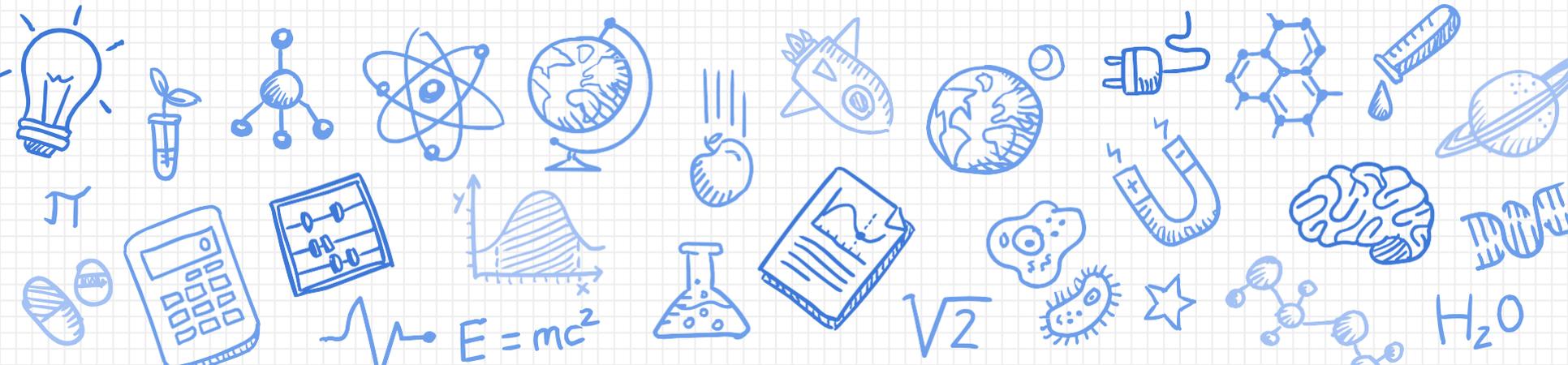


Tipu Māia Kāhui Ako Achievement Challenge Plan 2022-2025



Us | Whakapapa

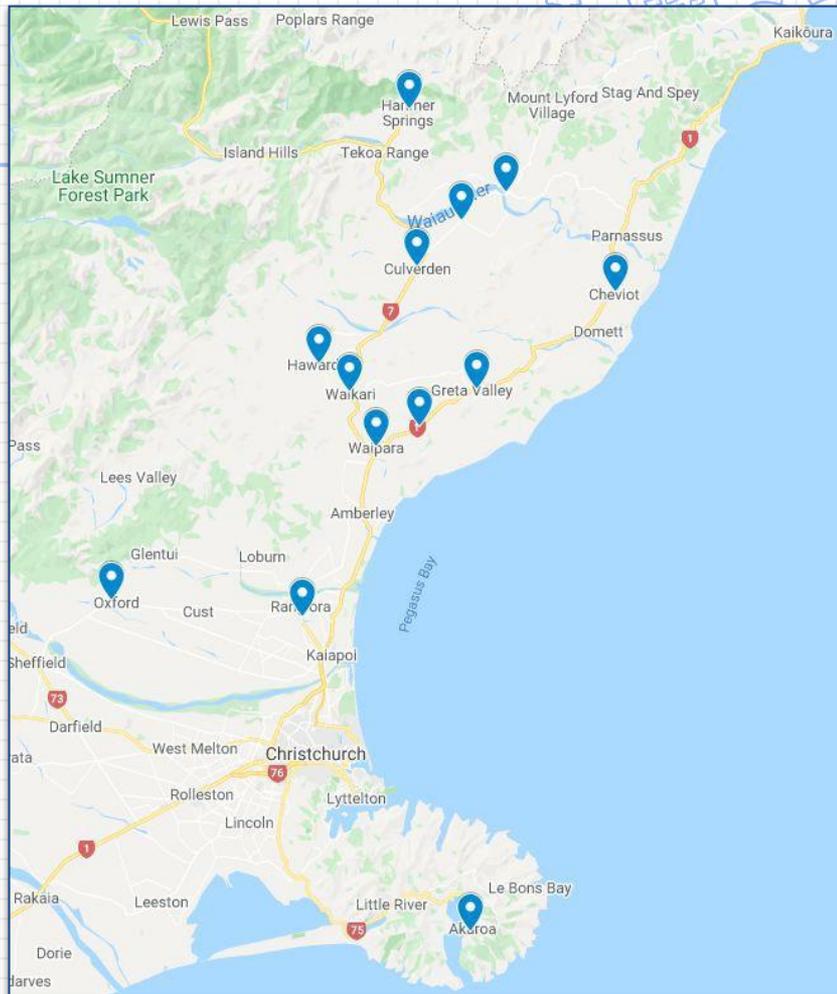
Our Communities

Our communities have been described as either rural or located in small towns with strong farming and/or tourism focus. They tend to be the hub of the local area and well supported by members of the wider community. The schools' cultures are welcoming, supportive and inclusive.

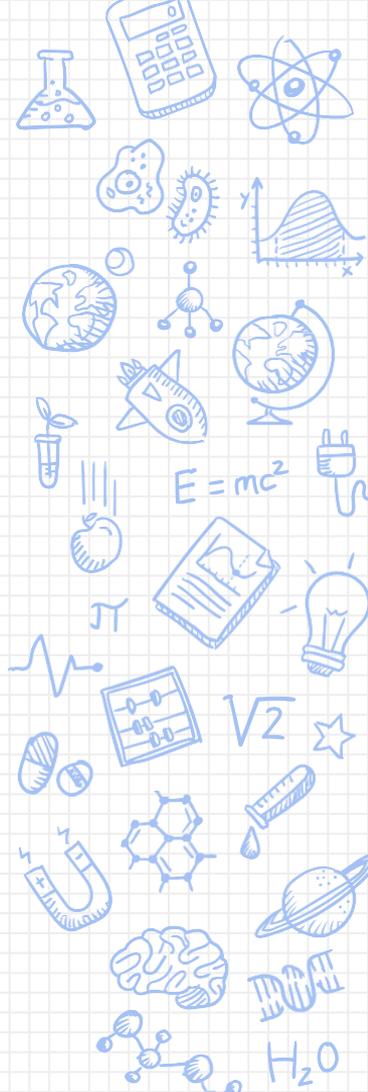
While a three hour drive separates the two furthest participating schools, most schools are within a 30 minute drive from the next school.

