

Education Report: Matariki (Napier) and Kelston Communities of Learning – achievement challenges endorsement

Executive Summary

1. This report seeks your endorsement of two sets of achievement challenges and associated high level plans. These challenges are from the Matariki (Napier) and Kelston Communities of Learning (CoL).

Recommended Actions

We recommend that you:

- a. **note** the progress that the Matariki and Kelston Communities of Learning have made in developing their achievement challenges and high level plans;
- b. **agree** to endorse the Matariki Community of Learning's achievement challenges and high level plan; and
- c. **agree** to endorse the Kelston Community of Learning's achievement challenges and high level plan.

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AGREE/DISAGREE

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AGREE/DISAGREE

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Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls

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Hon Hekia Parata
Minister of Education

12/5/16

Education Report: Matariki (Napier) and Kelston Communities of Learning – achievement challenges endorsement

Purpose of Report

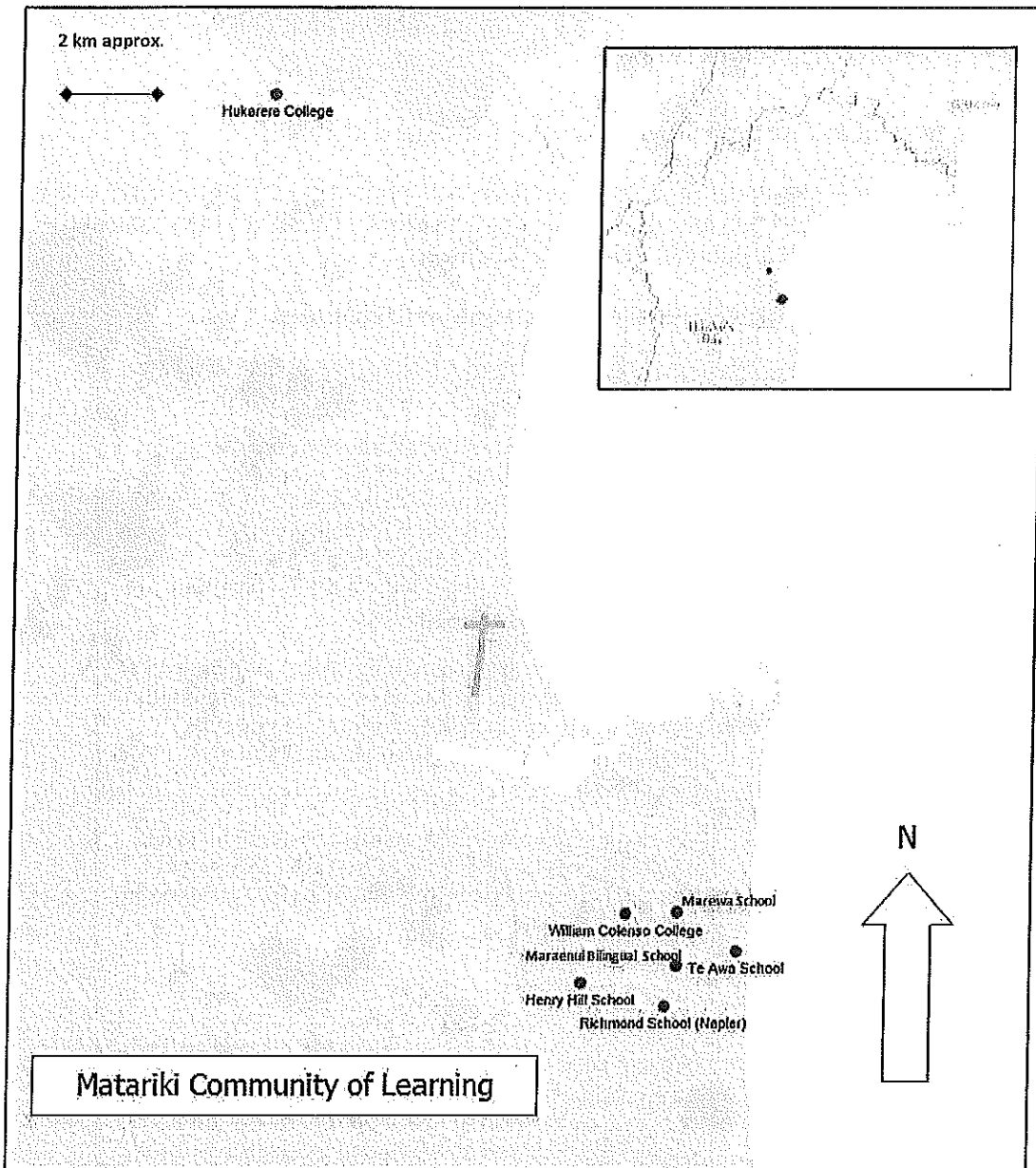
1. This report seeks your endorsement of the Matariki (Napier) and Kelston Communities of Learning (CoL) achievement challenges and high level plans.

