



Kāhui Ako ki Mohua

Golden Bay Community of Learning

**Achievement Challenge Plan
July 2017**

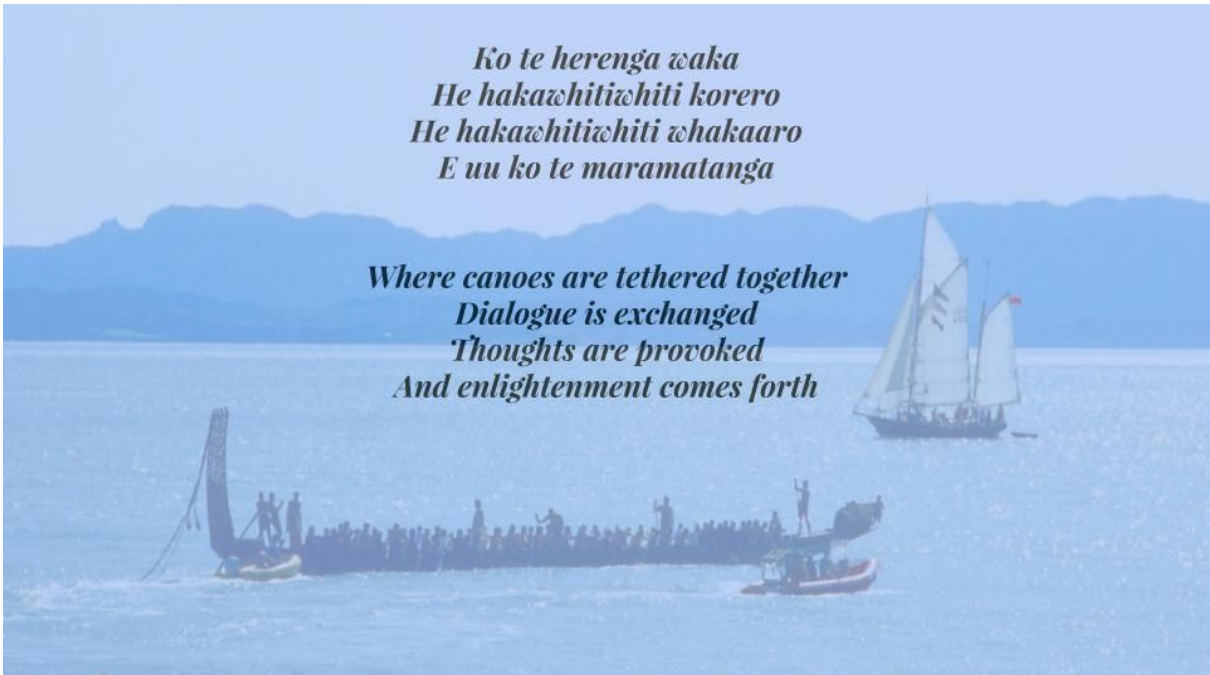
Vision

“To build a resilient and thriving community of learners and leaders”

He Whakatuaki

*Ko te herenga waka
He haka whitiwhiti korero
He haka whitiwhiti whakaaro
E uu ko te maramatanga*

*Where canoes are tethered together
Dialogue is exchanged
Thoughts are provoked
And enlightenment comes forth*





Contents

Introduction : Our Community	Page 2
Introduction : Our Schools	Page 3
Our Vision	Page 3
Our Achievement Challenges	Page 4
Our Baseline Data : Overall Snapshot of National Standards Page 4	
Our Baseline Data : NCEA Leavers' Data 2012 - 2016	Page 7
Our Targets and Their Development : Discussion	Page 9
Rationale : How we arrived at our Achievement Challenges	Page 10
Our Achievement Challenge : Area 1 - Writing	Page 11
Our Achievement Challenge : Area 2 - Year 1-3 Literacy	Page 14
Our Achievement Challenge : Area 3 - NCEA Level 2	Page 17
Our Hypotheses About Student Achievement Page 18	
Our Next Steps : Building Community-Wide Inquiry	Page 20
Monitoring	Page 22



Introduction: Our Community

The schools in our Community of Learning | Kāhui Ako are all in Golden Bay, Mohua. We comprise of an area school, a secondary school, and three contributing primary schools. In early June the schools invited the Golden Bay Kindergarten, Golden Kids Early Learning Centre, and Takaka and Collingwood Playcentres into the Community of Learning. This invitation is yet to be formalised with an amended Memorandum of Agreement.

The Kāhui Ako serves a diverse community, where farming, hospitality and tourism are the cornerstones of the local economy. Interestingly Golden Bay is a community where many choose to live and work remotely. The region reportedly has a high number of PhD recipients per capita, when compared with the rest of New Zealand.

Contributing to its diversity, the community in Golden Bay is known for being creative and dynamic. Many local enterprises and businesses have a long history of serving the community, and create many exciting pathways into the workforce. The community has an active fitness and outdoor experience focus, with a prevalence of keen mountain bikers, trampers, and kayakers. The close knit nature of the community lends itself to naturally high levels of community agency and support. Local services, such as the Community Workers, Te Whare Mahana (mental wellbeing services) and the Workcentre, are pivotal to providing support to groups in the community.

Takaka Hill, the gateway to Golden Bay on SH60, is a geographical barrier and contributes significantly to the isolation of Golden Bay, being difficult to navigate and closed in bad weather. In practice this means that schools often find it difficult to access professional development in the local area, or to connect with colleagues from the wider Nelson/Tasman District.

Introduction: Our Schools

Table 1: Our Schools (2017)

School	School Number	Decile	Year	Male	Female	Māori	Pasifika	Asian	NZ European	Total
Central Takaka School	3225	6	1-6	16	19	4	0	0	31	35
Collingwood Area School	290	6	1-13	72	60	17	2	3	110	132
Golden Bay High School	292	6	7-13	174	170	46	4	11	283	344
Motupipi School	3207	6	1-6	50	43	13	3	2	75	93
Takaka Primary School	3226	6	1-6	92	62	17	1	3	133	154
Total All Schools		6	1-13	404	354	97	10	19	632	758

Our Vision:

To build a resilient and thriving community of learners and leaders

This vision is the backbone of our Kāhui Ako, and we look forward to building and refining our shared vision further as we continue to collaborate for excellence. In our formative stages as a Community of Learning, we have gathered narratives from our people (students, staff and community), who all recognise the importance of building a resilient and thriving community of leaders and learners.

