2019-20

Te Kāhui Ako o Te Whanganui-a-Tara Achievement Plan

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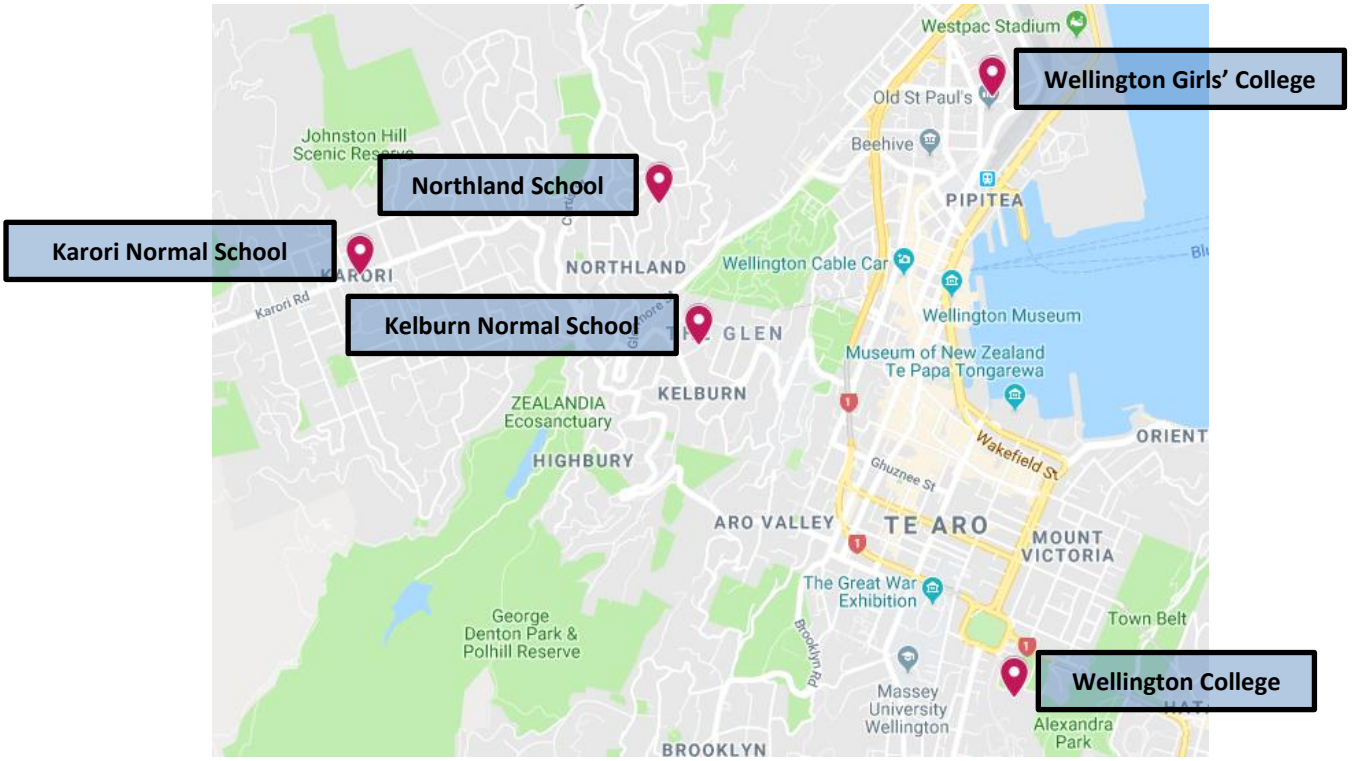
Introduction

Te Kāhui Ako o Whanganui a Tara consists of five schools, three full primary schools (Karori Normal School, Kelburn Normal School and Northland School), for students in Years 1 to 8, and two secondary schools (Wellington College and Wellington Girls' College) for Years 9 to 13. Both secondary schools are single sex. All schools are located in Wellington city. All five schools surround the harbour, hence the name Te Whanganui-a-Tara.

Te Kāhui Ako o Te Whanganui-a-Tara Schools



Our Vision

"Promoting collaboration across our community to support the wellbeing and optimise the achievement outcomes at all stages of education."

All our schools are committed to preparing our students for success and developing confident, connected, actively involved, lifelong learners (NZC) As a collective and as individual schools, we are committed to guiding students to realise their individual potential and to be equipped with skills, learning dispositions and qualities that will enable them to respond to the complex and changing world with confidence.

In developing our vision we have discussed the importance of transitions over a wide range of contexts and points in time from early childhood through to secondary and beyond. The importance of providing connections with the past, present and future for students will assist in making transitions smooth so that we are able to respond to the needs of our learners.

As students journey from early childhood through secondary school and, in many cases, on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction (NZC p43).

Our Students

A total of over 4500 students currently enrolled in Kāhui Ako o Te Whanganui-a-Tara, including 1400 primary students and just over 3000 secondary students. Of the total enrolled, 7% identified as Māori and 4% as Pacific. Approximately 4% were international students with most enrolled in secondary schools.

Data from 2018 July Roll Return Ethnic Breakdown – numbers (percentages)

	International	Maori	Pacific	Asian	European	Other	Total
Karori Normal School	0	31 (4%)	14 (1.8%)	120 (15.4%)	595 (76.3%)	20 (2.2%)	780
Kelburn Normal School	9 (2.9%)	13 (4.2%)	8 (2.6%)	43 (14.0%)	229 (74.6%)	5 (1.6%)	307
Northland School	0	27 (8.1%)	6 (1.8%)	21 (6.3%)	272 (81.9%)	6 (1.8%)	332
Wellington Girls' College	62 (4.3%)	108 (7.5%)	42 (2.9%)	217 (15.0%)	995 (69.0%)	20 (1.4%)	1444
Wellington College	73 (4.1%)	156 (8.8%)	88 (5.0%)	322 (18.2%)	1101 (62.9%)	31 (1.8%)	1771
Te Kāhui Ako Whanganui a Tara Total	144 (3.2%)	335 (7.4%)	158 (3.5%)	723 (15.6%)	3192 (68.9%)	72 (1.77%)	4634

There is an opportunity for other schools to be involved as we move along in our work. Schools within our cluster who have not committed to the Kāhui Ako are participating by being connected to our BOT and Cluster school updates. These schools are Clifton Tce Model School, Karori West Normal School, Makara Model School, Otari School, Thorndon School and Wadestown School. Both St Teresa's School Karori and Cardinal McKeefry Primary School belong to the Wellington Catholic Community of Learning. Brooklyn School has a keen interest in being part of our regular meetings and contributing to our work as they feed into the secondary schools in our Kāhui Ako. At this point in time there aren't any links with Early Childhood or tertiary. Individual primary schools do have strong links to the ECE providers through their transition to school process as do the individual secondary colleges with many tertiary providers. Our expectation over time will be to develop partnerships with Early Childhood and Tertiary to strengthen transitions across the whole sector with those closely linked to our Kāhui Ako. Te Whāriki's 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 the achievement challenges in this document.

Alignment of achievement challenges to our Strategic Plans

At the beginning of 2018 all schools shared their strategic plans. This provided insight into the key focus for individual schools and highlighted areas of similarity. The common focus areas helped all schools in the Kāhui Ako to establish our direction by developing a vision that would align with what had already been developed for all schools through to 2020. It is very important to all five schools that we have alignment and strengthen our existing work through ensuring that we are all focused in the same direction, but retain autonomy in the actions that will help us achieve not only the strategic goals but the Kāhui Ako goals.

Kāhui Ako Background

Three years ago the colleges began working informally together with Karori Normal School. Wellington College and Karori Normal School began looking at the way maths was taught across the two schools to share knowledge. Shortly afterwards Wellington Girls' College and Karori Normal began discussing how the Wellington West primary cluster and the colleges might be able to work together around transitions between primary and secondary schools.

Principals and senior leadership teams from across the cluster began to meet on a semi regular basis to discuss how transition might work better. We decided that visiting other schools would be a good start. Several days were organised across the schools. In Term 2 of 2016, Wellington College invited the Wellington West primary cluster and Wellington Girls' College to look at Science at Wellington College. In Term 3 Wellington Girls' followed with an invitation to look at how we used our innovative learning spaces. In Term 4, Karori Normal opened their doors to their new innovative learning space. All three opportunities offered the chance for Year 7, 8 and secondary teachers, SLTs and Principals to see what teaching looked like across schools in the cluster. It also served as a valuable myth-buster across the primary and secondary cluster. While this was happening, ongoing discussions were happening at an SLT level as to whether a community of learning model might work for the two secondary schools and the primary schools within the Wellington West primary cluster. By the middle of 2017, these conversations had led to five schools making the commitment to form a Kāhui Ako. A commitment was made to the schools in the Wellington West primary cluster who did not yet want to join, to keep them updated so that if they decide to join at a later date, they will be able to easily do so in an informed manner. The slow build-up of the relationship between these five schools has resulted in strong relational trust.

ERO's Kāhui Ako overview noted that common strengths include:

- high achievement rates for most student groups
- useful systems for gathering and analysing student achievement
- a focus on supporting Māori achievement
- positive relationships with parents, families and the community
- positive school environments and high expectations
- a focus on student wellbeing
- future-focused curriculum that supports students to make choices about their learning
- strong professional leadership that works collaboratively with the board and school community
- useful mechanisms to support the growth of teacher capabilities
- stewardship that is clearly focused on ongoing improvement for students.

The report suggested the following areas for improvement:

- increasing the focus on target students to accelerate their rates of progress
- more regular monitoring and reporting of student progress, including increased reporting to the board of targeted students in particular
- establishing explicit expectations, measures of progress and targets, especially for students in Years 9 and 10
- continuing to improve the cultural responsiveness of the curriculum for Māori and Pacific students
- improving processes, knowledge and practices to undertake effective inquiry and systematic evaluation of the effectiveness of strategies and programmes, particularly for Year 9 and 10 students.

LEADERSHIP STRUCTURE

The three groups comprising of the school boards, Stewardship group and Kāhui Ako Leaders form the initial leadership structure. As the Kāhui Ako develops, a stakeholder communication and engagement plan will be put in place to ensure that information is disseminated to key stakeholders (iwi, primary/secondary teachers, parents and schools within the cluster). Information will be reported to the leaderships groups to inform decision making. At this point in time, the roles and responsibilities sit as follows:

School Boards

- Agree any major decisions relating to the Kāhui Ako.
- Focus on risk management and resource prioritisation.
- Receive regular briefings on Kāhui Ako progress and performance
- Discuss the Kāhui Ako as part of regular Board meetings. The discussion should be led by principal members of the Stewardship Group.

Stewardship Group

- Provide ongoing governance of the Kāhui Ako.
- Set the strategic agenda and direction of the Kāhui Ako.
- Review the progress, performance, and risks of the Kāhui Ako.
- Make decisions on risk management, priorities, and resourcing.
- Agree the key messages and updates for the Boards.
- Agree any major communications to key stakeholders.
- Represent the Kāhui Ako at their Boards.
- Assign responsibility and ownership for key actions.

Kāhui Ako Leader(s)

- Responsible for the operationalisation of the Stewardship Group's strategy and decisions.
- Day-to-day representatives and drivers of the Kāhui Ako and its initiatives.
- Ensure coordination, prioritisation, and resourcing of Kāhui Ako activities.
- Build and maintain relationships with key stakeholders across the community.

Kāhui Ako Dual Leaders

A Dual-Leadership model was selected as an innovative approach to drive collaboration across the wider educational pathway. This role is critical in ensuring that the Kāhui Ako is embedded, championed, and maintained to meet its achievement challenges and so having leaders with the mana and experience to drive collaboration is key to its success.

Dual, Deputy Principal leadership was chosen because:

- We want to continue driving collaboration across the full educational pathway within Te Whanganui-a-Tara;
- Deputy Principals have been leading collaborative approaches between schools since the informal partnership commenced in 2015;
- Our senior management is already given autonomy to lead and make decisions within our schools;
- Deputy Principals are already mentoring teachers, guiding thinking and empowering colleagues to take risks.

The dual leaders will share specific leadership responsibilities between each other but both will be responsible for mentoring teachers, guiding thinking and empowering colleagues across primary and secondary schools. They will be the day to day drivers of the Kāhui Ako and ensure that the Kāhui Ako's strategy is implemented across schools.

What does Kāhui Ako Leadership look like?

Kāhui Ako leadership requires soft skills and influencing rather than formal authority within the Kāhui Ako structure. Kāhui Ako leaders will need to engage with principals, teachers, and other key stakeholders to move the Kāhui Ako forward and act as a champion for the Kāhui Ako. Kāhui Ako leaders may need additional training and support to ensure that they have the skills to:

- Champion the Kāhui Ako to a wide range of stakeholders.
- Bring together diverse groups of people within the Kāhui Ako; and
- Effectively turn the desired strategic direction into operational reality.

Principles of the Kāhui Ako

A common set of principles ensures everyone involved in the Kāhui Ako knows what is expected of them. This includes both the values members will display and the actions members will take to reflect those values.

Kāhui Ako Values

- Treat all members of the Kāhui Ako with respect.
- Support the free and open discussion of ideas.
- Support a creative and fun environment for everyone involved in the Kāhui Ako.
- Publically stand behind the decisions of the Kāhui Ako
- Protect the confidentiality of information about learners, teachers and schools.
- Acknowledge and act when members do not live up to these values.

Operational Principles

- Respond promptly to requests and complete all actions within the agreed timelines.
- Commit to attend all Kāhui Ako meetings where possible.
- Provide briefed delegates to represent schools when regular members are absent.
- Empower delegates to make decisions on behalf of their school.
- Reschedule meetings when a quorum cannot be achieved.
- Ensure regular engagement with key Kāhui Ako stakeholders in line with agreed communication plans.
- Ensure data is treated in strictest confidence. All survey data and achievement data will be aggregated and not presented as single schools.

Collaborative Inquiry

We are excited to be formalising working together as a community of learning and developing a deeper understanding of how all children learn within and across our schools. Our drivers will provide for rich teacher inquiry into classroom practice, school curriculum development and student agency.

We are referring to the Coherent Pathways Tool with a focus on how transition capabilities to foreground the learning dispositions, competencies (including literacy and numeracy skills) and wider disciplinary knowledge that we consider to be critical for our learner cohorts at key points on their learning pathway. They remix aspects of all the key competencies and weave them together with the important knowledge and skills (including literacy and numeracy skills) that are articulated in each of the eight learning areas. They also help teachers to focus on ākonga dispositions to act in ways that support them to achieve success in their learning and be critical, informed and responsible citizens. Typically, capabilities bring together:

- concepts or big ideas (from one or more learning areas)
- appropriate aspects of all the key competencies (including the specific language, symbols and texts of the learning area)
- values and learning dispositions.

We will develop the number of transition vision statements and the capabilities we choose to foreground at each transition based on what our Kāhui Ako believes to be critical for ākonga success and well-being now and in the future.

The year groups that the leaders and across school teachers will develop statements/profiles for are; after three years, the end of year 6, the end of year 8, the end of year 10 and the transition to work and citizenship.

Using this framework we will be able to develop transition capabilities and benchmarks that we can track to show the impact the key drivers of change are having over time. The Coherent Pathways tool will provide us with clear statements for critical transition points for ākonga as they progress along their learning pathways. Statements will support learners in developing four types of capabilities across all learning areas:

- Making meaning in discipline- specific ways (MM)
- Critical inquiry (CI)
- Perspective Taking (PT)
- Taking Action (TA)

Our aim is to use these transition points as guides that we are able to match evidence from the learning areas identified in our Achievement Challenges to track the progress and impact that our drivers are having on learning outcomes.

