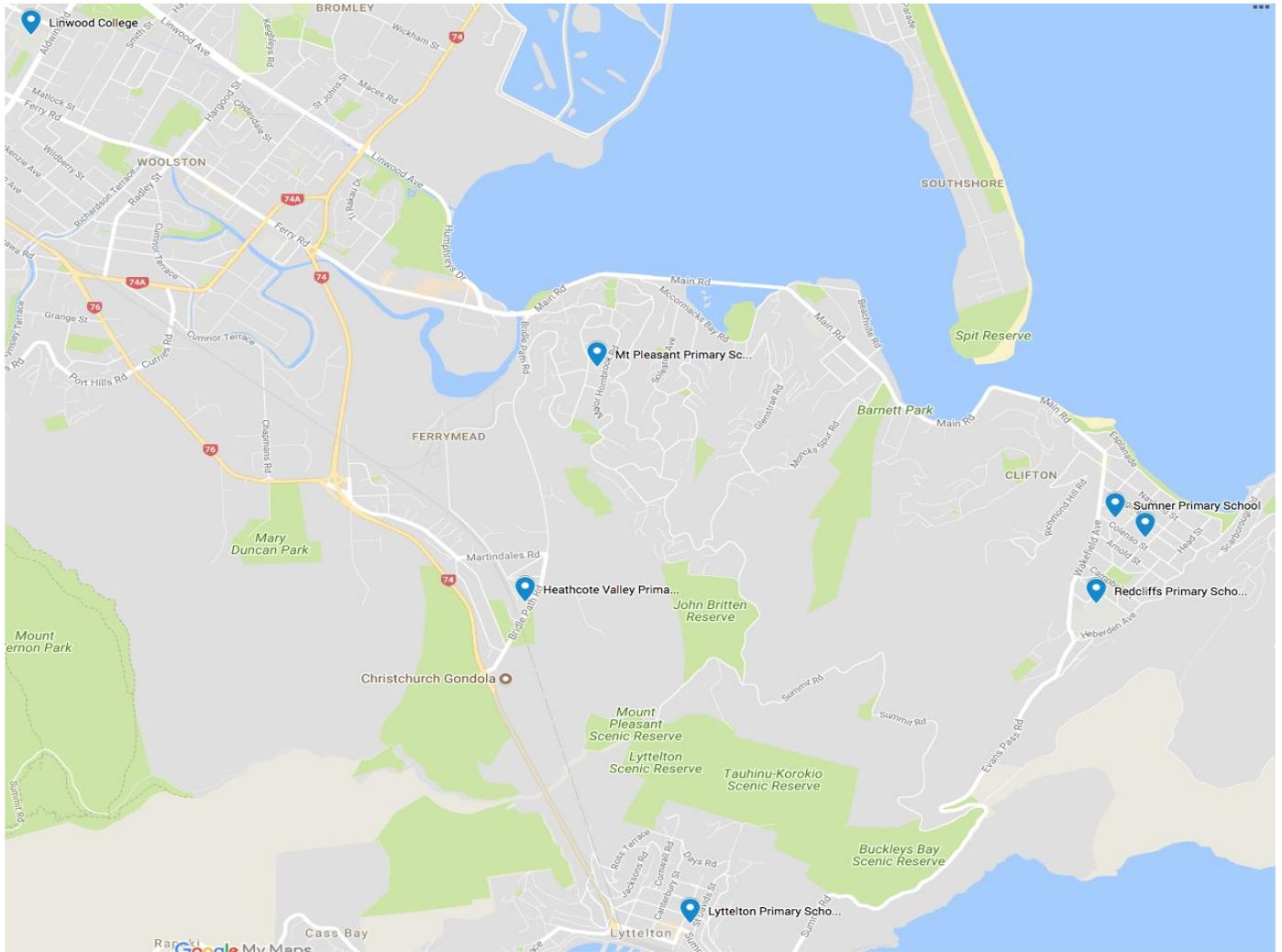


Aupaki Kāhui Ako



Achievement Challenges



Aupaki Kāhui Ako

The Aupaki Kāhui Ako was formed in April 2017, and consists of the following kura:

