

Student Achievement

Preparing our minds for the session

E te hui

For this gathering

**Whāia te mātauranga kia
mārama**

Seek knowledge for
understanding

Kia whai take ngā mahi katoa

Have purpose in all that you do

Tū māia, tū kaha

Stand tall, be strong

Aroha atu, aroha mai

Let us show respect

Tātou i a tātou katoa.

For each other.

What we'll cover

- Your board's role
- Getting the full picture of student achievement
- Monitoring through the principal's report

Part 1

Your board's role

The paramount objective for all boards is...

... to ensure every student is able to attain their highest possible standard in educational achievement



Activity

What do you think educational achievement means?

Supporting objectives

To meet the paramount objective, your board must ensure its school:

- Meets attendance obligations
 - Monitors and evaluates student progress using quality assessment or aromatawai information
 - Is a physically and emotionally safe place for all students and staff
 - Is inclusive of, and caters for, students with differing needs
 - Achieves equitable outcomes for Māori students
- Endeavours to make teaching and learning available in te reo Māori (if requested)
 - Reflects New Zealand's cultural diversity in its policies and practices
 - Is financially responsible and legally compliant
 - Meets curriculum, teaching, and student progress obligations
 - Complies with any community of learning agreements

Setting direction for student achievement

Expectations for improvement are based on:

- Community vision and values (based on community engagement)
- Paramount and supporting objectives
- Ministry priorities (such as literacy and maths)
- Previous and current student data

Expectations are formalised through:

- Strategic plan and policies
- Board workplan



Example: Board workplan

Resource Centre> Help for Boards> Board Toolkit> Board Governance Example Templates

Area for Review	Board meeting dates ⁱ							
	Term one		Term two		Term three		Term four	
	xx - Feb	xx - Mar	xx - May	xx - Jun	xx - Aug	xx - Sept	xx - Oct	xx - Nov
Compliance	1 Mar – Strategic plan ⁱⁱ	31 Mar – Annual implementation plan ⁱⁱⁱ	31 May – Annual Report ^{iv}	1 July – Roll return				
Board process	Appoint the presiding member. ^v Review the board member register and code of conduct.	Board to determine when to review governance policies and board processes, such as agenda, reporting and minute-taking formats, and general meeting processes.				Student election. Induct the student representative.		Review the role of the presiding member.
Strategic review	Board to determine when and how identified measures of success will be reported to the board to show progress towards meeting the annual implementation plan goals. Include these in the relevant policies, starting with any policy around principal reporting.							
Student progress and achievement ^{vi}	Previous year progress reports.	Board to determine when specific target groups or curriculum areas will be reported on. Reporting on how Māori students are progressing – are equitable outcomes being achieved?			Mid-year reporting of progress for all students (core subjects).	Board to determine when specific target groups or curriculum areas will be reported on. Reporting on how Māori students are progressing – are equitable outcomes being achieved?		
Attendance	Principal to report on attendance (including actions being undertaken to support attendance).							
Inclusion and wellbeing	Identify the resourcing needs of learners.	Board to determine when reporting on student wellbeing and inclusion targets will be provided to the board. Review the transition of new students into the school.	Staff and student annual wellbeing survey.		Board to determine when reporting on student wellbeing and inclusion targets will be provided to the board. Review the transition of new students into the school and onto the next education stage.			
Honouring Te Tiriti o Waitangi and NZ's cultural diversity	The Board needs to ensure the school is achieving equitable outcomes for its Māori students; this should also include consultation with local Iwi, hapu and whānau to identify areas of success and development. Review how the school is taking all reasonable steps to provide instruction in tikanga and te reo Māori, and how board policies and practices reflect New Zealand's cultural diversity.							
Community consultation		Annual implementation plan discussed with the community.	Annual report discussed with the community.	Consultation about the delivery of the health curriculum. ^{vii}	Community consultation for strategic planning. Consultation with local Iwi, hapu, Māori whānau about student progress and planning.			Draft strategic and annual plan.
Policy review	Principal reporting to the board	Board to determine which policies will be reviewed. ^{viii} Boards using an external policy provider should align reviews to the provider's Review Schedule and Board Assurances Plan.						
Curriculum area review	Board to determine the timing of a triennial review ^{ix} of each curriculum/learning area that works in with its strategic review, student progress and achievement reporting, and other school activity schedules.							