Levers for Change

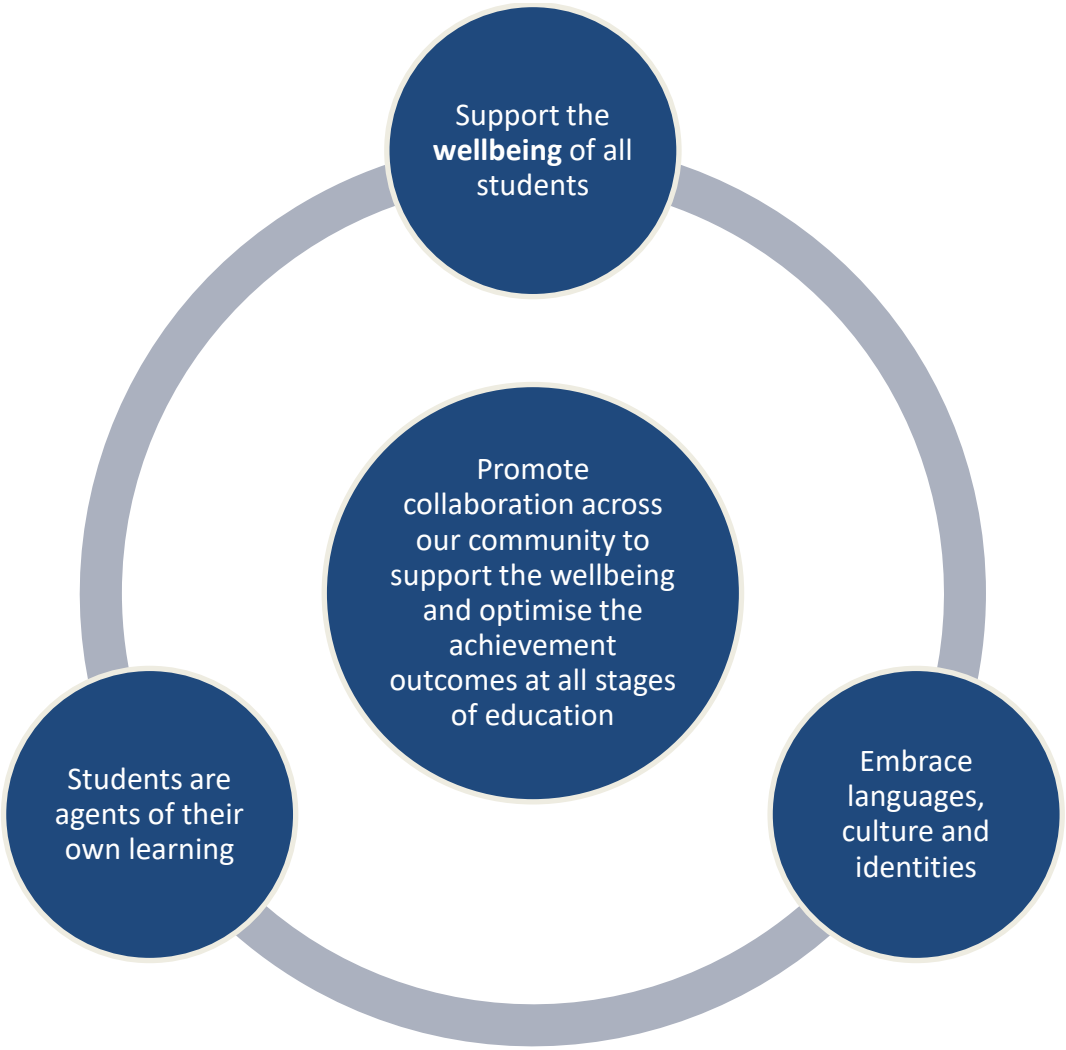
Our journey towards the realisation of our achievement challenges will be underpinned by the levers for change that will be outlined in our Theory of Improvement. We are currently developing our full Theory of Improvement and are exploring the research and our shared agreements on what will make the biggest difference to our students. We have fully agreed that we do not want our Kāhui Ako to continue to do what we have always done without examining the impacts on all our students. The levers for change that we are exploring include:

- Cultural relationships for responsive pedagogy - how are we ensuring cultural relationships and responsive praxis across our leadership actions, decisions and attitudes?
- Adaptive expertise driving deliberate professional acts – what are the deliberate professional acts and/or strategies for transformative leadership that we are undertaking? Are we adaptively responsive to situations so that we make informed decisions about when, or where, or how we will apply these?
- Home, school and community collaboration – how do we ensure respectful collaborations with whānau, iwi and wider communities to provide leadership within our schools and across our Kāhui Ako?

Achievement Challenges

Our three achievement challenges outlined below are strongly rooted in our shared educational philosophies underpinning our developing Theory of Improvement/Levers for Change. Overall, students within Te Kāhui Ako o Whanganui a Tara achieve well. However, we know that we can do better in meeting the needs of all our students, and especially those who are our most vulnerable. As a Kāhui Ako, we believe that student achievement in all curriculum areas will improve as we address the underlying causes of the disparities in outcomes for our students. We have therefore provided a wide evidence base for each of the three challenges. Part of this evidence includes our monitoring and reporting of student achievement in three New Zealand Curriculum areas: Health and Physical Education; Mathematics and Science. Health and Physical Education has been selected due to our shared agreement to focus on student wellbeing. Mathematics and science have been selected as our indicators of improving students' overall academic success based on our collaborative analysis of school data indicating a shared concern for some students' progress in these areas.

For our achievement challenges, we are aware of the need to provide a variety of assessment methods to ensure both qualitative and quantitative evidence are used in both the primary and secondary schools. Therefore an emphasis on assessment for learning will be strengthened across the Kāhui Ako. Assessment for Learning is about building learning-focused relationships, shifting the locus of control, clarity about what is to be learnt, students being involved in the assessment process to decide on their current and future learning needs, effective feedback, peer and self-assessment, and assessment that is woven seamlessly into the learning (OECD, 2013).

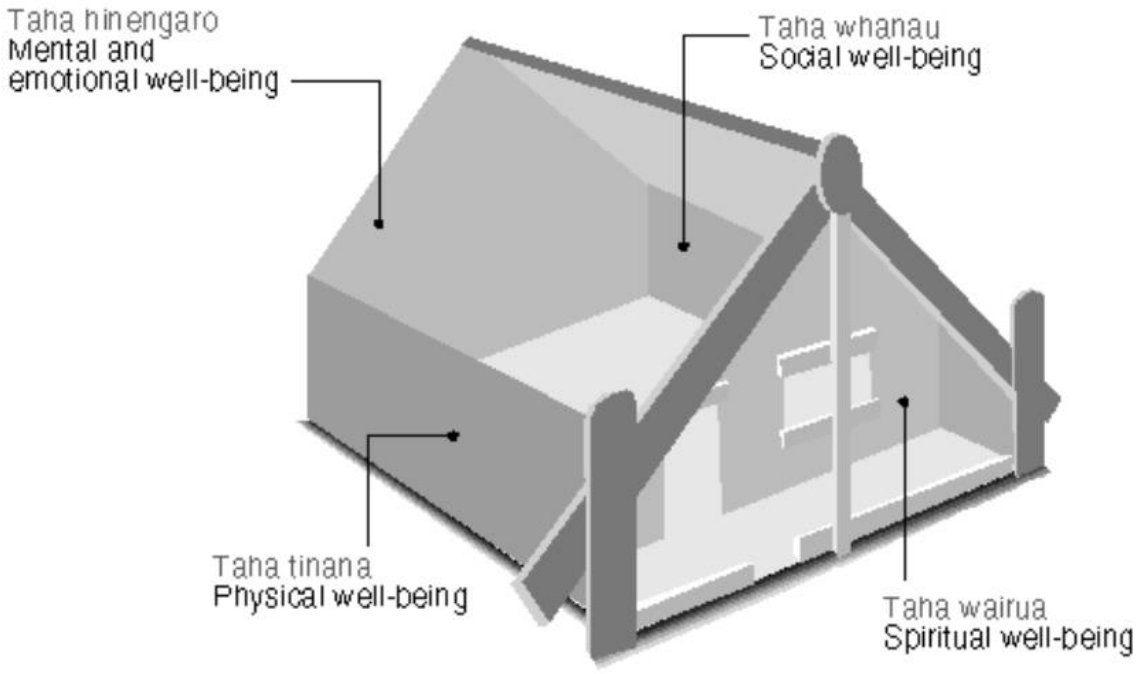


Achievement Challenge One

INCREASE THE PERCENTAGE OF STUDENTS WHO REPORT POSITIVELY AGAINST THE WELLBEING INDICATORS OF:

- TAHA HINENGARO (MENTAL AND EMOTIONAL WELLBEING) RESILIENCE, PROBLEM SOLVING AND DECISION MAKING
- TAHA WHANAU (SOCIAL WELLBEING) BELONGING, CARING AND SHARING
- TAHA WAIRUA (SPIRITUAL) I HAVE A PURPOSE IN LIFE, PLAN FOR LEARNING IN MY LIFE AND AM IN CONTROL OF MY LEARNING
- TAHA TINANA (PHYSICAL)

Note that we have based our focus for this achievement challenge from Professor Mason Durie's Te Whare Tapa Whā model (see diagram below).



What are we noticing?

Anecdotally, across all five schools we have noticed an increased level of anxiety. Students at the primary level are already exhibiting levels of anxiety not usually encountered until they reach secondary school. At the secondary level both schools have an increased number of students requiring guidance counsellor support. Both secondary schools have moved from having a single guidance counsellor to having multiple people involved in the guidance system to manage the need within those schools. Student wellbeing impacts on student achievement and this is why we see it as important. If students feel well they will learn better. Cohen and Greier (p3, 2010) states that "a safe, caring, participatory and responsive school climate provides the optimal foundation for learning."

During our conversations about wellbeing in our schools we noticed we had a number of similarities and issues that were becoming concerns for both students and teachers. We referred to the Children's Commissioners report to find our concerns were also voiced in the document.

What do we want?

We want our students to feel well in all aspects. This means we want to be able to take a holistic approach to their wellbeing. We want to know that from the time our students enter their formal education, to the time they

leave it, their health and wellbeing is central to their enjoyment of success. Our theory is that if our students feel well, they will learn better.

In Children's Commissioner Andrew Becroft's recent report *Education matters to me: Key insights* a key message from students was "I need to be comfortable before I can learn". The report went on to say that, "children and young people from all different learning environments stressed the importance of feeling happy and comfortable before they can learn and the impact that their learning environment has on their wellbeing."

What will we measure?

We will use NZCER's Wellbeing@school tool as a starting point to identify what areas each school will need to focus on. An initial focus on the data shows the following things:

- In the Wellbeing@school data the scale is very wide so students' experience of school is very different depending on whether they are at the top or the bottom of the scale. We want to interrogate further, who is at the bottom of the scale and why.
- We have gathered baseline data on the students' perspectives of climate in each school and are currently working with NZCER to use the data effectively. After all schools have completed the teacher perspectives we will focus on areas in each school where the gaps between teacher and student perspectives are widest in the four focus areas from Te Whare Tapa Whā.

For each school, we will gather student focus groups and surveys to get qualitative data to triangulate with our quantitative data. These focus groups and surveys will be focused on the areas in each school which are identified as having the biggest impact on their learning environment and ability to learn. They may differ in each school. Our hope is that by explicitly targeting the areas of need, we will see an improvement in student achievement data, our quantitative data on student wellbeing and qualitative data.

What will we do?

- Identify specific areas of need in each school by from analysis of the Wellbeing@school data.
- Once the roles of Teachers Across the Kāhui Ako are appointed, we will focus on developing focus questions to ask samples in each year group we are measuring.
- We will look at gender and ethnicity as well as the combined aspect reports as this will provide different perspectives for us to look into.
- We will identify professional development opportunities for the whole Kāhui Ako in areas of identified need.
- Where one school's indicators in a particular area are strong, we will share knowledge and approaches across other schools.

Achievement Challenge One Data Story

What does the evidence tell us?	Student enjoyment across the community represented in the wellbeing@ school survey, school-wide climate and the teaching practices sections shows that some of our students are reporting a less positive school experience than others. Student reporting against the scale shows that student experiences vary from very positive to very negative. Our aim is to increase the proportion of students who report a positive experience across a holistic range of indicators. We have gathered baseline data on the students' perspectives of climate in each school and are currently working with NZCER to analyse and use the data effectively. After all schools have completed the teacher perspectives component of the survey, we will focus on areas in each school where the gaps between teacher and student perspectives are widest in the four focus areas from Te Whare Tapa Whā. Pilot work with NZCER in 2019 will support the Kāhui Ako to access more robust evidence and a qualitative target will be confirmed in 2019 based on this evidence.
What progress do we want to see?	Through the Wellbeing@school data we are able to determine the quality of student experiences in the school. Although a large proportion of our students report positive experiences, we are concerned by the proportion who have rated their school experiences negatively. We want to investigate these negative ratings, looking for trends, patterns and exploring why these low ratings have been given. We will use NZCER's Wellbeing@school tool as a starting point to identify what areas each school will need to focus on. **Progress indicators: Wellbeing** In 2019, as described above, we will analyse the data (including sub analyses for gender and ethnicity) to determine trends and patterns in reported student experiences in these survey questions. We will also try to investigate the stories and experiences that have led some students to give these low ratings. (The target will be confirmed in 2019 as we continue our pilot work with NZCER). **Progress indicator: Student achievement in Health and PE** When the four wellbeing indicators are being addressed, we expect to see an increase in the proportion of students who achieve well at school. We have selected the curriculum area of Health and Physical Education as our indicator for this challenge. Our schools currently do not have a consistent way of reporting in the Health and PE curriculum (and therefore the measures against our 4 wellbeing indicators). Using the 2018 final reporting information for Health and PE from each school, in 2019 we will be developing support for each school to provide overall teacher judgements of student progress against achievement levels of the Health and PE curriculum area. The capabilities pathways will also be used as evidence for holistic progress in this achievement challenge.

Actions:	**Outputs:**
• Identify specific areas of need in each school from analysis of the Wellbeing@school data.	• Wellbeing data will be analysed by end of Term 1 2019. • Using the Term 1 analysis to identify gaps an action plan will be developed in Term 2 • Working with NZCER as a pilot for developing Kāhui Ako reporting and analysis for the Wellbeing Tool.
• Develop focus questions to ask samples of students in each year group we are	• Focus questions will be asked and information used to inform work streams

measuring (once the roles of Across School Teachers are appointed). • Identify professional development opportunities for the whole Kāhui Ako in areas of identified need. • Share knowledge and approaches from schools identified as showing good practice in some areas across other schools. • Grow our communities understanding of the capabilities pathway tool and develop profiles for each cohort across the Kāhui Ako (Y4, Y6, Y8, Y10 and Y12) • Use the book by NZCER "Mental Health Education and Hauora - teaching interpersonal skills, resilience, and wellbeing for background reading and to guide schools in implementing strategies. • Gather 2018 Health and PE reporting evidence. • Explore a consistent framework for OTJ's for Health and PE across our schools.	• Schools will develop teacher capability in areas of need • Internal capability will be used to develop teachers in Wellbeing across the Kāhui Ako • PLD and appropriate research will be delivered to improve teacher capability and outcomes for students • Internal capability will be used to develop teachers in Health and PE across the Kāhui Ako
Responsible To be identified when appointments are made	

Achievement Challenge One Measurement tools and Evidence

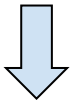
The table below indicates the data sources we will be investigating to show our progress towards this challenge. The baseline data we have collected is provided in appendix 1. Some data has not been readily available at this point, we have indicated in italics the data that will be gathered at the beginning of our first year of implementation and will inform our ongoing decision-making.

Stage	Measures
ECE	To be negotiated with ECEs once relationships are established
Year 4	NZCER Wellbeing@school - there is no national reference group for this cohort but we will gather this as a base-line to track as this cohort transitions. *Student voice through focus groups* *Individual and school professional inquiries* ERO indicators Transition capabilities *Attendance, lateness data* *Overall Teacher Judgement - Health and PE*
Year 6	NZCER Wellbeing@school *Student voice through focus groups,* *Student Surveys* *Individual and school professional inquiries* ERO indicators Transition capabilities *Attendance, lateness data* *Overall Teacher Judgement - Health and PE*
Year 8	NZCER Wellbeing@school *Student voice through focus groups,* *Student Surveys* *Individual and school professional inquiries* ERO indicators Transition capabilities *Attendance, lateness data* *Overall Teacher Judgement - Health and PE*
Year 10	NZCER Wellbeing@school *Student voice through focus groups,* *Student Surveys* *Individual and school professional inquiries* ERO indicators Transition capabilities Attendance, lateness and in-class engagement data Guidance Counsellor reports and statistics *Overall Teacher Judgement - Health and PE*
Year 12	NZCER Wellbeing@school *Student voice through focus groups,* *Student Surveys* *Individual and school professional inquiries* ERO indicators Transition capabilities *Attendance, lateness and in-class engagement data* *Guidance Counsellor reports and statistics*

	Overall Teacher Judgement - Health and PE

How we will use the Wellbeing@School tool (developed in consultation with NZCER)

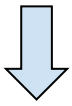
Individual Schools complete their student position profile using guided questions based on the aspect report definitions



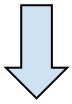
Kāhui Ako inquiry team pull out common themes across the schools EG

Scale range of students

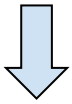
gender/ethnic difference



Identify that achievement challenge is required



Inquiry team to investigate how or why the student position has evolved - possible reasons



Achieving a positive school climate:

Focus for inquiry - as a system - which processes are working well and why and for whom?

Which are not and why, therefore what needs to improve and how will we do that?

Alignment to our Strategic Plans for Achievement Challenge One

The chart below shows how strategic goals from each school are aligned to the Achievement Challenges that we have developed.

INCREASE THE PERCENTAGE OF STUDENTS WHO REPORT POSITIVELY AGAINST THE WELLBEING INDICATORS OF TE WHARE TAPA WHĀ

Karori Normal School

- Care and Resilience is Fostered (A Culture of Care)
- Children developing greater resilience and perseverance, and understanding that mistakes are opportunities to learn.
- The provision of a safe emotional and physical environment.
- All children's social, emotional, physical and academic learning needs being catered for.

Kelburn Normal School

- Develop sport at KNS for a healthy mind, body and spirit

Northland School

- Northland School is enriched by being open and inclusive accepting and valuing diversity

Wellington College

- Investigate the feasibility of reducing the number of cr edits to reduce student stress and improve achievement
- values tradition, diversity and service to others, prizes innovation and creativity, and promotes high standards of behaviour and achievement.
- insists upon and fosters honesty, integrity, fairness, responsible leadership, mutual respect and tolerance.

Wellington Girls' College

- We will foster resilience
- We will promote staff and student wellness

Achievement Challenge Two

ALL STUDENTS ENJOY AND ACHIEVE EDUCATION SUCCESS THAT EMBRACES LANGUAGES, CULTURE AND IDENTITIES:

- WHEN BROKEN DOWN INTO ETHNICITIES, ALL SUB-GROUPS REPORT THE SAME LEVEL OF ENJOYMENT OF SUCCESS AS "ALL STUDENTS".
- PATTERNS OF INEQUITY ARE NARROWED SO THAT DISPARITIES IN THE ACHIEVEMENT OF ETHNIC SUBGROUPS ARE CLOSED.

What are we noticing?

