

# Student achievement: the board's main focus

## Learning objectives

- Attending the workshop for which this resource has been designed will help develop trustees' skills and understanding of:
  - their responsibilities for student progress and achievement
  - good practice reporting
  - how data is used for effective governance



# Contents



Legislative framework – Education Act 1989, one vision, two roles	3
Legislative framework – National Education Learning Priorities & National Administration Guideline 1	4
Government priority groups & The New Zealand curriculum	5
Inclusion, student wellbeing & local curriculum	6
What is educational achievement?	7
Legislative framework – National Administration Guideline 2	8
Setting direction – the planning and reporting cycle	9
Setting targets for and assessment of student achievement	10
Reporting on student achievement to the board	11
Analysis/Statement of Variance	12
Recap – the board's functions and focus	13
Individual action plan	14
My notes	15
Sources of support and information	16

# Legislative framework - Education Act 1989

## Governance and management: one vision, different roles

### Governance and management: one vision, different roles

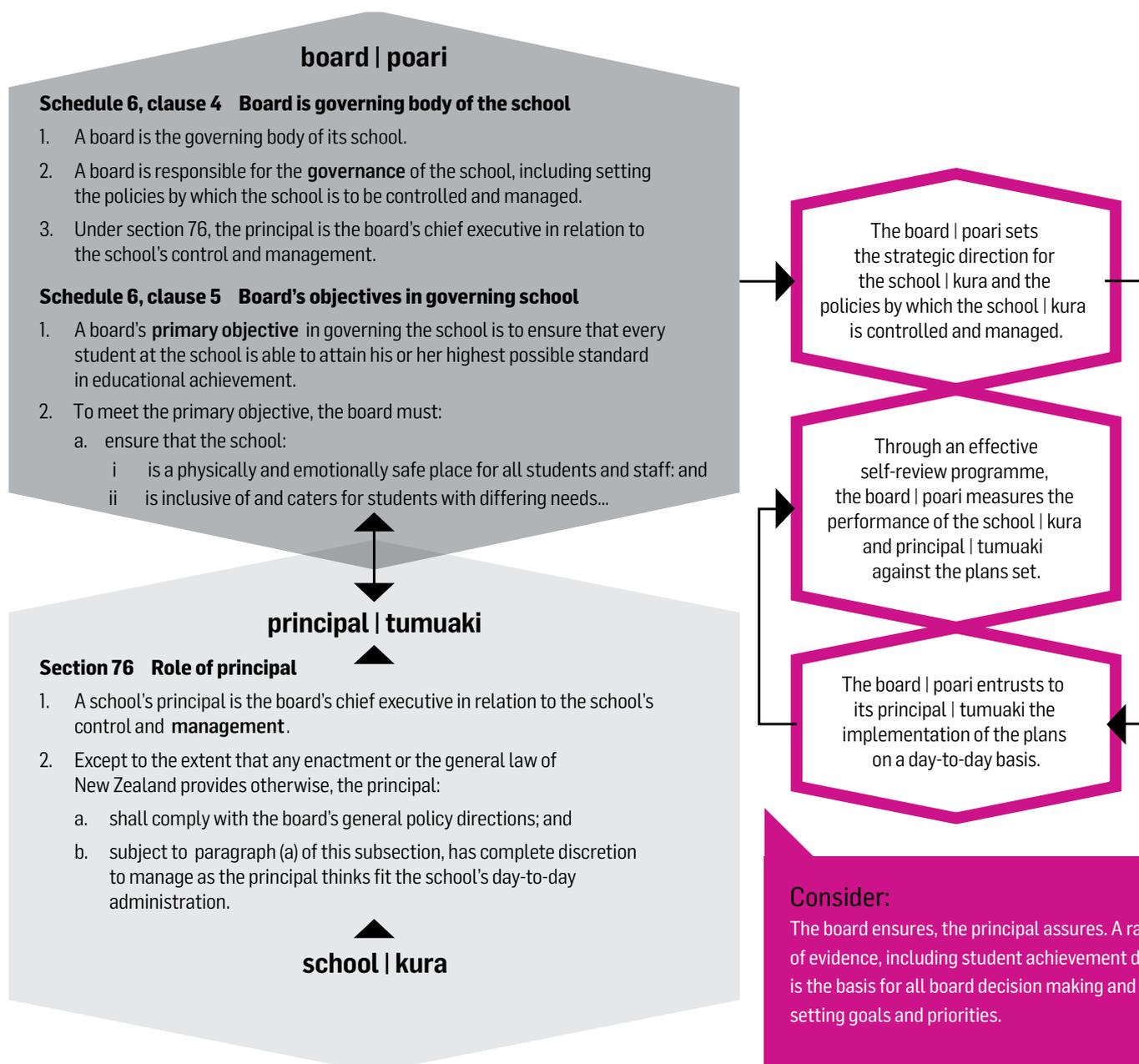
Governance and management is a partnership which may work differently from school | kura. The legal responsibility of boards | poari and principals | tumuaki is outlined in the Education Act 1989, and allows each board | poari to define a model of governance that will best work for their school.

