

Te Mana Raupō Kāhui Ako

*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.*

ACHIEVEMENT CHALLENGE REVIEW 2020

PURPOSE

The purpose of this document is to present a comprehensive review of the Achievement Challenge Plan 2018 - 2019.

This document is based on the premise that Achievement Challenges and associated plans are a living document that can be revisited/refreshed at any time as agreed by the Stewardship Group of Te Mana Raupō (TMR).

CONTRIBUTORS

This document is a representation of a collaborative review undertaken by all Principals of the contributing schools - Sally Ormandy (Co- lead TMR and Tumuaki Ōpāwa School, Averil Worner (Co-lead TMR and Tumaki St Mark's School) Gordon Caddy (Waltham School) Sandy Hastings (Beckenham Te Kura o Pūroto School), Andrew Mouat (St Martins School), Fiona Rice (Diamond Harbour School) and Joe Eccleton (Cashmere High School).

FACTORS TO NOTE:

- Roll data based on 2016 July roll returns.
- **Achievement Challenge 1** data based on 2017 baseline data in 21 ECE's. Since this time, the number of ECE's in the Kahui Akō has increased to a number over 30 - (approximately 47% increase in ECE numbers and numbers of children unknown at time of writing).
- **Achievement Challenges 2 and 3** based on National Standards data reported in all primary school end of year data 2016.
- **Achievement Challenges 4 and 5** based on NCEA and Baseline achievement data 2016

2020 ACHIEVEMENT CHALLENGE ANALYSIS

2020 Achievement Challenges Analysis Te Mana Raupō

Achievement Challenge 1 - Transitions ECE to NE

Achievement Target

In 2016 78% (97/124) of these students are having successful transitions. By the end of 2019 we want to increase this to 95%.

| Number of children who transition well ECE to NE in Te Mana Raupō | |
|---|---------------|
| 2016 | 2019 |
| 78% (97/124) | 78% (135/172) |
| | |

REVIEW

As a result of the Inquiry across our ECE population and schools, we can now articulate what a successful transition from ECE to school is and what supports are required for individuals and whānau.

Over three years with additional ECE's joining the Kahui Akō there has been an ongoing development of shared understandings. This has been achieved through:

- An Across School Teacher appointed to this transition work.
- ECE hui and focus groups.
- ECE work with New Entrant Teachers.
- The development of a tiered approach to transition to school.
- Collaborative work between ECE staff and New Entrant/Junior teachers particularly in the area of oral language development and whānau engagement.

Whilst the data from 2016 is of little value in this review given the changes in the makeup of the contributing members from both sectors, the tiered approach to transition has brought more clearly into focus those students requiring a supported transition. This clarity could not have been achieved without this inquiry.

The data - 78% - indicates the same proportion of students transitioning well across both years, however the larger number of students in 2019, is indicative of the positive impact of information sharing across sectors, the benefits of focusing on individual need, and the value of enduring relationships across sectors for a successful transition pathway.

These learnings, led to shifting this inquiry into the transition between year 8 and year 9 to apply this thinking and focus to working collaboratively across the primary and secondary sectors and the nature of supported and successful transitions.

A trial transition program was conducted with a number of identified year 8 students at the end of 2020 and will be followed up in 2021 seeking data as to the efficacy of this program and the identification of individual needs.

Achievement Challenge 2 - To accelerate student achievement in Writing with a focus on boys, Māori and Pasifika

Achievement Target

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

| Writing - At/Above National Standard / Expected Curriculum Level | | | | | | | |
|--|------|---------------|-------|----------------|------|----------|-------|
| All students Year 1-8 | | Boys Year 1-8 | | Māori Year 1-8 | | Pasifika | |
| 2016 | 2019 | 2016 | 2019 | 2016 | 2019 | 2016 | 2019 |
| 76% | 71% | 70% | 57.5% | 63% | 61% | 68% | 64.5% |

Achievement Challenge 3 - to accelerate student achievement in Mathematics from Years 1 to 8.

Achievement Target

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.

| Maths - All students Year 1-8 | |
|--|------|
| At/Above National Standard / Expected Curriculum Level | |
| 2016 | 2019 |
| 79% | 73% |

REVIEW - Achievement Challenges 2 and 3

The variability of this data from 2016 to 2019 required an in depth discussion from all contributors to understand how to review this data.

