

**DANNEVIRKE SCHOOLS 'COMMUNITY OF LEARNING'  
ACHIEVEMENT PLAN**

**Vision Statement:**

An inclusive community that collaborates to support purposeful and intentional learning that is future focused.

The Dannevirke Schools Community of Learning have collaboratively identified shared achievement goals that are relevant to the needs of the ākonga/learners within the community schools.

- This Achievement Plan states the achievement goals and the expected student achievement outcomes of the goals.
- The achievement goals are in effect for 3 (three) years from the endorsed date of establishment of the Community of Learning.
- Each school in the Community of Learning is required to identify individual students, cohorts, year levels, gender and ethnicities specific to their school that reflect the Community of Learning achievement goals. These goals will be incorporated within the Strategic and Annual Plans of each school. View this link to see school annual targets: [https://drive.google.com/open?id=0B3\\_iz36yZEaFTFMwb111bm9lQ2c](https://drive.google.com/open?id=0B3_iz36yZEaFTFMwb111bm9lQ2c)

The Dannevirke Schools Community of Learning have identified achievement goals in Reading, Writing and Mathematics to attain:

- 85% of all primary students achieving their expected National Standards by end 2018
- 85% of all secondary students achieving NCEA Level 2 by end 2018
- Empower all school leavers with the skills to access suitable pathways for future careers

**To achieve this outcome:**

- priority learners in each school will be identified. Priority learners are those learners who demonstrate trends of progressive or consistent levels of underachievement below their expected National Standard or Curriculum Level. Accelerated progress for these learners will be a priority.
- there will be a focus on developing a **coherent teaching and learning pathway** within primary schools and between primary schools and the secondary school; particularly between Years 7-10.

**Acceleration means:**

- *when a student makes more than one year's progress over a year on a trajectory that will indicate they are achieving at or above the National Standards at the end of year 8 or sooner;*
- *when a student makes more than one year's progress over a year on a trajectory that will indicate they are on track to achieving NCEA Level 2.*

**Rationale for achievement goals in Reading and Writing:**

Literacy in English gives learners access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. Learners need to be effective oral, written, and visual communicators who are able to think critically and in depth.

All learning areas require learners to receive, process and present ideas or information using the English language as a medium. *From the NZ Curriculum page 18*

**Rationale for achievement goals in Mathematics:**

Through learning Mathematics and Statistics, students develop the ability to think creatively, critically, strategically, and logically. Mathematics and Statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces; and equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

*From the NZ Curriculum page 26*

**GOAL 1**

To accelerate the READING progress and achievement of priority learners.

**Primary Schools:** To attain 85% of all students achieving At / Above their expected National Standard for Reading by end 2017.

Underlying statistical evidence:

Based on the MOE 2014 National Standards (Community) data, the overall number of additional children required to be At or Above by end 2017 (to achieve 85%) is **96 students**.

Within this goal there are sub-groups of priority learners, categorised by gender and ethnicity:

1. Māori learners: **73 additional** Māori learners required to be At or Above by end 2017
2. Pasifika learners: **4 additional** Pasifika learners required to be At or Above by end 2017
3. Boys: **79 additional** Boys required to be At or Above by end 2017
4. Girls: **22 additional** Girls required to be At or Above by end 2017

## GOAL 2

To accelerate the WRITING progress and achievement of priority learners.

**Primary Schools:** To attain 85% of all students achieving At / Above their expected National Standard for Writing by end 2017.

Underlying statistical evidence:

Based on the MOE 2014 National Standards (Community) data, the overall number of additional children required to be At or Above by end 2017 (to achieve 85%) is **172 students**.

Within this goal there are sub-groups of priority learners, categorised by gender and ethnicity:

1. Māori learners: **95 additional** Māori learners required to be At or Above by end 2017
2. Pasifika learners: **4 additional** Pasifika learners required to be At or Above by end 2017
3. Boys: **124 additional** Boys required to be At or Above by end 2017
4. Girls: **49 additional** Girls required to be At or Above by end 2017

## GOAL 3

To accelerate the MATHEMATICS progress and achievement of priority learners.

**Primary Schools:** To attain 85% of all students achieving At / Above their expected National Standard for Mathematics by end 2017.

Underlying statistical evidence:

Based on the MOE 2014 National Standards (Community) data, the overall number of additional children required to be At or Above by end 2017 (to achieve 85%) is **97 students**.

