



# Raising Achievement Plan - Sept 2016 - Dec 2017



## What the data tells us

At or Above

Below

### Reading Data

	2014		2015		2014		2015		Shift in achievement of below learners	In 2015 there was acceleration in Māori achievement.
	Number	%	Number	%	Number	%	Number	%		
All	59	45.1	64	45.1	72	54.9	78	54.9	Less than 5% shift	There was also acceleration in Pasifika achievement.
Māori	20	51.2	18	45	19	48.8	22	55	6.2% acceleration	However, 2015 data indicates 18 Māori were underachieving in Writing along with 26 Pasifika and 20 other children.
Pasifika	16	34	26	28.2	31	66	25	71.8	5.8% acceleration	There was a significant drop in Pākehā/European achievement, however, this group tripled in size from 2014-2015.
European/Pākehā	4	20	14	42.4	16	80	19	57	22.4% drop	The cohort that made the greatest gains was the boys.
Male	29	70	25	45.4	41	30	34	54.6	24.6% acceleration	
Female	30	49.1	24	35.2	31	50.9	44	50.9	13.9% acceleration	

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### Reading Data

	2014		2015		2014		2015		Shift in achievement of below learners	Acceleration was noted in the 'after 1-2 years' cohorts and in the later year 7-8 years.
	Number	%	Number	%	Number	%	Number	%		
After 1 year	13	81	16	72.7	3	19	6	27.3	27.3	The biggest increase was in the 'after 1 year 2014 to 2 years 2015' cohort.
After 2 year	12	63.1	10	45.4	7	36.9	12	54.6	35.6% acceleration	A drop in achievement was noted in the middle years.
After 3 year	5	35.7	8	46.1	7	36.9	7	53.9	17% acceleration	
Year 4	5	41.6	7	46.6	9	64.3	9	53	11.3% drop	
Year 5	8	38	7	46.6	7	58.4	8	53.4	5% drop	
Year 6	7	36.8	10	43.4	13	62	13	56.6	5.4% drop	
Year 7	5	35.7	4	22.2	12	63.2	14	77.8	14.6% acceleration	
Year 8	6	37.5	3	25	9	64.3	9	75	10.7% acceleration	

## What the data tells us

### Mathematics Data

	2014		2015		2014		2015		Shift in achievement of below learners	Māori did not accelerate. Our 2015 data indicates 25 Māori are underachieving in Mathematics. The acceleration of Pasifika learners was significant and the biggest shift. There was a large drop in Pākehā achievement. Boys made accelerated progress Girls' progress dropped
	Number	%	Number	%	Number	%	Number	%		
All	76	50.3	71	50	75	49.7	71	50	Less than 5% shift	
Māori	24	61.5	25	62.5	15	38.5	15	37.5	Less than 5% shift	
Pasifika	29	63	27	42.1	17	37	24	57.9	20.9% acceleration	
European/Pākehā	5	26.3	7	41.1	14	73.7	10	58.9	14.8% drop	
Male	37	52.8	26	40	33	47.2	39	60	12.8% acceleration	
Female	39	63.9	45	58.4	22	36.1	32	41.6	5.5% drop	

At or Above

Below

Below

At or Above

## What the data tells us

	2014		2015		2014		2015		Shift in achievement of below learners	Acceleration of the year 4 (2015) cohort was substantial. Acceleration was also registered in two other year groups A drop was noted in three year groups
	Number	%	Number	%	Number	%	Number	%		
After 1 year	9	56.2	After 1 year	5	23.8	7	43.8	After 1 year	16	76.2
After 2 year	9	47.3	After 2 year	11	50	10	52.7	After 2 year	11	50
After 3 year	9	64.2	After 3 year	8	61.5	5	35.8	After 3 year	5	38.5
Year 4	4	33.3	Year 4	7	41.1	8	66.7	Year 4	10	58.9
Year 5	16	76.1	Year 5	7	46.6	5	23.9	Year 5	8	53.4
Year 6	8	42.1	Year 6	10	55.5	11	57.9	Year 6	9	59.2
Year 7	9	64.2	Year 7	8	66.6	5	35.8	Year 7	8	44.5
Year 8	12	75	Year 8	4	25	4	33.4	Year 8	4	33.4

2014

2015

2014

2015

Shift in achievement of below learners

Acceleration of the year 4 (2015) cohort was substantial.

