

**Education Report: Auckland Central, Lower Matura Valley, Lynfield, Marlborough Sounds (Picton), Māwhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning Achievement Challenges Endorsement**

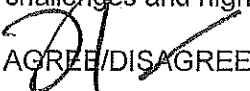
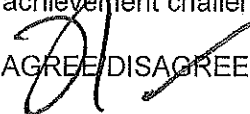
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Executive Summary

1. This report seeks your endorsement of eight sets of achievement challenges and associated high level plans. The challenges are from the Auckland Central, Lower Matura Valley, Lynfield, Marlborough Sounds (Picton), Māwhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning (CoL) achievement challenges and high level plans.
2. You have approved 42 Communities of Learning. Since gaining approval the communities have been analysing their data and developing their achievement challenges and high level plans for how they intend to tackle their challenges.
3. You have already endorsed three sets of achievement challenges. These are:-
  - Blenheim Community of Schools
  - Mid - Bays Community of Schools (Auckland)
  - Rotorua Catholic Faith Based Community of Schools
4. The achievement challenges are attached as appendices 1 – 8 and include information about each CoL and the proposed high level plans.

Recommended Actions

We recommend that you:

- a. **note** the progress that the Auckland Central, Lower Matura Valley, Lynfield, Marlborough Sounds (Picton), Māwhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning have made in developing their achievement challenges and high level plan;
- b. **agree** to endorse the Auckland Central Community of Learning's achievement challenges and high level plan;  
  
AGREE/DISAGREE
- c. **agree** to endorse the Lower Matura Valley Community of Learning's achievement challenges and high level plan;  
  
AGREE/DISAGREE

- d. **agree** to endorse the Lynfield Community of Learning's achievement challenges and high level plan;

*AK*  
AGREE/DISAGREE

- e. **agree** to endorse the Marlborough Sounds (Picton) Community of Learning's achievement challenges and high level plan;

*AK*  
AGREE/DISAGREE

- f. **agree** to endorse the Māwhera (Greymouth) Community of Learning's achievement challenges and high level plan;

*AK*  
AGREE/DISAGREE

- g. **agree** to endorse the Nelson Community of Learning's achievement challenges and high level plan;

*AK*  
AGREE/DISAGREE

- h. **agree** to endorse the Te Atatu Community of Learning's achievement challenges and high level plan; and

*AK*  
AGREE/DISAGREE

- i. **agree** to endorse the Westland Community of Learning's achievement challenges and high level plan.

*AK*  
AGREE/DISAGREE

*Katrina Casey*

Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

Encls

*Hekia Parata*

Hon Hekia Parata  
Minister of Education

18, 11, 15

Good work! Looking forward to next stage.

**Education Report: Auckland Central, Lower Maitaura Valley, Lynfield, Marlborough Sounds (Picton), Māwhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning – Achievement Challenges Endorsement**

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**Purpose of Report**

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1. This report seeks your endorsement of the Auckland Central, Lower Maitaura Valley, Lynfield, Marlborough Sounds (Picton), Mawhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning (CoL) achievement challenges and high level plans.

**Background**

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2. In December 2014 you gave approval for the establishment of the first 11 Communities of Schools as part of Investing in Educational Success. The Ministry has since been supporting these Communities to design a process for working together and with their communities to identify their achievement challenges. We have been ensuring that the schools have access to any data, information and support they need for this.
3. The Auckland Central, Lower Maitaura Valley, Lynfield, Marlborough Sounds (Picton), Mawhera (Greymouth), Nelson, Te Atatu and Westland Communities of Learning (CoL) have been working on developing their achievement challenges. The Ministry has been working closely with these CoL to support them through this process. All of the CoL have made good progress.

**Auckland Central Community of Learning**

4. The Auckland Central Community of Learning was approved in December, 2014.
5. The Auckland Central Community of Learning consists of 11 schools; 8 primary schools, 2 intermediates and 1 secondary school (girls). The CoL has 8,120 students of which 468 identify as Māori and 413 as Pasifika.
6. The community had been getting close to completing their achievement challenges but experienced a setback by the late withdrawal of Auckland Grammar earlier this year.

