



# **Te Mana Raupō Community of Learning**

## **Achievement Challenge Plan**

**2018 -2019**

***“Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga”  
“Strengthen, collaborate and empower to foster the pathway of learning”***

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## Te Mana Raupe Community of Learning - Achievement Challenge Plan

### Introduction:

The Te Mana Raupe South Christchurch Community of Learning (Kāhui Ako) consists of six full primary schools, one secondary school and 21 Early Childhood Centres (ECEs).

The location of all these schools and ECEs are based around the south of Christchurch city.

<b>School ID</b>	<b>School Name</b>	<b>School Type</b>	<b>School Authority</b>	<b>School Decile</b>
3291	Beckenham School	Full Primary	State	8
340	Cashmere High School	Secondary (Y9-13)	State	9
3327	Diamond Harbour School	Full Primary	State	10
3455	Ōpāwā School	Full Primary	State	4
4135	St Mark's School	Full Primary	Integrated	10
3534	St Martins School	Full Primary	State	9
3581	Waltham School	Full Primary	State	3

<b>ECE ID</b>	<b>ECE Name</b>	<b>ECE Type</b>	<b>20 Hours ECE</b>
70332	ABC Cashmere	Education & Care	Yes
70423	ABC Somerfield	Education & Care	Yes
46316	Annabel's Educare - Somerfield	Education & Care	Yes
46342	Buttercups	Education & Care	Yes
45406	Cashmere Early Learning Centre	Education & Care	Yes
70342	Cherry's early Learning Centre	Education & Care	Yes
70351	Donald Duck Preschool and Nursery	Education & Care	Yes
70141	Hazeldean Early Learning Centre	Education & Care	Yes
70373	Huntsbury Preschool Inc	Education & Care	Yes
70095	Kidditech Early Learning Centre	Education & Care	Yes
46636	Kidsfirst Diamond Harbour Early Learning Centre	Kindergarten	Yes
5415	Kidsfirst Kindertagens Cashmere	Kindergarten	Yes
5421	Kidsfirst Kindertagens Hargest Crescent	Kindergarten	Yes
5454	Kidsfirst Kindertagens Selwyn Street	Kindergarten	Yes
65114	Kindercare Learning Centres – Strickland	Education & Care	Yes
70475	Montessori Courtyard Preschool	Education & Care	Yes
45400	Pebbles Preschool	Education & Care	Yes
46634	Poppies Preschool Gardiners Road	Education & Care	Yes
70151	Rosy Cheeks Early Learning Centre	Education & Care	Yes
70451	Spreydon Baptist Community Early Learning Centre	Education & Care	Yes
70463	Sydenham Community Preschool	Education & Care	Yes

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## Te Mana Raupe Community of Learning - Achievement Challenge Plan

### The make-up of our students:

The following roll data presented here is based on the 1<sup>st</sup> July 2016 roll school returns. The data includes gender, ethnic groups and year levels of those students in the CoL schools.

This data was taken from *Education Counts* website:

<https://www.educationcounts.govt.nz/know-your-col/col/profile-and-contact-details?region=13&district=60&col=99177>

CoL (numbers)	Māori	Pasifika	Asian	European/Pakeha	Other	International Students	Total
Female	205	44	103	1518	28	20	1918
Male	210	55	138	1455	31	26	1915
Year 1-8	238	59	131	1462	37	0	1927
Year 9-13+	177	40	110	1511	22	46	1906
<b>Total</b>	<b>415</b>	<b>99</b>	<b>241</b>	<b>2973</b>	<b>59</b>	<b>46</b>	<b>3833</b>

CoL (percentages)	Māori	Pasifika	Asian	European/Pakeha	Other	International Students	Total
Female	5.4%	1.1%	2.7%	39.6%	0.7%	0.5%	50%
Male	5.5%	1.4%	3.6%	38.0%	0.8%	0.7%	50%
<b>Total</b>	<b>10.9%</b>	<b>2.5%</b>	<b>6.3%</b>	<b>77.6%</b>	<b>1.5%</b>	<b>1.2%</b>	<b>100%</b>

### Educational pathways for the students:

A key purpose of this Te Mana Raupe Community of Learning is to provide a supported journey for the students, from Early Childhood (ECEs), through primary, into secondary schooling, and then beyond into further tertiary studies and/or career pathways. The table below shows the origin of Year 9 student intake into Cashmere High School (CHS), as at 1<sup>st</sup> March 2017.