The schools in Tipu Māia area have a strong history of collaboration with schools working previously in Learning Community Clusters (LCC) since 2015 and as a Canterbury Area School Association (CASA) bringing together the six area schools together.

Our kura strengths have been an abundance of environmental opportunities for our localised curriculum, strong relationships with a tuakana-teina approach, and collegiality.



Us | Whakapapa



Vision/Motto		Vision/Motto	
	Akaroa Area School Kotahitanga Embrace the Future		Oxford Area School Kāhui Whetū Tatai Whetū Rau Whetū
	Amuri Area School Kia Kitea Toikaka Nothing but the Best		Rangiora New Life School Seek Serve Soar
	Cheviot Area School Just Believe		Rotherham School Inspire Exceptional Learners
	Greta Valley School Skills for Success		Waiau School Learning for Life Kia ū ki te ako
	Hanmer Springs School Dream, Believe, Achieve		Waikari School Confident, Respectful, Curious Kids
	Hurunui College Whakauru Ki Te Ako, Wehe Atu Kia Manaakitia		Waipara School Being the Best We Can Be
	Omih School Ako. Tipu. Puāwai.		

Us | Whakapapa

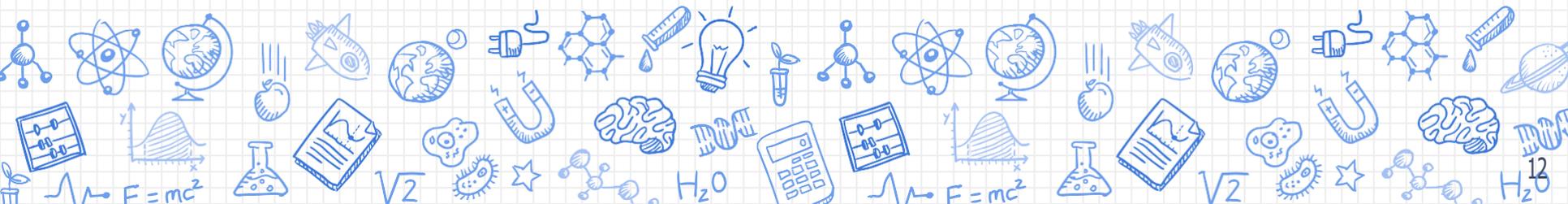
Tipu Māia Kāhui Ako was one of the early adopters to the Communities of Learning | Kāhui Ako following the announcement of the Investing in Educational Success initiative in 2014. And so the journey began in 2015.

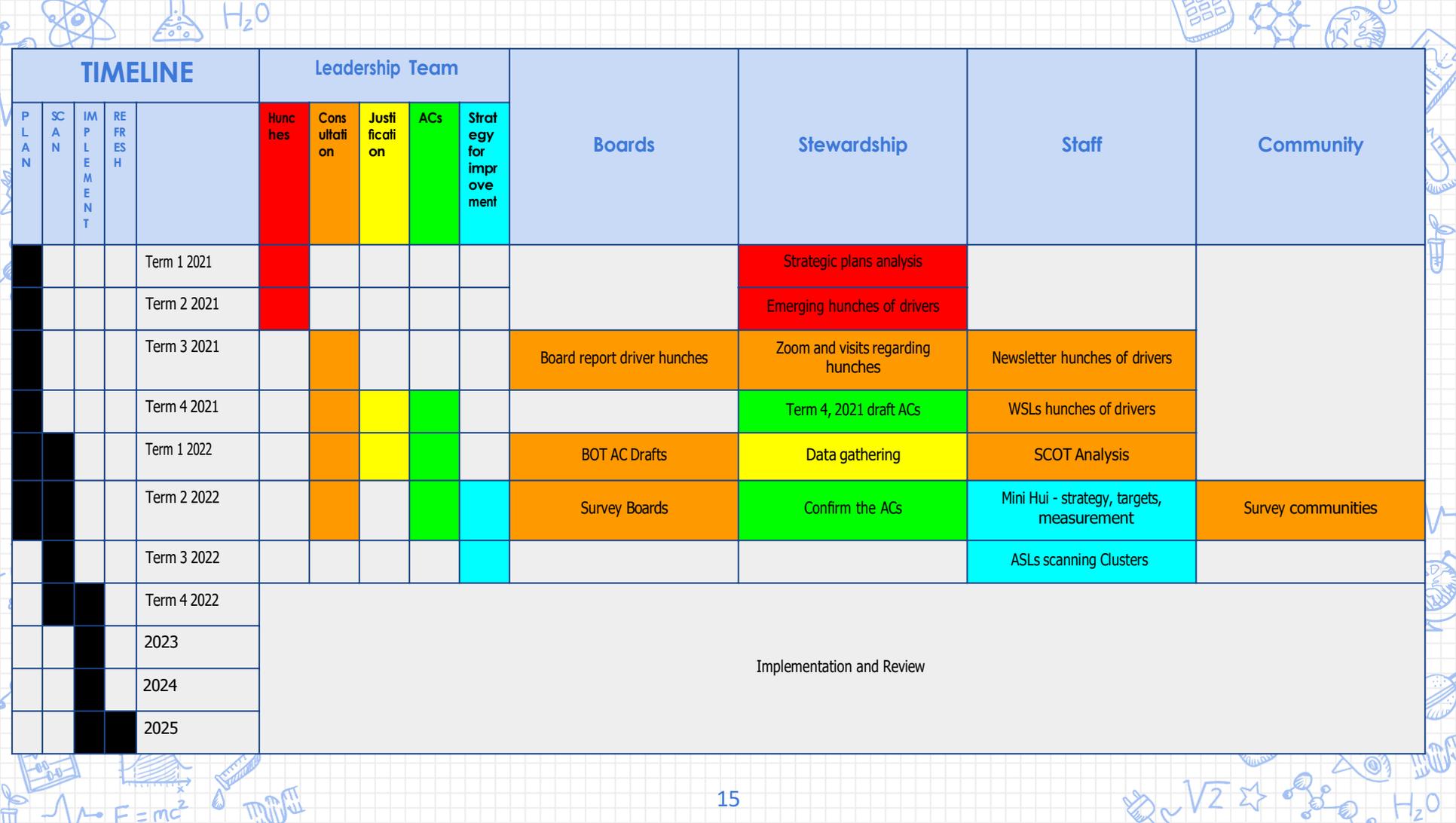
Our Journey:



