Whānau ki te Ako: Albany / Greenhithe

Learning Pathway

Shared Achievement Challenge Plan

20 February 2017

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Whānau ki te Ako Map

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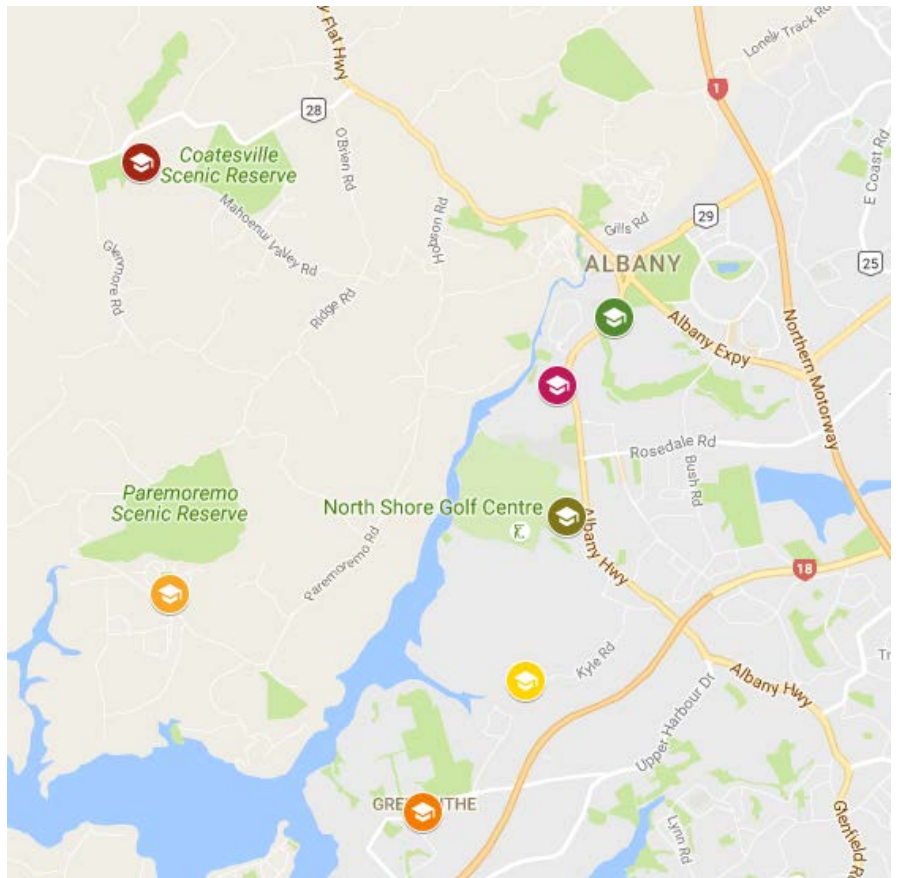
The Whānau ki te Ako pathway consists of five contributing primary schools: Albany School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour School. These schools are feeder schools to Albany Junior High School (Years 7-10) which in turn provides a pathway to Albany Senior High School (Years 11-13). The option of including early learning and tertiary pathways is a consideration for further exploration for the Whānau ki te Ako community of learning.

Vision and Values

Vision

For all learners to be successful - students, adults and school communities.

Shared Values

We see collaboration as the foundation of improvement across our CoL.

We share a passion for children and will use this to accelerate progress.

We have a commitment and responsibility to all learners across our CoL.

We believe that increasing student agency will support the development of lifelong learners.

We understand that we will benefit everyone by working in flexible and agile ways to share resources and promote learning.

Learning Pathways

Introduction

Whānau ki te Ako: Albany Learning Pathway is a Community of Learning. We are a community of state schools located on Auckland's North Shore. Four of the schools in the network are well established and three are relatively new.

The pathway schools are sizeable by New Zealand standards and generally draw from high socio-economic communities. The exceptions are Coatesville School, which is on the rural fringe, and RidgeView School which has a 1 July 2015 roll of 81. Upper Harbour School, Albany Junior High and Albany Senior High all opened between 2000 and 2009 to meet the needs of Auckland's sprawling school-aged population. At both the junior and senior high school levels, the pathway is significantly influenced by the large choice of schools available on Auckland's North Shore. In addition to the traditional Year 9-13 secondary schools, options include single sex, state integrated and independent schools.

The pathway from primary to secondary schooling is reasonably strong, given the options that exist on the North Shore. The six CoL primary schools made up 70.3% of Albany Junior High School's intake in 2016, and in turn Albany Junior High School made up 90% of Year 11 enrolments at Albany Senior High School.

The continued population growth in the Albany area is currently influenced by relatively high levels of immigration. A consequent impact is the larger than expected enrolment of children of non-English speaking immigrants. It is apparent that many of these Year 1 children have little experience of early childhood education. It is also noticeable that older children's second language acquisition is having an initial impact on overall achievement data across our schools.

2015 School Roll Data (excludes international students)

School	Maori	Pasifika	Asian	Other	Total
Albany Senior	62	11	143	529	745
Albany Junior	75	26	199	809	1109
Albany Primary	46	5	170	401	622
Coatesville	7	1	11	260	279
Greenhithe	17	1	36	485	539
Ridgeview	22	4	1	54	81
Upper Harbour	19	6	131	274	430
Total	**248**	**54**	**691**	**2812**	**3805**

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Early Learning

There are more than 35 kindergartens and early childhood services within the catchment area of the Whānau ki te Ako pathway. In our first year we will look to establish ways to more actively involve these early childhood groups in Whānau ki te Ako.

Participation in early childhood education is high at 98.6% in 2015. There is, however, a significant variance in how well these young learners are prepared for school. Furthermore, as noted in the introduction, there is a growing number of children enrolling at Year 1 who have had little early childhood education in a New Zealand setting.

