

Better public services for every student

BETTER PUBLIC SERVICES RESULT 5

**IMPROVE MATHEMATICS, PĀNGARAU,
LITERACY AND TE REO MATATINI SKILLS
FOR ALL STUDENTS**

RESULT ACTION PLAN

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Minister's foreword

More of our children and young people are participating and succeeding in their education than ever before.

More than 96 percent of children now participate in quality early childhood education before primary school; and Māori and Pasifika children are participating at record highs. In addition, 38,000 more 18-year-olds had obtained NCEA level 2 by 2015 than if achievement levels had continued at the 2008 rate.

These improvements are primarily the result of hard work by our teachers, school leaders, parents and whānau. We have been helping, with more resources for schools with students needing additional assistance, and by setting clear targets for improvement in areas like NCEA achievement.

Now, we are introducing new targets to raise the achievement of all our children and young people in mathematics and writing, or tuhituhi and pāngarau. This is because, despite good progress, too many of our children are still not achieving enough in these areas to progress in their schooling.

These new targets are that, by 2021, 80 percent of all our students in Year 8 will be achieving at or above the National Standard in mathematics and writing, Manawa Toa or Manawa Ora in tuhituhi and pāngarau. This is ambitious but achievable.

Raising their mathematics and writing performance will give these young people many more career options in areas such as science, engineering, information technology, agriculture and the trades.

We will be backing our teachers and education leaders all the way to help them achieve these new targets.

We are investing \$359 million to help our teachers and principals in our Communities of Learning | Kāhui Ako, to work together in support of personalised pathways for all our children.

In fact, many of our educators in our Communities of Learning | Kāhui Ako have already set, or begun to set, ambitious achievement challenge targets for student success. Many of these involve mathematics and writing, or pāngarau and tuhituhi.

We are also investing smartly to give all teachers and school leaders more accurate, reliable and timely data on individual student performance.

Our new targets, along with the work of Communities of Learning | Kāhui Ako, and the development of richer information on individual student progress, are all part of our continuing commitment to ensure more of our children and young people enjoy educational success.

Hon Nikki Kaye
Minister of Education

What we have achieved so far

Since 2012, we have made good progress on ambitious targets, set to increase early childhood education (ECE) participation and increase the number of young people attaining our national qualification NCEA Level 2.

More children in ECE:

▲ In the year ended December 2016, 96.7% of all children starting school had attended ECE.

The Ministry of Education is connecting with the hardest to reach children and their families, with a specific focus on raising ECE participation for Māori, Pasifika and low socio-economic communities, particularly for three and four year olds.

More young people with NCEA Level 2:

▲ The 2016 NCEA Level 2 attainment rate for all 18 year olds is 84.6%, 1.3 percentage points higher than in 2015.

The Ministry of Education is continuing its efforts to increase NCEA Level 2 achievement for young people. This involves working directly with parents, family, whānau, iwi and local communities to support student engagement and educational success.

These targets were chosen because participation in quality ECE significantly increases a child's chance of success in education, and attainment of a Level 2 qualification provides more opportunities for further education, improved employment, and a better quality of life.

Where to next

In the new context of Communities of Learning | Kāhui Ako, we are building on what has been achieved so far, and now focusing on mathematics and writing or pāngarau and tuhituhi for children across Years 1 to 8.

Having the right levels of mathematics, pāngarau, literacy and te reo matatini skills really matters, both for students at kura and school, in their lives outside kura/school, and when they leave kura/school. Strong foundations in mathematics, pāngarau, literacy and te reo matatini by the end of primary school allow students more choice in their secondary schooling. These skills give students a much better chance of succeeding in their education and finding employment as adults. In New Zealand's rapidly changing economy, these targets matter not only for individuals, but also for New Zealand's future economic growth.

We have work to do to improve primary school students' progress and achievement in mathematics, pāngarau, writing and tuhituhi.