Background

2. In December 2014 you gave approval for the establishment of the first eleven Communities of Schools as part of Investing in Educational Success. The Ministry has since been supporting these and subsequent Communities (96 in total) 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 Matariki and Kelston Communities of Learning (CoL) have developed their achievement challenges. The Ministry has been working closely with these CoL to support them through this process, and the CoL have made good progress.
4. The achievement challenges are attached as Appendices 1 and 2 and include information about each CoL and the proposed high level plans.

Matariki Community of Learning

5. The Matariki Community of Learning was approved in December 2014.
6. The Matariki Community of Learning consists of seven schools: five primary schools and two secondary schools. These are: Henry Hill School, Maraenui Bilingual School, Marewa School, Richmond School, Te Awa School, Hukarere College and William Colenso College. The CoL has 1,333 students of whom 990 identify as Māori and 112 as Pasifika.



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 three high level achievement challenges (refer to Appendix 1) which relate to:
 - Mathematics;
 - Pāngarau; and
 - NCEA Level 1 Science (participation and achievement).

9. The Matariki CoL is one of the first to include an achievement challenge drawn from Ngā Whanaketanga Rumaki Māori.
10. A summary of the achievement challenges is displayed in Table 1.
11. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. There are also clear targets for Māori and Pasifika students across their pathway.

Table 1: Summary of Matariki CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Mathematics In 2014, 28% (233 out of 828) of students in Years 1-8 were not progressing in Mathematics at levels expected within the national framework.</p>	<p>We aim to move 67 of our priority learners currently below expected levels, to at or above national standards mathematics by the end of 2016. This will result in 80% (662 out of 828) of this group of students achieving at or above National Standards in Mathematics by the beginning of 2017. This group are all Māori and Pasifika students.</p> <p>By the end of 2017 we aim to move an additional 41 of our priority learners to at or above national standards mathematics, to reach 85% (704 of 828) by the beginning of 2018. This group are all Māori and Pasifika students.</p>
<p>Pāngarau 37 / 95 (39%) of our students in Year 1 to 8 are currently at Manawa Aki me Manawa Taki.</p>	<p>We aim to improve the Pāngarau achievement levels of 17 students (total of 79% of learners) to Manawa Ora me Manawa Toa by the end of 2016. All Pāngarau learners are Māori.</p>
<p>Science 54/90 (60%) students entered for NCEA Level One Science (excluding Horticulture) in 2014, including 43 Māori students and two Pasifika students.</p> <p>10/54 (19%) students achieved 15 or more credits in NCEA Level One Science (excluding Horticulture) in 2014.</p>	<p>We aim to increase the number of students participating in NCEA Level One Science from 54 to 70 out of 90 by the start of 2017 (78% participation). This will include 50 Māori students and 5 Pasifika students.</p> <p>We aim to increase the number of students from 10 to 25 (total of 46% of learners) achieving 15 credits by the end of 2016. This will include 20 Māori students.</p> <p>We aim to maintain the increase in the number of students achieving 15 or more Level One Science credits in 2017 to 50 (total of 93% of learners). This will include 30 Māori students.</p>

12. The CoL has also set itself a number of sub-challenges that will serve to support the high level challenges, on topics including: transitions, E-Learning, and increased participation in Te Reo Māori me onā Tikanga.

