

Education Report: Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools Communities of Learning Achievement Challenges Endorsement

Executive Summary

1. This report seeks your endorsement of seven sets of achievement challenges and associated high level plans. The challenges are from the Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools Communities of Learning (CoL) achievement challenges and high level plans. These challenges had been developed at a similar time to the last tranche you endorsed, but just missed going across. As a result, they are of a similar quality to the November tranche of achievement challenges.
2. You have approved 96 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 eleven sets of achievement challenges. These are:-
 - Auckland Central Community of Learning
 - Blenheim Community of Learning
 - Lower Maitava Valley Community of Learning (Southland)
 - Lynfield Community of Learning
 - Marlborough Sounds (Picton) Community of Learning
 - Māwhera (Greymouth) Community of Learning
 - Mid - Bays Community of Learning (Auckland)
 - Nelson Community of Learning
 - Rotorua Catholic Faith Based Community of Learning
 - Te Atatu Community of Community
 - Westland Community of Learning

Recommended Actions

We recommend that you:

- a. **note** the progress that the Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools Communities of Learning have made in developing their achievement challenges and high level plan;

- b. **agree** to endorse the Napier City Community of Learning's achievement challenges and high level plan;

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AGREE/DISAGREE

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

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AGREE/DISAGREE

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

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AGREE/DISAGREE

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

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AGREE/DISAGREE

- f. **agree** to endorse the Rotorua Central Community of Learning's achievement challenges and high level plan;

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AGREE/DISAGREE

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

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AGREE/DISAGREE

- h. **agree** to endorse the Southern Area Schools Community of Learning's achievement challenges and high level plan.

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AGREE/DISAGREE

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Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls

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Hekia Parata

Hon Hekia Parata
Minister of Education

24/2/16

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Great works in progress!

Education Report: Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools Communities of Learning – Achievement Challenges Endorsement

Purpose of Report

1. This report seeks your endorsement of the Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools 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 Napier City, Taupō, Waimate, Whakatane, Rotorua Central, Hauraki, and Southern Area Schools Communities of Learning (CoL) have developed 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.
4. Each CoL had submitted draft challenges to the Ministry at a similar time to the November tranche that you endorsed.
5. Ministry staff had provided feedback on areas requiring further improvement and clarity, and the time taken in that process meant they were not quite ready for endorsement.
6. The challenges are very similar to the November tranche in the way they are presented and measured.
7. You have asked to see greater clarity and more student-centric data for future challenges
8. We have worked on this and developed guidance for our regional staff in getting all future challenges to have the required information in them.
9. This set of CoL did not have that guidance due to when they were developed and are very similar to the 11 that have been endorsed to date.
10. Our newly-appointed Lead Advisors will work with these CoL to ensure that the change to more student-centric data does occur and that it is written into their detailed plans moving forward.
11. The achievement challenges are attached as appendices 1 – 7 and include information about each CoL and the proposed high level plans.

Napier City Community of Learning

12. The Napier City Community of Learning was approved in December 2014.
13. The Napier City Community of Learning consists of nine schools: five primary schools, one intermediate school and three secondary schools. The CoL has 4,144 students of whom 983 identify as Māori and 152 as Pasifika.
14. The community had previously been almost completed its achievement challenges but needed to re-work some of its data for accuracy.

Endorsement of Achievement Challenges and Plan

15. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
16. The CoL has identified four high level achievement challenges (refer to Appendix 1) which relate to:
 - Writing (National Standards),
 - Writing (NCEA),
 - NCEA Level 1 Science,
 - Mathematics, and
 - A sub challenge on transition and related attendance issues.
17. 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.
18. A summary of the achievement challenges is displayed in Table 1.

Table 1: Summary of Napier City CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Writing (National Standards) We know there is an overarching problem with writing ability especially for boys, Māori and Pasifika students. Therefore our challenge is to raise the standard of literacy (especially writing).</p>	<p>1118 out of 1177 (95%) of students will achieve National Standards at their appropriate year level from Years 4 to 8 by 2018.</p> <p>Our target groups are:</p> <p>a) Māori students: Currently 281 out of 415 (68%). By 2018 this will increase to 395 (95%)</p> <p>b) Pasifika students: Currently 35 out of 66 (53%). By 2018 this will increase to 63 (95%)</p>
<p>Writing (NCEA) We know there is an overarching problem with school leavers not leaving school with NCEA Level 2. Therefore our challenge is to raise the standard of literacy (especially writing)</p>	<p>414 out of 435 (95%) of school leavers will achieve NCEA Level 2 or above by 2018.</p> <p>Our target groups are:</p> <p>a) Māori school leavers: Currently 65 out of 81 (76%). By 2018 this will increase to 81 (95%)</p> <p>b) Pasifika school leavers: Currently 13 out of 17 (76%) By 2018 this will increase to 16 (95%)</p>