Board and principal roles

Your board	Your principal
Is the governing body of the school	Is your board's chief executive
Sets direction and expectations through strategic plan and policies	Puts your board's strategic plan and policies into action
Seeks assurance on all aspects of student achievement (including the National Curriculum)	Leads the teaching and learning programmes, while complying with legislation
Receives quality student achievement information to monitor and make good decisions	Reports to your board on all aspects of student achievement (including the National Curriculum)
Ensures staff are supported and the school is resourced appropriately	Informs your board about where any support and resources are required across the school

Part 2

Getting the full picture of student achievement

Progress against the curriculum

- The National Curriculum sets out what students should learn and how their learning is structured
- Your board needs assurance and information about how the National Curriculum is being implemented across the school
- You need clear data showing how students are progressing against the curriculum phases and subject qualifications
- The data should be well-analysed, and broken down by year group, gender, ethnicity, mid-point, and end-of-year results
- Any data should be accompanied by an explanation or narrative (story)

Example: Achievement data

Ministry of Education SMART presentation

MOE Reports / Taipa Area School

School

Guide

Summary

Year levels

✓ Domains

Gender

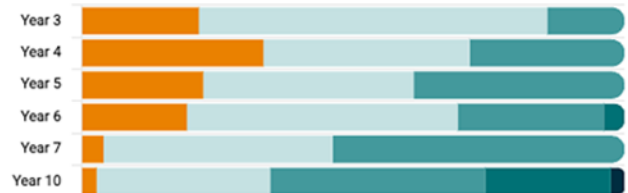
Bar graph view



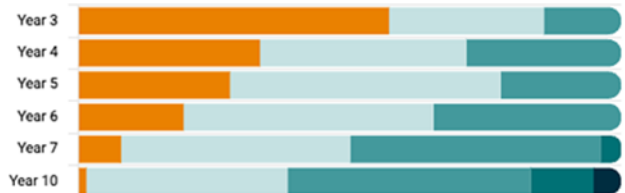
Classes

Emerging Developing Consolidating Proficient Exceeding

READING



WRITING



MATHEMATICS



PĀNUI



TUHITUHI



PĀNGARAU



Measuring academic achievement

- Teachers make informed decisions
- They use a range of evidence to build a complete picture, such as:
 - Assessment tools and data
 - Classroom observations
 - Curriculum progress descriptors and year-level expectations
- Moderation between teachers is key to making consistent decisions