The Challenge | Wero

Our focus for the next four years





TIMELINE					Leadership Team					Boards	Stewardship	Staff	Community		
P L A N	S C A N	I M P L E M E N T	R E F R E S H		Hunc hes	Cons ultati on	Justi ficati on	ACs	Strat egy for impr ove ment						
				Term 1 2021							Strategic plans analysis				
				Term 2 2021							Emerging hunches of drivers				
				Term 3 2021						Board report driver hunches	Zoom and visits regarding hunches	Newsletter hunches of drivers			
				Term 4 2021							Term 4, 2021 draft ACs	WSLs hunches of drivers			
				Term 1 2022						BOT AC Drafts	Data gathering	SCOT Analysis			
				Term 2 2022						Survey Boards	Confirm the ACs	Mini Hui - strategy, targets, measurement	Survey communities		
				Term 3 2022								ASLs scanning Clusters			
				Term 4 2022	Implementation and Review										
				2023											
				2024											
				2025											

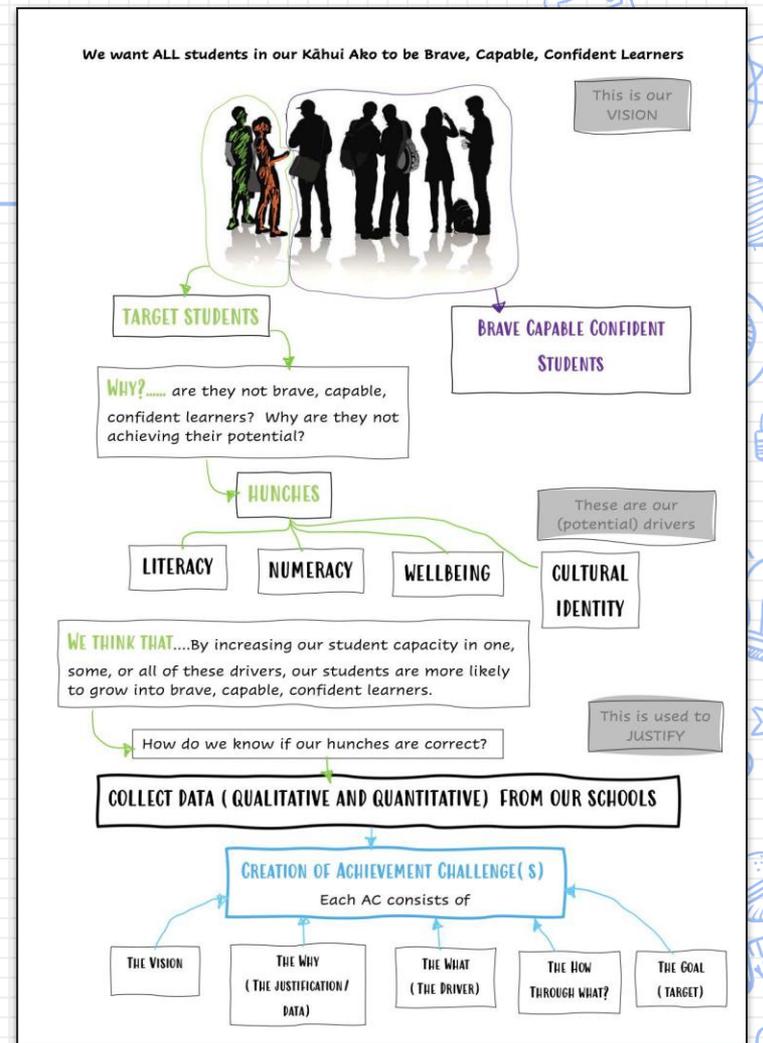
The Challenge | Wero

4. Developing the Hunches

Once a number of hunches emerged from consultation with individual schools and their current needs, Tipu Māia set about confirming those hunches supported by qualitative and quantitative data.

The four emerging challenges were:

- ✓ [Achievement Challenge Tahi - Cultural Identity](#)
- ✓ [Achievement Challenge Rua - Wellbeing](#)
- ✓ [Achievement Challenge Toru - Literacy](#)
- ✓ [Achievement Challenge Wha - Numeracy](#)



The Challenge | Wero

Achievement Challenge Tahī: Cultural Identity

Culture refers to the customs, practices, languages, values and world views that define social groups such as those based on nationality, ethnicity, region or common interests. Cultural identity is important for people's sense of self and how they relate to others. A strong cultural identity can contribute to people's overall wellbeing.



