

Whitestone Community of Learning Achievement Challenge 2017 – 2020



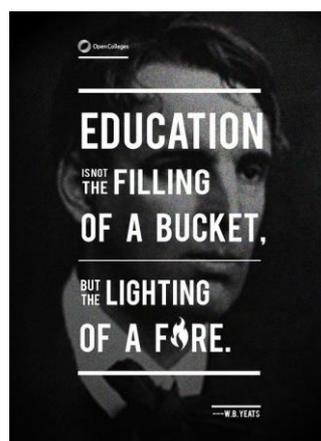
Logo



This artwork was selected to visually represent the Whitestone Community of Learning due to the following symbolism;

- The sharing of the breath is representative of our partnership.
- The material aptly represents North Otago and our rich landscape.
- As Oamaru Stone is made up of life that has gone before, we acknowledge the past, the efforts of those that have given us the foundations of today.
- The koru acknowledges our bicultural heritage and obligations under the Treaty of Waitangi.
- The koru is a symbol of growth that underpins our vision.
- The kete represents the collective knowledge and energy we bring to our challenge.
- The koru forms represent the meeting of minds and nurturing.
- Both korus give the appearance of sharing of breath as in the hongi.

We acknowledge the Artist Shaun Briggs



Contents

Who Are We?	5
Mission	
Vision	
Goals	
Values and Beliefs	
Guiding Principles	
Underpinning Pedagogy and Research Base	
About Us	7
Whitestone Community Profile	
Whitestone Community of Learning	
Identifying Challenges and Opportunities	9
Achievement Challenge 1 – Literacy	10
Aim: What do we want to achieve?	
Rationale: Why do we need to take on this challenge?	
How will we know we have made a difference?	
Connections to Early Childhood Education	
Achievement Challenge 1 Current Situation and Targets	
Achievement Challenge 1 Timeline: Māori and Pasifika Achievement	
Achievement Challenge 1 Timeline: Boys' Achievement	
Notes and Analysis of data trends to support Achievement Challenge 1	
Achievement Challenge 2 – Mathematics	19
Aim: What do we want to achieve?	
Rationale: Why do we need to take on this challenge?	
How will we know we have made a difference?	
Achievement Challenge 2 Current Situation and Targets	
Achievement Challenge 2 Timeline	
Notes and Analysis of data trends to support Achievement Challenge 2	
Achievement Challenge 3 – NCEA	24
Aim: What do we want to achieve?	
Rationale: Why do we need to take on this challenge?	
How will we know we have made a difference?	
Achievement Challenge 3 Current Situation and Targets	
Achievement Challenge 3 Timeline: Māori and Pasifika Achievement	
Achievement Challenge 3 Timeline: Level 2 Endorsement	
Achievement Challenge 3 Timeline: School Leavers and NCEA Level 2	
Notes and Analysis of data trends to support Achievement Challenge 3	

Belling the Cat – How will we go about meeting the Challenges?	29
Leadership and Teaching	
Alignment of the Curriculum	
Transitions between Key Transition Points	
Engaging Students, Parents and Whanau	
Appendices	33
1. 2016 National Standards Data	
2. NCEA Data	
3. Enrolment Data	
4. Kindergarten Data	
5. Summary of School Interventions	

Who Are We?

Mission

As a network of learning organisations we:

- collaborate to enhance and sustain learning in North Otago.
- have a collective moral purpose to provide dynamic, future focused learning opportunities to shift achievement.

Vision

Through collaboration we will engage, equip and inspire our learners.

As a Community of Learning, we want our young people to be supported at every step in their learning journey to be confident, connected, actively involved, lifelong learners.

This will require a focus on effective transitions and shared underlying pedagogy

Goals

Our ultimate goals are to improve student progress and achievement by:

- enhancing student learning
- collaborating
- sharing information and resources
- identifying, developing, and embedding effective practice.

Values and Beliefs

Our overarching values are *Excellence* and *Equity* in the context of Te Whariki and the New Zealand Curriculum.

This will require honesty, trust, integrity and a willingness to work for the common good. 'Spirals of Inquiry' is the tool for unpacking and exploring our hunches in an ethical and transparent way.

Guiding Principles

Collectively we will achieve outcomes for our learners that exceed the results we have traditionally obtained as individual educational entities by building on the Principles of Te Whāriki and the New Zealand Curriculum.

We are committed to sharing and adopting best practice and use of effective pedagogy throughout the network. Implicit within this approach is the use of transparent and impartial tools for measuring progress.

Collaboration within the Community of Learning is done in the spirit of **Honesty** and **Integrity, Equity, Excellence, Respect, Altruism**

The Key Competencies of the New Zealand Curriculum are acknowledged as the dispositions we seek to nurture in our students as they journey through our Community of Learning.

A locally designed longitudinal curriculum that responds to data identified challenge in a holistic way will be the platform for fostering these dispositions from Early Childhood through Secondary education and beyond.

Underpinning Pedagogy and Research Base

Our Community of Learning commits to using evidence based approaches to underpin the development and delivery of reflexive curricula and pedagogy, and to strengthen staff capability and capacity across our Early Childhood Educators and schools.

Guiding research includes but is not limited to:

1. Gibbs and Poskitt ([Student Engagement in the Middle Years of Schooling \(Years 7–10\): A Literature Review](#), 2010) explain eight interconnected factors that influence student engagement:

- relationships with teachers and other students
- relational learning
- dispositions to be a learner
- motivation and interest in learning
- personal agency/cognitive autonomy
- self-efficacy
- goal orientation
- academic, self-regulated learning.

Gibbs and Poskitt (2010) argue that positive relationships with teachers and other students are critical. The researchers (page 15) cite evidence from [Te Kotahitanga](#) (Bishop et al., 2007) suggesting the importance to Māori learners of: manaakitanga (building and nurturing a supportive, loving environment), ngā whakapiringatanga (the creation of a secure and well-managed learning environment), wānanga (engaging in effective teaching interactions with Māori students as Māori), and ako (both teachers and students learning in an interactive, dialogic relationship).

2. Durling, Ng, and Bishop ([The Education of Years 7 to 10 Students: A Focus on Their Teaching and Learning Needs](#), 2010, page 5) asked students what they value in their teachers. The students said they liked it when teachers:
 - make lessons fun
 - let us do practical, “hands-on” work

- know their stuff
 - give us feedback to help our learning
 - teach us new things that are relevant to our lives
 - give us work that is challenging
 - treat us fairly and consistently
 - understand students of our age
 - have a good sense of humour.
3. Podmore et al. (2001) developed an evaluation framework which is useful to engage the reader in thinking carefully about everyday pedagogy in relation to transitions into, within and beyond early childhood settings.

