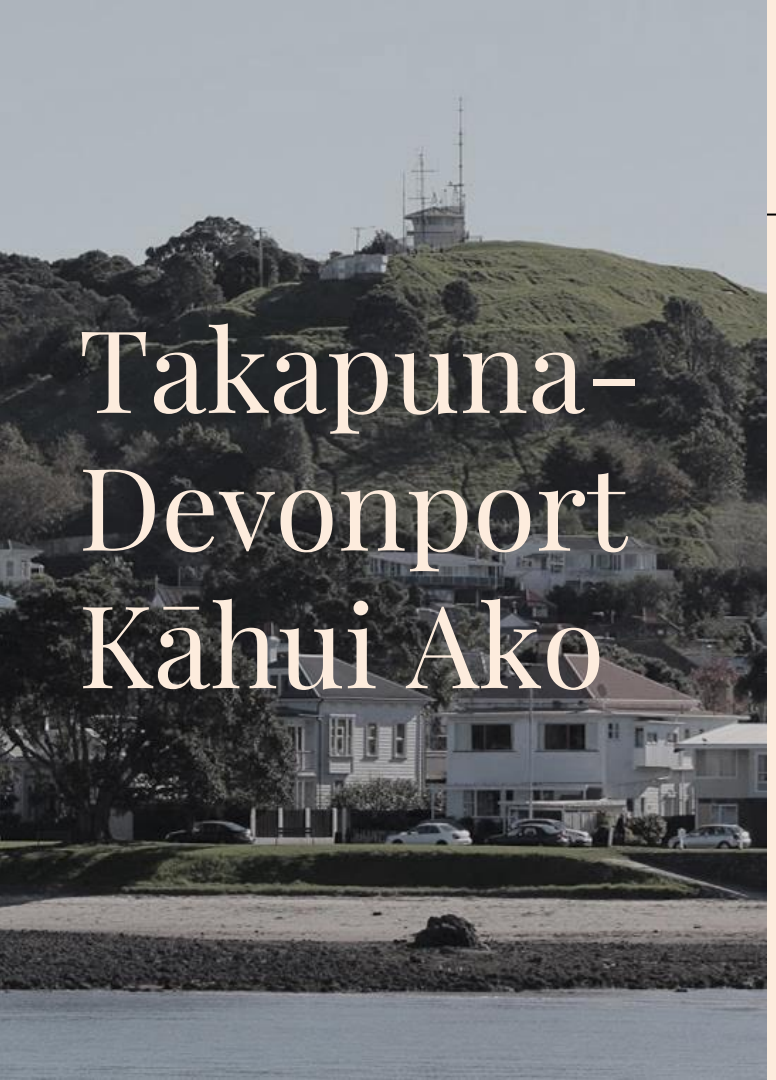
Tracking Progress, Driving Change

Our Kāhui Ako Data Story



Takapuna-Devonport Kāhui Ako

Devonport Primary School

Vauxhall School "Onward"

Belmont Primary School

BIS

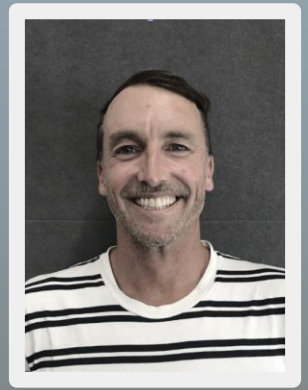
Takapuna Grammar School

Bayswater School

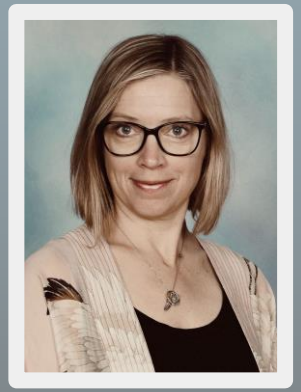
Stanley Bay School

Mary Nixon
Lead Principal
Devonport-Takapuna
Kāhui Ako

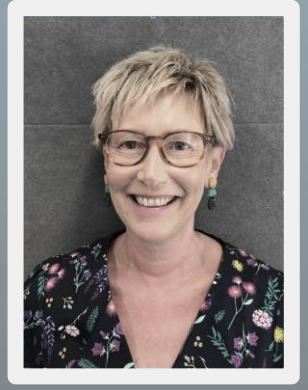
Jack Chapman
Spanish, Te Toi Tangata teacher
Tuakana Teina
ANZ Histories



