

Ōtākaro Kāhui Ako

Naku te rourou nau te rourou ka ora ai te iwi

Achievement arises through co-operation

Shortly after the 2011 earthquake, discussion was initiated between some likeminded schools in the east of Christchurch to see if they would agree to co-operate with each other. This led to the development of a formalised body of schools called the Ōtākaro Cluster in 2013. The aim was to provide assistance for all the schools in the cluster and particularly to provide an opportunity for collaboration. In 2014 and 2015 the members worked collaboratively on a variety of projects to enhance the learning outcomes and key competency development of tamariki.

This cluster subsequently applied to become a Community of Learning. The Minister of Education granted approval for this to occur in 2016. That year the cluster commissioned a research project to determine the key attributes and skills required to be an 'effective learner' across the cluster. The research project was undertaken by Dr Gabrielle Wall and involved textual analysis, focus group interviews, online surveys and meetings with children teachers and leaders of each school or ECE in the cluster. The resulting data and analysis underpins the aim to address learning needs in our Community through the development of an action plan to improve the consistency of teaching, and enhance the skills and attributes of our tamariki in the identified focus areas.

SHARED UNDERSTANDINGS

The community members share a belief in the value and power of Mahi Tahi-collaboration; they see a unique opportunity to provide a quality-learning pathway from early childhood through to tertiary and the workplace. Community members have a belief in Manaakitanga- care for each other and therefore they understand the need for alignment of values, and focus areas to enhance the contribution of each sector (ECE, primary, intermediate and secondary) toward helping our tamariki to excel as learners, to become self-regulated positive and contributing members of society. The community members see significant benefit and value in helping our tamariki to be intellectually curious and motivated to learn.

WORKING TOGETHER

Whanaungatanga, strong relationships, have committed the Community to working together with the long-term aim of enhancing the skills and attributes of tamariki in the identified key Achievement Challenge focus areas. Our Action Plan is designed to ensure achievement happens and our tamariki leave their schools, capable, connected, lifelong learners who display the skills and attributes of an effective Ōtākaro learner.

**Avonside Girls High School, Shirley Boys High School,
Chisnallwood Intermediate, Shirley Intermediate,
Banks Avenue Primary, Shirley Primary, Waitākiri Primary,
MacFarlane Park, Richmond and Shirley Kindergartens.**

Our Vision
Create a connected learning community focused on seamless high quality lifelong learning

Focus Areas for the key skills and Attributes of an effective Ōtākaro Learner					
Self-regulation	Self-Management	Positive Relationships	Resilience and Perseverance	Intellectual Curiosity	Learning Motivation

Core values		
Respect	Responsibility	Personal Excellence

ACHIEVEMENT CHALLENGES

Creating coherence and alignment by targeting in successful schools

We have identified that we are not making a difference for some of our students most at risk of underachieving and analysis of variance has identified the following areas of need.

Note for years 1-8 determination of the appropriate curriculum level was based on National Standards. For Years 9-10, the determination of appropriate curriculum levels was based on e-AsTTle assessments.

Mathematics

To increase the number of students years 1 to 10 who are achieving at or above the appropriate curriculum level in mathematics. Our target is to move success levels to 85% by the end of 2020.

Within this Achievement Challenge, the following groups will be targeted:

1. Māori students years 1 to 10
2. Pasifika students years 1 to 10
3. All students years 7 and 8

1. Māori students years 1 to 10:

At the end of 2016, 56% (369/661) of our Māori students years 1 to 10 were achieving at or above the appropriate curriculum level in Mathematics and we aim to increase this to 85% (560/661) by the end of 2020.