About Us

Whitestone Community Profile

Traditionally a rural and farming district, our tourism market is growing rapidly. Home to around 13,000 people, Oamaru offers the historic Victorian precinct (including Victorian Heritage Week), little blue penguins and Steampunk HQ. It relies heavily upon employment in service industries, the freezing works, tourism, education and dairying.

Recently the community has had an increase in cultural diversity with an increase of Pasifika families in town areas and Filipino families in the country and Catholic schools.

Whitestone Community of Learning

The Whitestone Community of Learning is made up of a cross section of the education pathways including kindergarten through to secondary school. Early Childhood Education connects to the Community of Learning through the Oamaru Kindergarten Association which includes Casa Nova, Edna McCulloch, Glen Warren, Maheno and Holmes Kindergartens. The most direct connections to the Community of Learning are through Holmes, Edna McCulloch and Glen Warren Kindergartens, therefore there will be a closer liaison with these. However, at times the connections will also include Casa Nova and Maheno Kindergartens.

The schools and kindergartens are attended by a wide cross section of the greater Oamaru Area. Our school deciles range from 6 to 9. They gather learners from all socio and economic groups. Increasingly many of the schools and kindergartens are reporting an increase in numbers of students who need support in their learning. There is an increasing number of families who face social and economic challenges.

The Community of Learning includes four Full Primary Schools, Weston, Glenavy, St Joseph's and Papakaio, and one High School, St Kevin's College. Two of the schools, St Joseph's and St Kevin's, are Catholic integrated schools. The Community draws in both urban and rural students. Three of the primary schools are rural within 25 minutes' drive of Oamaru. St Kevin's College not only draw students from North Otago Schools but due to their boarding establishments they have students from surrounding districts and internationally. There are approximately 200 students learning across the 5 kindergartens and 600 students attending the four primary schools. Altogether the Community of Learning provides education to approximately 1,350 students. Māori comprise 9.7% of the students and are fairly evenly distributed through our learning centres. 6.7% of the students are Pasifika. Pasifika students are more concentrated in the Kindergartens and St. Joseph's School, with around 13% in Kindergarten and 11% at St Joseph's.

Although the rolls are relatively stable, there are several community changes that have impacted on schools and their make-up. Rural schools have more transient and students who are English Language Learners (ELLs) and in particular Filipino. Oamaru has had an increase in numbers of Pasifika families, mainly Tongan, making up 2.4% of the district's population. This has impacted achievement as new students learn a new language.

Our schools and kindergartens are highly motivated and have formed *The Whitestone Community of Learning* as we share the common goal of improving outcomes for our students. North Otago schools have a strong history of working cooperatively. More recently the Whitestone Community of Learning partners, with the exception of Glenavy and the Kindergartens, have been working collaboratively in a Learning and Change Network. Each of the schools/kindergartens has Boards and Principals/Leaders who are committed to raising achievement within their settings. Most primary schools in the Community of Learning have embraced 21st century learning approaches.

There are a limited number of tertiary pathways available in Oamaru.

Identifying Challenges and Opportunities

The Community of Learning has identified areas of challenge and opportunity for growth including:

1. Transition of learners at many different points and levels creating a sense of belonging for children, their whānau and teachers.
2. Shared understanding of curricula and their alignment and connections.
3. Support with oral and written language to extend the growth in outcomes for children around literacy.
4. To look at achievement data across the pathways to celebrate achievement and inform teaching practice.

We have shared our data and expounded our institutional journeys. The following salient achievement trends have emerged. Some of them are true of every learning centre and some are relevant to most.

- Boys are performing significantly below the girls in literacy and in particular writing.
- There is a significant number of boys whose literacy skills limit their ability to complete NCEA Achievement Standards at high school level.
- There are pockets of students with complex and compound learning issues.
- At kindergarten level there are increasing numbers of children from families facing social and economic challenges.
- Achievement of our Māori students is lower than that of the NZ European Cohort.
- Achievement of Pasifika students is significantly lower than that of the NZ European Cohort.
- Attendance and retention rates are lower for our boys than girls.
- Take up of Science, Technology, Engineering and Mathematics pathways is low.

Currently data sources available vary between primary and secondary schools e.g. writing data for students in Years 1-8 was collected by teachers making Overall Teacher Judgements from multiple data sources whereas literacy data collected in Years 9 and 10 relied strongly on E-AsTTle reading. The Community of Learning provides an opportunity to share and utilise a wider range of data sources, and work towards alignment and moderation of assessment practices across the Community.

The Community of Learning provides an opportunity to improve understanding and respect of the curricula and the connections across them. Currently duplication from one setting to another, for example the school entry assessments, may not be the best way of gaining accurate information about the learner as they are in a new setting with new teachers. A mutual understanding of curricula, connections and having shared language will ensure the information provided about the whole child can be used as part or as a replacement to current assessments practices.

Achievement Challenge 1 - Literacy

Aim: What do we want to achieve?

Our aim is to lift achievement in literacy to ensure that at least 85% of our learners in year 10 and below are achieving at or above the expected level for their year group by the end of 2020.

Rationale: Why do we need to take on this challenge?

Writing is critical to accessing and demonstrating learning across the curriculum. We believe that increased competence in literacy will support lifts in achievement in NCEA and improve life outcomes for our school leavers.

How will we know we have made a difference?

We will determine accelerated progress in literacy by:

- Using multiple data sources, including but not limited to e-asTTle to show progress of the 2017 Year cohort.
- Using alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and moderation as well as National Standards data and progress against NZ Curriculum Levels.
- Focusing on moderation, shared understandings and consistent across-school practice supporting greater consistency at transition data points.
- NCEA participation rates in achievement standards will improve as well as the percentage awarded merit and excellence endorsements and vocational pathways awards.

Connections to Early Childhood Education

The Kindergarten Association have been part of a speech and language pilot with the Ministry of Education during 2017. To continue to strengthen oral language and in turn literacy across the Community of Learning the following mahi will be undertaken:

- Provide children with many and varied experiences to build and extend their language acquisition.
- Look at best practice when supporting oral language across the kindergartens and into schools.
- Support the new entrant teachers to become part of the pilot and to grow their capacity to support children with speech and language.
- Meet regularly and share strengths and what has worked well in the programmes – building teacher knowledge and capacity.