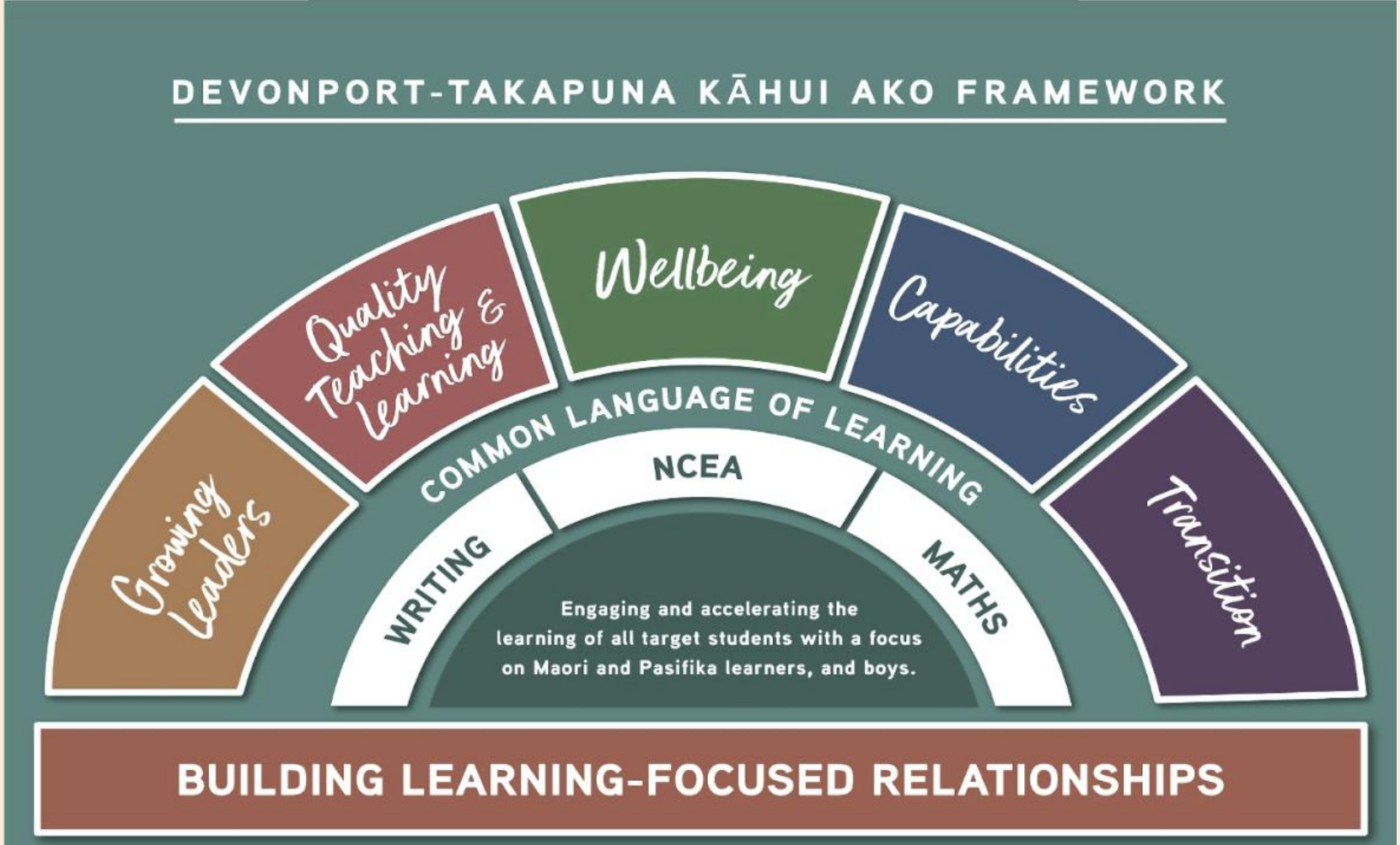
Andrew Robinson
Devonport Primary
Year 5 teacher, Year 5&6 Team Leader



Mary Laurence
Vauxhall School
Junior Team Leader
Leader of Arts Play Based Learning
Structured Literacy



Linda Sew Hoy
Visual Arts, Digital Design
Junior Art teacher
Creative projects



- Adapted from Evaluation Associates Assessment for Learning Capabilities Matrix

Our data journey stems from the desire to prepare, support, and engage our learners throughout their pathways.