The National Monitoring Study of Student Achievement (NMSSA), National Standards and Ngā Whanaketanga Rumaki Māori data show that many students are not progressing well enough to ensure that they are where they need to be, by the end of primary school.

In NMSSA¹ in mathematics, 81% of Year 4 students achieved curriculum expectations, but for Year 8 this proportion was 41%. For writing, 65% of Year 4 students achieved curriculum expectations but only 35% of Year 8 students did.

National Standards and Ngā Whanaketanga Rumaki Māori data shows similar patterns: fewer students are at or above the standards or Manawa Ora or Manawa Toa against Ngā Whanaketanga Rumaki Māori, by Year 8, compared with achievement at earlier year levels.

Both national and international assessments show that our system performs much less well for Māori and Pasifika students, and for those from low socio-economic households. Fewer Māori and Pasifika students and those from low socio-economic households achieve at expected levels for Year 8 students, compared to the population as a whole. These differences in progress and achievement start early in primary school, and accumulate through to Year 8.

¹ Mathematics was assessed in 2013 and writing was assessed in 2012.

A new plan for mathematics, pāngarau, literacy and te reo matatini – the new targets

The new targets will make sure that every child can learn and achieve in mathematics, pāngarau, writing and tuhituhi. The targets in English medium and Māori medium are set at the same level, to ensure that the education system delivers progress and achievement for every learner.

Targets have been set at Year 8. To ensure students achieve curriculum goals by the end of Year 8, work needs to begin in Year 1, with sustained progress throughout the year levels. A 'by Year 8' target will ensure that all teachers and leaders can focus on the progress each student needs to make, each year in their learning.

Reaching these targets means that significant numbers of additional students will be achieving at or above the standard or Manawa Ora or Manawa Toa each year. In English medium, while the focus is on all students, Māori and Pasifika students are overrepresented,

By 2021

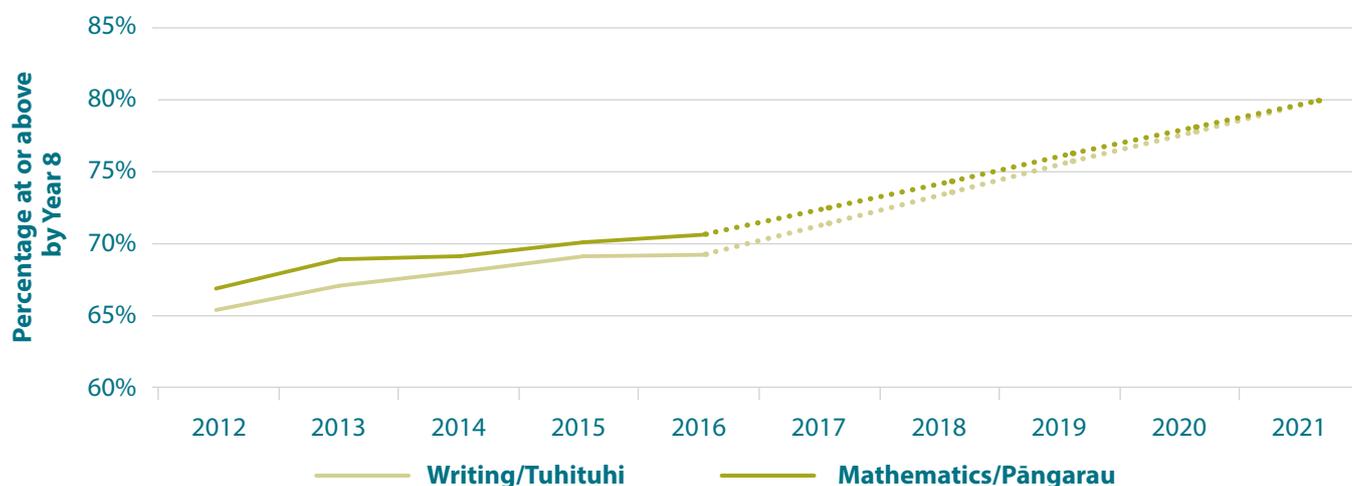
80% of Year 8 students are achieving at or above the National Standard in writing, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori tuhituhi.