Tertiary

Beyond our learning pathway, 60.8% of our school leavers participated in tertiary education before the age of 19 in 2015. The pathway is well served, with two universities having a physical presence on the North Shore. Massey University is adjacent to Albany Senior High School and numerous other tertiary providers are located either on the North Shore or in the Auckland Central Business District.

Our Community - A History of Collaboration

This pathway has a long established history of collaboration. In the past, this included schools within the neighbouring Long Bay-Oteha Valley area, as part of a wider cluster. We had initially sought to include these nine additional schools in our Community, however different student learning pathways made this challenging.

A history of collaboration underpins the way this group of schools interact. This has included areas of focus such as improvements in I.C.T and more recently, Literacy. In these instances, the schools worked together to collect and analyse data, identify learning focus areas and make cluster-wide plans to address gaps. The cluster set clear targets and worked together as groups of Principals, Literacy Leaders and schools, to improve teaching, learning and achievement standards over several years.

Student Engagement

Student engagement in our cluster of schools is high. Educational achievement is highly valued by parents and Whānau and this is reflected positively in the data for our attendance, truancy, behaviour and secondary participation.

As mentioned previously, participation in early childhood education is high at around 98% for 2015. Our students have high rates of attendance:
- In 2015, unjustified absences on any given day were around 4 per day (per 100 students), compared with National averages of 6 justified absences per day.
- Māori student absence statistics are marginally higher than for New Zealand Pakeha. Māori student data in 2015 showed 6 unjustified absences per day (per 100 students) and 8 justified absences per day.
- Pasifika data in 2015 was comparable with New Zealand Pakeha data.

Data on stand downs and suspensions showed gender differences.
The 2015 data showed:
- 7 stand downs per 1000 girls, compared with 19.7 per 1000 boys.
- 0.6 suspensions per 1000 girls, compared with 4.3 per 1000 boys.

There were also differences in suspension data related to ethnicity. Whilst New Zealand Pakeha and Pasifika stand downs averaged 12 per 1000 students, the rate for Māori was 35.6 per 1000 students.

At secondary school, the 2015 retention rates were high with 85.6% of students remaining at school until their 17th birthday. Māori retention rates were slightly lower with 82.4% remaining until the same age.

Māori Student Achievement

Up to 162 Māori students were included in the 2015 National Standard data in Years 1-8.[1] At Albany Junior High School there were an additional 24, Year 9-10 Māori students. A further 55 Māori students were enrolled in Years 11-13 at Albany Senior High School, giving us a total 241 Māori students across our pathway. Our local iwi are Nga Puhi and Ngati Porou, however our Māori students come from a range of iwi.

All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapu and whānau. A key factor in meeting the shared achievement challenges will be in deepening the connections and engagement with our Māori families and students. A focus of the schools is that Māori must achieve educational success as Maori.

National Standards Achievement
Year 1-8 Māori
Māori students achieve between 5-11% lower than other students in literacy and mathematics. An outcome of our pathway's three-year project will be to close this gap for Māori.
Based on the 2015 National Standards data:
- 127 of our 157 (80.9%) Māori students achieved At or Above the National Standard for **Writing**. This compares with 2114 of our 2462 (85.9%) for all students.
- 125 of our 161 (77.6%) Māori students achieved At or Above the National Standard for **Mathematics**. This compares with 2165 of our 2464 (87.9%) for all students.
- 125 of our 162 (77.2%) Māori students achieved At or Above the National Standard for **Reading**. This compared with 2173 of our 2462 (88.3%) for all students.

2015 NCEA and University Entrance for Year 11-13 Māori
In Years 11-13, Māori students made up 55 out of 774 (7%).
- 10 of our 17 (59%) of our Māori students achieved **NCEA Level 1.**
  This compared to 206 of our 258 (79.9%) for all students.
- 15 of our 22 (68%) of our Māori students achieved **NCEA Level 2.**
  This compared to 231 of our 260 (88.9%) for all students.
- 10 of our 16 (62.5%)of our Māori students achieved **NCEA Level 3**.
  This compared to 207 of our 256 (80.9%) for all students.
- 4 of our 16 (25%) of our Māori students achieved **University Entrance**.
  This compared to 166 of our 256 (65%) for all students

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[1] Māori roll Years 1-8 in Writing 157, in Mathematics, 161 and in Reading 162

Pasifika Student Achievement

33 Pasifika students were included in the 2015 Year 1-8 National Standard data. In Years 9-10 at Albany Junior High School there were 10 Pasifika students. A further 10 were enrolled in Years 11-13 at Albany Senior High School, giving us a total of 53 Pasifika students across our Pathway. No primary schools had more than 6 Pasifika students.

National Standards Achievement
Year 1-8 Pasifika
Year 1-8 Pasifika students achieve between 20-23% lower than other students in literacy and mathematics. Our Community is concerned at the low level of Pasifika student achievement. Despite the low numbers we feel morally obliged to include Pasifika targets in our Achievement Challenges.

Based on the 2015 National Standards data:
- 21 of our 33 (63.6%) of Year 1-8 Pasifika students achieved At or Above the National Standard in **Writing**. This compares with 2114 of our 2462 (86.9%) for all students.

- 21 of our 32 (65.6%) of Year 1-8 Pasifika students achieved At or Above the National Standard in **Mathematics**. This compares with 2165 of our 2464 (87.9%) for all students.

- 22 of our 32 (68.8%) of Year 1-8 Pasifika students achieved At or Above the National Standard in **Reading**. This compares with 2173 of our 2462 (88.3%) for all students.