School ID	School Name	School Type	School Authority
3371	Heathcote Valley School	Full Primary	State: Not integrated
2761	Kimihiā Parents' College	Teen Parent Unit	State: Not integrated
337	Linwood College	Secondary (Year 7-15)	State: Not integrated
686	Lyttelton Primary School	Full Primary	State: Not integrated
3443	Mt Pleasant School	Full Primary	State: Not integrated
3544	Our Lady Star of the Sea School (Christchurch)	Full Primary	State: Integrated
3483	Redcliffs School	Full Primary	State: Not integrated
3546	Sumner School	Full Primary	State: Not integrated

Aupaki has its origins in the Bays Cluster which was an independently formed collection of full primary schools in the South East of Christchurch established in 2007. Since that time, the Bays Cluster Schools have worked very closely together at all levels. This has included students and whānau coming together for a broad range of learning activities, staff engaging in shared professional development and Boards of Trustees working together for a common purpose.

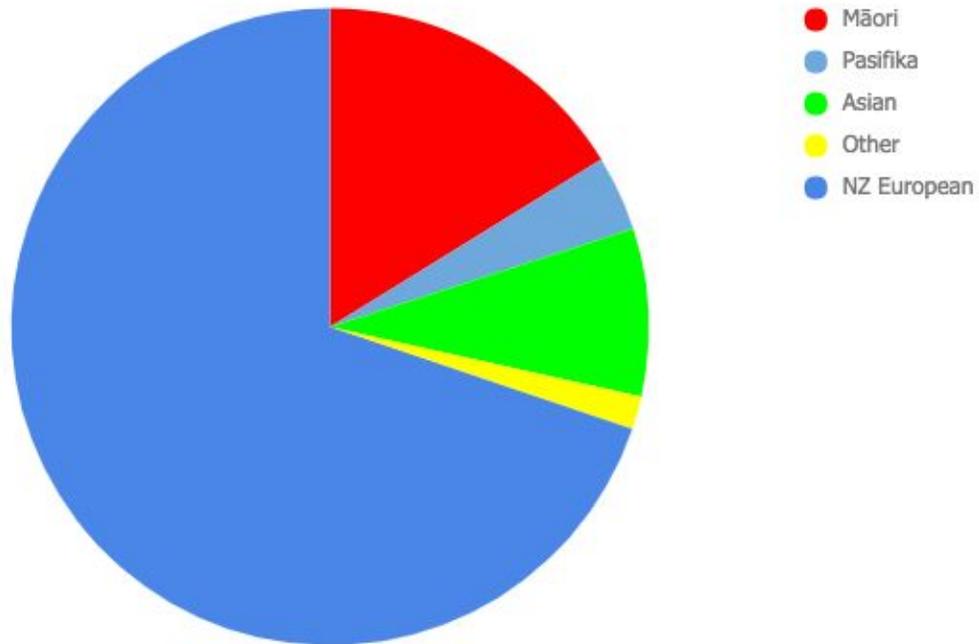
Leading up to the formation of the Aupaki Kāhui Ako, discussions took place between the Bays Cluster Principals and Boards about the need to develop stronger relationships with Linwood College, the closest secondary school in the area. This relationship had previously been well-established but this connection had wavered in recent years.

Following further discussions with the Linwood College Principal and Board, a decision was made to formally establish the Aupaki Kāhui Ako.

In September 2017, we were delighted to have Lyttelton School join the Aupaki Kāhui Ako. Aupaki now consists of 7 schools (5 state full primaries, 1 state integrated full primary and 1 Years 7-13 secondary school) catering for approximately 2150 students. The majority of students are NZ European (70%) with 16% of our students identifying as Māori, 9% as Asian, 4% as Pasifika and 2% as other ethnicities.

