



## **TARARUA KĀHUI AKO**

# **ACHIEVEMENT CHALLENGES**

### ***We value***

***Honesty***

***Integrity***

***Respect***

### ***Our Vision***

To collaboratively enrich, accelerate and celebrate the education and achievement of all children in the Tararua Kāhui Ako.

## **1. OUR PEOPLE...**

The *Tararua Kāhui Ako* comprises of 13 schools; one year 9-13 College with twelve contributing full primary schools, including one state integrated full primary school. The Tararua Kāhui Ako covers a wide geographical area. The college and three primary schools are within the Pahiatua township, with nine primary schools placed within a 55km radius of Pahiatua. Many schools are rurally located, or in smaller townships. The schools range in roll size from approximately 10 – 380 students, with the majority of schools considered small rural schools, with less than 100 students. The Tararua Kāhui Ako caters for approximately 1300 students. Between 2011-2015 overall student roll numbers have remained generally stable. Over the same period of time the percentage of Māori students has increased by 7%.

The following schools form the Tararua Kāhui Ako:

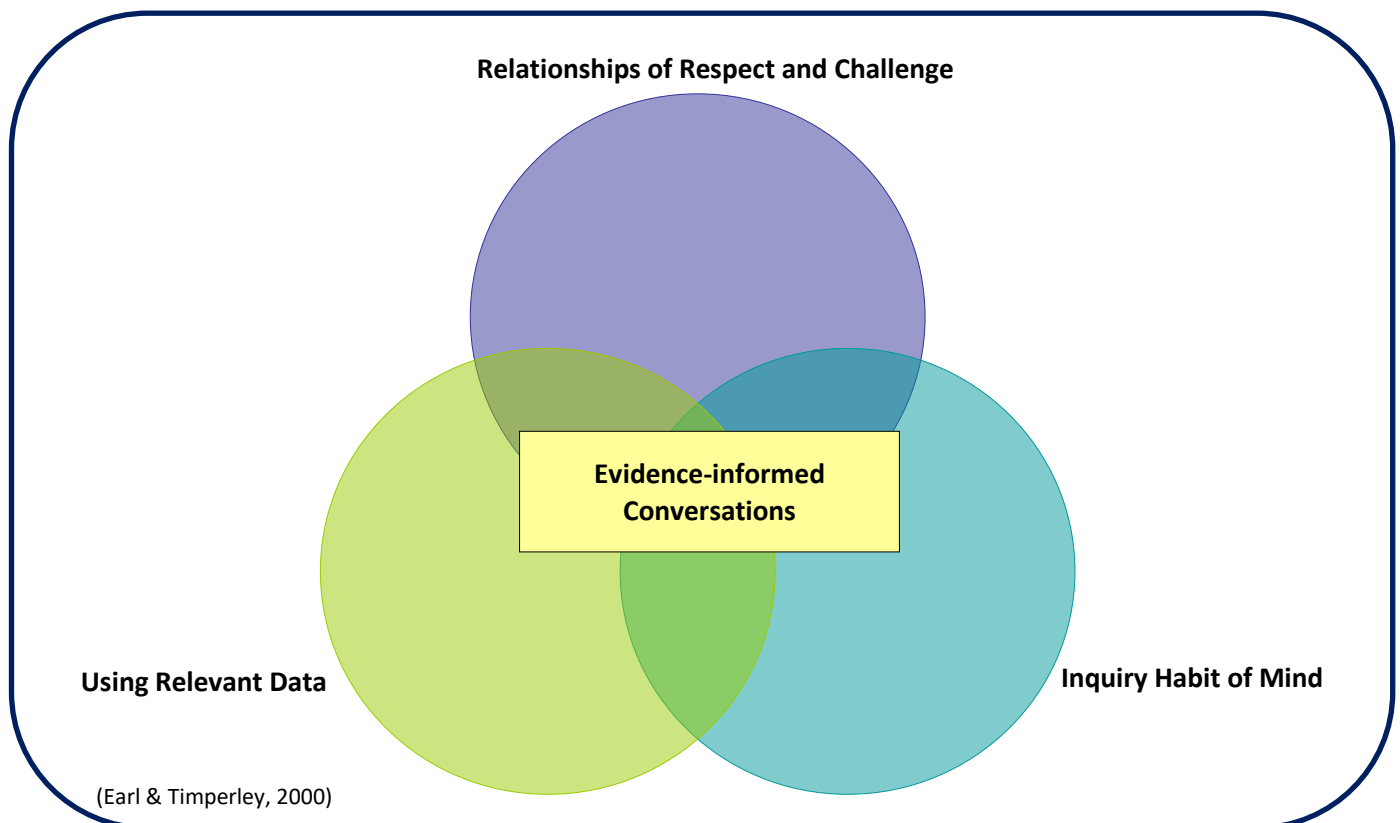
Alfredton, Ballance, Eketahuna, Hillcrest, Kumeroa-Hopelands, Makuri, Mangatainoka, Pahiatua, Papatawa, Pongoroa, St Anthony's, Tararua College, Woodville

## 2. OUR STORY...

The Tararua Kāhui Ako has developed from the Bush Principals' Association which has an established history of working together collegially. As part of the Association, Principals meet to discuss general educational developments, and those issues and/or initiatives directly impacting on the Bush District. All principals are committed to regularly attending and actively participating in meetings. Principals have established strong protocols with guiding principles, which encourages high relational trust and professional integrity within the group:

### Our Guiding Principles:

- Relational Trust
- Honest collaboration
- Strong leadership capabilities
- Enriching and celebrating education
- Connectedness with the wider community
- Respectful, professional integrity
- Accelerate educational achievement
- Change for improvement is the central purpose of the Community
- Evidence-Informed Conversations about Data;



As a network of leaders, we are passionate about developing our collegial community into one of collaboration which focusses on enriching, accelerating and celebrating the learning and education of all our learners. We recognise that we, and our teaching staff, are learners too. We understand that through collaboration, we have the ability to build teachers' individual and collective capabilities and capacities to meet the diverse needs of our students. We acknowledge that we have the internal capacity within our teaching and learning community, to collectively and effectively respond to the needs of all our students.

Representatives from Boards of Trustees attended an initial meeting of the Tararua Kāhui Ako. Each Board voluntarily formed the Kāhui Ako with other interested schools. Since the initial expressions of interest, three additional schools within the district have joined the Kāhui Ako. Boards of Trustees have been kept informed of the process and progress to date via their respective principals.

We have utilised the knowledge and resources of external agencies; Ministry of Education, New Zealand Trustee Association and the Education Review Office, to support us during the consultation, approval, and development phases of the pathway to our Kāhui Ako.