Our Achievement Challenges

1. To improve progress and achievement in writing across our Kāhui Ako for Year 4-10 students.

2. To improve literacy outcomes across our Kāhui Ako for students after 1, 2 and 3 years at school.

3. To ensure that over 85% of leavers in our Kāhui Ako consistently achieve NCEA Level 2 (with 50% achieving NCEA Level 2 with Endorsements)

NB: Our challenges have been developed based on analysis of data which follows in the rest of this document.

Our Data: Overall Snapshot of National Standards

Table 2: National Standards Snapshot 2016 - Mathematics

School	NS Year	Total students For NS	% at or above	No. at or above	% Below and WB	No. Below	No. Well Below
Collingwood Area School	1-8	81	72.8%	59	27.2%	22	0
Central Takaka Primary School	1-6	31	87.1	27	12.9%	4	0
Golden Bay High School	6-8	137	62.8%	86	37.2%	30	21
Motupipi School	1-8	108	86.1	93	13.9%	15	0
Takaka Primary School	1-6	136	77.2%	105	22.8%	28	3
All Schools	1-8	493	75.1%	370	24.9%	99	24

Summary: Two primary schools in Golden Bay Community of Learning have high achievement in Mathematics, while three schools have identified that Mathematics is a need.

Table 3: National Standards Snapshot 2016 - Reading

School	NS Year	Total students For NS	% at or above	No. at or above	% Below and WB	No. Below	No. Well Below
Collingwood Area School	1-8	81	80.2%	65	19.8%	16	0
Central Takaka Primary School	1-6	31	77.4%	24	22.6%	4	3
Golden Bay High School	6-8	137	77.4%	106	22.6%	17	14
Motupipi School	1-8	108	77.8%	84	22.2%	22	2
Takaka Primary School	1-6	136	82.4%	112	17.6%	23	1
All Schools	1-8	493	79.3%	391	20.7%	82	20

Summary: Two schools in Golden Bay have achievement of over 80% in Reading, while three schools have achievement of around 77%.

Table 4: National Standards Snapshot 2016 - Writing

School	NS Year	Total students For NS	% at or above	No. at or above	% Below and WB	No. Below	No. Well Below
Collingwood Area School	1-8	81	72.8%	59	27.2%	21	1
Central Takaka Primary School	1-6	31	71%	22	29%	6	3
Golden Bay High School	6-8	137	74.5%	102	25.5%	24	11
Motupipi School	1-8	108	78.7%	85	21.3%	21	2
Takaka Primary School	1-6	136	72.1%	98	27.9%	34	4
All Schools	1-8	493	74.2%	366	25.8%	106	21

Summary: Across our Community of Learning, achievement in writing is below 80%, with the majority of schools (4/5) having between 70-75%.

Table 5: 2016 National Standards : Below and Well Below, by Gender

	Student	Reading			Writing			Mathematics		
		WB	B	Total	WB	B	Total	WB	B	Total
Golden Bay CoL Total	Boys	14	49	63/102 61.8%	17	73	90/127 70.9%	11	52	63/123 51.2%
	Girls	6	33	39/102 38.2%	4	33	37/127 29.1%	13	47	60/123 48.8%
	Total	20	82	100%	21	106	100%	24	99	

Narrative: Across the Kāhui Ako (Years 1 - 8) in reading and writing, there is a significant disparity between the achievement of boys and girls (this is most marked in writing where over 70% of non-attainment of the relevant National Standard is boys). In maths the non-attainment is more distributed between boys and girls.

Table 6: 2016 National Standards: Below and Well Below, by Ethnicity

	Student	Reading			Writing			Mathematics		
		WB	B	Total	WB	B	Total	WB	B	Total
Golden Bay CoL Total	Māori	4	11	15/102 14.7%	4	16	20/127 15.7%	5	13	18/123 14.6%
	Pasifika	0	2	2/102 2%	0	1	1/127 0.8%	0	2	2/123 1.6%
	Asian	1	2	3/102 2.9%	1	2	3/127 2.4%	1	0	1/123 0.8%
	NZE	15	51	66/102 64.7%	16	86	102/127 80.3%	18	83	101/123 82.2%
	Other	0	16	16/102 15.7%	0	1	1/127 0.8%	0	1	1/123 0.8%
	Total	20	82	100%	21	106	100%	24	99	100%

Summary: Target students are those who, at the end of 2016, were not achieving at the national expectation in Reading, Writing and Maths. This data informs our targets for 2017 and beyond.

Narrative: By looking at the collated National Standards data school by school (*Tables 2-4*), and by priority cohort groups (*Tables 5-6*), we have been able to identify our priority students in each setting. Each school is committed to knowing exactly which children are not achieving and tracking priority students through their educational pathway. This data identifies some key challenges, as well as areas of strength in individual schools. We are aware that moderation is clearly the next step to enable us to work with a set of more robust data.

NCEA Leavers' Data 2012 to 2016:

Table 7: NCEA Level 1 Combined Leavers' Data: Golden Bay High School and Collingwood Area School

Group	2012		2013		2014		2015		2016	
	CoL Total	53/55	96.4%	37/38	96.9%	53/55	96.3%	36/42	85.8%	55/55
Female	24/24	100%	17/18	94.5%	26/26	100%	13/15	86.7%	26/26	100%
Male	29/31	93.6%	20/20	100%	27/29	93.1%	23/27	85.2%	29/29	100%
Maori	X	X	X	X	X	X	X	X	X	X
Pasifika	X	X	X	X	X	X	X	X	X	X
NZ European	49/50	98/0%	35/36	97.2%	46/48	95.8%	31/35	88.6%	50/50	100%

Summary: NCEA Level 1 achievement is consistently above 85% overall. National data for 2013 - 2015 shows a range of 85.6% - 88.4%.