13. A breakdown of the priority learners by school is displayed in Table 2.

Table 2: Achievement Challenges' target groups for Matariki CoL – by school

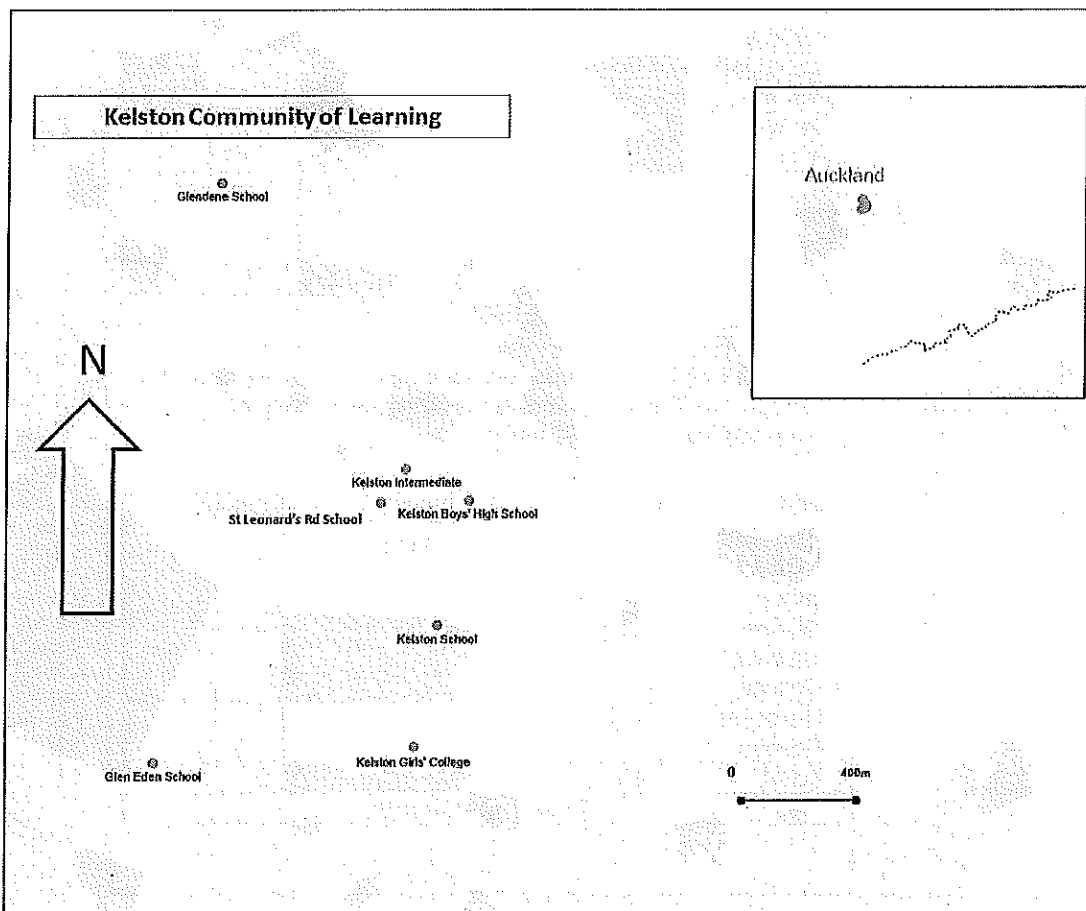
Achievement Challenge	School and number of Students						
Mathematics	2014 National Standards Years 1-8	Māori		Pasifika		Other	
		Well Below	Below	Well Below	Below	Well Below	Below
	Henry Hill Primary	15	51			10	10
	Maraenui Bilingual	24	20				
	Marewa Primary	7	32				6
	Richmond Primary		7				
	Te Awa Primary		17				
	William Colenso College	6	17				
	Total	54	144			13	18
Total: [redacted] students							
Pāngarau	All 37 (out of 95) Pāngarau learners achieving at Manawa Aki me Manawa Taki are at Maraenui Bilingual School. All Pāngarau learners are Māori.						
Science	2014 Entrants in NCEA L1 Science	Māori Students		Pasifika Students		Other	
	William Colenso College	21				9	
	Hukarere College	22					
	Total	43				9	
	Total: [redacted] students						

14. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is 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.

15. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 1. The plan shows the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.

Kelston Community of Learning

16. The Kelston Community of Learning was approved in March 2015.
17. The Kelston Community of Learning consists of seven schools. These are: Glen Eden School, Glendene School, Kelston Boys' High School, Kelston Girls' College, Kelston Intermediate, Kelston School and St. Leonard's Road School. The CoL has 2,914 students of whom 613 identify as Māori and 1,529 as Pasifika.



18. The CoL has one of the highest proportions of students identifying as Pasifika (over 50%), and the CoL has expressed its commitment to accelerating Pasifika students' achievement in mathematics and reading. However, detailed analysis of data by the CoL reveals that Māori students are achieving at a lower rate than Pasifika students throughout the education pathway, and this is also reflected in school leaver retention figures. The CoL has therefore decided to include in their achievement challenges a focus on Māori student achievement in particular.

19. The CoL's analysis and discussion led to the conclusion that reading should be a priority area, as a lever for raising achievement across all curriculum areas and due to the numbers of speakers of English as a second language in the CoL. Mathematics is also a priority, particularly as it provides opportunities for pathways through STEM subjects.
20. The CoL will initially focus on achievement at Years 1-10 in order to enable investment in individual students and their parents and whānau over a period of time, and Years 12-13 are likely to be considered in achievement challenges, including STEM subjects, at a later date as this initial group of priority learners move into their senior schooling.

Endorsement of Achievement Challenges and Plan

21. The CoL has identified four achievement challenges (refer to Appendix 2) which relate to:
 - Mathematics (Years 1-8);
 - Mathematics (Years 9-10);
 - Reading (Years 1-8); and
 - Reading (Years 9-10).
22. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
23. The CoL also considers that attendance is critical to raising achievement in mathematics and reading, so has set itself targets to feed into its strategy of improving attendance (included in Table 3).
24. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. There are also clear targets for Māori students across their pathway, and the CoL has identified targets for each school and the specific students in each whose achievement the CoL intends to raise.

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

Table 3: Summary of Kelston CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Mathematics (Years 1-8)</p> <p>In 2014, 37% (548 of 1,482) of Years 1-8 students were achieving below or well below National Standards in Mathematics, including 42.5% (135 of 318) of Māori students in Years 1-8.</p>	<p>We aim to have 85% (1,260) of all learners At or Above National Standards in Mathematics by the end of 2017, shifting 326 students.</p> <p>We intend to move 87 of the 135 Māori students in Years 1-8 currently below expected levels, to At or Above National Standards in Mathematics by the end of 2017 (total At/Above: 85%).</p>
<p>Mathematics (Years 9-10)</p> <p>In 2014, 84.5% (420 of 497) of Years 9-10 students were achieving below their expected curriculum level in Mathematics, including 85.3% (87 of 102) of Māori students in Years 9-10.</p>	<p>We aim to have 50% (249) of all learners at or above their expected curriculum level in Mathematics by the end of 2017, shifting 172 students.</p> <p>We intend to move 36 of the 87 Māori students in Years 9-10 currently achieving below their expected curriculum level in Mathematics by the end of 2017 (total achieving at or above expected curriculum level: 50%).</p>
<p>Reading (Years 1-8)</p> <p>In 2014, 32.7% (485 of 1482) of Years 1-8 students were achieving below or well below National Standards in Reading, including 37.4% (119 of 318) Māori students in Years 1-8.</p>	<p>We aim to have 85% (1,260) of all learners At or Above National Standards in Reading by the end of 2017, shifting 263 students.</p> <p>We intend to move 71 of the 119 Māori students in Years 1-8 currently below expected levels to At or Above National Standards in Reading by the end of 2017 (total At/Above: 85%)</p>
<p>Reading (Years 9-10)</p> <p>In 2014, 77.1% (383 of 497) of Years 9-10 students were achieving below their expected curriculum level in Reading, including 84.3% (86 of 102) of Māori students in Years 9-10.</p>	<p>We aim to have 50% (249) of all learners at or above their expected curriculum level in Reading by the end of 2017, shifting 135 students.</p> <p>We intend to move 35 of the 86 Māori currently achieving below their expected curriculum level in Reading by the end of 2017 (total achieving at or above expected curriculum level: 50%).</p>
<p>Attendance</p> <p>Years 1-8: In 2014, there was an attendance rate of 85.5% across the cluster, including 82% for Māori students.</p> <p>Years 9-10: In 2014, there was an attendance rate of 78% across the cluster, including 75% for Māori students.</p>	<p>By the end of 2017, we aim to have an attendance rate of 95% or above across the CoL.</p>