Name of previous school	Number of students	% of CHS Year 9 intake
Christchurch South Intermediate	187	44%
<b>St Martins School</b>	<b>40</b>	<b>9.5%</b>
<b>Beckenham School</b>	<b>36</b>	<b>8.5%</b>
Cashmere Primary School	28	6.6%
<b>Diamond Harbour School</b>	<b>18</b>	<b>4.3%</b>
<b>Opawa School</b>	<b>15</b>	<b>3.5%</b>
<b>St Mark's School</b>	<b>10</b>	<b>2.4%</b>
Governors Bay School	8	2%
Lyttelton Primary School	7	1.7%
<b>Waltham School</b>	<b>7</b>	<b>1.7%</b>
Other schools (all with <6)	67	15.8%

Cashmere High School has about a third (29.9%) of its student population coming from the six primary schools that are part of the Te Mana Raupe Community of Learning.

The Cashmere High School out-of-zone intake of Year 9 students for 2017 was just 20 (4.7%) out of the 423 Year 9 students (i.e. essentially enrolment is limited to in-zone students only).

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### Established history of collaboration between the schools:

Prior to the establishment of the Te Mana Raupe Community of Learning (Kāhui Ako) there has been a positive history of collaboration and cooperation between the schools within the south catchment of Christchurch. This collaboration and cooperation has taken the following forms:

- For more than ten years provision of specialist language teachers has been supplied by Cashmere High School for most of its contributing schools - St Martins School, Beckenham School, Cashmere Primary, Diamond Harbour, Governors Bay School, Ōpāwa School and Waltham School. This includes Cashmere High School providing specialist language teachers and resources at a subsidized rate for these contributing schools.
- In addition Cashmere High School has secured Ministry of Education funding through the ALLiS programme for three years (2016-2018) to support the teaching of Japanese Language in St Martins and Cashmere Primary. This funding includes staffing costs, professional development costs, and resource costs.
- Cashmere High School established a 'Music Outreach programme' which has now been running since 2012. In recent years this has involved Cashmere High School music teachers working in South Intermediate to take their Orchestra and Jazz Band, and at Cashmere Primary School music teacher taking their Orchestra, Concert Band and Jazz Band.
- In 2015 and 2016 there were some strong links developed between Cashmere High School and the contributing schools of St Martins, Beckenham School and Cashmere Primary through collaborative work amongst mathematics and statistics teachers. This included a series of staff workshops based around the strands of mathematics curriculum, with the aim of incorporating meaningful contexts and developing a 'Growth Mathematical Mindset'. This collaboration work amongst staff was extended further by St Martins School who introduced a new initiative in Mathematics, which was presented by Bobbi Hunter (a well-respected NZ Academic), and included Cashmere Primary School, Rudolf Steiner School, and Governors Bay School.
- Over the last five years there has also been a series of formalized "Learning Walks" that teachers from Cashmere High School have undertaken into some of the contributing schools to observe teaching practices and learning environments.
- Since 2013 Cashmere High School has also established a memorandum of understanding (MOU) with Ko Te Kura Kaupapa Māori Te Whānau Tahī (a local full immersion kura nearby on Lyttelton Street) to allow around half a dozen of their senior students to receive teaching and NCEA assessments in exchange for their support of our school's Te Reo and kapa haka.
- Through the development of the Kāhui Ako the Schools within the South Christchurch Area have started to develop strong reciprocal relationships with the ECEs and as a whole the Kāhui Ako is committed to help develop a shared collaborative practice across the sectors and this has been supported through strong relationships previously built through the Learning Community Clusters (LCC).