<p>Science We know many students are ill-equipped to achieve Level 1 Science as Year 11 students. Therefore our challenge is to build science teaching capacity in our primary and intermediate schools.</p>	<p>By 2018, 445 out of 468 (95%) students will achieve NCEA Level 1 Science by Year 11.</p>
<p>Mathematics We know that many students in our secondary schools have widely differing capabilities of mathematics competencies. Therefore our challenge is to raise the standard of mathematics.</p>	<p>By 2018, 242 out of 254 students (95%) will achieve NZ Curriculum Level 4 by the time they transition into Year 9, with a particular focus on our priority learners.</p>

19. The CoL has also developed an achievement sub-challenge that focuses on improving transitions, stating "We know that transitions are challenging, often resulting in significant regression for our students. Our challenge is to assist smooth transitioning in order to achieve 90% attendance at Years 1, 7, 9".
20. 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.
21. 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.

Taupō Community of Learning

22. The Taupō Community of Learning was approved in March 2015.
23. The Taupō Community of Learning consists of 10 schools: 8 primary schools and 2 secondary schools. The CoL has 4,028 students of whom 1,408 identify as Māori and 78 as Pasifika.
24. The community has made very good progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

25. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
26. The CoL has identified six high level achievement challenges (refer to Appendix 2) which relate to:
 - Reading,
 - Writing,
 - Mathematics,

- Literacy and Numeracy of 15 year olds,
- NCEA Level 2, and
- Students with additional learning needs.

27. 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.

28. A summary of the achievement challenges is displayed in Table 2.

Table 2: Summary of Taupō CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Reading Currently 1720 out of 2195 (78.4%) of our Years 1-8 students are at or above the standard in reading, including 61.6% of Year 1 students, 72.6% of Years 1-8 boys, and 68.5% of Years 1-8 Māori students.</p>	<p>Our target is to have at least 85% of all of these groups achieving at or above the standard in reading by 2017.</p> <ul style="list-style-type: none"> a) All students: Our target is to have 1866 out of 2195 students at or above the standard by 2017, a 2.2% shift per year. b) Year 1 students: Our target is to have 297 out of 349 students at or above the standard by 2017, a 7.8% shift per year. c) Māori students: Our target is to have 635 out of 747 students at or above the standard by 2017, a 5.5% shift per year. d) Boys: Our target is to have 959 out of 1128 students at or above the standard by 2017, a 4.1% shift per year.
<p>Writing Currently 1605 out of 2195 (73.1%) of our Years 1-8 students are at or above the standard in writing, including 63.4% of Years 1-8 boys and 67.2% of Years 1-8 Māori students.</p>	<p>Our target is to have at least 85% of all of these groups achieving at or above the standard in writing by 2017.</p> <ul style="list-style-type: none"> a) All students: Our target is to have 1866 out of 2195 students at or above the standard by 2017, a 4% shift per year. b) Boys: Our target is to have 958 out of 1127 students at or above the standard by 2017, a 7.2% shift per year. c) Māori students: Our target is to have 635 out of 747 students at or above the standard by 2017, a 6% shift per year.
<p>Mathematics Currently 1691 out of 2195 (77%) of our Years 1-8 students are at or above the standard in Mathematics, including 69.7% of Year 3 students, 63.4% of Years 1-8 boys, 60.5% of Years 1-8 Pasifika students, and 69.1% of Years 1-8 Māori students.</p>	<p>Our target is to have at least 85% of all of these groups achieving at or above the standard in mathematics by 2017.</p> <ul style="list-style-type: none"> a) All students: Our target is to have 1866 out of 2195 students at or above the standard by 2017, a 2.7% shift per year. b) Year 3 students: Our target is to have 252 out of 297 students at or above the standard by 2017, a 5% shift per year. c) Boys: Our target is to have 957 out of 1126 students at or above the standard by 2017, a 3.1% shift. d) Pasifika students: Our target is to have 37 out of 42 students at or above the standard by 2017, an 8% shift per year. e) Māori students: Our target is to have 635 out of 747 students at or above the standard by 2017, a 5.3% shift per year.