Of note:

- There is a four year gap between when the Achievement Challenges were written and this review.
- There were significantly different approaches to Professional Learning and Development in Writing and Mathematics across primary schools across these four years directly affecting data comparisons - e.g. DMIC, UC Plus.
- There were different approaches to assessment data and moderation in writing and mathematics across primary schools e.g, e-asTTle writing, PaCT.
- Whilst there was moderation within schools, there was no moderation across schools.

- Comparing National Standards data with other and different approaches across schools was not anticipated at the time of writing these Achievement Challenges. At the time of writing National Standards were a political hard spot and schools were already working to adjust Overall Teacher Judgements to the data.
- The contributors to this review acknowledge that these plans were not reviewed or modified over 4 years.
- There were changes to Across School Teacher roles across these 4 years that did not focus on these 2 challenges.
- There were changes in the Leadership model of the Kahui Ako
- Changing demographics and needs were not built into the challenges to be reviewed.

What we have learned:

- That regular review and refreshment of Achievement Challenges will be built into future plans.
- A collaborative approach to measurement and assessment of challenge plans will significantly alter the type and quality of data gathered. In **2021 the Te Mana Raupō Stewardship group has agreed that all schools will use e-asTTle Mathematics data** as a baseline for reflections on pathways and outcomes for students.
- Specific approaches across schools will be documented to highlight areas of impact and change. This is expected to find points of reference for all schools but with the flexibility to maintain individual community foci.
- Shared professional development across schools with a focus on assessment and local curriculum development, will provide a broader and holistic view of achievement.
- At a recent hui - November 2020 - common areas of focus across schools emerged and include local curriculum, literacy and numeracy, assessment for learning and cultural responsiveness. Consensus that these are differently prioritised in our schools protects a collaborative approach, but importantly what each school may choose as a priority.
- **Te Mana Raupō** have engaged with Mātauraka Mahaanui seeking ways forward to work as a collective on the various mahi available.

Achievement Challenge 4 - to raise the achievement across all strands of Mathematics curriculum for students in Year 10 (2016)

| Achievement Challenge 4 | To raise the achievement across all strands of the Mathematics curriculum for students in Year 10 (2016) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------|-----------|--|------|------|------|--------|-----|-----|-----|---------|-----|-----|-----|--------------------------|-----|-----|-----|----------------------------|-----|-----|-----|--|--|--|--|----------------|-----------|-----------|-----------|
| Baseline Achievement information 2016 | Mathematics Year 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of students operating at or above the age appropriate curriculum level No of students in year 10 at or above the age appropriate curriculum level at the end of 2016 | 76% 312 of 412 students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement target as at the end of 2018/19. | 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. 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Narrative | 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: <table border="1" data-bbox="571 1464 1501 1966" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>84%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>Algebra</td> <td>70%</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>Measurement and Geometry</td> <td>59%</td> <td>59%</td> <td>58%</td> </tr> <tr> <td>Statistics and Probability</td> <td>79%</td> <td>81%</td> <td>83%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average</td> <td>73</td> <td>73</td> <td>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% | | | | | Average | 73 | 73 | 74 |
| | 2014 | 2015 | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number | 84% | 82% | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra | 70% | 68% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurement and Geometry | 59% | 59% | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics and Probability | 79% | 81% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average | 73 | 73 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Outcome (end of 2019) and analysis

Report on change in achievement in Mathematics strands between 2016 and 2019.

Below is the comparison between 2016 and 2019 achievement rates within each individual strand of the Year 10 Maths curriculum.

| | 2016 Results | 2019 Target | 2019 Results |
|----------------------------|--------------|-------------|--------------|
| Number | 82% | | 82% |
| Algebra | 70% | | 74% |
| Measurement and Geometry | 58% | | 85% |
| Statistics and Probability | 83% | | 90% |
| | | | |
| Average | 73% | 91% | 83% |

As can be seen, the average achievement across these strands has increased by 10%, from 73% to 83%. This result has largely occurred due to the significant increases in the Measurement and Geometry and Statistics and Probability strands.

