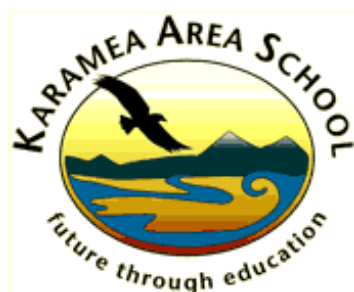


# Top of the South Island

## ToSI Kāhui Ako

Achievement Challenges July 2020 – June 2022



Maruia School

Raise Achievement - Value Excellence

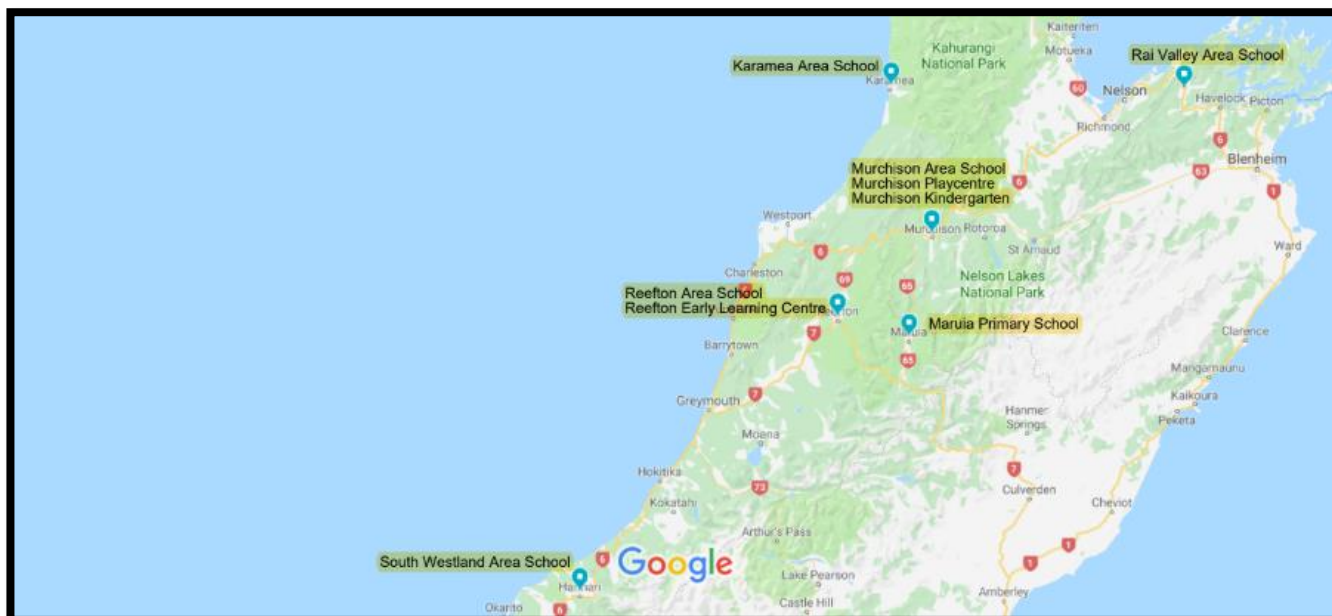


## ToSI Kāhui Ako

### Introduction:

This report is written for members of our Kāhui Ako. The report is a record of action we have taken since November 2015 to grow a connected, collaborative community.

The ToSI Kāhui Ako, as at Jan 2020 includes; 5 Area Schools, 2 Primary Schools and 3 ECE providers. We are geographically diverse with wide distances between us.



