

## Ngā Mātāpuna o Ngā Pākihi Kāhui Ako



### Vision

**Together we achieve**  
An engaged community of successful learners

Our vision is to create a Kāhui Ako in which teachers are experts at delivering quality learning and teaching opportunities for all students from Early Childhood to Tertiary.

### We aim

The Ngā Mātāpuna o Ngā Pākihi Kāhui Ako is committed to providing equity for all students across the learning pathway and will have achievement challenges which align to our school wide targets for raising both progress and achievement for all children in Writing, Science, and Second Language learning.

**Challenge 1:** Raise achievement in Writing for students currently working below or well below the expected curriculum level, specifically targeting boys and all students at transition points as they progress through the curriculum levels.

**Challenge 2:** Raise achievement in Science for students in Years 4-10 who are achieving below or well below the national expected norms in the NZCER tool Science: Thinking with Evidence, specifically targeting boy progress.

**Challenge 3:** To increase the exposure and understanding of learning a Second Language and its impact and importance for the NZ economy.

**Process target:** Strengthen the pathway from ECE through to Tertiary with greater effective Kāhui Ako collaboration and considered transition programmes.

## Our thoughts

- Best Evidence Synthesis research tells us the factor that has the single biggest impact on student achievement is teacher practice.
- As achievement levels improve teachers will become more confident and passionate about their inquiry into practice.
- The leaders in this Kāhui Ako are committed to developing their own capacity to coach/mentor teachers to advance teaching as inquiry.

## OUR COMMUNITY

### Our Community of Learning are:

Lincoln High School	Giggles and Scribbles Early Learning Centre Limited
Lincoln Primary School	Kidsfirst Kindergarten Lincoln
Prebbleton School	Lincoln University Early Childhood Centre
Tai Tapu School	Lincoln Village Preschool and Nursery
Springston School	Active Explorers – Tai Tapu
Ladbrooks School	Prebbleton Kindergarten
Broadfield School	Whippersnappers Early Learning Centre

Other geographically convenient local schools and ECE services would be welcomed into our Kāhui Ako. Our schools are close geographically and so most of our students transition from our primary schools to Lincoln High School.

## Common themes

- Our schools have an existing positive relationship around sharing and learning together as we have been a cluster of schools since 2012
- Pastoral care and meeting the learning needs of all students is strong.
- Lincoln Primary School provides technology resources to all Year 7 and 8 students in the Kāhui Ako.
- Our Boards of Trustees are proactive in supporting innovations designed to raise student engagement and achievement i.e. Innovative Learning Environments (ILE), use of digital technologies, Connecting Minds Programme, FIE
- In the main, our students move from local Early Childhood Education (ECE) to our primary schools, to Lincoln High School.
- The physical proximity of our schools makes sharing of learning and teaching resources easy.
- Roll growth, staff turnover and new principals at Broadfield and Tai Tapu mean that induction processes, information sharing and community building need to be strong - acknowledging that these challenges impact capacity.
- We share a desire to strengthen teacher capability at the different levels in our cluster.
- There is inconsistent student agency with regard to curriculum design, student engagement and developing learning outcomes.
- There is a need for all our teachers to be culturally responsive. There is an expectation for teachers to use a range of strategies based on sound research which informs effective practice to meet the diverse learning needs of their students.
- Parent engagement and home school partnership across the cluster is a high priority across the schools.
- Capacity of the schools across the Kāhui Ako to analyse and use the data to set more specific targets for students at risk of achieving poor outcomes needs to be advanced.

## Common strengths

### Consultation with ERO show that common strengths across the Kāhui Ako include:

- Most schools use learning information well to track, monitor and meet the needs and strengths of their students.
- Students are well engaged and benefit from rich learning experiences.
- A well-developed curriculum that is inclusive, relevant and values students' wellbeing
- Effective governance and leadership.
- Respectful, reflective and supportive school cultures.
- Parents are well informed about their child's progress and achievement.
- Professional learning and development supports teachers to reflect on and improve their practice.
- Board of Trustees are focused on student learning and make well informed resourcing decisions.
- Digital technologies are used effectively to support students' learning.
- There is a growing awareness of staff, students and the wider community to value the language, culture and identity of Māori students.

**ERO believes areas for improvement across the Kāhui Ako include:**

- Involving students more in their learning so they better understand their progress, achievement and next learning steps.
- Continuing to build educationally powerful connections and partnerships with parents, families, whanau and community, in particular Māori parents, whanau and iwi.
- Ensuring the moderation of teacher assessment judgements is consistent.
- Continuing to evaluate and refine the school's curriculum.
- Strengthening internal evaluation, and ensuring it is well connected to and is used alongside, good strategic planning.