Final report against target Year 10 Achievement

Percentage of Year 10 students operating at or above the age appropriate curriculum level in numeracy 2016 vs 2019

| | 2016 Results | 2017 Results | 2018 Results | 2019 Results |
|--|--------------|--------------|--------------|--------------|
| % of Year 10 students operating at or above the age appropriate curriculum level End of year (eAstle testing) | 76% | 74% | 84% | 83% |

As can be seen in the table above, the percentage of Year 10 students achieving at the age appropriate curriculum level in numeracy has improved from 76% to 83% (7% improvement) between 2016 and 2019. However, this is 8% short of the 91% target.

Achievement Challenge 5 - to lift male achievement in NCEA with a focus on subject-specific Literacy Skills across the curriculum.

| Achievement Challenge 5 | To lift male achievement in NCEA with a focus on subject-specific Literacy Skills across the curriculum. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------|-------------------|--------------------|-------|------------|-------|------------|--------|-----|-----|-----|-----|-----|-----|------|-----|----|-----|-----|-----|----|--|-------------------|--------------------|-----|----------|-------|------------|--------|-----|-----|----|-----|-----|-----|------|-----|----|-----|-----|-----|-----|
| Baseline Achievement information 2016 | Year 11-13 male students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of males that gained NCEA | Males Level 1: 163 of 211 (77%) males are achieving NCEA Level 2: 181 of 210 (86%) males are achieving NCEA Level 3: 101 of 134 (75%) males are achieving NCEA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement target as at the end of 2018-19. | Increase the number of males achieving NCEA across Level 1, 2 and 3 from 80% (445) to 85% (472) by the end of 2019. 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Narrative | <p>110 of 555 (20%) males who sat in 2016, did not achieve NCEA 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. Level 2 (Year 12) Internal Statistics Entries (high literacy base):</p> <table border="1"> <thead> <tr> <th></th> <th>Number of entries</th> <th>Number of students</th> <th>N/A</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"> <thead> <tr> <th></th> <th>Number of entries</th> <th>Number of students</th> <th>N/A</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> | | Number of entries | Number of students | N/A | Achieved | Merit | Excellence | Female | 226 | 119 | 22% | 23% | 29% | 26% | Male | 174 | 93 | 37% | 29% | 26% | 9% | | Number of entries | Number of students | N/A | Achieved | Merit | Excellence | Female | 334 | 112 | 8% | 21% | 32% | 39% | Male | 232 | 86 | 16% | 25% | 36% | 24% |
| | Number of entries | Number of students | N/A | Achieved | Merit | Excellence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 226 | 119 | 22% | 23% | 29% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 174 | 93 | 37% | 29% | 26% | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of entries | Number of students | N/A | Achieved | Merit | Excellence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 334 | 112 | 8% | 21% | 32% | 39% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 232 | 86 | 16% | 25% | 36% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <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> | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|---------------------------|---------------------------|--------------------------|--------------|---------------|--|-----------------|--------------|----------------|--|-----------------|--------------|---------------|--|-----------------|--|-------|-----|---------------|
| <p>Outcome (end of 2019) and analysis</p> | <p style="text-align: center;">Males NCEA pass rate at Cashmere High School</p> <table border="1" data-bbox="569 775 1520 1191"> <thead> <tr> <th></th> <th>2016 pass rate from males</th> <th>Target pass rate for 2019</th> <th>2019 pass rate for males</th> </tr> </thead> <tbody> <tr> <td>Level 1 NCEA</td> <td>77% (163/211)</td> <td></td> <td>90.5% (210/232)</td> </tr> <tr> <td>Level 2 NCEA</td> <td>86% (181/ 210)</td> <td></td> <td>86.9% (172/198)</td> </tr> <tr> <td>Level 3 NCEA</td> <td>75% (101/134)</td> <td></td> <td>78.5% (128/163)</td> </tr> <tr> <td>Average pass rate across level 1,2 and 3</td> <td>80.1%</td> <td>85%</td> <td>86% (510/593)</td> </tr> </tbody> </table> <p>The target of 85% for improvement in boys achievement has been exceeded in 2019, with the average pass rate of males across NCEA levels 1,2 and 3 being 86% in 2019. This has largely been achieved due to the significant increase in achievement from boys at Level 1 NCEA.</p> <p>This has been achieved through a small increase at L2, and 3% increase at level 3 and a large increase (77% to 90.5%) at level one.</p> | | 2016 pass rate from males | Target pass rate for 2019 | 2019 pass rate for males | Level 1 NCEA | 77% (163/211) | | 90.5% (210/232) | Level 2 NCEA | 86% (181/ 210) | | 86.9% (172/198) | Level 3 NCEA | 75% (101/134) | | 78.5% (128/163) | Average pass rate across level 1,2 and 3 | 80.1% | 85% | 86% (510/593) |
| | 2016 pass rate from males | Target pass rate for 2019 | 2019 pass rate for males | | | | | | | | | | | | | | | | | | |
| Level 1 NCEA | 77% (163/211) | | 90.5% (210/232) | | | | | | | | | | | | | | | | | | |
| Level 2 NCEA | 86% (181/ 210) | | 86.9% (172/198) | | | | | | | | | | | | | | | | | | |
| Level 3 NCEA | 75% (101/134) | | 78.5% (128/163) | | | | | | | | | | | | | | | | | | |
| Average pass rate across level 1,2 and 3 | 80.1% | 85% | 86% (510/593) | | | | | | | | | | | | | | | | | | |