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Our schools continue to all be committed to developing the quality of teaching and learning through a collaborative, planned approach which utilises the leadership, pool of expertise and the culture of each school. We are also keen to help develop this shared collaborative practice into our ECEs.

### **Background to the consultation process to establish this Community of Learning:**

The initial meeting was held on Friday the 10th June, and was hosted by Principal Rob Callaghan at St Martins School. The purpose of this meeting was to provide an opportunity for interested schools to discuss what a possible Community of Learning could look like and to ask the Ministry of Education staff present any questions they may have around formation and process. A second meeting held on Tuesday 5<sup>th</sup> July was an opportunity to further scope out potential interest of ECEs and schools in our area forming a Community of Learning. This meeting was facilitated by Steve Edwards (Evaluation Associates Ltd). Interest in this proposal was somewhat split into two groups. Those schools already in the established Kahukura geographic cluster felt they had already invested a lot of time and effort into their MAC (Maori Achievement Collaborative) and Deep Pedagogies Project over the last couple of years.

Three further meetings were held in 2016 with seven schools and around 16 ECEs who were interested in moving forward with the process of establishing a Community of Learning. The schools that are in the Kahukura cluster (including South Intermediate and Cashmere Primary) collectively agreed they all would not to be included in the formation of a Community of Learning at this stage, as they are already committed to their own projects/initiatives. Our Community of Learning agreed that places would remain open to these schools at any stage in the future.

It was agreed that each school is to have up to two representatives on the Community Steering Group (CSG), and the ECEs should also have representation. This CSG will be seeking to set the Achievement Challenge and then the appointment of lead teacher roles by late in 2017, for a 2018 start. There was general consensus that the primary achievement challenge for all ECEs, primary and secondary school should be based on improving student numeracy learning and achievement. It was also recognised that this Community of Learning would require a Community Lead person to be appointed for 2017, so was agreed to establish the required appointment panel for this purpose early in 2017.

### **Our Structure:**

An appointment panel was established early in 2017, and they called for applications for a Lead position. As a result Mark Wilson (Principal of Cashmere High School) was appointed for a six month period (March to September 2017) and Rob Callaghan (Principal of St Martins School) for the following six months (September 2017 to March 2018). Although it was agreed that they would share the leadership duties over this 12 month period.

The Community Steering Group (CSG) held their first meeting on 12<sup>th</sup> March 2017, and then at their 12<sup>th</sup> April meeting agreed that this same group would assume the duties as the required 'Stewardship Group' for the Te Mana Raupe Community of Learning (Kāhui Ako). This group then continued to meet to analyze the student achievement data of the schools and ECEs involved (including utilizing the local Ministry SAF), coordinated sub-groups to identify key learning challenges, considered a suitable appointment of an Expert Partner

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Role, and discussed and established the possible Achievement Challenges for this Community of Learning.

**Our Mission:**

*(i.e. our purpose and scope)*

The Te Mana Raupō Community of Learning (Kāhui Ako) will strengthen our student learning and achievement, through collaborative teaching and a strong educational pathways.

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**Our Vision:**

*“All students achieving educational success as confident, connected, lifelong, resilient learners”*

*(NZ Curriculum, 2007)*

*All children grow as “Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Te Whāriki)*

**Our Values:**

*(what we identify as our key values important to help guide our CoL)*

- Student centred and focused
- Collaborative learning and teaching
- Cultural responsiveness
- Whanau partnerships
- Effective evidenced based practice
- Honest and transparent sharing of information
- Trust and respect

***“Ehara taku toa i te toa takitahi, engari he toa takitini”***  
*My success is not mine alone, as it is not the work of one,  
but the work of the collective.*

**Our Name:**

Initially our name was simply *The South Christchurch Community of Learning*. After consultation with Mātauraka Mahaanui (Waitaha Advisory Board) on behalf of Ngāi Tahu our Community of Learning adopted the name *“Te Mana Raupō”* (as from our 31<sup>st</sup> May 2017 meeting). This translates to *“The Prestigious Raupō”*. The Raupō (tall green wetlands plant) was abundant along the Heathcote River and Lyttleton Harbour, and used to make small waka used to travel from Banks Peninsula and up the Heathcote River.