2015 NCEA and University Entrance for Year 11-13 Pasifika
In Years 11-13, Pasifika students made up 10 out of 774 (0.1%).
- [Data has been redacted] of our Pasifika students achieved **NCEA Level 1.** This compared to 206 of our 258 (79.9%) for all students.
- [Data has been redacted] of our Pasifika students achieved **NCEA Level 2.** This compared to 231 of our 260 (88.9%) for all students.
- [Data has been redacted] of our Pasifika students achieved **NCEA Level 3**. This compared to 207 of our 256 (80.9%) for all students.
- [Data has been redacted] of our Pasifika students achieved **University Entrance**. This compared to 166 of our 256 (65%) for all students.

Student Agency

Our Community is committed to enhancing student agency. It has defined below that:

Successful student agency occurs when there is a very strong belief that learners become highly effective when they have ownership of the learning process.

Learners gain agency through being involved in caring and inclusive learning communities where highly productive relationships exist between teachers and students (and among students) and everyone is empowered to learn with and from each other.

The Learning Community strongly supports the concept of self-efficacy. They define self-efficacy as the extent or strength of one's belief in one's own ability to complete tasks and reach goals. It is very strongly supported within the learning community.

Students in this Community are supported with highly appropriate resources and strategies to strengthen their understanding of the learning process, their engagement and their individual competencies.

Parent/Whānau engagement and partnerships

The Community wishes to further develop and strengthen educationally powerful connections with parents, Whānau and their communities. They see this as an important part of student agency. Currently, parents contribute towards their own school community and adapt to transitions between schools with their children. The Community wants all parents and Whānau to feel confident about how teaching and learning is evolving and developing across the schools. They have identified that the engagement of different cultural groups will support their community's desire to create culturally responsive learning environments.

Engagement is seen as becoming increasingly important as each individual school community changes and the make up of Whānau ki te Ako and grows increasingly diverse.

Achievement Challenges

In deciding on the Achievement Challenges for the Whānau ki te Ako we have undertaken a rigorous examination of our student achievement data.

Pedagogical Focus

In early discussions, the schools focused on their desire to widely increase teaching, learning and leadership. This was driven by discussions around gaining success for the small number of prioritised students whilst also improving overall teacher practices and student outcomes for all students. The Community believes that a pedagogical focus will meet these combined needs. They recognise that there are a number of approaches to teaching and learning. This was exemplified in discussions around writing. The Community has identified six strategies for improvement as the first stages of inquiring into improved practice; Effective transitions, Student Agency, Culturally responsive pedagogies, Collaborative Learning, Community Involvement, Teacher Effectiveness.

By placing pedagogy at the foundation of changed practice, the Community believes it will meet its immediate Achievement Challenges with identified target students, while providing a sustainable platform capable of meeting the changing future needs of its community, both now, with the immigrant population and in the future.

Middle School Achievement

Albany Junior High School (AJHS) is the only Year 7-10 provider within the pathway. Their Year 9-10 students sit between the Year 1-8 National Standards and Year 11-13 NCEA. AJHS has decided to manage this by identifying expectations for Years 7-10 inclusive. This fits comfortably with the school's approach in becoming a middle school rather than separating Years 7-8 and Years 9-10. The school is in the process of aligning assessments with the NZ Curriculum levels (Learning Progressions) for Years 7-10. These assessments are based on Overall Teacher Judgements across Years 7-10 and staff are being supported by professional development to ensure consistency. It is these assessments that have been applied when setting targets for Years 7-10.

Data used in this document is based on AJHS 1 July, 2016 assessments (included within this document). This will be checked against end of year data. A consequence of this approach has been that we have disaggregated our National Standards data when we have set out goals. Therefore, our targets are based on three cohorts:
- Years 1-6 (based on 2015 National Standards data)
- Years 7-10 (based on AJHS OTJs)
- Years 11-13 (based on NCEA)

Initial Data Observations

Our initial analysis of data led us to the following observations:

- Student achievement data across the schools is already high.
    - At National Standards level, achievement rates were above 85% for Reading, Mathematics and Writing.
    - Achievement at NCEA Level 2 is high at above 86.5%.

- With the exception of writing, there was no noticeable difference between genders; hence one of our Achievement Challenges has a focus on writing covering all year levels. When analysing the data we are particularly concerned about the drop-off effect between end of Year 6 and end of Year 7 achievement.

- Māori achievement is below that for all other students in reading and mathematics by more than 10%-points. In writing the difference was almost 5%-points.

- Pasifika achievement is identified as an area of focus where, despite small numbers achievement at National Standards in reading, writing and mathematics is between 20%-points and 25%-points below that of all students.

- Although the numbers of students achieving At or Above the National Standard in reading is 88%, we want to ensure there is a focus for Māori and Pasifika in reading and therefore chose to include reading in our targets.

- Despite the low number of priority learners who were not achieving in either National Standards or in NCEA, as school leaders we are concerned at lower levels of achievement for Māori and especially, for Pasifika students when compared to others.

Achievement Challenge 1: Writing

Data Analysis

Our data analysis shows that we have challenges in Writing. In our initial inquiry we have identified different elements of Writing relevant to curriculum levels and pedagogical approaches. As a result, our Writing targets focus on the particular requirements at each of our three year groupings i.e. Years 1-6, Years 8-10 and Years 11-13.

For baseline data we have used National Standards for Years 1-6. In Years 7-10 Albany Junior High School is implementing a Year 7-10 2016 mid-year overall Teacher Judgement assessment methodology which is used here and is being trialled across the school. For Years 11-13 we will use NCEA data.

In total we want to shift:
- ❖ 91 students in Years 1-6 from Below or Well Below to At or Above.
- ❖ In addition, we want to accelerate the learning of 146 Year 1-6 students who are currently **At** the National Standard and move them to **Above** the National Standard.
- ❖ 206 Year 7-10 students based on the school's Overall Teacher Judgements.