<p>Literacy & Numeracy Currently 259 out of 324 (79.9%) of our 15 year-old students achieved literacy and numeracy national standards, including 64.5% of Māori 15 year-old students and 75% of Pasifika 15 year-old students.</p>	<p>Our target is to have at least 85% of all of these groups achieving literacy and numeracy standards by 2017.</p> <ul style="list-style-type: none"> a) All 15 year-old students: Our target is to have 275 out of 324 students achieving literacy and numeracy standards by 2017, a 1.7% shift per year. b) Māori students: Our target is to have 91 out of 107 students achieving literacy and numeracy standards by 2017, a 6.8% shift per year. c) Pasifika students: Our target is to have 7 out of 8 students achieving literacy and numeracy standards by 2017, a 3.3% shift per year.
<p>NCEA Level 2 Currently 246 out of 328 (75%) of our students leave school with NCEA Level 2 or above, including 60.3% of Māori school leavers and 66.7% of Pasifika school leavers.</p>	<p>Our target is for at least 85% all of these groups to leave school with NCEA Level 2 or higher by 2017.</p> <ul style="list-style-type: none"> a) All school leavers: Our target is to have 279 out of 328 students leave school with NCEA Level 2 or higher by 2017, a 3.3% shift per year. b) Māori school leavers: Our target is to have 99 out of 116 students leave school with NCEA Level 2 or higher by 2017, a 8.2% shift per year. c) Pasifika school leavers: Our target is to have 8 out of 9 students leave school with NCEA Level 2 or higher by 2017, a 6.1% shift per year.
<p>Students with additional learning needs Currently we have 606 students who require extra support to access and make progress within the New Zealand Curriculum.</p> <p>All 606 students who require extra support will have individual plans to meet their individual learning and wellbeing needs by the end of 2016.</p>	<p>The plans will:</p> <ul style="list-style-type: none"> a) contain SMART targets, including National Standards/NCEA targets appropriate for those students, b) include a transition plan, and c) be informed by and supported and monitored through effective self-review, using the Inclusive Practice and the Wellbeing@School tools.

29. 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.

30. 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.

Waimate Community of Learning

31. The Waimate Community of Learning was approved in August 2015.
32. The Waimate Community of Learning consists of seven schools: six primary schools and one secondary school (co-ed). The CoL has 704 students of whom 79 identify as Māori and 9 as Pasifika.
33. The community has made good progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

34. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
35. The CoL has identified four high level achievement challenges (refer to Appendix 3) which relate to:
 - Mathematics,
 - Writing,
 - Reading, and
 - NCEA Leaving Qualifications.
36. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. The community has identified that its rural setting and the significance of dairying can have implications for students, due to access to ICT services, parents' commitment to milking schedules, and significant transience (eg due to seasonal work). The community's priority students will be transient students, and it notes that Māori are over-represented in this group.
37. A summary of the achievement challenges is displayed in Table 3.

Table 3: Summary of Waimate CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Mathematics In National Standards Mathematics (2014), 363 out of 460 (79%) of our students were at or above the standard.</p> <p>Mathematics has been identified as our first challenge through our data analysis and because three of the seven schools are presently working together on the Accelerated Learning in Mathematics project.</p>	<p>By 2017, we want to raise the proportion of students who are at or above the National Standard in Mathematics to 90% (414 students), including 50 Māori students and 7 Pasifika students.</p>

<p>Writing In National Standards Writing (2014), 351 out of 460 (76%) of our students were at or above the standard.</p> <p>Writing has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.</p>	<p>By 2017, we want to raise the proportion of students who are at or above the National Standard in Writing to 90% (416 students), including 50 Māori students and 7 Pasifika students.</p>
<p>Reading In National Standards Reading (2014), 376 out of 460 (83% of our students were at or above the standard.</p> <p>Reading has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.</p>	<p>By 2017, we want to raise the proportion of students who are at or above the National Standard in Reading to 90% (408 students), including 50 Māori students and 7 Pasifika students.</p>
<p>NCEA Leaving Qualifications In NCEA data (2014), 37 out of 53 (70%) of our 18 year olds achieved NCEA Level 2 or higher.</p> <p>This challenge has been identified because NCEA Level 2 is now regarded as the minimum qualification needed to be well prepared for the workforce or tertiary study.</p>	<p>By the end of 2017, we want to raise the proportion of students leaving school with NCEA Level 2 or higher to 85% (45 students), including Māori and Pasifika school leavers (NB in some years, there are no Māori or Pasifika leavers in this CoL)</p>

38. 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.
39. 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.