Achievement Challenge 1 – Literacy

At least 85% of students in years 1 to 10 achieve expected levels in Reading and Writing in relation to National Standards and/or NZ Curriculum Levels by the end of 2020.

Current Situation	Targets
<p>Writing Achievement data for all students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 23.5% (152) students are currently not attaining the relevant National Standard in Writing. ● 4.3% are well below ● 19.2% are below ● 76.5% are at or above <p>Reading Achievement data for all students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 25% of the year 9 intake are below the 4P level in Reading and 12% are well below. ● 40% of the year 10 cohort are below the 4A Level in Reading and 4% are well below <p><small>2016 data sources available vary between primary and secondary schools e.g. writing data is presented for students in Years 1-8 and reading data for students in Years 9 and 10. The use of a wider range of data sources, and alignment and moderation of assessment practices form part of this Achievement Challenge.</small></p>	<ul style="list-style-type: none"> ● To lift Writing results to at least 85% of all students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 8.5% (58 students based on current cohort size) moving from below to achieving at expected levels by 2020.</p> <ul style="list-style-type: none"> ● To lift Reading and Writing achievement in the secondary school to at least 85% achieving at or above the relevant level of NZ Curriculum. <p>This will require a shift of 22% (approx. 33 students) moving from below to achieving level 4P in year 9 and 29% (approx. 44 students) in year 10.</p>
<p>Writing Achievement data for Māori students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 34% of Māori Students are currently not attaining the relevant National Standard in Writing ● 6% are well below ● 28% are below ● 66% are at or above <p>Reading Achievement data for Māori students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 62% of the year 9 intake are currently not attaining the 4P level in Reading ● 44% of the year 10 cohort are currently not attaining the 4A level in Reading. ● 50% of students in Years 9 and 10 are achieving at or above expected levels of NZ Curriculum. 	<ul style="list-style-type: none"> ● To lift Writing results to 80% of all Māori Students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 14% of Māori students (approx. 9 students) moving from below to achieving at expected levels by 2020.</p> <ul style="list-style-type: none"> ● To lift Reading and Writing achievement of Māori students in the secondary school to at least 80% achieving at or above the relevant level of NZ Curriculum. <p>This will require a shift of 42% of Māori students in Year 9 (approx. 5 students) and a 24% shift of Māori students in Year 10 (approx. 4 students) moving from below to achieving the relevant level of NZ Curriculum.</p>

<p>Writing Achievement data for Pasifika students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 39% of Pasifika students are not attaining the relevant National Standard in Writing. ● 10% are well below ● 29% are below ● 61% are at or above <p>Reading Achievement data for Pasifika students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 0% of the year 9 intake are below or well below the 4P level in Reading ● 40% of the year 10 cohort are below or well below the 4A level in Reading. 	<ul style="list-style-type: none"> ● To lift Writing results to 80% of all Pasifika Students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 19% of Pasifika students (approx. 5 students) moving from below to achieving at the standard.</p> <ul style="list-style-type: none"> ● To lift Reading and Writing achievement of Pasifika students in the secondary school to at least 80% achieving at or above the relevant level of NZ Curriculum. <p>This will require a shift of 20% of Pasifika students in Year 9 and 10 (approx. 4 students based on 2016 cohort numbers) moving from below to achieving the relevant level of NZ Curriculum. The current cohort of Pasifika students is very small, but this is a growing demographic in North Otago so it is anticipated that the size of this group will increase.</p>
<p>Writing Achievement data for boys in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 33% of boys are not attaining the relevant National Standard in Writing compared to 13.5% of girls. ● 6.2% of boys are well below ● 26.3% are below ● Of the group of 23.5% of all students not attaining the standard, 72% are boys and 28% are girls. <p>Reading Achievement data for boys in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 26% of the year 9 intake of boys are below and 20% are well below the 4P level in Reading ● 39% of the year 10 cohort of boys are below and 19% are well below the 4A level in Reading. 	<ul style="list-style-type: none"> ● To lift Writing results to 80% of all boys achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 13% of boys (approx. 32 students) moving from below to achieving at the standard.</p> <ul style="list-style-type: none"> ● To lift Reading and Writing achievement of boys in the secondary school to 85% achieving at or above the relevant level of NZ Curriculum <p>This will require a shift of 31% of Year 9 boys (approx. 18 students) and a 43% shift of Year 10 boys (approx. 30 students) moving from below to achieving the relevant level of NZ Curriculum.</p>

Achievement Challenge 1 – Literacy Timeline: Māori and Pasifika Achievement

Year	Targets Years 1-8	Targets Years 9 and 10	Planned Actions
2018	To establish a consistent Community of Learning-wide database of Māori and Pasifika students that need support and a comprehensive understanding of achievement of our Māori and Pasifika students at risk of not achieving in literacy and mathematics.		<ul style="list-style-type: none"> ● To appoint across school and in school teachers ● Introduce Spirals of Inquiry ● To support teachers and school leaders in Spirals of Inquiry approach to lifting achievement of Māori and Pasifika learners. ● Develop schools' capacity to be culturally responsive ● To set up structures for teachers to collaborate within and across schools to raise achievement of targeted students. ● Introduce PaCT or Progressions ● Develop consistent writing moderation and aligned assessment practices across the Community of Learning ● Identify and share effective practice and teachers' strengths in teaching writing ● Institute regular meetings, both leadership and Community of Learning wide, to develop shared understanding and collaboration
	To lift achievement of Māori students in Years 1-8 in Writing to at least 70% achieving at or above the relevant National Standard and/or NZ Curriculum level.	To lift achievement of Māori students in Years 9 and 10 in reading and Writing to at least 70% achieving at or above the relevant NZ Curriculum level.	
2019	To lift achievement of Pasifika students in Years 1-8 in Writing to at least 65% achieving at or above the relevant National Standard and/or NZ Curriculum level	To lift achievement of Pasifika students in Years 9 and 10 in Reading and Writing to at least 70% achieving at or above the relevant NZ Curriculum level.	<ul style="list-style-type: none"> ● To review above actions, reflect and embed successful practices and interventions ● Investigate Te Whāriki Curriculum and Play based Learning ● Centralised register and data ● Continue to develop schools' capacity to be culturally responsive ● To provide in-service support around accelerating achievement in Literacy ● To have Spirals of Inquiry relate strongly to improving
	To lift achievement of Māori students in Years 1-8 in Writing to at least 75% achieving at or above the relevant National Standard and/or NZ Curriculum level.	To lift achievement of Māori students in Years 9 and 10 in Reading and Writing to at least 75% achieving at or above the relevant NZ Curriculum level.	
	To lift achievement of Pasifika students in Years 1-8 in Writing to at least 72% achieving at or above the	To lift achievement of Pasifika students in Years 9 and 10 in	