At the end of 2016 numbers of our Māori students years 1-10 who were achieving at or above the appropriate curriculum level in mathematics were in the following schools:

Name of school	Total number of Māori students	Total number of Māori students achieving at appropriate curriculum level (%)	Shift required to achieve 85%
Shirley Primary	97	61 (63%)	21
Banks Ave	65	50 (77%)	5
Waitakiri	89	74 (83%)	2
Shirley Intermediate	54	16 (30%)	30
Chisnallwood Intermediate	141	100 (71%)	20
Avonside Girls High	84	14 (17%)	57
Shirley Boys High	131	54 (41%)	57
Total	661	369 (56%)	192
Interim targets	Total students	Total target number (%)	Total number shift required
2018	661	432 (65%)	63
2019		495 (75%)	63
2020		560 (85%)	66

2. Pasifika students years 1 to 10

At the end of 2016, 43% (97/228) of our Pasifika students years 1 to 10 were achieving at or above the appropriate curriculum level in Mathematics and we aim to increase this to 85% (193/228) by the end of 2020.

At the end of 2016 numbers of our Pasifika students years 1-10 who were achieving at or above the appropriate curriculum level in mathematics were in the following schools:

Name of school	Total number of Pasifika students	Total number of Pasifika students achieving at appropriate curriculum level (%)	Shift required to achieve 85%
Shirley Primary	35	22 (63%)	8
Banks Ave	18	9 (50%)	6
Waitakiri	19	9 (47%)	7
Shirley Intermediate	13	5 (38%)	6
Chisnallwood Intermediate	44	23 (52%)	14
Avonside Girls High	22	X	X
Shirley Boys High	77	X	X
Total	228	97 (43%)	96
Interim targets	Total students	Total target number (%)	Total number shift required
2018	228	129 (57%)	32
2019		161 (71%)	32
2020		193 (85%)	32

3. All students Years 7 and 8

At the end of 2016, 65% (517/798) of our students years 7 and 8 were achieving at or above the appropriate curriculum level in Mathematics and we aim to increase this to 85% (678/798) by the end of 2020.

At the end of 2016 numbers of our years 7-8 students who were achieving at or above the appropriate curriculum level in mathematics were in the following schools:

Name of school	Total number of Yr 7 and 8 students	Total number of Yr 7 and 8 students achieving at appropriate curriculum level (%)	Shift required to achieve 85%
Shirley Intermediate	174	63 (36%)	85
Chisnallwood Intermediate	624	454 (73%)	76
Total	798	517 (65%)	161
Interim targets	Total students	Total target number (%)	Total number shift required
2018	798	571 (72%)	54
2019		625 (78%)	54
2020		678 (85%)	53

Narrative

Our data indicates that a significant proportion of our students, male and female are not achieving at or above the appropriate curriculum level in mathematics. This is especially evident where students do not follow the pathway of entry at Year 1 and follow the same school right through to exit. In years 7/8 and years 9/10 for example there are significant issues that have to be addressed. This is also evident in data concerning Māori and Pasifika students. While actual numbers of Pasifika students in particular, are small and when percentages are calculated, this can be misleading, there is no doubt that positive affirmative action will help address the lack of achievement in mathematics across the Kahui Ako. Our Māori and Pasifika students are also included in our 'All student' targets and will benefit from all actions taken around our mathematics, writing and NCEA challenges.

As a Kāhui Ako we will work collaboratively to identify and explore the status of the learning pathways of students transitioning into years 7 and 8 (middle school) and into years 9 and 10 (secondary school), in an effort to bring together useful information on learning stories as they relate to mathematics. The objective being to enable all schools to better target the learning needs for individual learners.

Writing

To increase the number of students Year 1 to 10 who are achieving at or above the appropriate curriculum level in writing.

Within this Achievement Challenge, the following groups will be targeted:

1. All boys year 1 to 10
2. Māori students year 1 to 10
3. Pasifika students year 1 to 10.

1. All boys year 1-10

At the end of 2016, 60% (1019/1712) of our boys years 1 to 10 were achieving at or above the appropriate curriculum level in Writing and we aim to increase this to 85% (1456/1712) by the end of 2020.