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**Our Achievement Challenges:**

1. The challenge is that a significant number of akonga do not **transition from ECEs into school** well. Te Mana Raupe want to support continuity of learning by creating positive pathways to school or Kura.
2. Our challenge is to accelerate student achievement in **Writing** from Years 1 to 8.
3. Our challenge is to accelerate student achievement in **Mathematics** from Years 1 to 8.
4. To raise the achievement across all strands of the **Mathematics** curriculum for students in Year 10.
5. To lift male achievement in **NCEA** with a focus on subject-specific Literacy Skills across the curriculum.

## Te Mana Raupe Community of Learning - Achievement Challenge Plan

<b>Achievement Challenge</b> <b>1</b>	<p>The challenge is that a significant number of akonga do not <b>transition from ECEs into school</b> well. Te Mana Raupe want to support continuity of learning by creating positive pathways to school or Kura. <i>Each part of the education system has a responsibility for supporting children (and the adults they become) on this lifelong journey of exploration - Te Whāriki.</i></p>
<p>Baseline Achievement information 2017. This data is based on teacher judgement, and the basis of this judgement will be refined during the subsequent inquiry.</p>	<p>In Te Mana Raupe there are 124 children who have attended ECE and transitioned into schools in our Community of Learning between January 2017 and June 2017.</p>
<p>% of children who transition well</p>	<p>78% (97/124)</p>
<p>Achievement Target</p>	<p>Currently 78% (97) of these students are having successful transitions. By the end of 2019 we want to increase this to 95% (118) (+17%).</p> <p>This will mean that in the 2018 a 10% increase is targeted, this means 12 more students will transition well.</p> <p>In 2019 a 7% increase is targeted, this means 9 more students will transition well.</p>
<p>Narrative</p>	<p>Recently an update of the ECE curriculum Te Whāriki was released which highlighted a greater emphasis on pathways to school and kura.</p> <p>A significant number of akonga's learning is being interrupted during transition, and we want to inquire into what creates a successful transition for children and their whānau, and what successful transitions look like. Centres will inquire into what will make a difference within their setting.</p> <p>Both the NZC and the updated Te Whāriki highlight the importance of kaiako taking responsibility for strengthening the relationship between the two curriculums (pathways to school).</p> <p>Te Whāriki will provide the framework for the inquiry with the objective of developing individual ECE based strategy to enhance transition.</p> <p>NZC is explicit about supporting transitions in the coherence principle, where the expectation is that curriculum... 'Provides for coherent transitions and opens up pathways to future learning.'</p>

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**Te Mana Raupō Community of Learning - Achievement Challenge Plan**