		DISTANCE - KILOMETRES							
DISTANCE - TIME		NELSON	RAI VALLEY	MURCHISON	MARUIA	REEFTON	KARAMEA	SOUTH WESTLAND, Hari Hari	WESTPORT
	NELSON		45.8km	124 km	189 km	209 km	318 km	398 km	222 km
	RAI VALLEY	42 mins		170 km	234 km	254 km	363 km	444 km	267 km
	MURCHISON	1 hr 41 mins	2 hr 19 mins		64.5 km	84.5 km	194 km	274 km	97.8 km
	MARUIA	2 hr 27 mins	3 hr 5 mins	49 mins		63.1 km	238 km	251 km	142 km
	REEFTON	2 hr 49 mins	3 hr 26 mins	1 hr 9 mins	49 mins		175 km	190 km	78.8 km
	KARAMEA	4 hr 36 mins	5 hr 13 mins	2 hr 57 mins	3 hr 20 mins	2 hr 32 mins		308 km	95.7 km
	SOUTH WESTLAND, Hari Hari	5 hr 11 mins	5 hr 48 mins	3 hr 33 mins	3 hr 11 mins	2 hr 25 mins	4 hr 21 mins		212 km
	WESTPORT	3 hr 6 mins	3 hr 45 mins	1 hr 25 mins	1 hr 51 mins	1 hr 3 mins	1 hr 29 mins	2 hrs 54 mins	

## Membership

Our initial membership in 2015 included:

- (2015-2017) Collingwood Area School
- (2015) Karamea Area School
- (2015) Murchison Area School
- (2015) Rai Valley Area School
- (2015) Reefton Area School
- (2015) South Westland Area School

Collingwood Area School withdrew from the ToSI Kāhui Ako to join a closer Kāhui Ako at the Golden Bay.

Our current membership includes:

### Schools

- (2015) Karamea Area School
- (2018) Maruia Primary
- (2015) Murchison Area School
- (2015) Rai Valley Area School
- (2015) Reefton Area School
- (2020) Sacred Heart Reefton
- (2015) South Westland Area School



### Early Childhood

- (2018) Murchison Kindergarten
- (2018) Murchison Playcentre
- (2019) Reefton Early Learning Centre



### REVISED VISION:

The ToSI vision has been revised over a number of months following extensive consultation with the Springboard Trust and all identified stakeholders (such as staff, students, etc.) alongside input from the leadership group for each individual community. The ToSI Kāhui Ako Strategic plan 2020-2022 demonstrates the excellent platform from which the achievement challenges are drawn.

Feedback from each place of learning (PoL) indicates wide support for the three identified contexts of

- Belonging,
- Wellbeing and
- Success

and the importance of the contributing factors:

- Community
- Best Practice
- Partnerships
- Responsive Curriculum
- Transitions



to advance achievement and engagement of all learners across our Kāhui Ako.

**Action:** There is a need to ensure that the Kāhui Ako Vision is widely shared and understood within each community.



## **Transition**

Individual schools have links with their respective ECE providers through their transition to school programmes with Maruia Primary connecting with schools where their Year 8 students transition to Year 9's. There is a range of communication and transition programmes across the Kāhui Ako.

Some schools have stronger relationships with their ECE providers than others. Our expectation over time, will be to develop stronger partnerships with ECE providers and other transition points (including Tertiary).

Te Whāriki vision that "all children will grow up as competent and confident learners, strong in their identity, language and culture" in a way that "encourages all children to learn in their own ways, supported by adults who know them well and have their best interests at heart" has links with our vision and achievement challenges.

## **Relationships**

Relationships between the Area Schools has been strong over the years, and schools have connected through a Cluster organisation; supporting leadership and enabling the sharing of programme resources and expertise (ToSI NET). The development of the Kāhui Ako has changed the dynamics of this cluster arrangement to a more formal structure and a wider scope of membership beyond Area Schools. It is noted that the Area Schools Cluster for the purposes of the ToSI tournament also includes Collingwood Area School and Tapawera Area School. These two Area Schools are not currently members of the ToSI Kāhui Ako.

There are challenges whenever we get together, as members make significant commitments of time, travel and resources in order to meet. We have been working to connect more via the online platforms, however we value and promote kanohi ki te kanohi as we value our developing relationships.