The Challenge | Wero

Achievement Challenge Tahī: Cultural Identity

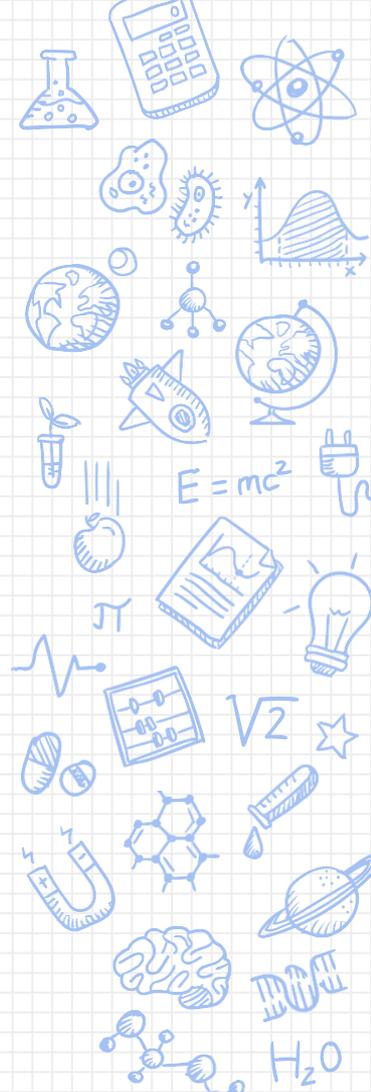
Rationale

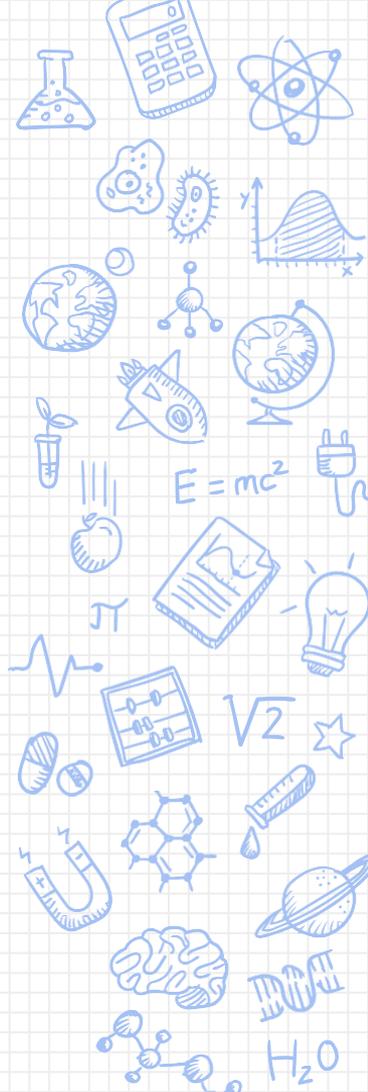
To ensure our school culture reflects an environment that is inclusive, equitable and connected so we progress and achieve advances for our learners, their contexts and their future.

We have a responsibility to:-

- Honour our mutual obligations to and through Te Tiriti O Waitangi
- Create a curriculum that is inclusive so that ākonga see themselves, and succeed in their learning

We will establish baseline data that will identify measurable gains and next steps.

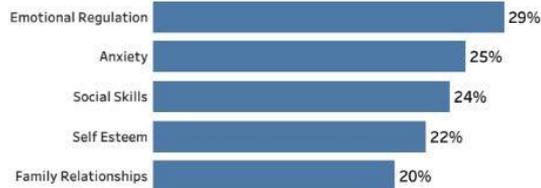




Achievement Challenge - Wellbeing Analysis

Graph:

TOP 5 PRESENTATIONS - INDIVIDUAL (all data)



Please note: This graph shows the percentages of children in the cluster with each presentation (a student may have multiple identified presentations).

Three year behaviour data

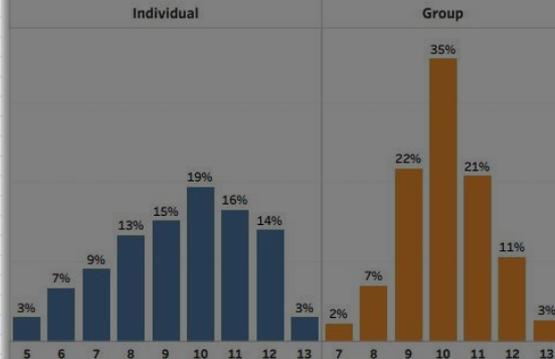


Analysis

An increasing number of students require intervention for emotional regulation and behavioural issues from year 5 to 7.

The number of behavioural incidents decreases from year 8 to year 13.

AGE/GENDER DISTRIBUTION OF REQUESTS FOR SUPPORT (all data)

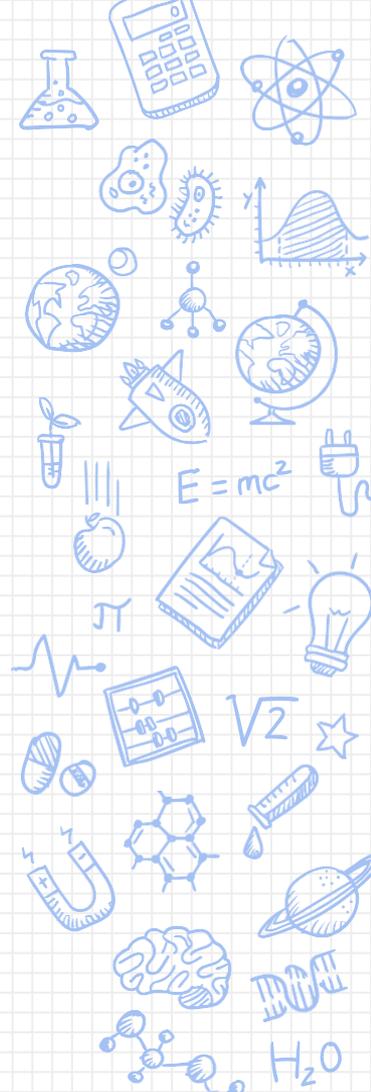


The Challenge | Wero

Achievement Challenge Rua: Wellbeing

Goal:

To develop strategies and preventative measures that empower and equip students to successfully regulate emotions and therefore improving their overall wellbeing. Specific goals, based on data collected from identified target age groups, will be set annually in order to be responsive to a rapidly changing world.