We are continuing to develop a strong partnership with our local Rūnanga, Ngāi Tūāhuriri who gifted the name Aupaki to our Kāhui Ako. Aupaki means “sloping hillside” which is a geographical feature that connects all kura in our community. “Au” also means waves and “paki” translates to crashing together which symbolises the important role the ocean and waterways continue to play in connecting our kura. We are also in the process of establishing a relationship with Rapaki Rūnaka and marae. Our Kāhui Ako has worked alongside Corban Te Aika who is a Mana Whenua facilitator for Mātauraka Mahaanui and we look forward to his continued support on our journey.

Ethnicities of students within the Aupaki Kāhui Ako at 1 July 2017



The Aupaki primary schools are either decile 9 or 10 with Linwood College being a decile 3 school.

Decile 10: Our Lady Star of the Sea (51 students), Mt Pleasant (349 students), Sumner (452 students), Redcliffs (187 students)

Decile 9 : Heathcote Valley (254 students), Lyttelton (205 students)

Decile 3: Linwood College (631 students)

It's important to note that Linwood College is a member of two Kāhui Ako and is considered to be an 'associate member' of Aupaki Kāhui Ako. Linwood's primary Kāhui Ako is the [Tamai Kāhui Ako](#) and as such, the funding and time allocations sit with Tamai. We see Linwood's inclusion in our Kāhui Ako as an opportunity for the two Kāhui Ako to collaborate together for the betterment of both communities.

The Aupaki Leadership Team felt that it would be beneficial to ensure that our learning challenges were aligned with the Tamai learning challenges as obvious synergy exists with our data. This will allow for efficiencies across the two communities of learning and ensure that the resourcing Linwood College generates will be focussed across both Kāhui Ako.

It is important to note that when we aggregate our achievement data across our Kāhui Ako, the inclusion of Linwood College's data highlights needs in areas that potentially are not consistent with the data from the primary schools. Consequently, for our Kāhui Ako to be effective and to ensure that all of our students experience success as learners, it is vitally important that we consider broader factors beyond achievement data such as wellbeing and engagement.

One of the main drivers for the establishment of the Aupaki Kāhui Ako was to develop stronger pathways for transitioning our students from early childhood education (ECE) through to secondary school and beyond. This will continue to be a major focus for our community. Achieving this goal will require an ongoing commitment to building stronger relationships between the sectors.

Currently a small percentage of Aupaki students enrol for secondary school education at Linwood College. We believe that by building stronger relationships between the Aupaki primary schools and Linwood College, more whānau will see Linwood as an excellent option for secondary education.

Finally, Aupaki recognises the important role wellbeing plays in the successful transition for our students. In particular the development of our students' sense of positive emotions, engagement, relationships, meaning and accomplishments (PERMA). This has been a strong focus for the Bays Cluster school over the past two years and will continue to be a key driver for the Aupaki community in the future.

Vision

We wish to create a co-constructed vision for the Aupaki Kāhui Ako that will be meaningful to all and set an authentic and exciting direction for our community to follow over the next 5 to 10 years and beyond. We want this to be led 'from the middle' with a great deal of input from our across and within teachers as they consult and actively engage with other school leaders, students, colleagues, whānau, iwi and the wider community. This process will begin in early 2018.

Rationale for Achievement Challenges

The Aupaki Kāhui Ako is committed to providing equitable opportunities for all students across the learning pathway and have developed achievement challenges which align to our school wide targets for raising both progress and achievement for all children in reading, writing, mathematics and NCEA.

An extensive analysis of achievement data was carried out at a range of levels using National Standards and NCEA results from 2016. Overall, the Aupaki data compared favourably with national data particularly in relation to National Standards but closer analysis did reveal some areas of disparity. The baseline academic data below illustrates that the learning area in most need of attention across our Kāhui Ako is **writing**.

It was also apparent to us that as a population, the Aupaki students are currently achieving above the national norms in reading, writing and mathematics, however, our **Māori and Pasifika students** are currently not achieving to the same standard as the Aupaki New Zealand European students. As a result of

these findings, we are committed to raising achievement levels for our Māori and Pasifika students in all three learning areas.