<b>Achievement Challenge 2</b>	Our challenge is to accelerate student achievement in <b>Writing</b> with a focus on boys, Māori and Pasifika.
Baseline Achievement information 2016	Writing Year 1-8 Boys Māori Pasifika
% of students operating at or above the age appropriate curriculum level (NS) No of students in year 1-8 at or above NS at the end of 2016	1,386 of 1,833 (76%) all students 'at' or 'above' NS
Achievement target as at the end of 2018-19.	Increase the number of Year 1-8 students achieving at or above National Standards in Writing from 76% (1,386) in 2016 to 91% (1,669) by the end of 2019. Aiming for 15% increase of all students achieving over the following two years (2018-19). This would equate to a 10% increase by the end of 2018, which would equate to 183 students based on 2016 data. Then by the end of 2019 there will be a further 5% increase, which would equate to an additional 100 students based on 2016 data.
Narrative	<p>Our 2016 data shows</p> <ul style="list-style-type: none"> <li>• 626 of 895 (70%) of our boys were achieving 'at' or 'above' the National Standards</li> <li>• 145 of 229 (63%) of our Māori students were achieving 'at' or 'above' the National Standards</li> <li>• 36 of 53 (68%) of our Pasifika students were achieving 'at' or 'above' the National Standards</li> </ul> <p>As a Community of Learning we consider these statistics are substantially lower than the national target of 85% and we believe we can accelerate achievement for these students and increase the number of students working at the appropriate curriculum level.</p> <p>We have chosen to have an achievement challenge that encompasses all students Years 1-8 as we recognise the need to lift achievement overall. Within this we will identify priority cohorts of Boys, Māori and Pasifika students and will look at targeted approaches to increase their achievement.</p>

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<b>Achievement Challenge 3</b>	Our challenge is to accelerate student achievement in <b>Mathematics</b> from Years 1 to 8.
Baseline Achievement information 2016	Mathematics Year 1-8
% of students operating at or above the age appropriate curriculum level (NS) No of students in year 1-8 at or above NS at the end of 2016	1,455 of 1,833 (79%) all students 'at' or 'above' NS
Achievement target as at the end of 2018/19.	<p>Increase the number of Year 1-8 students achieving at or above National Standards in Mathematics from 79% (1,455) in 2016 to 94% (1,724) by the end of 2019.</p> <p>Aiming for 15% increase of all students achieving over the following two years (2018-19). This would equate to a 10% increase by the end of 2018, which would equate to 183 students based on 2016 data. Then by the end of 2019 there will be a further 5% increase, which would equate to an additional 86 students based on 2016 data.</p>
Narrative	<p>Our data shows that most of our Year 1-8 students are working at the appropriate curriculum level in Mathematics (79%), but this still means that a large number of students are not, 378 students based on our baseline data. Given the significance of mathematics in enabling students to access the curriculum, these students are at a significant risk of not meeting the National Standards over time. This is of concern for their pathway into NCEA.</p> <p>As a Community of Learning we believe that we can accelerate achievement for these students and increase the number of students working at the appropriate curriculum level.</p>