When our students are engaged in their learning they learn better. Part of being engaged is the sense that they belong and in order to have that sense of belonging our young people need to feel that they are in an inclusive environment. We have noticed that there are some patterns of inequity in our student achievement across our Kāhui Ako. Mathematics data reflects that there are currently disparities in the achievement of Māori and Pasifika students compared with All.

Andrew Becroft's report, *Education matters to me: Key insights* notes that students want teachers and schools to know:

- To understand me in my whole world
  Children and young people talked about how they want to be seen for who they are, and to be understood within the context of their home, life and experiences.
- That people at school are racist towards me
  Many children and young people told us they experience racism at school and are treated unequally because of their culture.
- That relationships mean everything to me.

What will we measure?

We will design a survey, with Teachers appointed to the Across the Kāhui Ako roles, which will measure enjoyment of all students learning and identify trends and patterns based on language, culture and identities.

We will look at our Mathematical data across all year levels at Year 4, 6, 8, 10 and 12 to see whether our approaches to inclusiveness are having an impact on achievement. However we will look deeper into our data at Year 4, 6, 8, 10 and 12 so we can link to our transition capabilities. Our theory is that if our students are enjoying their learning and feel like their learning embraces their language, culture, and identity then patterns of inequity will be narrowed.

We will look at our Mathematical data across all year levels at to see whether our approaches to inclusiveness are having an impact on achievement. However we will look deeper into our data at Year 4, 6, 8, 10 and 12 so we can link to our transition capabilities. Our theory is that if our students are enjoying their learning and feel like their learning embraces their language, culture, and identity then patterns of inequity will be narrowed.

What will we do?

- Once the roles of Teachers Across the Kāhui Ako are appointed, we will focus on developing focus questions to ask samples in each year group we are measuring.
- Develop professional development opportunities that focus on inclusive practice in the classroom.
- Look at developing approaches to the curriculum that give opportunities for students to bring in their own language, culture and identity.
- Look at all our approaches in the teaching and assessing of mathematics across the Kāhui Ako to identify aspects for teacher inquiry.

Achievement Challenge Two Data Story

What does the evidence tell us?	Student enjoyment across the community represented in the wellbeing@school survey, school-wide teaching practices section, shows a wide gap in students' perception about their learning compared to teachers'. Our aim is to narrow the gap between students actual enjoyment and what teachers think it is. 2018 evidence showed that most primary students are sitting between a scale score of 225 to 300 on the wellbeing scale. Pilot work with NZCER in 2019 will support the Kāhui Ako to access more robust evidence and a qualitative target will be confirmed in 2019 based on this evidence. The Maths data indicates there are still inequities between the achievement of Maori and Pacific students and All students. The achievement of Maori and Pacific students will be accelerated so that the disparity in achievement is closed. At the moment this is what is reflected in the 2017 data: ● Maori 82.6% at and above ● Pacific 75.8% at and above ● All at 90.7 % at and above ● Asian 88% at and above
What progress do we want to see?	**Progress indicators : Student enjoyment of educational success** We will see an increase in the proportion of students who report and enjoyment of educational success through the wellbeing@school survey. <u>Target</u> There will be an increase in the numbers of students in the target range of 250 to 325 on the wellbeing scale by the end of 2021. (The target will be confirmed in 2019 as we continue our pilot work with NZCER). We will continue to work with NZCER and our Across School Leaders to develop a picture of student enjoyment of education success that embraces their languages, cultures and identities. The following measures (drawn from the Wellbeing@School survey) have been selected as our initial indicators of student enjoyment of education success. We will continue to build this picture as we proceed: ● Students strongly agree that teachers and students care about each other (teaching and learning scale) ● Teachers strongly agree that teachers get on well with students from different cultures as well as being encouraged themselves to get on with students from different cultures. (teaching and learning scale) ● Students agree that teachers celebrate their culture or family background (community partnership scale) **Progress Indicator: Student achievement of educational success** We expect to see an increase in the proportion of students who achieve educational success that embraces their languages, cultures and identities. We have selected the curriculum area of mathematics as our indicator for this challenge. We expect to see an increase in students' mathematics outcomes across the Kāhui Ako and patterns of inequity narrowed so that disparities in the achievement of ethnic subgroups are closed. <u>Target:</u> ● By 2021 we aim to have 90% Y1 - 10 Maori students working at the appropriate curriculum level across the KA. ● By 2021 we aim to have 90% Y1 - 10 Pacific students working at the appropriate curriculum level

Actions:	Outputs:
• All schools will administer the Wellbeing@School survey annually • Across School Teachers will design focus group questions to unpack aspects of students' enjoyment and achievement that embraces languages, cultures and identities • Obtain student, teacher, support staff, leaders and whanau voice	• Trends and patterns are identified based on language, culture and identity • student, teacher, support staff, leaders and whanau voice used to inform decision making
• Develop transition statements and capability profiles for after 3 years, Year 6, Year 8, Year 10 and transition from ECE and onto work /tertiary. • Teachers will know and use the capability profiles to plan for explicit teaching.	• Higher levels of academic motivation, achievement and success at school
• Identify the range of practices and programmes that contribute to an inclusive environment	• Effective inclusive practices and programmes will be used across the community where appropriate • Schools practices and programmes underpin effective inclusive practices
• Collect base-line evidence about current teacher practice that embraces language culture and identity • Look for good practice in culturally responsive teaching and assessment of mathematics across the Kāhui Ako. • Support teacher inquiries to build on our focus of cultural responsive practice • Develop professional learning opportunities that focus on inclusive practice in the classroom	• Effective and appropriate culturally responsive practices in mathematics and assessment will be shared across the Kāhui Ako. • Teachers will engage in evidence based critical conversations on student's language cultures and identities. • Teachers will engage in deliberate professional acts that embraces culture, language and identity • Teacher efficacy and job satisfaction is increased
Responsible To be identified when appointments are made	

Achievement Challenge Two Measurement tools and Evidence

The table below indicates the data sources we will be investigating to show our progress towards this challenge. The baseline data we have collected is provided in appendix 2. Some data has not been readily available at this point, we have indicated in italics the data that will be gathered at the beginning of our first year of implementation and will inform our ongoing decision-making.

Stage	Measures
ECE	To be negotiated with ECEs once relationships are established
Year 4	NZCER Wellbeing@school *Student voice through focus groups, questioning* *Individual and school professional inquiries* ERO indicators Diagnostic data in mathematics
Year 6	NZCER Wellbeing@school *Student voice through focus groups* *Student Surveys* *Individual and school professional inquiries* ERO indicators Diagnostic data in mathematics
Year 8	NZCER Wellbeing@school *Student voice through focus groups* *Student Surveys* *Individual and school professional inquiries* ERO indicators Diagnostic data in mathematics
Year 10	NZCER Wellbeing@school *Student voice through focus groups* *Student Surveys* *Individual and school professional inquiries* ERO indicators Student demographics - attendance, lateness, in-class engagement Diagnostic data in mathematics
Year 12	NZCER Wellbeing@school *Student voice through focus groups* *Student Surveys* *Individual and school professional inquiries* ERO indicators Student demographics - attendance, lateness, in-class engagement NCEA data in mathematics

Alignment to our Strategic Plans for Achievement Challenge Two

The chart below shows how strategic goals from each school are aligned to the Achievement Challenges that we have developed.

ALL STUDENTS ENJOY AND ACHIEVE EDUCATION SUCCESS THAT EMBRACES LANGUAGES, CULTURE AND IDENTITIES

Karori Normal School

- Every Child's Achievement Grows (Learning)
- Provision of classroom environments which cater for all children.
- All children's social, emotional, physical and academic learning needs being catered for.
- Children feel proud and positive about their school.

Kelburn Normal School

- Implement the 'HEART of the School' - Embracing our school values and key competencies to be culturally inclusive in everything we do
- Engage community in consultation

Northland School

- acknowledges Te Tiriti o Waitangi is the bicultural foundation of Aotearoa NZ.
- acknowledges the unique position of Maori as tangata whenua by Partnership, Participation of whanau, Protection
- is enriched by being open and inclusive accepting and valuing diversity

Wellington College

- introduce a te reo and tikanga program that drives greater appreciation of our bicultural dimension.
- Identify a suitable location and build a marae to provide a focal point for Māori students to help them engage with the College
- Identify best practices throughout NZ that achieve sound academic results for Pasifika and Māori students
- All teachers and students are culturally competent in and out of the classroom
- Develop opportunities to promote Māori and Pasifika boys as leaders to develop their leadership capabilities and self-esteem.

Wellington Girls' College

- We will partner with whānau
- We will embrace diversity
- We will celebrate learning

Achievement Challenge Three

MOST STUDENTS ARE AGENTS OF THEIR OWN LEARNING WHO CAN CONFIDENTLY EXPRESS WHAT, WHY AND HOW THEY ARE LEARNING.

INDICATORS:

- **MOTIVATED TO LEARN**
- **MAKE DECISIONS, RESILIENCE**
- **GROWTH MINDSET**
- **CRITICAL AND INNOVATIVE THINKERS**

What are we noticing?

All schools are increasing the value that is seen in gathering student voice to help educators respond to the students. The more students are able to articulate how they learn, the more they will also be able to see their progress and achievements for themselves. The importance of the environment and adaptive teaching practices are showing to have an impact on children having access to learning in a variety of ways and universal supports being provided to lessen barriers to learning.

Research into the brain is helping us to understand how we need to build critical thinking and reasoning into all areas of learning. Brain research is also telling us that at some ages students are not able to think at a deeper level, however we need to be very aware of what is possible within the usual cognitive range for specific year levels we are focusing on. Nathan Wallis outlines the importance of the frontal cortex developing in the early years through oral language and exploring. So the development of empathy, self-regulation, self-control, learning dispositions, higher intellect and all the other skills that will eventually render them 'ready for school' (and ready for a successful, healthy life) have their roots in the baby feeling safe, in partnership, loved and adored in the first thousand days. His research also advocates for strong relationships for children to have a number of significant adults who can foster a safe and caring environment. This helps to develop the frontal cortex fully that in turn develops a sense of wellbeing.

Both primary and secondary schools are promoting positive, innovative spaces for learning and are developing approaches to increase learner agency and personalisation of the curriculum. Coping strategies that can improve learning, develop resilience and encourage risk taking in a supportive culture have become more important to all of us.

What do we want?

As children transition from class to class, cohort to cohort, school to school and beyond, we want all our children to have quality interactions with teachers and other students. Regardless of the class you are in or the teacher you may have, we want all children to flourish in a safe physical and emotional environment as this will provide the conditions to empower children to take ownership for and of their learning.

We want to ensure that explicit thinking skills are a component of all curriculum areas across primary and secondary that promote not only deeper conceptual understanding but also develop a growth mindset. Building knowledge of how to teach the skills to develop a growth mindset could be a professional development opportunity across the Kāhui Ako. The work of Carol Dweck could be used to decide on school wide approaches that will strengthen this thinking.

The explicit teaching of metacognitive skills and self-regulation provides strategies to support students to be active learners by developing goals, asking for help, self-assessing, remaining focused and achieving success.

We want to find out what our children are thinking and to do this we will prepare questions that will be asked face to face. Examples of prompting questions from The Practice analysis tool developed by Viviane Robinson and Helen Timperley could be used consistently across all schools. This tool provides a strong link to the teacher inquiry cycle.

Learner agency is about shifting the ownership of learning from teachers to students to enhance a student's mana; enabling students to be part of the learning design and to become powerful lifelong learners. (ERO Domain 4; OECD 2010, 2013, 2015)

What will we measure?

We will complete the NZCER Thinking with Evidence Survey at the start of 2019 in Year 4, 6, 8, 10 as baseline data and then again either at the end of the current year or in the following year to see the impact on the same cohort. Thinking with Evidence is explicitly linked to two aspects of The New Zealand Curriculum: the Nature of Science strand of the science learning area (which embeds the science capabilities), and one of the key competencies – thinking.

We have gathered some baseline data from the NZCER Wellbeing@school survey in the teaching and learning section. This will be analysed further to look for any patterns or trends from the student's perspective about how they learn and how they are taught. A general picture will be gathered from each cohort and measured annually using the wellbeing tool.

We have gathered some baseline data from the Wellbeing@school survey in the teaching and learning section. This will be analysed further to look for any patterns or trends from the student's perspective about how they learn and how they are taught. A general picture will be gathered and measured each year using the wellbeing tool.

Across primary and secondary schools we will gather student voice at agreed times to show how students are able to articulate their learning and then again at a later stage to hear if there is development in the depth of answers and further insight into themselves as a learner. This could be captured in a number of ways, and is a powerful way for student perception to be shared with others.

The conversations with students will be with those in year 4, 6, 8, 10 and year 13. There will be professional development for all teachers carrying out this work to ensure there is a consistent approach to asking and recording the questions. Then responses will be an analysed to look for patterns and common themes within and across cohorts.

These will be closely mapped to the capability pathways so that there is alignment with the transition points where we will observe the learning dispositions. We will develop capabilities that our Kāhui Ako believes to be critical for ākonga success and well-being now and in the future with the across school leaders and the within school roles. This will be an early part of developing the work streams across the Kāhui Ako.

Student Voice - We will co-construct the questions that will be asked of the selected children. These can be reworded to fit the context, with the purpose of the question remaining clear.

- Question 1: "What are you learning today?" to get students talking
- Question 2: "Why are you learning this?" to determine whether they understand the purpose for learning
- Question 3: "How will you know if you have been successful?" to understand if they are aware of the learning goal/intention and criteria for success.
- Question 4: "What did the teacher do today that helped you learn?" to find out how well the students are managing their own learning
- Question 5: "Did you make some decisions about your learning today?" to find out how well the students are managing their own learning
- Question 6: "What else would help you learn?" to find out how well the students are managing their own learning

Achievement Challenge Three Data Story

What does the evidence tell us?	From our anecdotal evidence and current research it has been found that students who have opportunities to discuss 'the why', 'the what' and 'the how' of their learning are more likely to develop coping strategies, resilience and to become lifelong learners. We recognise that involving students in decisions about learning and making decisions will likely lead to improved outcomes.
What progress do we want to see?	We will see an increase of students using strategies such as self-assessing, developing goals and being active learners **Progress indicator: Student Agency** We will use the practice analysis conversation student interview questions designed by Vivianne Robinson and Helen Timperley to ensure we have consistency across the Kāhui Ako, during 2019. **Progress Indicator: Curriculum Innovative Thinking** All schools have agreed to undertake the NZCER Science: Thinking with Evidence from Year 4 to Year 10, Term 1, 2019. The capabilities pathways will be used as evidence for holistic progress for learning dispositions critical for ākonga success. **Progress indicator: Student achievement in science** When students are agents of their own learning, we expect to see an increase in the proportion of students who achieve well at school. We have selected the curriculum area of science, specifically the 'thinking with Evidence" PAT assessment as our indicator for this challenge. This test focusses on the key competency, thinking, in the context of science while making explicit links to the Nature of Science strand.

Actions:	**Outputs:**
• Identify the range of practices and programmes that contribute to student being agentic throughout the community	• School practices and programmes that underpin agentic learning are shared across the Kāhui Ako
• Building knowledge of how to teach the skills to develop a growth mind-set will be a professional development opportunity across the Kāhui Ako	• Growth mind-set strategies will become common language within schools and across the Kāhui Ako.
• Explicit teaching of metacognitive skills and self-regulation	• Teachers will be explicit in planning critical inquiry skills.
• Obtain student, teacher, support staff, leaders, parents and whanau voice	• Voice obtained where appropriate -provides students strategies to support active learning by developing goals, asking for help, self-assessing, remaining focused and achieving success
• Carry out the PACT interview student questions with random sampling across cohorts	• The Practice analysis tool developed by Viviane Robinson and Helen Timperley will be used for questions. This tool provides a strong link to the teacher inquiry cycle
• Develop transition statements and capability profiles for after 3 years, Year 6, Year 8, Year 10 and transition from ECE and onto work /tertiary.	• Students will be active in their learning and enabled to know how they learn.
• Teachers will know and use the capability profiles to plan for explicit teaching.	