Schedule 6 of the Education Act 1989 sets out, largely in one place, the key legal roles and responsibilities of the board in school

governance, whilst those of the principal are set out in Section 76. It is within these requirements, that each board is able to define its own model of governance.

Successful schools are characterised by both the board and principal having a clear understanding of their respective roles and responsibilities whilst working toward a shared vision. Student achievement is the board's main focus.

### The Education Act 1989



# Legislative framework

## National Education Learning Priorities

The Minister may, by notice in the *Gazette*, issue a statement of National Education and Learning Priorities (NELP) for the early childhood and compulsory education sectors. A NELP remains in effect for a period of 5 years unless earlier withdrawn or replaced by notice in the *Gazette* and must be consistent with the following objectives set out in the Education Act 1989 section 1A (3):

- to focus on helping each child and young person to attain educational achievement to the best of his or her potential
- to promote the development, in each child and young person, of the following abilities and attributes:
  - o resilience, determination, confidence, and creative and critical thinking
  - o good social skills and the ability to form good relationships
  - o participation in community life and fulfilment of civic and social responsibilities
  - o preparedness for work and
- to instil in each child and young person an appreciation of the importance of the following:
  - o the inclusion within society of different groups and persons with different personal characteristics
  - o the diversity of society
  - o cultural knowledge, identity, and the different official languages
  - o the Treaty of Waitangi and te reo Māori

Clause 5 of schedule 6 of the Education Act 1989 outlines the board's primary objective in governing the school as being to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

In order to meet this objective, the board must:

- ensure that the school is a physically and emotionally safe place for all students and staff
- is inclusive of and caters for students with differing needs
- have particular regard to any statement of NELP

### Consider:

What must the school do to ensure that it is fully inclusive of all students and their families | whānau?

### National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
  - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:
  - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information\*, identify students and groups of students:
  - i. who are not progressing and/or achieving;
  - ii. who are at risk of not progressing and/or achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