Table 8: NCEA Level 2 Combined Leavers' Data: Golden Bay High School and Collingwood Area School

Group	2012		2013		2014		2015		2016	
	CoL Total	49/55	89.1%	33/38	86.8%	46/55	83.6%	31/42	73.8%	50/55
Female	23/24	95.8%	14/18	77.8%	23/26	88.5%	12/15	80%	25/26	96.2%
Male	26/31	83.9%	19/20	95%	23/29	79.3%	19/27	70.4%	25/29	86.2%
Maori	X	X	X	X	X	X	X	X	X	X
Pasifika	X	X	X	X	X	X	X	X	X	X
NZ European	45/50	90%	31/36	86.1%	41/48	85.4%	27/35	77.1%	46/50	92%

Note: X= data has been redacted

Summary: NCEA Level 2 data is mostly above 85%, with the exception of 2015, where achievement of Level 2 was 83.7%. Achievement of NCEA Level 2 for male students and Maori students is less consistent with both cohorts achieving below 85% in two years out of five. For the national range for NCEA Level 2 Achievement, the range for 2013 - 2015 was 85.6% - 88.4%. The results for the Golden Bay Kāhui Ako are broadly in line with those nationally. Further investigation into retention of students (and their intended career pathways) will form part of the inquiry processes of the Kāhui Ako.

Table 9: NCEA Level 3 Combined Leavers' Data: Golden Bay High School and Collingwood Area School

Group	2012		2013		2014		2015		2016	
	CoL Total	31/55	56.3%	18/38	47.3%	26/55	47.3%	17/42	40.4%	26/55
Female	15/24	62.5%	7/18	38.9%	16/26	61.5%	4/15	26.7%	11/26	42.3%
Male	16/31	51.6%	11/20	55%	10/29	34.5%	13/27	48.2%	15/29	51.8%
Maori	X	X	X	X	X	X	X	X	X	X
Pasifika	X	X	X	X	X	X	X	X	X	X
NZ European	28/50	55.6%	17/36	47.2%	25/48	52%	13/35	37.5%	26/50	52%

Note: X= data has been redacted

Summary: NCEA Level 3 achievement is between 40-57%. Nationally the range for 2013 - 2015 is 49.6% - 52.8%, which is broadly similar to that of the Golden Bay Kāhui Ako. However, further investigation into retention of students (and their intended career pathways) will form part of the initial inquiry processes of the Kāhui Ako.



Our Targets and Their Development: Discussion

This document is a starting point for our Community of Learning. It will be a dynamic, living plan, constantly shaped and updated through ongoing robust discussion and inquiry.

In our initial scope we analysed the combined National Standards data from our schools and looked for patterns across cohorts, curriculum areas and years. We then drilled into the gender and ethnicity groups in each curriculum area, and tracked the achievement of cohorts from Year 1-8.

Within the data analysis process, the issue of consistency of data, given that we all have different approaches and tools to form overall teacher judgements, was at the fore. This process has identified the need to prioritise moderation of ITJ/OTJs to ensure that the data collection is robust. We see that moderation is a significant starting point to provide trusted data sets, and a shared understanding of the benchmarks of progress and achievement at year levels. We aim to develop collective learner profiles in our Community of Learning. We also see the opportunity to use moderation as the vehicle for collaboration across our Community of Learning.

When looking at the NCEA data, we can draw broad conclusions that the majority of students at both schools achieve NCEA Level 2 by Year 13. However, looking at the spread of credits across Achieved, Merit and Excellence endorsements, it has proved harder to track individual students, and therefore the students at risk. This highlights the need for schools to focus on a pathway for each student, particularly for students who are at risk at NCEA Level 1, so that specific needs can be targeted and support put in place to increase the likelihood of NCEA Level 2 success. Again, the importance of moderated, valid data to track students along their learning pathway; with seamless transitions and the sharing of data being a key lever to ensuring that students have equitable access to successful outcomes at NCEA.

For the purposes of developing the achievement challenge, Golden Bay Community of Learning examined the NCEA Level 1, 2, 3 and UE Leavers' data for 2016. The small cohorts can affect data, so we also looked at data from 2012 to identify patterns in achievement from both schools. Our initial concern is the inconsistency in NCEA Level 2 Achievement, relatively low levels of Merit and Excellence Endorsements for all students and a need for further inquiry into achievement post Level 2 (include alternative career pathways our young people may be taking) will form part of the next steps for the Kāhui Ako.

Rationale: How we arrived at our Achievement Challenges

Our Initial Data Analysis: Discussion

In order to arrive at our achievement challenges, we used a range of data sources. These included National Standards and NCEA data, as well as narrative assessment, including student and staff voice across the five schools and ECE. This was obtained through nine framing questions and developing learning maps with a group of students from each setting. With the support of our expert partner, we looked for trends, and then sense-checked with staff and students. We have hunches about what possible levers for change may enable us to meet our achievement challenges. We examined our attendance, stand-down and suspension data, and looked at gender and ethnicity. We have used information from the ERO synthesis of our combined school reports, as well as more recent ERO reviews for individual schools.

Writing Challenge:

While mathematics and writing achievement is similar in terms of National Standards, we believe that by prioritising writing (including oral language development as part of this process) in our Achievement Challenge, there will be direct benefit to the use of language and levels of confidence required in current Maths learning, which will add value to rich problem solving, explanations and justifications of ideas and inquiries in mathematics. Talk-based language activities develop capacities to support mathematical reasoning, understanding and problem-solving. All of which have significant currency in Maths National Standards through to NCEA. We believe that lifting writing achievement will also impact positively on mathematics achievement (and other curriculum areas).

Literacy Challenge (End of Year 1 to End of Year 3):

The need for improved outcomes for Junior Literacy (ECE-Year 3) has been identified through collecting voice from early years educators, as well as by looking at our school entry and 2012-2016 National Standards data for after 1, 2 and 3 years at school (see *Tables 14 - 17*). The need for clearer outcomes and agreed expectations across sectors has been identified. Furthermore, ECE centres and junior teachers have identified the need to collaborate for excellence, particularly around expectations and outcomes in the transition from early childhood education and school.