There have been changes of Lead Principals. The initial Lead Principal retired from teaching at the end of T2 2018. There was no Lead Principal appointed in the interim. The new Lead Principal was appointed T4 2018. This Lead Principal resigned in December 2019 and a new Lead Principal was appointed for a two-year tenure from T1 2020. The Across Schools' co-ordinator was appointed in 2017 with a new appointment made at the start of 2019. A new Across Schools' teacher is in place for T1 2020. There have been recent changes of Within School Teachers due to maternity leave and the ending of fixed term contracts. Not all the allocation of Within School teachers was utilised prior to 2019. The Kāhui Ako has allocated all schools a WST (2 schools (Karamea Area School and Maruia Primary) do not automatically generate a WST). Two new beginning principals were appointed to schools in our community in 2018. In T1 2020 there was a general consensus to award Karamea Area School one of the additional community WST roles

We have recently welcomed three Early Learning Providers to our community. These Places of Learning (PoLs) are important stakeholders for our local communities and we value the partnerships they have with their individual schools.

Due to our geographical locations, we connect at times with different regional associations. Although we are all under the region of the Nelson/Marlborough Regional Ministry of Education, we have some differences regarding community associations. Some of these differences are:

- DHB – District Health Boards (Nelson and Canterbury DHBs)
- Sport (Sport Tasman and Sport Canterbury)
- Principal's Associations

## Review 2015-2019

### 2018-2019 Feedback Successes and Barriers

Schools involved in the CoL over the 2015-2018 period were invited to provide feedback and ideas under the following key areas

- Vision
- Achievement Challenges
- Communication
- Roles, Working Together and Pathways for Support
- Collaboration
- Working and Getting Together

Four submissions (both individual and collaborative) were received and collated and a summary and relevant recommendations are outlined below for consideration.

### Vision

Submissions stated that the vision should be clear, in plain language free from jargon, and realistic. Submissions also highlighted that the vision could be around developing our point of difference in terms of what quality rural education could look like and building on this. There was a collaborative submission which highlighted that this group of people were not aware of the current vision.

### Achievement Challenges

It was obvious from the submissions received that there was the most awareness of and involvement in the mathematics PLD at both primary and secondary levels. The hard work and commitment from teachers and Within School Teachers to both the professional learning and change of practice within the primary numeracy, was very evident and valued in the submissions. The desire to continue to embed this and make further changes to practice and work collaboratively came through very strongly. Submissions also highlighted some ideas for continuing to share best practice and ideas through a continued relationship with the Maths Lead Teachers and across schools along with more regular PD opportunities.

The feedback regarding the secondary maths PLD was mixed. Submissions stated that the NCEA moderation across the secondary maths teachers was of value and that there is a desire to sustain and build on what has been developed through termly on-line meetings and getting together once a year.

In general terms, the feedback has highlighted that the current Achievement Challenges need to be more specific with clear aims/outcomes. Submissions also mentioned the importance of starting to look at the areas of wellbeing, identity and belonging, culturally responsive practice (including relationships with Iwi). Feedback also indicated that more consultation and buy in was needed from staff. It was highlighted that the CoL needs to be mindful not to over commit to Achievement Challenges and to keep this down to a few targeted and achievable areas.

Several submissions indicated that there needs to be flexibility to allow for some individual school Achievement Challenges rather than imposing across all schools when some may not fit schools.

### Communication

It was highlighted that there was good communication amongst the secondary maths teachers. Positive and productive communication was also evident amongst the Primary Lead Teachers. It was suggested that there be time set aside for across CoL communication to continue this.

It was clear in the feedback that the people/groups making the submissions value and feel that an element of meaningful face to face contact is vital for maintaining and establishing relationships, especially to minimise the negative effect of staff turnover.

The preferred method of non-face to face communication was emails and Google Hangouts (or other online platforms) with several submissions would like to see Within School Teachers be more involved with CoL

communication. It was very evident that the use of Google Communities was not successful and should not be continued.

Generally, people and groups making submissions would like to see more effective, regular and timely communication, including with Board of Trustees. There was a desire to have more consultation with all staff around CoL and this be two-way communication. A better knowledge and understanding of each school's timetable provides an opportunity to enhance effective communication. It was also stated that clear communication about who is in each CoL role, and what people can expect from the holders of these roles would be beneficial.

### **Roles, Working Together and Pathways for Support**

Role clarity around the Across Schools and Within Schools Teachers was indicated as being required. It was also highlighted that it would be helpful to know what people in CoL roles are aiming for/working on and what people can expect from them.