• Teachers will set up learning goals with students across the Kāhui Ako • Look for patterns and trends across the Kāhui Ako about how each student learns • All schools will complete the Science: thinking with evidence Term 1, 2019	• Students will be operating in a way that meets there learning needs' • Common trend and patterns will be identified from student voice and used to develop plans across the community • Kāhui Ako will analyse Science: thinking with evidence results and develop a plan for critical and innovative thinking skills
Responsible To be identified when appointments are made	

Achievement Challenge Three Learning measurement tools and Evidence

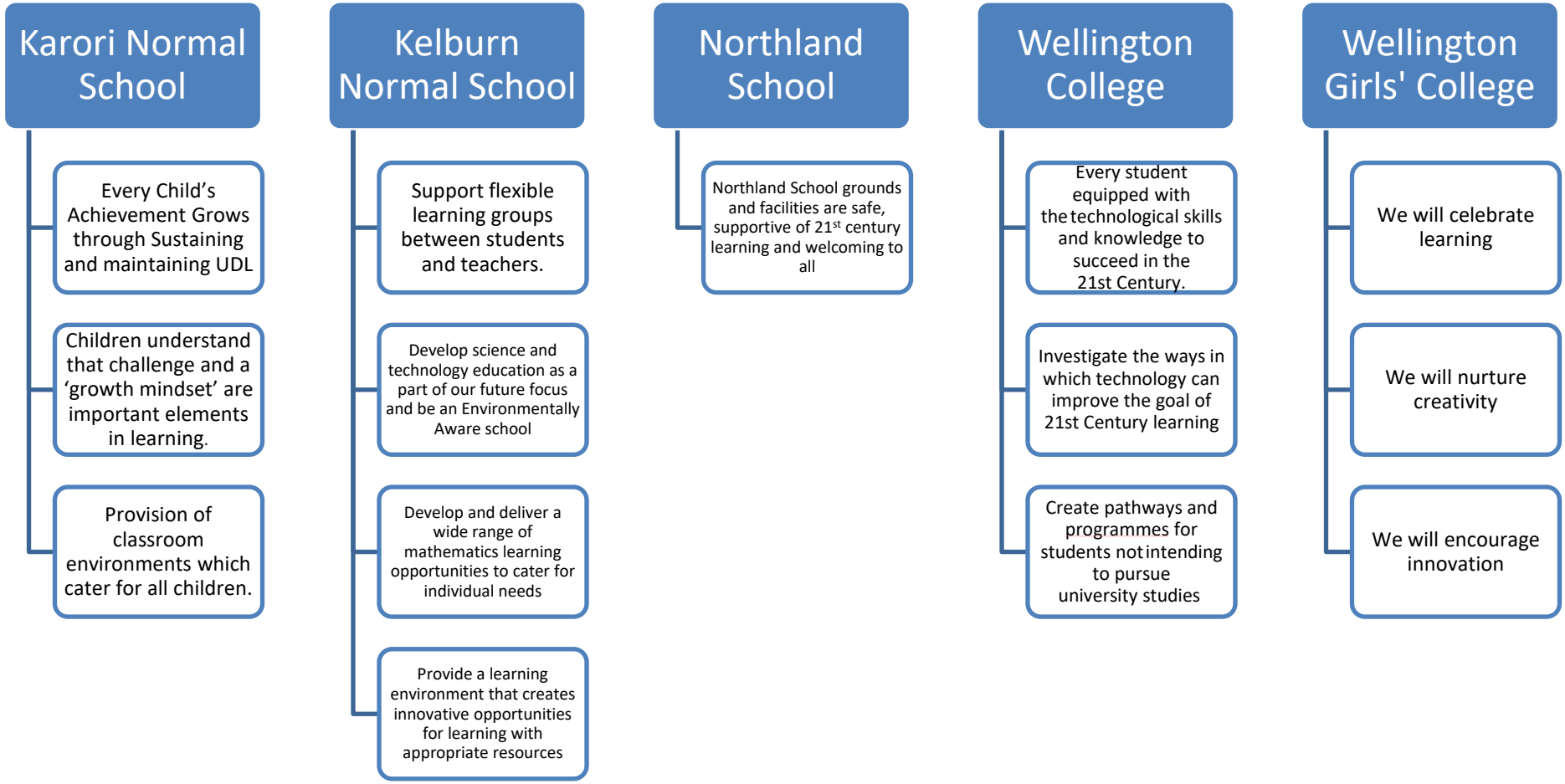
The table below indicates the data sources we will be investigating to show our progress towards this challenge. The baseline data we have collected is provided in appendix 3. Some data has not been readily available at this point, we have indicated in italics the data that will be gathered at the beginning of our first year of implementation and will inform our ongoing decision-making.

Stage	Measures
ECE	To be negotiated with ECEs once relationships are established
Year 4	*NZCER Junior Science Thinking PAT* *Student voice through focus groups* *Student Surveys* *Learning stories*
Year 6	Wellbeing@school Teaching and Learning Section, NZCER *NZCER Thinking with Evidence PAT* *Student voice through focus groups* *Student Surveys* *Learning stories*
Year 8	Wellbeing@school Teaching and Learning Section, NZCER NZCER Thinking with Evidence PAT (currently part evidence only) *Student voice through focus groups* *Student Surveys*
Year 10	Wellbeing@school Teaching and Learning Section, NZCER NZCER Thinking with Evidence PAT (currently part evidence only) *Student voice through focus groups* *Student Surveys*
Year 12	Wellbeing@school Teaching and Learning Section, NZCER *Student voice through focus groups* *Student Surveys*

Alignment to our Strategic Plans for Achievement Challenge Three

The chart below shows how strategic goals from each school are aligned to the Achievement Challenges that we have developed.

MOST STUDENTS ARE AGENTS OF THEIR OWN LEARNING WHO CAN CONFIDENTLY EXPRESS WHAT, WHY AND HOW THEY ARE LEARNING.



Appendix One: Baseline data already collected for Achievement Challenge One

2018 Wellbeing@School Data

Note that because Kelburn Normal School is finishing a two year cycle of the NZCER Me and My School engagement survey, they have deferred doing the Wellbeing@school survey until next year.

Aspects at a Glance Report for All Schools

Karori Normal School Primary

Year 5 Combined

Summary Statistics

	School–wide	Classroom	Community	Student	Aggressive*
No. Students	80	79	78	79	80
Maximum	358	395	387	324	278
Upper Quartile	297	307	318	275	212
Median	266	278	281	250	188
Lower Quartile	236	245	250	225	144
Minimum	157	183	202	161	111

Year 6 Combined

Summary Statistics

	School–wide	Classroom	Community	Student	Aggressive*
No. Students	83	83	83	83	83
Maximum	344	361	387	312	260
Upper Quartile	281	285	308	258	205
Median	251	258	281	225	188
Lower Quartile	220	224	250	208	165
Minimum	143	157	202	137	111

Year 7 Combined

Summary Statistics

	School–wide	Classroom	Community	Student	Aggressive*
No. Students	79	79	78	79	78
Maximum	336	326	387	324	277
Upper Quartile	279	278	318	258	218
Median	250	258	281	225	177
Lower Quartile	225	238	250	208	144
Minimum	153	193	219	137	111

Year 8 Combined

Summary Statistics

	School–wide	Classroom	Community	Student	Aggressive*
No. Students	86	86	85	86	86
Maximum	378	361	387	324	269
Upper Quartile	286	292	318	258	196
Median	250	258	281	233	177
Lower Quartile	221	238	250	208	144
Minimum	174	172	219	137	111

Northland School Primary

Year 5 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	38	38	37	38	37
Maximum	358	395	387	363	253
Upper Quartile	297	307	318	302	205
Median	273	264	281	250	178
Lower Quartile	236	245	250	242	144
Minimum	157	183	202	188	111

Year 6 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	34	34	34	34	34
Maximum	376	395	387	363	288
Upper Quartile	309	340	346	292	197
Median	293	295	308	262	165
Lower Quartile	258	264	281	242	111
Minimum	228	224	219	198	111

Year 7 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	38	38	37	37	37
Maximum	347	361	387	324	286
Upper Quartile	294	299	318	266	188
Median	261	264	298	250	164
Lower Quartile	221	238	265	225	111
Minimum	174	172	219	176	111

Year 8 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	45	45	43	44	43
Maximum	378	361	387	324	242
Upper Quartile	301	299	346	275	204
Median	264	271	298	250	188
Lower Quartile	236	231	250	221	144
Minimum	191	157	202	161	111

Wellington College Secondary (Boys)

Year 9 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	152	139	128	132	124
Maximum	347	340	387	324	262
Upper Quartile	282	285	318	266	204
Median	250	264	281	242	177
Lower Quartile	233	238	250	225	144
Minimum	164	172	202	176	111

Year 10 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	102	92	81	85	77
Maximum	317	316	387	312	309
Upper Quartile	272	264	318	258	204
Median	250	238	265	225	177
Lower Quartile	221	217	250	208	111
Minimum	153	157	219	161	111

Year 11 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	105	90	80	81	79
Maximum	326	307	387	312	242
Upper Quartile	272	264	318	258	204
Median	250	243	281	233	164
Lower Quartile	229	224	250	217	144
Minimum	174	172	202	161	111

Year 12 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	157	134	120	125	119
Maximum	326	299	346	302	269
Upper Quartile	265	251	298	250	196
Median	243	241	265	225	144
Lower Quartile	221	217	250	208	111
Minimum	164	179	182	161	111

Year 13 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	113	109	94	102	96
Maximum	336	307	346	302	269
Upper Quartile	272	258	298	258	196
Median	250	238	265	235	164
Lower Quartile	221	217	250	208	111
Minimum	164	157	182	137	111

Wellington Girls College Secondary

Year 9 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	225	211	170	187	166
Maximum	336	316	318	312	249
Upper Quartile	276	264	281	256	177
Median	250	251	250	242	144
Lower Quartile	236	228	250	217	111
Minimum	183	188	219	161	111

Year 10 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	181	166	122	145	120
Maximum	319	299	346	302	242
Upper Quartile	258	251	281	250	188
Median	243	238	250	225	144
Lower Quartile	214	210	234	208	111
Minimum	164	155	182	161	111

Year 11 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	179	170	134	141	126
Maximum	326	307	318	312	259
Upper Quartile	264	251	281	250	177
Median	243	231	250	225	144
Lower Quartile	220	210	250	208	111
Minimum	153	157	219	161	111

Year 12 Combined

Summary Statistics

	School−wide	Classroom	Community	Student	Aggressive*
No. Students	140	120	78	97	76
Maximum	332	285	346	275	242
Upper Quartile	264	243	281	242	188
Median	243	224	250	221	144
Lower Quartile	214	210	234	205	111
Minimum	153	172	202	161	111

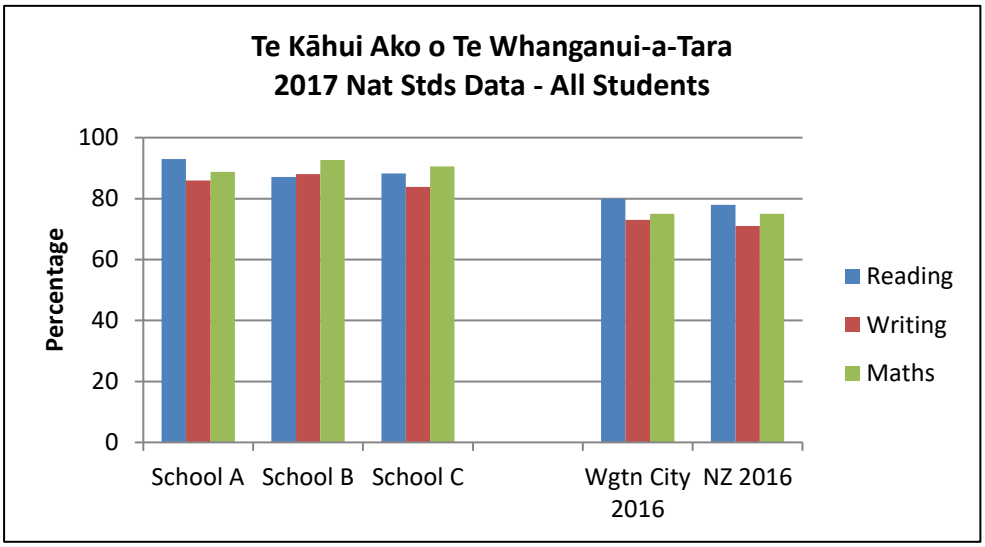
Year 13 Combined

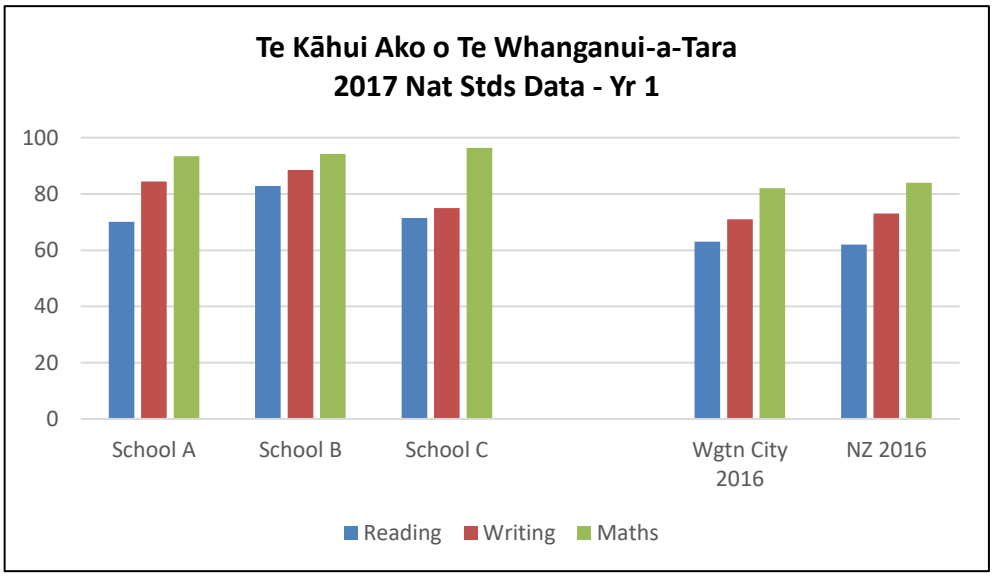
Summary Statistics

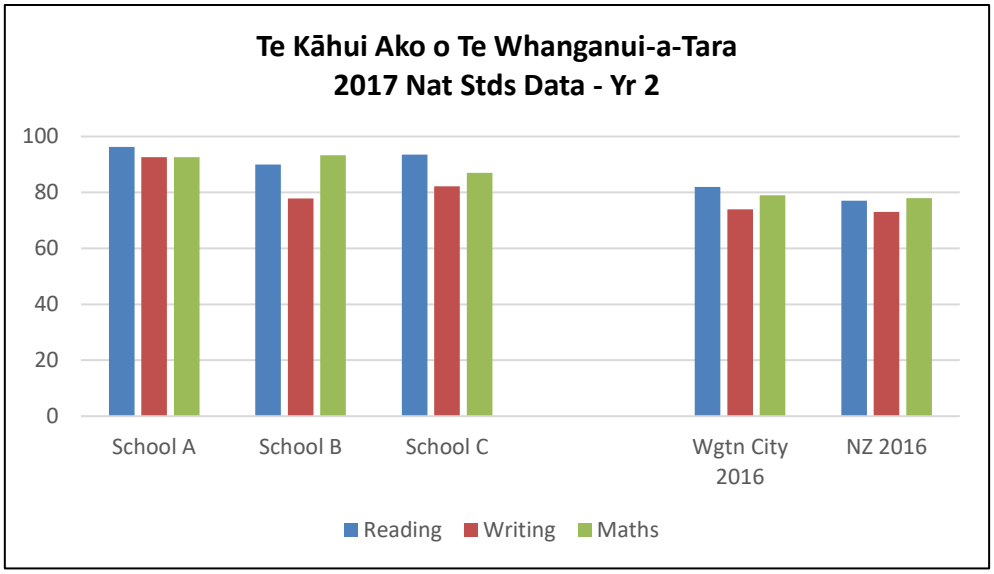
	School−wide	Classroom	Community	Student	Aggressive*
No. Students	161	151	116	126	113
Maximum	309	299	387	302	242
Upper Quartile	267	253	298	250	164
Median	250	231	250	233	144
Lower Quartile	229	217	234	208	111
Minimum	174	172	155	157	111

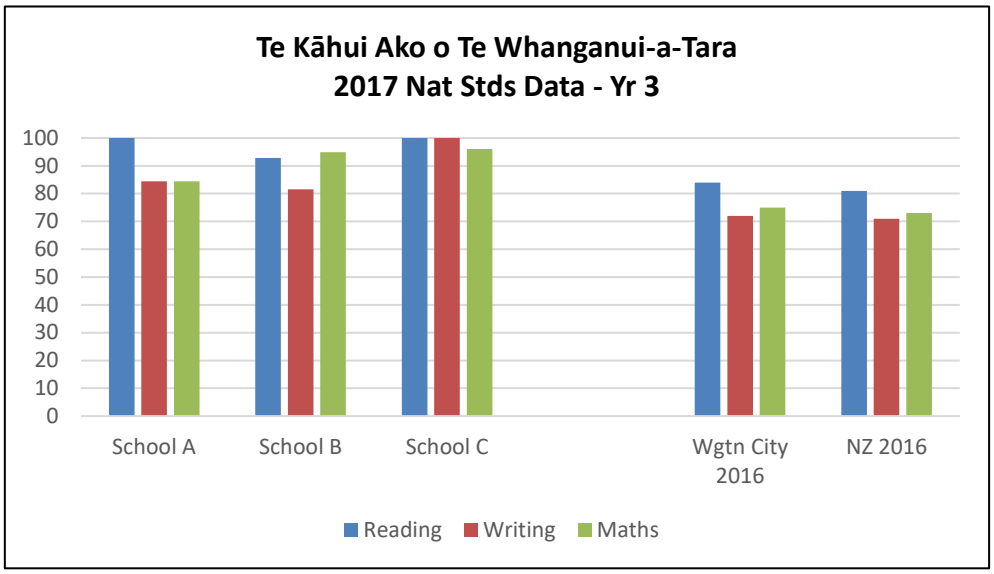
Appendix Two: Baseline data already collected for Achievement Challenge Two