The focus for Years 7-10 is on formal (academic) writing and our inquiry identifies a significant transition effect from Year 6 where 87% (272/313) are At and Above the National Standard, falling to 79.5% (256/322) for Year 7 National Standards.

Across Years 7-10 this fall is more marked at 66.7% (207/310) based on the 2016 mid-year Overall Teacher Judgement methodology being used at Albany Junior High School.

The focus for Years 11-13 we want to improve the ability of all students to write assessments (in English, Literacy rich subjects, across all curriculum areas and with the High School's Impact Projects). We see that this will result in improving our University Entrance literacy pass and University Entrance attainment levels.

Year 1-6 Writing Data

According to 2015 data achievement in Writing for all our Year 1-6 students:
- 1588 of our 1826 (87%) students achieved At or Above the National Standard.
- 238 of our 1826 (13%) students achieved Below or Well Below the National Standard.

This data includes:
- **Māori:** 92 of our 112 (82.1%) Māori students achieving At or Above the National Standard. 20 of our 112 (17.9%) are achieving Below or Well Below the National Standard.
- **Pasifika:** 13 of our 17 (76.5%) Pasifika students achieving At or Above the National Standard. 4 of our 17 (23.5%) are achieving Below or Well Below the National Standard.

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● **Boys**: 739 of our 914 (80.9%) achieving At or Above the National Standard.
175 of our 914 (19.1%) are achieving at Below or Well Below the National Standard.
This compares with 849 of our 912 (93%) of the Girls are achieving At or Above the National Standard. 63 of our 912 (7%) of the Girls are achieving at Below or Well Below the National Standard in Writing.

Writing Year 1-6 Achievement Challenge Target One

We are challenging ourselves to lift the achievement in Year 1-6 Writing from 1588 of our 1826 (87%) students achieved At or Above the National Standard to 1679 of our 1826 (92%) students achieved At or Above the National Standard based on National Standards, a 5 %-point shift by the end of 2019.
This means moving 91 additional students to At or Above the National Standard.

These 91 additional students include:
● a shift of 11 Māori students to 103 of our 112 (92%) achieve At or Above
● a shift of 3 Pasifika students to 16 of our 17 (94%) achieve At or Above
● a shift of an additional 77 other students achieve At or Above

For the number of students to be targeted in Writing for each school is set out in the table below for 2017 to 2019:

School	Total Maori	Total Pasifika	Total Other	Total Shift		2017 Target	2018 Target	2019 Target
Albany Primary	X	X	39	42		8	17	17
Coatesville	X	X	9	11		2	4	5
Greenhithe	X	X	16	16		3	6	7
Ridgeview	X	X	8	12		2	5	5
Upper Harbour	X	X	5	10		2	4	4
Total	**11**	**3**	**77**	**91**		**17**	**36**	**38**

[X= Data has been redacted]

Writing Year 1-6 Achievement Challenge Target Two

In addition to moving 1679 of our 1826 (92%) students achieving National Standard in Writing we want to also increase the number of students achieving **Above** National Standard at each school to be at least 25%*. Overall this is a shift of 156 students; from 311 out of 1826 (17%) to 467 out of 1826 (26%) in writing.

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At an individual school level this could mean the following:

Name of school	# Above 2015	2017 Target	2018 Target	2019 Target	Total Shift
Albany Primary (580)	39 (6.7%)	87 (15%)	116 (20%)	145 (25%)	106
Coatesville (240)	38 (15.8%)	41 (17%)	48 (20%)	60 (25%)	22
Greenhithe (512)	111 (21.6%)	113 (22%)	118 (23%)	128 (25%)	17
Upper Harbour (412)	95 (23%)	103 (25%)	103 (25%)	103 (25%)	8
*RidgeView (75)	28 (37%)	29 (39%)	30 (40%)	31(41%)	3
Total (1826)	**311 (17%)**	**373 (21%)**	**415 (23%)**	**467 (26%)**	**156**

*Ridgeview that is already above 25% will increase to 41%

Year 7-10 Writing Data
(NB this data is based on 1 July 2016 roll and Overall Teacher Judgements OTJs)

Albany Junior High School is implementing a Year 7-10 curriculum and is basing overall teacher judgements (OTJs) on the curriculum learning progressions in Years 7-10. The data being used is from mid-Year 2016 and will be reviewed against end of year data. The school is currently undertaking significant professional development to ensure quality moderation across the four year levels.

According to July 2016 Overall Teacher Judgement data achievement in Writing for all our students in Years 7-10:
- 738 of our 1109 (66.5%) students achieved At or Above the National Standard.
- 371 of our 1109 (33.4%) students achieved Below or Well Below the National Standard.

This data includes:
- **Māori:** 48 of our 79 (60.7%) Māori students achieved At or Above the OTJ
  31 out of 79 (29.3%) are Below or Well Below the OTJ.
- **Pasifika:** 14 of our 27 (51.8%)Pasifika students achieved At or Above the OTJ
  13 of our 27 (48.2%) are Below or Well Below the OTJ.
- **Other:** 676 of 1003 (67.4%) other students achieved At or Above the OTJ
  327 of our 1003 (32.6%) are Below or Well Below the OTJ.

Writing Year 7-10 Achievement Challenge Target Three

We are challenging ourselves to lift the achievement in Year 7-10 Writing from 738 of our 1109 (66.5%) students achieved At or Above the National Standard to 943 of our 1109 (85%) of the Overall Teacher Judgement a shift of 18.5% points by the end of 2019.
This means moving 205 additional students.