Whakatane Community of Learning

40. The Whakatane Community of Learning was approved in March 2015.
41. The Whakatane CoL consists of eight schools: six primary schools, one intermediate school and one secondary school (co-ed). The CoL has 3,039 students of whom 1,692 identify as Māori and 25 as Pasifika.
42. The community has made sound progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

43. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
44. The CoL has identified five high level achievement challenges (refer to Appendix 4) which relate to:
 - Writing,
 - Mathematics,
 - Reading,
 - Students with additional learning needs, and
 - NCEA Level 2.
45. 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 boys across their pathway.
46. A summary of the achievement challenges is displayed in Table 4.

Table 4: Summary of Whakatane CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Writing – Years 2-10 Years 2-8: Currently 549 out of 1,813 (30%) Year 2-8 students are below the standard.</p> <p>Curriculum Level 5: 86 out of 352 (24%) students are writing at below Curriculum Level 5.</p>	<p>Our target is to have at least 85% (1,513 out of 1,813) of all Years 2-10 students, including these groups, at or above the national standard or curriculum level for writing by 2017.</p> <p>Our target groups are:</p> <ol style="list-style-type: none"> a) Boys Years 2-8: Currently 627 out of 1,023 (61%). By 2017 this will increase to 773. b) Māori Boys Years 2-8: Currently 169 out of 503 (34%). By 2017, this will increase to 428. c) All students Years 9-10: Currently 266 out of 352 (76%) By 2017 this will increase to 332. d) Māori boys Years 9-10: Currently 62 out of 87 (71%) By 2017 this will increase to 82.

<p>Mathematics – Years 2-10 Currently 503 out of 1813 (28%) Years 2-8 students are below the standard.</p>	<p>Our target is to have at least 85% (1,513 out of 1,813) of all Years 2-10 students, including these groups, at or above the national standard or curriculum level for maths by 2017. Our target groups are:</p> <ul style="list-style-type: none"> a) Māori boys Years 2-8: Currently 236 out of 503 (47%). By 2017 this will increase to 428. b) Māori boys Year 10: Currently 24 out of 44 (55%) By 2017 this will increase to 39.
<p>Reading Years 2-10 Currently 475 out of 2,017 (24%) Years 2-10 students are below the standard or curriculum level expectation.</p>	<p>Our target is to have at least 85% (1,714 out of 2017) of all Years 2-10 students, including these groups, at or above the national standard or curriculum level for reading by 2017. Our target groups are:</p> <ul style="list-style-type: none"> a) Māori boys: Currently 290 out of 503 (58%) By 2017 this will increase to 428. b) Māori boys Years 9-10: Currently 64 out of 87 (74%) By 2017 this will increase to 83.
<p>Students with additional learning needs We aim to strengthen the presence, participation and learning of our 217 students with moderate to high learning needs, monitored through the Inclusive Practice Tool (IPT) and targets in their Individual Education Plans (IEP).</p>	<p>All 217 students will have in place a rigorous IEP by the end of 2016. All IEPs will:</p> <ul style="list-style-type: none"> a) Include a transition plan, b) Be informed by a range of data including the IPT, and c) Include National Standards targets in Reading, Writing and Mathematics for those students with potential to achieve beyond Curriculum Level 1.
<p>NCEA Level 2 Currently 40 out of our 144 (28%) students leave school without NCEA Level 2.</p>	<p>Our target is to have at least 85% (122 out of 144) of all school leavers, including these groups, achieving NCEA Level 2 by 2017. Our target groups are:</p> <ul style="list-style-type: none"> a) Māori students: Currently 44 out of 81 (54%). By 2017 this will increase to 68. b) Boys: Currently 44 out of 69 (64%) By 2017 this will increase to 59.

47. 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.

48. 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.