The Challenge | Wero

Achievement Challenge Rua: Wellbeing

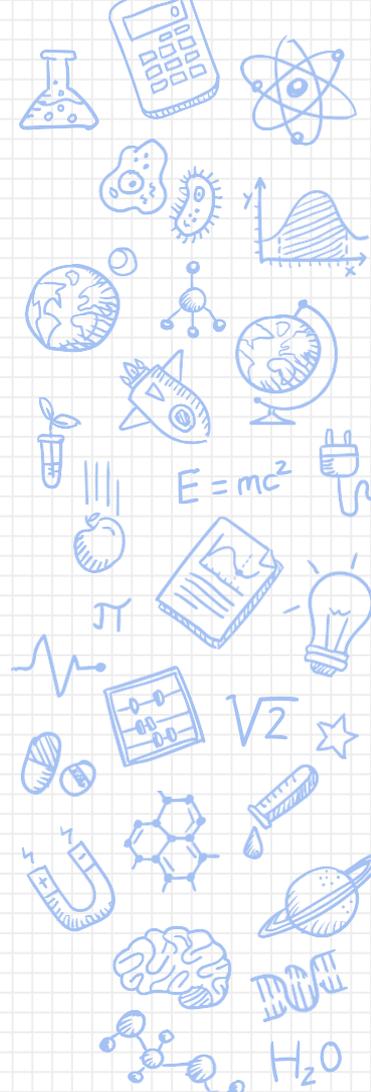
Targets:

To use an appropriate tool, for example a survey or attendance data, by the end of Term 1 to establish and provide support in target areas of wellbeing that need improvement with specific groups of students.

Monitoring:

Impact on the targets identified in Term 1 will be measured in Term 4.

- ❖ *It is anticipated that this process will be repeated to establish target groups annually to be responsive to kura needs.*



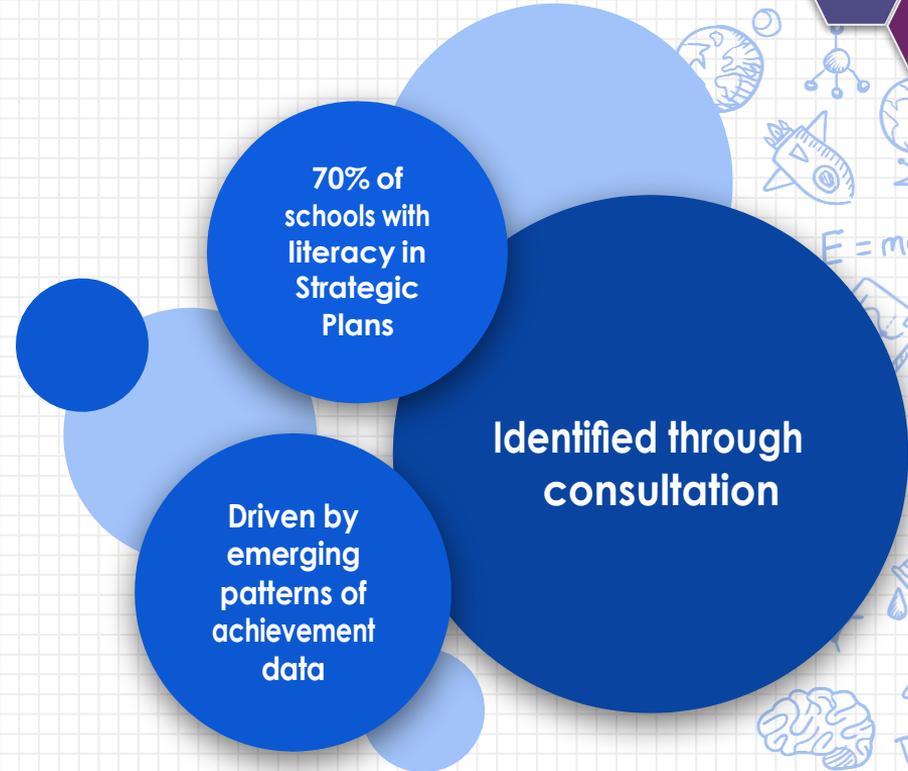
The Challenge | Wero

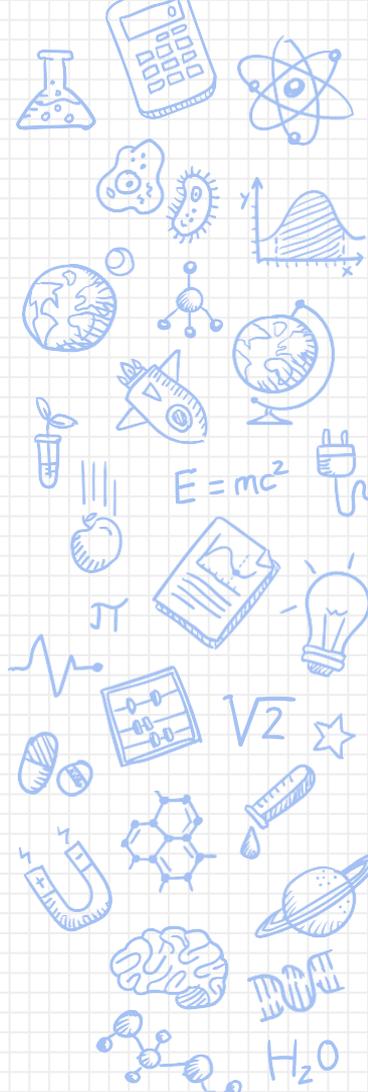
Achievement Challenge Toru: Literacy

Literacy is an integral part of students being able to access the curriculum and the world around them.

This includes reading, writing and oral language as there are close learning connections between the three.

We believe that by increasing literacy our students will have the opportunity to reach their potential across the curriculum.