Baseline Academic Data

National Standards Data 2016 - Years 1-8 Percentage of Students At or Above							
	2016 NZ Years 1-8	Aupaki KA Years 1-8	Aupaki KA Female	Aupaki KA Male	Aupaki KA NZE	Aupaki KA NZM	Aupaki KA Pasifika
Reading	78%	85%	88%	84%	88%	73%	50%
Writing	71%	79%	87%	75%	84%	67%	68%
Mathematics	75%	81%	81%	80%	84%	64%	50%

NCEA Percentage of Leavers Achieving Level 2 or Above							
	NZ All	Aupaki KA All	Aupaki KA Female	Aupaki KA Male	Aupaki KA NZE	Aupaki KA NZM	Aupaki KA Pasifika
2016	78%	63%	64%	61%	61%	59%	61%

Years 1-8 National Standards Data 2016

The following snapshot of data summarises the achievement levels of Years 1-8 Aupaki students in relation to the National Standards:

Reading:

- Aupaki Kāhui Ako has **85%** (1322 / 1556) of students at or above compared to **78%** nationally.
- Boys are achieving at **84%** (665 / 795) at or above compared to **74%** nationally.
- Girls are achieving at **88%** (667 / 761) at or above compared to **82%** nationally.
- Māori are achieving at **73%** (129 / 176) at or above compared to **69%** nationally.
- Pasifika are achieving at **50%** (11/22) at or above compared to **66%** nationally.

Writing:

- Aupaki Kāhui Ako has **79%** (1233 / 1554) students at or above compared to **71%** nationally.
- Boys are achieving at **75%** (599 / 795) at or above compared to **63%** nationally.
- Girls are achieving at **87%** (664 / 759) at or above compared to **79%** nationally.
- Māori are achieving at **68%** (116/174) at or above compared to **62%** nationally.
- Pasifika are achieving at **68%** (15/22) at or above compared to **61%** nationally.

Mathematics:

- Aupaki Kāhui Ako has **81%** (1255 / 1555) students at or above compared to **75%** nationally.
- Boys are achieving at **80%** (639 / 795) at or above compared to **75%** nationally.
- Girls are achieving at **81%** (616 / 760) at or above compared to **76%** nationally.
- Māori are achieving at **64%** (112 / 176) at or above compared to **65%** nationally.
- Pasifika are achieving at **50%** (11/22) at or above compared to **63%** nationally.

When a comparative analysis of the National Standards data was conducted, the following disparities were identified for our students:

Reading	Writing	Maths
After 1 Year at School	After 3 Years at School	After 3 Years at School
Years 7&8 Students	Years 7&8 Students	Years 7&8 Students
Māori Students	Boys	Māori Students
Pasifika Students	Māori Students	Pasifika Students
	Pasifika Students	

After much discussion it was decided that **writing** should be the primary focus of our achievement challenges. We have also identified identified Achievement Challenges for all **Years 1-8 Māori** and **NCEA level 2** students.

Please note that a specific target has not been created for our **Pasifika** students given the relatively low numbers within Aupaki (22 students in total). We also know through Ka Hikitia and the Pasifika Education Plan that the interventions we introduce for our Māori students will also have a positive impact on our Pasifika students. We will however, continue to monitor the progress of our Pasifika students very closely. This will be done at a Kāhui Ako level but also in individual schools through the development of target groups as part of teachers' professional inquiries.

Please also note that we have chosen not to focus on the National Standards for Reading data after 1 year at school as our internal and national analysis of trends clearly show that this is corrected after 2 years at school.