By 2021

80% of Year 8 students are achieving at or above the National Standard in mathematics, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori pāngarau.

as a proportion of the additional students that would need to be at or above the standards to reach the target. Based on current levels of achievement, reaching the target will look like this:

Target 80% by 2021



Data in the graphs comes from school and kura reports of student achievement against National Standards or Ngā Whanaketanga Rumaki Māori provided to the Ministry of Education under National Administrative Guideline 2A. The percentage at or above standard or Manawa Ora or Manawa Toa is calculated using all the Year 8 students that we have information about.

Strategic plan: how we will achieve the targets

A system focus: achieving the targets

Communities of Learning | Kāhui Ako are new partnerships between groups of schools, early learning services, and tertiary providers in a local area. Teachers and leaders share their knowledge and expertise across the group, and every child benefits.

Communities of Learning | Kāhui Ako are able to focus on the whole of the learning pathway for all of their students. By working together on achievement challenges based on the progress of their students, they can improve learning and achievement.

Communities of Learning | Kāhui Ako are supported by resources and tools that make it easier for teachers and leaders to share and grow their knowledge and capability together. That way, every student can benefit from the best teaching, and learn and achieve to their potential.

RESULT AREA: BOOSTING SKILLS AND EMPLOYMENT

BPS RESULT: IMPROVE MATHEMATICS, PĀNGARAU, LITERACY AND TE REO MATATINI SKILLS FOR ALL STUDENTS TO IMPROVE STUDENTS' LIVES

80% of students at or above National Standards in Mathematics and Pāngarau by Year 8 by 2021

80% of students at or above National Standards in Writing and Tuhiuhi by Year 8 by 2021

ALL SCHOOLS WITH STUDENTS IN YEARS 1-8

Every student in Communities of Learning | Kāhui Ako

IMPROVEMENT IN STUDENT ACHIEVEMENT IN MATHEMATICS, PĀNGARAU AND WRITING AND TUHITUHI ACROSS THE SYSTEM

MATHEMATICS, PĀNGARAU AND WRITING AND TUHITUHI

INTERAGENCY SUPPORT

Building on the evidence

Quality teaching, supported by effective school leadership, is the most important factor that shapes achievement for learners in kura and schools.

Evidence from New Zealand and overseas tells us that when leaders and teachers work effectively, achievement will accelerate, particularly for students who have fallen behind. Effective teaching and leadership in practice means:

- Leaders and teachers working together to plan the learning pathway for every student
- Using information about the progress and achievement of each student to improve teaching and engage students in their own learning
- A focus on early indicators of student progress stalling or falling and taking action urgently
- Working with families, whānau and iwi to make student progress and achievement visible, with clear goals that whānau can support
- Sharing understanding of and observing effective, culturally responsive teaching and learning practices, and fostering the ability to change their own practice as a result
- Learning about what good teaching practice is at specific year levels and across the curriculum
- Accessing support for students with identified health, wellbeing and welfare needs, in order to ensure that every student has as much opportunity to learn as possible.

Where this is working well in the system, we need to take these practices and spread them more widely for the benefit of all learners.

Actions to achieve the targets: supporting every child to succeed

To achieve the mathematics and writing and pāngarau and tuhituhi targets, it makes sense to build on the work Kāhui Ako and schools are doing:

- Communities of Learning | Kāhui Ako are resourced to raise achievement and have the localised expertise and knowledge to do so.
- Many Communities of Learning | Kāhui Ako are already focusing on writing and tuhituhi and mathematics and pāngarau, and have already set their own targets for mathematics and pāngarau and writing and tuhituhi.
- Setting these BPS targets for students by Year 8 will focus all Communities of Learning | Kāhui Ako, kura and schools on the progress and achievement of every student in every year – these targets are a stretch from current achievement nationally.