Data Collection Overview

- Since 2019 we have collected maths and writing data (and now reading) from Year 4-13 to report on our Kāhui Ako Achievement Challenges.
- 5 Target Students from each class across primary and intermediate schools
- Track these students throughout their learning pathway
- Each year, we add new students in year 4.
- Data reports are then used for our achievement challenges as well as reporting to Boards.

ACHIEVEMENT CHALLENGE 1 MATHEMATICS

By the end of 2026 our Kāhui Ako will have shared understandings and systems to provide a seamless learning pathway that fosters engagement and achievement for all students and that accelerates learning for target learners in Mathematics.

Supporting Targets:

- At least three target learners in each of the Year 4 to 8 classrooms (10%) will have made accelerated progress in Mathematics.

- 90% (298/331 students) achieve the corequisite NCEA numeracy requirement by the end of Year 13.

ACHIEVEMENT CHALLENGE 2 WRITING

By the end of 2026 our Kāhui Ako will have shared understandings and systems to provide a seamless learning pathway that fosters engagement and achievement for all students and that accelerates learning for target learners in Writing.

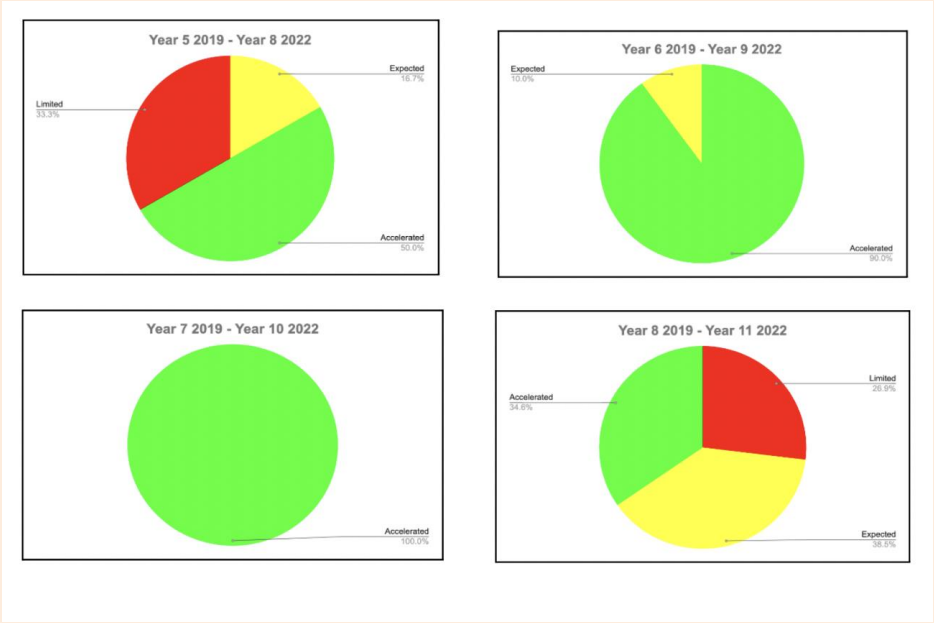
Supporting Targets:

- At least three target learners in each of the Year 4 to 8 classrooms (10%) will have made accelerated progress in Writing.
- 90% (298/331 students) achieve the corequisite NCEA literacy requirement by the end of Year 13.

What does the data tell us?

- Target students are making progress
- At times progress plateaus, at times it is at the expected level and at time it accelerates

- In most cohorts we reach the achievement challenges of:
  -At least three target learners in each of the Year 4 to 8 classrooms will have made accelerated progress.
  -90% (298/331 students) achieve the corequisite NCEA numeracy and literacy requirement by the end of Year 13.