**Endorsement of Achievement Challenges and Plan**

7. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.

8. The CoL has identified 4 high level achievement challenges (refer to Appendix 1) which relate to:
- Writing
  - Reading
  - NCEA Level 2
  - NCEA Level 3 and tertiary progression and
  - A sub challenge on parent engagement and participation
9. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori and Pasifika students across their pathway.
10. A summary of the achievement challenges is displayed in Table 1.

**Table 1: Summary of Auckland Central CoL Achievement Challenges**

Achievement Challenge	Number of Students and Time Frame
<p><b>Writing</b> In our community of schools there are 5782 Year 1 – 8 students. Currently 4540 (78%) are achieving at or above the National Standard. By 2017 this will increase by <b>664</b> to 5204 (90%).</p>	<p>Our target groups are: a) Maori students: Currently 210 (71.9%). By 2017 this will increase to 251 (85%) b) Pasifika students: Currently 139 (59.9%). By 2017 this will increase to 197 (85%) c) Boys: Currently 2131(72.6%). By 2017 this will increase to 2496 (85%)</p>
<p><b>Reading</b> In our community of schools there are 5782 Year 1 - 8 students. Currently 4993 (86%) are achieving at or above the National Standard. By 2017 this will increase by <b>501</b> to 5494 (95%)</p>	<p>Our target groups are: a) Maori students: Currently 224 (76.8%). By 2017 this will increase to 248 (85%) b) Pasifika students: Currently 152 (65.7%). By 2017 this will increase to 197 (85%)</p>
<p><b>NCEA Level 2</b> In our community of schools there are 403 school leavers. Currently 388 (96.3%) leave school with NCEA Level 2 or equivalent.</p>	<p>By 2017 we will increase by <b>3</b> to 391 (97%) will leave with Level 2 or equivalent.</p>
<p><b>NCEA Level 3 and Tertiary</b> In our community of schools there are 403 school leavers.</p>	<p>a) 343 (85%) leave school with NCEA Level 3 or equivalent. By 2017 this will increase to by <b>4</b> to 358 (89%). b) 221 (55%) achieve NCEA Level 3 merit or excellence which contributes to a higher grade point average for entry to limited entry tertiary courses. By 2017 this will increase by <b>5</b> to 234 (58%).</p>

11. The CoL has also developed a sub – achievement challenge that is focused on improving parent engagement and participation stating “In our community of schools communication with parents is variable. On many occasions it is one way and the usefulness of the interactions we have with them is not monitored. By 2017 we will have extended our connections and refocused actions so that 90% of our parents report there is a strategic focus to the collaboration.”

12. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is a part of Appendix 1. The information provided clearly demonstrates that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. It shows that extensive thought and effort has been made in developing the challenges articulated in Table 1.
13. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 1. The plan articulates the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.

#### **Lower Maitaura Valley Community of Learning**

14. The Lower Maitaura Community of Learning was approved in March, 2015.
15. The Lower Maitaura Community of Learning consists of 5 schools; 4 primary schools and 1 secondary school (co-ed). The CoL has 583 students of which 121 identify as Māori.
16. The community has made very good progress in developing its achievement challenges and high level plan.

#### **Endorsement of Achievement Challenges and Plan**

17. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
18. The CoL has identified 3 high level achievement challenges (refer to Appendix 2) which relate to:
  - Writing
  - Mathematics
  - NCEA Level 2 (includes achieving the qualification as well as endorsement levels)
19. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori students across their pathway.
20. A summary of the achievement challenges is displayed in Table 2.