Based on the above analysis, the following achievement challenges have been selected:

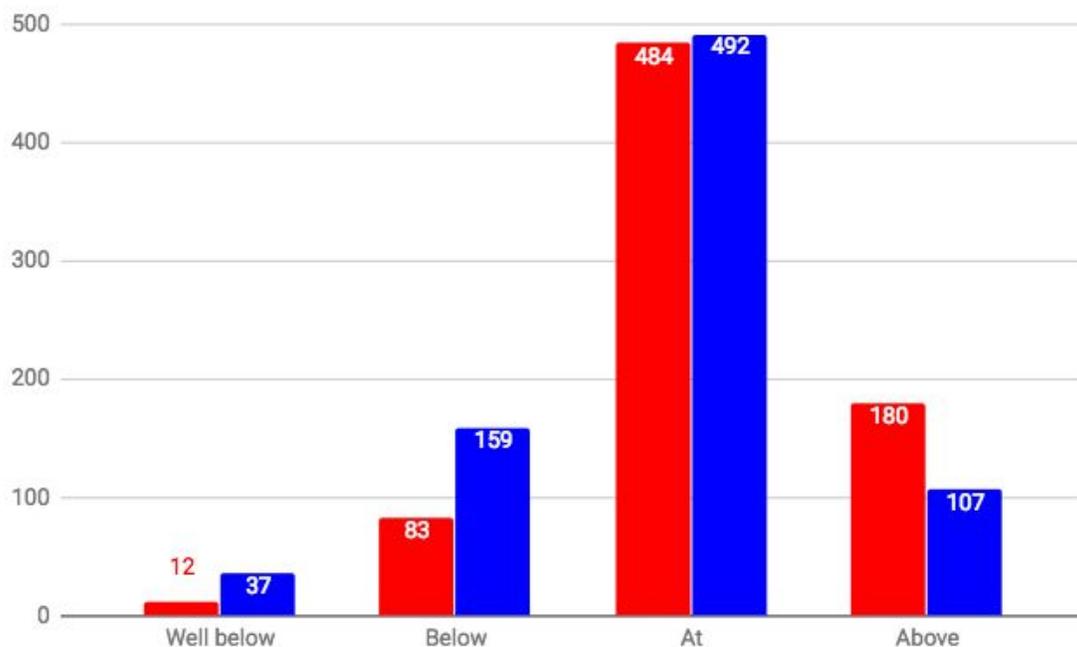
Achievement Challenges

Achievement Challenge 1: Writing

Literacy is integral to the success of our students in all learning areas. Within our Kāhui Ako, students in Years 1-8 are less likely to be at or above the expected curriculum level in writing than in reading (79% compared to 85%). Therefore, we have chosen to focus on accelerating achievement in writing as our first achievement challenge.

On closer analysis, one of the key reasons for the writing data not being as high as the reading data is the disparity that exists between male and female students. The 2016 National Standards writing data by gender (see Figure 1), illustrates that male students in Years 1-8 are less likely to be 'at or above' the expected curriculum level in writing compared with female students (75% compared to 87%). This equates to almost 25% (196) of our male students being below or well below the National Standard for writing.

Figure 1: Years 1-8 National Standards data (Boys Vs Girls) 2016



Key: Boys (Blue) Girls (Red)

Our data analysis also revealed that our students are not achieving as well after 3 Years at school compared to the overall student population (72% vs 79%). This was also the case with our Year 7 (71%) and Year 8 (79%) students.

What is our Achievement Challenge?

We are challenging ourselves to lift the achievement of our boys in writing; in 2020, 83% of boys will be 'at or above' the National Standard in writing; this includes achieving equitable outcomes for Māori.

To achieve this we need to teach more deliberately to raise achievement in writing for the following target groups:

Target 1: Years 1-8 Boys Writing

We aim to lift the achievement of our Year 1-8 boys 'at or above' the National Standard in writing from 75% (599) in 2016 to 83% (660) in 2020, this is an increase of 61 students or 8% percentage points.

Boys Writing	2016	2017	2018	2019	2020	2024
To lift the achievement of Years 1-8 male students 'at or above' the National Standards in writing	Target percentage of students At or Above National Standards					Nat. Target
	75%	77%	79%	81%	83%	85%
	599/795	612/795	628/795	644/795	660/795	676/795

Target 2: Students After 3 Years at School Writing

We aim to lift the achievement of our students after 3 Years at school 'at or above' the National Standard in writing from 72% (108) in 2016 to 83% (124) in 2020, this is an increase of 16 students or 11 percentage points.