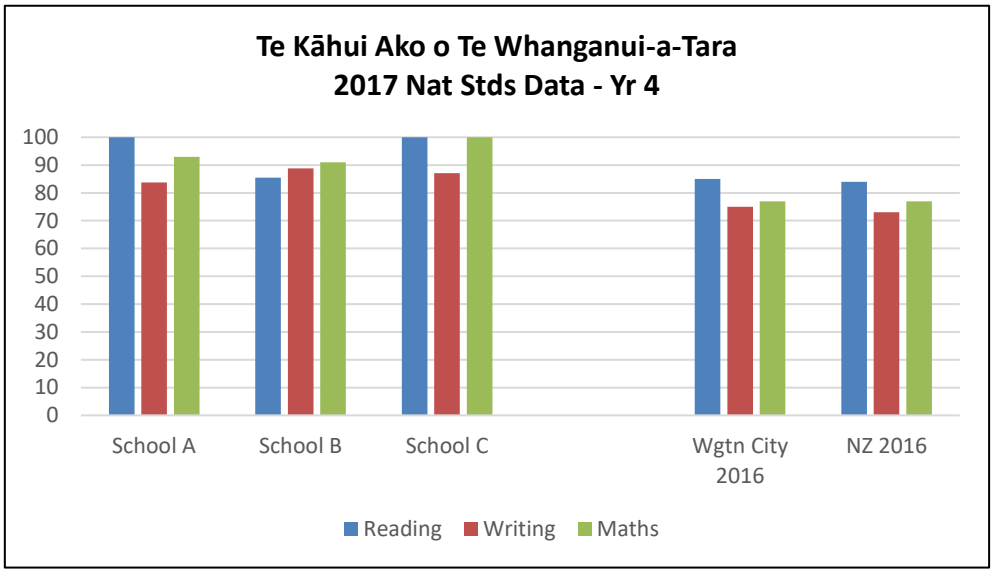
2017 National Standards Data

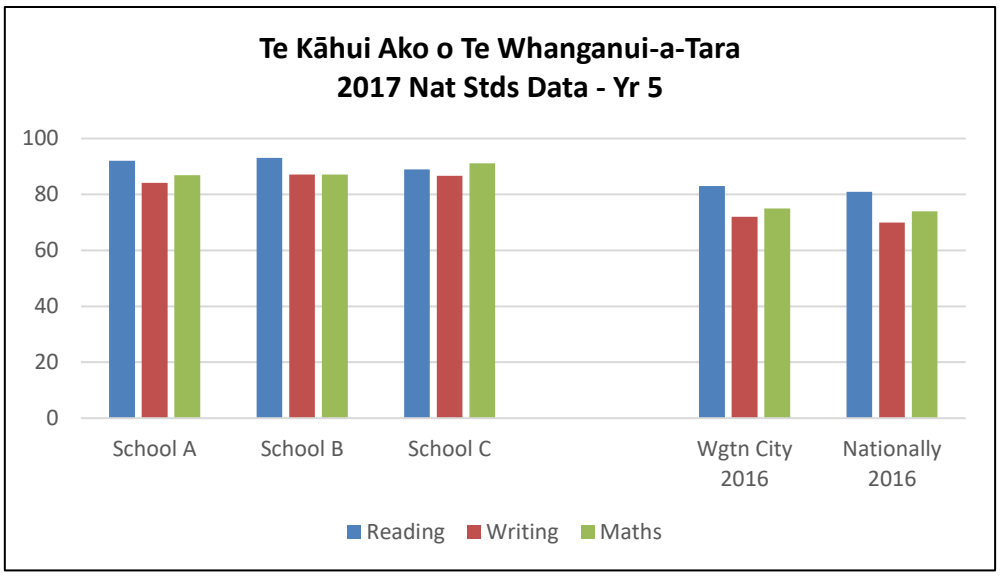







Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Yr 3
100
90
80
70
60
50
40
30
20
10
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Yr 4
100
90
80
70
60
50
40
30
20
10
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Yr 5
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80
60
40
20
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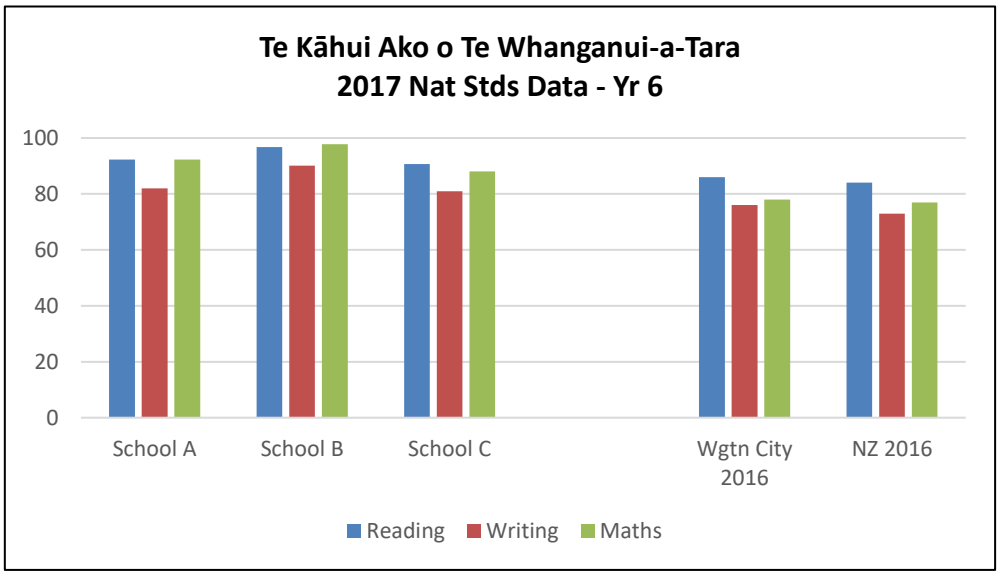
School A
School B
School C
Wgtn City 2016
Nationally 2016
Reading
Writing
Maths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80
60
40
20
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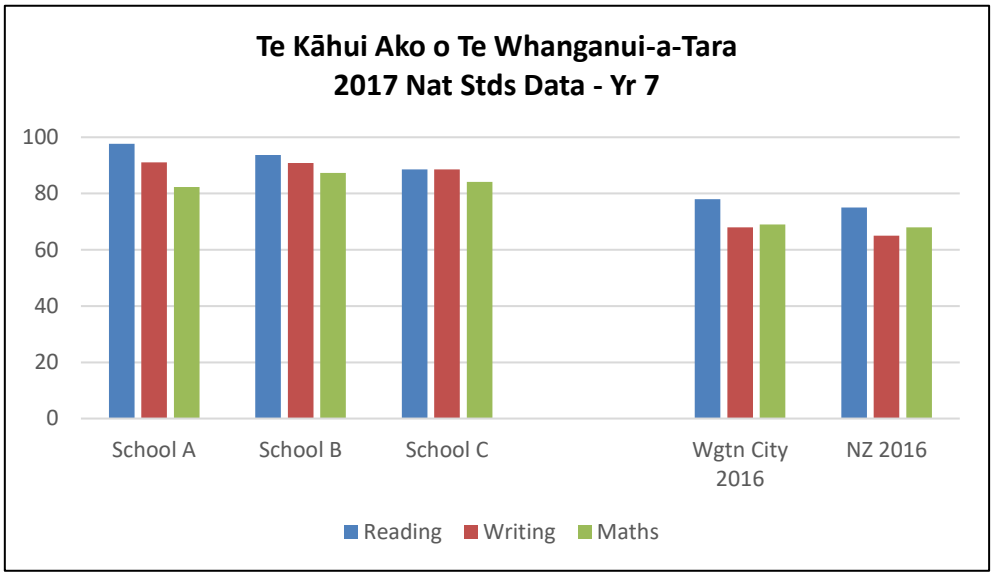
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Yr 7
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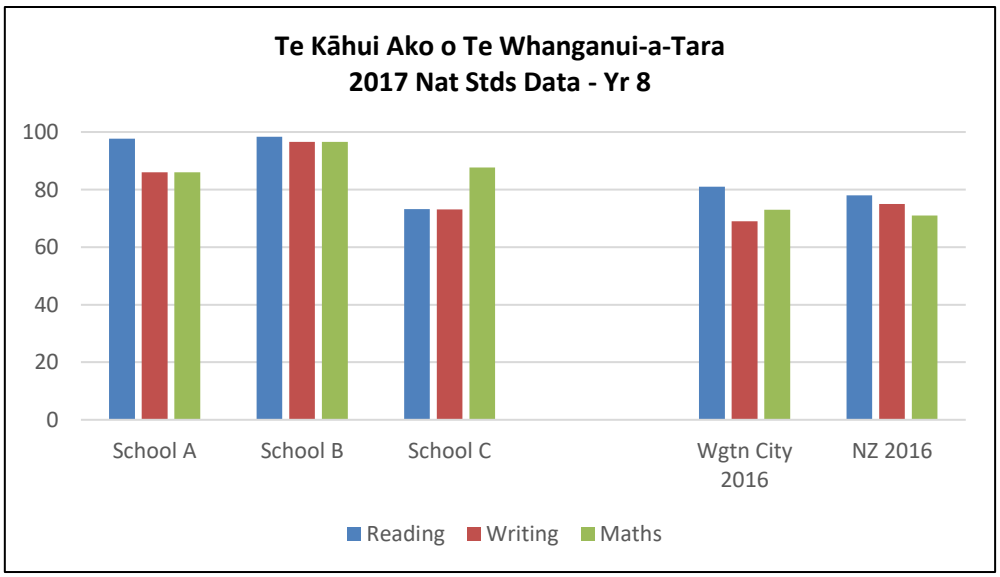
80
60
40
20
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Yr 8
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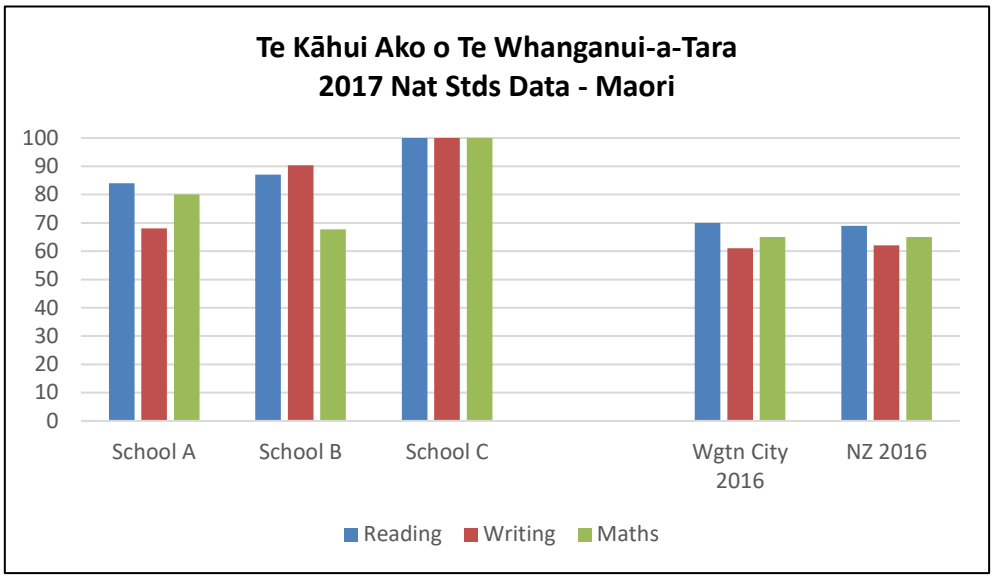
80
60
40
20
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Maori
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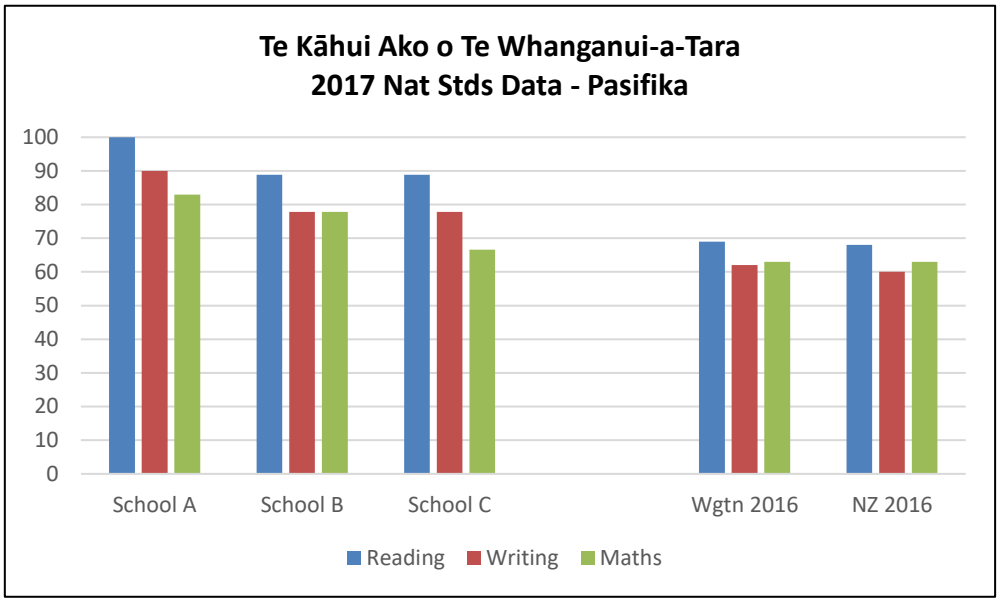
90
80
70
60
50
40
30
20
10
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Pasifika
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70
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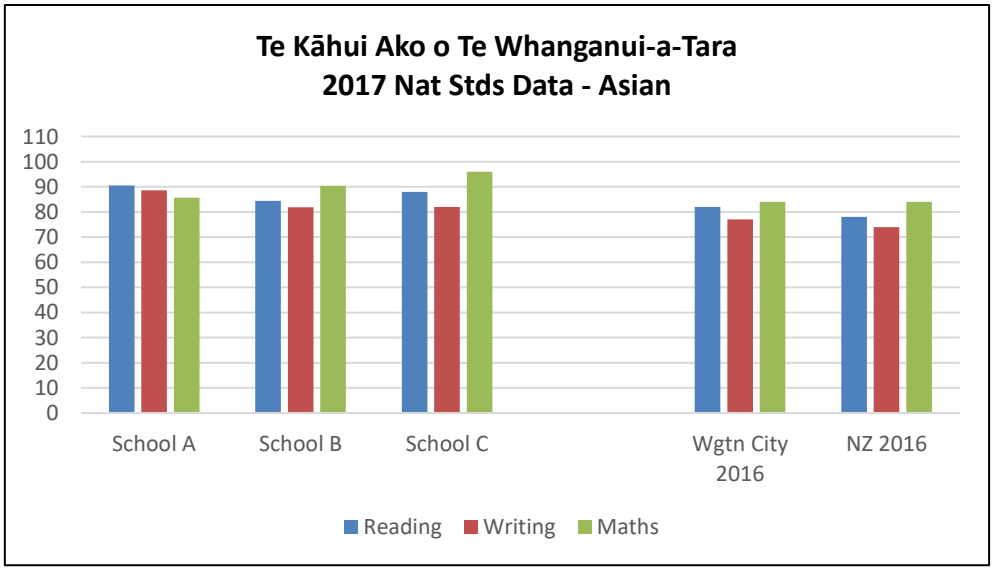
50
40
30
20
10
0
School A
School B
School C
Wgtn 2016
NZ 2016
Reading
Writing
Maths


Te Kāhui Ako o Te Whanganui-a-Tara
2017 Nat Stds Data - Asian
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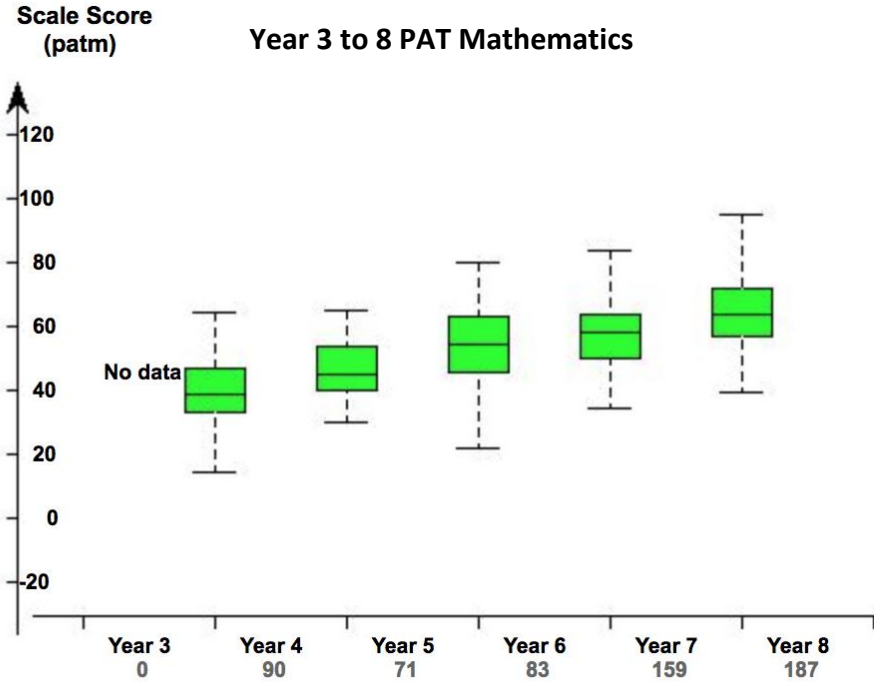
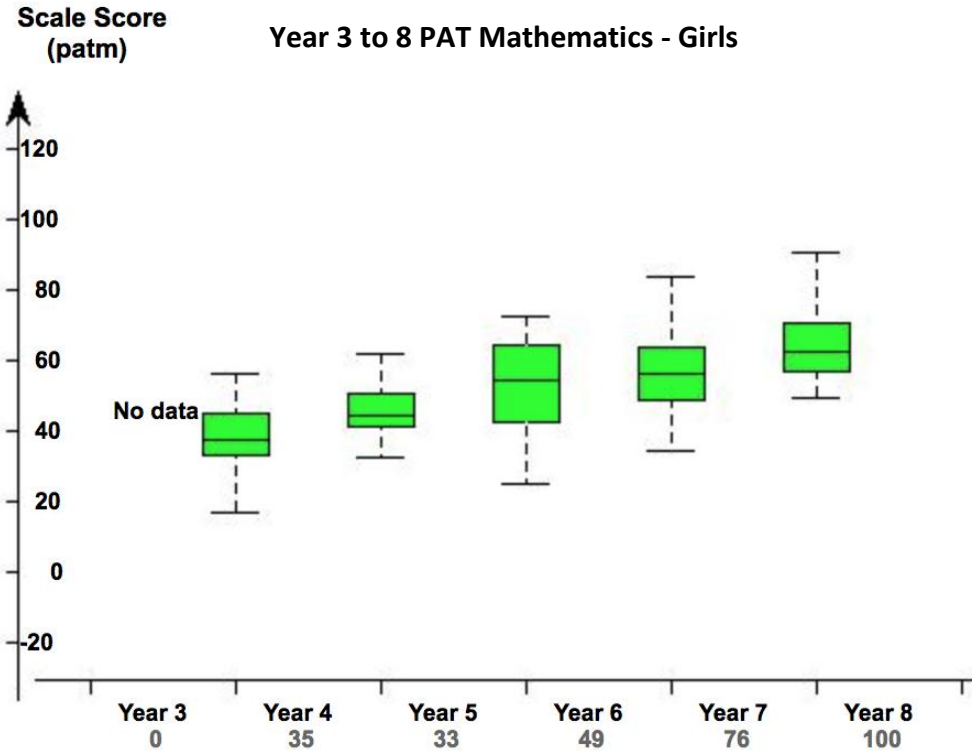
100
90
80
70
60
50
40
30
20
10
0
School A
School B
School C
Wgtn City 2016
NZ 2016
Reading
Writing
Maths