Achievement Challenge - Literacy Analysis (reading) Year 3

Graph:

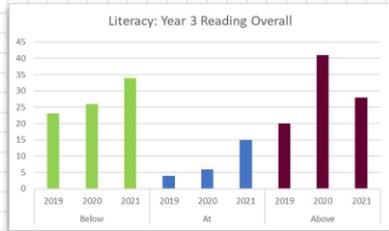


Table:

	Below	At	Above
2019	50	7	43
2020	36	8	56
2021	44	20	36

Analysis:

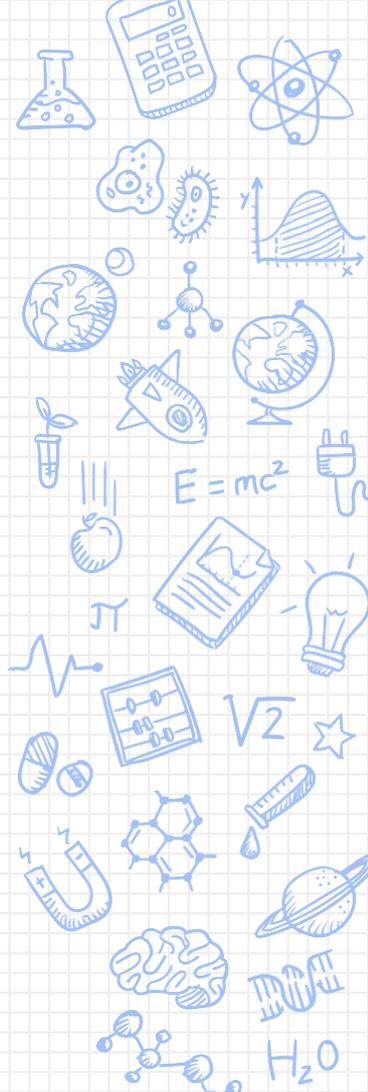
A decreasing number of students are below the expected level (50% to 44%).

Overall the total number of students below the expected level has increased over the 3 years.

A slight increase of students at the expected level (7% to 20%)

The number of students above the expected level has fluctuated significantly over the past 3 years (43%. 56%, 43%).

Overall, the total number of students at/above the expected level has increased slightly (50% to 56%).



Achievement Challenge - Literacy Analysis (reading) Year 10

Graph:

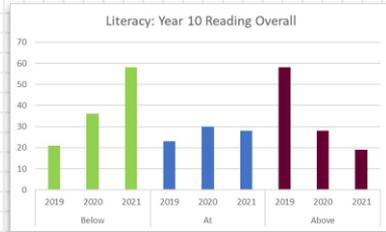


Table:

	Below	At	Above
2019	20	23	57
2020	38	32	30
2021	55	27	18

Analysis:

A significant increase in the number of students below the expected standard (20% to 55%).

A significant decrease in the number of students above the expected standard (57% to 18%).

The number of students at the expected level has stayed stable over the 3 years.

Overall, the number of students at/above the expected standard is decreasing over the last 3 years.

In 2021, we surpassed 50% of our students below the expected standard.

The Challenge | Wero

Achievement Challenge Toru:

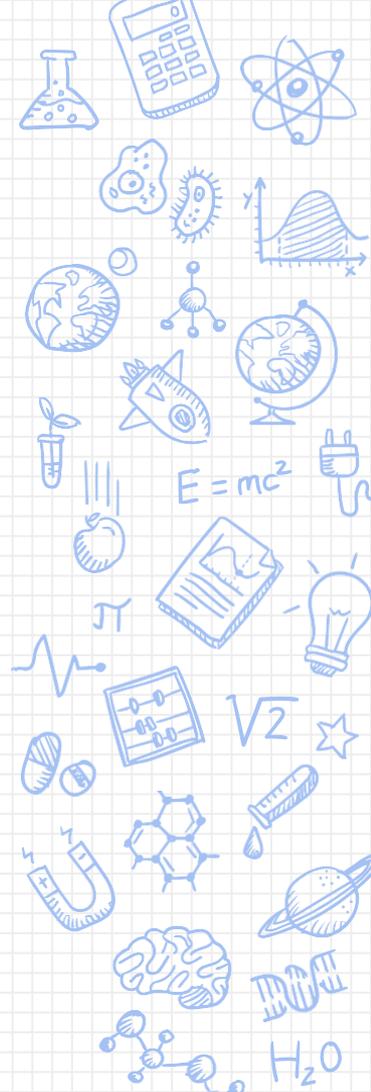
Literacy

Targets:

The Literacy Achievement Challenge is broken into two parts:

1. Each school involved in the Literacy Achievement Challenge will identify a target group of learners working within curriculum level 1. They will then be monitored through Year 4, 5 and 6.
2. The second Achievement Challenge will identify a target group at the end of Year 7 that are working within curriculum level 3. They will be monitored through Year 8, 9 and 10. Over the three years, any new target students will be able to enter the target group the following year. A footnote will be placed next to these students identifying year of entry. Specific groups may be established based on gender and ethnicity.

❖ *This will exclude students who meet one or more of the Ongoing Resource Scheme (ORS) criteria.*



The Challenge | Wero

Achievement Challenge Wha: Numeracy

The new Numeracy Standard for NCEA requires students to know all of the Mathematics Curriculum. They will be tested online, in a test that is NZ wide. All students must pass this standard in order to pass NCEA 1.

In order to give students the best possible chance of achieving in this standard, students should be tracked from year 8, to ensure that they are on track, and given the best chance of succeeding.