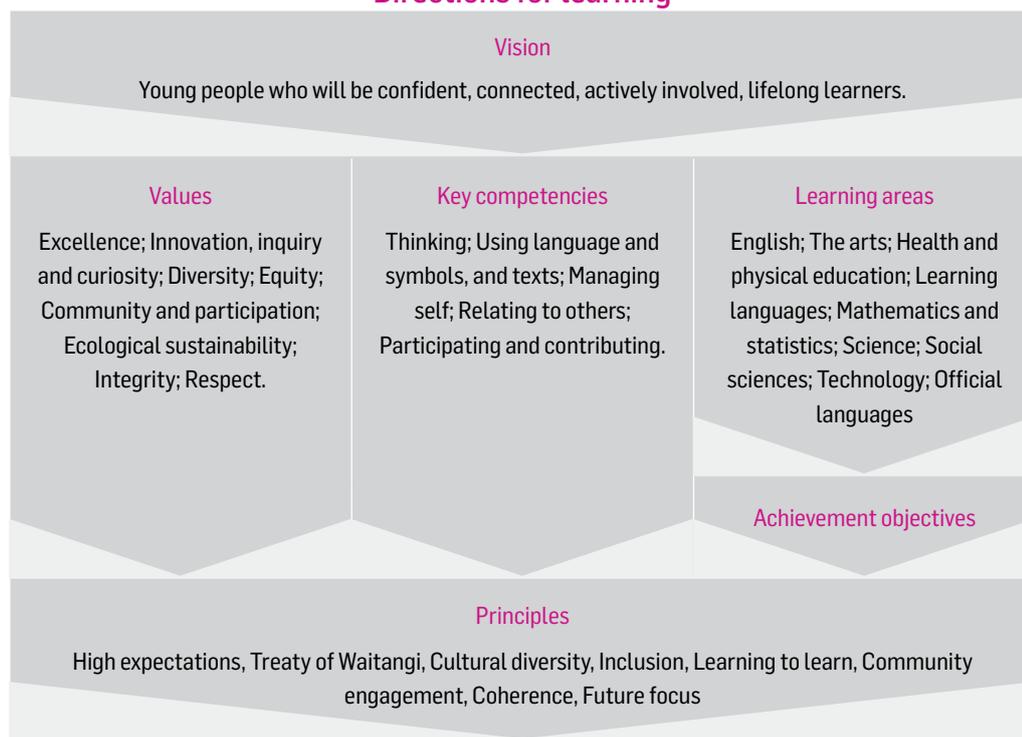
## Government priority groups

Clause 5 of Schedule 6 of the Education Act clearly describes a board's responsibility for 'every student at the school'. At present however, not all students benefit equally from our education system and research shows that whilst most Māori, Pasifika and students with special education needs do well, there are higher proportions of these students amongst those not achieving as they should be. Schools are required to give particular attention to these students along with those from lower socio-economic groups.

Strategy	Ka Hikitia – Accelerating for Success	Pasifika Education Plan	Success for all – every school, every child
Effective governance guidelines	Supporting education success as Māori	Supporting Pasifika success	Building inclusive schools
Key questions for boards include:	<ul style="list-style-type: none"> <li>Do we have a good understanding of the Treaty of Waitangi as it relates to education?</li> <li>Are Māori students achieving educational success as Māori, enhancing their identity, language and culture.</li> <li>Are strategies to support Māori students effective?</li> </ul>	<ul style="list-style-type: none"> <li>Does planning include achieving productive partnerships with Pasifika families and communities?</li> <li>Are Pasifika students achieving education success, and enhancing their identity, language and culture as Pasifika?</li> <li>Are strategies to support our Pasifika students effective?</li> </ul>	<ul style="list-style-type: none"> <li>Do we understand our responsibility to enrol students irrespective of their needs and abilities?</li> <li>Do students feel they belong, enjoy school, want to go to school, have friends and learn?</li> <li>Are parents and whānau engaged in their child's learning?</li> </ul>

## The New Zealand curriculum

### Directions for learning



### Guidance



## The school curriculum

Adapted from: The New Zealand Curriculum



# Inclusion, student wellbeing and local curriculum

## Inclusion

Section 8 (1) of the Education Act 1989 states that "...people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not."

New Zealand schools also have binding obligations under the New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities to include and provide a quality education for all learners.

All students are welcome and are able to take part in all aspects of school life. Diversity, including around ethnicity, culture, disability, gender and sexuality is respected and upheld.

## Wellbeing

Section 1A (3) (b) of the Education Act 1989 outlines the objective that schools with promote, in each child and young person, development of the attributes of resilience, determination and confidence.

Hauora is a Māori concept of health unique to New Zealand, which holistically encompasses all aspects of a young person. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua. Each of these four dimensions of hauora are interconnected:

**Taha tinana** – physical wellbeing; the physical body, its growth, development, and ability to move, and ways of caring for it.