**Table 2: Summary of Lower Maitara CoL Achievement Challenges**

Achievement Challenge	Number of Students and Time Frame
<p><b>Writing</b> Currently <b>64%</b> (121/190) of <b>Year 5-8</b> students are 'At' or 'Above' National Standards</p>	<p>Our target is to have <b>75%</b> (143 / 190) in 2016 rising to <b>85%</b> (162 / 190) in 2017 of students in <b>Year 5 to 8</b> achieve 'At' or 'Above' the National Standards in <b>writing</b> across the Community of Learning. To achieve this we must accelerate the progress of <b>41 students</b> by 2017 to reach 162.</p>
<p><b>Mathematics</b> Currently <b>74%</b> (262/355) of <b>Year 1-8</b> students are 'At' or 'Above' National Standards</p>	<p>Our target is to have <b>82%</b> (291 / 355) in 2016, rising to <b>85%</b> (302 / 355) in 2017 of students in <b>Year 1 to 8</b> achieve 'At' or 'Above' the National Standards in <b>mathematics</b> across the Community of Learning. <small>(Based on 2014 data)</small> To achieve this we must accelerate the progress of <b>40 students</b> by 2017 to reach 302</p>
<p><b>NCEA Level 2</b> Currently <b>67.5%</b> (27/40) of school leavers achieve <b>Level 2 NCEA</b></p>	<p>Our target is to have <b>85%</b> (34 / 40) of Menzies College school leavers achieve <b>Level 2 NCEA</b> by the end of 2017. To achieve this we must accelerate the progress of <b>7 students</b> to reach 34.</p>

21. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is a part of Appendix 2. The information provided shows that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. It also shows that considerable thought and effort has been made in developing the challenges articulated in Table 2.
22. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 2. The plan clearly demonstrates the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.

### **Lynfield Community of Learning**

23. The Lynfield Community of Learning was approved in March, 2015.
24. The Lynfield Community of Learning consists of 8 schools; 5 primary schools, 2 intermediates and 1 secondary school (co-ed). The CoL has 5,147 students of which 384 identify as Māori and 842 as Pasifika.
25. The community has made good progress in developing its achievement challenges and high level plan.

### **Endorsement of Achievement Challenges and Plan**

26. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
27. The CoL has identified 4 high level achievement challenges (refer to Appendix 3) which relate to:
  - Writing

- Mathematics
- NCEA Level 2
- University Entrance and Vocational Pathways and

28. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori and Pasifika students across their pathway.

29. A summary of the achievement challenges is displayed in Table 3.

**Table 3: Summary of Lynfield CoL Achievement Challenges**

Achievement Challenge	Number of Students and Time Frame
<p><b>Writing</b> By the end of 2017 we will have moved at least 220 of our writing targeted learners from Below the National Standard to At or Above</p> <p>By the end of 2017 we will have 612 (85%) of our Year 9 and 10 writing targeted learners at expected curriculum level for writing</p> <p>By the end of 2017 we will have moved at least 70 of our ELL writing targeted learners from Below the National Standard to At or Above</p>	<p>This will include:- <b>1,629 out of 1,915 (220 net gain) (85%) Year 1-8 students.</b> This includes achieving 85% for our priority learners being:</p> <ul style="list-style-type: none"> <li>- 119 of 140 Yr 1 – 8 Māori students</li> <li>- 288 of 339 Yr 1 – 8 Pasifika students</li> <li>- 844 of 994 Yr 1 – 8 Male students</li> </ul> <p>This will include:- <b>612 of the 720 (approximate) Year 9 and 10 students</b> will be at or above the curriculum level for writing. This includes achieving 85% for our priority learners being:</p> <ul style="list-style-type: none"> <li>- 89 of 105 Yr 9 – 10 Māori students</li> <li>- 183 of 215 Yr 9 – 10 Pasifika students</li> <li>- 510 of 600 Yr 9 – 10 Male students</li> </ul> <p>This will include Moving from 228 (2014) to 298 (85% in 2017) out of 351 Year 1-8 students getting to "At or Above" in writing</p>
<p><b>Mathematics</b> By the end of 2017 we will have moved at least 189 of our writing targeted learners from Below the National Standard to At or Above.</p> <p>By the end of 2017 we will have 612 of our Year 9 and 10 mathematics targeted learners at the expected curriculum level for mathematics</p>	<p>This will include <b>1,723 out of 1,915 (187 net gain) Year 1-8 students.</b> This includes 90% for our priority learners being:</p> <ul style="list-style-type: none"> <li>- 126 of 140 Yr 1 – 8 Māori students</li> <li>- 305 of 339 Yr 1 – 8 Pasifika students</li> </ul> <p><b>612 of the 720 (approximate) Year 9 and 10 students</b> will be at or above the curriculum level for mathematics. This includes 85% for our priority learners being:</p> <ul style="list-style-type: none"> <li>- 89 of 105 Yr 9 – 10 Māori students</li> <li>- 183 of 215 Yr 9 – 10 Pasifika students</li> </ul>