At the end of 2016 numbers of our boys years 1-10 who were achieving at or above the appropriate curriculum level in writing were in the following schools:

Name of school	Total number of boys students	Total number of boys achieving at appropriate curriculum level (%)	Shift required to achieve 85%
Shirley Primary	178	120 (67%)	31
Banks Ave	171	107 (63%)	38
Waitakiri	322	245 (76%)	29
Shirley Intermediate	103	17 (17%)	71
Chisnallwood Intermediate	349	219 (63%)	78
SBHS	589	311 (53%)	190
Total	1712	1019 (60%)	437
Interim targets	Total students	Total target number (%)	Total number shift required
2018	1712	1164 (68%)	145
2019		1309 (76%)	145
2020		1456 (85%)	147

2. Māori students year 1 to 10

At the end of 2016, 57% (384/668) of our Māori students years 1 to 10 were achieving at or above the appropriate curriculum level in Writing and we aim to increase this to 85% (567/668) by the end of 2020.

At the end of 2016 our Māori students year 1-10 who were achieving at or above the appropriate curriculum level in writing were in the following schools:

Name of school	Total number of Māori students	Total number of Māori students achieving at appropriate curriculum level	Shift required to achieve 85%
Shirley Primary	97	68 (70%)	14
Banks Ave	65	42 (65%)	13
Waitakiri	89	66 (74%)	10
Shirley Intermediate	54	24 (44%)	22
Chisnallwood Intermediate	141	97 (69%)	23
SBHS	131	74 (56%)	37
AGHS	91	13 (14%)	64
Total	668	384 (57%)	183
Interim targets	Total students	Total target number (%)	Total number shift required
2018	668	445 (67%)	61
2019		506 (76%)	61
2020		567 (85%)	61

3. Pasifika students years 1 to 10

At the end of 2016, 40% (76/192) of our Pasifika students years 1 to 10 were achieving at or above the appropriate curriculum level in Writing and we aim to increase this to 85% (163/192) by the end of 2020.

At the end of 2016 our Pasifika students Yrs 1-10 who were achieving at or above the appropriate curriculum level in writing were in the following schools:

Name of school	Total number of Pasifika students	Total number of Pasifika students achieving at appropriate curriculum level	Shift required to achieve 85%
Shirley Primary	35	22 (63%)	8
Banks Ave	18	9 (50%)	6
Waitakiri	19	12 (63%)	4
Shirley Intermediate	13	6 (46%)	5
Chisnallwood Intermediate	45	20 (44%)	18
SBHS	37	X	X
AGHS	25	X	X
Total	192	76 (40%)	86
Interim targets	Total students	Total target number (%)	Total number shift required
2018	192	105 (55%)	29
2019		134 (70%)	29
2020		163 (85%)	28

Note: X=data has been reacted

Narrative

Our data indicates that a large percentage of students are not achieving at the appropriate curriculum level. Given the significance of writing and for years 9 and 10, in literacy, in enabling students to access the curriculum, these students are at a significant disadvantage as they make their way through the schooling system and move into NCEA. Our Kāhui Ako believes that achievement in this area can be accelerated and the number of students who are working at the appropriate curriculum area increased. We will work collaboratively with ECE centres to identify and explore the literacy learning pathways of learners transitioning into Community of Learning schools, in an effort to bring together useful information on learning stories as they relate to literacy. A similar effort will be made in schools who have students from year 1, through to year 10. The focus of the challenge across all year levels is to promote and enhance student engagement in learning so that identified students are equipped with a solid literacy and writing foundation to enable them to be successful across all year levels and when they access NCEA.

We have identified also that a large group of our learners need extra support so that retention, attendance and student wellbeing issues can be addressed. We believe that attention to this area of need will help academic performance to improve, in writing, literacy and mathematics.

NCEA

1. To increase the percentage of students who leave with level 3 or above to 85%, by 2020, with a particular focus on our Māori and Pasifika students.