NCEA Challenge:

Overall, NCEA Level 2 achievement is around 85%, with the exception of 2015, where it was 73.8%. Having viewed this data, we agreed on the goal of consistent achievement of above 85% for NCEA Level 2, with an emphasis on lifting the achievement of males and Maori to 85%.

Secondary school leavers provisional data shows that the 2016 leavers achieved at higher levels than the leavers who left in 2015. 90.9% of leavers left with NCEA Level 2 in 2016, compared with 73.8% of leavers in 2015. The previous Better Public Service Target of 85% was exceeded 2012, 2013 and 2016 for NCEA Level 2. However small cohorts affect the achievement data from year to year. As NCEA Level 2 is the qualification that enables



further learning, we chose lifting Level 2 NCEA achievement as one of our challenges, including the expectation that there will be a focus on raising the number of students leaving with Endorsed NCEA qualifications.

While numbers of Maori learners are small in our Community of Learning, Maori achievement of NCEA Level 1 and 2 needs to be improved. Male achievement at NCEA Level 2 needs to be strengthened as there is variation across the years. As equity and excellence for all learners is a priority of the Community of Learning, the NCEA Achievement Challenge area contains an equitable target for both Maori and Male learners.

While we considered the possibility of a goal around retention and engagement with NCEA Level 3 and UE, both schools providing secondary education were in agreement that consistent, high achievement of the cohort at NCEA Level 2 (with increased incidence of endorsed qualifications) remains the priority, which gives our leavers a pathway into further education. However, we will be strengthening our data around leavers and so our targets may be subject to revision when that more robust data is available.

Our Achievement Challenge: Area 1 - Writing

Target 1:

By the end of 2017, 77.8% of all students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 18 students).

By the end of 2018, 83% of all students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 29 students).

By the end of 2019, 87% of all students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 18 students).

Target 1a:

By the end of 2017, 70% of all Maori students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 4 students).

By the end of 2018, 77% of all Maori students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 4 students).

By the end of 2019, 81% of all Maori students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 2 students).

Target 1b:

By the end of 2017, 70% of all Male students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 11 students).

By the end of 2018, 77% of all Male students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 19 students).

By the end of 2019, 80% of all Male students (Year 4-8) will be achieving at or above the National Standard in Writing (an increase of 7 students).

Rationale for Area 1:

The data clearly shows that achievement in writing need to improve across our Community of Learning, with a particular focus on improving outcomes for male and Maori students (see *Table 11*). Aggregated data from 2012 to 2016 supports the notion that writing outcomes for these priority groups need to be addressed. See Table.

In addition, achievement for Maori has declined since 2014, and achievement for males in writing has only reached over 70% once in five years. We are aware that culturally responsive collective practices must be further developed to lever change in this area. Writing is a key priority for these two groups within our Community of Learning. This challenge area has three targets. While we are halfway through 2017, we have decided to include a target for 2017 as four out of five schools had already identified writing as a key target area in the Annual Planning section of their 2017 Charters. To establish the target for 2017, we looked at each school's annual targets, as well as looking at interim teacher judgments from mid 2017 and having conversations with assessment leaders at most schools. Our targets (percentage increase and numbers of children) can be seen in Table.

Table 10: Year 4-8 Students identified as Not Achieving in Writing (National Standards) at the end of 2016

School	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Central Takaka School	x	0/7: 0%	x	n/a	n/a
Collingwood Area School	4/11: 36.4%	1/9: 11.1%	4/10: 40%	6/13: 46.2%	2/3: 66.7%
Golden Bay High School	n/a	n/a	n/a	19/72: 26.4%	15/64: 23.4%
Motupipi School	1/18: 5.6%	2/15: 13.3%	6/24: 25%	n/a	n/a
Takaka Primary School	12/32 : 37.5%	9/29: 31%	7/21: 33.3%	n/a	n/a

Note: X= data has been redacted

Table 11: 2012-2016 Summary of National Standards Data: Writing

Group	2012	2013	2014	2015	2016
Males	64.9%	66.7%	66.5%	70.3%	66%
Maori	70.2%	70.4%	72.4%	67.9%	63%

Table 12: Year 1-8 Students At or Above the National Standard in Writing, 2016 - 2019:

	At or above the National Standard:									
	Maori		Pasifika		Female		Male		All	
	No.	%	No.	%	No.	%	No.	%	No.	%
Actual 2016	34/54	63%	6/7	85.7%	191/228	83.8%	175/265	66%	366/493	74.2%
2017 Target	38/54	70.4%	6/7	85.7%	194/228	85.1%	186/265	70.2%	384/493	77.9%
2018 Target	42/54	77.8%	6/7	85.7%	200/228	87.7%	205/265	77.4%	413/493	83.8%
2019 Target	44/54	81.5%	7/7	100%	208/228	91.2%	212/265	80%	431/493	87.4%

How will we know we have made a difference?

1. National standards data (Year 1-8) will be collected and analysed at a school and community of learning level in writing at the end of 2017, 2018, and 2019.
2. To determine if accelerated progress has been made, we will carry out e-asTTle writing assessments across Years 4-10 and analyse and moderate these across schools in Term 3 2017, Term 1, 2018, and Term 3 2018 and twice yearly thereafter.
3. As well as e-asTTle, schools will use PaCT as a framework to make and moderate OTJs, based on current knowledge around current literacy progressions, in which the two align.
4. We will use effect sizes to show progress with the e-asTTle writing assessment data. Our challenge is to create an effect size of .4 or higher for Year 4-10 students.

Additional Commentary:

In the development of the Achievement Challenge plan, it has become clear that schools need to agree on the signposts and benchmarks for National Standards, as well as having a clear, shared understanding of what writing 'looks like' at each curriculum expectation. It has highlighted the use of a consistent framework such as PaCT and E-asTTle as being key to achieving reliable data. In addition, cohesive tracking systems to track priority students need to be developed to work across all schools, along with a key focus on sharing information seamlessly at transition points. Agreed expectations and exemplars will be a key priority for Kāhui Ako ki Mohua in 2017, which we anticipate will lead to an inquiry on, and development of, learner profiles that are agreed and shared across all schools. This will enable all schools to confidently moderate both in and across schools and provide valid, trusted data.