**Taha hinengaro** – mental and emotional wellbeing; coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

**Taha whānau** – social wellbeing; family relationships, friendships and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

**Taha wairua** – spiritual wellbeing; the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness. For some individuals and communities, spiritual wellbeing is linked to a specific religion; for others, it is not.

## Local curriculum

Your local curriculum is the way that you bring The New Zealand Curriculum to life at your school. It should:

- be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families
- have a clear focus on what supports the progress of all learners
- integrate Te Tiriti o Waitangi into classroom learning
- help learners engage with the knowledge, values and competencies so they can go on and be confident and connected lifelong learners.

Your local curriculum should be unique and responsive to the priorities, preferences and issues of your community and your people.

All elements of The New Zealand Curriculum are used as the framework in designing your local curriculum.

At the heart of local curriculum design is including what works and improving learning for all students.

Extract from *Leading Local Curriculum Guide*

Communities of Learning | Kāhui Ako plan a local curriculum focussed on the needs of all their students and develop personalised learning pathways across all age groups with help from students, parents, iwi, employers and communities,

### Consider:

How inclusive is your school? What understanding does the board have of how the school ensures guidance, counselling and mentoring for students, reporting child abuse or neglect, recognising and supporting students with stress, anxiety or depression, identifying and dealing with incident of bullying

# What is 'educational achievement'?



What does helping each child and young person to attain educational achievement to the best of his or her potential mean in your school?

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## Graduate profile

A graduate profile is one way that a school can communicate a shared understanding of the skills, knowledge, and attitudes that students will need to participate successfully in contexts beyond school.

### Examples of:

Skills	
Knowledge	
Attitudes	

## Legislative Framework – National Administration Guideline 2



### Each board of trustees, with the principal and teaching staff, is required to:

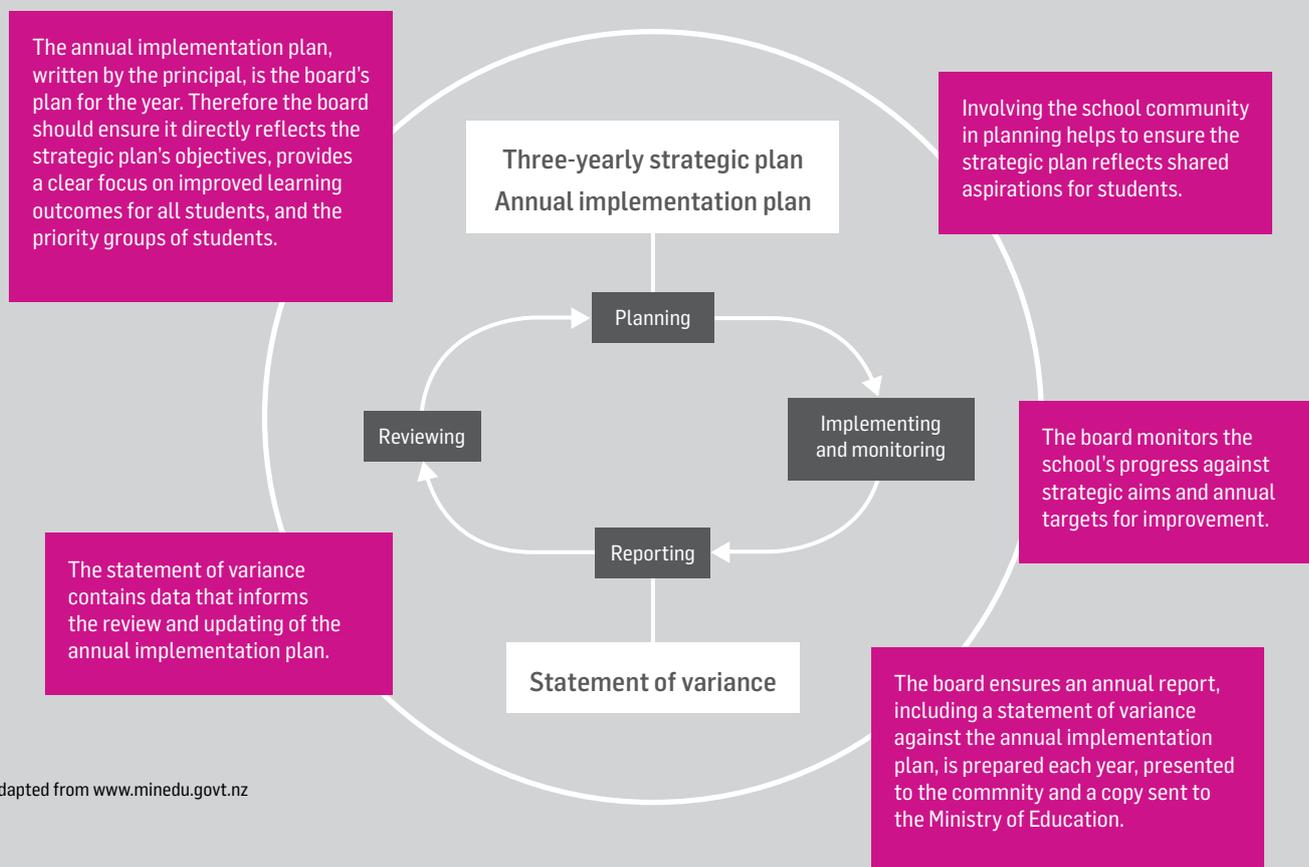
- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement;
- c. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
  - i. in plain language, in writing, and at least twice a year; and
  - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