	relevant National Standard and/or NZ Curriculum level.	Reading and Writing to at least 75% achieving at or above the relevant NZ Curriculum level.	<p>outcomes for our Māori students.</p> <ul style="list-style-type: none"> ● Develop student agency through Science, Technology, Engineering, the Arts and Mathematics (STEAM) ● Embed PaCT or Progressions ● Support Spirals of Inquiry to grow teacher practice.(including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Review initiatives, implement new initiatives and monitor
2020	<p>To lift achievement of Māori students in Years 1-8 in Writing to at least 80% achieving at or above the relevant National Standard and/or NZ Curriculum level.</p> <p>To lift achievement of Pasifika students in Years 1-8 in writing to at least 80% achieving at or above the relevant National Standard and/or NZ Curriculum level</p>	<p>To lift achievement of Māori students in Years 9 and 10 in Reading and Writing to at least 80% achieving at or above the relevant NZ Curriculum level.</p> <p>To lift achievement of Pasifika students in Years 9 and 10 in reading and writing to at least 80% achieving at or above the relevant NZ Curriculum level.</p>	

Achievement Challenge 1 – Literacy Timeline: Boys’ Achievement

Year	Targets Years 1-8	Targets Years 9 and 10	Planned Actions
2018	To establish a comprehensive understanding of achievement of our students at risk of not achieving in literacy and mathematics.		<ul style="list-style-type: none"> To develop consistent writing moderation and aligned assessment practices across the Community of Learning. To widen assessment practices to effectively identify next steps in writing progressions Introduce and embed PaCT and/or Progressions To introduce Spirals of Inquiry To support teachers and school leaders in Spirals of Inquiry Identify and share teachers’ strengths in writing Set up focus groups on levels of targeted students Improve teacher knowledge and practice about how to best engage boys in the writing process Regular meetings, both leadership and Community of Learning wide, to develop shared understanding and collaboration. Improve teacher knowledge and practice about how to best engage boys in the writing process Develop plans to improve boys’ attitude towards writing using STEAM Investigate ways for boy’s to make connections between the purpose of writing and their ability to meet that need
	To lift achievement of boys in Writing to 70% achieving at or above the relevant National Standard and/or NZ Curriculum level.	To lift achievement of boys in Years 9 and 10 in Reading and Writing to at least 75% achieving at or above the relevant NZ Curriculum level.	
2019	To lift achievement of boys in Writing to 75% achieving at or above the relevant National Standard and/or NZ Curriculum level.	To lift achievement of boys in Years 9 and 10 in Reading and Writing to at least 80% achieving at or above the relevant NZ Curriculum level.	<ul style="list-style-type: none"> To review above actions, reflect and embed successful practices and interventions Investigate Te Whariki Curriculum and Play based Learning Improve boys’ attitude towards writing using STEAM

2020	To lift achievement of boys in Writing to 80% achieving at or above the relevant National Standard and/or NZ Curriculum level.	To lift achievement of boys in Years 9 and 10 in Reading and Writing to at least 85% achieving at or above the relevant NZ Curriculum level.	<ul style="list-style-type: none"> ● Support Spirals of Inquiry to build teacher capability. ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor
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Notes and Analysis of data trends to support Achievement Challenge 1

2016 National Standards data for all students in Years 1-8 is included as an appendix to this document. The data is presented identified by gender, ethnicity, school year and individual school.

Analysis of 2016 National Standards Writing Data:

- Writing data is the lowest achievement rate across the Community with 76.5% of all students achieving at or above the relevant National Standard compared to 82% in Reading and 80.5% in Mathematics.
- 75% of students achieving well below expected levels are boys.
- 26% of boys are achieving below expected levels compared with 11% of girls.
- Of the group of 23.5% of all students not attaining the standard, 72% are boys and 28% are girls.
- 6% of Māori students are achieving well below expected levels and 29% are achieving below, compared to 4% well below and 19% below of the whole group.
- 34% of Māori students are not attaining the relevant National Standard compared to 23% of the whole group.
- 10% of Pasifika students are achieving well below expected levels and 29% are achieving below, compared to 4% well below and 19% below of the whole group.
- 39% of Pasifika students are not attaining the relevant National Standard compared to 23% of the whole group.

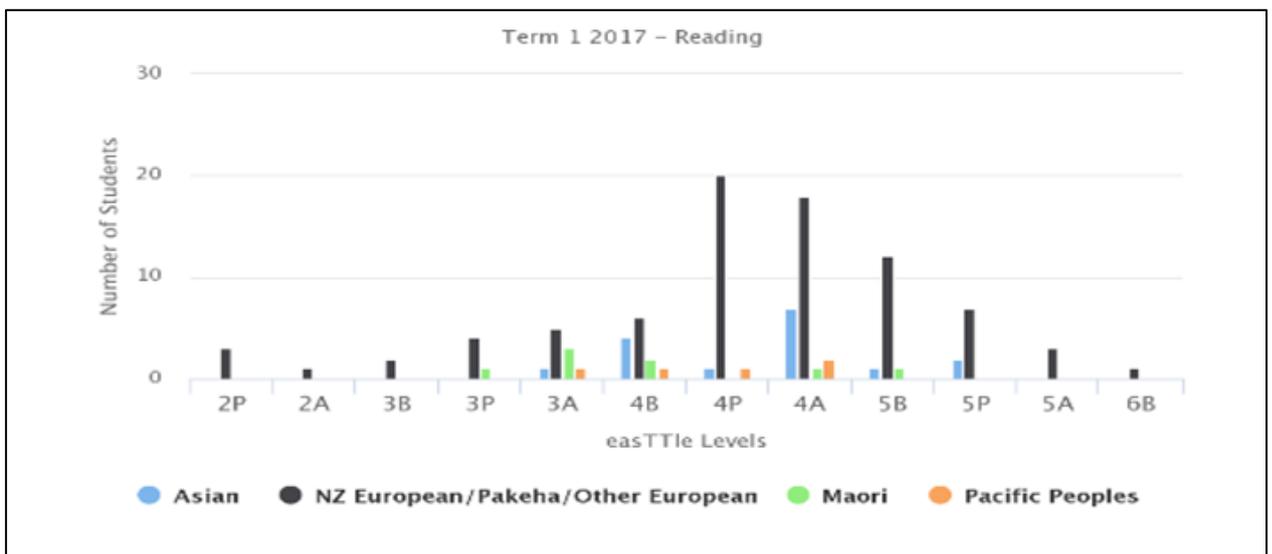
Analysis of 2016 National Standards Reading Data:

- Reading data is the highest achievement rate across the Community with 82% of all students achieving at or above the relevant National Standard compared to 76.5% in Writing and 80.5% in Mathematics.
- 38% of the current cohort of six year olds are not attaining the National Standard.
- Boys are almost three times more likely to be well below expected levels than girls.
- 17% of boys are below expected levels in Reading compared to 11% of girls.
- Māori students are almost twice as likely as European/Pakeha students to be achieving well below expected levels, and nearly three times more likely to be below.
- Pasifika students are more than twice as likely not to be achieving at expected levels as European/Pakeha students.
- Of the 26.5% of all students achieving above expected levels, 60% are girls and 40% are boys.
- 33% of girls compared to 20% of boys are achieving above expected levels.
- 21% of Asian students are achieving above expected levels.
- Māori students are 8% less likely to be achieving above expected levels than European/Pakeha students.

A number of literacy interventions designed to lift student achievement have already been put in place by the schools in the Community including ALL, Writing across the Curriculum, spelling programmes, using Modern Learning Approaches and improving staff pedagogy. The kindergartens have implemented effective approaches to engaging boys in learning and there is much to be gained through better transitions of curriculum as well as students.

Data available to inform this Achievement Challenge was Year 9 E-AsTTle Reading data. An analysis is presented below.

Analysis of 2017 E-AsTTle Reading Results (Year 9 Students)



Achievement Challenge 2 - Mathematics

Aim: What do we want to achieve?

Our aim is to lift achievement in Mathematics to ensure that at least 85% of our learners in years 10 and below are achieving at or above the expected level for their year group by the end of 2020. We want at least 85% of our year 8 students transitioning to year 9 mathematics with the skills, knowledge and dispositions that will allow them to progress successfully through year 10 and onto NCEA.

Rationale: Why do we need to take on this challenge?

Achievement in Mathematics is an important literacy for success in everyday life and for many brings increased choices for career pathways. We believe that increased competence in mathematics will support lifts in achievement in NCEA and improve life outcomes for our school leavers. Currently too many ākonga have a negative attitude to mathematics. The data analysis process highlighted that there is a need for greater consistency and alignment of curriculum and assessment as students transition through the Community of Learning.

How will we know we have made a difference?

We will determine accelerated progress in mathematics by:

- Developing consistent mathematics pedagogy, moderation and assessment practices across the Community of Learning.
- Using a range of evidence, tools and progressions including but not limited to, learner voice, teacher self-review, and moderation.
- By focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.
- NCEA participation rates in external mathematics, technology and science achievement standards will improve as well as the percentage awarded merit and excellence endorsements.

Achievement Challenge 2 Mathematics

At least 85% of all students in years 1 to 10 achieve expected levels in Mathematics in relation to National Standards and/or NZ Curriculum Levels by the end of 2020.

Current Situation	Targets
<p>Mathematics Achievement data for all students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 19.5% students are currently not attaining the relevant National Standard in Mathematics. ● 2.5% are well below ● 17% are below ● 80.5% are at or above <p>Mathematics Achievement data for all students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 41% of the year 9 intake are below the 4P level in Mathematics and 9% are well below. ● 23% of the year 10 cohort are below the 4A Level in Mathematics and 4% are well below 	<ul style="list-style-type: none"> ● To lift Mathematics results to at least 85% of all students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 4.5% (29 students based on current cohort size) of students in Years 1 to 8 moving from below to achieving at expected levels by 2020.</p> <p>This will require a shift of approx. 33 students (based on current cohort size) moving from below to achieving level 4P in year 9 and a shift of approx. 26 students in year 10.</p>
<p>Mathematics Achievement data for Māori students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 27.5% of Māori Students are currently not attaining the relevant National Standard in Mathematics ● 5.5% are well below ● 22% are below ● 72.5% are at or above <p>Mathematics Achievement data for Māori students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 62% of the year 9 intake are currently not attaining the 4P level in Mathematics ● 62% of the year 10 cohort are currently not attaining the 4A level in Mathematics. 	<ul style="list-style-type: none"> ● To lift Mathematics results to 80% of all Māori Students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 7.5% of Māori students in Years 1 to 8 (approx. 5 students) moving from below to achieving at expected levels by 2020.</p> <p>This will require a shift of approx. 8 students (based on current cohort size) moving from below to achieving level 4P in year 9 and a shift of approx. 5 students in year 10.</p>

<p>Mathematics Achievement data for Pasifika students in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 35.2% of Pasifika students are not attaining the relevant National Standard in Mathematics. ● 3.2% are well below ● 32.3% are below ● 64.5% are at or above <p>Mathematics Achievement data for Pasifika students in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 50% of the year 9 intake are below or well below the 4P level in Mathematics ● 40% of the year 10 cohort are below or well below the 4A level in Mathematics. 	<ul style="list-style-type: none"> ● To lift Mathematics results to 80% of all Pasifika Students achieving at or above the relevant National Standard and/or NZ Curriculum level. <p>This will require a shift of 15.5% of Pasifika students in Years 1 to 8 (approx. 5 students) moving from below to achieving at the standard.</p> <p>This will require a shift of approx. 2 students (based on current cohort size) moving from below to achieving level 4P in year 9 and a shift of approx. 2 students in year 10. The current cohort of Pasifika students is very small, but this is a growing demographic in North Otago so it is anticipated that the size of this group will increase.</p>
<p>Mathematics Achievement data for boys in Years 1 to 8:</p> <ul style="list-style-type: none"> ● 19.5% of boys are not attaining the relevant National Standard in Mathematics compared to 19.6% of girls, but the boys are twice as likely to be well below ● 3.5% of boys are well below compared to 1.6% of girls <p>Mathematics Achievement data for boys in Years 9 and 10:</p> <ul style="list-style-type: none"> ● 38% of the year 9 intake of boys are below and 4% are well below the 4P level in Mathematics ● 25% of the year 10 cohort of boys are below and 8% are well below the 4A level in Mathematics. 	<ul style="list-style-type: none"> ● To accelerate progress for boys in Years 1 to 8 who are achieving well below expected levels in relation to the relevant National Standard or NZ Curriculum Level and to move at least 50% of these students to achieving below or at expected levels. <p>This will require a shift of approx. 6 boys (based on current cohort size) moving out of the well below cohort.</p> <ul style="list-style-type: none"> ● To lift Mathematics achievement of boys in Years 9 and 10 to 85% achieving at or above the relevant level of NZ Curriculum <p>This will require a shift of approx.19 boys in Year 9 (based on current cohort size) and a shift of approx.17 Year 10 boys moving from below to achieving the relevant level of NZ Curriculum.</p>