<p><b>NCEA Level 2</b> By the end of 2017 approximately 25 more students will have achieved NCEA level 2.</p>	<p>This will include:- - 367 out of 389 (<b>25 net gain</b>) (94%) This includes 85% for our Māori learners being: - 22 of 25 Māori students approximately</p>
<p><b>University Entrance and Vocational Pathway Awards</b> By the end of 2017, 30 more students will have gained UE  By the end of 2017, 16 more students will have achieved UE and/or a VP award</p>	<p>This will include:-  In 2014 195 (56%) gained UE. In 2017 225 (<b>30 net gain</b>) will gain UE (65%)  In 2014 314 (90%) gained UE and/or a VP award. In 2017 330 (<b>16 net gain</b>) with UE and/or a VP award (95%)</p>

30. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is a part of Appendix 3. The information provided clearly demonstrates that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. It shows that extensive effort has been made in developing the challenges articulated in Table 3.
31. The detailed plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 3. The plan clearly articulates the actions the CoL intends to take in order to make the targeted shifts across all schools to support the achievement challenges.

#### **Marlborough (Picton) Community of Learning**

32. The Marlborough Community of Learning was approved in March, 2015.
33. The Marlborough CoL consists of 5 schools; 4 primary schools and 1 secondary school (co-ed). The CoL has 690 students of which 209 identify as Māori.
34. The community has made sound progress in developing its achievement challenges and high level plan.

#### **Endorsement of Achievement Challenges and Plan**

35. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
36. The CoL has identified 4 high level achievement challenges (refer to Appendix 4) which relate to:
- Writing
  - Mathematics (Primary)
  - Mathematics (Secondary)
  - NCEA Level 2



37. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori students across their pathway.

38. A summary of the achievement challenges is displayed in Table 4.

**Table 4: Summary of Marlborough CoL Achievement Challenges**

Achievement Challenge	2015	2016	2017	Net Gain
<b>Writing:- We want to:-</b>				
1) raise boys' writing from 64.4% in 2014 to 86% by 2017 raise Māori students' writing from 59% in 2014 to 86% by 2017				
<b>Boys</b>	<b>70%</b> (136/194)	<b>78%</b> (151/194)	<b>86%</b> (166/194)	<b>+30</b>
<b>Māori</b>	<b>68%</b> (76/112)	<b>76%</b> (87/112)	<b>86%</b> (96/112)	<b>+20</b>
<b>Numeracy – Primary:- We want to:-</b>				
1) raise boys' math from 62% in 2014 to 86% by 2017 2) raise girls' math from 59% in 2014 to 86% by 2017 3) raise Māori student math from 52% in 2014 to 86% by 2017				
<b>Boys</b>	<b>70%</b> (136/194)	<b>80%</b> (155/195)	<b>86%</b> (167/194)	<b>+31</b>
<b>Girls</b>	<b>68%</b> (118/174)	<b>78%</b> (136/174)	<b>86%</b> (150/174)	<b>+32</b>
<b>Māori</b>	<b>63%</b> (71/112)	<b>75%</b> (84/112)	<b>86%</b> (96/112)	<b>+25</b>
<b>Maths Secondary – Girls reaching their potential:- We want to:-</b>				
1) raise Yr 9 – 10 girls from 22% in 2014 to 50% by 2017 raise Yr 11 – 12 girls NCEA endorsements from 8% in 2014 to 40% by 2017				
<b>Girls Yr 9 – 10</b>	<b>25%</b> (7/28)	<b>32%</b> (9/28)	<b>50%</b> (14/28)	<b>+7</b>
<b>Girls Yr 12 – 13 Endorsement</b>	<b>16%</b> (2/12)	<b>32%</b> (4/12)	<b>40%</b> (5/12)	<b>+3</b>
<b>NCEA Level 2 – School Leavers:- We want:-</b>				
1) 85% of all leavers to have attained NCEA L2 by 2017 (currently (72%/48) 2) 85% of all Māori leavers to have attained NCEA L2 by 2017				
<b>Leavers have attained Level 2</b>	80%	83%	85%	+5% point
<b>Maori Leavers have attained Level 2</b>	80%	83%	85%	+5% point

39. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is a part of Appendix 4. The information provided demonstrates clearly that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. The challenges are clear and have a good sense of both time frames and measurability.

40. The detailed plan for how the CoL intends to tackle its achievement challenges is also a part of Appendix 4. The plan clearly presents the actions the CoL intends to take in order to make the targeted shifts across all schools to support the achievement challenges. As well as this there is a good overview of the way the CoL intends to organise themselves to tackle the challenges.

## Mawhera (Greymouth) Community of Learning

41. The Mawhera Community of Learning was approved in March, 2015.
42. The Mawhera Community of Learning consists of 10 schools; 9 primary schools and 1 secondary school (co-ed). The CoL has 1,604 students of which 279 identify as Māori.
43. The community has made good progress in developing its achievement challenges and high level plan.

### Endorsement of Achievement Challenges and Plan

44. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
45. The CoL has identified 4 high level achievement challenges (refer to Appendix 5) which relate to:
  - Writing
  - Mathematics
  - NCEA Level 2 (includes achieving the qualification as well as endorsement levels)
  - NCEA L3
46. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori students across their pathway.
47. A summary of the achievement challenges is displayed in Table 5.

**Table 5: Summary of Mawhera CoL Achievement Challenges**

Achievement Challenge	2015	2016	2017
<p><b>We will focus on raising the achievement in writing of:-</b>                      56.8% of boys (305/537) (2014 national data 63.5%)</p>	65 % of boys to reach or exceed the national standard in writing (349/537) <b>+42</b>	75% of boys to reach or exceed the national standard in writing (403/537) <b>+54</b>	85% of boys to reach or exceed the National Standard in writing (456/537) <b>+53</b>
<p>65.4% (100/153) of Māori students (2014 national data 61.2%)</p>	72% of Māori to reach or exceed the Standard in writing(110/153) <b>+10</b>	79% of Māori to reach or exceed the Standard in writing (121/153) <b>+11</b>	85% of Māori to reach or exceed the Standard in writing (130/153) <b>+9</b>

<b>Mathematics</b> 76.6% (759/991) of all Māwhera CoL students achieved or exceeded National Standard in Mathematics in 2014	We want:- 79% of all students to reach or exceed the National Standard in maths (783/991) <b>+24</b>	We want:- 82% of all students to reach or exceed the National Standard in maths (813/991) <b>+30</b>	We want:- 85% of all students to reach or exceed the National Standard in maths (842/991) <b>+29</b>
<b>NCEA Level 2</b> 68.3% (41/60) of GHS male leavers achieved NCEA Level 2 in 2014	73% of male leavers achieve NCEA Level 2 (44/60) <b>+3</b>	78% of male leavers achieve NCEA Level 2 (47/60) <b>+3</b>	85% of male leavers will achieve NCEA Level 2 (51/60) <b>+4</b>
50% (6/12) of GHS Māori leavers achieved NCEA Level 2 in 2014	58% of Māori leavers achieve NCEA Level 2 (8/12) <b>+2</b>	70% of GHS Māori leavers achieve NCEA L2 (9/12) <b>+1</b>	85% of GHS Māori leavers achieve NCEA Level 2 (10/12) <b>+1</b>

48. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is a part of Appendix 5. The information provided demonstrates clearly that the schools have worked closely together and made good use of their respective data to consider the needs of all of their students across Years 1-13. The challenges are clear and have a good sense of both time frames and measurability.
49. The detailed plan for how the CoL intends to tackle its achievement challenges is also a part of Appendix 5. The plan clearly presents the actions the CoL intends to take in order to make the targeted shifts across all schools to support the achievement challenges. There is a good overview of the way the CoL intends to organise themselves to tackle the challenges over the next three years.

### **Nelson Community of Learning**

50. The Nelson Community of Learning was approved in December, 2014.
51. The Nelson CoL consists of 8 schools; 5 primary schools 1 intermediate school and 2 secondary schools (boys and girls). The CoL has 4,017 students of which 636 identify as Māori and 108 as Pasifika.
52. The CoL has made sound progress in developing its achievement challenges and high level plan.

### **Endorsement of Achievement Challenges and Plan**

53. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
54. The CoL has identified eight high level achievement challenges (refer to Appendix 6) which relate to:
- Writing (Boys and Māori)
  - Tuhituhi
  - Mathematics (Girls and Māori)

- Pāngarau
- NCEA Level 2 (achieving the qualification and endorsement)

55. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in.

56. A summary of the achievement challenges is displayed in Table 6.

**Table 6: Summary of Nelson City CoL Achievement Challenges**

Achievement Challenge	2015	2016	2017	2018
<b>Writing</b> Our challenge is to raise boys' achievement from 79.11% (854) achieving at/above, to 85.11% (921) in 2017.	878/1082 - 81% <b>+22</b>	900/1082 - 83% <b>+22</b>	922/1082 - 85% <b>+22</b>	944/1082 - 87% <b>+22</b>
<b>Writing</b> Our challenge is to raise Māori ākonga/student achievement from 62.06% (211) achieving at/above, to 85% (289) in 2017.	245/340 - 72% <b>+34</b>	272/340 - 80% <b>+27</b>	289/340 - 85% <b>+17</b>	296/340 - 87% <b>+7</b>
<b>Tuhituhi</b> Our challenge is to raise ākonga/student achievement from 49% (39) to 85% (67) achieving at/above in 2017.	52/79 - 80% <b>+13</b>	60/79 - 75% <b>+8</b>	68/79 - 85% <b>+8</b>	70/79 - 87% <b>+2</b>
<b>Maths</b> Our challenge is to raise girls' achievement from 76.82% (825) achieving at/above, to 85.82% (913) in 2017.	857/1074 - 80% <b>+32</b>	889/1074 - 83% <b>+32</b>	922/1024 - 86% <b>+21</b>	933/1024 - 87% <b>+11</b>
<b>Maths</b> Our Challenge is to raise Māori ākonga/student achievement from 69% (92) to 85% (113) in 2017.	100/133 - 75% <b>+8</b>	107/133 - 80% <b>+7</b>	114/133 - 85% <b>+7</b>	115/133 - 86% <b>+1</b>
<b>Pāngarau</b> Our challenge is to raise Māori ākonga/student achievement from 65% (39) to 85% (51) in 2017.	45/60 - 75% <b>+6</b>	48/60 - 80% <b>+3</b>	51/60 - 85% <b>+3</b>	52/60 - 86% <b>+1</b>

<b>NCEA Level Two Attainment</b> Our challenge is to raise Māori ākonga/student achievement at NCEA Level 2 from 69% to 85% in 2017.	74% +5%	80% +5%	85% +5%	87% +2%
<b>NCEA L 2 Endorsement</b> Our challenge is to raise the proportion of Māori ākonga/students achieving Excellence or Merit endorsement to at least 50% in 2017.	35% +4%	40% +5%	45% +5%	50% +5%

57. The planning that shows the background thinking that has gone into how the CoL developed the challenges is a part of Appendix 6. The information gives a strong sense that the schools have worked closely together and made very good use of data to consider the needs of all of their students across Years 1-13.
58. The high level plan for how the CoL intends to tackle its achievement challenges is also attached as Appendix 6. The plan gives a sense of the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.
59. Also attached in Appendix 6 is the background and summary of who is in the CoL and how they intend to work together which provides a cohesive and strong document that will be useful for them to share across their schools and with their community.