**Te Mana Raupe Community of Learning - Achievement Challenge Plan**

<b>Achievement Challenge 4</b>	To raise the achievement across all strands of the <b>Mathematics</b> curriculum for students in Year 10.																								
Baseline Achievement information 2016	Mathematics Year 10																								
<p>% of students operating at or above the age appropriate curriculum level</p> <p>No of students in year 10 at or above the age appropriate curriculum level at the end of 2016</p>	<p>76%</p> <p>312 of 412 students</p>																								
Achievement target as at the end of 2018/19.	<p>Increase the number of Year 10 students achieving at or above the age appropriate curriculum level in Mathematics from 76% (312) in 2016 to 91% (375) by the end of 2019.</p> <p>Aiming for 15% increase of all students achieving over the following two years (2018-19). This would equate to a 10% increase by the end of 2018, which would equate to 41 students based on 2016 data. Then by the end of 2019 there will be a further 5% increase, which would equate to an additional 22 students based on 2016 data.</p>																								
Narrative	<p>Year 10 students have been consistently achieving below 80% across all strands of the Mathematics Curriculum. Numeracy knowledge is strong but the application of skills in a realistic context remains a challenge. This is highlighted for example in the strand breakdown below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>Algebra</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Measurement and Geometry</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Statistics and Probability</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Averages</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">74%</td> </tr> </tbody> </table>		2014	2015	2016	Number	84%	82%	82%	Algebra	70%	68%	70%	Measurement and Geometry	59%	59%	58%	Statistics and Probability	79%	81%	83%	Averages	73%	73%	74%
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<b>Achievement Challenge 5</b>	To lift male achievement in NCEA with a focus on subject-specific <b>Literacy Skills across the curriculum.</b>																																										
Baseline Achievement information 2016	Year 11-13 male students																																										
% of males that gained NCEA	<p>Males</p> <p>Level 1: 163 of 211 (77%) males are achieving NCEA</p> <p>Level 2: 181 of 210 (86%) males are achieving NCEA</p> <p>Level 3: 101 of 134 (75%) males are achieving NCEA</p>																																										
Achievement target as at the end of 2018-19.	<p>Increase the number of males achieving NCEA across Level 1, 2 and 3 from 80% (445) to 85% (472) by the end of 2019.</p> <p>Aiming for an increase of 5% of all male students achieving over the following two years (2018-19). This would equate to a 3% increase of males by the end of 2018, which would equate to 18 students based on 2016 data. Then by the end of 2019 there will be a further 2% increase of males, which would equate to an additional 9 students based on 2016 data.</p>																																										
Narrative	<p>110 of 555 (20%) males who sat in 2016, did not achieve NCEA</p> <p>The hunch is that the level of under-achievement by males is with subject-specific Literacy Skills. This is particularly highlighted by the example of our Year 12 and 13 Statistics results.</p> <p>Level 2 (Year 12) Internal Statistics Entries (high literacy base):</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Number of Entries</th> <th>Number of students</th> <th>NA</th> <th>Achieved</th> <th>Merit</th> <th>Excellence</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>226</td> <td>119</td> <td>22%</td> <td>23%</td> <td>29%</td> <td>26%</td> </tr> <tr> <td>Male</td> <td>174</td> <td>93</td> <td>37%</td> <td>29%</td> <td>26%</td> <td>9%</td> </tr> </tbody> </table> <p>Level 3 (Year 13) Internal Statistics Entries (high literacy base):</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Number of Entries</th> <th>Number of Students</th> <th>NA</th> <th>Achieved</th> <th>Merit</th> <th>Excellence</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>334</td> <td>112</td> <td>8%</td> <td>21%</td> <td>32%</td> <td>39%</td> </tr> <tr> <td>Male</td> <td>232</td> <td>86</td> <td>16%</td> <td>25%</td> <td>36%</td> <td>24%</td> </tr> </tbody> </table> <p>The first strategies will be based around developing specific subject literacy skills for students to lift the male achievement rates by 5% across the two years (2018-19). The intention is that this will have a flow-on effect on other curriculum (i.e. across the school), including pass rates and merit/excellence attainment.</p>		Number of Entries	Number of students	NA	Achieved	Merit	Excellence	Female	226	119	22%	23%	29%	26%	Male	174	93	37%	29%	26%	9%		Number of Entries	Number of Students	NA	Achieved	Merit	Excellence	Female	334	112	8%	21%	32%	39%	Male	232	86	16%	25%	36%	24%
	Number of Entries	Number of students	NA	Achieved	Merit	Excellence																																					
Female	226	119	22%	23%	29%	26%																																					
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	Number of Entries	Number of Students	NA	Achieved	Merit	Excellence																																					
Female	334	112	8%	21%	32%	39%																																					
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## Te Mana Raupe Community of Learning - Achievement Challenge Plan