Scale Score
(patm)
Year 3 to 8 PAT Mathematics
120
100
80
60
40
20
0
-20
No data
Year 3
0
Year 4
90
Year 5
71
Year 6
83
Year 7
159
Year 8
187


Scale Score
(patm)
Year 3 to 8 PAT Mathematics - Girls
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100
80
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40
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-20
No data
Year 3
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Year 5
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Year 6
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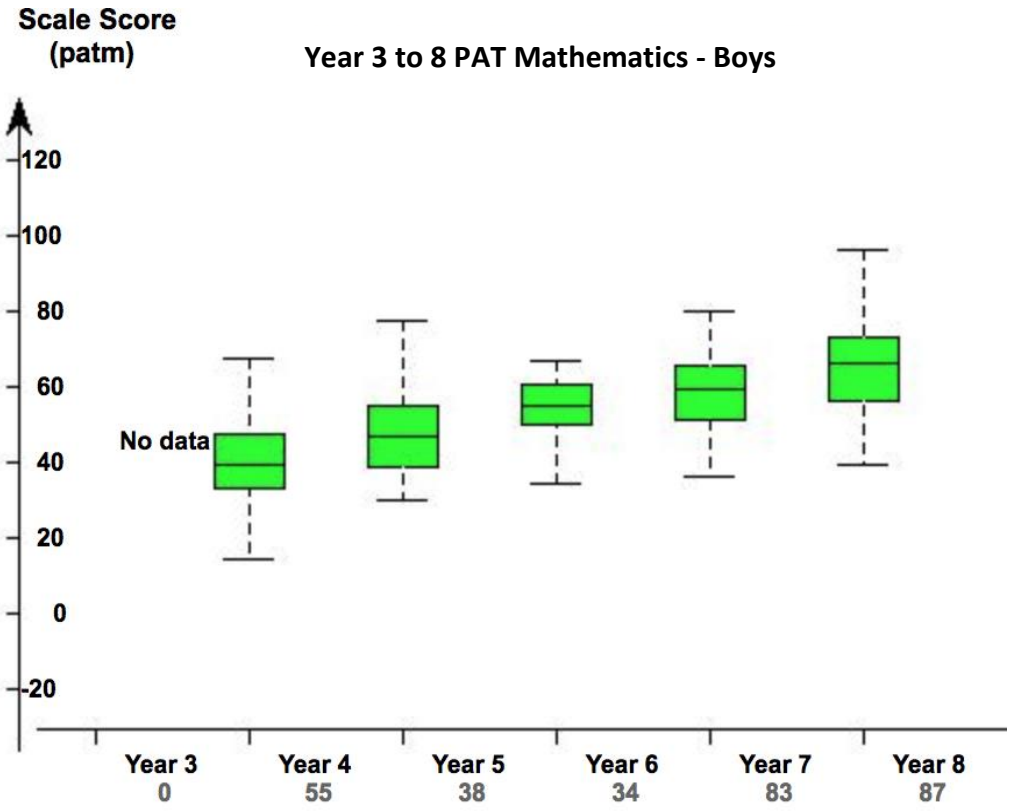
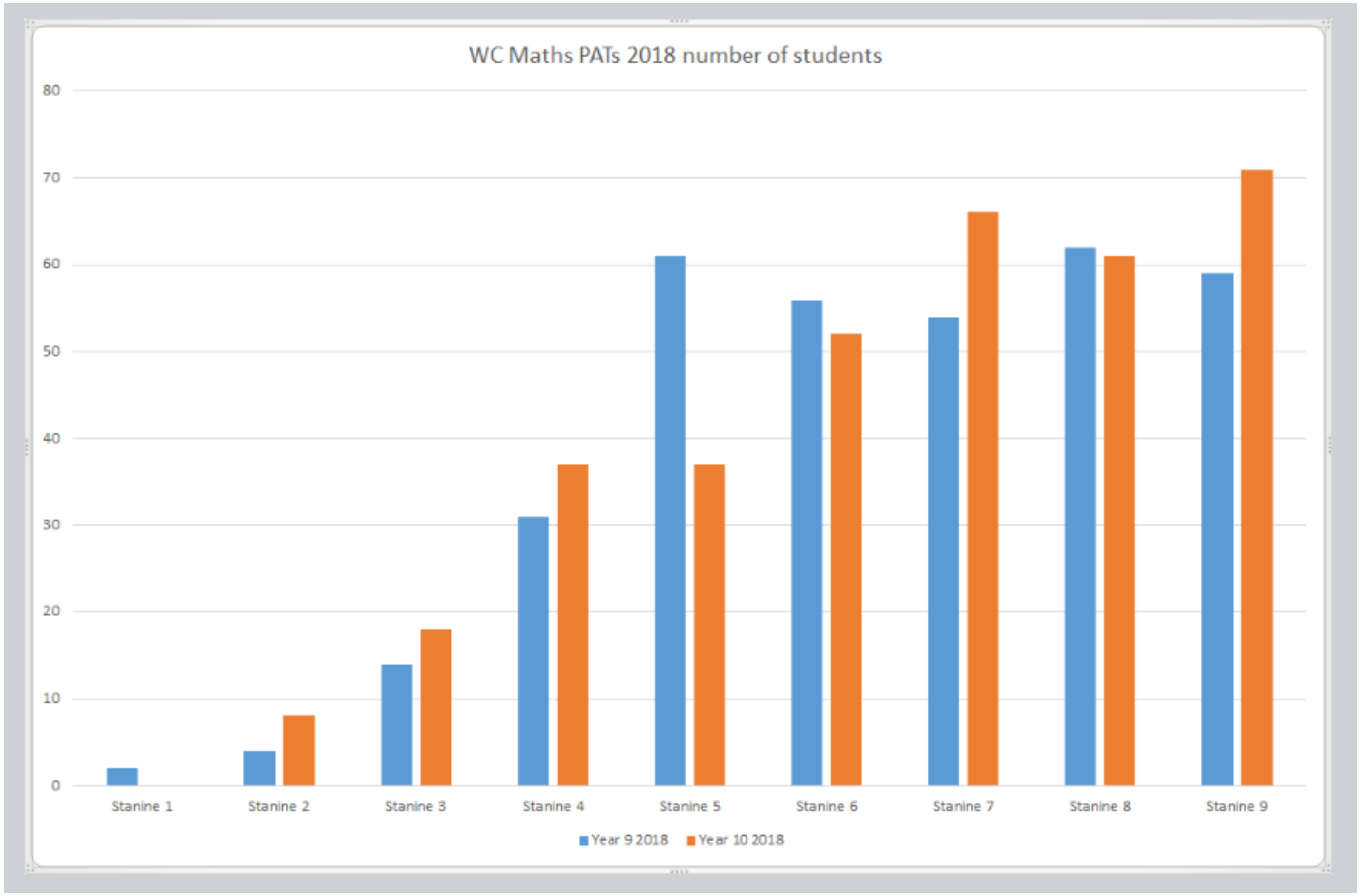
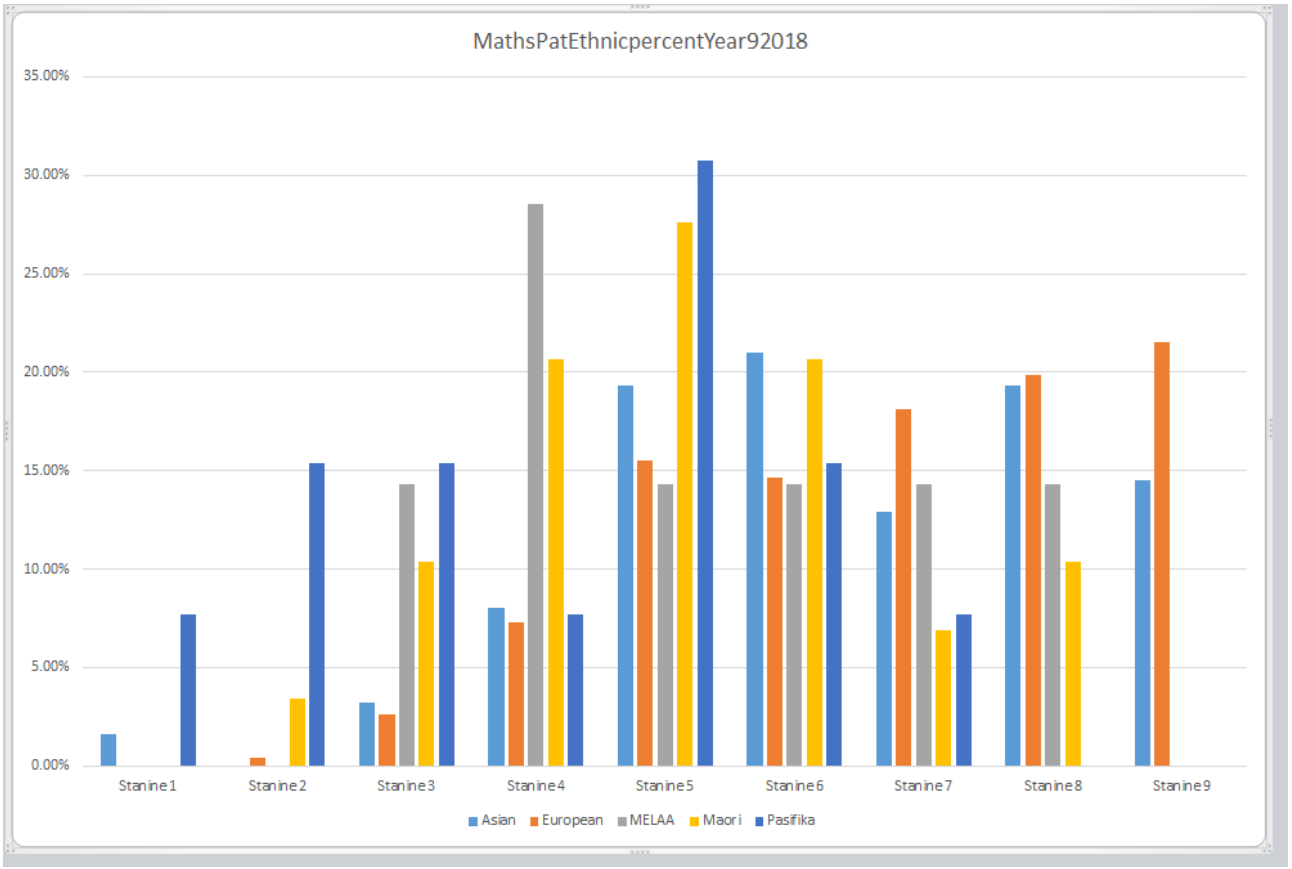
Year 7
76
Year 8
100



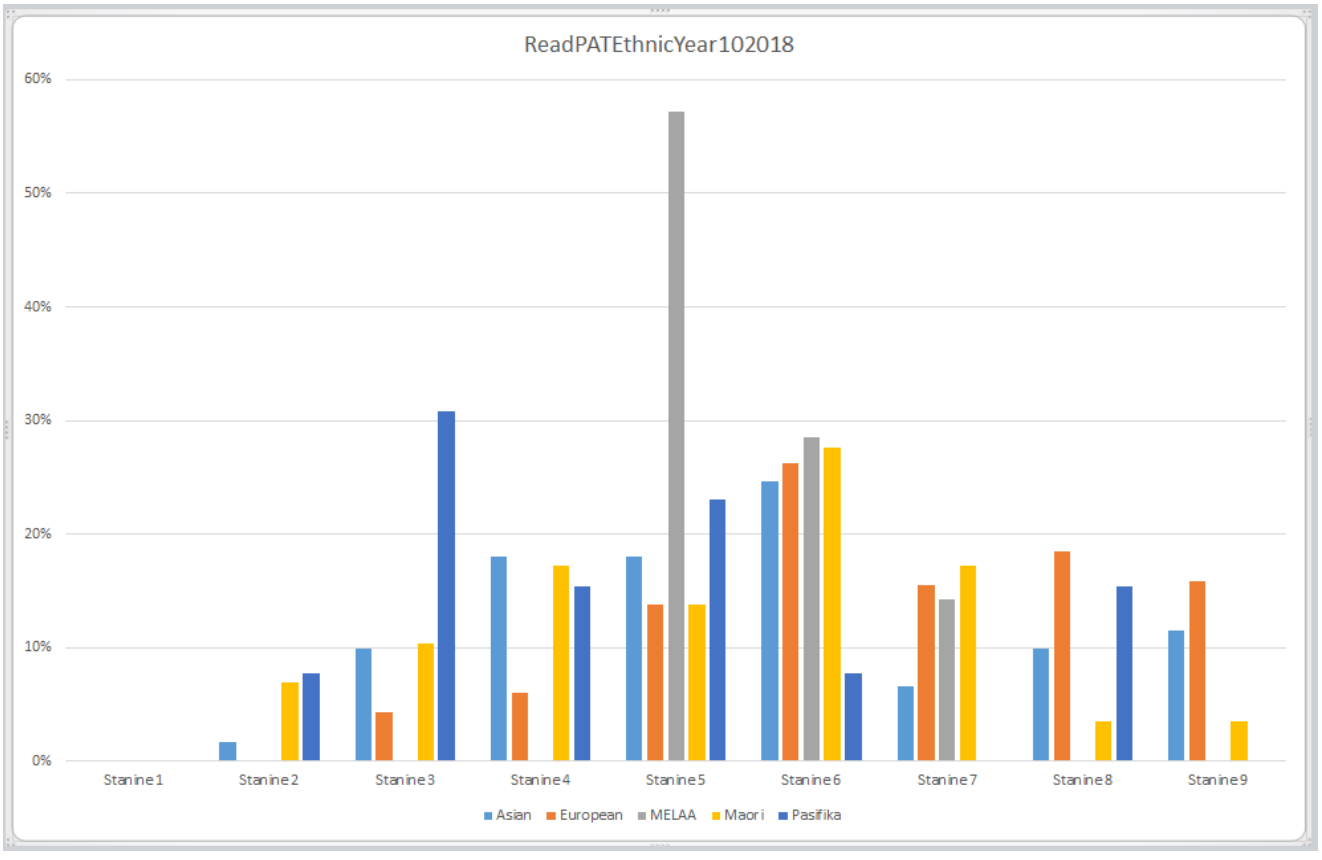
WELLINGTON COLLEGE YEAR 9 AND 10 PAT RESULTS