Rotorua Central Community of Learning

49. The Rotorua Central Community of Learning was approved in March 2015.
50. The Rotorua Central CoL consists of ten schools: seven primary schools, one intermediate school and two secondary schools. The CoL has 4,233 students of whom 2,544 identify as Māori and 220 as Pasifika.
51. The community has made sound progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

52. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
53. The CoL has identified five high level achievement challenges (refer to Appendix 5) which relate to:
 - Writing,
 - Mathematics,
 - Reading,
 - Students with additional learning needs, and
 - NCEA Level 2.
54. 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 senior leadership teams of schools within the CoL have identified the need to develop culturally responsive relational pedagogy.
55. A summary of the achievement challenges is displayed in Table 5.

Table 5: Summary of Rotorua Central CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Children with additional learning needs (high to moderate)</p> <p>The COL has identified 247 students with moderate to high learning needs. This category includes students who are ORS verified and those students who have low literacy levels, achieving two years or more below National Standards (years 1-8) or curriculum level (years 9-10) expectations for their time at school.</p>	<p>All 247 students will have in place a learning plan, including a transition plan, informed by a range of data which may include the Inclusive Practice Tool, by the end of 2016.</p> <p>2017 targets will include National Standards targets in reading and writing for those students with potential to achieve at this level (ie beyond Curriculum Level 1)</p>

<p>Reading Years 1-8 The overall achievement in reading in years 1-8 is 63.9%, a decline of 4.8%. 297 out of 1,262 (37%) Years 1-8 students are below the National Standard.</p>	<p>By the end of 2017, 1,073 or more out of 1,262 (85% or greater) Years 1-8 students, including these groups, will be achieving at or above the National Standard.</p> <p>Our target groups are:</p> <ul style="list-style-type: none"> a) Māori students: Currently 487 out of 785 (62%). By 2017 this will increase to 665 or more (85% or greater) b) Pasifika students: Currently 31 out of 71 (44%). By 2017 this will increase to 61 or more (85% or greater)
<p>Writing Years 5-10 The overall achievement rate is 54.4% (726 out of 1,336) at or above the National Standards.</p>	<p>By the end of 2017, 1,135 or more out of 1,336 (85% or greater) Years 5-10 students, including these groups, will be achieving at or above the National Standard or Curriculum level expectation.</p> <p>Our target groups are:</p> <ul style="list-style-type: none"> a) Māori Boys: Currently 254 out of 525 (48%) By 2017 this will increase to 446. b) Māori Girls: Currently 172 out of 392 (44%) By 2017 this will increase to 333. c) Pasifika Boys: Currently 21 out of 41 (51%) By 2017 this will increase to 35. d) Pasifika Girls: Currently 16 out of 26 (62%) By 2017 this will increase to 22. e) Other Boys: Currently 42 out of 184 (23%) By 2017 this will increase to 156. f) Other Girls: Currently 68 out of 168 (40%). By 2017 this will increase to 143.
<p>NCEA Level 2 92 students left school without Level 2 NCEA. This included 62 Māori, 9 Pasifika and 21 Pakeha students. 75% of school leavers have Level 2 NCEA.</p>	<p>By 2017 42 or more Māori school leavers will have achieved NCEA Level 2.</p>

Hauraki Community of Learning

- 56. The Hauraki Community of Learning was approved in March 2015.
- 57. The Hauraki CoL consists of 12 schools; 11 primary schools and one secondary school (Co-Ed). The CoL has 1,595 students of whom 403 identify as Māori and 20 as Pasifika.
- 58. The community has made sound progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

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

60. The CoL has identified five high level achievement challenges (refer to Appendix 6) which relate to:

- Reading,
- Writing,
- Mathematics,
- NCEA Level 2 with Vocational Pathway Endorsement, and
- School Leavers pursuing aligned pathways after leaving school.

61. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. There is also an emphasis on accelerated progress for Māori students.