It was evident that people holding Within School roles and other expertise within the CoL have potentially been under-utilised or not always used effectively. Submissions indicate that they would like to see regular meetings of those with Within School Teachers roles using an online platform. It was also indicated that the CoL should be developing relationships and working partnerships with Iwi.

Challenges around time, staff turnover and variable commitment across schools were highlighted as possible barriers to working and getting together.

There is a desire to support individuals and focus/interest groups to develop and implement initiatives aligned to our Kāhui Ako vision.

### **ToSI Kāhui Ako Strategic plan 2020-2022**

The Springboard documentation highlights the importance of: Effective collaboration principles; Collaborative Environment; A detailed Communication Plan and Roles and functions in the Kāhui Ako

### **Collaboration**

The majority of the submissions focused on collaboration amongst teachers, although several submissions also highlighted the importance of tournament as a collaboration opportunity for students and would like this expanded to include sporting and social opportunities for students in the Year 9 and 10 area.

It was also evident that Jumbo Day (where all the schools get together for workshops and Teacher-led discussions on good practice) is a valued collaboration opportunity, but submissions would like to see freedom of choice in terms what teachers participate in and that groups like release/cover teachers be catered for.

There were several ideas on how to enhance general collaboration which include:

- Department meeting days
- Focus groups
- Sharing of specialist teachers across schools
- Collaborative planning
- Team teaching
- Supporting and providing teachers opportunities to have regular contact with others teacher same subject/year levels
- Seeking opportunities for PD with specialists
- Developing and sharing resources and curriculum

Several of the submissions felt that we needed to start behaving collaboratively and having an effective collaborative vision.

### **Working and Getting Together**

Challenges around time and staff turnover were highlighted as challenges to working and getting together. There were also comments regarding variation of commitment across schools with a lack of cohesive buy in across the CoL.

There is a desire to have time and opportunities for individuals and groups to develop and run initiatives e.g. community engagement. Submissions also stated that opportunities for focus/interest groups to meet would be beneficial as would the development of professional curriculum groups and the investment of time and resources would be outweighed by the positive impact for teachers and learners.

### ***Recommendations for Consideration***

It seems that the key areas for development and change and the greatest opportunities are around Roles, Communication, Collaboration as well as Working and Getting Together.

#### **1. Role Clarification**

It would probably be of benefit for the Lead and ACL to visit each school to attend a staff meeting to discuss the above alongside the WSL. The development of clear and user-friendly role descriptions may also help the issues identified in the submissions.

#### **2. Communication**

The Lead's termly report will be shared with staff, parents, BoT and community in the way most effective for each school community. The submissions highlighted the needs for more effective lateral and two-way communication, and it has been suggested that WSL and ASL may be best placed to be the conduit for this. Schools may want to include a regular time in staff meetings for communication regarding CoL.

#### **3. Collaboration and Working Together**

Time set aside for regular (but not too frequent) across CoL communication, sharing and meetings via Google Hangouts may benefit communication, consultation and collaboration. It was suggested that 1-2 times per term for groups working together may be sufficient and effective. More awareness of individual school timetables and events would help the logistics of this.

The ACT, Lead and WSL to explore collaboration and working together ideas (including but not exclusively as outlined in the submissions). They could explore the feasibility and prototype ideas, selecting some to develop and implement (after consultation with staff). Jumbo Day is valued and should continue with recommendations as outlined in the submissions.

Exploration of how to better overcome the challenges of time and travel to meeting both via digital platforms and face to face. There is a clear desire to work more collaboratively and share practice amongst teachers.

There appears to be a real willingness to work more collaboratively within schools, across schools and also to share expertise and provide further experiences for learners. An expertise audit may assist in identifying some opportunities for this along with further development of the Opportunities & Experiences for Learners.

## Outcomes of 2015-2018 Achievement Challenges

There were 4 achievement challenges set for the period 2015-2018. The Kāhui Ako had a PLD allocation of 250 hours (July 2017-Dec 2018).