Acceleration was also registered in two other year groups

A drop was noted in three year groups

## What the data tells us

### At or Above

### Below

## Writing Data

	2014		2015		2014		2015		Shift in achievement of below learners	Noteworthy acceleration in Māori achievement.	Substantial acceleration in Pasifika achievement.
	Number	%	Number	%	Number	%	Number	%			
All	92	70.2	84	59.1	39	29.8	58	40.9	<b>11.1% acceleration</b>		
Māori	30	76.9	25	62.5	9	23.1	15	37.5	<b>14.4% acceleration</b>	However, our 2015 data indicates 25 Māori are underachieving in Writing along with 25 Pasifika and 34 other children.	
Pasifika	31	67.3	25	49	15	32.7	26	51	<b>18.3% acceleration</b>	The girls had substantial acceleration also	
European/Pākehā	10	50	12	52.1	10	50	11	47.9	Less than 5% shift		
Male	47	67.1	44	67.6	23	32.9	21	32.4	Less than 5% shift		
Female	45	73.7	40	51.9	16	26.3	37	48.1	<b>21.8% acceleration</b>		

## What the data tells us

### At or Above

### Below

	2014		2015		2014		2015		Shift in achievement of below learners	Acceleration was achieved in five of the year groups. Noteworthy progress within the senior levels.
	Number	%	Number	%	Number	%	Number	%		
After 1 year	16	100	19	86.3	0	0.0	3	13.7	<b>13.3% acceleration</b>	
After 2 year	12	63.1	8	61.5	7	36.9	5	38.5	Less than 5% shift	
After 3 year	8	57.1	8	47	6	42.9	9	53	<b>10.1% acceleration</b>	
Year 4	5	41.6	8	53.3	7	53.9	7	46.7	<b>11.7% drop</b>	
Year 5	19	90.4	12	52.1	2	9.6	11	47.9	<b>38.3% acceleration</b>	
Year 6	15	78.9	8	44.4	4	21.1	10	55.6	<b>34.5% acceleration</b>	
Year 7	8	57.1	4	33.3	6	42.9	8	67.7	<b>24% acceleration</b>	
Year 8	9	56.2	7	43.8	7	43.8	7	43.8		Only one cohort shows (negative gains) a drop in writing (Y4 2014 to Y5 2015).

# The Plan

Priority area 1	Actions	Timeline	People involved	The results we would expect to see:
<p>Effective internal evaluation improves educational outcomes for Maori, Pasifika and children at risk of not achieving</p>	<p>Professional learning and development (PLD) focused on 'Effective School Evaluation - How to do and use internal evaluation for improvement' for Trustees, leaders and staff.</p>	<p>Term 4, 2016 - Term 2, 2017</p>	<p>Trustees Leaders Teachers</p>	<p>Teachers will;</p> <ul style="list-style-type: none"> <li>- Know the questions to ask of themselves at each stage in the evaluation process</li> <li>- Enhance their inquiry and evaluation skills</li> <li>- Inquire formally and informally into their practice</li> <li>- Engage in collaborative evaluation with colleagues and leaders</li> </ul>
	<p>Evaluate current capability in evaluation to use as baseline data so we can gauge if we are improving or not.</p>	<p>Term 3, 2016</p>	<p>Led by Principal Trustees Leaders Teachers</p>	<p>Leaders will;</p> <ul style="list-style-type: none"> <li>- Access appropriate evaluation tools and methods</li> <li>- Demonstrate growth in evaluation capability</li> <li>- Lead purposeful evaluation with the team</li> <li>- Identify specific areas of need in regard to our evaluation capability</li> </ul>
	<p>Agree on an evaluation process to be used school-wide. It could be the same as Learner-focused evaluation processes and reasoning from Effective School Evaluation.</p>	<p>Term 4, 2016 - Term 1, 2017</p>	<p>Leaders</p>	<ul style="list-style-type: none"> <li>- Draw on community voice (parents, whānau, experts)</li> <li>- Promote collaboration and risk-taking amongst leaders and the teaching team</li> </ul>
	<p>Examine the links between our teacher inquiry practice and the newly agreed school evaluation process.</p>	<p>2017</p>	<p>Led by Leaders Teachers</p>	<ul style="list-style-type: none"> <li>- Gather data, build knowledge, collaborate, evaluate and make decisions in an informed manner</li> <li>- Engage with, learn through, and use external evaluation</li> <li>- Work to widen professional networks that we can draw on</li> </ul>
	<p>Carry out collaborative evaluation in a range of areas that involve trustees, leaders and teachers learning together e.g. trustees and leaders or leaders and teachers.</p>	<p>On going</p>	<p>Trustees Leaders Teachers</p>	<p>Trustees/Board will;</p> <ul style="list-style-type: none"> <li>- Know the important questions to ask at each part of the evaluation process</li> <li>- Demonstrate developing questioning and inquiry skills</li> </ul>
	<p>Seek external PLD and/or facilitators to grow capability and capacity in evaluation if current expertise is not sufficient.</p>	<p>Term 4, 2016 - Term 2, 2017</p>	<p>Principal</p>	<ul style="list-style-type: none"> <li>- Draw on community voice</li> <li>- Allocate appropriate resourcing which will allow growth and development e.g. PLD, teacher and leader release</li> </ul>
	<p>Drive deliberate actions (this Raising Achievement Plan) to promote and support growth in evaluation capacity of the staff and trustees.</p>	<p>2016 - 2017</p>	<p>Principal</p>	<p>School systems and process will support;</p> <ul style="list-style-type: none"> <li>- Explicit, systematic and internal evaluation processes</li> <li>- Purposeful data gathering, knowledge building and decision making</li> </ul>
	<p>Seek and involve parents and whānau in the evaluation process when appropriate.</p>	<p>On going</p>	<p>Trustees Principal Whānau</p>	<ul style="list-style-type: none"> <li>- A school-wide approach</li> <li>- A clear line of sight amongst all stakeholders</li> </ul>