Our Achievement Challenge: Area 2 - Year 1-3 Literacy:

Target 2:

By the end of 2017, 76.9% of students will be achieving at or above the National Standard in Reading after one, two or three years at school.

By the end of 2018, 86.5% of students will be achieving at or above the National Standard in Reading after one, two or three years at school.

By the end of 2019, 89.3% of students will be achieving at or above the National Standard in Reading after one, two or three years at school.

NB: for numbers of students, see Tables 13 and 14.

Target 2a:

By the end of 2017, 76.9% of students will be achieving at or above the National Standard in Writing after one, two or three years at school.

By the end of 2018, 82.6% of students will be achieving at or above the National Standard in Writing after one, two or three years at school.

By the end of 2019, 85.1% of students will be achieving at or above the National Standard in Writing after one, two or three years at school.

NB: for numbers of students, see Tables 13 and 14.

Rationale for Area 2:

Kāhui Ako ki Mohua recognises and values the importance of a solid and secure literacy foundation, and furthermore acknowledges that consistent and high quality teacher practice from early childhood to primary is required to ensure every student has access to equitable outcomes. We see a clear connection between success in the form of high engagement, enjoyment, motivation and attainment of our youngest learners in literacy, to the success of our students from Year 4 and right through to NCEA Level 2.

We recognise that while our data has strengths in some cohorts (for example, Year 3), when looking at aggregated data from 2012 to 2016 for writing and when tracking cohorts from Year 1 onwards, there is a pattern of achievement trending downward as students progress through the year groups. This pattern is not entirely consistent, but when considered alongside the achievement data to support Achievement Challenge Area 1, it does require consideration. While some of this pattern could be attributed to changing demographics, the percentage changes are too high for this to be transience alone. While there is movement in school demographics in Golden Bay, most movement is between schools. Reading however trends upwards consistently for cohorts, with the exception of when students reach Year 7 and 8 (*Tables 15 - 16*).

A note on cohorts: All schools with Year 1-3 students have committed to tracking these cohorts through the Community of Learning Pathway as individual schools and together as a collective. We are committed to ensuring achievement trends upwards to ensure success for our learners as they progress through the learning pathway. This will be measured by the Community of Learning outcomes in Achievement Challenge Area 1 (Year 4-10 Writing) and Achievement Challenge Area 3, NCEA Level 2.

Table 13: Year 1-3 Students At or Above the National Standard in Reading: 2016

Junior Literacy	To improve junior literacy outcomes across our Community of Learning for students after one, two and three years at school.						
	At or above the National Standard in Reading (after one, two and three years at school):						
	Year 1		Year 2		Year 3		Total No and %
	No.	%	No.	%	No.	%	
Actual 2016	40/57	70.2%	36/52	69.2%	40/48	83.3%	116/157: 73.8%
2017 Target	36/47	76.6%	45/57	78.9%	39/52	75%	120/156: 76.9%
2018 Target			40/47	85.1%	50/57	87.7%	90/104: 86.5%
2019 Target					42/47	89.3%	42/47: 89.3%

Table 14: Year 1-3 Students At or Above the National Standard in Writing: 2016

Junior Literacy	To improve junior literacy outcomes across our Community of Learning						
	At or above the National Standard in Writing (after one, two and three years at school):						
	Year 1		Year 2		Year 3		Total No and %
	No.	%	No.	%	No.	%	
Actual 2016	41/57	71.9%	41/52	78.8%	39/48	81.3%	121/157: 77%
2017 Target	33/47	70.2%	44/57	77.2%	43/52	82.7%	120/156: 76.9%
2018 Target			38/47	80.8%	48/57	84.2%	86/104: 82.6%
2019 Target					40/47	85.1%	40/47: 85.1%

Table 15: Students identified as not achieving Reading and Writing: 2016

School	Area:	After one year at school	After two years at school	After three years at school
Central Takaka School	Reading	3/7: 42.9%	X	X
	Writing	2/7: 28.6%	X	X
Collingwood Area School	Reading	3/14: 21.4%	3/11:27.3%	1/10: 10%
	Writing	4/14: 28.6%	0/11: 0%	1/10: 10%
Motupipi School	Reading	5/15: 33.3%	11/22: 50%	3/14: 21.4%
	Writing	5/15: 33.3%	6/22: 27.3%	3/14: 21.4%
Takaka Primary School	Reading	6/21: 28.6%	1/14:7.1%	3/19:15.8%
	Writing	6/21: 28.6%	1/14: 7.1%	3/19: 15.8%

Note: X= data has been redacted

How will we know we have made a difference?

1. National standards data (Year 1-3) will be collected and analysed at a school and community of learning level in Writing at the end of 2017, 2018, and 2019.
2. To determine if accelerated progress has been made, together schools will moderate and assess junior writing using PaCT, learning progressions and E-asTTle Rubrics in Term 1 2018, Term 3, 2018, and twice yearly thereafter.
3. Moderation of six year observation surveys to analyse data for after one year at school
4. Moderation of running records and reading achievement across the curriculum, using PaCT to confirm and moderate OTJs in reading.

Additional Commentary:

As with our first Achievement Challenge Area, we are acutely aware that streamlined understanding and use of assessment tools and assessment for learning is an urgent priority for Kāhui Ako ki Mohua. This assessment will be addressed in greater detail within '**Our hypothesis about student achievement**' section (p23).

Our Achievement Challenge: Area 3, NCEA Level 2

Target 3:

In our Community of Learning, more than 85% of **all** students will leave school with NCEA Level 2 or above

In our Community of Learning, at least 50% of **all** students will leave school with NCEA Level 2 with Endorsements.

Rationale for Area 3:

When examining the data for NCEA Level 2 achievement from 2012-2016 (see *Table 18*), it became clear that consistent high achievement needs to be the target for our Community of Learning. For the purposes of setting future targets, we examined the NCEA Level 2 data over time to look at the achievement in priority groups and cohorts. Priority groups (Maori and males) have fluctuating NCEA Level 2 results. For females, it again shows inconsistent achievement of 85% and above. However, results from 2016 indicate strongly that achievement above 85% is possible for every cohort.