When ToSI Kāhui Ako was formed at end 2015 the following achievement challenges were set:

- Raising NCEA Achievement at Levels 2/3 and UE (retention and engagement). Increasing the percentage of leavers achieving NCEA Level 2/Level 3/UE from 87% (34/39), 41% (16/39) and 26% (10/39) in 2015 to 100% (39/39), 56% (22/39) and 46% (18/39) by the end of the achievement challenges cycle.
- Reading: Raising the achievement in Reading for students after one year at school. Increasing At/Above from 57% (39/68) in 2015 to 75% (51/68) by the end of the achievement challenges cycle.
- Mathematics: Raising the achievement in Mathematics for students in years 4 - 8 Increasing At/Above from 69% (191/276) in 2015 to 80% (221/276) by the end of the achievement challenges cycle.
- Writing: Raising the achievement in Writing for boys (years 1-10) and Māori girls (years 9 - 10) Increasing At/Above from 64% (185/290) in 2015 to 85% (246/290) by the end of the achievement challenges cycle.

The original achievement challenges were set in relation to National Standards for Years 1 - 8.

With subsequent removal of National Standards reporting requirements, individual schools have realigned their assessment benchmarks to curriculum levels and progressions. This makes comparisons between the original data and the most recent achievement data collected at end of the achievement challenges cycle problematic.

However; from the data received from schools the following trends are apparent:

### Leavers' NCEA Achievement

Increasing the percentage of leavers achieving NCEA Level 2/Level 3/UE from 87%, 41% and 26% in 2015 to 100%, 56% and 46% by the end of the achievement challenges cycle.

The original achievement data used in 2015 has been revised due to:

- NZQA revising all NCEA data from 2009 onwards
- Collingwood Area School were originally part of the ToSI CoL in 2015 but have now transferred to Golden Bay Kāhui Ako

The 2017 data is from the Area Schools with Year 11 - 13 learners.

	Leavers who left school with at least L2	Leavers who left with L3	Leavers who left with UE
2015 Original	87%	41%	26%
2015 Revised Data (without CAS)	87%	41%	19%
*2017 Data compared to 2015 revised data	70%	34 %	12%
2018 Goal as per Achievement Challenge	100%	56%	46%

The data indicates that we did not meet these Achievement Goals set in 2015.

Deeper analysis of Leavers data by an MOE Analyst indicates that **Area School students retained for their full schooling years are more likely to achieve success at their appropriate NCEA level** (which is not necessarily the case nationally). This highlights the importance of endeavouring to address the issues of attendance and transience, while recognising the reality of the dairy farming employment. While it is acknowledged that some transient reasons are



beyond the schools' control, this highlights the importance of schools helping to facilitate the successful transition of students to their new schools.

#### NCEA Achievement Data

The actual NCEA Achievement Data as at 15 Feb 2019 is as follows:

Revised NCEA Achievement Data	NCEA Level 2	NCEA Level 3	U.E.
2015 Revised Data	79%	70%	26%
2018 Data	79%	63%	23%



#### Reading

Data from majority of schools indicates that the achievement challenge of raising the achievement in Reading for students after one year at school to 75% has been met. While there is variation between schools, it is clear that individual schools are closely monitoring the progress of their students in Year 1 and providing effective interventions where required.

#### Mathematics

Raising the achievement in Mathematics for students in years 4 - 8 Increasing At/Above from 69% (191/276) at present to 80% (221/276) by the end of 2018:

All schools within the Kāhui Ako have been involved in Primary PLD focus to raise Mathematical achievement across Years 4 - 8.

The following results are based on 242 students in Years 4 - 8:

- The data for Year 4 is still below other year groups (70% are at the expected curriculum level).
- Final data for Years 6 students is also below other year groups (73% are at the expected curriculum level).
- There has been a shift in achievement in Years 5 & 7 students (79% of Year 5 students and 83% of Year 7 students are at the expected curriculum levels).
- There has been a significant improvement in Year 8 achievement over the period of the PLD (58% → 78%).
- Year 4 achievement has appeared to decline (84% → 70%).