<b>Achievement Data Years 1-8</b>							
	<b>Writing (2016)</b>				<b>Mathematics (2016)</b>		
School	All Students Y1-8 At / Above	Boys Y1-8 At / Above	Māori Y1-8 At / Above	Pasifika Y1-8 At / Above	All Students Y1-8 At / Above	Māori Y1-8 At / Above	Pasifika Y1-8 At / Above
No.	Below/Well below	Below/Well below	Below/Well below	Below/Well below	Below/Well below	Below/Well below	Below/Well below
Beckenham	82% 344/422	78% 150/193	77% 41/53	X	87% 368/422	77% 41/53	X
	19% 78/422	22% 43/193	23% 12/53	X	13% 54/422	23% 12/53	X
Diamond Harbour	80% 97/122	71% 52/73	X	X	90% 110/122	X	X
	21% 25/122	29% 21/73	X	X	10% 12/122	X	X
Ōpāwa	64% 231/360	59% 111/188	58% 40/69	X	72% 260/360	68% 47/69	X
	36% 129/360	61% 77/188	42% 29/69	X	28% 100/360	32% 22/69	X
St Martins	81% 426/525	78% 197/252	64% 21/33	X	80% 419/525	61% 20/33	X
	19% 99/525	22% 55/252	36% 12/33	X	20% 106/525	39% 13/33	X
St Marks	75% 149/200	63% 59/94	X	X	84% 167/200	X	X
	26% 51/200	37% 35/94	X	X	17% 33/200	X	X
Waltham	68% 139/204	60% 57/95	57% 35/61	X	64% 131/204	53% 32/61	X
	32% 65/204	40% 38/95	43% 26/61	X	36% 73/204	48% 29/61	X

*Note X=Data has been redacted*

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## Te Mana Raupe Community of Learning - Achievement Challenge Plan

Early Childhood Data			
Primary School in Community of Learning	Number of Students transitioned ECE to Primary School 30 <sup>th</sup> January – 28 <sup>th</sup> June 2017	Number of Students reported as having challenging transition 30 <sup>th</sup> January – 28 <sup>th</sup> June 2017	Number of contributing ECEs  30 <sup>th</sup> January – 28 <sup>th</sup> June 2017
Ōpāwa School	23	4	4
St Martin's School	39	13	10
Diamond Harbour School	10	2	1
St Mark's School	20	3	3
Beckenham School	29	1	1
Waltham School	21	5	5
<b>TOTALS</b>	<b>142</b>	<b>28</b>	<b>24</b>

NB: This above data is based purely on individual teacher judgements of children's transition into school. Our first inquiry focus of the achievement challenge will be to define and assess what "challenging transition" means to each service.

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**Next steps – our plan, monitoring and evaluation:**

**Our approach:**

- Our Achievement Challenges have identified the key learning needs for our students across our schools and ECEs.
- We will then need to identify and appoint the most suitable teachers into positions to design and share best practice across and within all schools and ECEs to meet the identified needs of our learners.
- Teaching as an inquiry model will be the approach used across all the schools and ECEs.
- The focus will then be to strengthen the capacity of these appointed teachers, which will include involvement in the Emerging Leaders pilot programme (in collaboration with Ngai Tahu and University of Canterbury).
- With the intention to support teachers to develop programmes designed to meet to specific identified needs of our students. These programmes would incorporate differentiated opportunities, and may look different in each school and ECEs.
- Strengthening relationships between schools/ECEs and their parents/families/whānau will be a continual priority. This will begin with clear information shared with parents/families/whānau around vision and plans, with the intention of creating greater active engagement and participation in their children's learning and achievement.
- Within these new programmes there will be a requirement to ensure teachers continue to build culturally responsive practices across and within all our schools and ECEs.
- The schools and ECEs will seek to build upon and enhance the transitions and pathways for our learners from ECEs and through schooling and beyond (i.e. for lifelong learning).
- There will be a deliberate focus on fostering a culture across and within schools and ECEs to create a genuine sharing and collaborative environment amongst the communities. So sharing best practices and resources is valued and encouraged.
- Once approved the Te Mana Raupe Community of Learning will have a Management Group established to lead and oversee the operational plans of implementation, and a Stewardship Group to provide governance function for the community.