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

Table 6: Summary of Hauraki CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Reading Years 1-8 In 2014, 624 out of 848 (74%) Years 1-8 students, including 158 out of 231 (68%) of Māori students, were at or above the National Standard in reading.</p>	<p>By 2017, 721 out of 848 (85%) Years 1-8 students will be at or above the National Standard in reading, a shift of 3.8% per year.</p> <p>This includes 196 out of 231 (85%) Māori students, a shift of 5.5% per year.</p>
<p>Writing Years 1-8 In 2014, 576 out of 848 (68%) Years 1-8 students, including 141 out of 234 (60%) of Māori students, were at or above the National Standard in writing.</p>	<p>By 2017, 721 out of 848 (85%) Years 1-8 students will be at or above the National Standard in writing, a shift of 6% per year.</p> <p>This includes 199 out of 234 (85%) Māori students, a shift of 8% per year.</p>
<p>Mathematics Years 1-8 In 2014, 628 out of 848 (71%) Years 1-8 students, including 159 out of 233 Māori students, were at or above the National Standard in maths.</p>	<p>By 2017, 721 out of 848 (85%) Years 1-8 students will be at or above the National Standard in maths, a shift of 4% per year.</p> <p>This includes 198 out of 234 (85%) Māori students, a shift of 6% per year.</p>
<p>School Leavers with NCEA Level 2 Vocational Pathway Endorsement In 2014, no students in the COL left school with NCEA Level 2 Vocational Pathway Endorsement.</p>	<p>By 2017, 112 out of 150 (75%) school leavers will have achieved at least one Vocational Pathway Endorsement, a shift of 37 students per year.</p> <p>This includes 24 out of 32 (75%) Māori school leavers, a shift of 8 students per year.</p>

<p>School Leavers pursuing aligned pathways for at least 16 months In 2015, 90 out of 150 school leavers (60%), including 19 out of 32 (60%) Māori school leavers, pursued a pathway aligned with their aspirations, strengths and interests until at least 16 months after leaving school.</p>	<p>By 2017, 136 out of 150 (90%) of school leavers will pursue a pathway option aligned with their aspirations, strengths and interests until at least 16 months after leaving school, a shift of 15% per year.</p> <p>This includes 29 out of 32 (90%) Māori school leavers.</p> <p>The COL notes that this achievement challenge would require tracking and supporting each student's destination and pathway development from at least year 7 right through to at least 16 months after leaving school, as well as changes to what and how relevant data is collected.</p>
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Southern Area Schools Community of Learning

63. The Southern Area Schools Community of Learning was approved in December 2014.
64. The Southern Area Schools CoL consists of six schools, all of them co-educational composite schools (Years 1-13). The CoL has 924 students of whom 212 identify as Māori and 12 as Pasifika.
65. The communities that contribute to these schools are rural and isolated from major centres, and local schools face a number of challenges in providing quality education to their community. These challenges include teacher recruitment and retention, suitable ICT connectivity, and distances between schools and other facilities. The CoL also notes that by virtue of all being area schools, there is not a straight linear educational pathway for students, and students typically have individualised programmes, particularly senior students, as there are often few students in secondary year levels.
66. The community has made sound progress in developing its achievement challenges and high level plan.

Endorsement of Achievement Challenges and Plan

67. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
68. The CoL has identified three high level achievement challenges (refer to Appendix 7) which relate to:
 - Writing,
 - Mathematics, and
 - NCEA Level 2
69. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines.

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

Table 7: Summary of Southern Area Schools CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Writing Years 0-8 NCEA Level 1 – 3 courses make increasingly complex demands on written literacy skills. In many cases students have the knowledge and application skills in the content areas but struggle to write their ideas clearly and coherently.</p> <p>National Standards results for Writing in years 1 – 8 confirm that up to 25% of students are not meeting the standard for their year level.</p>	<p>By the end of 2017, 539 out of 634 (85%) students will be achieving at or above the relevant National Standard in writing, including 121 (85%) Māori students and 7 (85%) Pasifika students.</p>
<p>Mathematics Years 0-8 Mathematics achievement in a number of schools is not increasing sufficiently. There is a limited ability to problem solve and problem generate.</p> <p>Currently our student achievement data shows that 79.6% of students are achieving at or above the relevant National Standard for Mathematics which is 502 students.</p>	<p>By the end of 2017, 533 out of 628 (85%) students will be achieving at or above the National Standard in maths, including 121 Māori students (85%) and 7 Pasifika students (85%)</p>
<p>NCEA Level 2 Whilst all the schools report high pass rates for NCEA there is a concern that some students could aspire to do better and strive for merit and excellence endorsement, and/or a vocational pathway award.</p> <p>Currently our student achievement data shows that 71.8% of school leavers achieve NCEA Level 2.</p>	<p>By the end of 2017, 124 out of 157 school leavers (90%) will achieve NCEA Level 2 or equivalent, including 9 Māori students (NB numbers of Pasifika students leaving school in this CoL are negligible)</p> <p>All students will get either an endorsement with merit or excellence or a vocational pathway award.</p>