### **Te Atatu Community of Learning**

60. The Te Atatu Community of Learning was approved in March, 2015.
61. The Te Atatu Community of Learning consists of 9 schools; 6 primary schools 2 intermediate schools and 1 secondary school (co-ed). The CoL has 4,741 students of which 1,030 identify as Māori and 731 as Pasifika.
62. The community has made good progress in developing its achievement challenges and high level plan.

### **Endorsement of Achievement Challenges and Plan**

63. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
64. The CoL has identified four high level achievement challenges (refer to Appendix 7) which relate to:
- Writing
  - Mathematics
  - NCEA Level 2

65. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for priority students they have identified across the challenges.
66. A summary of the achievement challenges is displayed in Table 7.

**Table 7: Summary of Te Atatu CoL Achievement Challenges**

Achievement Challenge	Number of Students and Time Frame
<p><b>Writing Year 1-8</b> Currently 28.7% (905/3,149) students are not meeting expectations in their writing at levels 'at or above' the National Standards</p> <p><b>Writing Year 9-10</b> Currently 34% (333 out of 992) of 2014 Year 7/8 students are not meeting expectations</p>	<p><b>We plan to move 433 of all the 905 students (47.8%) currently working below expected levels to at or above the national standards by the end of two years. I.e. from 71.3% in 2014 to 85% (13.7% point shift).</b></p> <p><b>We plan to move 154 of the 254 Māori students (60.6%) in the same time frame. I.e. from 62.1% to 85% (22.9% point shift).</b></p> <p><b>We plan to move 106 of the 176 Pasifika students (60.2%) in the same time frame. I.e. from 62.5% to 85% (22.5% point shift).</b></p> <p><b>We plan to move 326 out of 563 male students (57.9%) in the same time frame. I.e. from 64.4% to 85% (22.5% point shift).</b></p> <p><b>We plan to move 184 of the 333 students currently working below expected levels to at or above the national standards by the end of two years. I.e. from 66% in 2014 to 85% (19% point shift).</b></p> <p><b>We plan to move 47 of the 80 Māori students in the same time frame. I.e. from 63% to 85% (22% point shift).</b></p> <p><b>We plan to move 36 of the 79 Pasifika students in the same time frame. I.e. from 62% to 85% (23% point shift).</b></p> <p><b>We plan to move 129 out of 203 male students (57.9%) in the same time frame. I.e. from 59% to 85% (26% point shift).</b></p>
<p><b>Mathematics Year 1-8</b> Currently 24.1% (760/3149) of students are not meeting expectations (National Standards in Yrs 1-8)</p> <p><b>Mathematics Year 9-10</b> Currently 33% (328/992) of 2014 Year 7/8 learners are not meeting expectations</p>	<p><b>We plan to move 258 of the 760 students currently working below expected levels to at or above the national Standards by the end of two years. I.e. from 75.9% in 2014 to 85% (9.15% point shift).</b></p> <p><b>We plan to move 112 of the 212 Māori students in the same time frame. I.e. from 68.4% to 85% (16.6% point shift).</b></p> <p><b>We plan to move 103 of the 173 Pasifika students in the same time frame. I.e. from 63.1% to 85% (21.9% point shift).</b></p> <p><b>We plan to move 179 of the 328 students currently working below expected levels by the end of two years. I.e. from 67% in 2014 to 85% (18% point shift).</b></p> <p><b>We plan to move 50 of the 83 Māori students in the same time frame. I.e. from 62% to 85% (23% point shift).</b></p> <p><b>We plan to move 47 of the 70 Pasifika students in the same time frame. I.e. from 55% to 85% (30% point shift).</b></p>