By the end of 2022: 95% (288/304 students) achieve the corequisite NCEA numeracy requirement by the end of Year 13

Actual outcome 275/285 = 96.5%

Additional 1.6% above target

By the end of 2022: 85% (258/304 students) achieve the corequisite NCEA literacy requirement by the end of Year 13

Actual outcome: 277/286 = 96.5%

Additional 11.5% above target

By the end of 2022 at least three target learners in each of the Year 4 to 8 classrooms (10%) will have made accelerated progress in Mathematics*

This was achieved overall however there was variation in year groups. This was also a similar outcome in writing.

Challenges that we have faced

- Reluctance to Share Data
- Shared understanding/agreement of Assessment and Curriculum Levels
- Data recording and management of compounding data
- The ‘so what’. What do we do with what the data tells us?

Tui Tuia Learning Circle

Assessment and Data Literacy

”Data does not provide judgment or interpretation; rather it must be transformed through analysis and interpretation to become useful”

- Lai & Schildkamp, 2013

Government Education Priorities – Greater use of data

Using data and evidence to drive consistent improvement in achievement.

Lai & Robinson (2006) Data Framework

The 40-20-40 data cycle framework by Lai & Robinson (2006) focuses on three key phases of data use:

40% - Deciding the Focus: Establishing clear objectives and identifying key questions for data collection.

20% - Data Collection and Preliminary Analysis: Gathering relevant data to answer identified questions.

40% - Making Sense of the Data: Analysing the data, drawing conclusions, and making informed decisions for improvement.

Lai & Robinson (2006) Data Framework

The 40-20-40 data cycle framework by Lai & Robinson (2006) focuses on three key phases of data use:

40% - Deciding the Focus: Establishing clear objectives and identifying key questions for data collection.

20% - Data Collection and Preliminary Analysis: Gathering relevant data to answer identified questions.

40% - Making Sense of the Data: Analysing the data, drawing conclusions, and making informed decisions for improvement.

Develop the achievement challenges in order to use the data to drive consistent improvement in achievement for our Target and Priority learners.

Kāhui Ako-wide assessment tool agreed on for collection of data PAT or AsTTle.

Analysing the data to answer the question of what is happening for the students being tracked to accelerate learning, where are their gaps, what do they need to be at the expected level?