Achievement Challenge 2 – Mathematics Timeline

Year	Targets Years 1-10	Planned Actions
2018	To lift achievement of all students in Years 1 to 10 in Mathematics to at least 80% achieving at or above the relevant National Standard and or NZ Curriculum level by the end of 2018	<ul style="list-style-type: none"> ● Develop consistent mathematics moderation and assessment practices across the Community of Learning ● Introduce PaCT or Progressions ● Begin to identify and share teachers' strengths in mathematics ● Share teachers' strengths in mathematics ● Develop curriculum approaches to improve learners' attitude towards mathematics through evidence based pedagogical approaches and STEAM ● Improve teacher knowledge and practice about how to best engage learners in mathematics ● Explore ways for boys to make connections between the purpose of mathematics and their ability to meet that need via STEAM ● Regular meetings, both leadership and Community of Learning wide, to develop shared understanding and collaboration.
2019	To lift achievement of all students in Years 1 to 10 in Mathematics to at least 82.5% achieving at or above the relevant National Standard and or NZ Curriculum level by the end of 2019	<ul style="list-style-type: none"> ● Continue to develop the above, review and implement changes ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whānau voice etc.)
2020	To lift achievement of all students in Years 1 to 10 in Mathematics to at least 85% achieving at or above the relevant National Standard and or NZ Curriculum level by the end of 2020	<ul style="list-style-type: none"> ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor

Notes and Analysis of data trends to support Achievement Challenge 2

2016 National Standards data for all students in Years 1-8 is included as an appendix to this document. The data is presented identified by gender, ethnicity, school year and individual school.

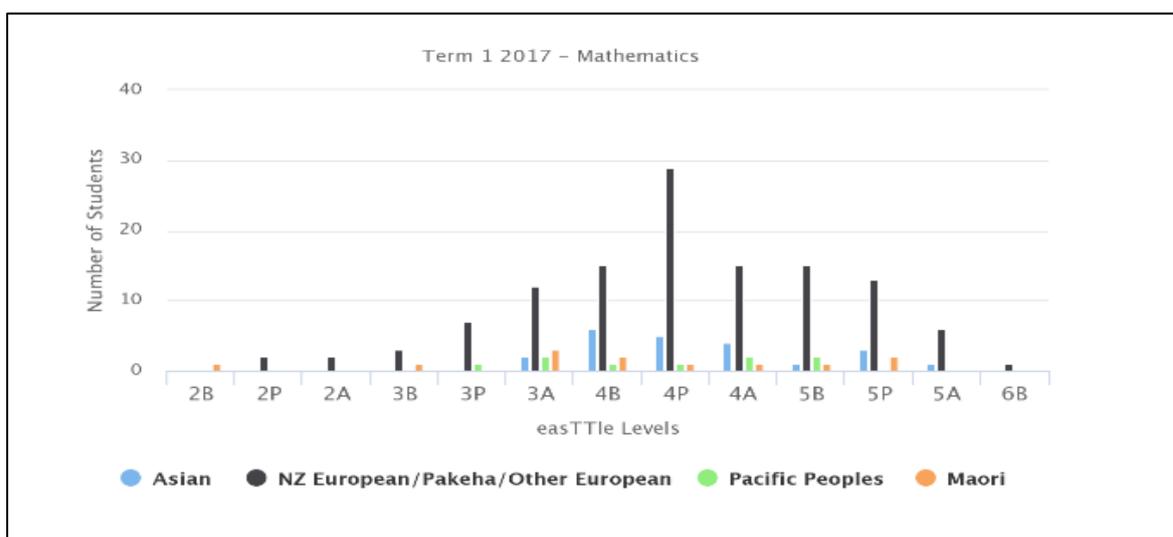
The data analysis process highlighted that there is a need for greater consistency and alignment of curriculum and assessment as students transition from primary to secondary school. It appears that a significant number of students struggle with the transition from the Numeracy Curriculum to Year 9 mathematics programmes. E-Asttle data for mathematics at Year 9 is lower than OTJs made for the same students in Year 8.

Analysis of 2016 National Standards Mathematics Data:

- 2.5% of all students in Years 1 to 8 are achieving well below expected levels.
- 5.5% of Māori Students are achieving well below expected levels.
- 19.5% of all students are not attaining expected levels in Mathematics
- 27.5 % of Māori are not attaining expected levels in Mathematics
- 35.2% of Pasifika are not attaining expected levels in Mathematics
- Boys are twice as likely to be well below expected levels in Mathematics as girls.
- 80.5% of all students in Years 1 to 8 are achieving at or above expected levels in Mathematics.
- Māori and Pasifika students are overrepresented in the cohort of students not attaining expected levels in Mathematics. 26% of Māori and Pasifika students are not attaining the relevant National Standard whereas they make up 16% of the student population.

Data available to inform this Achievement Challenge was Year 9 E-AstTle Mathematics data. An analysis is presented below.

Analysis of 2017 E-AstTle Mathematics Results (Year 9 Students)



Achievement Challenge 3 - NCEA

Aim: What do we want to achieve?

Our aim is to lift NCEA Level 2 achievement particularly for Māori, Pasifika and male learners.

We believe that all learners should gain at least NCEA Level 2 before leaving school. Our challenge is to raise the learner achievement in NCEA, with particular emphasis on the following achievement challenges:

- At least 85% of Māori and Pasifika learners achieve NCEA Level 2
- At least 65% of learners achieve NCEA Level 2 with an endorsement, either Merit or Excellence and/or a Vocational Pathway Award.
- 100% of Year 13 school leavers achieve at least NCEA level 2 by 2020

Rationale: Why do we need to take on this challenge?