These 205 students include:
- a shift of 19 Māori students so that 67 of our 79 (85%) achieve At or Above the OTJ
- a shift of 9 Pasifika students so that 23 of our 27 (85%) achieve At or Above the OTJ
- a shift of 177 Other students so that 853 of our 1003 (85%) students achieve At or Above the OTJ

Y7-10 Cohort Achieving At or Above of the Overall Teacher Judgement (OTJ)					
Y7-10 Cohort	**2016 Baseline**	**2017 Target**	**2018 Target**	**2019 Target**	**Total Shift**
All (1109)	738 (66.5%)	776 (70%)	832 (75%)	943 (85%)	205 (18.5%)
Māori(79)	48 (60.7%)	55 (70%)	59 (75%)	67 (85%)	19 (24.3%)
Pasifika (27)	14 (51.8%)	19 (70%)	20 (75%)	23 (85%)	9 (33.2%)
Other (1003)	676 (67.4%)	702 (70%)	753 (75%)	853 (85%)	177 (17.6%)

Achievement Challenge 2: Mathematics

Our data analysis shows that we have challenges in Mathematics.

In total we want to shift
- ❖ Years 1-6 we want to shift 91 students from Below or Well Below to At or Above the National Standard. This includes 19 Māori and 4 Pasifika students.
- ❖ In Years 7-10 we want to shift 174 students from Below or Well Below to At or Above based on an Overall Teacher Judgement (OTJ).
- ❖ In addition, we want to accelerate the learning of 173 Year 1-6 students who are currently **At** the National Standard and move them to **Above** the National Standard.

Years 1-6 Mathematics Data

In Years 1-6, 1625 of our 1826 (89%) students achieved At or Above the National Standard.
201 of our 1826 (11%) students achieved Below or Well below the National Standard.

This data includes:
- ● **Māori:**
  85 of our 111 (76.6%) Māori students achieved At or Above the National Standard.
  26 of our 111 (23.4%) Māori students are Below or Well Below the National Standard.
- ● **Pasifika:**
  12 of our 17 (70.5%) Pasifika students achieved At or Above the National Standard.
  5 of our 17 (29.5%) Pasifika students achieved Below or Well Below the National Standard.

Mathematics Year 1-6 Achievement Challenge Target One

We are challenging ourselves to lift the achievement in Year 1-6 Mathematics from 1625 of our 1826 (89%) achieving At or Above the National Standard to 1716 of 1826 (94%).
A 5%-point shift by the end of 2019. This means moving 91 additional students.

These 91 students include:
- ● A shift of 19 Māori students so that 104 out of our 111 (94%) achieve At or Above the National Standard.
- ● A shift of 4 Pasifika students so that 16 out of our 17 (94%) achieve At or Above the National Standard.
- ● A shift of an additional 68 other students so that 1596 out of our 1698 (94%) other students are At or Above the National Standards.

For 2019 the number of students to be targeted in Mathematics for each school is set out in the table below:

School	Total Maori	Total Pasifika	Total Other	Total Shift		2017 Target	2018 Target	2019 Target
Albany Primary	X	X	35	45		11	17	17
Coatesville	X	X	8	9		2	3	4
Greenhithe	X	X	17	17		4	6	7
Ridgeview	X	X	5	9		2	3	4
Upper Harbour	X	X	3	11		2	4	5
Total	19	4	68	91		21	33	37

[X= Data has been redacted]

Mathematics Year 1-6 Achievement Challenge Target Two

In addition to moving students achieving At or Above the National Standard to 1716 of 1826 (94%) we want to increase the number of students achieving **from At to Above** the National Standard in Mathematics from 466 of our 1826 (25.5%) to 647 of our 1826 (37%) by the end of 2019. This is a shift of 208 students and 11%.

At an individual school level this could mean the following:

Name of school	2015 # Above	2017 Target	2018 Target	2019 Target 35%	Total Shift
Albany Primary (580)	76 (13%)	145 (25%)	174 (30%)	203 (35%)	127 (22%)
Coatesville (240)	79 (33%)	85 (35%)	90 (38%)	96 (40%)	17 (7%)
Greenhithe (512)	150 (29%)	154 (30%)	154 (30%)	180 (35%)	30 (6%)
RidgeView (75)	25 (33%)	26 (35%)	28 (37%)	30 (40%)	5 (7%)
Upper Harbour (412)	136 (33%)	145 (35%)	155 (38%)	165 (40%)	29 (7%)
Total (1826)	466 (26%)	555 (30%)	601 (33%)	674 (37%)	208 (11%)

Year 7-10 Data

Albany Junior High School is implementing a Year 7-10 curriculum and is basing Overall Teacher Judgements (OTJ) on the learning progressions in Years 7-10. The data being used is from mid-Year 2016 and will be reviewed against end of year data.

According to July 2016 data, achievement in Mathematics for all our students:
- 769 of our 1109 (69.3%) students achieved At or Above the OTJ.
- **Māori:** 44 of our 79 (55.7%) Māori students achieving At or Above the OTJ.
  33 of our 79 (41.77%) are Below or Well Below the OTJ.
- **Pasifika:** 15 of our 26 (57.6%) Pasifika students achieving At or Above the OTJ.
  9 of our 26 (34.6%) are Below or Well Below the OTJ.
- **Other:** 710 (70.7%) of our 1004 students achieving At or Above the OTJ.

Mathematics Year 7-10 Achievement Challenge Target Three

We are challenging ourselves to lift the achievement in Years 7-10 from 769 of our 1109 (69.3%) students achieved At or Above the OTJ in Mathematics to 942 of 1109 (85%).
This means moving 173 additional students and a 15.7% point shift by the end of 2019.

These 173 students include:
- A shift of 23 Māori students so that 67 of our 79 (85%) achieve At or Above the OTJ.
- A shift of 7 Pasifika students so that 22 of our 26 (85%) achieve At or Above the OTJ.
- A shift of 143 other students so that 853 of our 1004 (85%) achieve At or Above the OTJ.