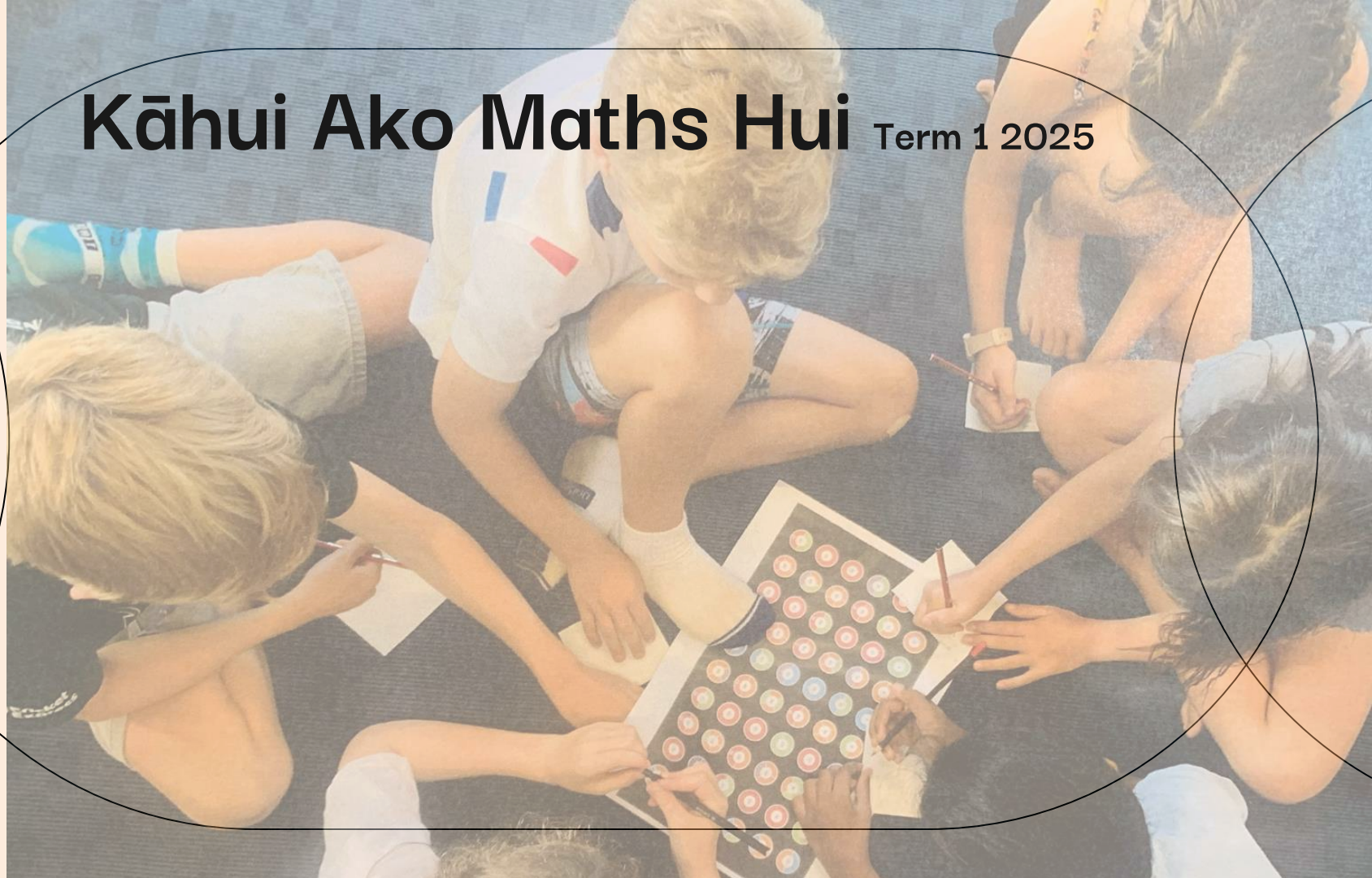
Engagement Mechanisms

- Kāhui Ako Across School Leader Team to use the 40-20-40 framework to identify our strengths and identify areas where we could improve on..
- Coordinate the process of deciding focus areas, collecting data, and reviewing analysis.
- Data-Sharing Workshops: Hold workshops to review progress, ensure all stakeholders are aligned, and foster collaboration in analysing the data.
- Professional Development: Offer PD and training for teachers and leaders on best practices for data collection, analysis, and using data to inform instruction.

Expected Outcomes

- Improved Targeted Support
- Continuous Monitoring of Progress
- Better Alignment Across Schools
- Evidence-Based Decisions

Kāhui Ako Maths Hui Term 1 2025



Kāhui Ako Mathematics Learning Pathways and Progression Checkpoints

Learning Pathways and Progression Checkpoints

Objective

- Develop a Kāhui Ako-wide math progression and assessment framework that includes specific checkpoints and shared learning outcomes with emphasis on transition years (Years 6, 8, and 10).

Description

- Define math competencies for each learning phase and year,
- Kāhui Ako-wide checkpoints to monitor student progress and adjust teaching strategies as needed.
- Promotes data sharing across schools to ensure consistent support for students during transitions.

Engagement Mechanism

- Kāhui Ako collaborates with math leads to coordinate and monitor progression checkpoints.
- Host regular data-sharing workshops focussed on reviewing student achievement data and strategising solutions to overcome learning barriers across the Kāhui Ako.

Initiative 02.

Targeted Mathematics Support Program across the Kāhui Ako

Targeted Mathematics Intervention Program

Objective

- Establish a shared, evidence-based math intervention program across Kāhui Ako schools, focusing on critical math concepts to be mastered in each phase of learning.

Description

- Assessments to identify students below expected levels
- Use of unified data tool to identify what students need
- Customised intervention strategies
- Unified resources for support.

Engagement Mechanism

- Creation of a support team
- Regular meetings to review data, monitor impact, and refine practices
- Ongoing professional development for teachers providing interventions

Summary

- Greater use of data - Review our data cycle with a focus on using data and evidence to drive consistent improvement in achievement
- Targeted Mathematics Intervention Program across the Kāhui Ako
- Mathematics Learning Pathways and Progression Checkpoints

Other data driven initiatives driving change in our Kāhui Ako

Term 2 2025

-Structured literacy hui and support

-Resource teacher (RTLB) hui with guest speakers around support for neuro diverse students

-SENCO's hui