The resources Kāhui Ako receive means they can work in new ways that will contribute to achieving the targets.

**WE WILL ACHIEVE THE BPS TARGETS
THROUGH DELIBERATE FOCUSED IMPROVEMENT OF LEADERSHIP, TEACHING,
AND LEARNING IN SCHOOLS, KURA AND COMMUNITIES OF LEARNING | KĀHUI AKO**

WE WILL ACHIEVE THE BPS TARGETS

DELIBERATE COLLABORATION

- The lead for each Community of Learning | Kāhui Ako will ensure collaboration across the community
- Kāhui Ako have already recognised the challenge of mathematics, pāngarau, writing and tuhituhi in their achievement challenges
- Communities of Learning | Kāhui Ako will use data and evidence to inform teacher and leader practice
- The Integrated Education Data (iED) programme, which focuses on outcomes, results and achievement, is currently in development, and will include products to enable better sharing of student data to help teachers to support student learning throughout their education

IMPROVING TEACHING

- New and expanded teaching roles within and across schools to lead improvement
- Time for inquiry into what is working and why, across the curriculum
- Using professional learning and development (PLD), including the use of data, to lift teacher knowledge about subject content and effective teaching practice for every child

EVERY CHILD'S WHOLE PATHWAY 0-18

- Flexibility to shift resources to where they are needed most
- Identifying specific needs
- Targeted programmes
- Making pathways visible to students, families and whānau, and smoothing transitions across a Community of Learning | Kāhui Ako, and into further education or employment
- Links to tertiary providers, and local employers and industries

PART OF A WHOLE COMMUNITY

- Better knowledge sharing with iwi
- Better engagement of parents and whānau focussed on learning and achievement
- Better involvement of employers, local industry, and regional development agencies, in learning and future pathways
- Expanded local curriculum
- Enable community resources to support children's learning

NEW WAYS OF WORKING

- Bundled services to free up teachers and leaders and focus their time on teaching and learning
- Social services collaborating to improve the life of the whole child
- Resources are mobile and able to be used across the Communities of Learning | Kāhui Ako where they are needed most

SUPPORTED BY

EXPERTISE

for teachers and leaders will be increased through:
Investing in Educational Success (IES)
Teacher-led Innovation Fund (TLIF)
PLD
Education Council

DATA

AND EVIDENCE

will be used to measure progress at student and Communities of Learning | Kāhui Ako levels with support from the Education Review Office, and wider social investment based on knowledge about needs

REGIONAL OPERATIONAL SUPPORT

acting as frontline support to help each Community of Learning develop

TOOLS AND RESOURCES

APPROACHES FOR A COMMUNITY OF LEARNING WORKING ON A MATHEMATICS AND / OR PĀNGARAU CHALLENGE COULD INCLUDE:

DELIBERATE COLLABORATION

- Offer additional learning opportunities, such as targeted programmes and tutoring, to students whose progress has stalled or begun to fall behind.
- Use data about student progress and achievement, including data that will be available through iED, to challenge and improve teaching practice

IMPROVING TEACHING

- Encourage more teachers within the Community of Learning to gain mathematics or pāngarau specialist qualifications and expertise
- Consider adaptive, culturally responsive teaching approaches in English medium, such as 'Communities of Mathematical Inquiry'

EVERY CHILD'S WHOLE PATHWAY 0-18

- Use mathematics or pāngarau specialist teachers across the Community of Learning | Kāhui Ako to build the expertise of all teachers in teaching mathematics or pāngarau
- Take a whole of Community of Learning approach to identify how each child can see mathematics or pāngarau as appropriate to their lives and have the skills and capabilities to succeed in life

PART OF A WHOLE COMMUNITY

- Use mathematics or pāngarau specialist teachers, as well as their classroom teacher, for primary school aged students
- Better knowledge sharing with families, whānau, iwi and communities to enable them to have the resources to support their children's mathematics or pāngarau learning

NEW WAYS OF WORKING

- Mathematics or pāngarau resources, including specialists, are mobile and able to be used across the Communities of Learning | Kāhui Ako where they are needed the most
- Use data analytics to strengthen the analysis and use of progress and achievement data for every student in the Community of Learning | Kāhui Ako

The Ministry of Education will back Communities of Learning | Kāhui Ako to succeed

The Ministry will continue to support Kāhui Ako to ensure that they have the tools and resources they need to reach and exceed their targets.