REVIEW

- The outcomes for Achievement Challenges 4 and 5 are included in the body of the tables for each challenge.
- Both achievement challenges outworked at Cashmere High School, show improved outcome data for the target populations.
- Differences in expected percentages are noted.
- According to the data, subject-specific literacy skills across the curriculum has been a successful strategy for raising achievement for males in year 11, 12 and

13. This precision teaching was discussed as having implications for younger students e.g. year 7 and 8.

- Specific achievements in mathematics have influenced outcomes e.g. Measurement and Geometry and Statistics and Probability, and also raises questions regarding the application of these strands in mathematics at earlier curriculum levels.
- Unlike National Standards, NCEA assessment was arguably consistent across the four years of these Achievement Challenges. The impact of the removal of National Standards in primary schools and assessment of Mathematics warrants further exploration.

CONCLUSIONS

This review has highlighted both successes and challenges in the journey of this Kahui Akō.

Achievement Challenges provide but one window into the development of this Community of Learning. How members of the community find common goals, collaborate, measure engagement and wellbeing for example are not represented in the data in the tables. This is an area of opportunity for Te Mana Raupō.

The strength of this community is reflected in its urgency to use findings from one inquiry e.g. ECE to school transitions, to other settings Year 8 - Year 9. The results of an initial inquiry at the end of 2020 will be reflected in results in 2021.

Changes in personnel and approaches must be acknowledged as touchpoints where the goals and aspirations within the community are framed and reframed.

The Stewardship group acknowledge those learnings that will direct the future: common points of reference, specificity of achievement goals, specific milestones of review and refreshment built into challenge plans, appointment of staff to roles based on expertise and dispositional strength, and trialling common measurement tools for the common purpose of successful pathways of learning for students.

By the end of Term 1 2021 it is expected that Te Mana Raupō will have articulated new/refreshed Achievement Challenges with robust data gathering procedures and measurement plans across kura.

Te Mana Raupō Kāhui Ako

Achievement Challenges 2021 - 2023:

Raising achievement through effective use of [data and assessment](#) for learning.

Use data to raise achievement for all students across the Te Mana Raupō with particular emphasis on:

- **Data systems establishment:** By 2023, implement a system that establishes reliable longitudinal data and assists the kura in the Kāhui Ako to collate, report and share data sets.
- **Assessment for learning:** By 2023 establish literacy and numeracy assessment structures across the Kāhui Ako kura to allow for detailed and accurate tracking and monitoring of student learning, progress and achievement.
- **Data goal setting:** Use the data systems to identify areas of strength and improvement and share these across the Kāhui Ako kura.

Raising achievement through reading and writing.