After 3 Years	2016	2017	2018	2019	2020	2024
To lift the achievement of students 'at or above' the National Standard in writing after 3 years at school	Target percentage of students At or Above National Standards					Nat. Target
	72%	74%	77%	80%	83%	85%
	108/149	110/149	115/149	119/149	124/149	127/149

Target 3: Years 7&8 Students Writing

We aim to lift the achievement of our Years 7&8 students 'at or above' the National Standard in writing from 75% (355) in 2016 to 83% (369) in 2020, this is an increase of 34 students or 8 percentage points.

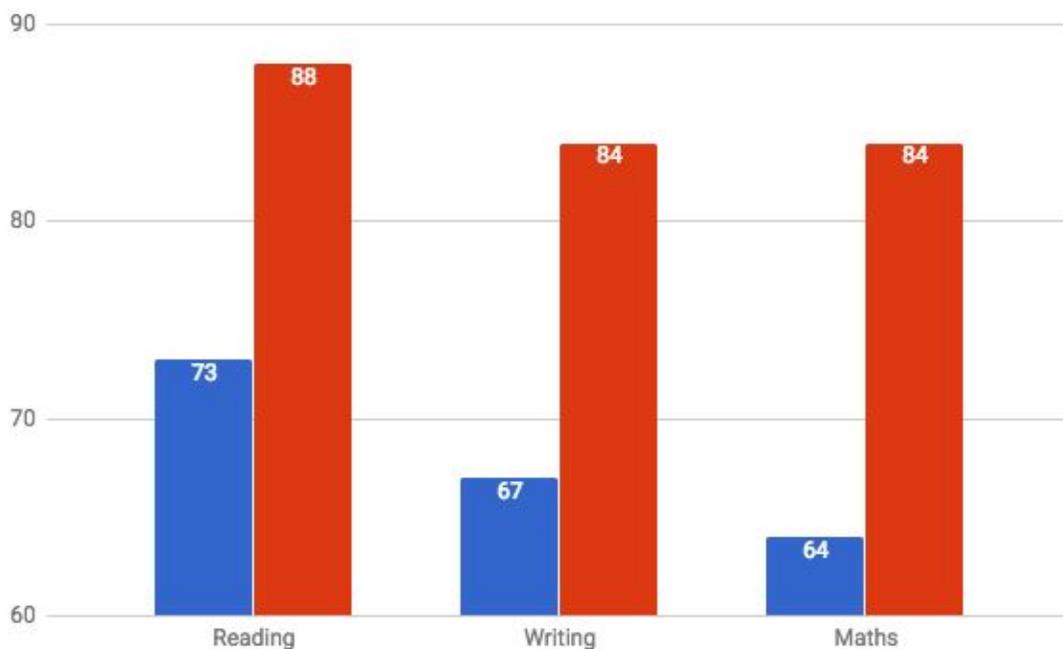
Years 7&8 Students	2016	2017	2018	2019	2020	2024
To lift the achievement of year 7-8 students 'at or above' the National Standard in Writing	Target percentage of students At or Above National Standards					Nat. Target
	75%	77%	79%	81%	83%	85%
	335/444	342/444	351/444	360/444	369/444	377/444

Achievement Challenge 2: Years 1-8 Māori Students

As illustrated in Figure 2 below, currently our Years 1-8 Maori Students are not achieving as well in reading (73% vs 88%), writing (67% vs 84%) and maths (64% vs 84%) as compared to our New Zealand European students.

We are committed to creating more opportunities for our Māori students to experience educational success as Māori. This will require each kura across the Kāhui Ako to adopt more culturally responsive practices and explore ways the language, culture and identity of all students can be empowered and sustained. We want all of our Māori students to experience success in ways that contributes to the protection and revitalisation of Te Reo me ōna tikanga Māori. We believe that all Māori students should be able to walk confidently in both worlds and that all New Zealanders should engage in bicultural practices.