Y7-10 Cohort Achieving At or Above of the Overall Teacher Judgement (OTJ)					
Y7-10 Cohort	**2016 Baseline**	**2017 Target**	**2018 Target**	**2019 Target**	**Total Shift**
All (1109)	769 (69.3%)	832 (75%)	887 (80%)	942 (85%)	173 (15.7%)
Māori (79)	44 (55.7%)	59 (75%)	63 (80%)	67 (85%)	23 (29.3%)
Pasifika (26)	15 (57.6%)	20 (75%)	21 (80%)	22 (85%)	7 (27.4%)
Other (1004)	710 (70.7%)	753 (75%)	803 (80%)	853 (85%)	143 (14.3%)

Achievement Challenge 3:

NCEA Level 1, 2 & 3 and University Entrance

Albany Senior High School is founded on the acquisition of future focused skills within its modern learning environment. School Impact Projects provide authentic platform for students to integrate their learning when solving real-world problems. The use of impact projects is in place at both the senior and junior high schools. As a Community, we will explore how this approach can be broadened to include all primary schools.

The school is concentrating its efforts on exploring the transformative power of technology to engage students in deep learning in class rather than meeting material for the first time.
The aim is two fold:
1) To improve overall achievement.
2) To show mastery in learning to increase the quality of achievement.

Data Analysis and Achievement Challenge Targets

Albany Senior High School is a Year 11-13 school and as such its focus is on NCEA and vocational pathways for post secondary success. When analysing the 2015 roll based data, the greatest variation was between genders and ethnicity. *Other is Including International Students.

2015 NCEA Level 1 Results

According to 2015 end of year data 206 of our 258 (79.9%) students attained NCEA Level 1.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 1	Male		Female		Asian		NZ European		Māori		Pasifika		*Other		Overall	
Cohort #	130		128		53		169		17		2		17		258	
	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
Achieved	76.3	99	83.5	107	86.8	46	81.1	137	59	10	X	X	X	X	79.9	206

[X= Data has been redacted]

NCEA Level 1 Achievement Challenge Target

We aim to lift the number of students achieving NCEA Level 1 from 79.9% to at least 90% by the end of 2019. This is a shift of 18% and 26 learners.

NCEA Level 1 Achievement Challenge Targets										
Targets	2015 Baseline		2017 Target		2018 Target		2019 Target		Total Shift	
	%	No	%	No	%	No	%	No	%	No
All (258)	79.9	206	85	219	87	224	90	232	10.1	26
Male (130)	76.3	99	80	104	85	111	90	117	13.7	18
Female (128)	83.5	107	85	109	87	111	90	115	6.5	8
Asian (53)	86.8	46	89	47	91	48	91	48	3.8	2
European (169)	81.1	137	85	144	87	147	90	152	8.9	15
Māori (17)	58.8	10	76	13	82	14	88	15	29	5
Pasifika (2)	X	X	X	X	X	X	100	2	X	X
Other (17)	X	X	X	X	X	X	88	15	X	X

[X= Data has been redacted]

2015 NCEA Level 2 Results

According to 2015 end of year data 231 of our 260 (88.8%) students attained NCEA Level 2.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 2	Male		Female		Asian		NZ European		Māori		Pasifika		*Other		Overall	
Cohort #	126		134		54		175		22		4		5		260	
	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
Achieved	89.7	113	88.1	118	90.7	49	92.6	162	68.2	15	X	X	X	X	88.8	231

[X= Data has been redacted]

NCEA Level 2 Achievement Challenge Target

We aim to lift the number of students achieving NCEA Level 2 from 88.8 % to at least 95% by the end of 2019. This is a shift of 6.1% and 16 learners.

NCEA Level 2 Achievement Challenge Targets										
Targets	2015 Baseline		2017 Target		2018 Target		2019 Target		Total Shift	
	%	No	%	No	%	No	%	No	%	No
All (260)	**88.8**	**231**	**90**	**234**	**92**	**239**	**95**	**247**	**6.1**	**16**
Male (126)	89.7	113	92	116	94	118	95	120	4.8	7
Female (134)	88.1	118	90	121	92	123	95	127	7.2	9
Asian (54)	90.7	49	93	50	94	51	95	51	3.7	2
European (175)	92.6	162	93	163	94	165	95	166	2.3	4
Māori (22)	68.2	15	77	17	86	19	95	21	25.4	6
Pasifika (4)	X	X	X	X	X	X	100	4	X	X
Other (5)	X	X	X	X	X	X	100	5	X	X

[X= Data has been redacted]

2015 NCEA Level 3 Results

According to 2015 end of year data 207 of our 256 (80.9%) students attained NCEA Level 3.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 3	Male		Female		Asian		NZ European		Māori		Pasifika		*Other		Overall	
Cohort #	116		140		53		168		16		4		15		256	
Achieved	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
	73.3	85	87.1	122	100	53	81	136	62.5	10	X	X	X	X	80.9	207

[X= Data has been redacted]

NCEA Level 3 Achievement Challenge Target

We aim to lift the number of students achieving NCEA Level 3 from 80.9 % to at least 90% by the end of 2019. This is a shift of 9.1% and 23 learners.

NCEA Level 3 Achievement Challenge Targets										
Targets	2015 Baseline		2017 Target		2018 Target		2019 Target		Total Shift	
	%	No	%	No	%	No	%	No	%	No
All (256)	**80.9**	**207**	**82**	**210**	**85**	**218**	**90**	**230**	**9.1**	**23**
Male (116)	73.3	85	80	93	85	99	90	104	16.4	19
Female (140)	87.1	122	87	122	88	123	90	126	2.9	4
Asian (53)	100	53	100	53	100	53	100	53	0	0
European (168)	81	136	83	139	87	146	90	151	8.9	17
Māori (16)	63.2	10	75	12	85	14	90	14	25.8	4
Pasifika (4)	X	X	X	X	X	X	100	4	X	X
Other (15)	X	X	X	X	X	X	90	13	X	X

[X= Data has been redacted]

2015 University Entrance Results

According to 2015 end of year data 166 of our 256 (65%) students attained University Entrance. This has dropped in recent years since the requirement of 14 credits in three subjects has been introduced.