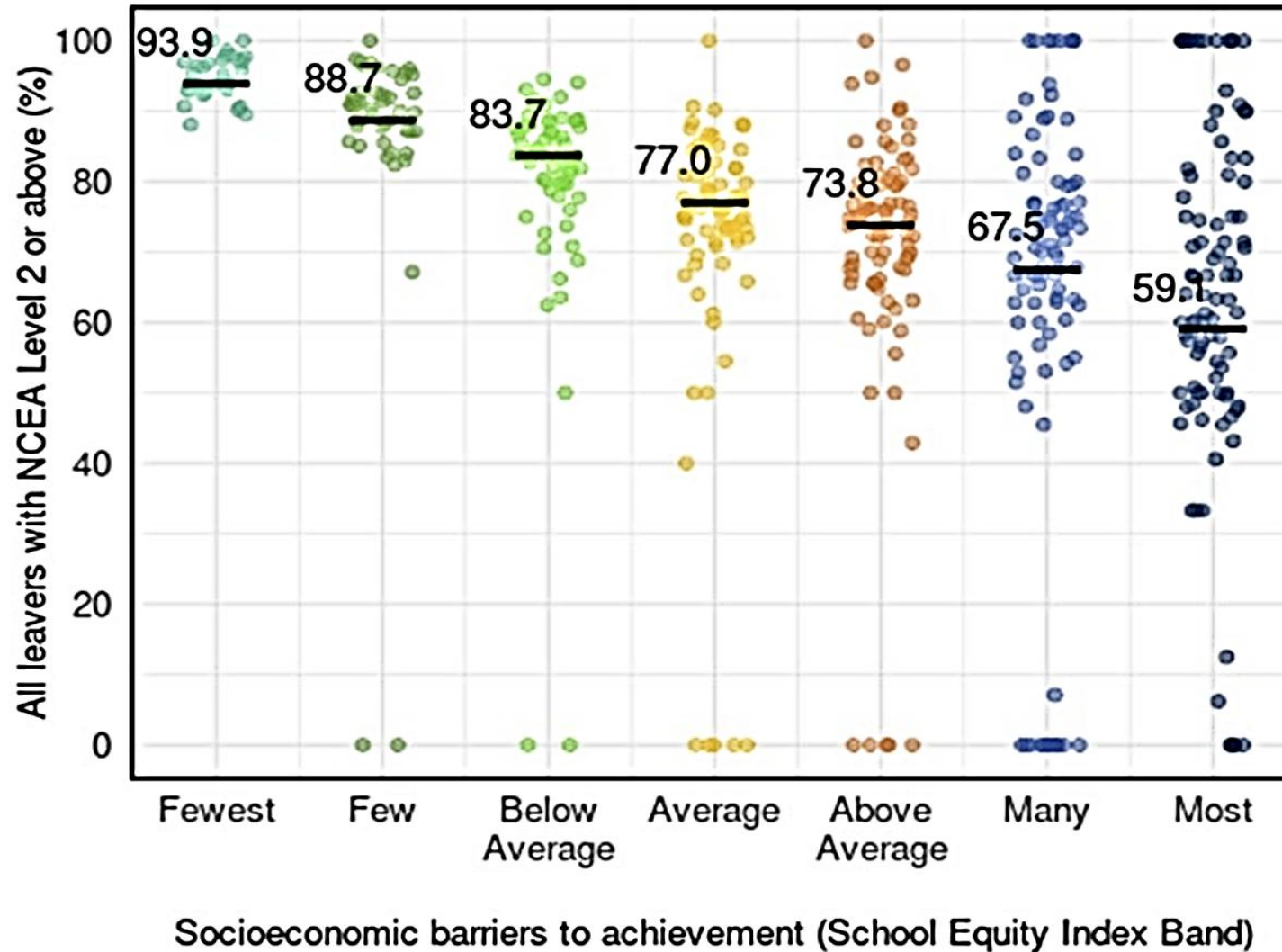
Wider factors that impact student achievement

- Attendance, preparedness for learning, and engagement
- Safety and wellbeing (including belonging and connection)
- Behaviour and support
- Staff, student, and community perceptions of the school



Socioeconomic barriers to achievement

Education Counts website



Priority groups of learners

Most students who identify as one or more of these do well, but too many are represented in the lowest-performing group at the national level