Achievement in NCEA improves life outcomes for our school leaver and brings increased choices for career pathways.

How will we know we have made a difference?

- We will determine accelerated progress by using multiple data sources beyond AsTTle. As well as NCEA data we will use alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and teaching as inquiry evidence.
- By focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.

Achievement Challenge 3 - NCEA

- **At least 85% of Māori and Pasifika learners achieve NCEA Level 2**
- **At least 65% of learners achieve NCEA Level 2 with an endorsement, either Merit or Excellence and/or a Vocational Pathway Award.**
- **100% of Year 13 school leavers achieve at least NCEA level 2 by 2020**

Current Situation	Targets
<p>Māori and Pasifika Achievement</p> <ul style="list-style-type: none"> • There are 73 Level 2 learners of whom 9 (12%) did not achieve NCEA Level 2. • 7 (75%) of Māori learners achieved NCEA Level 2. • 2 (67%) of Pasifika learners achieved NCEA Level 2. • There are 83 Level 1 learners of whom 17 (20%) did not achieve NCEA Level 1. 	<p>Māori and Pasifika Achievement</p> <ul style="list-style-type: none"> • To lift achievement to ensure that 85% of Māori and Pasifika learners are gaining NCEA Level 2. <p>This will require a 10% lift in achievement of Māori students i.e. one more Māori student achieving NCEA Level 2 based on current cohort size, and a lift of 18% for Pasifika students i.e. one more Pasifika student achieving NCEA Level 2 based on current cohort size.</p>
<p>Level 2 Endorsement</p> <ul style="list-style-type: none"> • There are 73 Level 2 learners of whom 34 (47%) did not receive an endorsement or Vocational Pathway Award in 2016. 	<p>Level 2 Endorsement</p> <ul style="list-style-type: none"> • To lift achievement to ensure that 65% of learners are gaining NCEA Level 2 with an endorsement, either Merit or Excellence, and/or a Vocational Pathway Award. <p>This will require a lift of 12% i.e. 14 more endorsements to be achieved (based on current cohort size).</p>
<p>School Leavers and NCEA Level 2</p> <ul style="list-style-type: none"> • In 2016 there were 76 Year 13 learners of whom 3 (4%) left school without achieving NCEA Level 2 	<ul style="list-style-type: none"> • 100% of Year 13 school leavers achieve at least NCEA Level 2 by 2020. <p>This will require a shift of 4% i.e. 3 more students would leave in year 13 with NCEA level 2 based on current cohort size.</p>

Achievement Challenge 3 – NCEA Timeline: Māori and Pasifika Achievement

Year	Targets	Planned Actions
2018	To lift achievement of Māori and Pasifika students so that at least 80% of Māori students and at least 75% of Pasifika students are achieving NCEA Level 2	<ul style="list-style-type: none"> • Early in the year identify any learners of concern. • Carefully monitor progress of all Māori and Pasifika learners during the year. • Identify vocational pathway opportunities for learners.
2019	To lift achievement of Māori and Pasifika students so that at least 85% of Māori students and at least 80% of Pasifika students are achieving NCEA Level 2	<ul style="list-style-type: none"> • Student Advocate and Mentor Teachers carefully monitor learners' progress. • Continue to develop courses / opportunities to meet the needs of the learners. • Consolidate practices identified as contributing towards raising achievement of Māori and Pasifika learners. • Implement new initiatives and monitor.
2020	To lift achievement of Māori and Pasifika students so that at least 85% are achieving NCEA Level 2	

Achievement Challenge 3 – NCEA Timeline: Level 2 Endorsement

Year	Targets	Planned Actions
2018	At least 58% of learners gain NCEA Level 2 with an endorsement, either Merit or Excellence, and/or a Vocational Pathway Award	<ul style="list-style-type: none"> • Work with curriculum leaders to provide a range of opportunities to gain credits towards Vocational Pathways. • A focus on striving for personal excellence will continue to be a school-wide focus. • Close monitoring of learner progress
2019	At least 62% of learners gain NCEA Level 2 with an endorsement, either Merit or Excellence, and/or a Vocational Pathway Award.	<ul style="list-style-type: none"> • Further develop Vocational Pathway opportunities across the curriculum • Consolidate practices identified as contributing towards raising learner achievement • Implement new initiatives and monitor
2020	At least 65% of learners gain NCEA Level 2 with an endorsement, either Merit or Excellence, and/or a Vocational Pathway Award.	

Achievement Challenge 3 – NCEA Timeline: School Leavers and NCEA Level 2

Year	Targets	Planned Actions
2018	98% of Year 13 school leavers achieve at least NCEA Level 2	<ul style="list-style-type: none"> ● Early identification of learners at risk of leaving early. ● Careful monitoring of the progress of all learners towards NCEA Level 2 ● Planning of courses identified to meet the needs of our learners
2019	99% of Year 13 school leavers achieve at least NCEA Level 2	<ul style="list-style-type: none"> ● Consolidate practices identified as contributing towards raising learner achievement Implement new initiatives and monitor
2020	100% of Year 13 school leavers achieve at least NCEA Level 2	

Notes and Analysis of data trends to support Achievement Challenge 3

Tables of NCEA data for 2014 – 2016 are included as an appendix to this document. The data is presented identified by gender and ethnicity, and includes data related to endorsements and vocational pathway awards.

- Girls are outperforming boys by a significant margin in all years but in particular Year 13. This is a national trend and not unique to our Community of Learning.
- Māori and Pasifika students are more likely to be completing Unit Standards than Achievement Standards.
- Māori and Pasifika Students are achieving significantly below the NZ European cohort.
- Poor literacy levels are a barrier to success for a significant number of boys.
- A significant number of boys have poor Numeracy levels which impact their success in STEAM
- For many at year 9 Low entry levels of achievement in Algebra and Statistics impacts progress and achievement in Mathematics

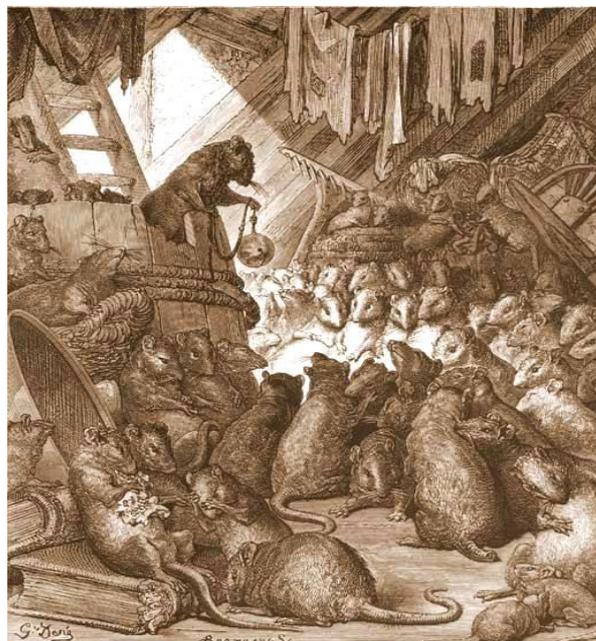
There is an imperative to improve educational outcomes for Māori and Pasifika ākongā.