Raise achievement in reading and writing for all students across the Te Mana Raupō with particular emphasis on:

- **Literacy:** By the beginning of 2023, have 95% of students within the Kāhui Ako at or above Level 4B reading e-asTTle at the end of Year 8 / beginning of Year 9. Establish checkpoints at Years 4 and 6.
- **Moderation:** Establish cross kura synchronous and asynchronous moderation systems that operate effectively for schools to ensure consistency of practice and assessment.
- **Year 10 writing:** By 2023 lift achievement of Y10 students' e-asTTle writing at end-of-year from 66% to 75% at NZC Level 5B or above, an increase of another 39 students.
- **Te Whariki:** Demonstrate increased understanding of oral and written language and using it for a range of purposes | he kōrero ā-waha. Recognising and appreciating their own ability to learn | te rangatiratanga.

Raising achievement through numeracy.

Raise achievement in numeracy for all students across the Te Mana Raupō with particular emphasis on:

- **Numeracy:** By the end of 2022 have 75% of students within the Kāhui Ako at or above Level 3P in Number Knowledge and Sense at the end of Year 6. Establish checkpoints at Year 4.
- **Year 10 numeracy:** By 2022 lift achievement of Y10 students numeracy skills to NZC Level 5 above 85% across all strands, an increase of a further 40-45 students.
- **Te Whariki:** Recognition of mathematical symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero pāngarau. Recognising and appreciating their own ability to learn | te rangatiratanga

*Look at the correlation between Year 10 EOY achievement and NCEA Endorsements

Consider the curriculum refresh which is rolling out over the next five years. Literacy and mathematics 2022. We may have to reassess or add an achievement challenge.

** We anticipate adding additional challenges focussed on Local Curriculum and/or Cultural Responsiveness.

[What makes a good Achievement Challenge?](#)

Te Mana Raupō Kāhui Ako

The following document is a cross-referenced analysis of the Achievement Challenges and how they align with the Te Mana Raupō Mathematics specific goals and targets. The actions are intended to visibly align with each so that there is a clear link between challenges, targets, and goals.

| Raising achievement through effective use of <u>data and assessment</u> for learning. | | | |
|--|--|---|---|
| Use data to raise achievement for all students across the Te Mana Raupō with particular emphasis on: | | | |
| Achievement Challenge Target | Project Goal | Project Goal | Action |
| | 1. Mathematics programmes: The question to be answered is: <i>What strategies are used in mathematics programmes and what is the impact of these programmes?</i> | 2. Create Data Checkpoints: The question to be answered is: <i>What do we know about the longitudinal data and the current impacts of teaching and learning on ākonga outcomes.</i> | |
| <ul style="list-style-type: none"> Mathematics: Numeracy: By the end of 2023 75% of students within the Kahui Ako will be at the end of Level 3 in Number Knowledge and Sense at the end of Year 6. Establish Checkpoints at Year 4. | <ul style="list-style-type: none"> To collate, analyse, and report other mathematics assessments for learning tools and their data used across the Kāhui Ako and comment on their effectiveness. | <ul style="list-style-type: none"> To collate, analyse, and report other Mathematics assessments for learning tools and their data used across the Kāhui Ako and comment on their effectiveness. | <ul style="list-style-type: none"> Set up and implement Power BI as a data analytics system that allows for effective measures and analysis across all schools. |
| <ul style="list-style-type: none"> Assessment for learning: By the end of 2023 establish literacy and numeracy assessment structures across the Kāhui Ako kura to allow for detailed and accurate tracking and monitoring of student learning, progress and achievement. | <ul style="list-style-type: none"> To collate, analyse, and report Mathematics e-asTTle data across the Kāhui Ako. Identify and document effective assessments for learning strategies that target need. | <ul style="list-style-type: none"> To collate, analyse, and report other mathematics assessments for learning tools and their data used across the Kāhui Ako and comment on their effectiveness. | <ul style="list-style-type: none"> Define the required metrics and measures that each school wants to use and set up systems and templates in Power BI that allow for this to be repeatedly completed. |

| | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> ● Te Whariki: Demonstrate increased understanding of early mathematics concepts and language and using it for a range of purposes he kōrero ā-waha. Recognising and appreciating their own ability to learn te rangatiratanga | | | <ul style="list-style-type: none"> ● Once set-up is complete, establish a reporting template to easily feedback insights about cohort data to primary schools. ● Continue ongoing discussions at the Stewardship Group around what other primary data may be shared. This may be experimental for different schools who want to look at different data. |
| | <ul style="list-style-type: none"> ● Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE. | | <ul style="list-style-type: none"> ● Seek feedback and engagement advice at different stages in the process to ensure that kaiako feel listened to, and actions are needed and wanted based on their individual requirements. |
| <p>Notes:</p> | | | |

Raising achievement through effective use of data and assessment for learning.