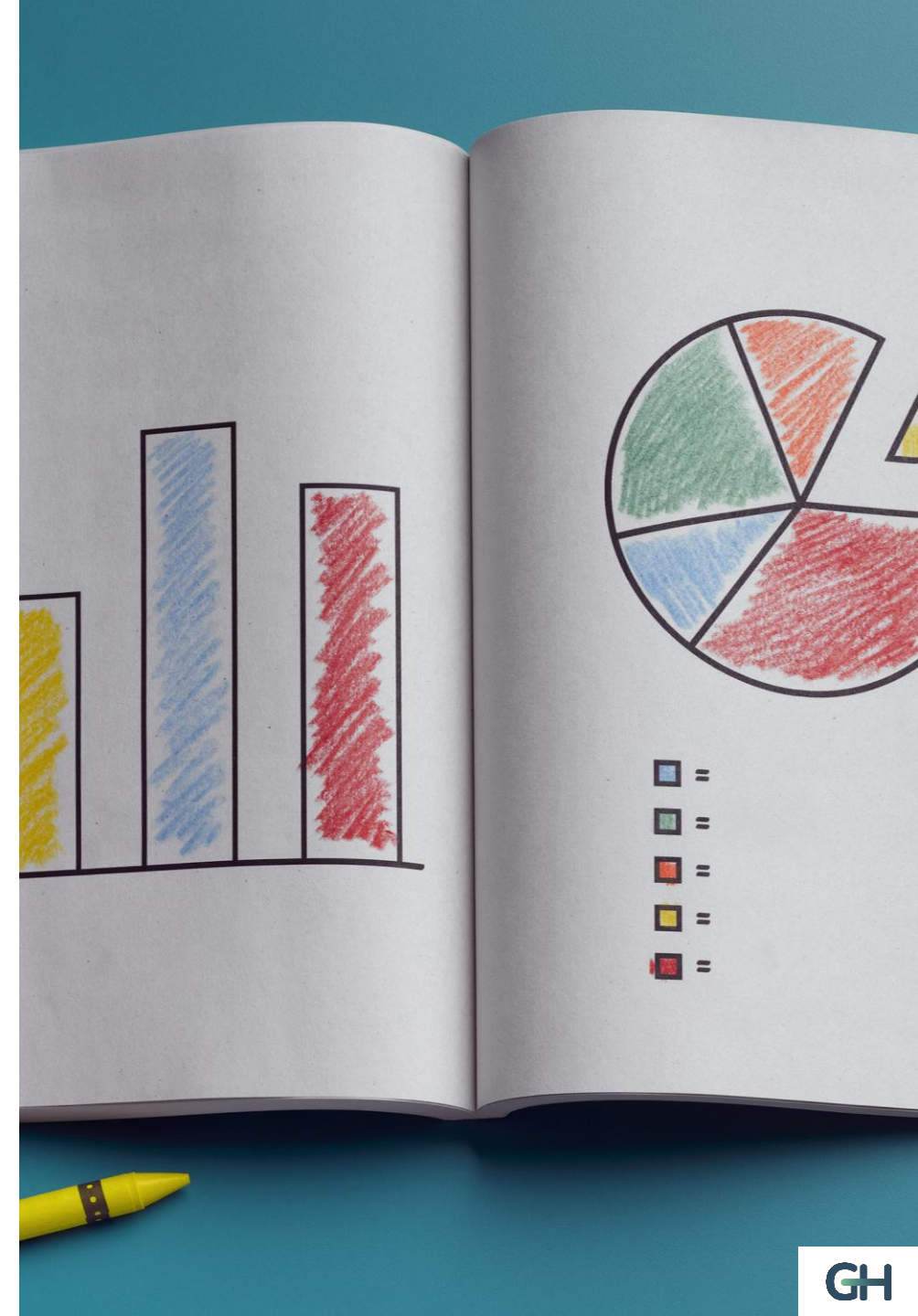
- Māori Students
- Pacific students
- Disabled students
- Students with learning support needs, including gifted and talented
- Students who are, or are at risk of, not progressing towards or achieving against curriculum expectations
- Students in the care of Oranga Tamariki or the youth justice system

Part 3

Monitoring through the principal's report

Setting expectations together

- To make informed decisions, your board needs to know where support or resources are required
- Regularly discuss and decide
 - What information you want to receive
 - How often you want to receive it
 - If the format works for all board members
- Update your plans accordingly so everyone knows what to work towards