The table below gives a further breakdown by gender and ethnicity:

NCEA UE	Male		Female		Asian		NZ European		Māori		Pasifika		*Other		Overall	
Cohort	116		140		53		168		16		4		15		256	
Achieved	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
	50	58	77.2	108	92.3	49	64.3	108	25	4	X	X	X	X	65	166

[X= Data has been redacted]

NCEA University Entrance Achievement Challenge Target

We aim to lift the number of students achieving University Entrance from 65% to at least 85% by the end of 2019. This is a shift of 20% and 52 learners.

University Entrance Achievement Challenge Targets										
Targets	2015 Baseline		2017 Target		2018 Target		2019 Target		Total Shift	
	%	No	%	No	%	No	%	No	%	No
All (256)	65	166	70	179	75	192	85	218	20	52
Male (116)	50	58	65	75	75	87	85	99	35	41
Female (140)	77	108	80	112	83	116	85	119	8	11
Asian (53)	92	49	95	50	95	50	94	50	2	1
European (168)	64	108	70	118	75	126	85	143	21	35
Māori (16)	25	4	50	8	75	12	88	14	63	10
Pasifika (4)	X	X	X	X	X	X	100	4	X	X
Other (15)	X	X	X	X	X	X	85	13	X	X

[X= Data has been redacted]

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Our Key Strategies

The principals have identified six strategies of improvement to achieve their Achievement Challenges:

- Effective Transitions
- Student Agency
- Culturally Responsive Pedagogies
- Community Involvement
- Teacher Effectiveness

Whilst a focus will remain on the accelerated achievement of target group students, the principals believe that through improving these six areas of teacher practice and pedagogy across the breadth of our schools, all teachers will increase in capacity and this will result in improved results for all students.

The principals want the words in these strategies to achieve multiple purposes:

- To inspire our teachers and learners to join the journey.
- To create a desire in our schools to move forward as an entire community rather than just a school.
- To get our Achievement Challenge endorsed with the Ministry of Education.
- To create something that future employees will want to be a part of.

Framework

The principals' have explained their initial thoughts on each of these strategies below. They have chosen to leave these unedited and slightly fragmented at this stage, as we consider this is the work of our first year.

They have used the following framework to define each strategy and explain the goal within it:

1. **Definition of concept (driver)**
2. **Just imagine…**
3. **In order to do so we will need to…**

Effective Transitions

Definition of concept (driver)

Successful transitions in education occur when students develop a strong sense of belonging in the new setting and feel proud and supported in their identity, language and culture. Successful transitions are critical in enabling strong education pathways for all students, but particularly our students who are Māori and Pasifika. Key transitions include:

- beginning early childhood education and care services
- starting school
- changing year levels within a school
- transferring from one school to another
- shifting from primary school to intermediate school, and on to secondary school
- moving from secondary school or reengaging post compulsory schooling to vocational education and training tertiary education, and higher skilled employment (Ka Hikitia, 2012)

Just imagine…

Just imagine what it would feel like for our learners and families to travel from one school to the next - feeling 'known' from the day they start. Just think how powerful it would be for their teachers to be able to reference where they've come from, who has been a part of their journey thus far as well as being able to reference where they will be going in the future. Just imagine as a teacher being able to call upon colleagues across the cluster to help solution finding for students - growing and building on what has worked well in the past.

In order to do so we will need to…

We need time to get to know each other as learning organisations: what we do, how we do it and who is there, and to capitalise on our similarities and to build powerful pathways between us through having a shared vision and shared language. The implementation team will do just that in our first year as a COL. Creating a mosaic for our cluster so that together we can determine what steps or actions are necessary for us to strengthen pathways or create pathways where none currently exist.

Student Agency

Definition of concept (driver)
Successful student agency occurs when there is very strong belief that **learners require ownership of the learning process** to be highly effective.
Learners must be involved in caring and inclusive learning communities where highly productive relationships exist between teacher and students (and among students) and **everyone is empowered to learn** with and from each other.
Self-efficacy - the extent or strength of one's belief in one's own ability to complete tasks and reach goals – is very strongly supported within the learning community.
Students are supported with **highly appropriate resources and strategies** to strengthen their understanding of the learning process, their engagement and their individual competencies.

Just imagine…
If learners were consistently:
- excited and 'ignited' during 'new' learning
- understanding what they are learning
- understanding why they are learning
- asking essential questions to clarify their learning
- making accurate judgements about their learning
- sharing openly their learning successes (and non-successes)
- negotiating clear next learning steps
- 'ignited' again with the learning process
- work in a learning climate which allows all the above to happen
- able to create and recreate their future

In order to do so we will need to…

Explore **COL-wide ownership of a flexible, open shared learning process/cycle and learning climate** which has student agency at its core
- What does this look like?
- What are the essential, non-negotiable aspects?
- What are the essential success indicators?
- What roles do different stakeholders play?

Support **school leaders** to successfully allow stakeholder ownership of a COL learning process/cycle & learning climate.
Support **teachers** to successfully implement this learning process/cycle & learning climate.
Support **teacher aides/administration staff** to successfully support this learning process/cycle & learning climate.
Support **Whānau** to successfully support this learning process/cycle & learning climate.

Culturally Responsive Pedagogies

Definition of concept (driver)
The delivery of a culturally responsive pedagogy ensures the diversity of our students is valued. It affirms the richness found in the languages, heritages and customs of learners and uses these as platforms for success.