**Our rationale for prioritising targets**

- Across our cluster we know that boys are more at risk of underachievement.
- By focussing on accelerating the achievement of boys and at curriculum transition points we will raise the achievement across the Kāhui Ako.
- The curriculum area with the most underachievement for our boys is writing.
- Science is an integral part of our local community.
- Learning a Second Language has great effects on student achievement and long-term outcomes.

## **ACHIEVEMENT CHALLENGES**

### **Rationale for Writing Achievement Challenge**

- Accelerating our students who are within the expected curriculum band so that we improve the numbers of students above.
- Achieving accelerated progress for boys to minimise gender disparities.
- Accelerating our students who are within the expected curriculum band already so that we improve the numbers of students above the expectations at the key transition points - from Year 6 to Year 7 and especially as they move from Year 8 to Year 9 and enter secondary school.
- Accelerating our below and well below learners (Year 1-8) in order to lift the numbers of students achieving within the expected curriculum bands.

### **Year 1-8**

Although, our community of schools is already high achieving - currently achieving very close to or above the expected curriculum bands in Writing, our boys are currently not achieving as high as all learners in our community therefore boys learning is a focus area. We would like to accelerate their progress and achievement to ensure equitable outcomes for all learners by the end of 2020.

Our aim is to strengthen the achievement across the primary and secondary schools so that our students are performing within the required curriculum bands at key transition points between curriculum levels. Analysis of our 2016 aggregated Community of Learning Writing achievement data indicates a clear drop in achievement at the Year 6 to 7 level (curriculum Level 3 to 4) and a slightly less obvious drop in achievement in Year 2 to 3 (curriculum Level 1 to 2) and from Year 4 to 5 (curriculum level 2 to 3). Our focus is with the Year 6-7 group (34 students), as we had lower numbers in the Year 2-3 (17) and Year 4-5 (18) groups. We will support and monitor both of these groups.

### **Year 9-10**

Year 9 and 10 Writing data is currently obtained via e-asTTle assessments at the end of Years 8, 9 and 10. Current trends show that although Writing achievement is generally high for these students there is a significant plateau of progress at the transition from Year 8 to Year 9. Students who are not achieving within the expected curriculum band by the end of Year 9 do not typically recover. This has a marked impact on the number of students achieving levels of Merit and Excellence in English in the senior secondary school. The intention is to focus on initiatives in Year 8 and transitioning into Year 9 and beyond which will enhance NCEA outcomes.

The focus is on creating seamless curriculum pathways for all students from Year 1-13.

## Achievement Challenge: Writing/ Tuhituhi

**Challenge 1:** Raise achievement in Writing for students currently working below or well below the expected curriculum level, specifically targeting boys and all students at transition points as they progress through the curriculum levels.

Targets						
Within the overall goal of accelerating progress across all schools there are some main focus areas for strategic planning. These are:						
<b>1a. Year 1-8 within and above Writing levels</b>						
We will lift the achievement in Writing for Year 1-8 students within or above the expected curriculum level from 85% (1473/1736) in 2016 to 89% (1543/1736) in 2020. This will mean that all schools in the Kāhui Ako will reach 85% of students achieving within or above the expected curriculum level by 2020. This will mean accelerating the achievement of 70 students across the Kāhui Ako by 2020.						
2016 Achievement Data					2019	2020
School	Year 1-8 students Below/Well Below	Year 1-8 % Below/Well Below	Year1-8 students Within/Above	Year 1-8 % Within/Above	Number of students that need to move to meet goal.	Number of students that need to move to meet goal.
Springston	56	24%	177	76%	10	11
Tai Tapu	48	18%	225	82%	3	4
Prebbleton	90	21%	346	79%	12	12
Ladbrooks	12	11%	99	89%	0	0
Lincoln	16	3%	519	97%	0	0
Broadfield	41	28%	107	72%	9	9
<b>Total</b>	<b>263</b>	<b>15%</b>	<b>1473</b>	<b>85%</b>	<b>34 (2%)</b>	<b>36 (2%)</b>

### 1b. Boys achievement in Writing

We will lift the achievement level of Year 1-8 boys from 79% (715/908) achieving within or above the expected curriculum band to 85% (772/908) by the end of 2020. This will mean accelerating the achievement of 57 boys across the Kāhui Ako.