Actions are in the following areas:

Provision of expertise:

- Expert Partners help Communities of Learning | Kāhui Ako to use evidence to inform action planning for their achievement challenges. They will provide feedback to improve approaches to the challenges Communities of Learning | Kāhui Ako have set.
- Professional Learning and Development provides access to targeted, tailored support for Kāhui Ako, schools and kura. The focus on national priority areas, including mathematics, pāngarau, literacy and te reo matatini, supports kura and school leaders to lead and sustain improvement.
- The Emerging Leaders programme identifies potential leaders across Communities of Learning | Kāhui Ako and builds leadership capabilities as they lead aspects of their community's change and improvement actions.
- The Teacher-led Innovation Fund supports teams of qualified teachers from Years 0-13 to collaboratively develop innovative practices that improve learning outcomes and spreads new approaches to meeting student needs.
- Learning Support is available to ensure the students who are not progressing at the expected pace get the help they need.
- The Education Council is responsible for the redevelopment of the professional standards for teachers at all levels, strengthening capability across the profession and raising the status of teaching.
- Targeted and time-limited change management supports Communities of Learning | Kāhui Ako to build collaborative relationships.

Better use of data and evidence

- The Learning Progression Framework (LPF) illustrates the significant steps that learners take as they develop their expertise in reading, writing and mathematics from Years 1 to 10, spanning Levels 1 to 5 of The New Zealand Curriculum. The framework can be used by

teachers to plan programmes that provide learning opportunities that ensure their students' progress.

- The Progress and Consistency Tool (PaCT) supports consistent overall judgments of student progress against the learning progression framework in reading, writing and mathematics in Years 1-8. The PaCT can capture overall teacher judgments in reading, writing and mathematics to report achievement in relation to the New Zealand Curriculum.
- The Ministry of Education will proactively provide Communities of Learning | Kāhui Ako with achievement data and evidence about effective teaching practices to inform their selection of achievement challenges and plan the way forward.
- The Education Review Office has developed a resource to support Kāhui Ako and it can be used both as evidence-based progressions and as a useful internal evaluation tool.
- The New Zealand School Trustees Association provides support to Boards of Trustees in Communities of Learning | Kāhui Ako.

Enhanced regional operational support

- The Ministry of Education is working to increase the number of Communities of Learning | Kāhui Ako.
- Support includes identifying the needs of Communities of Learning | Kāhui Ako, planning and facilitating for the delivery of the services they need, including how to tackle their achievement challenges.
- The Ministry of Education is also identifying opportunities for shared services so that leaders and teachers have more time to work with students.

Targeted tools and resources:

- The Communities of Learning Local Curriculum Smart Tool is an online platform that is being developed in 2017 with initial releases in July and August. It will provide time-saving tools and resources which will allow teachers and leaders to develop an exceptional local curriculum that guides learning and progress across the Year 0-18 pathway.
- The LPF and PaCT are examples of the kinds of tools that Communities of Learning | Kāhui Ako can use to understand student progress and achievement and to have confidence in their decision making and in the impact of their changed teaching practices.

When schools, Communities of Learning | Kāhui Ako, teachers, leaders, government, families, whānau and communities all work together, the BPS targets will be met.

Social sector links

Every child needs to be ready to be at school and able to learn and succeed. To ensure this happens, social sector agencies and non-government organisations need to work as effectively as possible in collaboration with Communities of Learning | Kāhui Ako, schools and early learning services and ngā kōhanga reo, for example through the B4 School Checks.