#### The Education Review Office has identified the following commonalities within the Tararua Kāhui Ako:

##### Strengths in the COL:

- Positive relationships between teachers, parents and families
- Teachers working collaboratively in their school to reflect on student achievement and share strategies to assist individual learning
- The increasing use by leaders and trustees of data to track, monitor and set targets for identified students
- Teachers providing appropriate support for students with additional education needs

##### Areas for Improvement:

- Leaders, trustees and teachers examining the disparity in achievement for male and for Māori learners and developing effective responses
- Increasing culturally responsive practices to more fully promote Māori success as Māori
- Extending meaningful partnerships with Māori whanau, hāpu and iwi
- Engaging Pacific families in partnerships for learning and curriculum design
- Strengthening strategies to increase student involvement in the learning process
- Broadening moderation practices to ensure the reliability of National Standard judgements
- Supporting teacher capability to effectively inquire into their practice
- Strengthening the collective knowledge, systems and processes of the Kāhui Ako to undertake evidence-based internal evaluation

*Areas identified for improvement will be incorporated within the 'Tararua Kāhui Ako AC Key Action Plan', which will strategically unpack each of the Achievement Challenges within this document; identifying through Inquiry how each of the Achievement Challenges will be achieved.*

### 3. OUR APPROACH...

We recognise that learning happens beyond classroom walls and school boundaries, and outside of school hours. Through our collaborative model, we realise that collaboration enables educators to learn from one another. We also understand that by working with whānau and students, a deeper form of collaboration is attained. By authentically engaging with the people in our student's lives, we enhance their learning and accelerate their achievement.

We will identify and agree on the common 'achievement challenges' and 'change priorities' across the Tararua Kāhui Ako. We will work with, and empower the capacities of, the wider network of people who have an interest in, and an effect on, the Tararua Kāhui Ako students' learning. This will include four key groups: the students, families/whānau, teachers and school leaders.

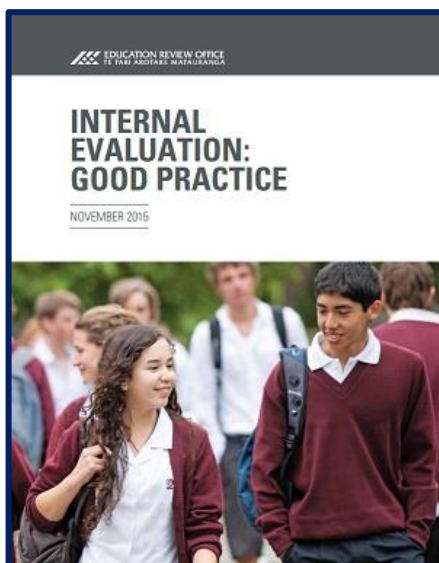
Change for improvement is the central purpose of the Tararua Kāhui Ako. Through evidence-driven data collation, conversation and analysis we will come together to implement priority changes. Through robust monitoring, and review we will embed new, effective practices which enable high achievement of all children in the Tararua Kāhui Ako to be attained and sustained.

We understand that learner agency is about student, teacher, family and school learning. It is about providing the optimum learning environment, culture, practice and support to enable all learners to develop the skills, attitudes and strategies for agency to occur. It enables student to be engaged in, and empowered by, assuming responsibility of their learning through reflection, goal setting and a range of other self-monitoring behaviours. It makes learning explicit and visible

### 4. OUR JOURNEY...

Developing teachers' capability to effectively inquire into their practice is an identified focus for this community. We recognise that professional curiosity is key to developing collaborative practices and therefore employ the inquiry model as the basis for our collective approach.

Two key ERO publications will support our collaborative inquiry approach, leading to effective practice within all our 13 schools of the Kāhui Ako.



We will manage this by employing the following evaluative Inquiry process:



The school evaluation indicators identify practices that contribute to effective evaluation. These practices will be viewed holistically, and not used in isolation or as a checklist. We will use them as a trustworthy reference when making sense of data and to answer the question, *how good is our collective practice?*

The table below provides a broad framework of how we will use the indicators in our Kāhui Ako. For example:

- We have used the outcome indicators as the starting point for evaluating the educational opportunities that our individual schools offers its students, and have begun initial investigations into who is/is not achieving, and identifying those students whose progress needs to be accelerated in individual schools, and across the Kāhui Ako
- We will use the six domains of influence as a framework for identifying where our inquiry and data gathering will occur as we develop our Key Action Plan under each of our Achievement Challenges
- We will use the process indicators and associated effective practice statements as a framework when making sense of our data and identifying and prioritising within our improvement actions
- When monitoring and evaluating the impact of our improvement actions, the outcome indicators will help us maintain focus on what is happening for all learners.

The indicators for **Domain 6, Evaluation, Inquiry and Knowledge Building for Improvement and Innovation**, and the associated effective practice statements will be used to evaluate the effectiveness of our Kāhui Ako's approach to evaluation.

To ascertain our achievement challenges, we used the *noticing, investigating* and *collaborative sense making* process as outlined below. We will continue through the *collaborative sense making, prioritising to take action*, and *monitoring and evaluating impact* process during the development of our Key Action Plan.

## NOTICING

*What does the information tell us?*

*Which learners are/are not achieving and in what contexts?*

- During the initial establishment phase, individual principals collaboratively shared their overall ‘hunches’ about what they were noticing within their individual schools.
  - Where/what were the learning needs?
  - What initiatives had been trialled?
  - What professional learning had occurred?
  - What are our aspirational aims for our learners?
- 2016 End of Year National Standard Student Achievement Data was collated for each school within the Kāhui Ako, providing collated data for the Tararua Kāhui Ako as a whole
- Principals discussed the evidence, identifying priority learning areas, and priority student cohorts that required accelerated progress to occur to enable successful achievement of the National Standards of Reading, Writing and Mathematics and NCEA.
  - Did this affirm our initial hunches?
  - Were there any surprises?
  - Is our community collectively attaining the aspirational 85% of achievement of the National Standards and/or NCEA?
  - Where are the disparities?
- Looking in closer analysis of the data (ie gender, ethnicity, year groups);
  - Which areas/groups need the most significant support to accelerate progress?
- ‘Global level’ aspiration of 85% achievement in the National Standards of Reading, Writing and Mathematics; 85% of achievement of NCEA 1 was agreed.
- Principals collaboratively shared possible hunches as to what may be occurring for these identified groups of underachieving students.
- Principals decided further information was required
  - Who are these learners?
  - Which schools are they in?
  - What is their story?
  - How many learners will need ‘shifting’ to attain our 85% aspiration?
  - How many learners will this be each year to meet our three year timeframe?
  - Who are our key priority cohorts to focus on first?
  - What shifts in practice will be required?