At the end of 2016, 67% (175/260) of our year 13 students gained NCEA level 3 or above and we aim to increase this to 85% (221/260) by the end of 2020.

Name of School	Total number of students in Year 13, 2016	Total number of students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	153	106 (69%)	24
AGHS	107	69 (64%)	22
Combined total	260	175 (67%)	46
Name of School	Total number of Māori students in Year 13	Total number of Māori students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	62	37 (60%)	16
AGHS	15	7 (47%)	6
Name of School	Total number of Pasifika Students in Year 13	Total number of Pasifika students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	17	X	X
AGHS	9	X	X
Interim targets	Total students	Total target number (%)	Total number shift required
2018	260	190 (73%)	15
2019		205 (79%)	15
2020		221 (85%)	16

Note: X data has been reacted

Narrative

Percentage achieving NCEA Level 1, 2 & 3, 2016

SBHS	Year 11 (level 1)	Year 12 (level 2)	Year 13 (level 3)
2015	80.8	79.8	71.5
2016	87.2	86.9	64.8
AGHS	Year 11 (level 1)	Year 12 (level 2)	Year 13 (level 3)
2015	73.4	81.9	79.5
2016	84.9	80.6	64.5

While our achievement levels for level 1 and level 2 are good, the achievement level falls at level 3. We have identified that additional pathways at year 12 and 13 are required if we are to better address the learning needs of senior students, some of whom do not require NCEA level 3 to enable them to find a rewarding career path, after leaving school. It is accepted however that a large group of our learners at year 12 and 13 need extra support so that retention, attendance and student wellbeing issues can be addressed. We believe that attention to these areas of need will help academic performance to improve at level 3. One final point however needs to be emphasised, a better tracking mechanism for post school activity must be found, in order for the Ōtākaro Kāhui Ako to ensure that school initiatives to support student pathway success, do actually lead to post school success.

Our overall approach

A Kāhui Ako action plan is now being developed. This will be developed further when Across the Kāhui Ako Community staff are appointed. Key personnel are likely to have expertise in Writing/Literacy, development of Community Wellbeing and in Mathematics in particular at this point in time.

The Steering Group is firm in its belief that the development of a self-regulated learner is required to ensure that we achieve success in our Achievement Challenges. As far as this is concerned, investigation into an appropriate model of learning is occurring and options such as The Solo Taxonomy will be considered. The initial work done by Dr Gabriele Wall is fundamental to work in this area and copy of this work is attached to the document.

Under consideration at the moment is the commitment of each school in the Community of Learning to working with Dr Lyn Bird to develop understandings and strategies, which will support self-regulation in our students. Our objective is to reach a situation when, teachers will ask, "How will the learning experiences we are planning, promote intellectual curiosity and motivate learners?"

Finally, to reiterate an earlier point, we believe that a stronger focus on student wellbeing across the Kāhui Ako is required for the Ōtākaro Community so we can progressively enhance the hauora of our community.

Key initiatives within our approach

- We will strengthen teacher capability to ensure they teach Mathematics, Writing and Literacy to a high level.
- We will develop a Community wide moderation process to enable us to make informed comparative judgements about the progress of our students. This will include the investigation of new ways of developing ECE data.
- We will increase the targeted teaching opportunities and differentiated learning options.
- We will provide engaging opportunities for students to develop writing, literacy and mathematics skills.
- We will strengthen relationships with learners and whānau.
- We will look to develop more seamless transitions between schools in our Community. This will begin with the work done by Dr Gabrielle Wall.
- We will strengthen our use of ICT tools to enhance writing, literacy and mathematics.
- The Community will monitor progress using ERO evaluation indicators. This will be reflected in the Lead Principal's reports. This model will include, Noticing, Investigating, Collaborative Sense Making, Prioritising to take Action, Improvement Actions and Shifts in Practice.
- We will also gather the voice of the learner to reinforce our decision making

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