whakatū goals/targets/action plans if necessary <p>Schools</p> <ul style="list-style-type: none"> • Compare progress and consider impact on 2017 cohorts • Adjust school goals/targets/action plans if necessary

Appendix 1 - Data tables and planned shifts in achievement

Writing Challenge

Ākonga Whakatū CoL - Year 1-8 Boys at or above the NS in writing (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
533/869	61	633/869	73	+12%	667/869	77	+4%	694/869	80	+3%
		+100 Boys			+34 Boys			+27 Boys		

Ākonga Whakatū CoL - Year 1-8 Māori Girls at or above the NS in writing (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
91/141	65	108/141	77	+12%	110/141	78	+1%	113/141	80	+2%
		+17 Māori Girls			+2 Māori Girls			+3 Māori Girls		

In 2016 our 117 targeted students who are below the National Standard in writing are in the following schools:

Name of School	Māori Boys	Other Boys	Total Boys	Māori Girls
Birchwood	2	9	11	1
Broadgreen Intermediate	18	28	46	7
Enner Glynn	2	14	16	2
Nayland Primary	2	10	12	3
Nelson Christian Academy	3	3	6	2
Stoke School	4	5	9	2
Total	31	69	100	17

Ākonga Whakatū CoL - Year 9-10 Māori Boys at or above the expected standard for writing (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
11/31	35%	13/31	42%	+7%	16/31	52%	+10%	19/31	61%	+9%
		+2 Māori boys			+3 Māori boys			+3 Māori boys		

In 2016 our 2 targeted students are enrolled at Nayland College.

Maths Challenge

Ākonga Whakatū CoL - Year 1-8 Students at or above the NS in maths (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
1311/1746	75.1	1454/1746	83.3	+8.9	1501/1746	86	+2.7	1534/1746	88	+2
		+143 Students			+47 Students			+33 Students		

Ākonga Whakatū CoL - Year 1-8 Māori Boys at or above the NS in maths (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
88/154	57.1	108/154	70.1	+13.0	123/154	79.9	+9.8	131/154	85.1	+5.2
		+20 Māori Boys			+15 Māori Boys			+8 Māori Boys		

Ākonga Whakatū CoL - Year 1-8 Māori Girls at or above the NS in maths (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
89/141	63.1	111/141	78.7	+15.6	119/141	84.3	+5.6	125/141	88.7	+4.4
		+22 Māori Girls			+8 Māori Girls			+6 Māori Girls		

In 2016 our 143 targeted students who are below the National Standard in maths are in the following schools:

Name of School	Māori Boys	Other Boys	Total Boys	Māori Girls	Other Girls	Total Girls
Birchwood	0	8	8	2	9	11
Broadgreen Intermediate	11	15	26	13	9	22
Enner Glynn	2	7	9	2	14	16
Nayland Primary	1	2	3	0	4	4
Nelson Christian Academy	2	6	8	2	12	14
Stoke School	4	6	10	3	9	12
Total	20	44	64	22	57	79

NCEA Level 2 Challenge

Ākonga Whakatū CoL - NCEA All Leavers with Level 2 (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
155/217	71%	163/217	75%	+4%	174/217	80%	+5%	184/217	85%	+5%
		+8 students			+11 students			+10 students		

Ākonga Whakatū CoL - NCEA Maori Leavers with Level 2 (2015)		2016 Goal			2017 Goal			2018 Goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
16/29	55%	20/29	69%	+14%	23/29	79%	+10%	25/29	86%	+7%
		+4 students			+3 students			+2 students		

In 2016 all of our targeted students are enrolled at Nayland College.