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| <p><b>INVESTIGATING</b></p> <p><i>What do we need to know and how?</i></p> <p><i>What further information do we need?</i></p> <p><i>How might we find out?</i></p> <p><i>What questions do we need to answer/focus on?</i></p>  | <ul style="list-style-type: none"> <li>• A professional learning session on <i>learning maps</i> was provided for all principals.</li> <li>• Principals collected information from the <i>learning maps</i> from identified possible learning target students. Analysis of the stories informed principals on how these children view themselves as learners, who are the people they see as contributing to their learning, and how do they connect/communicate. This provided additional information to principals to either support, or challenge, their initial hunches about these learners.</li> <li>• All 13 schools collated individual data relating to their students (<i>as agreed to under Bush Principals' Protocols</i>); name, national Standard year level, gender, ethnicity into a shared google doc. All students identified as either below or well below the National Standards of Reading, Writing and Mathematics (in accordance with end of 2016 year data) were recorded within these excel documents.</li> <li>• Information was re-collated. Analysis of this individual student data enabled principals to more clearly identify the priority student cohort groups that required priority support in greater detail.</li> <li>• To attain our 85% aspiration, individual schools identified how many students annually they will need to shift to attain this level of achievement collectively.</li> </ul> |
| <p><b>COLLABORATIVE SENSE MAKING</b></p> <p><i>What is our evidence telling us?</i></p> <p><i>Do we know enough about the effectiveness of our practice to determine where we need to go next?</i></p> <p><i>What else can we use/draw on that will assist us to plan next steps?</i></p> | <ul style="list-style-type: none"> <li>• Analysis of overall data showed that there was disparity in the number of learners being reported in the end of year data. Discussions relating to the collation and moderation of OTJs also highlighted discrepancies across schools in the Kāhui Ako.</li> <li>• Significant discrepancy was also identified between the end of year National Standard data reporting for year 8 students and that reported by Tararua College as year 9 students.</li> <li>• <b>Assessment consistency within the Tararua Kāhui Ako is therefore identified as an initial priority. Collective professional learning on PACT will occur.</b></li> <li>• From the information relating to the priority groups we asked; <ul style="list-style-type: none"> <li>▪ What is happening for these students?</li> <li>▪ Is there any commonalities of needs across the district?</li> </ul> </li> <li>• Each principal collaborative shared a brief overview of each child within our identified priority groups. <ul style="list-style-type: none"> <li>▪ What had been successful practice?</li> <li>▪ What practices have we tried that didn't accelerate progress?</li> <li>▪ What was this telling us?</li> </ul> </li> </ul>  |

Members of the Tararua Kāhui Ako have made the decision to include the collective data within this Achievement Challenge Document. Maintaining the dignity and privacy of each of our students is paramount. Due to the small roll sizes of many of our school communities, the possibility for a breach of the Privacy Act could occur through the publication of individual school's data. Schools have been allocated a letter identification in place of their school names to further protect privacy of individuals.

## 5. National Standard of Writing – Achievement Challenge One

### Achievement Challenge 1 WRITING

*To collaboratively accelerate the writing achievement of all children in the Tararua Kāhui Ako.*

By the end of 2020, 85% of all children will attain at or above the National Standard of Writing with priority accelerated learning of:

- Māori students
- Male students
- Year 4 (Year 8 2020) students

### DATA EVIDENCE SUPPORTING OUR ACHIEVEMENT CHALLENGE DECISIONS

#### 2016 End of Year National Standard of Writing Data for the Tararua Kāhui Ako:

| Student Type | Well Below |      | Below |       | At  |       | Above |       | Total |
|--------------|------------|------|-------|-------|-----|-------|-------|-------|-------|
| All Students | 62         | 6.4% | 224   | 23.2% | 552 | 57.1% | 129   | 13.3% | 967   |
| Māori        | 29         | 9.0% | 94    | 29.1% | 171 | 52.9% | 29    | 9.0%  | 323   |
| Pasifika     | x          | x    | x     | x     | x   | x     | x     | x     | 11    |
| Asian        | 1          | 6.3% | 5     | 31.3% | 9   | 56.3% | 1     | 6.3%  | 16    |
| Other        | x          | x    | x     | x     | x   | x     | x     | x     | 2     |
| Pākeha       | 31         | 5.1% | 120   | 19.8% | 357 | 58.9% | 98    | 16.2% | 606   |
| Male         | 42         | 8.8% | 126   | 26.5% | 259 | 54.5% | 48    | 10.1% | 475   |
| Female       | 20         | 4.1% | 98    | 20.0% | 292 | 59.5% | 81    | 16.5% | 491   |

Note: x = data has been redacted to protect student privacy

| Year                    | Well Below |       | Below |       | At  |       | Above |       | Total |
|-------------------------|------------|-------|-------|-------|-----|-------|-------|-------|-------|
| After 1 year at school  | 5          | 3.6%  | 33    | 23.7% | 91  | 65.5% | 10    | 7.2%  | 139   |
| After 2 years at school | 2          | 1.7%  | 20    | 17.2% | 81  | 69.8% | 13    | 11.2% | 116   |
| After 3 years at school | 9          | 8.4%  | 24    | 22.4% | 60  | 56.1% | 14    | 13.1% | 107   |
| End of Year 4           | 8          | 6.4%  | 40    | 32.0% | 68  | 54.4% | 9     | 7.2%  | 125   |
| End of Year 5           | 9          | 7.0%  | 36    | 27.9% | 60  | 46.5% | 24    | 18.6% | 129   |
| End of Year 6           | 8          | 5.8%  | 25    | 18.0% | 82  | 59.0% | 24    | 17.3% | 139   |
| End of Year 7           | 10         | 11.4% | 27    | 30.7% | 38  | 43.2% | 13    | 14.8% | 88    |
| End of Year 8           | 11         | 8.9%  | 20    | 16.3% | 71  | 57.7% | 21    | 17.1% | 123   |
| Total                   | 62         | 6.4%  | 225   | 23.3% | 551 | 57.0% | 128   | 13.3% | 966   |