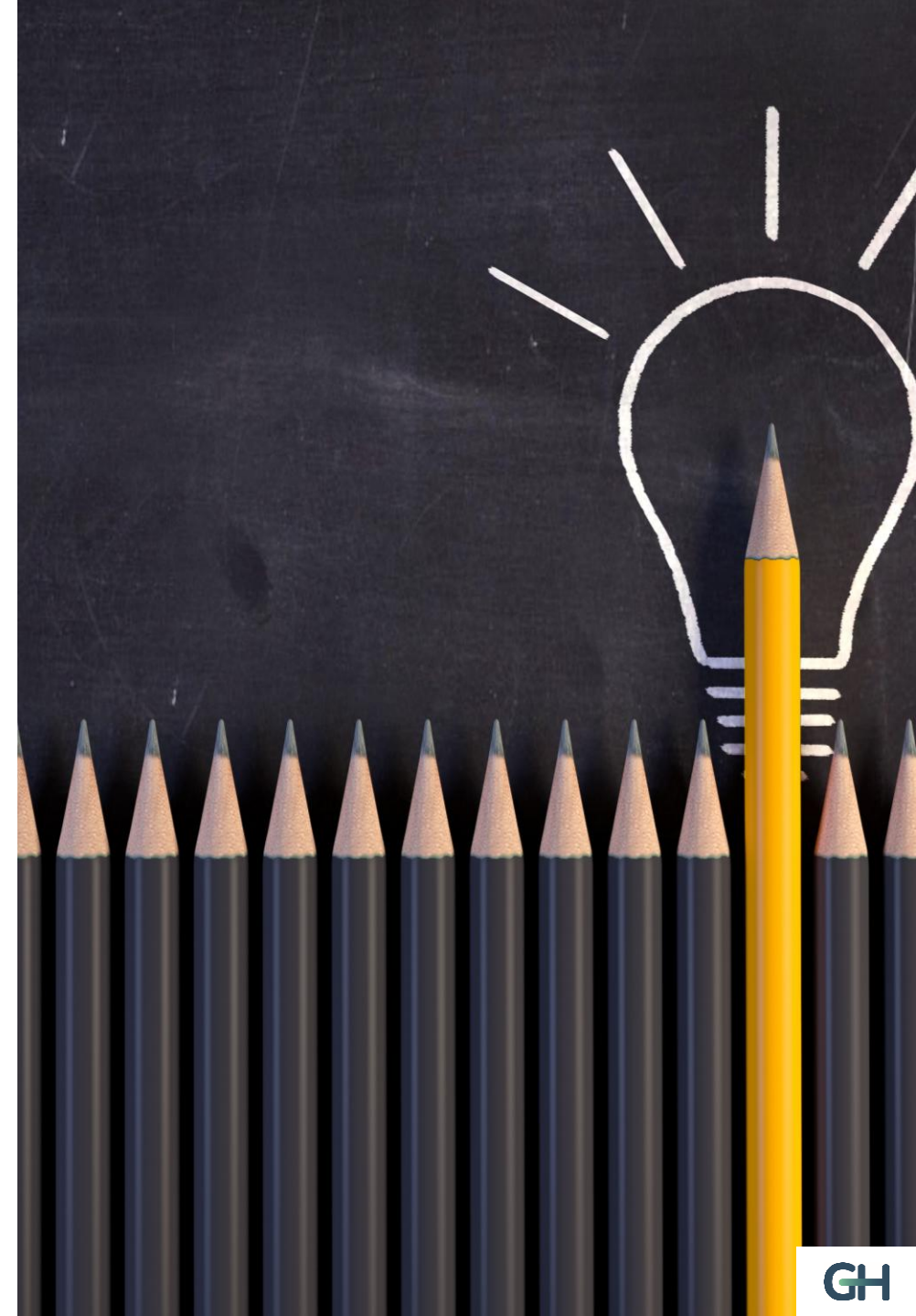


Look for...

- Progress towards the achievement goals and targets your board set
- How different student groups are doing
- Any trends (such as attendance, engagement, and participation)
- The impact of initiatives and targeted support
- Any emerging risks and barriers (and recommended actions from the principal/staff)
- Updates about the teaching and learning programmes
- The full picture of student achievement in your school
- Things that everyone can celebrate

Activity: Monitoring

- At our school, what are we already doing well in monitoring student achievement?
- How do we ask questions of the principal that build clarity and shared understanding?
- To gain a better understanding of student progress and needs, what could we be more curious about?



Sharing progress

- At least twice a year, the school reports to parents
- Every May, your board releases its annual report to the Secretary for Education
- The annual report also gets shared with your community in a way that's easy to understand and respects the privacy of individuals
- Celebrate what the school or kura is doing well



Part 4

Summary, support, and next steps

Conversation starters

- What is happening for our students?
- Are we meeting our paramount and supporting objectives?
- How do we know?
- Are we getting the right information, and how is it presented (is it easy to understand)?
- Do we consider the impact on student achievement when we make board decisions?
- How do we plan to improve?



Reflection and next steps

What we covered today:

- Your board's role
- Getting the full picture of student achievement
- Monitoring through the principal's report



Support and information

Visit Us



Resource Centre

resourcecentre.org.nz

Learning Library

Slide Decks and Videos

Help for Boards

- ▶ Student Achievement & the National Curriculum
- ▶ Strategic Planning & Reporting
- ▶ Board Governance Framework
- ▶ Board Toolkit

Contact Us



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Closing the session

Unuhia, unuhia

Draw on, draw on

Unuhia ki te uru tapu nui

Draw on the supreme sacredness

**Kia wātea, kia māmā,
te ngākau, te tinana,
te wairua i te ara tangata**

To clear, to free the heart, the
body, and the spirit of mankind

**Koia rā e Rongo,
whakairia ake ki runga**

Rongo, suspended high above us

Kia tina! Tina! Hui e! Tāiki e!

Draw together! Affirm!



Ngā mihi nui!
Thank you!