In our local community, it appears that the achievement of NCEA Level 2 is more likely to lead young people into local trades and industries. For our community, local trade and enterprise, and taking into account the range of tertiary education in the wider Nelson-West Coast region, we acknowledge the possibility that the expectation of UE may not be the normal pathway at this current time. While UE traditionally leads to a pathway into university, many other pathways into university level study that can also be achieved by obtaining Level 2 and other options. While both the secondary and area schools are committed to holding high expectations for all students and encouraging further attainment, we are all in agreement that focusing on high engagement and consistent achievement at Level 2 is the appropriate priority for our Community of Learning at this time. Further inquiry into the pathways offered to, and followed by, the leavers in our schools will be a focus for the future work of the Kāhui Ako.

When looking at trends over time in both schools, we have determined that endorsements at Level 2 could be improved, which could in turn lead to retention and engagement beyond NCEA Level 2.

Table 16: NCEA Level 2 data Over time: 2012-2016

	NCEA Level 2 or above: 2012-2016									
	Maori		Pasifika		Female		Male		All	
	No.	%	No.	%	No.	%	No.	%	No.	%
2012	6/7	85.7%	x	x	23/24	95.8%	26/31	83.9%	49/55	89.1%
2013	x	x	x	x	14/18	77.8%	19/20	95%	33/38	86.8%
2014	6/8	75%	x	x	23/26	88.5%	23/29	79.3%	46/55	83.6%
2015	x	x	x	x	12/15	80%	19/27	70.4%	31/42	73.8%
2016	6/6	100%	x	x	25/26	96.2%	25/29	86.2%	50/55	90.9%

Note: x=data has been redacted

Table 17: Golden Bay High School Merit and Excellence Endorsements (percentages) 2012-2016

Golden Bay High School			
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Excellence			
2012	10.4	28.0	4.0
2013	12.5	14.7	30.8
2014	17.5	8.0	5.0
2015		14.0	15.4
2016	7.3	9.7	8.0
Merit			
2012	35.4	16.0	16.0
2013	31.3	23.5	23.1
2014	30.0	28.0	35.0
2015	36.1	25.6	46.2
2016	34.1	29.0	40.0

Graph: Excellence and Merit Endorsements (percentages) over time (2012-2016): Golden Bay High School

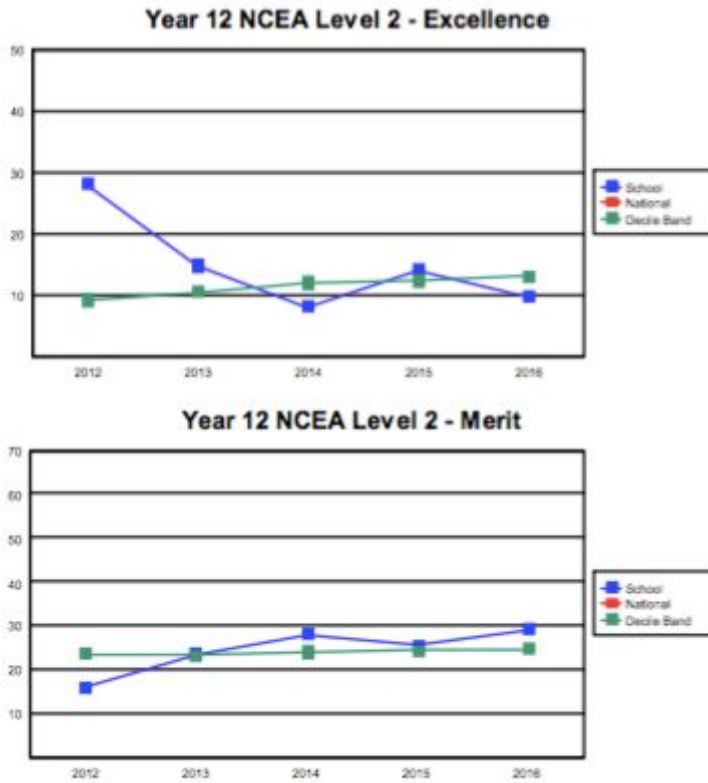
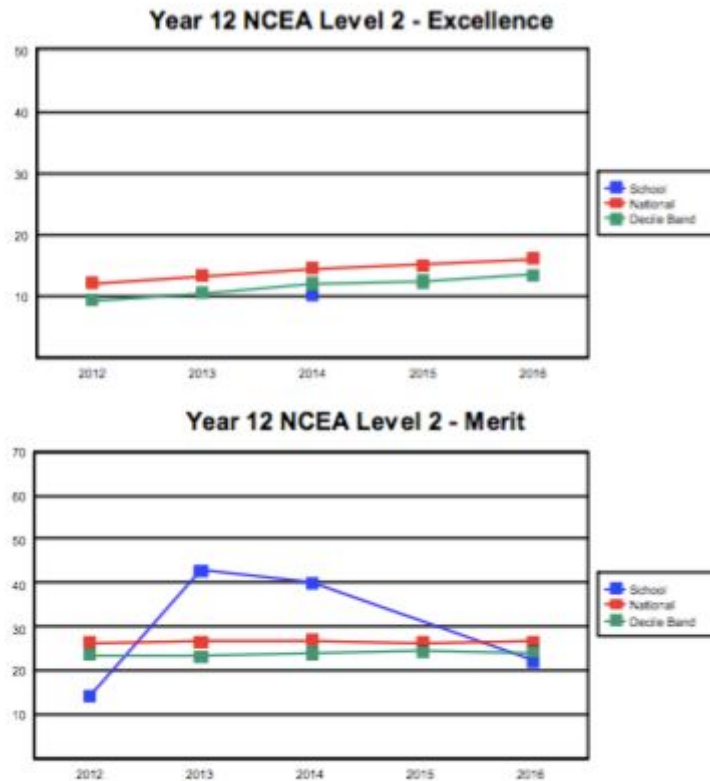


Table 18: Collingwood Area School Merit and Excellence Endorsements (percentages) 2012-2016