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| <p><b>NOTICING</b></p> <p><i>What does the information tell us?</i></p> <p><i>Which learners are/are not achieving and in what contexts?</i></p>   | <p><b><i>From the 2016 end of year data, we noticed the following:</i></b></p> <ul style="list-style-type: none"> <li>• 70.4% of the total population (681/967) are attaining at or above the National Standard of Writing, this includes; <ul style="list-style-type: none"> <li>▪ 64.6% of male students (307/475)</li> <li>▪ 76% of female students (373/491)</li> <li>▪ 61.9% of Māori students (200/323) <ul style="list-style-type: none"> <li>○ 33% of the total population identifying as Māori</li> </ul> </li> <li>▪ 61.6% of After Year 4 students (77/125)</li> <li>▪ 58% of After Year 7 students (51/88) <i>refer to NCEA Achievement Challenge Four</i></li> </ul> </li> </ul> <p><b><i>Identified Priority Cohorts &amp; Shifts Required:</i></b></p> <ul style="list-style-type: none"> <li>• An additional <b>141 students of the total population</b> will need to attain the National Standard of Writing by 2020 to attain our aspiration of 85% student achievement.</li> </ul> <p>To make this shift the following cohorts of students are identified as a priority:</p> <ol style="list-style-type: none"> <li>1. <b>Male students;</b> a shift of 97 male students is required to attain 85% achievement of the National Standard of Writing by 2020</li> <li>2. <b>Māori students;</b> a shift of 75 Māori students is required to attain 85% achievement of the National Standard of Writing by 2020</li> <li>3. <b>Year 4 (Year 8 2020) students;</b> a shift of 29 Year 4 students (end of 2016) is required to attain 85% achievement of the National Standard of Writing by 2020</li> </ol> |
| <p><b>INVESTIGATING</b></p> <p><i>What do we need to know and how?</i></p> <p><i>What further information do we need?</i></p> <p><i>How might we find out?</i></p> <p><i>What questions do we need to answer/focus on?</i></p> | <p><b><i>Identified Areas for Collective Professional Inquiry and Investigation:</i></b></p> <ol style="list-style-type: none"> <li>1. Evidence of best practice in teaching and learning within the context of writing</li> <li>2. Authentic writing contexts and/or experiences that lead to purposeful engagement</li> <li>3. Retention and memory</li> <li>4. Cultural responsiveness and identity</li> <li>5. Lifting oral vocabulary to allow accessibility of enriched vocabulary within writing</li> <li>6. Consistency of assessment; validity, collation, analysis, and moderation of writing assessment across the Kāhui Ako</li> <li>7. Visibility and transparency of learning</li> <li>8. Dyslexia</li> <li>9. Home support, connection and engagement</li> <li>10. Spelling and Grammar</li> </ol>  |

**PROJECTED ANNUAL IMPACT OF THE NATIONAL STANDARD OF WRITING FOR THE TARARUA KĀHUI AKO**

|  | <b>BASILINE DATA<br/>END OF 2016</b>   | <b>PROJECTED IMPACT<br/>END OF 2018</b>  | <b>PROJECTED IMPACT<br/>END OF 2019</b>  | <b>PROJECTED IMPACT<br/>END OF 2020</b>   |
|--|--|--|--|---|
| <p>Achievement Challenge One</p> <p><b>WRITING</b></p> <p><b>85% of all students will attain at or above the National Standard of Writing.</b></p> | <p>681/967 (70%) of the <b>total student population</b> are attaining at or above the National Standard of Writing</p> | <p>728/967 (75%) of the total student population are attaining at or above the National Standard of Writing</p> <p><i>A shift of 47 students</i></p> | <p>775/967 (80%) of the total student population are attaining at or above the National Standard of Writing</p> <p><i>A shift of 47 students</i></p> | <p>822/967 (85%) of the total student population are attaining at or above the National Standard of Writing</p> <p><i>A shift of 47 students</i><br/><i>A total shift of 15% of the total student population over three years</i></p> |
|  | <p>307/475 (65%) of <b>male students</b> are attaining at or above the National Standard of Writing</p>                | <p>339/475 (71%) of male students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 32 male students</i></p>           | <p>373/475 (78.5%) of male students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 33 male students</i></p>         | <p>404/475 (85%) of male students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 32 male students</i><br/><i>A total shift of 20% of male students over three years</i></p>                          |
|  | <p>200/323 (62%) of <b>Māori students</b> are attaining at or above the National Standard of Writing</p>               | <p>225/323 (70%) of Māori students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 25 Māori students</i></p>         | <p>250/323 (77.4%) of Māori students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 25 Māori students</i></p>       | <p>275/323 (85%) of Māori students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 25 Māori students</i><br/><i>A total shift of 23% of Māori students over three years</i></p>                       |
|  | <p>77/125 (61.2%) of <b>Year 4 students</b> are attaining at or above the National Standard of Writing</p>             | <p>87/125 (69.6%) of Year 6 students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 10 Year 6 students</i></p>      | <p>97/125 (77.6%) of Year 7 students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 10 Year 7 students</i></p>      | <p>106/125 (85%) of Year 8 students are attaining at or above the National Standard of Writing</p> <p><i>A shift of 10 Year 8 students</i><br/><i>A total shift of 24% of the Year 8 cohort over three years</i></p>                  |

*Table has been redacted*

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| <p>With no shift required from school A and H reach the Kāhui Ako targets we also identified 'school specific' areas for targeting achievement in writing (as indicated above)</p> | <p><u>School A</u><br/>Moving the total number of students achieving 'at' or 'above', from 90% to 95%; a shift of 3 students by the end of 2020</p>  |
|  | <p><u>School H</u><br/>Moving the total number of students achieving 'at/above', from 92% to 96%; a shift of 4 more students, by the end of 2020</p> |

## 6. National Standard of Reading – Achievement Challenge Two

### Achievement Challenge Two READING

*To collaboratively accelerate the reading achievement of all children in the Tararua Kāhui Ako.*

By the end of 2020, 85% of all children will attain at or above the National Standard of Reading with priority accelerated learning of:

- Learners within their first 40 weeks of school
- Learners After One Year At School (Year 5 2020)
- Māori learners
- Male learners

### DATA EVIDENCE SUPPORTING OUR ACHIEVEMENT CHALLENGE DECISIONS

#### 2016 End of Year National Standard of Reading Data for the Tararua Kāhui Ako:

| Student Type | Well Below |      | Below |       | At  |       | Above |       | Total |
|--------------|------------|------|-------|-------|-----|-------|-------|-------|-------|
| All Students | 48         | 5.0% | 184   | 19.0% | 471 | 48.6% | 266   | 27.5% | 969   |
| Māori        | 26         | 8.0% | 65    | 20.0% | 171 | 52.6% | 63    | 19.4% | 325   |
| Pasifika     | x          | x    | x     | x     | x   | x     | x     | X     | 11    |
| Asian        | 1          | 6.3% | 6     | 37.5% | 7   | 43.8% | 2     | 12.5% | 16    |
| Other        | x          | x    | x     | x     | x   | x     | x     | x     | 2     |
| Pākeha       | 20         | 3.3% | 106   | 17.5% | 286 | 47.1% | 195   | 32.1% | 607   |
| Male         | 29         | 6.1% | 109   | 22.8% | 218 | 45.6% | 122   | 25.5% | 478   |
| Female       | 19         | 3.9% | 75    | 15.3% | 253 | 51.5% | 144   | 29.3% | 491   |