Within this goal there are sub-groups of priority learners, categorised by gender and ethnicity:

1. Māori learners: **74 additional** Māori learners required to be At or Above by end 2017
2. Pasifika learners: **1 additional** Pasifika learners required to be At or Above by end 2017
3. Boys: **54 additional** Boys required to be At or Above by end 2017
4. Girls: **45 additional** Girls required to be At or Above by end 2017

## GOAL 4 (1)

- To attain 85% of all students achieving NCEA Level 2

**Secondary School:** To attain 85% of all students achieving NCEA Level 2 by end 2017.

Underlying statistical evidence:

Based on the MOE 2014 NCEA Level 2 (Community) data, the overall number of additional children required to be At or Above by end 2017 (to achieve 85%) is **8 students**.

Within this goal there are sub-groups of priority learners, categorised by gender and

ethnicity:

1. Māori learners: **8 additional** Māori learners required to be At or Above by end 2017
2. Pasifika learners: **1 additional** Pasifika learners required to be At or Above by end 2017
3. Boys: **11 additional** Boys required to be At or Above by end 2017
4. Girls: **0 additional** Girls required to be At or Above by end 2017

#### **GOAL 4 (2)**

- To accelerate achievement of priority learners in Years 9 and 10

To support a pathway of achievement to maintaining 85% or better of all students achieving NCEA Level 2 by end 2017 and beyond, there will be an underlying achievement goal to:

- Attain (and maintain) 85% or better of all students in Year 9 achieving at or above Curriculum Level 4 [progressing toward Level 5]; and students in Year 10 achieving at or above Curriculum Level 5; by the end of 2017.

#### **To achieve this goal:**

Priority learners will be identified as: those students in Years 9 and 10 achieving stanine 1-3 in PAT Reading Comprehension and Mathematics; and achieving below Curriculum Level 4 in Writing (Year 9), and below Curriculum Level 5 in Writing (Year 10).

#### **Accelerated learning programmes will be implemented for priority learners.**

*Achievement can be considered accelerated when a student makes more than one year's progress over*

*a year on a trajectory that will indicate they are on track to achieving NCEA Level 2.*

#### **PAT Mathematics:** By the end of 2017...

- 85% of all students in Year 9 will achieve a Scale Score of at least 64.3
- 85% of all students in Year 10 will achieve a Scale Score of at least 68.0

To achieve this outcome:

At least 85% of priority learners in Years 9 and 10 will evidence accelerated progress by demonstrating yearly Scale Score progress of at least 10 units **more than** the expected rate of progress for their year level [*e.g. if expected progress is 4.8 then accelerated progress is 14.8*].

#### **PAT Reading Comprehension:** By the end of 2017...

- 85% of all students in Year 9 will achieve a Scale Score of at least 74.0
- 85% of all students in Year 10 will achieve a Scale Score of at least 76.5

To achieve this outcome:

At least 85% of priority learners in Years 9 and 10 will evidence accelerated progress by demonstrating yearly Scale Score progress of at least 8 units **more than** the expected rate of progress for their year level [*e.g. if expected progress is 9.5 then accelerated progress is 17.5*]

#### **Writing:** By the end of 2017...

- 85% of all students in Year 9 will achieve consistently at Curriculum Level 4

- 85% of all students in Year 10 will achieve consistently at Curriculum Level 5

To achieve this outcome:

At least 85% of priority learners in Years 9 and 10 will evidence accelerated progress by demonstrating yearly progress at a rate of at least 50% **more than** the expected rate of progress for their year level  
(i.e. yearly progress at a rate of 150%).

**Monitoring of achievement goals:**

Principals and/or Lead Teachers, or their delegates, will meet regularly to:

- Share data for each school's target students/groups to monitor accelerated progress against Community of Learning goals
- Monitor and review consistency and effectiveness of assessment tools used across the Community of Learning
- Monitor and review consistency of moderation practices across the Community of Learning

**UNDERLYING STRATEGIES TO SUPPORT THE ACHIEVEMENT GOALS**

The following have been identified as areas of development to support the successful achievement of the Community goals. Individual schools will place varied priority or significance around these different areas relevant to the needs/requirements within each school to support current Annual Plans. Therefore, details of identified areas and actions will be referred to in individual school's Annual Plans.

- Collaborative professional practice within and across schools, and between schools and the community
- Coherent teaching and learning pathways to facilitate effective transitions for learners
- Professional development [specific to identified needs] ⇒ teacher practice and pedagogy ⇒ to impact student learning and achievement
- Consistent assessment tools used between schools, particularly between Years 7-10 [e.g. PAT]
- Shared professional understanding of the New Zealand Curriculum [*Principles, Values, Key Competencies, Learning Areas*] assessment, moderation practices, learning trajectories
- Cultural inclusiveness and responsiveness ⇒ supported by Ka Hikitia and Tātaiako
- Student well-being is a priority
- Develop and improve family/whānau value for education and involvement in education
- Development of Technology to enhance learning and community involvement
- Develop 'self-directed' learning practices with students