Current work on the design of the Ministry of Vulnerable Children Oranga Tamariki and the ongoing role of Children's Teams are important contributions to this.

Children's Teams:

- focus on the individual child
- get the right people working together
- include frontline professionals from health, education, welfare and social services (both government and non-governmental organisations)
- can assign a Lead Professional who brings together other professionals and practitioners to form a Child's Action Network
- complete an assessment of the child's needs and develop a Child's Plan to support each child using the local community
- are responsible for keeping the plan on track
- are responsible for the safety and wellbeing of each child in the Children's Team.

Where appropriate for the child, the Ministry of Education becomes the lead agency and assigns lead professionals to the Children's Teams. Educational professionals provide learning support in classrooms. They also work with other agencies to enable access to the out-of-school supports that will help every child to learn.

Other social sector new BPS targets will have an additional impact on the education targets by helping to increase school attendance and ensure children are ready to learn.

These new social sector BPS targets are:

- Better access to housing (Result 8) – By 2021, reduce the median time to house for priority A clients on the social housing register by 20%. Increased quality of housing will reduce hospitalisation for respiratory conditions and impact positively on school attendance.
- Healthy kids (Result 3) – By 2021, a 25% reduction in the number of hospitalisations for preventable conditions, based on Potentially Avoidable Hospitalisation (PAH) rates, in children aged 0–12 years, with an interim target of 15% by 2019. The focus on preventing respiratory and dental conditions and reducing injuries will ensure that children are well and able to make the most of their time at school.
- Safer kids (Result 4) – By 2021, reduce the number of children experiencing a substantiated incidence of physical or sexual abuse by 20%. The focus on abuse prevention will increase children's wellbeing, strengthen their families and enable children to make the most of every learning opportunity.

Measuring student attainment and success in Communities of Learning | Kāhui Ako, Schools and Kura

197 Communities of Learning | Kāhui Ako have already been approved. Their ability to meet their own locally set targets is crucial to achievement of national targets.

The Ministry of Education is identifying the needs of Kāhui Ako as they are developing, and planning for the delivery of the services and supports they need.

The majority of Communities of Learning | Kāhui Ako are beginning to set their achievement challenges. At the outset of this plan, 72 Communities of Learning | Kāhui Ako have set their own targets for mathematics and/or pāngarau and/or writing and/or tuhituhi.

During the life of this plan, working in collaboration with every Community of Learning | Kāhui Ako, Schools and Kura, the Ministry will report on:

- The proportion of Year 8 students that are achieving at or above the National Standard in writing.
- The proportion of Year 8 students that are at Manawa Ora or Manawa Toa in tuhituhi in Ngā Whanaketanga Rumaki Māori.
- The proportion of Year 8 students that are achieving at or above the National Standard in mathematics.
- The proportion of Year 8 students that are at Manawa Ora or Manawa Toa in pāngarau in Ngā Whanaketanga Rumaki Māori.