#### Writing

Raising the achievement in Writing for boys (Years 1-10) and Māori girls (Years 9 - 10) increasing At/Above from 64% (185/290) at present to 85% (246/290) by the end of 2018

While there is evidence of improved achievement in writing at some year levels in all schools, the small numbers of years' cohorts can disproportionately skew the overall Year 1 → 10 data for boys. The area of data collection needs further professional development and clarity around achievement benchmarks being used across the schools.

As a result of inconsistency of data across the Kāhui Ako there is currently no collated data across all schools for Years 9 - 10 achievement in writing, including Maori girls. As a Kāhui Ako we will need to address this. Recent ERO reports for schools in our Kāhui Ako acknowledge that leaders are aware of the need to further support engagement in learning for Year 9 & 10 students.



## Achievement Challenges 2020-2022

Since the establishment of our Kāhui Ako in November 2015 we have completed one cycle of work and are heading into the next cycle with a refreshed understanding and approach to the pathway forward for our Kāhui Ako.

The review of the 2015-2018 achievement challenges presented us with an opportunity to reflect on our priorities across our Kāhui Ako. Although there were inconsistencies in the data collection and reporting, what was noted were the risks around just looking at data when our numbers were low. When data was aggregated across the Kāhui Ako, data had the possibility of skewing the overall picture and missing the actual stories of success and challenges for individual schools.

The 2015-2018 vision was:

*“Excellence in rural education. Innovative collaboration delivering quality achievement outcomes for all learners in and across the Top of the South Island Area School Network.”*

Our vision was reviewed in November 2018 to reflect the changing membership of our Kāhui Ako along with the Ministry’s less directed input into the focus areas for Kāhui Ako Communities of Learning.

This is represented in the following diagram with the priorities being identified as:

- **Student, staff and community Wellbeing**
- **Student, staff and community Belonging**
- **Student, staff and community Success**

We have identified that some of the key contributing factors to support the priorities are:

- Transitions
- Community
- Best practice
- Partnerships
- Responsive Curriculum





**Collaboration** (as set in 2016)

Our Community of Learning will use collaboration to:

1. Enhance teaching and learning and assessment practices
2. Enhance school-based curriculum development
3. Enhance school governance and leadership
4. Share learning resources and professional expertise to enhance learning outcomes for students
5. Develop procedures and practices that reflect New Zealand’s cultural diversity
6. Use available technologies to enhance teaching and learning opportunities
7. Be nationally recognised for the quality and innovation of learning programmes
8. Actively prepare students to meet the demands of life-long learning
9. Contribute positively to our communities

Our Springboard Trust proposal also gives agreed collaboration principles which outline the agreed commitment from each of the members of the ToSI Kāhui Ako.

**Our Core Beliefs** (as set in 2016)

The core beliefs of ToSI Kāhui Ako are supportive of the vision of the New Zealand Curriculum 2007.

- ToSI Kāhui Ako places of learning, will deliver appropriate and effective programmes in the 8 essential learning areas with a strong emphasis on literacy and numeracy
- Underpinning ToSI Kāhui Ako programmes are the capabilities people need in order to live, learn, work and contribute as active members of their communities
- These are the key competencies of; Managing Self, Relating to Others, Participating and Contributing, Thinking, and Using symbols and texts
- Our aim is to ensure that our students are equipped for the future pathways including high quality senior secondary options
- Our students require competency in:
  - Literacy
  - Numeracy
  - Actively seeking, using and creating knowledge’
  - Digital citizenship
  - Living active and healthy lifestyles
  - Developing good relationships with others, and
  - Working in co-operative ways to achieve common goals

### **New Achievement Challenges**

We did not have a full set of data to analyse to support all of the new challenges. The information for the new achievement challenges were drawn from:

- Data from schools
- ERO reports
- Feedback from 2015-2018 Achievement Challenges review
- Formative feedback
- Compliance requirement (Digital Technologies Curriculum Implementation 2020)

Three areas of the New Zealand Curriculum have been identified as the new Achievement Challenges

- Writing
- Digital Technology
- Health and Physical Education – Wellbeing

A PLD proposal has been successful and the Kāhui Ako has been allocated 200 hours until from 1/4/19 to 1/12/19, this has continued into 2020 and there are still over 40 hours of Digital Technology PLD in place for the CoL. It is the intention to develop TOSI.net to support our CoL and to facilitate collaborative working throughout our Kāhui Ako.