Figure 2: Years 1-8 National Standards Data (Māori Vs New Zealand European) 2016



Key: Percentage Māori At or Above (Blue) Percentage New Zealand European At or Above (Red)

What is our Achievement Challenge?

We are challenging ourselves to lift the achievement of our Years 1-8 Māori students in writing; in 2020, 88% of Māori students will be 'at or above' the National Standard in reading, 84% will be 'at our above' for writing and 84% will be 'at or above' for maths.

To achieve this we need to teach more deliberately and more culturally responsively to raise achievement in for the following target areas:

Target 1: Years 1-8 Māori Students Reading

We aim to lift the achievement of our Māori students 'at or above' the National Standard in reading from 73% (129) in 2016 to 88% (155) in 2020, this is an increase of 26 students or 15% percentage points.

Years 7&8 Māori Students	2016	2017	2018	2019	2020	2024
To lift the achievement of Māori students in Years 1-8 students 'at or above' the National Standard in reading	Target percentage of students At or Above National Standards					Nat. Target
	73%	75%	80%	85%	88%	85%
	129/176	132/176	141/176	150/176	155/176	150/176

Target 2: Years 1-8 Māori Students Writing

We aim to lift the achievement of our Māori students 'at or above' the National Standard in writing from 67% (116) in 2016 to 83% (144) in 2020, this is an increase of 28 students or 16% percentage points.

Years 7&8 Māori Students	2016	2017	2018	2019	2020	2024
To lift the achievement of Māori students in Years 1-8 students 'at or above' the National Standard in writing	Target percentage of students At or Above National Standards					Nat. Target
	67%	70%	75%	80%	83%	85%
	116/174	122/174	130/174	139/174	144/174	148/174

Target 3: Years 1-8 Māori Students Maths

We aim to lift the achievement of our Māori students 'at or above' the National Standard in maths from 64% (112) in 2016 to 84% (148) in 2020, this is an increase of 36 students or 20% percentage points.

Years 7&8 Māori Students	2016	2017	2018	2019	2020	2024
To lift the achievement of Māori students in Years 1-8 students 'at or above' the National Standard in maths	Target percentage of students At or Above National Standards					Nat. Target
	64%	70%	75%	80%	84%	85%
	112/176	123/176	132/176	141/176	148/176	150/176

Achievement Challenge 3: NCEA Level 2

Currently the percentage of secondary students leaving Linwood College having achieved NCEA Level 2 or higher is significantly less than the 2015 New Zealand average (56% vs 79%). We are committed to increasing this rate by 2020.

What is our Achievement Challenge?

We are challenging ourselves to lift the number of students leaving Linwood College having achieved NCEA Level 2 or higher from 56% (53) in 2016 to 79% (75) in 2020, this is an increase of 22 students or 23 percentage points.

NCEA Level 2	2016	2017	2018	2019	2020	2024
To lift the number of students leaving Linwood College having achieved NCEA Level 2 or higher	Target percentage of students achieving at NCEA Level 2					Nat. Target
	56%	62%	68%	74%	79%	85%
	53/95	59/95	65/95	70/95	75/95	81/95

Table 1: Achievement Challenge 1: Aupaki Years 1-8 Writing Current and Desired Future State (2016-2020)

	Years 1-8 Boys (Total 795)		After 3 Years (Total 149)		Years 7&8 (Total 444)	
	At or Above	Req Shift	At or Above	Req Shift	At or Above	Req Shift
2016 Actual	599 (75%)	N/A	108 (72%)	N/A	335 (75%)	N/A
2017 Target	612 (77%)	13 (2%)	110 (74%)	2 (2%)	342 (77%)	8 (2%)
2018 Target	628 (79%)	16 (2%)	115 (77%)	5 (3%)	351 (79%)	11 (2%)
2019 Target	644 (81%)	16 (2%)	119 (80%)	4 (3%)	360 (81%)	9 (2%)
2020 Target	660 (83%)	16 (2%)	124 (83%)	5 (3%)	369 (83%)	9 (2%)
Total Shift	+ 61	+ 8%	+ 16	+ 11%	+ 34	+ 8%