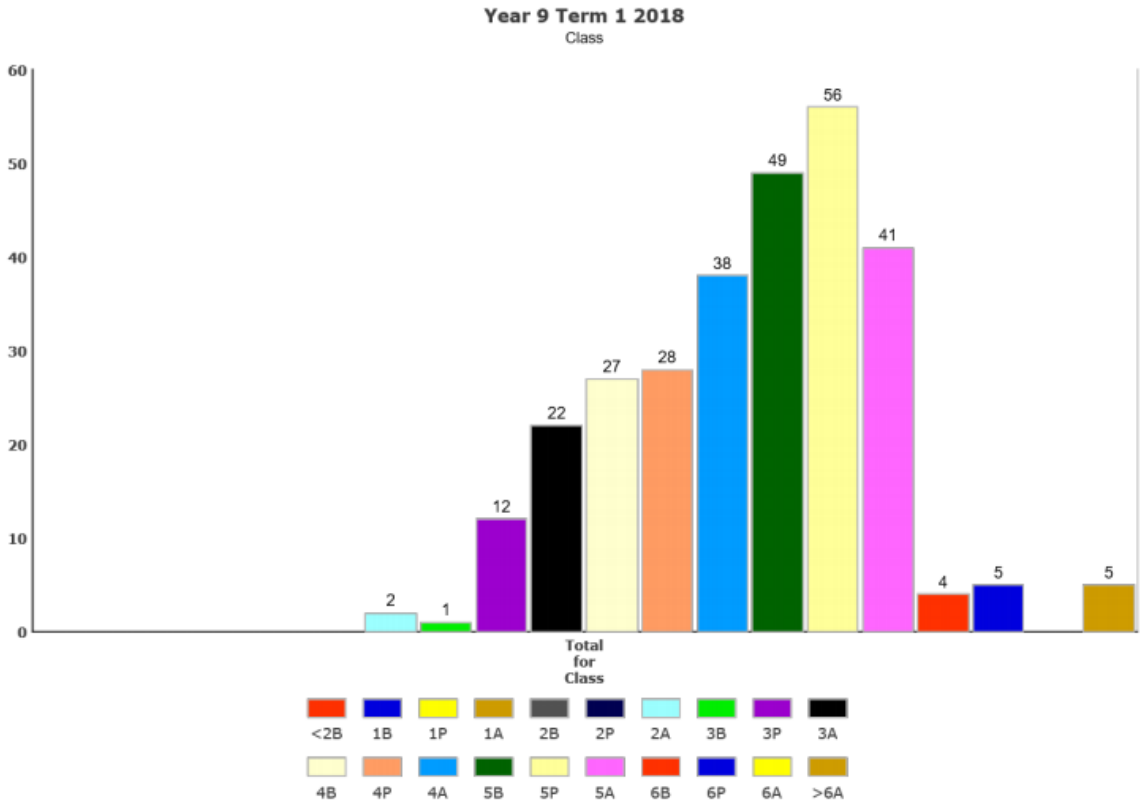
Wellington College Year 9 PAT Results by Ethnicity



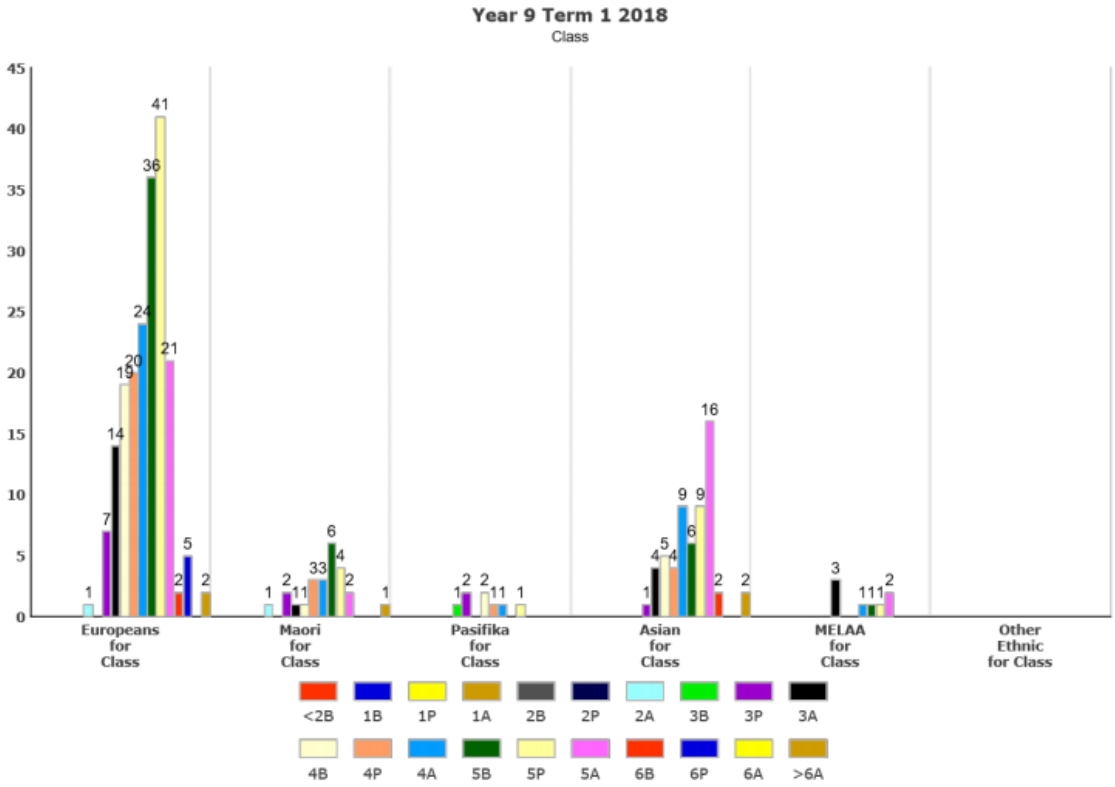
Wellington College Year 10 PAT Results by Ethnicity



Wellington Girls' College Mathematics AsTtle Results



Wellington Girls' College Mathematics AsTtle Data by Ethnicity

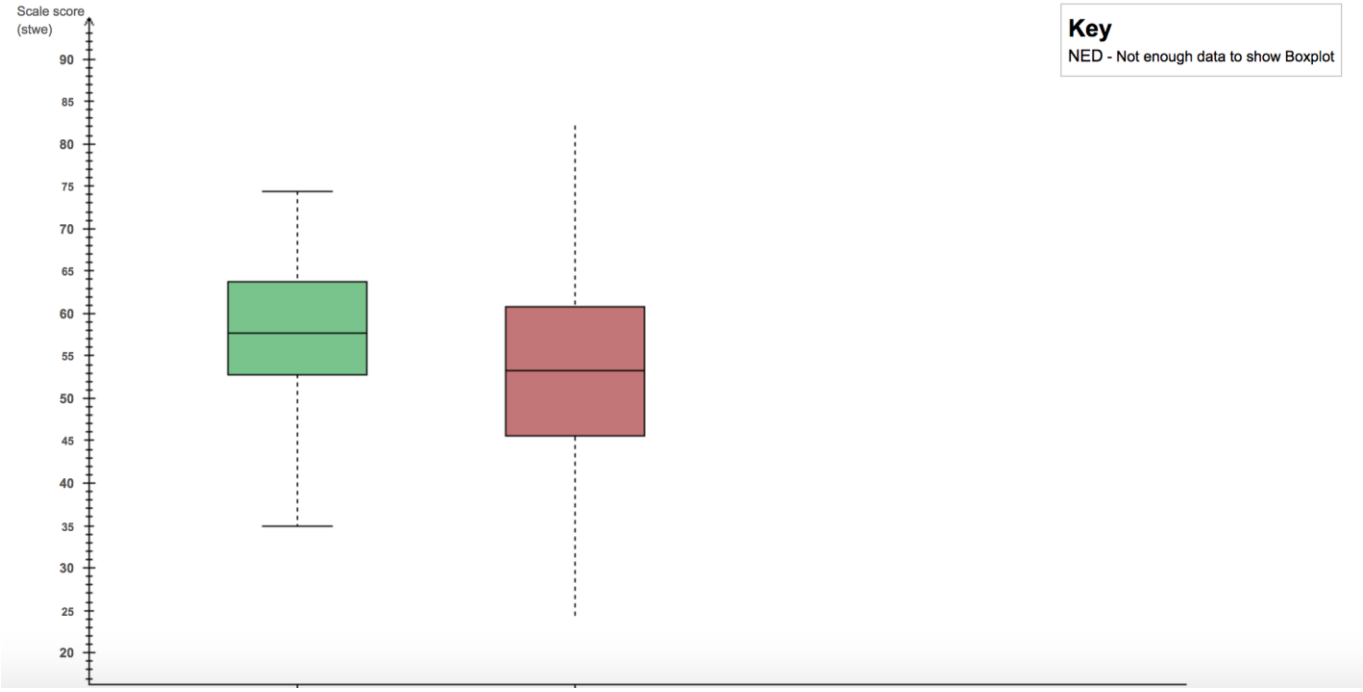


PRIMARY SCHOOL THINKING WITH EVIDENCE NZCER TERM 1 2018

(Primary School - Green, National Reference Group – Red)

Number of Students	Mean Scale Score(stwe)	Standard Deviation Scale Score(stwe)	Median(stwe)	Lower Quartile(stwe)	Upper Quartile(stwe)	Lowest Score(stwe)	Highest Score(stwe)
66	57.6 (53.2)	9.4 (11.2)	57.7 (53.2)	52.8 (45.6)	63.8 (60.8)	34.9	74.4

Numbers in brackets provide statistics for all students in the national reference group.



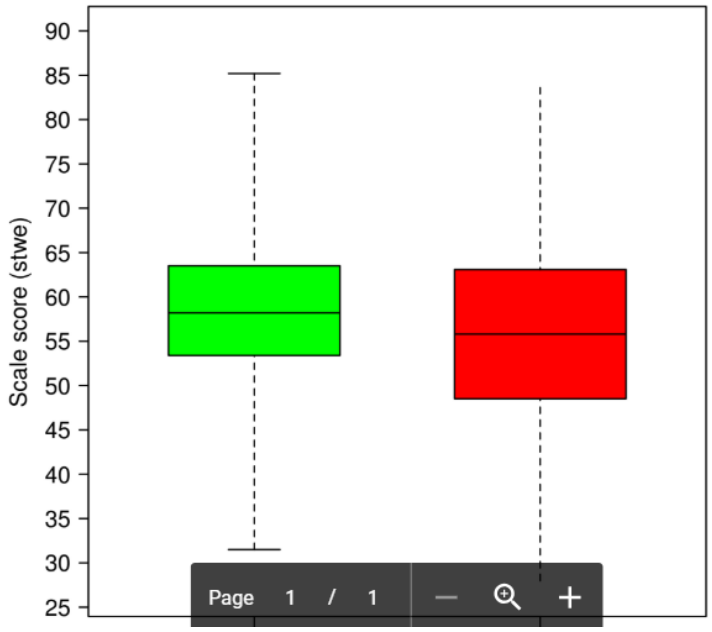
SECONDARY SCHOOL THINKING WITH EVIDENCE NZCER TERM 1 2018

(Secondary School - Green, National Reference Group – Red)

Number of Students	Mean Scale Score (stwe)	Standard Deviation Scale score (stwe)	Median (stwe)	Lower Quartile (stwe)	Upper Quartile (stwe)	Lowest Score (stwe)	Highest Score (stwe)
297	58.1 (55.8)	8.4 (10.8)	58.2 (55.8)	53.4 (48.5)	63.5 (63.1)	31.5	85.2

*Numbers in brackets provide statistics for **all students** in the national reference group.*

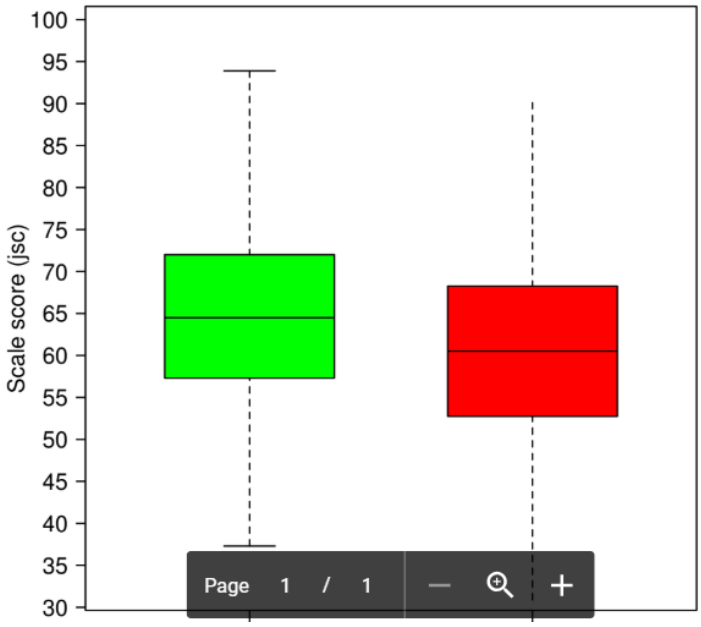
Year 9 Science: Thinking with Evidence



Number of Students	Mean Scale Score (jsc)	Standard Deviation Scale score (jsc)	Median (jsc)	Lower Quartile (jsc)	Upper Quartile (jsc)	Lowest Score (jsc)	Highest Score (jsc)
304	65.0 (60.5)	10.0 (11.5)	64.5 (60.5)	57.3 (52.7)	72.0 (68.3)	37.3	93.9

*Numbers in brackets provide statistics for **all students** in the national reference group.*

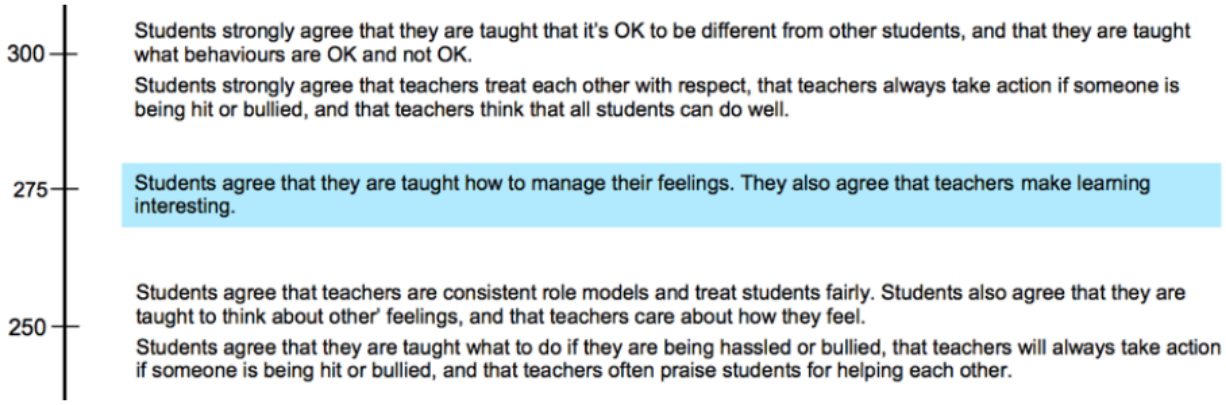
Year 10 Junior Science: Thinking with Evidence



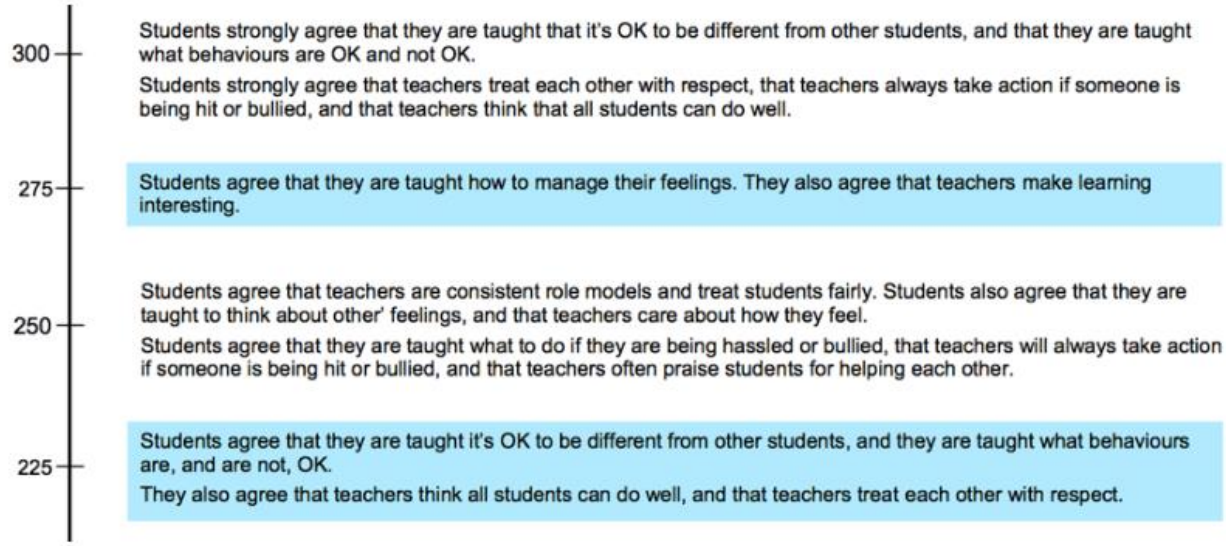
WELLBEING@SCHOOL DATA FROM THE TEACHING AND LEARNING SECTION

The Table below shows at a glance the placement of schools upper and lower quartile summary against the scaled score indicator for Teaching and Learning. This provides us with a starting point for individual schools in how the students perceive they are learning. All individual schools have data that will be analysed more closely for gender and ethnicities.