2016 Achievement Data					2019	2020
School	Year 1-8 Boys Below/Well Below	Year 1-8 % Below/Well Below	Year1-8 Boys Within/Above	Year 1-8 % Within/Above	Number of students that need to move to meet goal.	Number of students that need to move to meet goal.
Springston	47	39%	75	61%	9	9
Tai Tapu	38	24%	122	76%	5	5
Prebbleton	61	27%	166	73%	8	8
Ladbrooks	9	16%	47	84%	0	1
Lincoln	11	4%	253	96%	0	0
Broadfield	29	36%	52	64%	6	6
<b>Total</b>	<b>195</b>	<b>21%</b>	<b>715</b>	<b>79%</b>	<b>28 (3%)</b>	<b>29 (3%)</b>

### 1c. Year 6 – 7 student transition in Writing

We aim to minimise the challenge of moving from curriculum Level 3 to curriculum Level 4. We will lift the achievement level from 74% (135/182) in 2016 of Year 7 students achieving within or above the expected curriculum band to 93% (169/182) by the end of 2020. This will mean accelerating the achievement of 34 Year 7 students across the Kāhui Ako by 2020.

2016 Achievement Data					2019	2020
School	Year 7 Students Below/Well Below	Year 7 % Below/Well Below	Year 7 Students Within/Above	Year 7 % Within/Above	Number of students that need to move to meet goal.	Number of students that need to move to meet goal.
Springston	14	52%	13	48%	5	9
Tai Tapu	6	19%	26	81%	1	1
Prebbleton	16	32%	34	68%	4	8
Ladbrooks	2	29%	5	71%	1	1
Lincoln	6	12%	45	88%	0	1
Broadfield	3	20%	12	80%	1	2
<b>Total</b>	<b>47</b>	<b>26%</b>	<b>135</b>	<b>74%</b>	<b>12 (7%)</b>	<b>22 (12%)</b>



### 1d. Year 8 - 9 student transition in Writing

We aim to increase the number of students who are achieving above the expected curriculum level at Year 8 in order to maintain their achievements during their transition to secondary school. We will lift the achievement of Year 8 students achieving above the expected curriculum level from 13% (24/190) in 2016 to 25% (48/190) in 2020. This will mean shifting an additional 36 Year 8 students from within to above the expected curriculum level across the Kāhui Ako by the end of 2020.

2016 Achievement Data					2019	2020
School	Year 8 Students Within	Year 8 % Within	Year 8 Students above	Year 8 % Above	Number of students that need to move to meet t.	Number of students that need to move to meet goal.
Springston	18	67%	1	4%	1	1
Tai Tapu	29	73%	7	18%	1	2
Prebbleton	17	43%	12	30%	1	3
Ladbrooks	4	67%	1	17%	1	1
Lincoln	57	95%	0	0%	7	15
Broadfield	10	59%	3	17%	1	1
<b>Total</b>	<b>135</b>	<b>71%</b>	<b>24</b>	<b>13%</b>	<b>12 (6%)</b>	<b>24 (13%)</b>

**1e. Year 1-8 accelerated progress in Writing**

We aim to lift the achievement of students currently working below the expected curriculum level from 13% (234/1736) to 10% (201/1736). This will mean shifting an additional 33 students from below to within the expected curriculum level across the Kāhui Ako by the end of 2020.

2016 Achievement Data			2019	2020
School	Number of Students Years 1-8 Below	Years 1-8 % Below	Number of students that need to move to meet goal.	Number of students that need to move to meet goal.
Springston	48	21%	2	5
Tai Tapu	44	16%	2	4
Prebbleton	84	19%	4	8
Ladbrooks	9	8%	1	1
Lincoln	11	2%	1	1
Broadfield	28	19%	1	3
<b>Total</b>	<b>234</b>	<b>13%</b>	<b>11 (5%)</b>	<b>22 (10%)</b>

## Achievement Challenge: Science/Pūtaiao

### Rationale

We are in the heart of the Lincoln University community with the Lincoln Hub providing Science research in many fields of science. There are many parents working in scientific fields around us. Our geographic location e.g. looking at Te Waihora and the contributing waterways which are environmentally challenged lends itself to enabling students to enquire into their scientific surroundings. The schools and ECEs are all very committed to sustainability and Enviroschools. The context for helping increase literacy for our students, especially boys is another advantage of using Science as a challenge to increase achievement.

**Challenge 2:** Raise achievement in Science for students in Years 4-10 who are achieving below or well below the national expected norms in the NZCER tool Science: Thinking with Evidence, specifically targeting boy progress.

### Targets:

Within the overall goal of accelerating progress across all schools, the main focus areas for strategic planning include:

#### **2a. Accelerating achievement of Year 7-8 students in the Thinking with Evidence Science Assessment (NZCER)**

We will shift the number of Year 7 students achieving at or above the national norm in 73% (100/137) of the Thinking with Evidence Science Assessment (NZCER) tasks in 2017 to 85% (116/137) in 2020. This will mean shifting an additional 16 Year 7 students by 2020.

We will shift the number of Year 8 students achieving at or above the national norm in 72% (85/118) of the Thinking with Evidence Science Assessment (NZCER) tasks in 2017 to 85% (100/118) in 2020. This will mean shifting an additional 15 Year 8 students by 2020.