Collingwood Area School			
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Excellence			
2012	10.0		
2013	14.3		
2014	33.3	10.0	
2015			33.3
2016	33.3		
Merit			
2012	40.0	14.3	20.0
2013	71.4	42.9	
2014	33.3	40.0	75.0
2015	50.0		66.7
2016	33.3	22.2	

Graph: Excellence and Merit Endorsements over time (2012-2016): Collingwood Area School

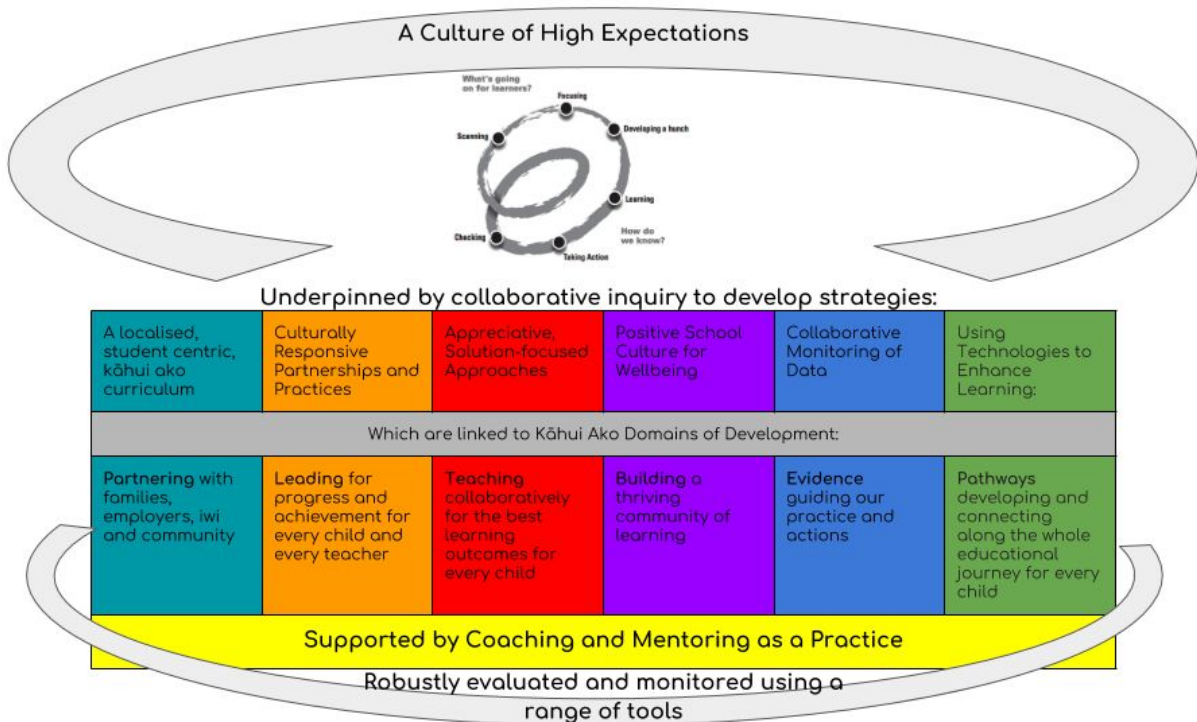


How will we know we have made a difference?

1. NCEA data for Level 2 will consistently be above 85% for every group of students
2. At least 50% of all students will achieve endorsements at Level 2 in 2018

Key Strategies to Improve Learner Outcomes

On the basis of our initial investigations (sample inquiries with teachers and students, learning maps, and leader observations), we have developed a hypothesis about what impacts on the achievement of the students in our Community of Learning. At this early stage, the hypothesis is linear, involving a number of components that we consider to impact on learning. With further inquiry, we expect to refine the list of components and learn about the relationships between them. The initial hypothesis is that a shift to deliberate and collaborative inquiry practice, a localised student-centric Kāhui Ako curriculum, a positive school culture for wellbeing, appreciative, solution-focused approaches, culturally responsive partnerships and practice, collaborative monitoring of data and using technologies to enhance learning will support student achievement.



The interrelated elements of the strategies are explained below.

1. A Localised, Student Centric Kāhui Ako Curriculum

The development of a student centred, local curriculum with a bicultural focus will sit at the centre of our Community of Learning in every school and early learning setting. Through authentic student connections with rohe, whānau, and iwi, we will co-construct an authentic curriculum that meets the needs of each student in the Kāhui Ako. Through strengthening the NZC, including the key competencies, our learners will be equipped to be connected, global, life-long learners.

2. Culturally Responsive Partnerships and Practices

Practices centred around learning relationships, cultural awareness and a strengthening of community and iwi connections will be embedded for our learners in our schools. Student agency, student voice, and student relationships will sit at the core of a culturally inclusive and responsive curriculum, characterised by the principles of restorative practice, Kahikatea, and Taitaiako. We will develop common practices and a shared understanding to enable increased language, culture and identity for every student in Mohua.

3. Appreciative, Solution-focused Approaches

A culture of appreciative inquiry underpinned by a growth mindset will be deeply embedded in how teachers and staff relate with students across all of our schools. This will be supported and strengthened by restorative practices, which will include PB4L. This will impact on student engagement and create an environment where student aspirations are held and enhanced; where there is a commitment to acknowledging, encouraging, and celebrating achievement of goals.

4. Positive School Culture for Wellbeing

The resilience and mental wellness of our community; from early years to teenage is pivotal to a quality, all round education. This is essential for a productive, healthy and successful life. Wellbeing practices with sound attention to the age and stage of students, a key focus on guidance and support, and the teaching of the concepts of manaakitanga, whanaungatanga, ako, and mahi tahi will underpin this strategy.