Just imagine…
That our Māori and Pasifika students described the key motivators of their success to be the consistently high level of relationships they had with their COL teachers who understood, respected and adapted to their differences, while promoting their participation in rich and dynamic learning activities.

In order to do so we will need to
Access expertise to deepen our understanding and application of the Essential Teaching Profile (Te Kotahitanga) across our COL. We will support teachers to adapt their learning focused relationships to relate and interact with different cultures in environments that are founded on high expectations, promote learning through interactive teaching styles and support collaborative reflection.

Collaborative Learning

Our Community is already sharing some good practices. It is through effective teaching practice that we will support all of our students. Our Community provides us with an opportunity to build on this collaboration, particularly through our common understanding of learning progressions.

Definition of concept (driver)
Collaboration has been identified as a future-focused capability, essential for life and work in the interconnected world of the 21st Century. School leaders and teachers are learning to model and teach these capabilities in and across their schools.

Collaborative schools work together to improve the quality of professional learning and build their capacity for improvement. Staff at these schools recognise that sharing skills amongst colleagues is a more powerful form of professional learning than an individual approach. It develops trusting relationships that lead to sharing, critiquing and improving practice.

Just imagine…

If the schools in our COL were known for their collaborative approach to teaching and learning. Teachers would have a shared commitment to raising achievement across Years 1 - 13. They would be valued for their adaptive expertise, which would be used in these schools to solve problems and excel as a group. Colleagues would know each other and naturally engage in learning conversations together.

We believe that the learning power of the COL comes from not one leader or school but the shared imaginings of the whole group.

The COL would be known for it's highly innovative approach to education and excellent student results.

In order to do so we will need to…

Have a shared understanding of what it means to work collaboratively. All schools will need to commit to this approach as the foundation of the CoL's development. We will understand that true collaboration results in a better outcomes i.e. much larger than what is possible of individuals.

The Stewardship Group, Principals and Achievement Challenge Leadership positions will exemplify a collaborative approach and model this across the COL and within their own schools. They will genuinely believe in collaboration as the pathway to more powerful learning, inquiry-rich environments and increased leadership capacity.

Schools will use this collaborative approach to develop common understandings about effective teaching practices. They will have a shared language in regard to pedagogies, curriculum content, delivery and assessments.

Community Involvement

Community Involvement
Our focus is on creating powerful education connections with our parents, Whānau and community. Each school will strengthen its approach to working with parents, Whānau and community in celebrating our success as a group.

Definition of concept (driver)
Boards combine and support each other and the Community as a whole. Being aware that establishing connections and relationships with parents, families, Whānau and communities provides access to a greater range of resources to support education endeavour and enhances outcomes for all students. This involves using cultural responsiveness models/pedagogies to support strengthening Whānau engagement.

Just imagine…
Parents are familiar with the schools in their child's learning pathway and feel confident about their existing and 'next school' partnerships.

Families are involved and consulted about how their students learn best and are engaged in working together to support their students.

Parents are confident in sending children to any of the schools in our Community.

In order to do so we will need to…
Assist boards and staff to continue to work together as a collegial group.
Make sure community and local resources are accessible, shared and used across the Community to meet the needs of all teachers and staff. especially culturally rich resources that will enhance our knowledge of different cultures (Asian, Maori, Pasifika).
Schools information evenings to be open to all COL communities for professional development, to share knowledge and celebrate success.

Teacher Effectiveness

We will all be learners so that we can reflect on our teaching practice, learn how to improve and model a consistent practice that enhances learning for all. We will model collaboration, incorporating growth mindsets and authentic dialogue, in order to develop equity, excellence, and effectiveness in every learning context in our community.

In this sense effectiveness will ultimately be measured against the outcome of student achievement but we will develop ourselves in understanding adaptive expertise that evidence shows improves achievement. This requires that we build evaluative capability across all stakeholders.

We believe in:
- whakamana (empowerment) - to engage in professional learning and inquiry that builds capacity; and
- wananga (to meet discuss and learn) - gathering the knowledge of others to build new understandings that helps define the concept of teacher effectiveness.

In addition to lifting our teacher effectiveness (including that of leaders) we also want to raise consistency of both within school and across our Community.

Definition of concept (driver)

Building Evaluative Capability for students, teachers, leaders, and across our community of learners.

In the early stages of implementation, we (the CoL) will review and investigate the levels of evaluative capability and data literacy in our schools and across the CoL, using a series of inquiry projects (probes). Although we recognise that not everything that is important for learning can be measured (and that not everything measured is important), two key perspectives underpin this work:

1. Our COL's commitment to designing and developing ways of measuring valued student outcomes across the <u>full</u> breadth of the curriculum, to reflect the scope and consequent student successes, and the broad range and depth of the rich curriculum being offered by schools.

2. We consider evaluative capability and data literacy essential for providing a sound evidence base for decision making and for strategies that are the focus of our Achievement Challenge, such as Student Agency, Collaboration, Culturally Responsive Practices.

Just imagine…

Just imagine how inclusive it would be for all stakeholders to understand the data we collect based on learning outcomes. The community would know the evidence base upon which our analyses rest and be able to collaborate with and support schools on meeting targets.

The power of teachers and leaders knowing where we are in being effective and excellent in our practice, and being able to speak with our community with a shared language, over the school-time of our students, means that we will have a common understanding of progress and achievement.

Imagine the community dialogue around equity, excellence, and effectiveness and the changes we may see in values, behaviour, and support for each other. We will build even deeper foundations for the already fabulous learning that takes place in our schools.

In order to do so we will need to…

We need to make explicit what our understanding of teacher effectiveness is, within each school and intra-school. We need to explore and inquire into evaluation methods and teacher development. We then need to come together with a shared vision for what we need to achieve in teaching practice for quality student outcomes. The knowledge is within our community already and we can build on our similarities and explore the differences. The key resource will be time.