Again, the Springboard report provides ToSI Kāhui Ako with a clear understanding of the constituent aspects of the Achievement Challenges that provide an infrastructure from which to develop all the necessary aims and objectives. For our achievement challenges, the CoL is aware of the need to provide a variety of assessment methods to ensure both qualitative and quantitative evidence is used in both the primary and secondary areas of our schools. There is a commitment and understanding that due to the geographical nature of the ToSI Kāhui Ako, all Kāhui Ako members will provide achievement information in support of the agreed Achievement Challenges, with local achievement benchmarks being used.

## 2020 – 2022 ACHIEVEMENT CHALLENGES

<p><b>AC 1: Wellbeing</b>  <b>By the end of 2022 we will improve student, staff and community wellbeing by creating a positive environment and by improving student transitions, attendance and engagement.</b></p>	<p>We believe that by actively promoting student, staff and community wellbeing then further improvements in student engagement and achievement will be evidenced.</p> <p><b>Tools to measure success:</b>  Wellbeing tool: <a href="http://www.nzcer.org.nz/tests/wellbeingschool">http://www.nzcer.org.nz/tests/wellbeingschool</a> used to collect baseline data and to monitor progress yearly.</p> <p>Attendance data, Pastoral data and/or referrals about behaviour tracked and analysed yearly.</p> <p>Conduct and analyse student/staff/whānau surveys yearly.</p>
<p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• All schools undertake the NZCER wellbeing survey for staff and students by Week 4 of Term 3.</li> <li>• Define Wellbeing for our plan using the data collected. (What does Wellbeing mean for students, staff and the community?)</li> <li>• Identify the wellbeing indicators that support our Achievement Challenge by the end of Term 3</li> <li>• Monitor and develop strategies for improving wellbeing throughout our schools.</li> <li>• Work with WSL and other stakeholders to develop the above.</li> <li>• Updated information from staff and students around wellbeing (AWE?)</li> <li>• Contact Paul Johnstone, PB4L Advisor (<a href="mailto:paul.johnstone@education.govt.nz">paul.johnstone@education.govt.nz</a>) for assistance with this.</li> <li>• Schools identify an approach to, monitor and report on the factors that have an impact on their context (Attendance, Support Services, Professional Development, Workload)</li> <li>• Schools actively obtain feedback (voice from identified groups)</li> <li>• PLD support is initiated within the Kāhui Ako (2019) with the view for external support in 2020.</li> <li>• Explore Local Curriculum Tool to support relevant learning opportunities</li> <li>• Consider narrowing the focus in 2019 to RESPONSIVE CURRICULUM and TRANSITIONS</li> <li>• Develop transition statements through <b>CAPABILITIES</b> profiles (determine transition points)</li> <li>• Collect and collate our collective issues around Attendance, Access to Experts, Transient students</li> <li>• Explore the concept of SEL – Social and Emotional Learning for young students to support wellbeing</li> <li>• Develop an action plan with ECE – Schools to explore wellbeing through transitions.</li> </ul>	
<p><b>Commentary:</b></p> <p>Reefton and Rai Valley are currently in Tier 2 of PB4L; Karamea is working within Tier 1.  SWAS, Maruia, Sacred Heart and Murchison are not in PB4L.</p> <p>Small rural areas are often affected widely due to local events and happenings. The resources to support wellbeing are not easily available and there is often additional workload and stress on staff to attend to a wide range of complex issues.</p> <p>The research shows that Belonging and Identity are critical factors for student wellbeing.  Social interactions for students are sometimes reduced due to low numbers of students. This can impact on participation and belonging. Sometimes opportunities cannot be provided due to location, parent support, funding.</p>	