\*note x=data redacted to protect student privacy

| Year                    | Well Below |      | Below |       | At  |       | Above |       | Total |
|-------------------------|------------|------|-------|-------|-----|-------|-------|-------|-------|
| After 1 year at school  | 7          | 5.0% | 50    | 36.0% | 71  | 51.1% | 11    | 7.9%  | 139   |
| After 2 years at school | 5          | 4.3% | 25    | 21.6% | 56  | 48.3% | 30    | 25.9% | 116   |
| After 3 years at school | 7          | 6.6% | 10    | 9.4%  | 59  | 55.7% | 30    | 28.3% | 106   |
| End of Year 4           | 5          | 4.0% | 19    | 15.1% | 65  | 51.6% | 37    | 29.4% | 126   |
| End of Year 5           | 4          | 3.1% | 20    | 15.5% | 67  | 51.9% | 38    | 29.5% | 129   |
| End of Year 6           | 9          | 6.5% | 15    | 10.8% | 73  | 52.5% | 42    | 30.2% | 139   |
| End of Year 7           | 4          | 4.4% | 25    | 27.8% | 34  | 37.8% | 27    | 30.0% | 90    |
| End of Year 8           | 7          | 5.6% | 20    | 16.1% | 46  | 37.1% | 51    | 41.1% | 124   |
| Total                   | 48         | 5.0% | 184   | 19.0% | 471 | 48.6% | 266   | 27.5% | 969   |

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|--|--|
| <p><b>NOTICING</b></p> <p><i>What does the information tell us?</i></p> <p><i>Which learners are/are not achieving and in what contexts?</i></p>   | <p><b><i>From the 2016 end of year data, we noticed the following:</i></b></p> <ul style="list-style-type: none"> <li>• 76.1% of the total population (737/969) are attaining at or above the National Standard of Reading, this includes; <ul style="list-style-type: none"> <li>▪ 71.1% of male students (340/478)</li> <li>▪ 80.9% of female students (397/491)</li> <li>▪ 72% of Māori students (234/325) <ul style="list-style-type: none"> <li>○ 33.3% of the total population identifying as Māori</li> </ul> </li> <li>▪ 59% of students After One Year at school (82/139)</li> <li>▪ 67.8% of After Year 7 students (61/90) <i>refer to NCEA Achievement Challenge Four</i></li> </ul> </li> </ul> <p><b><i>Identified Priority Cohorts &amp; Shifts Required:</i></b></p> <ul style="list-style-type: none"> <li>• An additional <b>87 students of the total population</b> will need to attain the National Standard of Reading by 2020 to attain our aspiration of 85% student achievement.</li> </ul> <p>To make this shift the following cohorts of students are identified as a priority:</p> <ol style="list-style-type: none"> <li>1. <b>Male students;</b> a shift of 67 male students is required to attain 85% achievement of the National Standard of Reading by 2020</li> <li>2. <b>Māori students;</b> a shift of 43 Māori students is required to attain 85% achievement of the National Standard of Reading by 2020</li> <li>3. <b>After One Year At School (End of Year 5 2020) students;</b> a shift of 36 After One Year at School students (as of end of 2016) is required to attain 85% achievement of the National Standard of Reading by 2020</li> </ol> |
| <p><b>INVESTIGATING</b></p> <p><i>What do we need to know and how?</i></p> <p><i>What further information do we need?</i></p> <p><i>How might we find out?</i></p> <p><i>What questions do we need to answer/focus on?</i></p> | <p><b><i>Identified Area for Collective Professional Inquiry and Investigation:</i></b></p> <ol style="list-style-type: none"> <li>1. Evidence of best practice in teaching and learning within the context of reading</li> <li>2. Consistency of reading assessment; validity, collation, moderation, analysis, impact on teaching and learning</li> <li>3. School induction to literacy; increasing exposure to literacy, book conventions etc</li> <li>4. ECE-School transitions</li> <li>5. Playbased learning to support literacy development</li> <li>6. Cultural responsiveness and identity within the context of Reading</li> <li>7. Oral language including; rhymes, phonetic awareness, speech language support</li> <li>8. Memory and retention</li> <li>9. Dyslexic behaviours</li> <li>10. Learner engagement and interest; increasing reading for pleasure and/or learning disposition to tackle reading challenge leading to greater reading mileage</li> <li>11. Comprehension of literature</li> <li>12. Home &amp; whanau involvement, engagement and support</li> <li>13. Impact of attendance/absenteeism</li> </ol>  |

**PROJECTED ANNUAL IMPACT OF THE NATIONAL STANDARD OF READING FOR THE TARARUA KĀHUI AKO**

|  | <b>BASELINE DATA<br/>END OF 2016</b>   | <b>PROJECTED IMPACT<br/>END OF 2018</b>   | <b>PROJECTED IMPACT<br/>END OF 2019</b>  | <b>PROJECTED IMPACT<br/>END OF 2020</b>  |
|--|--|---|--|--|
| <p>Achievement Challenge Two</p> <p><b>READING</b></p> <p><b>85% of all students will attain at or above the National Standard of Writing.</b></p> | <p>737/967 (76.1%) of the <b>total student population</b> are attaining at or above the National Standard of Reading</p>   | <p>766/967 (79%) of the total student population are attaining at or above the National Standard of Reading</p> <p><i>A shift of 29 students</i></p>          | <p>795/967 (82%) of the total student population are attaining at or above the National Standard of Reading</p> <p><i>A shift of 29 students</i></p> | <p>824/967 (85%) of the total student population are attaining at or above the National Standard of Reading</p> <p><i>A shift of 29 students</i><br/><i>A total shift of 9% of the total student population over three years</i></p> |
|  | <p>340/478 (71.1%) of <b>male students</b> are attaining at or above the National Standard of Reading</p>                  | <p>362/478 (76%) of male students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 22 male students</i></p>                    | <p>385/475 (80.5%) of male students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 23 male students</i></p>         | <p>407/478 (85%) of male students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 22 male students</i><br/><i>A total shift of 14% of male students over three years</i></p>                         |
|  | <p>234/325 (72%) of <b>Māori students</b> are attaining at or above the National Standard of Reading</p>                   | <p>248/325 (76%) of Māori students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 14 Māori students</i></p>                  | <p>263/325 (80.6%) of Māori students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 15 Māori students</i></p>       | <p>277/325 (85%) of Māori students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 25 Māori students</i><br/><i>A total shift of 13% of Māori students over three years</i></p>                      |
|  | <p>82/139 (59%) of <b>After One Year at School</b> students are attaining at or above the National Standard of Reading</p> | <p>94/139 (67.6%) of After Three Years at School students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 12 students</i></p> | <p>107/139 (77%) of Year 4 students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 13 students</i></p>              | <p>119/139 (85.6%) of Year 5 students are attaining at or above the National Standard of Reading</p> <p><i>A shift of 12 students</i><br/><i>A total shift of 24% of the Year 5 cohort over three years</i></p>                      |