Priority area 2	Actions	Timeline	People involved	The results we would expect to see:
<p>The number of Māori tamariki at or above the standard will increase with improved relationships with our Māori parents and whānau.</p>	<p>Express and translate our school vision and principles in Te Reo Māori.</p>	<p>Term 4, 2016</p>	<p>Led by BoT Whānau expertise</p>	<p>In relation to school wide data;</p> <ul style="list-style-type: none"> <li>- A significant shift in the achievement of all our Māori students within Reading, Writing and Mathematics</li> </ul>
	<p>Transition new Māori tamariki, their parents and whānau into our school, adapting our approach when necessary to support a successful transition for them.</p>	<p>On going</p>	<p>Principal, ākonga, parents &amp; whānau</p>	<p>Children will;</p> <ul style="list-style-type: none"> <li>- Express a sense of belonging</li> <li>- Lead and initiate conversations with their parents and whānau about their learning</li> <li>- Seek and expect their parents' and whānau involvement</li> <li>- Check with the teacher any aspects of the learning they are not clear on</li> <li>- Achieve at their age expected level in writing, reading and maths</li> <li>- Be intrinsically motivated to make improvement</li> <li>- Understand their own achievement in relation to curriculum expectations</li> <li>- Experience positive transition to school and to college</li> <li>- Experience success at school</li> </ul>
	<p>Lead collaborative hui with parents and whānau so we as trustees, leaders and teachers can know and understand the aspirations, culture and values of our families (current).</p>	<p>Termly</p>	<p>Led by a committee of stakeholders (eg. parents, trustees, teacher, leader)</p>	<p>Our Māori parents and whānau will;</p> <ul style="list-style-type: none"> <li>- Involve themselves in various aspects of school life e.g. learning conversations, IEPs, events, trips, partnership meetings, BoT</li> <li>- Know their children's learning goals and needs</li> <li>- Express their feeling of connection and belonging to the school</li> <li>- Participate in consultation and decision making</li> <li>- Share their voice and expertise</li> <li>- Collaborate with their child's teacher</li> <li>- Support their children with home-learning</li> <li>- Engage in 'entry to school' and 'entry to college' transition</li> </ul>
	<p>Support the transition of our year 8 ākonga to college by partnering with them and their whānau in this process.</p>	<p>Term 3 and 4, 2016</p>	<p>Year 8 Teacher Leader School Social Worker Year 9 Deans from prospective colleges</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Value Māori</li> <li>- Collaborate and partner with whānau</li> <li>- Have open and honest communication</li> <li>- Adapt their approach for their Māori ākonga</li> <li>- Emulate <i>Te Kotahitanga Effective Teaching Profile</i> which includes; effective relationships, manaakitanga, mana motuhake (high expectations), wananga and ako, kotahitanga (reflection)</li> <li>- Incorporate connections to our students' (and parents' and whānau) lives within the teaching and learning programme they</li> </ul>
	<p>Involve parents and whānau in our curriculum and other aspects of school life having them share their expertise.</p>	<p>On going</p>	<p>Teachers Whānau</p>	
	<p>Draw on iwi resource and expertise when required.</p>	<p>Term 4, 2016 - Term 2, 2017</p>	<p>Leaders Trustees</p>	
	<p>Share achievement data of our Māori tamariki with their parents and whānau and community as a whole.</p>	<p>Term 4, 2016 - Term 1 2017</p>	<p>Trustees Leaders Whānau</p>	