<p><b>AC 2: Writing</b>  <b>By the end of 2022 there will be at least a 10% increase in the improvement of target students reaching or exceeding the expected level of achievement.</b></p>	<p>While there is evidence of improved achievement in writing at some year levels in all schools, the data provided was also inconsistent with regards to the way it was reported and the small numbers of years' cohorts disproportionately skews the overall Year 1 → 10 data for boys.</p> <p>Having said this in relation to the data received, it clearly showed there is an area of need to improve student achievement in writing from Years 1 - 10, particularly <b>in boys who overall are achieving 15 - 20% below girls across our Kāhui Ako</b>. Data collation and analysis needs further professional development to ensure clarity around achievement benchmarks being used across the schools.</p> <p><b>Tools to measure success:</b>  Data collection, assessment results, empirical data  NCEA results, standard and completion rate of internal and external assessments  Charter data, professional inquiries  Staff ALL &amp; Literacy PLD requirements</p>
<p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Schools identify their baseline data and share with Lead Principal.</li> <li>• In collaboration with other schools, using assessment analysis tools such as PaCT and e-asTTle</li> <li>• Schools identify the target group for this Achievement Challenge.</li> <li>• Schools identify their achievement benchmarks.</li> <li>• Identify an intervention plan to include professional development and learning.</li> <li>• Agree to the monitoring and reporting of progress and achievement.</li> <li>• Identify roles and responsibilities within the AC.</li> <li>• PLD support is initiated to support the action plan and Achievement Outcome.</li> <li>• Identify trends from ECE to school.</li> <li>• ECE to identify contributing factors that support early literacy and share common goals between ECEs and schools</li> </ul>	
<p><b>Commentary:</b></p> <p>Feedback indicated the need for schools to have some flexibility around the targets and achievement benchmarks so that all places of learning can actively participate and strive to make improvements for learners in their own contexts.</p> <p>Having a set achievement level (e.g. 85% of learners achieving at the expected level), did not have relevance for all PoLs as some schools were already achieving this.</p> <p>By identifying an expected % LIFT at the local level, this provides an opportunity for local target groups with the overall aim for the Kāhui Ako to have at least a 10% improvement relating to their own data and identified target group.</p> <p>This way all schools will be sharing in and working towards achieving our agreed shared goal.</p>	

<p><b>AC 3: Digital Technology</b>  <b>By the end of 2022 schools are competent that implementation of the DT aspect of the Technology curriculum is effectively supporting student achievement in this learning area.</b></p>	<p>We believe that supporting students to be effective users and creators of digital technologies will promote engagement and equity in outcomes for our students and help overcome the challenges of learning in our geographically isolated rural contexts.  We require our students to be competent and confident and actively involved in their learning.</p> <p>2018/2019 Digital Readiness surveys indicated:</p> <ol style="list-style-type: none"> <li>1. 54.3% of teachers required support to teach and implement Computational Thinking</li> <li>2. 45.7% of teachers require support to integrate the new curriculum into their programmes</li> <li>3. 61.7% of teachers require support in the iterative design process</li> </ol> <p><b>Tools to measure success:</b>  Development of digital curriculum, Teaching practice  Charter goals, professional inquiries  Enhanced PLD, e.g. MindLab Postgraduate Certificate in Applied Practice  Digital competency of staff, students and school community</p>
<p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Schools are supported to develop a curriculum implementation plan (Y1-Y10 and specialised for Y11-15).</li> <li>• Schools are supported to enable teachers to be competent with teaching and supporting learners in DT.</li> <li>• Agree to a monitoring and reporting plan.</li> <li>• Identify roles and responsibilities within this Achievement Challenge.</li> <li>• Review the Digital Readiness tool.</li> <li>• Schools identify key personnel who will champion this Achievement Challenge.</li> <li>• Achievement benchmarks are developed along with assessment tools.</li> <li>• PLD support is initiated to see a positive shift in students’ digital fluency and literacy and to see them more confidently engaging with the Digital curriculum</li> <li>• Schools engage in the PLD programme of action and provide data when required.</li> </ul>	
<p><b>Commentary:</b></p> <p>It is a requirement that from 2020 schools implement the Digital Technologies Curriculum. This is an opportunity for schools to collaborate around a new subject and to share workload as Area Schools have the full gambit Y1-Y15 to manage.</p> <p>There is no base line data around student achievement in this area as it is new. It will take a number of years for this to be embedded and to understand the impact this curriculum area has on student learning.</p>	