Kāhui Ako Students	Number of tasks At or Above National norm	% of task At or Above National norm	2018 Number of tasks needed to reach 75%	2019 Number of tasks needed to reach 80%	2020 Number of tasks needed to reach 85%
Year 7	100/137	73%	103/137	110/137	116/137
Year 8	85/118	72%	89/118	94/118	100/118

## 2b. Strengthening Science Domains within the Nature of Science

We currently demonstrate strengths in 'Communicating in Science' and 'Investigating in Science'.

We aim to strengthen understandings and capabilities in the domains 'Participating and Contributing' and 'Understanding About Science' as indicated in the table below e.g. currently 40% of the Year 4 students are achieving at least 10% above the national norm in the Participating and Contributing tasks. We will shift this achievement to 50% by the end of 2020.

Baseline data 2017			2019		2020	
Year Groups	% of students achieving at least 10% above the national norm in Participating and Contributing tasks	% of students achieving at least 10% above the national norm in Understanding About Science tasks	% of students achieving at least 10% above the national norm in Participating and Contributing tasks	% of students achieving at least 10% above the national norm in Understanding About Science tasks	% of students achieving at least 10% above the national norm in Participating and Contributing tasks	% of students achieving at least 10% above the national norm in Understanding About Science tasks
Year 4	40%	50%	45%	55%	50%	60%
Year 5	30%	20%	35%	25%	40%	30%
Year 6	80%	10%	83%	15%	85%	20%
Year 7	60%	20%	65%	25%	70%	30%
Year 8	10%	40%	15%	45%	20%	50%

*Note: Baseline data given in percentages, as we don't have individual numbers for each test across all schools.*

### 2c. Making Connections in Science thinking

*NZCER Science: Thinking with Evidence* assessment tool highlighted some lack of knowledge and understanding around key concepts and language. We aim to strengthen understandings by making connections between scientific terminology, English and Mathematics.

#### Process target:

We aim to identify the areas of student's strength in Years 4-8 (100% of the 2018 cohort) in the *NZCER Science: Thinking with Evidence* assessment tool by 2020. We will compare the results of the students in this cohort with data relating to English (reading) and Statistics (maps, graphs and interpreting data). We will be looking for direct correlation of successful outcomes across these three key areas. We will explicitly teach skills identified as having a direct impact to support our 10% target students.

### 2d. Identifying weaknesses in the *NZCER Science: Thinking with Evidence* Test in the Year 9-10 data

We were unable to identify what contributed to the significant difference in data from Year 9 2016 to Year 10 2017 due to using the paper version of the Thinking with Evidence Test i.e. which areas of the Nature of Science are we are making a significant difference with.

#### Process target:

We aim to identify the key areas of weakness in 240 Year 9 students (100% of the 2018 cohort) in the *NZCER Science: Thinking with Evidence* (sTWE) and add to their sTWE progress by 50% (or 2.25 sTWE units) above their expected progress, by the end of Year 10 (expected progress is 4.5 sTWE units) by the end of 2019.

We aim to have 240 students (100% of Year 9) improve their sTWE unit scores by 25% above the expected progress by the end of Year 10 (equivalent to 1.1 sTWE units above the expected progress of 4.5 sTWE units) by the end of 2019.

We aim to have 240 students (100% of Year 9) improve their sTWE unit scores by 50% above the expected progress by the end of Year 10 (equivalent to 2.25 sTWE units above the expected progress of 4.5 sTWE units) by the end of 2020.

	National norm (mean) (sTWE scale score)*	LHS norm (median) (sTWE scale score)
Year 9 2017	56	59
Year 10 2017	60	67

**2e. In the NZCER Science: Thinking with Evidence test reduce the lower quartile for Year 9 boys to be the same as the girls**

i.e. the LQ range for boys will be 38-55 sTWE score

We will shift 25% (30/120) Year 9 boys in the lowest quartile closer to girls in the lowest quartile by 25% or 2.25 sTWE units by the end of Year 10 (this is equivalent to ½ a year of progress made for these students over the top of the expected progress by the end of Year 10, which is 4.5 sTWE units) by the end of 2019.

We will shift 24% (90/120) Year 9 boys in the lowest quartile closer to girls in the lowest quartile by 50% or 4.5 sTWE units by the end of Year 10 (this is equivalent to a 1 year progress made for these boys over the top of the expected progress by the end of Year 10, which is 4.5 sTWE units) by the end of 2020.

<b>LHS Year 9 Boys 2017 (131 students)</b>	<b>LHS Year 9 Girls 2017 (137 students)</b>
Lower quartile 55      Lowest score 29      Lower quartile range 26	Lower quartile 55      Lowest score 38      Lower quartile range 17

*\*Taken from the Science: Thinking with Evidence Teacher Manual page 47*

## **Achievement Challenge: Second Language learning and Engagement with Asia**

**Challenge 3:** To increase the exposure and understanding of learning a Second Language and its impact and importance for the NZ economy.