Use data to raise achievement for all students across the Te Mana Raupeō with particular emphasis on:

| Achievement Challenge Target | Project Goal | Project Goal | Action |
|--|--|---|--|
| | <p>1. Mathematics programmes: The question to be answered is: <i>What strategies are used in mathematics programmes and what is the impact of these programmes?</i></p> | <p>2. Create Data Checkpoints: The question to be answered is: <i>What do we know about the longitudinal data and the current impacts of teaching and learning on ākonga outcomes.</i></p> | |
| <ul style="list-style-type: none"> Mathematics: Year 10 Numeracy: By 2022 lift achievement of Y10 students numeracy skills to NZC Level 5 above 85% across all strands, an increase of a further 40 - 45 students. | <ul style="list-style-type: none"> To collate, analyse, and report Mathematics e-asTTle data across the Kāhui Ako. | <ul style="list-style-type: none"> Identify and document effective pedagogical strategies impact the achievement and progress of ākonga. | <ul style="list-style-type: none"> Compare different approaches Use Power BI to import and analyse Mathematics e-asTTle data. Investigate the possibility of backtracking longitudinal data. |
| <ul style="list-style-type: none"> Moderation: Establish cross kura synchronous and asynchronous moderation systems that operate effectively for schools to capture aspects of practice and assessment. | <ul style="list-style-type: none"> Share best practice in administration and interpretation of e-asTTle (and other) assessment tools in mathematics. | | <ul style="list-style-type: none"> Organise a moderation hui in Term 3 for e-asTTle teachers. Set up an online repository of moderated exemplars available to all KA teachers to access. Connect Mathematics teachers with one another and look at the implementation of Curriculum Refresh in Mathematics. |
| | <ul style="list-style-type: none"> To collate, analyse, and report Mathematics e-asTTle data across the Kāhui Ako. | | <ul style="list-style-type: none"> Draw data out of Power BI once this is set up. Look at drawing out individual reports for those who require them. |
| | <ul style="list-style-type: none"> Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE. | <ul style="list-style-type: none"> Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE. | <ul style="list-style-type: none"> Reflect on the survey results and plan next steps. |

Notes:

Te Mana Raupō Kāhui Ako

The following document is a cross-referenced analysis of the Achievement Challenges and how they align with the Te Mana Raupō Aotearoa New Zealand Histories Curriculum specific goals and targets. The actions are intended to visibly align with each so that there is a clear link between challenges, targets, and goals.

| To ensure kaiako across our Kāhui Ako are confident to implement the ANZHC when it becomes compulsory in 2023: <i>Me tiro whakamuri, kia anga whakamua - look to the past to inform</i> | | | |
|--|--|--|---|
| Achievement Challenge Target | Project Goal | Project Goal | Action/Narrative |
| | 1. Social Sciences programmes: The question to be answered is: <i>What aspects of the ANZHC are already being used in kura and what is the impact of these programmes?</i> | 2. Kaiako Confidence: <i>How ready are kaiako at this point to implement the new curriculum? How will this impact the roll out of this curriculum?</i> | |
| <ul style="list-style-type: none"> Baseline information: to be obtained via a survey of kaiako across our Kāhui Ako kura. The survey will assess how ready kaiako are at this point to implement the new curriculum with some focus groups to identify the main needs of kaiako. | <ul style="list-style-type: none"> Gather data from the survey to create a narrative of “what is happening now”, draw common threads and identify areas for action. | <ul style="list-style-type: none"> Gather data from the survey to draw common threads or individual needs to activate development of the curriculum | <ul style="list-style-type: none"> View kura cultural narratives and source material that relates to their particular sites of significance. |
| <ul style="list-style-type: none"> Kaiako confidence: That kaiako confidence in implementing the new curriculum has increased by 90% | | | <ul style="list-style-type: none"> Organise visits and hui to some key significant sites. |

Te Mana Raupō

Across School Leader

Project: Mathematics

Outline

The Kāhui Ako Mathematics project, is an initiative and collaboration of all kura and ECE (self-selected). Fundamental to the project is that it will promote a collaborative approach to support kaiako professional growth and ākonga learning.