*Table has been redacted*

|   |  |
|---|--|
| <p>With no shift, or low numbers, required from schools A, B, E, F and H to reach the Kāhui Ako targets we also identified 'school specific' areas for targeting achievement in reading</p> | <p><u>School A</u><br/>Moving the total number of students achieving 'at' to 'above', from 32.8% to 43%; a shift of 6 students, by the end of 2020</p> |
|   | <p><u>School B</u><br/>Moving the total number of students achieving 'at' to 'above', from 25% to 35%; a shift of 3 students, by the end of 2020</p>   |
|   | <p><u>School E</u><br/>Moving the total number of students achieving 'at' to 'above', from 17% to 37%; a shift of 2 students, by the end of 2020</p>   |
|   | <p><u>School F</u><br/>Moving the total number of students achieving 'at/above', from 90% to 95%; a shift of 2 students, by the end of 2020</p>        |
|   | <p><u>School H</u><br/>Moving the total number of students achieving 'at/above' from 90% to 94%; a shift of 4 students, by the end of 2020</p>         |

## 7. National Standard of Mathematics – Achievement Challenge Three

### Achievement Challenge Three MATHEMATICS

*To collaboratively accelerate the mathematic achievement of all children in the Tararua Kāhui Ako.*

By the end of 2020, 85% of all children will attain at or above the National Standard of Mathematics with priority accelerated learning of:

- Māori learners
- Male learners
- Learners After Three Years at School (Year 7 2020)
- Year 5 Learners (Year 9 2020)

### DATA EVIDENCE SUPPORTING OUR ACHIEVEMENT CHALLENGE DECISIONS

#### 2016 End of Year National Standard of Mathematics Data for the Tararua Kāhui Ako:

| Student Type | Well Below |       | Below |       | At  |       | Above |       | Total |
|--------------|------------|-------|-------|-------|-----|-------|-------|-------|-------|
| All Students | 78         | 8.0%  | 210   | 21.7% | 515 | 53.1% | 166   | 17.1% | 969   |
| Māori        | 34         | 10.6% | 87    | 27.1% | 166 | 51.7% | 34    | 10.6% | 321   |
| Pasifika     | x          | x     | x     | x     | x   | x     | x     | x     | 11    |
| Asian        | 2          | 12.5% | 4     | 25.0% | 9   | 56.3% | 1     | 6.3%  | 16    |
| Other        | x          | x     | x     | x     | x   | x     | x     | x     | 2     |
| Pākeha       | 39         | 6.4%  | 114   | 18.7% | 328 | 53.9% | 128   | 21.0% | 609   |
| Male         | 47         | 9.9%  | 106   | 22.4% | 232 | 48.9% | 89    | 18.8% | 474   |
| Female       | 31         | 6.3%  | 104   | 21.0% | 283 | 57.2% | 77    | 15.6% | 495   |

Note: x= data has been redacted to protect student privacy

| Year                    | Well Below |       | Below |       | At  |       | Above |       | Total |
|-------------------------|------------|-------|-------|-------|-----|-------|-------|-------|-------|
| After 1 year at school  | 3          | 2.2%  | 31    | 22.3% | 93  | 66.9% | 12    | 8.6%  | 139   |
| After 2 years at school | 1          | 0.9%  | 17    | 14.7% | 76  | 65.5% | 22    | 19.0% | 116   |
| After 3 years at school | 7          | 6.5%  | 28    | 26.2% | 50  | 46.7% | 22    | 20.6% | 107   |
| End of Year 4           | 3          | 2.4%  | 27    | 21.6% | 70  | 56.0% | 25    | 20.0% | 125   |
| End of Year 5           | 10         | 7.8%  | 31    | 24.0% | 63  | 48.8% | 25    | 19.4% | 129   |
| End of Year 6           | 15         | 10.8% | 24    | 17.3% | 75  | 54.0% | 25    | 18.0% | 139   |
| End of Year 7           | 16         | 17.8% | 28    | 31.1% | 33  | 36.7% | 13    | 14.4% | 90    |
| End of Year 8           | 23         | 18.5% | 24    | 19.4% | 55  | 44.4% | 22    | 17.7% | 124   |
| Total                   | 78         | 8.0%  | 210   | 21.7% | 515 | 53.1% | 166   | 17.1% | 969   |



## NOTICING

*What does the information tell us?*

*Which learners are/are not achieving and in what contexts?*

### **From the 2016 end of year data, we noticed the following:**

- 70.3% of the total population (681/969) are attaining at or above the National Standard of Mathematics, this includes;
  - 67.7% of male students (321/474)
  - 72.7% of female students (360/495)
  - 62.3% of Māori students (200/321)
    - 33.1% of the total population identifying as Māori
  - 67.3% of students After Three Years at school (72/107) – Year 7 2020
  - 68.2% of students After Year 5 (88/129) – Year 9 2020
  - 51.1% of After Year 7 students (46/90) refer to NCEA Achievement Challenge Four

### **Identified Priority Cohorts & Shifts Required:**

- An additional **143 students of the total population** will need to attain the National Standard of Mathematics by 2020 to attain our aspiration of 85% student achievement.

To make this shift the following cohorts of students are identified as a priority:

1. **Male students;** a shift of 82 male students is required to attain 85% achievement of the National Standard of Mathematics by 2020
2. **Māori students;** a shift of 73 Māori students is required to attain 85% achievement of the National Standard of Mathematics by 2020
3. **After Three Years at School (End of Year 7 2020) students;** a shift of 19 After Three Years at School students (as of end of 2016) is required to attain 85% achievement of the National Standard of Mathematics by 2020
4. **Year Five students;** a shift of 32 Year 5 students (as of end of 2016) is required to attain 85% achievement of early Level 5 of the Mathematics curriculum by 2020

## INVESTIGATING

*What do we need to know and how?*

*What further information do we need?*

*How might we find out?*

*What questions do we need to answer/focus on?*

### **Identified Area for Collective Professional Inquiry and Investigation:**

1. Evidence of best practice in teaching and learning within the context of mathematics
2. Consistency of math assessment; validity, collation, moderation, analysis, impact on teaching and learning
3. Connections between number and other mathematical strands
4. Rich learning tasks – whole maths teaching
5. Explicit link between mathematical learning and real life contexts
6. Rich learning contexts within mathematic programmes; increasing creative problem solving
7. Application of learning growth mindset and disposition when challenged within the context of maths
8. Teaching practice and knowledge
9. Impact of attendance/absenteeism
10. Basic facts retention and recall
11. Home and whanau engagement, support
12. Impact of mental health and mental well-being on learning
13. Application of mathematic knowledge, strategies and skills