### **Rationale**

There is a lot of evidence that learning a Second Language has positive effects on student learning and long-term outcomes. Lincoln High School is committed to ensuring our students have access to Second Language learning through providing Second Language opportunities in Te Reo, French, Japanese and Mandarin.

To grow language learning at Lincoln High School we believe it is important to start that growth with the delivery of the Language Curriculum in Year 7-8.

### **The focus is on Level 1 and 2 of the New Zealand Learning Languages Curriculum**

Through learning in a language acquisition rich classroom, students are encouraged to broaden capabilities for living by 'having a go' to try and communicate to get their message across. This fits in with the Learning Languages achievement objectives at Level 1 and Level 2 in particular, of the New Zealand Curriculum. The achievement objective in the Communication strand would be the basis of assessment for Year 7-8 students.

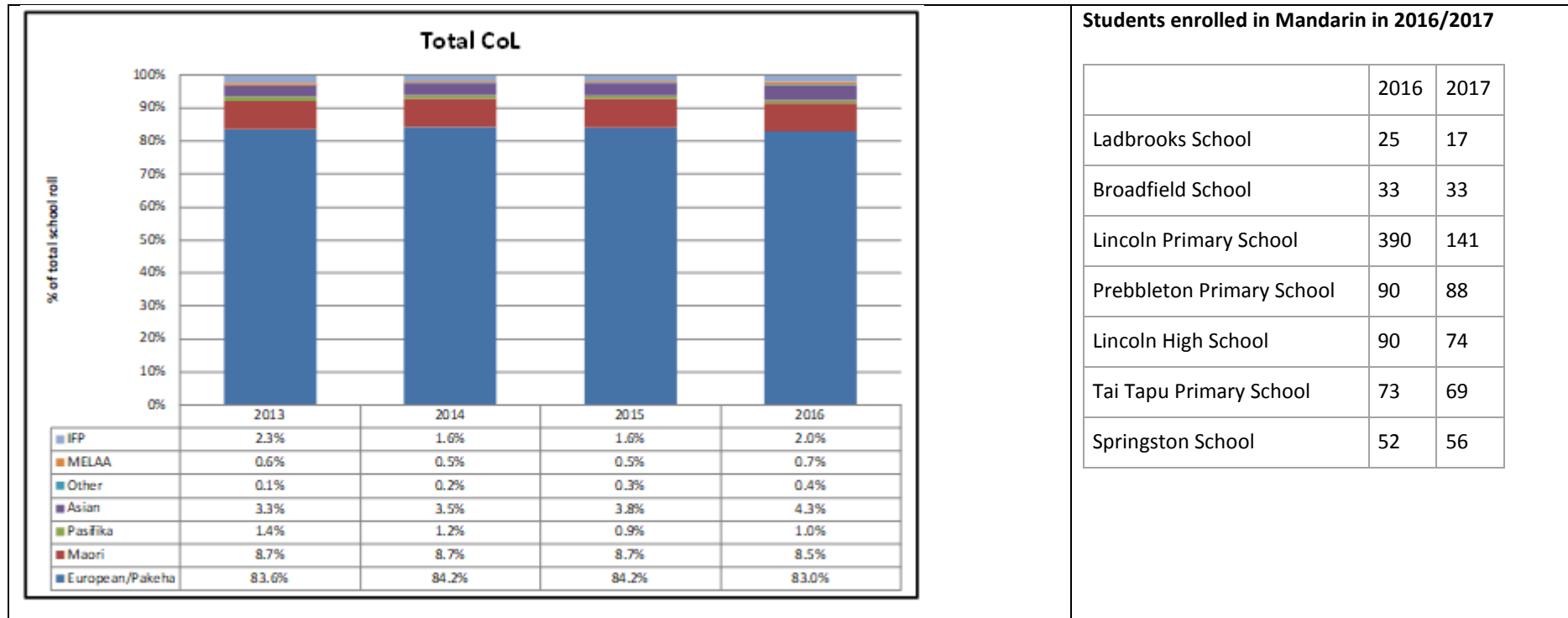
*"In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own" (NZC page 17)*

The Communicative teaching approach supports students building their language competence and confidence when interacting in a Second Language e.g. students are able to compare cultural practice in Asia through learning etiquette and appropriate language used in a variety of social settings. This fits with the achievement objective of 'participating and contributing in communities'.

Our local community has become increasingly multicultural, especially in some of our ECEs and primary schools which supports the inclusion of Second Language learning for our students.