The NCEA
Change
Programme
has
highlighted
challenges

Driven by
emerging
patterns of
achievement
data

Identified through
consultation

NELPs

2

1

3

4

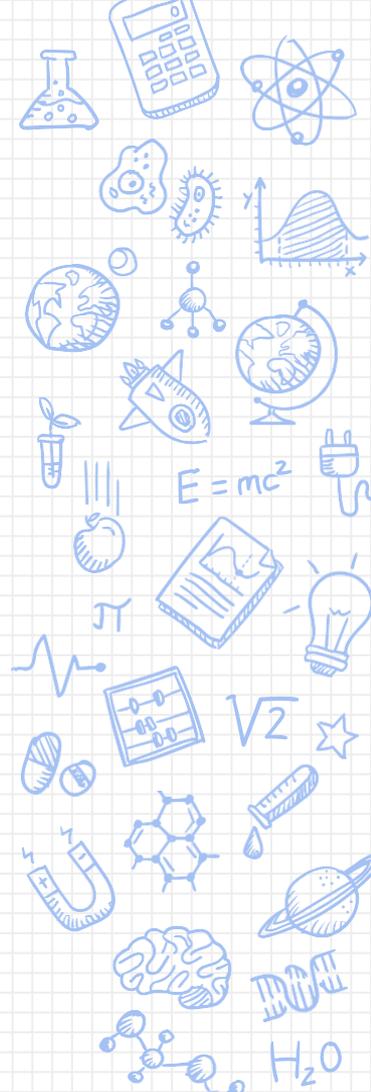
The Challenge | Wero

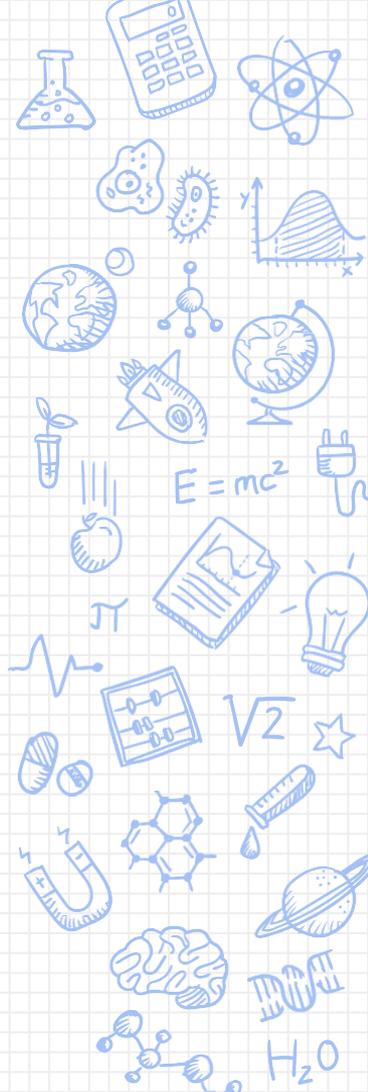
Achievement Challenge Wha: Numeracy

Rationale

The next section provides evidence and analysis of the current Year 10 achievement data across our Kāhui. This forms the justification for our target group.

Through an analysis of achievement data a consecutive pattern of an increasing number of students achieving below an expected level of achievement at year 10 has emerged. It is noted, while on a slight increase, very small numbers of students are achieving above the expected curriculum level.





Achievement Challenge - Numeracy Analysis Year 10

Graph:

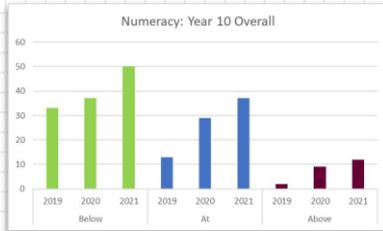


Table:

	Below	At	Above
2019	69	27	4
2020	49	38	13
2021	51	37	12

Analysis

A decreasing number of students are below the expected standard as an overall population (69% - 51%).

The number of students below the expected standard is increasing (33 - 50 students).

An increasing number of students are above the expected standard (4% - 12%).

Overall, the trend is downward as we go from below the expected standard to above the expected standard.

The downward trend from below to above is consistent over the last 3 years.

Each category trending up as the total number of students in Year 10 increases.

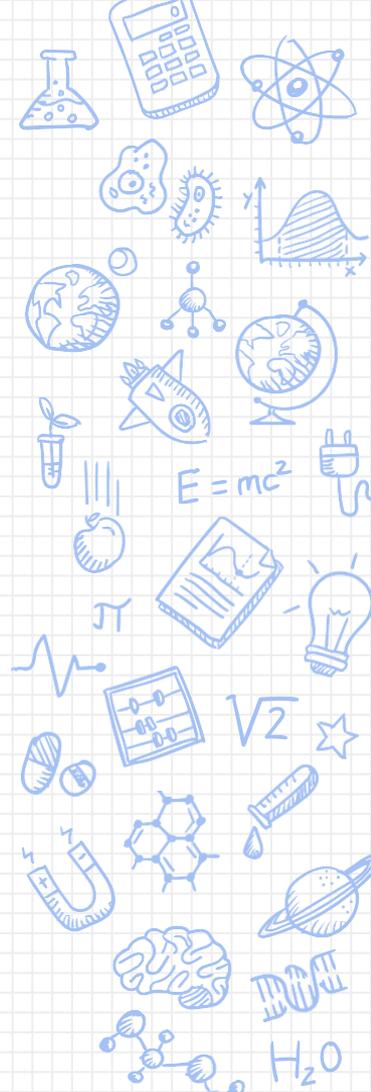
The Challenge | Wero

Achievement Challenge Wha: Numeracy

Target:

Each school involved in the Numeracy Achievement Challenge will identify a target group at the end of Year 7 that are working within curriculum level 3. They will then be monitored through Year 8, 9 and 10. Over the three years, any new target students will be able to enter the target group the following year. A footnote will be placed next to these students identifying year of entry. Specific groups may be established based on gender and ethnicity.

- ❖ *This will exclude students who meet one or more of the Ongoing Resource Scheme (ORS) criteria.*