Table 2: Achievement Challenge 2: Aupaki Years 1-8 Māori Students Reading, Writing and Maths Current and Desired Future State (2016-2020)

	Years 1-8 Māori Reading (Total 176)		Years 1-8 Māori Writing (Total 174)		Years 1-8 Māori Maths (Total 176)	
	At or Above	Req Shift	At or Above	Req Shift	At or Above	Req Shift
2016 Actual	129 (73%)	N/A	116 (67%)	N/A	112 (64%)	N/A
2017 Target	132 (75%)	3 (2%)	122 (70%)	6 (3%)	123 (70%)	11 (6%)
2018 Target	141 (80%)	9 (5%)	130 (75%)	12 (5%)	132 (75%)	9 (5%)
2019 Target	150 (85%)	9 (5%)	139 (80%)	9 (5%)	141 (80%)	9 (5%)
2020 Target	155 (88%)	5 (3%)	144 (83%)	5 (3%)	148 (84%)	7 (4%)
Total Shift	+ 26	+ 15%	+ 28	+16%	+ 36	+ 20%

Table 3: Achievement Challenge 3: Aupaki NCEA Level 2 or Above Current and Desired Future State (2016-2020)

	NCEA Level 2 (Total 95)	
	At or Above	Req Shift
2016 Actual	53 (56%)	N/A
2017 Target	59 (62%)	6 (6%)
2018 Target	65 (68%)	6 (6%)
2019 Target	70 (74%)	5 (6%)
2020 Target	75 (79%)	5 (5%)
Total Shift	+ 22	+ 23%

Action Plan

Following the endorsement of the Aupaki Achievement Challenges, a comprehensive Action Plan will be co-constructed by the across and within school teachers in consultation with teachers, students and whanau. The Action Plan will reflect the guiding principles from both *Ka Hikitia - Accelerating Success 2013-2017* and the *Pasifika Education Plan 2013-2017*. In addition, we intend to submit PLD applications to support the above Achievement Challenges and will work with the providers to develop and implement initiatives in conjunction with the within and across teachers.

In keeping with our desire to 'lead from the middle', the appointment of the across school teacher(s) will be the first priority followed by the appointment of the within school teachers. This process will take place in Term 1, 2018. This leadership group will work closely with the Lead Principal and two supporting Principals to develop a professional development plan that will draw upon expertise within our Kāhui Ako and utilize external providers through the centralised Professional Learning and development (PLD) funding pool.

To enable the Aupaki Achievement Challenges to be realised, the PLD programme will have a strong focus on improving the teaching of writing as well as embedding culturally responsive practice in all schools. The inclusion of a wellbeing programme will also be an important feature of the overall Action Plan and will build on the very successful two-year Character Education and Wellbeing Pilot that the Bays Cluster primary schools completed in 2017.

An Aupaki Kāhui Ako professional development day involving all Aupaki staff has been scheduled to take place on 29 March, 2018.

Another key component of the Action Plan will be to continue to create opportunities for Aupaki students, staff and whanau to come together to strengthen our educational pathway. This will take the form of cultural festivals, sports events, techfests, whanau groups, a Kāhui Ako enrichment programme and the formation of an Aupaki Student Council.

Review and Evaluation

A range of tools will be used to monitor, review and evaluate the progress of the Aupaki Kāhui Ako on a regular basis. Both qualitative and quantitative data will be gathered throughout the year to measure not only academic achievement but also student engagement and wellbeing. These assessments will include mid and end year National Standards and NCEA results, tracking of enrollment, retention and stand-down figures, community surveys, RTLB and other external support agency reports and student wellbeing surveys.

Progress reports will be shared with the Aupaki community at termly Stewardship Group meetings and through regular Aupaki newsletter items.