The total population of Selwyn District was 44,595 in the 2013 Census. 2013 Census information confirmed that Selwyn District is the fastest growing area of New Zealand. Selwyn's population grew from 33,642 to 44,595 between 2006 and 2013, a 33% increase. There has been an increase in the number of Asian people living in Selwyn (see below for comparisons from 2001 - 2013). One suggested reason for this increase are the Christchurch earthquakes.

Demographics for the Kāhui Ako schools.



Students enrolled in Mandarin in 2016/2017

	2016	2017
Ladbrooks School	25	17
Broadfield School	33	33
Lincoln Primary School	390	141
Prebbleton Primary School	90	88
Lincoln High School	90	74
Tai Tapu Primary School	73	69
Springston School	52	56

Summary:

There has been an increase of the Asian population in our Kāhui Ako from 3.3% in 2013 to 4.3% in 2016. Most notably:

- ECEs have 7% Asian students across the Kāhui Ako in 2015 and anecdotal evidence suggests this has risen in 2017.
- Lincoln Primary School has increased from 9.9% to 12.9% from 2013 to 2016.
- Prebbleton School has increased from 1.9% to 4.4% from 2013 to 2016.
- Lincoln High School remains consistent on 2.8%. This does not include the International Fee-Paying students most of whom come from Asian countries. On average there are 60-65 students per year enrolled at Lincoln High School.



## Early Childhood Centres Demographics

ECE	Max licensed places	Enrolments by age (June 2015)								Enrolments by ethnic group (June 2015)				
Name	All Children	Under 2's	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Total Roll	Māori	Pasifika	Asian*	European/Pākehā*	Other*
Kidsfirst Kindergartens Lincoln	40	0	0	0	0	19	38	0	57	5	1	4	47	0
Prebbleton Kindergarten	40	0	0	0	4	22	28	0	54	7	0	3	44	0
Lincoln Village Preschool & Nursery	75	25	4	18	13	17	17	0	69	4	1	8	53	3
Whippersnappers Early Learning Centre	80	20	4	18	29	27	25	0	103	6	0	4	93	0
Giggles and Scribbles Early Learning Centre Limited	75	20												
Monkeys & Munchkins Preschool and Nursery	59	14	3	6	10	18	33	0	71	4	0	1	66	0
Lincoln University Early Childhood Centre	33	9	2	9	9	13	9	1	43	1	1	8	32	1
<b>TOTAL</b>	<b>402</b>									<b>27</b>	<b>3</b>	<b>28</b>	<b>335</b>	<b>4</b>

*Note: The MOE could only provide us with 2015 data.*

Lincoln High School has a long history of teaching Asian Languages. Japanese has been taught since the mid-eighties and Chinese was introduced in 1993. Lincoln High School is unique in Canterbury, in that it offers both Japanese and Chinese and has been able to sustain both languages from Year 9 -13, for a long period of time.

One Lincoln High School goal is to ensure that “Lincoln High School graduates will be Asia Ready” and that “graduates will have the skills required to effectively engage with Asia and its peoples”.

We have provided Mandarin language learning for our Kāhui Ako for five years and have found the inclusion of Mandarin Language Assistants (MLAs) particularly helpful to ensure programmes of learning are available for our students. We have seen an increase in the number of Asian students enrolling at some of our schools. This coupled with the importance of Asia as a trading partner for NZ supports the need for continued development and learning of Asian languages in our Kāhui Ako. Three of primary schools in the Kāhui Ako have included Mandarin language programmes for their students for 4 years.

From 2016, all the Year 7-8 students in Ngā Mātāpuna o Ngā Pākihi have been involved in the following ALLiS (Asian Language Learning in Schools) project.

**Targets:**

**3a. Year 9-13 Second Language Learning**

We will increase the percentage of students studying a Second Language in Year 9-13 at LHS from 22% (342/1544) in 2018 to 24% (370/1544) in 2019 and 25% (386/1544) in 2020. This will mean an increase of 28 students studying a Second Language by 2020.

**Lincoln High School students studying a Second Language in 2018**

Data for 2018						2019	2020
Year level	Te Reo Māori	French	Mandarin	Japanese	Total languages	Total students studying languages	Total students studying languages
9	18	43	28	24	113	125	132
10	22	23	17	23	85	89	92
11	25	27	14	22	88	92	94
12	11	13	4	6	34	38	40
13	5	8	3	6	22	26	28
<b>Total</b>	<b>81</b>	<b>114</b>	<b>66</b>	<b>81</b>	<b>342</b>	<b>370</b>	<b>386</b>

### **3b. Year 9 Second Language Learning**

We will increase the percentage of students studying a Second Language in Year 9 at LHS from 48% (113/236) in 2018 to 52% (123/236) in 2019 and 55% (130/236) in 2020. This will mean an increase of 17 Year 9 students studying a Second Language by 2020.