<p><b>NCEA Level 2</b> Currently 80.1% (234/289) of students are leaving school with NCEA L2 quals or higher.</p>	<p><b>We</b> plan that 255 out of 300 students will leave school with NCEA L2 qual or higher after two years.</p> <p><b>We</b> plan that 52 of the 61 <b>Māori</b> students will leave school with NCEA L2 qual or higher in the same time frame. I.e. from 77.3% to 85% (7.7% point shift).</p> <p><b>We</b> plan that 36 of the 42 <b>Pasifika</b> students will leave school with NCEA L2 qual or higher in the same time frame. I.e. maintain and build our current 87.2% achievement rate.</p> <p><b>We</b> plan that 119 of the 140 <b>male</b> students will leave school with NCEA L2 qual or higher in the same time frame. I.e. from 79.1% to 85% (5.9% point shift).</p>
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67. The planning clearly shows the background thinking that has gone into how the CoL developed the challenges and attached as a part of Appendix 7. The information gives a very good sense that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13.
68. The high level plan for how the CoL intends to tackle its achievement challenges is also attached as Appendix 7. The plan gives a clear sense of the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.
69. The plan also gives a strong sense about the Col and how they intend to work together to implement the plan in a real and tangible way that will make a difference for kids across the learning pathway.

#### **Westland Community of Learning**

70. The Westland Community of Learning was approved in March, 2015.
71. The Westland Community of Learning consists of 9 schools; 8 primary schools 1 intermediate school and 1 secondary school (co-ed). The CoL has 835 students of which 208 identify as Māori.
72. The community has made good progress in developing its achievement challenges and high level plan.

#### **Endorsement of Achievement Challenges and Plan**

73. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
74. The CoL has identified two high level achievement challenges (refer to Appendix 8) which relate to:
  - Writing
  - NCEA Level 2
75. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for priority students they have identified across the challenges.

76. A summary of the achievement challenges is displayed in Table 8.

**Table 8: Summary of Westland CoL Achievement Challenges**

<b>Achievement Challenge</b>	<b>2016 Goals</b>	<b>2017 Goals</b>	<b>2018 Goals</b>
<b>Writing</b> 162 boys of 285 (57%) reaching expected National Standards level 88 of 133 Māori students (66%) are reaching expected National Standards level	To have 285 boys (75%) reaching their National Standards, an increase of 40 students.  To have 102 Māori students (77%) reaching their National Standards, an increase of 14 students	To have 242 boys (85%) reaching their National Standards, an increase of 26 students.  To have 113 Māori students (85%) reaching their National Standards, an increase of 7 students	To sustain or exceed 242 boys (85%) reaching their National Standards, an increase of 14 students.  To sustain or exceed 113 Māori students (85%) reaching their National Standards, an increase of 4 students
<b>NCEA Level 2</b> 75% of Māori leaving with Level 2 or equivalent 38% of eligible boys and 66% of eligible Māori students achieving at Level 3	To have 81% of Māori leaving with Level 2 or equivalent  48% of eligible boys and 64% of eligible Māori students achieving at Level 3	To have 85 %of Māori leaving with Level 2 or equivalent  55% of eligible boys and 67% of eligible Māori students achieving at Level 3	To have 90% of Māori leaving with Level 2 or equivalent  60% of eligible boys and 70% of eligible Māori students achieving at Level 3

77. The planning clearly shows the background thinking that has gone into how the CoL developed the challenges and attached as a part of Appendix 8. The information gives a very good sense that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. Although there are only two challenges the CoL has chosen to focus on where their data shows improvements need to be made while also negotiating the considerable distance between the schools in the CoL.

78. The high level plan for how the CoL intends to tackle its achievement challenges is also attached as Appendix 8. The plan gives a clear and easy to read sense of the steps and processes the CoL intends to take to make the required shifts across all schools.