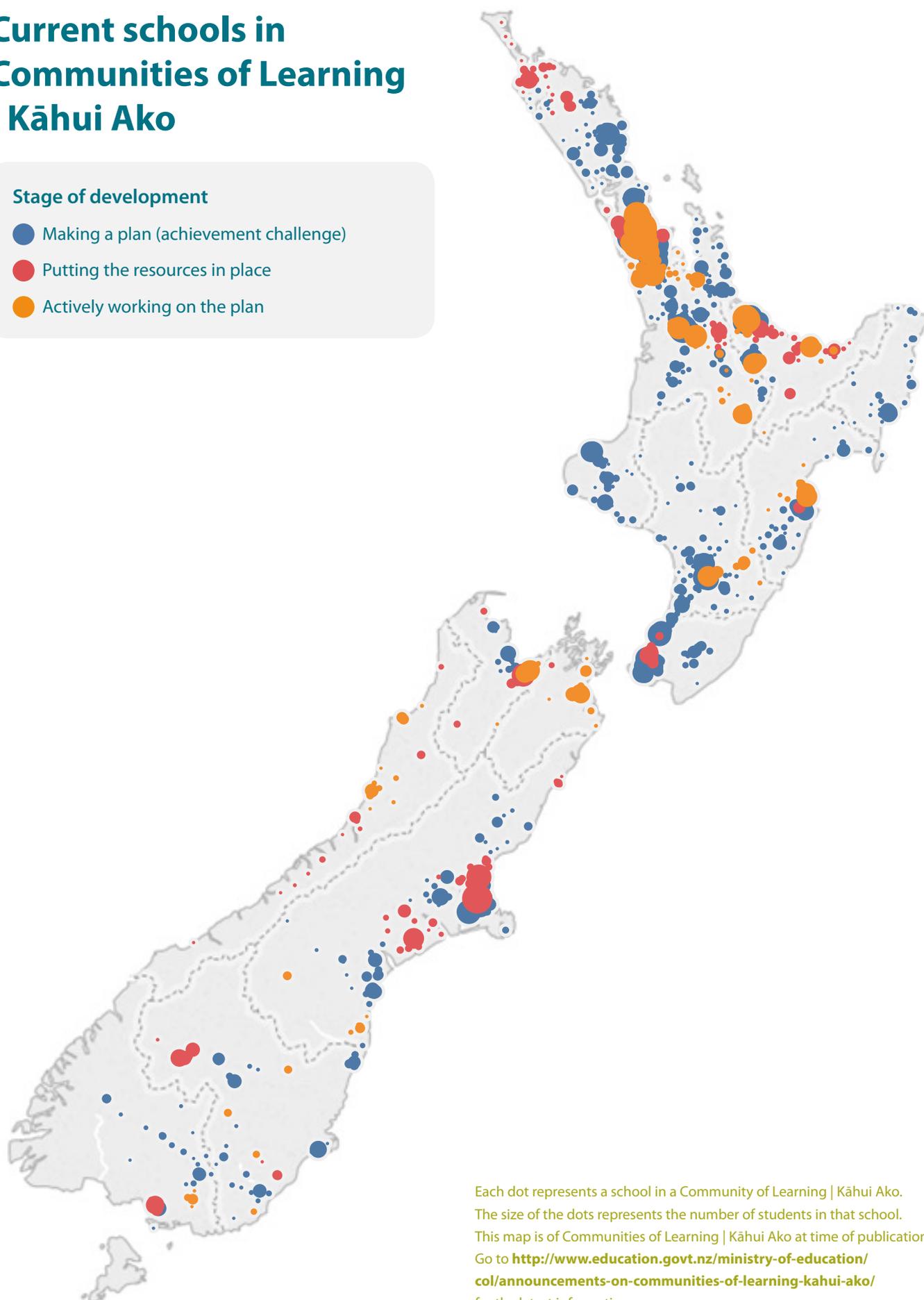
Information about where students are achieving on the National Standards or Ngā Whanaketanga Rumaki Māori is supplied by each school to the Ministry (a requirement under National Administrative Guideline 2A). The information provided does not identify individual students and is aggregated in three different ways: by year level, by ethnicity, and by gender. As this information is not about individual students, it is not possible to examine the overlap between parts of the data. For example reporting by ethnicity and year level, or gender and year level, is not possible with the current data.

Proportions of Year 8 students at or above standard are calculated using the total number of students we have information about. This includes students enrolled in state and state-integrated schools.

Current schools in Communities of Learning | Kāhui Ako

Stage of development

- Making a plan (achievement challenge)
- Putting the resources in place
- Actively working on the plan



Each dot represents a school in a Community of Learning | Kāhui Ako. The size of the dots represents the number of students in that school. This map is of Communities of Learning | Kāhui Ako at time of publication. Go to <http://www.education.govt.nz/ministry-of-education/col/announcements-on-communities-of-learning-kahui-ako/> for the latest information.

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