### **3c. Year 9 Mandarin Language Learning**

We will increase the number of students studying Mandarin in Year 9 from 12% (28/236) in 2018, 15% (35/236) in 2019 and 18% (42/236) in 2020. This will mean an increase of 14 students studying Mandarin in Year 9 by 2020.

### **3d. Year 7-8 Mandarin Language Learning sustainability**

We are in our third year of the ALLiS project which is providing Mandarin language learning to Year 7-8 students in our Kāhui Ako and aim to sustain this model into the future.

#### **Process Target**

We will aim to make the Mandarin language learning with Year 7-8 students a sustainable programme after the completion of the ALLiS project to enhance the opportunities for students transitioning into Lincoln High School to learn languages.

## **Our Approach**

We intend to promote and strengthen culturally responsive pedagogies- where teachers understand how to work effectively with diverse groups of students in order to achieve our targets in Writing and Science. We will also focus on effective transition processes to support student achievement in Writing and Science as they move from Early Childhood to Primary and on to Secondary school. In order to accelerate the achievement of our priority students we intend to focus on:

- Capability Building
- Knowledge and Pedagogy
- Shared Understandings between Schools and ECEs
- Collaborative Leadership
- Collaborative Inquiry

## **How we will achieve our Achievement Challenge: Writing/ Tuhituhi**

**Challenge 1:** Raise achievement in Writing for students currently working below or well below the expected curriculum level, specifically targeting boys and all students at transition points as they progress through the curriculum levels.

### **Shared Understanding**

1. Review of current teaching of Writing pedagogy across all learning spaces.
2. Meeting with students to gauge views and dispositions towards Writing.
3. Meeting with parents about their child's Writing, establishing their perspectives in regard to their child's Writing challenges.

### **Develop capability and knowledge**

1. Development of curriculum level bands and expectations of achievement for each year level across the Kāhui Ako.
2. Co-construct effective strategies and practices for the teaching of Writing with staff from each school, and across-school leaders to share this information with the community.
3. Document this expectation for the community.
4. Provide opportunities for across school moderation.

### **Collaborative Leadership**

1. Leaders from each school to form an action plan for the implementation of new strategies for the teaching of Writing to our priority learners (and beyond).
2. Within school teachers to share and provide feedback and feed forward on each other's action plans.
3. Principals and within school teachers to provide feedback and feed forward to revise the actions plans.

### **Collaborative Inquiry:**

1. An across school observation programme to be established with across school staff to co-ordinate providing exemplar models for exemplary teaching practice in writing.
2. Enhancing the already existing Cluster initiatives which share the essence of collaborative inquiry through our PLG for science, The SOLO and Early Years collaborative groups which are sharing practice and teacher inquiry through discussion and dialogue.

### **How we will achieve our Achievement Challenge: Science/Pūtaiao**

**Challenge 2:** Raise achievement in Science for students in Years 4-10 who are achieving below or well below the national expected norms in the NZCER tool Science: Thinking with Evidence, specifically targeting boys progress.

### **Shared Understanding**

1. Review of current pedagogy of the teaching of science.
2. The Community of Learning will move to agree and develop a more consistent pedagogy across the schools that measures progress and analyses needs.
3. Meetings with parents, students and teachers will establish an understanding of effective strategies and practices for the teaching of Science.

## **Knowledge and Pedagogy**

The community will develop a Science inquiry construct that will enable students to have authentic contexts for improving science achievement.

### **Develop capability and knowledge**

1. An across school teacher will be appointed to document, analyse and arrange observations. They will provide feedback and feed forward of the current approaches to the teaching of Science.
2. Teachers that have attended the Sir Paul Callaghan professional development will facilitate professional development sessions within schools.

### **Collaborative Leadership**

1. An across school teacher will be appointed to facilitate capacity building and to provide feedback and feed forward of the current approaches to the teaching of Science.

### **Collaborative Inquiry**

1. Each school, led by a within school teacher, will formulate an action plan unique to their context and share this within the Community of Learning schools.
2. After the feedback and feedforward sessions schools will be supported by the across school teacher to revise their action plans and make plans to implement.

## **How we will achieve our Achievement Challenge: Learning a Second Language**

**Challenge 3:** To increase the exposure and understanding of learning a Second Language and its impact and importance for the NZ economy.

### **Shared Understanding**

1. Explore ways to increase the number of students learning a Second Language.
2. Review of current programme for language learning in Year 7-8 including the Mandarin programme.
3. The Community of Learning will move to agree and develop a consistent pedagogy across the schools that measures progress and analyses needs.

4. Meetings with parents, students and teachers will establish an understanding of effective strategies and practices for the teaching of a Second Language.