It is focussed on discovering pedagogies and assessment for learning strategies that increase mathematical achievement, progress, success and understanding for ākonga.

Documenting creative and innovative approaches to mathematics is key as is beginning to document mathematical pathways for ākonga across sectors.

The Kāhui Ako Stewardship group acknowledges that complimentary and varying programmes exist in schools including support and extension programmes.

Outcomes/Accountabilities

- To collate, analyse, and report Mathematics e-asTTle data across the Kāhui Ako.
- Share best practice in administration and interpretation of e-asTTle assessment tools.
- Identify and document effective assessments for learning strategies that target need.
- Identify and document effective pedagogical strategies that impact the achievement and progress of ākonga.
- Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE

Te Mana Raupō

Across School Leader

Project: Literacy

Outline

The Kāhui Ako Literacy project, is an initiative and collaboration of all kura and ECE (self-selected). Fundamental to the project is that it will promote a collaborative approach to support kaiako professional growth and ākonga learning.

It is focussed on discovering pedagogies and assessment for learning strategies that improve achievement, progress, success and understanding in literacy for ākonga.

Documenting creative and innovative approaches to literacy is key.

There are two parts to this inquiry:

1. **Structured Literacy:** The question to be answered is: *What is the impact on ākonga learning of explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding?*
2. **Literacy programmes:** The question to be answered is: *What strategies are used in literacy programmes (other than structured literacy programmes) and what is the impact of these programmes?*

The Kāhui Ako Stewardship group acknowledges that complementary and varying programmes exist in schools including support and extension programmes.

Outcomes/Accountabilities

- To collate, analyse, and report Reading e-asTTle data across the Kāhui Ako.
- To collate, analyse, and report other literacy assessments for learning tools and their data used across the Kāhui Ako and comment on their effectiveness.
- Share best practice in administration and interpretation of e-asTTle assessment tools in literacy.
- Identify and document effective assessments for learning strategies that target need.
- Identify and document effective pedagogical strategies impact the achievement and progress of ākonga.
- Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE.

Te Mana Raupō

Across School Leader

Project: Local Curriculum

Outline

The Kāhui Ako Local Curriculum project, is an initiative and collaboration of all kura and ECE (self-selected). Fundamental to the project is that it will promote a collaborative approach to support kaiako professional growth and ākonga learning.

It is focussed on local curriculum review, design and implementation.

The New Zealand Curriculum/Te Whariki provides the framework for all sectors to use in their curriculum design. This project will focus on using the *Leading the Local Curriculum Design Series* to work individually with kura/ECE, and collectively to address:

1. Local curriculum review
2. Local curriculum design
3. Implementing local curriculum
4. The interface with ECE/kura local curriculum - richer curriculum literacy and numeracy
5. Linking local curriculum design to outcomes of learning for ākonga

The Kāhui Ako Stewardship group acknowledges that complimentary and varying local curriculum review and designs exist in schools and ECE centres. It is expected this variance will offer a rich environment for hui discussions.

This is a broad brief with a complex array of unique kura/ECE information.

Outcomes/Accountabilities

- To collate, analyse, and report common themes and mahi in our Kāhui Ako.
- To collate, analyse, and report kura/ECE specific approaches to local curriculum central to communities.
- Make connections across kura/ECE, and facilitate new mahi where a mutually beneficial relationship might exist.
- Document:
 1. The review
 2. The design
 3. The implementation
 - Processes that are part of current practice.
- Collaborate with kaiako across sectors in sensitive and responsive ways respecting the culture of each kura/ECE, to understand the outworking of community expectations of the local curriculum.
- Document the contribution of local runanga in the development of local curriculum.

[Leading local curriculum guide series - NZ Curriculum - TKI](#)