5. Collaborative Monitoring of Data

a. Consistency of Data:

As has been mentioned, our Community of Learning is committed to urgently review, refine and collectively agree on the benchmarks and expectations for National Standards at each year level, as well as how we carry out our assessment practices so as to have robust, valid data that is both useful and honest. Initial observations of data reveal a disconnection between OTJs at transition points, as well as inconsistencies in data when tracking year groups over time and looking at individual schools data.

b. Shared Understanding of Progress and Achievement:

In order to achieve consistent judgements across schools, we must also have a shared and agreed understanding of 'progress and achievement' in Reading, Writing and Mathematics, as well as with key competencies and skills for 21st Century learning. This will lead to shared learner profiles.

c. Assessment and Moderation:

Shared understanding of progress and achievement will be enhanced if schools develop a consistent tool for measuring achievement that is linked to the learning progressions and embedded in the New Zealand Curriculum. The use of PaCT as the key framework for assessment, moderation and analysis is strongly favoured, however the use of E-asTTle writing rubrics will be the starting point to help build high trusting, meaningful collaboration across schools.

d. Systems for monitoring progress of students with additional educational requirements

A matter of priority is developing a system of monitoring priority learners (ideally all students), to enable efficient sharing of data, exemplars, evidence and student voice. This will enable us to track progress across our Community of Learning for individuals and cohorts. This is particularly important at transition points, however it must be noted that transitions for students moving within schools need to be more seamless and transparent. One option is to look into a shared SMS, another is to develop a tracking system independent of SMS.

6. Using Technologies to Enhance Learning:

Strengthened ICT systems and resources across schools will ensure coherence and a platform that supports a future focus. This will increase students' and teachers' experiences of ICT learning, leading and teaching. Through research and learning, we will enhance learner's local, national and global opportunities for learning and sharing, and give students more continuity in their ICT-enhanced learning

experience. This is a key driver to enable lateral learning across schools for all students and teachers. FULLAN

Our Next Steps: Building Community Wide Inquiry - Pre-implementation Plan of Action

A broad inquiry to determine strategies to address achievement challenges:

We have developed a process to shift our attention from setting the achievement challenges to strategising to address these challenges. An important part of the shift is to finalise our Kāhui Ako lead team, that is, our Lead Principal with our Across and Within-School Teachers, and position them to start leading collaborative inquiries across our community.

The process for moving towards strategising is outlined below:

1. Broadly speaking, the Achievement Challenge document outlines the Achievement Challenges, which focus on literacy:
 - i. Literacy (Years 1-3),
 - ii. Year 4-10 Writing, and
 - iii. Consistent achievement at NCEA level 2.
2. We have formed a set of strategies to address challenges after conducting some initial inquiries to find out the perspectives of our leaders, teachers, students and parents about how best to proceed to address the three achievement challenges. These strategies listed below are intentionally in no particular order. Our hunch is that student achievement in literacy and writing would be supported by enhancing the following areas:
 - I. Collaborative Inquiry Practice
 - II. A Localised, Student Centric Kāhui Ako Curriculum
 - III. Culturally Responsive Partnerships and Practices
 - IV. Appreciative, Solution-focused Approaches
 - V. Positive School Culture for Wellbeing
 - VI. Collaborative Monitoring of Data
 - VII. Using Technologies to Enhance Learning
3. We intend to prioritise data monitoring and use as a first-step priority in Term four 2017 and Term one 2018, and then encourage groups of teachers to opt into collaborative inquiries around the above strategies.
4. We will verify our approach once we appoint and induct the Across and Within-School Teachers into their roles. Part of the induction program will be to prioritise our list of hypotheses, firstly based on evidence from our Takaka context, and secondly, in relation to Tataiako.



5. Another part of the induction program will be for the appointed lead team to learn how to support teachers to outline their beliefs and practices with one another in ways that they come to understand why they prefer to teach and learn the way they do.
6. The next task, to begin the 2018 school year, will be for the lead team to work with groups of interested teachers to analyse the current situation in terms of data monitoring and use a pilot Kāhui Ako inquiry. The analysis of the current situation will, in the first instance, illuminate the strengths in that particular development area. The aim is to draw out experts and leaders within our community who are already in the right space to monitor and use data. Once identified, those internal experts/leaders can then support our Kāhui Ako lead team in the data-based knowledge growing and practice improvement processes for all teachers.
7. The other two to three inquiry themes will then follow as the 2018 school year unfolds. We intend to create a dynamic collaborative inquiry environment whereby the themes are sufficiently broad for all teachers and students to participate in an area that interests them for their respective teaching and learning.
8. The 2018 inquiries will involve a broader section of the Community of Learning, creating opportunities for students, family/whānau, teachers and leaders to exchange information about learning in literacy and writing and to find out what underpins achievement. This information will be collectively examined to identify key messages that will become priorities for teaching and learning strategies that suit the students and each school's context. Principles derived from these messages will be shared by the Community of Learning and implemented in culturally and developmentally appropriate ways in students' learning environments.
9. Evaluation and self-review processes will be established to monitor the impact of the inquiries on student outcomes. These processes will be synchronised with regular school annual reporting and overall Kāhui Ako development cycles.

Evaluating and Monitoring

In order to monitor and evaluate the strategies, we will use the following measures:

Appraisal processes underpinned by coaching and inquiry practices.

Student, whānau, teacher and iwi voice and feedback

NCEA data, National Standards data

Evaluations using Cultural responsiveness tools, Kahikatea and Tataiako

NZCER Wellbeing tools, TSP surveys

Leadership Group:

The leadership group, consisting of all five principals, meet several times each term. The Lead Principal provides a report about the progress of the Kāhui Ako, using the domains (where appropriate) to describe the progress towards the achievement challenges.

The Principals will ensure this report is made available to their Board of Trustees (BoT). Furthermore, our Kāhui Ako see scope for collaborative BOT meetings to share and celebrate achievements and progress towards our challenges. This may take the form of evening workshops and sharing from the Within and Across School Teachers.

Stewardship Group:

A condensed version of the reports is provided to the Stewardship Group, who meet twice a year to monitor progress. The frequency of these meetings may increase as the Kāhui Ako develops.

Within and Across School Teachers:

The Lead Team of Kāhui Ako ki Mohua begins with monthly inductions between September and December 2017, utilising the skills of our Expert Partners. In 2018 the team will meet fortnightly to check in, with a focus on sharing progress and collaboratively compiling a report for stakeholders (which will include regular communication with Boards, parent and wider communities etc. through newsletters, emails etc.)