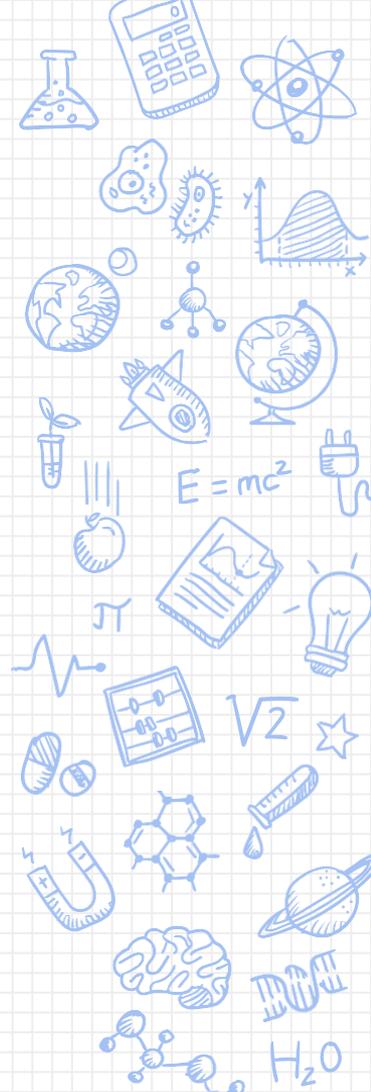


The Challenge | Wero

Achievement Challenge Wha: Numeracy

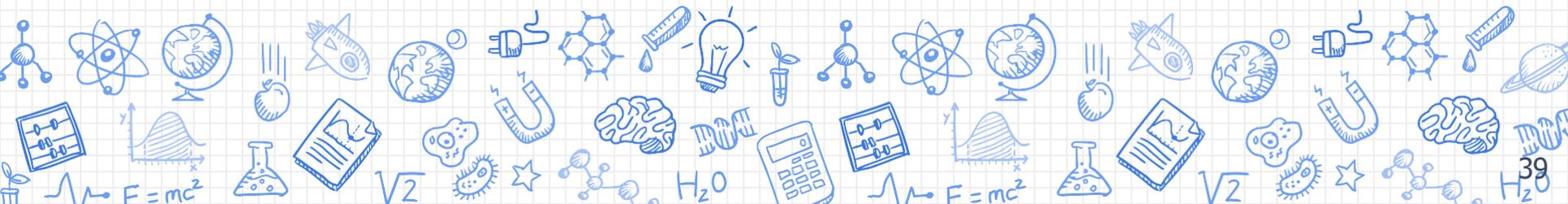
Monitoring:

Target students will be identified by Week 2 of Term 1, 2023 through overall teacher judgement (OTJ) covering the four overarching strands from the previous years data. Data collection will be shared in a three sub-level format. The data will be gathered and shared to the Kāhui every six months (end of Term 2 and end of Term 4). Regular moderation across schools for numeracy will be a key aspect of monitoring this challenge.



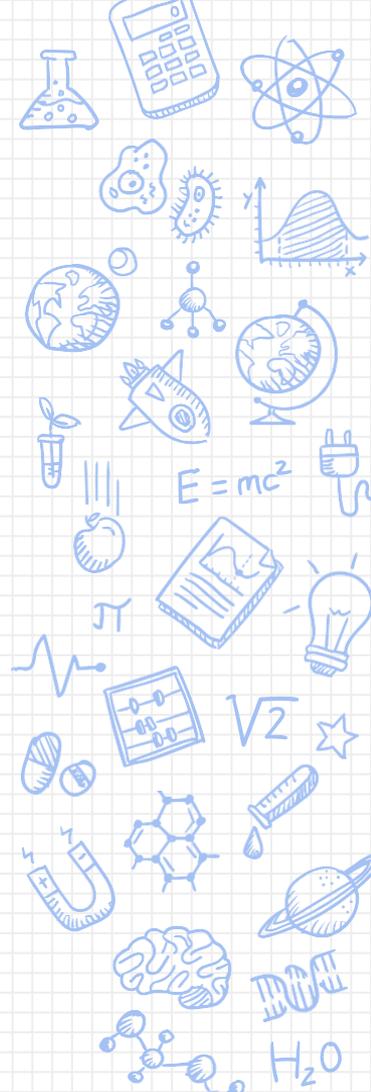
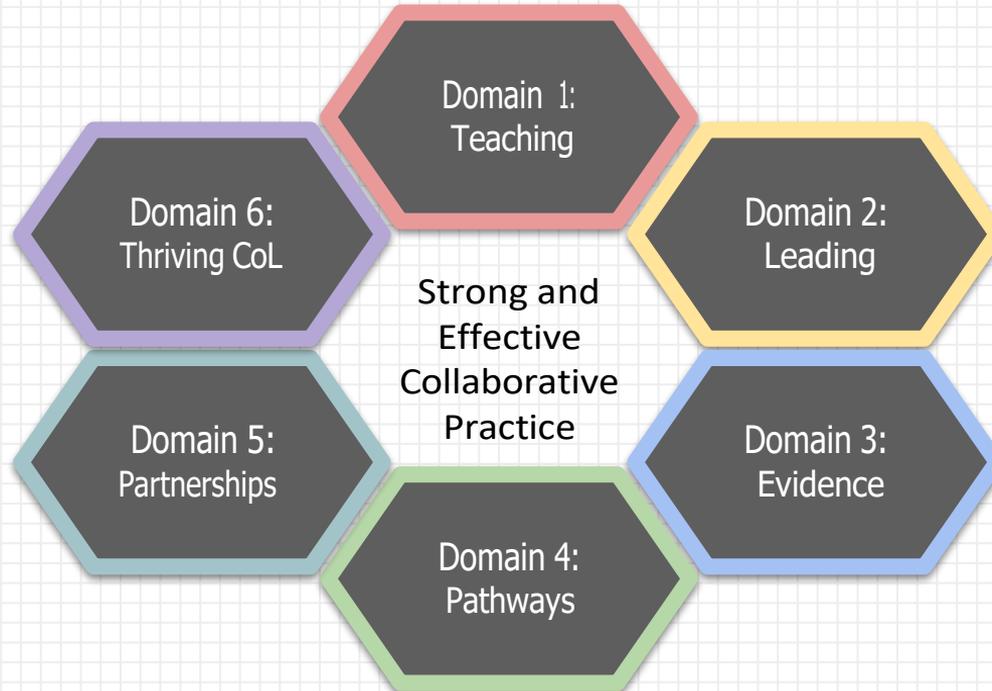
Improvement | Whakapai

Theory of Improvement



Improvement | Whakapai

Strategy for Improvement



Pathways developing and connecting along the whole educational journey for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. INTEGRATING THE LEARNING PATHWAY

1. Early stages

We are developing relationships to create a joined up learner pathway for our children and young people.

We are working on addressing our achievement goals across the learning pathway.

We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.

We are able to work flexibly across the Kāhui Ako and the learner pathway to be able to deliver high quality teaching and learning opportunities.

2. SUPPORTING TRANSITIONS

2. Some progress

We have identified the key transition points in, out, and through our local education system.

We have a plan of action for how we will work together to support learners across transition points.

We have evidence-based practices in place to support successful and seamless transitions through the pathway.

We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.