**Monitoring:**

- The Te Mana Raupō Community of Learning will monitor the progress on our Achievement Challenges through the use of evidence and using the teaching as an inquiry model. This evidence is to include: achievement data, student and teacher voice, parents/families/whānau input, and other measures where appropriate (e.g. attendance, wellbeing). This will include identifying the percentage shifts for individual schools and targeted students.
- There will need to be agreement across schools and ECEs on an appropriate number of common measurements.
- Teachers appointed to the various leadership roles will have their positions appraised annually against their job descriptions and based on evidence they collate through their inquiry approach.
- The Community of Learning Lead position will be appraised annually by representatives (i.e. sub-group) of the Stewardship Group; Across School teachers annually by the Community of Learning Lead; and Within School teachers by agreed delegated people within the Community of Learning.
- The Community of Learning Lead is to facilitate the collation of and distribution of data across the schools and ECEs, to create a whole picture of progress for the Community of Learning.
- The data and evidence gathered through the process of implementing the new programmes will also provide opportunities to reflect on, and reviewed, our Achievement Challenges. This would be conducted by both the Management Group (including the Community of Learning Lead and Across School teachers) and Stewardship Group (i.e. governance committee).

**Evaluation:**

- Obtaining, collating and sharing a range of evidence and data on common measures across schools and ECEs through monitoring our learners' progress. Community of Learning Lead is responsible for gathering such data from the schools and ECEs, and presenting this Community of Learning narrative.
- Identifying, sharing and recognizing what is best practices from within and across schools and ECEs related to the Te Mana Rauupō Community of Learning Achievement Challenges. With the purpose of helping to build the capacity of our teachers to improve student learning and achievement.
- The Community of Learning Lead is assured that each school and ECE is engaged with the intent of being an active member of Te Mana Rauupō Community of Learning, which is evident in actions of their teachers and internal systems. The Community of Learning Lead may need to facilitate support where required.
- That the student outcomes are progressing towards meeting the identified Achievement Challenges targets set by the Te Mana Rauupō Community of Learning.
- There will be increased willingness and evidence of sharing data and best practice by teachers within and across schools and ECEs.
- There is a sense of community across the schools and ECEs for belonging to Te Mana Rauupō Community of Learning, demonstrating successful collaboration through the use of the teaching as an inquiry approach.

# Te Mana Raupe Community of Learning - Achievement Challenge Plan

## Appendix 1:

Writing Year 1-8							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Beckenham	422	344	82%	384	91%	40	9%
Diamond Harbour	122	97	80%	111	91%	14	11%
Ōpāwa	360	231	64%	328	91%	97	27%
St Martins	525	426	81%	478	91%	52	10%
St Marks	200	149	75%	182	91%	33	17%
Waltham	204	139	68%	186	91%	47	23%
<b>Total</b>	<b>1833</b>	<b>1386</b>	<b>76%</b>	<b>1669</b>	<b>91%</b>	<b>283</b>	<b>15%</b>
Mathematics Year 1-8							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Beckenham	422	368	87%	397	94%	29	7%
Diamond Harbour	122	110	90%	115	94%	5	4%
Ōpāwa	360	260	72%	338	94%	78	22%
St Martins	525	419	80%	494	94%	75	14%
St Marks	200	167	84%	188	94%	21	11%
Waltham	204	131	64%	192	94%	61	30%
<b>Total</b>	<b>1833</b>	<b>1455</b>	<b>79%</b>	<b>1724</b>	<b>94%</b>	<b>269</b>	<b>15%</b>
Mathematics Year 10							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Cashmere High	412	312	76%	375	91%	63	15%
<b>Total</b>	<b>412</b>	<b>312</b>	<b>76%</b>	<b>375</b>	<b>91%</b>	<b>63</b>	<b>15%</b>
NCEA Year 11- 13							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Cashmere High	555	445	80%	472	85%	27	5%
<b>Total</b>	<b>555</b>	<b>445</b>	<b>80%</b>	<b>472</b>	<b>85%</b>	<b>27</b>	<b>5%</b>

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**Te Mana Rauṗō Community of Learning - Achievement Challenge Plan**



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