- NCEA Level 1 passes are lower than similar cohort
- NCEA Level 2 passes are close to the similar cohort
- University entrance rates are higher than the similar cohort
- There is a marked lack of NCEA 3 and University achievement for our Māori boys.

Belling the Cat – How will we go about meeting the Challenges?

What can we do more effectively together that we can't do on our own?

We acknowledge that there are no 'silver bullets' and no 'one-size fits all' model. We need to look at system-wide improvements to better meet the needs and engagement of our ākongā. Further scoping will be undertaken across all schools. This goes beyond the initial data analysis that has informed the set-up of the Whitestone Community of Learning.



There are four key aspects to our approach to meeting our achievement challenges:

1. Leadership and Teaching

The Community of Learning is committed to developing high levels of leadership and teacher practice in order to maximise the achievement levels of each and every ākongā in the Community of Learning. This will underpin all the actions of the Community of Learning and will involve:

- Strengthening the capability of senior and middle leadership teams across the Community of Learning to focus on effective leadership through developing highly effective Spirals of Inquiry.
- Strengthening the capability of teachers to focus on Spirals of Inquiry around lifting student achievement.
- Developing a focus on accelerating the progress of identified students within the Community of Learning.
- Principals within the Community of Learning conducting each-other's appraisals in conjunction with Board of Trustee Chairs
- Coaching and mentoring principals, lead teachers and teachers throughout the Community of Learning.
- Sharing best Mathematics and Literacy teaching practices across schools
- Developing effective Mathematics interventions for those students not achieving expected levels

- Investigating the latest research around supporting those students for whom current approaches to teaching mathematics are not working.

2. Alignment of the Curriculum

The Community is committed to developing a shared and coherent understanding of the curriculum and the learning progressions at each year level. This will involve moderation of curriculum expectations and assessment between schools and especially at transition points from Early Childhood Education to school and from primary onto secondary schooling. We believe this will strengthen pedagogy and build connections between schools. A particular focus is the development of STEAM threads and connections of learning from Early Childhood through to high school and on into further education and employment. This is in response to the challenge to bridge the gap between boys' and girls' achievement and the demands of future employment opportunities.

The alignment of practices and approaches to curriculum will improve outcomes for our learners. This will involve:

- Exploring the Te Whāriki Curriculum and 'play based learning' and the alignment of teaching practices and current research across the transition from Early Childhood Education into school.
- Promoting the implementation of transition documentation in both settings to acknowledge benefits of both curricula.
- Developing a better understanding of both curricula and how they are implemented
- Developing a shared language to facilitate clear connections across the pathways for whānau and teachers.
- Promotion of dispositions to raise achievement.
- Collaboration of teachers across schools to support growth of pedagogy and subject knowledge, sharing of resources and expertise.
- Moderation of assessment practices and data.
- The development of a virtual Middle School where learning pathways exist where learning is delivered through an integrated and engaging curriculum.
- Shared PD opportunities.
- Regular shared staff meetings and focus groups.
- Alignment of school development focuses.
- Teacher collaboration through Spirals of Inquiry across schools.
- Redesigning the Mathematics, Science and Technology curriculum as it transitions from Kindergarten into Primary and From Primary onto High School.
- Investigating what we can learn from schools within the Community of Learning around pedagogy and systems that support boys' writing.
- Strengthening our practices around supporting our Māori and Pasifika students.
- Professional and respectful opportunities to engage within all learning environments.

3. Transitions between Key Transition Points

The Community will develop more effective processes to support students as they move through transition from Early Childhood Education on to Primary School, from Junior to Senior School, from Year 8 into Secondary School and ultimately into further education or employment pathways. Extending relationships within transitions to promote whānau engagement, well-being and belonging in all settings will support the learner to maintain their learning confidence and connections.

This will involve:

- Sharing best practice for transitions across the pathways including sharing of information about the whole child and their whānau to support a smoother and holistic transition for the child and their whānau.
- Gathering student voice and working in conjunction with students and their families.
- Sharing best practice to support families to engage with their child's learning journey across the pathways. Identify the barriers, concerns, anxiety for the child and their whānau as they transition along the pathways.
- Standardising effective systems for sharing quality and useful information.
- Developing protocols of induction for students that are responsive to individual needs.
- Sharing best practice to ensure a holistic practises are developed to support priority learners and their families across the pathway.
- Culturally engaging approaches that engage parents and whanau in their children's learning.
- Sharing best practice to extend and strengthen the strong relationships with whānau developed at Kindergarten.

4. Engaging Students, Parents and Whanau

Throughout our approaches it will be important to gather the voices of students as well as those of their parents and Whanau as a part of the Spirals of Inquiry. Our approach to this will be developed during the first year of implementation. Processes will include:

- Kindergarten sharing their strength in engaging families and whanau. This will be extended into Primary Schools and beyond.
- Kindertartens sharing their approaches to cultural responsiveness that can be adopted in our schools.
- Gathering student voice to help understand what works well to support their learning in the targeted areas.
- Practices that are effective in engaging Whanau and students to work together to lift expectations and achievement.
- Developing student agency and engagement so that students actively apply effort to improve their learning outcomes.

- Reporting to Boards of Trustees on the implementation process as well as progress towards the targets.
- Sharing best practice Cultural Responsiveness.
- Extending relationships within transitions to promote whanau engagement, well-being and belonging in all settings.
- Developing a relationship with our local Marae.
- Supporting families to engage with their next learning journey, removing anxiety, concerns that students or families have about the transition.