# Setting direction - the planning and reporting cycle

A key role for the board is to set the direction for the school through the charter which incorporates strategic and annual sections. From 2020 charters will be replaced by three-year<sup>1</sup> strategic plans and annual implementation plans. Regardless of what these important planning documents are called, they play a crucial part in a school's internal evaluation (self-review) cycle, enabling the board to outline for parents, whānau, the school and wider communities what the board intends to achieve for students, how it will do this and the progress it has made.

Student achievement data is a critical factor in informing future planning and review.



Adapted from [www.minedu.govt.nz](http://www.minedu.govt.nz)

## Consider:

- Does the board's strategic plan tell a story of the students who are not achieving as they should be, the targets set for improved progress and achievement, and the changes that will be made to teaching and learning?
- Does the board report to the school's community on the progress and achievement of students as a whole?

<sup>1</sup> At time of print, it is expected that three-year strategic plans will be required, effective by no later than 1 January 2020.

# Setting targets for and assessment of student achievement

Once the board has set out its strategic goals for student achievement the principal will set annual targets to reach those long-term goals. Sound targets will include key indicators against which progress can be measured.

Principal's role	Board's role
Drafts targets in annual implementation plan for board approval, identifying why each target is a priority	Ensures that prioritised targets are aligned to strategic goals
Identifies resources required to achieve targets	Ensures that prioritised targets will address identified gaps in student achievement
Identifies measures of success	Ensures that measures of success are directly related to strategic goals
Leads assessment of progress and achievement	Approves targets and required resourcing
Collates and analyses achievement data	Schedules regular review of student progress and achievement in its workplan
Reports on student progress and achievement to board	Carefully reviews reports and asks courageous questions to ensure it can make informed decisions
Recommends review timeline	

## Tools used by the board to clarify their expectations:

	What does your board have in place?
Strategic plan	
Policies	
Delegations	
Principal's annual performance agreement	

## Tools used in assessing student progress and achievement:

**Assessment:** There are a variety of assessment tools used by the principal and teaching staff to determine student progress. Tools vary from school to school and boards should be aware of which are being used in their own school in order to assist with understanding analysed achievement data.

**Overall teacher judgement:** An OTJ involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student's progress and achievement.