	Survey whānau and staff about whether they think relationships are effective, as well as asking other questions on how well aspects of their relationships were working.	Term 4, 2016	Trustees Principal	<ul style="list-style-type: none"> <li>deliver</li> <li>Have a non-deficit view of Māori students, and see themselves as capable of making a difference for them</li> <li>Demonstrate high expectations of their Māori learners</li> </ul>
	Deliver and support professional learning for teachers and leaders around <i>Te Kotahitanga Effective Teaching Profile</i> . Engage external and whānau expertise in this process.	2017	Leaders Teachers	<p>Leaders/Trustees/Board will:</p> <ul style="list-style-type: none"> <li>Draw on whānau, community and iwi resources and expertise to improve engagement with our Māori community</li> <li>Have Māori representation on the board</li> <li>Be proactive and open to taha Māori</li> <li>Recognise that Māori whānau need to be represented at governance level</li> <li>Use a variety of opportunities to engage whānau</li> <li>Demonstrate commitment to doing better for Māori</li> </ul>

Priority area 3	Actions	Timeline	People involved	The results we would expect to see
Kahurangi learning support programmes and initiatives lead to accelerated achievement of our Māori, Pasifika and other children at risk of underachieving.	Evaluate learning support programmes and initiatives (Leap, SPRING, Booster, Pūmanawa, NE transition, College transition programme etc.) following the new school evaluation process.	On going	Leaders Programme Teachers	<p>Children will;</p> <ul style="list-style-type: none"> <li>Increase their 'learning confidence', enjoyment, motivation and 'can do' attitude</li> <li>Feel suitably supported</li> <li>Identify activities, strategies or approaches that support their learning</li> <li>Improve in their discussion skills and learning-to-learn dialogue</li> <li>Increase in confidence to participate and engage fully in their class programme</li> <li>Experience accelerated progress and achievement</li> <li>Increase their ability to take control of their learning</li> <li>Increase their learning-to-learn skills</li> </ul>
	Special learning support programmes and initiatives are developed and adapted to respond to current needs as opposed to making the child fit the learning support programme.	Term 1-3 2017	Leaders Teachers	<p>Parents and whānau will;</p> <ul style="list-style-type: none"> <li>Voice what they see works for their children</li> <li>Celebrate their children's successes</li> <li>Participate in ongoing, reciprocal communication with their child's teacher and when required the wider school team other education professionals</li> </ul>
	Collect student achievement data pre and post learning support programmes.	On going	Programme Teachers Teachers	<p>Teachers/Programme Teachers will:</p> <ul style="list-style-type: none"> <li>Enhance their understanding and expertise in relation to specific areas in which their students struggle or don't achieve</li> </ul>
	Design learning support programmes in a collaborative manner and include the voice of children whenever possible.	Term 1-2 2017	Leaders Teachers	
Track and monitor learning support programmes from the start to the finish of the programme ensuring they are described, mapped and tracked (e.g. frequency, who was involved, time, any modifications made to the		On going	Leaders Programme Teachers	

	programme).			<ul style="list-style-type: none"> <li>- Inquire, collaborate, problem solve and evaluate with their peers, in their team and across teams</li> <li>- Increase 'deliberate acts' of teaching that scaffolds the learning for their students</li> <li>- Articulate what works for their students</li> <li>- Trial new strategies and approaches</li> <li>- Advance their capability to differentiate their teaching to suit the range of learners in their class</li> <li>- Provide relevant and meaningful evidence to assess their students' achievement</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Demonstrate a collective responsibility for learning support programmes</li> <li>- Submit effective and quality reports to the board about learning support programmes</li> <li>- Widen understanding of what works for <i>our</i> children and accelerates learning outcomes</li> </ul> <p>Trustees/Board will:</p> <ul style="list-style-type: none"> <li>- Make informed decisions about what special learning support programmes and resources to fund</li> </ul>
	Plot regular monitoring points to determine the extent in which learning was accelerated (or not) as a result of participation in the learning support programme.	On going	Leaders Programme Teachers Teachers	
	Suitably resource learning support programmes and initiatives to operate; allocate appropriate teacher time and resource, scheduling and ensuring collegial support for planning and teaching etc.	Term 4 for 2017 budget	Principal	
	Leaders share collective responsibility for tracking learning support programmes.	On going	Leaders	
	Activate pre and follow-up sharing of teaching and learning outcomes and reporting back on progress.	On going	Leaders Programme Teachers Teachers	