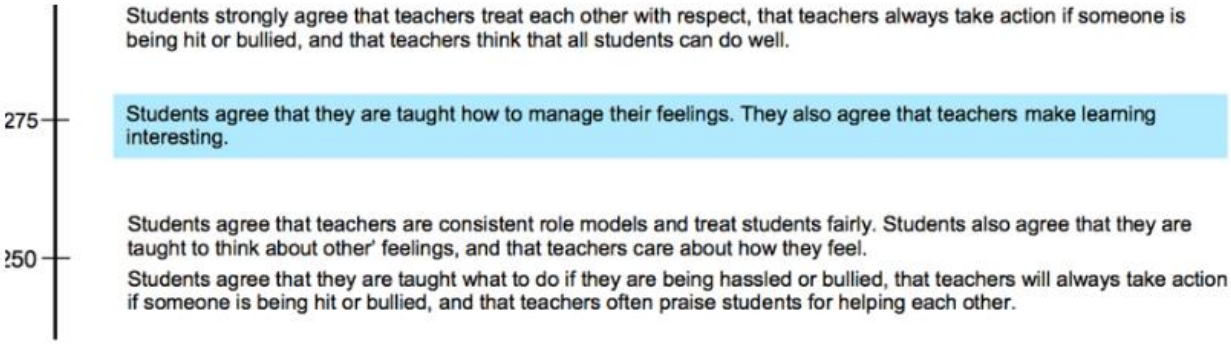
Year 5



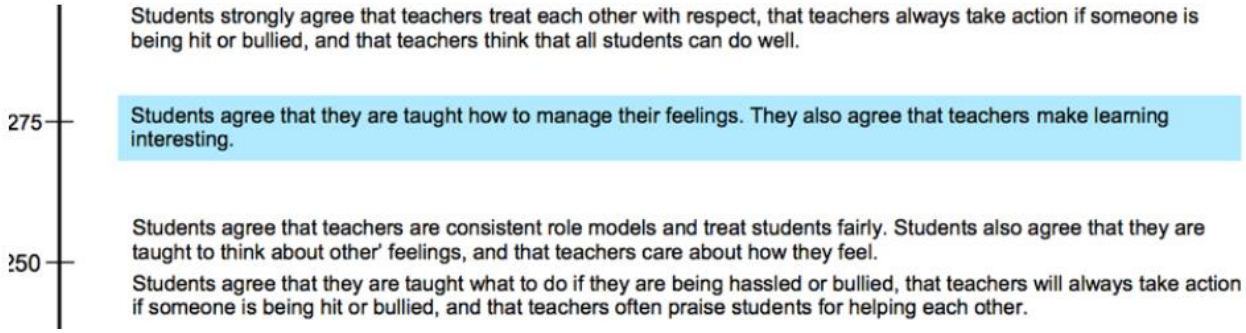
Year 6



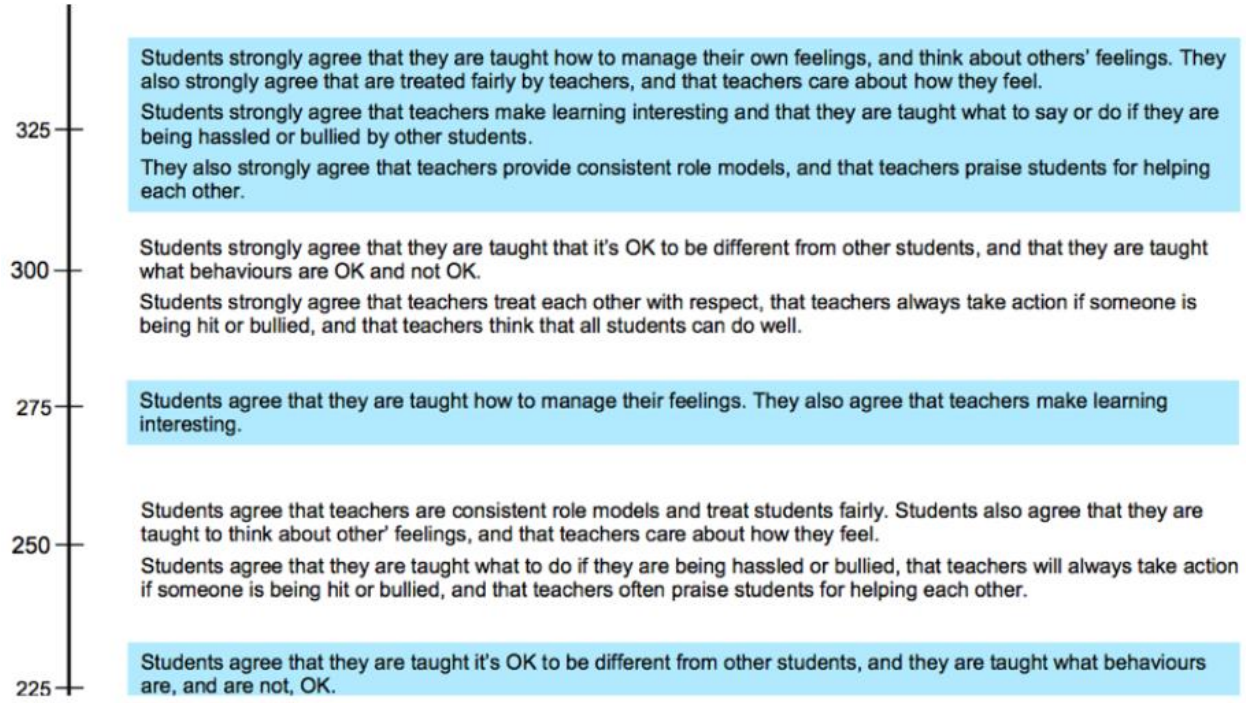
Year 7



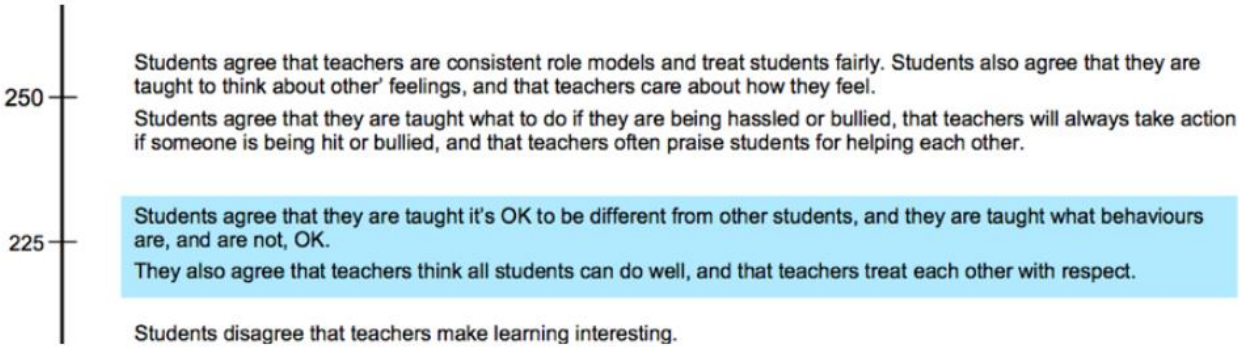
Year 8



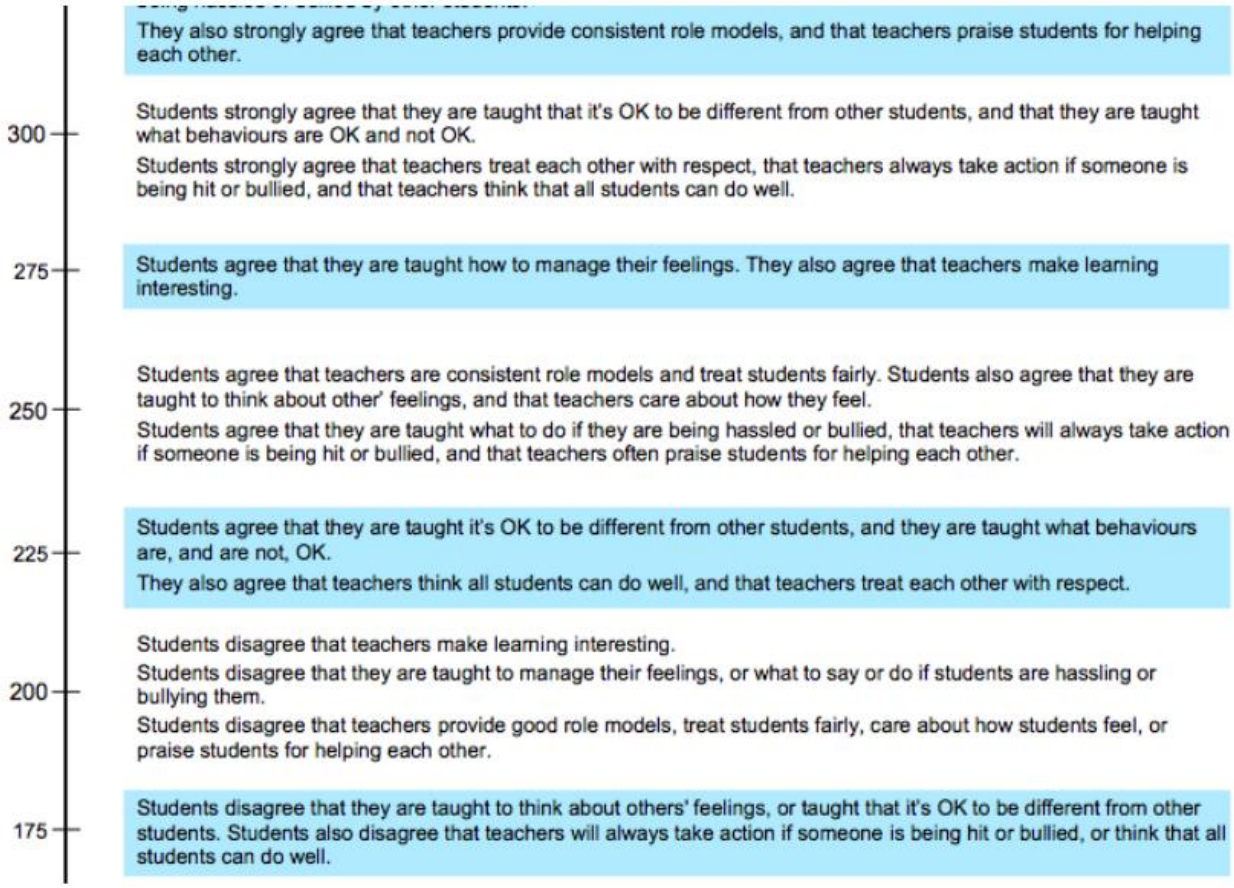
Year 9



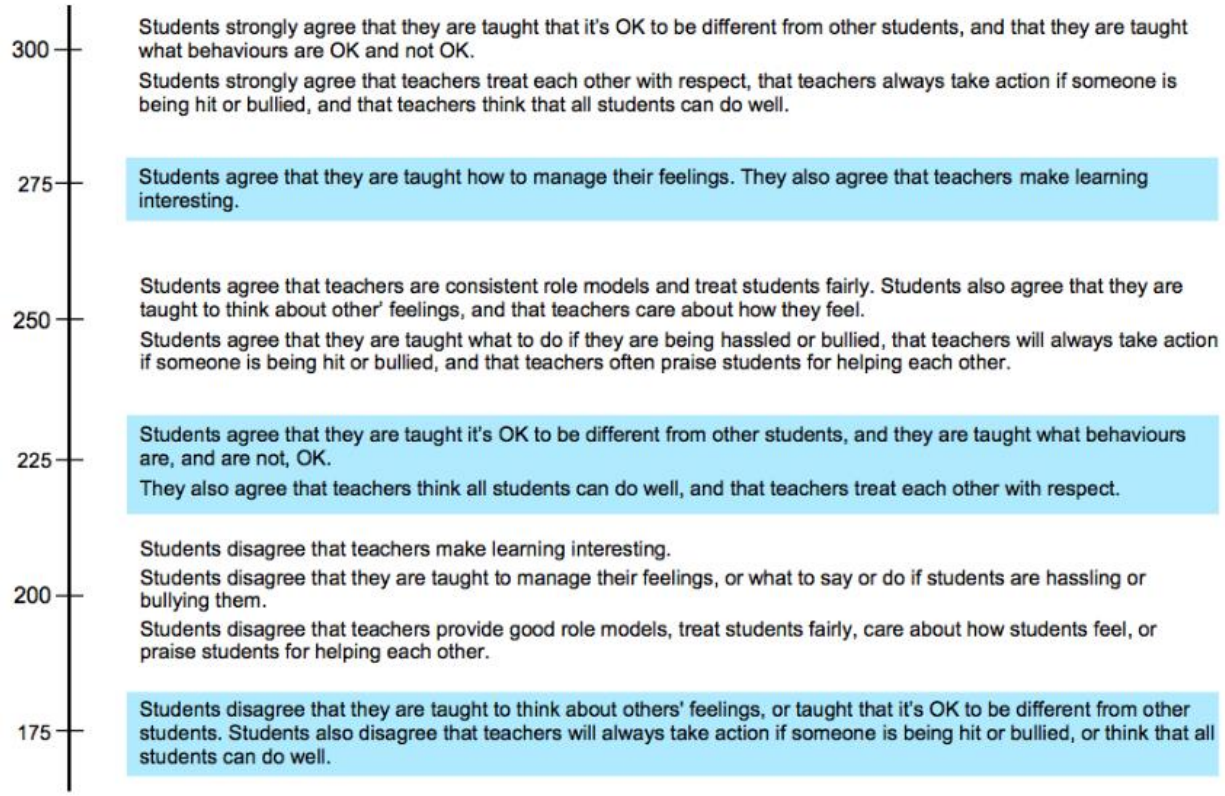
Year 10



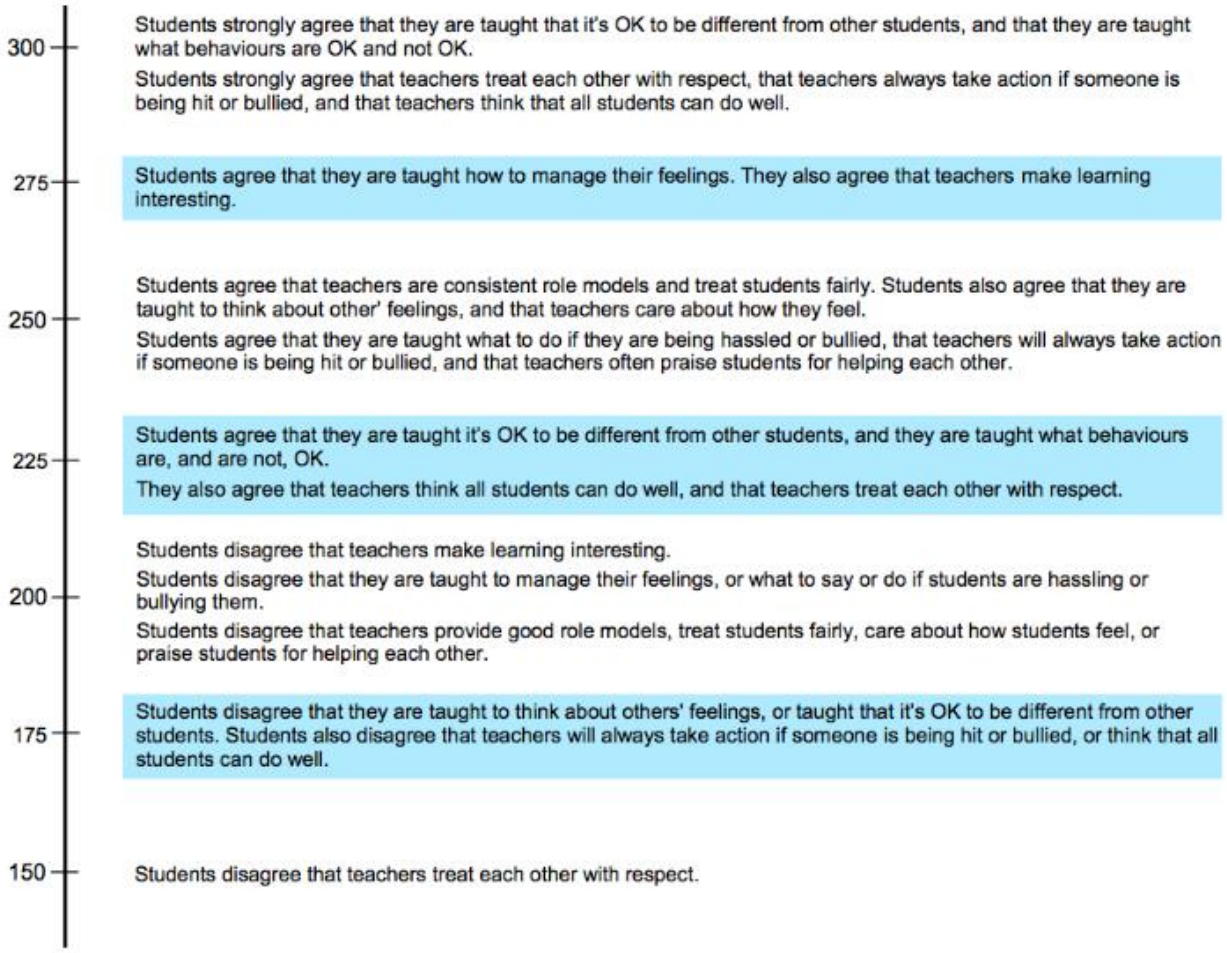
Year 11



Year 12



Year 13


300
Students strongly agree that they are taught that it's OK to be different from other students, and that they are taught what behaviours are OK and not OK.
Students strongly agree that teachers treat each other with respect, that teachers always take action if someone is being hit or bullied, and that teachers think that all students can do well.
275
Students agree that they are taught how to manage their feelings. They also agree that teachers make learning interesting.
250
Students agree that teachers are consistent role models and treat students fairly. Students also agree that they are taught to think about other' feelings, and that teachers care about how they feel.
Students agree that they are taught what to do if they are being hassled or bullied, that teachers will always take action if someone is being hit or bullied, and that teachers often praise students for helping each other.
225
Students agree that they are taught it's OK to be different from other students, and they are taught what behaviours are, and are not, OK.
They also agree that teachers think all students can do well, and that teachers treat each other with respect.
200
Students disagree that teachers make learning interesting.
Students disagree that they are taught to manage their feelings, or what to say or do if students are hassling or bullying them.
Students disagree that teachers provide good role models, treat students fairly, care about how students feel, or praise students for helping each other.
175
Students disagree that they are taught to think about others' feelings, or taught that it's OK to be different from other students. Students also disagree that teachers will always take action if someone is being hit or bullied, or think that all students can do well.
150
Students disagree that teachers treat each other with respect.