**PROJECTED ANNUAL IMPACT OF THE NATIONAL STANDARD OF MATHEMATICS FOR THE TARARUA KĀHUI AKO**

|  | <b>BASELINE DATA<br/>END OF 2016</b>   | <b>PROJECTED IMPACT<br/>END OF 2018</b>   | <b>PROJECTED IMPACT<br/>END OF 2019</b>   | <b>PROJECTED IMPACT<br/>END OF 2020</b>   |
|--|--|---|---|---|
| <p>Achievement Challenge Three</p> <p><b>MATHEMATICS</b></p> <p><b>85% of all students will attain at or above the National Standard of Mathematics.</b></p> | 681/969 (70%) of the <b>total student population</b> are attaining at or above the National Standard of Mathematics          | 729/969 (79%) of the total student population are attaining at or above the National Standard of Mathematics<br><i>A shift of 48 students</i> | 776/969 (80.1%) of the total student population are attaining at or above the National Standard of Mathematics<br><i>A shift of 47 students</i> | 824/967 (85%) of the total student population are attaining at or above the National Standard of Mathematics<br><i>A shift of 48 students</i><br><i>A total shift of 15% of the total student population over three years</i> |
|  | 321/474 (68%) of <b>male students</b> are attaining at or above the National Standard of Mathematics                         | 348/474 (73%) of male students are attaining at or above the National Standard of Mathematics<br><i>A shift of 27 male students</i>           | 376/474 (79.3%) of male students are attaining at or above the National Standard of Reading<br><i>A shift of 28 male students</i>               | 403/474 (85%) of male students are attaining at or above the National Standard of Reading<br><i>A shift of 27 male students</i><br><i>A total shift of 17% of male students over three years</i>                              |
|  | 200/321 (62%) of <b>Māori students</b> are attaining at or above the National Standard of Mathematics                        | 224/321 (70%) of Māori students are attaining at or above the National Standard of Mathematics<br><i>A shift of 24 Māori students</i>         | 249/321 (77.5%) of Māori students are attaining at or above the National Standard of Mathematics<br><i>A shift of 25 Māori students</i>         | 273/321 (85%) of Māori students are attaining at or above the National Standard of Mathematics<br><i>A shift of 24 Māori students</i><br><i>A total shift of 13% of Māori students over three years</i>                       |
|  | 72/107 (67.3%) of <b>After Three Years at School</b> students are attaining at or above the National Standard of Mathematics | 78/107 (72.9%) of Year 5 at School students are attaining at or above the National Standard of Mathematics<br><i>A shift of 6 students</i>    | 85/107 (79.4%) of Year 6 students are attaining at or above the National Standard of Mathematics<br><i>A shift of 7 students</i>                | 91/107 (85%) of Year 7 students are attaining at or above the National Standard of Mathematics<br><i>A shift of 6 students</i><br><i>A total shift of the 16% of the Year 7 cohort over three years</i>                       |
|  | 88/129 (68.2%) of <b>Year 5 students</b> are attaining at or above the National Standard of Mathematics                      | 95/129 (73%) of Year 7 students are attaining at or above the National Standard of Mathematics<br><i>A shift of 7 students</i>                | 102/129 (79%) of Year 8 students are attaining at or above the National Standard of Mathematics<br><i>A shift of 7 students</i>                 | 110/129 (85%) of Year 9 students will be working at early Level 5 of the Mathematics curriculum<br><i>A shift of 8 students</i>   |
|  |  |   |   |   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | A total shift of 17% of the Year 9 cohort over three years |
|--|--|--|--|--|

**PROJECTED ANNUAL IMPACT OF THE NATIONAL STANDARD OF MATHEMATICS FOR INDIVIDUAL SCHOOLS**

*Table has been redacted*

|   |  |
|---|--|
| With no shift required from school A, B and H reach the Kāhui Ako targets we also identified 'school specific' areas for targeting achievement in maths | <u>School A</u><br>Moving the total number of students achieving 'at/above' from 91% to 97%; a shift of 3 students, by the end of 2020   |
|   | <u>School B</u><br>Moving the total number of students achieving 'at' to 'above', from 25% to 36%, a shift of 3 students, by the end of 2020<br>Moving the total number of students achieving 'at/above' from 88% to 91%; a shift of 1 student, by the end of 2020 |
|   | <u>School H</u><br>Moving the total number of students achieving 'at/above' from 92% to 96%; a shift of 4 students, by the end of 2020   |

## 8. NCEA Level One – Achievement Challenge Four

**Achievement  
Challenge 4  
NCEA**

*To collaboratively enrich, accelerate and celebrate the achievement of all children in the Tararua Kāhui Ako.*

By the end of 2020, 85% of Year 11 students will attain NCEA Level 1:

- Total population of Year 7 learners (at the end of 2016) – Year 11 2020

|  |   |
|--|---|
| <p><b>NOTICING</b></p> <p><i>What does the information tell us?</i></p> <p><i>Which learners are/are not achieving and in what contexts?</i></p>   | <p><b><i>From the 2016 end of year data, we noticed the following:</i></b></p> <ul style="list-style-type: none"> <li>• 58% of Year 7 students (51/88) [Year 11 2020] attained at or above the National Standard of Writing</li> <li>• 67.8% of After Year 7 students (61/90) [Year 11 2020] attained at or above the National Standard of Reading</li> <li>• 51.1% of Year 7 students (46/90) [Year 11 2020] attained at or above the National Standard of Mathematics</li> </ul> <p>This data indicates a significant deficit in current achievement, for these students to potentially attain NCEA Level 1 Certificate in 2020.</p> <p>This cohort is in immediate need of specialised intervention, allowing significant accelerated progress to occur and achievement to be attained.</p>  |
| <p><b>INVESTIGATING</b></p> <p><i>What do we need to know and how?</i></p> <p><i>What further information do we need?</i></p> <p><i>How might we find out?</i></p> <p><i>What questions do we need to answer/focus on?</i></p> | <p><b><i>Identified Areas for Collective Professional Inquiry and Investigation:</i></b></p> <ul style="list-style-type: none"> <li>• Consistent transition between primary and secondary; pedagogical practice</li> <li>• Consistency of assessment: validity, collation, moderation across the Tararua Kāhui Ako</li> <li>• Student engagement with the curriculum and learning contexts</li> <li>• Cultural responsiveness</li> <li>• Year 9 &amp; 10 teaching and learning programmes; including target intervention</li> <li>• Collaborative approach to special needs support and special needs register across primary and secondary</li> <li>• Home and whanau engagement, support</li> <li>• Emotional and mental well being</li> <li>• Impact of stand-down and exclusions</li> <li>• Impact of attendance and absenteeism</li> </ul> |