**Moderation:** Moderation is the process of teachers sharing their expectations and understandings with each other in order to improve the quality of their judgements about student learning. Sharing and discussing data helps to ensure consistent approaches to determining where students are in relation to the progress they are expected to make.

**NCEA:** Internal and external assessment of student achievement in secondary schools.

Whilst reporting against national standards is no longer required, primary schools may still use the standards for assessment purposes.

### Consider:

The board should be aware of factors which impact on student achievement: demographics; student wellbeing, participation and engagement; school culture; school processes; perceptions of the school; leadership practice within the school.

# Reporting on student achievement to the board

In order to set expectations for the reporting of student achievement to the board, trustees can ask the following questions:

What achievement information should the board get?	
How often should the board receive this information?	
Who presents this information?	
What will the board do with this information?	

## Key components of good reporting to the board include:

Key questions to answer	Principal's response
What? – What does this report tell us?	
So what? – What questions does it raise?	
So what? – Does it make clear what this means for planning and target setting?	
Now what? – What are the best next steps?	

### Using national data

Boards can use national data as 'reference points and signposts' against which to consider their own data, and as part of their own environmental scanning and analysis to identify trends that they need to be aware of.

Ministry of Education publishes national public achievement information (PAI) on its Education Counts website. The public availability of a range of information is intended to build understanding of the progress and achievement of students at all levels of and across the education system, and to focus attention on where there are limited progress or barriers to achievement.

PAI data can be tailored, on request, to a board's specific requirements and be provided at national, regional, local (e.g. Kāhui Ako) or individual school level. Boards can also request data that will allow them to compare their school's achievement with national data for schools of similar decile, size and demographics. If required data can also be iwi, ethnically or gender specific.

### Using internal data

To make the use of data schools need to take into account other factors which impact on student learning:

- Demographic data: data that describe a school and its students, staff and community. Much of these data are collected at the time of enrolment and built on over time
- Student wellbeing, engagement and participation data: data around student wellbeing, attendance, behavioural management and any support and guidance received
- Student achievement and progress data: data and other evidence from national assessments, standardised testing carried out within the school, and portfolios of students' work
- Teaching and leadership: data and evidence around the implementation of agreed practice and its impact
- Perceptions of those within and connected to the school: data and evidence of what staff, students and others think about the school
- School climate: how the values and culture of the school are put into practice
- School processes: how the school is organised and operated e.g. timetable

# Analysis of variance/Statement of variance<sup>1</sup>

The AoV/SoV is part of annual reporting requirements. Data is used to provide evidence of what has/has not been achieved in relation to annual aims and targets, with an analysis of why this happened. This analysis informs review and updating of the charter and supports the identification of priorities for next year.

The board can help ensure the AoV/SoV gives a complete picture by asking questions and identifying any gaps in the information.

## Strategic Aim 1

All students have the literacy skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.

## Annual Aim 1

All junior students progressing by at least one curriculum level in literacy (reading & writing).

## Target 1.1: Year 9

All students' will be achieving at curriculum level 4 or above for reading and writing by the end of Year 9.

## Background

A high proportion of students entering Year 9 are behind their expected level of achievement in reading and writing. Only 15% are working at level 4 in reading across the curriculum. On average, students tend to be one – two years behind in literacy with some entering the college reading and writing at a level expected of seven year olds. Accordingly a large focus is placed on literacy in Years 9 to 11.