### **Develop capability and knowledge**

An across school teacher will be appointed to document, analyse and arrange observations. They will provide feedback and feed-forward of the current approaches to the teaching of a Second Language.

### **Collaborative Leadership**

An across school teacher will be appointed to facilitate capacity building and to provide feedback and feedforward of the current approaches to the teaching of a Second Language and ensure the schools have sufficient information to support Second Language learning.

### **Collaborative Inquiry**

Each school, led by a within school teacher, will formulate an action plan unique to their context and share this within the Community of Learning schools. After the feedback and feedforward sessions, schools will be supported by the across school teacher to revise their action plans and make plans to implement.

### **Effective transition between schools and ECEs**

Ngā Mātāpuna o Ngā Pākihi Kāhui Ako recognises the importance of transition at all levels. Transition includes times when a student first enters an educational setting, changes classes, changes to another school or prepares to leave.

Whilst individual schools and ECEs have transition programmes in place Ngā Mātāpuna o Ngā Pākihi Kāhui Ako will enable all learners to seamlessly transition in, throughout and beyond schools. This includes the sharing of information, resources and expertise to support the learner.

Teachers and school leaders will continue to build shared understandings about pedagogy in order to best meet the learning needs of all students, working in partnership with parents and whānau.

This will enable us to identify barriers to effective transition and to design approaches that will help students move confidently into the next stage of their education.

### **Ngā Mātāpuna o Ngā Pākihi Kāhui Ako Code of Conduct:**

The Stewardship group is committed to ethical conduct in all areas of its responsibilities and authority. Stewards shall:

1. Maintain and understand the values and goals of the Community of Learning
2. Ensure the needs of all students and their achievement is paramount
3. Be loyal to the Community of Learning and its mission
4. Publicly represent the Community of Learning in a positive manner
5. Respect the integrity of the Kāhui Ako Leader, Stewardship Group members, Principals and staff employed by the Kāhui Ako
6. Observe the confidentiality of non-public information acquired in their role as a Steward and not disclose to any other persons such information that might be harmful to the Community of Learning
7. Be diligent and attend Stewardship meetings prepared for full and appropriate participation in decision making
8. Stewards shall not act independently of the Stewardship Group's decisions
9. Speak with one voice through its adopted policies and ensure that any disagreements with the Stewardship Group's stance are resolved within the group
10. Avoid any conflicts of interest with respect to their fiduciary responsibility
11. Recognise that only the chair (working within the Stewardship Group's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the Stewardship Group
12. Continually self-monitor their individual performance as Stewards against policies and any other current Stewardship Group evaluation tools
13. Be available to undertake appropriate professional development.

I, \_\_\_\_\_ have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

Signature: Date:

Approved: 15 November 2017



## **Implementation, Monitoring and Evaluation**

### **Planning for Implementation**

All principals will collaborate on the plan developed to meet the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako Achievement Challenges.

Principals will consult with and share with their own school Boards of Trustees and communities all aspects of the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako and how it will work for them in their school.

### **Monitoring and Evaluation Assessment and the use of data**

“Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focussed and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress.”  
NZC pg. 39

“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides”.

At Years 1 - 8, assessment evidence is gathered through a range of informal and formal assessments and an overall teacher judgement made. Moderation across the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako will ensure consistency of judgement, and the reliability and validity of data. Quality data will also inform the learning progress of our goals.

At the transition point to secondary school the provision of Year 8 curriculum band information combined with assessments such as e-asTTle will inform the level and the learning support required for acceleration of students not at the expected curriculum band. Lincoln High school will analyse cohort data and value added through Years 9 and 10 to enable targeted interventions for both individuals and groups of priority learners.

### **Monitoring**

Monitoring and Evaluating progress in relation to the achievement challenge/s will include the following aspects:

- The outcomes in relation to the goals
- Identification of effective strategies

- Next steps for individual schools and for Ngā Mātāpuna o Ngā Pākihi Kāhui Ako as a whole
- Identifying the areas that need stronger focus
- Identification of any areas that require additional support, including professional development in order to continue the work around the challenge
- Next focus areas

## **Evaluation**

This will include:

- Beginning and end of year data about student achievement, with reference to the significance of these in relation to the targets.
- Gathering emerging evidence of changes in pedagogy and school practice or culture
- Reflective student, parent and teacher voice will be sought to drive further developments and identify focus areas
- Information will give us evidence about what worked, what hasn't and will inform the next step/focus implementation plan.

## **Charters**

The Ngā Mātāpuna o Ngā Pākihi Kāhui Ako achievement challenges will be reflected in each member school's charter and reported in the Analysis of Variance.

Schools will include challenges specific to their level of schooling i.e. secondary schools will include those goals specific to them and primary schools will include their specific goals.