26. A breakdown of the priority learners by school is displayed in Table 4.

Table 4: Achievement Challenges' target groups for Kelston CoL – by school
Mathematics - Schools and number of Students (Years 1-8)

	Student Type	Number below or well below	Percentage below or well below	Total students
Glen Eden School	All students	155	44.5%	348
	Māori	45	51.1%	88
	Pasifika	57	46.3%	123
Glendene School	All students	35	24.8%	141
	Māori	16	34.8%	46
	Pasifika	9	12.9%	70
Kelston Intermediate	All students	87	35.4%	246
	Māori	9	31.0%	29
	Pasifika	66	42.3%	156
Kelston School	All students	102	32.4%	315
	Māori	21	35.0%	60
	Pasifika	56	35.9%	156
St Leonard's Road School	All students	169	39.1%	432
	Māori	44	46.3%	95
	Pasifika	91	39.7%	229

Mathematics 1-8 - Totals					
Total Students	Total Māori	Total Pasifika	Total Below & Well Below	Total Māori Below & Well Below	Total Pasifika Below & Well Below
1,482	318	734	548	135	279

Mathematics - Schools and number of Students (Years 9-10)

	Student Type	Number below or well below	Percentage below or well below	Total students
Kelston Boys' High School	All students	249	85.3%	292
	Māori	57	85.1%	67
Kelston Girls' College	All students	171	83.5%	205
	Māori	30	85.7%	35

Mathematics 9-10 - Totals			
Total Students	Total Māori	Total Below & Well Below	Total Māori Below & Well Below
497	102	420	87

Reading - Schools and number of Students (Years 1-8)

	Student Type	Number below or well below	Percentage below or well below	Total students
Glen Eden School	All students	134	38.5%	348
	Māori	44	50.0%	88
	Pasifika	44	35.8%	123
Glendene School	All students	29	20.6%	141
	Māori	7	15.2%	46
	Pasifika	12	17.1%	70
Kelston Intermediate	All students	71	28.9%	246
	Māori	9	31.0%	29
	Pasifika	53	34.0%	156
Kelston School	All students	101	32.1%	315
	Māori	21	35.0%	60
	Pasifika	55	35.3%	156
St Leonard's Road School	All students	150	34.7%	432
	Māori	38	40.0%	95
	Pasifika	77	33.6%	229

Reading 1-8 - Totals					
Total Students	Total Māori	Total Pasifika	Total Below & Well Below	Total Māori Below & Well Below	Total Pasifika Below & Well Below
1,482	318	734	485	119	241

Reading - Schools and number of Students (Years 9-10)

Reading 9-10 - Totals				
Total Students	Total Māori	Total Below & Well Below		Total Māori Below & Well Below
497	102	383		86
	Student Type	Number below or well below	Percentage below or well below	Total students
Kelston Boys' High School	All students	213	73%	292
	Māori	58	86.6%	67
Kelston Girls' College	All students	170	82.9%	205
	Māori	28	80%	35

27. The associated planning shows the background thinking and consideration that has gone into how the CoL developed the challenges is part of Appendix 2. 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 3, including identifying where the students are in each school who need support to achieve.
28. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 2. The plan shows the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.