Actions What did we do?	Result What happened?	Analysis Why did it happen?	Next steps Where to next?
<ol style="list-style-type: none"> <li>1. Use asTTle assessment data of Year 9 intake to establish baseline and identify particular learning needs of students.</li> <li>2. PLD for homeroom programme teachers to develop literacy teaching strategies across the curriculum.</li> <li>3. Student voice used to select reading/learning topics.</li> <li>4. Regular monitoring of student progress by homeroom programme teacher.</li> <li>5. Analysis of data to inform progress and planning.</li> <li>6. Teacher reflection on practice incorporated into performance review.</li> </ol>	<p>The target was not achieved.</p> <p>However, analysis of end of year asTTle data showed on average Year 9 students progressed by two asTTle sub-levels in six months compared to the national norm for this year group being one sub-level.</p> <p>46% of this cohort were reading at or above level 4.</p>	<p>Year 9 and 10 students have an integrated programme that provides a meaningful and relevant curriculum with an emphasis on literacy and numeracy. Successful outcomes require high levels of inter-departmental communication which has not always been achieved. Student feedback also suggests that:</p> <ul style="list-style-type: none"> <li>• teachers were not emphasising the importance of literacy</li> <li>• topics were not always relevant to the group</li> </ul>	<p>Although the target was not achieved there is sufficient evidence that the integrated programme is resulting in accelerated progress to warrant increased resourcing.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• building flexibility into the timetable to enable teachers to collaborate and support each other</li> <li>• allocation of management units to enhance co-ordination across departments</li> </ul>

## Implications for next year's Annual Planning:

- PLD to support the continued focus on literacy across the curriculum.
- Foster the wider use of student voice in the development and review of learning programmes.
- Greater emphasis on targeting of specific students for support relevant to their particular needs.
- Encourage greater engagement of parents and whānau in teaching and learning programmes across the school.
- Teacher performance review to include goal setting linked to annual targets and strategies for target groups.

<sup>1</sup> Prior to 2020 boards must prepare and submit an "Analysis of Variance" to the Ministry of Education  
From 2020 boards must prepare and submit a Statement of Variance.

## Recap - the board's functions and focus



### How does the board perform its functions and exercise its powers?

1. Identifying priorities ...
2. Writing policy ...
3. Making decisions ...
4. Approving budgets ...
5. Asking questions ...
6. Approving annual targets ...
7. Reporting to the community ...

### How does the board demonstrate its focus on student achievement?

1. Student achievement is a priority and on every board meeting agenda
2. The board is prepared to contribute to meaningful and thoughtful discussion on student achievement
3. The board expects evidence-based reporting with analysed, clearly presented data and recommendations
4. The board ensures strategic planning is current and focused on student achievement
5. The board can readily identify target groups and expectations for these groups
6. The board reports to the community on student achievement

## Individual action plan:



As a result of attending this workshop are there any actions you/your board should be taking to improve or enhance your practice around student achievement?

Actions required	Documents needed	Assistance needed	Professional development



# Support and resources



## **New Zealand School Trustees Association** **Te Whakaroputanga Kaitiaki Kura o Aotearoa**

[www.nzsta.org.nz](http://www.nzsta.org.nz)

0800 782 435

### **NZSTA Advisory and Support Centre, Governance**

[govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)

### **NZSTA Advisory and Support Centre, Employment**

[eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz)

### **NZSTA Professional Development**

[pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz)

### **NZSTA Governance Framework**

[www.nzsta.org.nz/governance-framework-2018](http://www.nzsta.org.nz/governance-framework-2018)

### **Ministry of Education**

**Te Tāhuhu o te Mātauranga**

[www.education.govt.nz](http://www.education.govt.nz)

Area contact details for Ministry of Education offices

<http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts>

### Information Requests

[information.officer@education.govt.nz](mailto:information.officer@education.govt.nz)

Phone +64 4 463 8000

### **Te Kete Ipurangi (TKI)**

<https://www.tki.org.nz/>

Resources for board, principals, teachers and the wider community. Portals include: NZ curriculum online, Te Marautanga o Aotearoa, Engaging parents and family

### **Education Counts**

<https://www.educationcounts.govt.nz/topics/national-education/nz-education-profiles>

For all the information about our students, schools and education system that is in the public domain including public achievement information (PAI)

### **Education Gazette**

<http://www.edgazette.govt.nz>

Principal and Board alerts, articles, features and details of teaching vacancies

### **Education Review Office**

[www.ero.govt.nz](http://www.ero.govt.nz)

For early childhood centre and school reports, national evaluation reports and information about review processes and indicators