**PROJECTED ANNUAL IMPACT OF PROGRESS TOWARD NCEA FOR THE TARARUA KĀHUI AKO**

|   | <b>BASILINE DATA<br/>END OF 2016</b>   | <b>PROJECTED IMPACT<br/>END OF 2018</b>  | <b>PROJECTED IMPACT<br/>END OF 2019</b>  | <b>PROJECTED IMPACT<br/>END OF 2020</b>   |
|---|--|--|--|---|
| <p>Achievement Challenge Four</p> <p><b>NCEA 1</b></p> <p><b>85% of all Year 11 students will attain NCEA 1 Certificate by 2020.</b></p> <p>In 2016, 39/71 (55%) of Year 11 students in 2016 achieved NCEA level 1 or above</p> | <p>51/88 (58%) of Year 7 students [Year 11 2020] attained at or above the National Standard of Writing</p>       | <p>59/88 (67%) of Year 9 students will attain at or above early Level 5 of the English curriculum.</p> <p><i>A shift of 8 students</i></p>       | <p>68/88 (72.2%) of the Year 10 students will attain at or above the end of Level 5 of the English curriculum.</p> <p><i>A shift of 9 students</i></p> | <p>75/88 (85%) of Year 11 students will attain NCEA Level 1.</p> <p><i>A shift of 8 students</i><br/><i>A total shift of 27% of the total Year 11 cohort over three years</i></p> |
|   | <p>61/90 (67.8%) of Year 7 students [Year 11 2020] attained at or above the National Standard of Reading</p>     | <p>66/90 (73.3%) of Year 9 students will attain at or above early Level 5 of the English curriculum.</p> <p><i>A shift of 5 students</i></p>     | <p>72/90 (80%) of Year 10 students will attain at or above the end of Level 5 of the English curriculum.</p> <p><i>A shift of 6 students</i></p>       | <p>77/90 (85%) of Year 11 students will attain NCEA Level 1.</p> <p><i>A shift of 5 students</i><br/><i>A total shift of 18% of the total Year 11 cohort over three years</i></p> |
|   | <p>46/90 (51.1%) of Year 7 students [Year 11 2020] attained at or above the National Standard of Mathematics</p> | <p>56/90 (62.2%) of Year 9 students will attain at or above early Level 5 of the Mathematics curriculum</p> <p><i>A shift of 10 students</i></p> | <p>67/90(74.4%) of Year 10 students will attain at or above the end of Level 5 of the Mathematics curriculum</p> <p><i>A shift of 11 students</i></p>  | <p>77/90 (85%) of Year 11 students will attain NCEA Level 1.</p> <p><i>A shift of 10 students</i><br/><i>A total shift of 13% of Māori students over three years</i></p>          |

## 9. Our Evaluation & Monitoring...

Tararua Kāhui Ako will use robust assessment tools, evidence and analysis to regularly evaluate, monitor and review practices and progress, against each of the Achievement Challenges.

**Monitoring** will focus on two aspects:

- Implementation of the plan
- Emerging evidence of changes in pedagogy and school practices and/or culture

**Evaluation:**

- Individual schools will reflect achievement challenges and report in the Analysis of Variance
- The Tararua Kāhui Ako principals will develop systems and process to ensure consistent moderation of assessment across the Kāhui Ako in reading, writing and mathematics
- The Tararua Kāhui Ako principals will develop a review, monitoring and reporting schedule aligned to the action plan developed for each of the identified Achievement Challenges
- The Tararua Kāhui Ako principals will minute mid and end of year review and progress summary reports to individual boards. The report will be collated and distributed by the Lead Principal.
- Use of student, parent, and teacher voice will be evident

## 10. Our Guiding Principles and Protocols...

*Tararua Kāhui Ako Principals commit to...*

Showing honesty, integrity and respect by following the following procedures and protocols:

### **Sharing Student Achievement Data:**

*Tararua Kāhui Ako Principals commit to...*

1. Showing relational trust in sharing student achievement evidence and data
2. Ensuring that the raw data shared of individual schools remains confidential to the principal group
3. Agreeing on achievement challenges by identifying commonalities of needs through robust evidence; collation, analysis and data moderation
4. Challenging existing assumptions and hunches

### **Leadership Capabilities:**

*Tararua Kāhui Ako Principals commit to...*

1. Engaging in professional development opportunities for the betterment of all children within the Community of Learning
2. Collaboratively sharing professional expertise identified from within the Community of Learning
3. Supporting the Community of Learning's goals at the level of intensity they need to in order to support the work on the achievement challenges
4. Ensuring information is prepared by the required date

### **Sharing Professional Development and Resources:**

*Tararua Kāhui Ako Principals commit to...*

1. Managing resources generated from the Community of Learning with integrity, equitability and transparency
2. Supporting professional development opportunities that lead to the improvement and acceleration of the achievement challenges, as required
3. Sharing professional development opportunities for the betterment of all children within the Community of Learning
4. Sharing resources (ie financial, personnel, time and physical resources) to support the identified achievement challenges and goals

### **Communication:**

*Tararua Kāhui Ako Principals commit to...*

1. Representing as 'one voice' in public communication about the Tararua Kāhui Ako
2. Ensuring a response to emails in a timely manner
3. Working in a collaborative and non-competitive manner with the Tararua Kāhui Ako schools
4. Interacting with professional integrity and respect
5. Open collaboration
6. Recording their commitment to the Community of Learning within their school Charter (*refer to MOA*)
7. Communicating with their Board of Trustees regularly in regards to the Community of Learning process and progress, at a level that is appropriate to the Governance of individual schools.
8. Not discussing any other school's achievement data in their communication to their Board of Trustees or wider school community

### **Joining/Leaving the Tararua Kāhui Ako:**

1. *Refer foremost to the Tararua Kāhui Ako Memorandum of Agreement;* in addition:
2. Other schools within the Bush District are able to attend Tararua Kāhui Ako meetings until the time that school level data is introduced and discussed
3. Members of the Bush Principals are only eligible to join the Tararua Kāhui Ako
4. Members commit to remaining an active member until the end of each given phase (as specified within the MOA) of the Community of Learning process.
5. At the completion of each phase, members can indicate their intention to leave the Community
6. If leaving the Tararua Kāhui Ako, confidentiality relating to the Community will be maintained at all times

## **11. Our Leadership Roles...**

*The Tararua Kāhui Ako will work within the following leadership structure:*

1. Leadership team; including 1 Leadership Role and the Principal Exec group
2. 2 Across School Teachers
3. 4 Within School Teachers (*to be confirmed once Achievement Challenge is endorsed*)

The appointment of Leadership roles will adhere to the advice provided by NZSTA:

<http://www.nzsta.org.nz/employer-role/appointment-process/community-of-learning-recruitment-kits>

