

Te Pae Here Kāhui Ako

(Guiding our direction together)

**Te Raki Rāwhiti O Kirikiriroa
(North East Hamilton)**

Whakatauki:

**Ki te kotahi te kākaho ka whati
Ki te kāpuia e kore e whati.**

**When the reeds stand alone they are vulnerable
But bound together they are unbreakable.**

Kingi Tāwhiao

Purpose of the Group

We see akonga at the heart of our schools. Our focus is wider than National Standards and NCEA data. It's about developing the whole child and looking after their wellbeing. As a community we will work collaboratively on strengthening the pathways for our students throughout their schooling journey. This will involve developing a more holistic pathway, acknowledging each student's strengths, as they transition through various schools within our community. Robust, rigorous data around our students will be shared across our schools. Culturally appropriate support will comprise part of the students' transition between schools.

Guiding Principles

Just prior to the discussions about forming a Kāhui Ako Waikato University completed a research study of the Fairfield Cluster, which had been operating since 1989. The majority of the schools in the Kāhui Ako were from this cluster. The research report set out some guiding principles for successful collaboration and we have adopted these to guide our work.

The guiding Principles for Te Pae Here Kāhui Ako:

1. **Time** - members need time to plan and to build relationships.
2. **Common purpose** - planning and relationships are needed so that all leaders have a common understanding, through collective engagement.
3. **Relationships** - These must be built on trust, openness, and mutual challenge.
4. **Effective leadership** - Leaders need to be capable of change and development, capable of motivating others and be a distributive decision maker across a range of members (teachers, students and parents).
5. **Active members** - Being active participants in the group is essential to create motivation, ensure that there are opportunities for volunteering and to instil an overall sense of partnership and inclusion.
6. **Challenge** - This is an integral part of development and requires transparency so that all views are heard in order to be inclusive and effective.
7. **Sustained endeavour** -Success in raising student achievement is not always immediately obvious so we need to persevere, evolve and shift our practices.
8. **Future-focused** -This is important in establishing and maintaining the purpose of the Kāhui Ako.

Vision

As a diverse group of schools, we work together to achieve the best possible outcomes for all learners.

Values

To achieve our goals and collaborate effectively we need to value: **Inclusiveness, Respect, Trust, Relationships, Integrity, Manaakitanga, whānaungatanga, Openness to Learning, Being Future Focussed, and Mutually Challenging.**

Aims

We aim to achieve outcomes by:

- **Engaging teachers, students and whānau and empowering them to achieve the best possible outcomes.**
- **Creating an environment where learners feel empowered and have the skills to learn, succeed, achieve.**

Who Are We?

Te Pae Here Kāhui Ako is situated in the northwest of Hamilton, where rapid roll growth is ongoing, with most schools impacted by this growth. Most schools have enrolment zones. The community of learners will cater for over 7500 students. The five Year olds who go to school in this area come from over 90 ECEs. Thirty five ECEs from within the Kāhui Ako boundaries have also linked with the group giving more complete learning pathways for students. A common link for all the schools is that they are located within the Ngāti Wairere hapu, hence the name of the Kāhui Ako that was agreed in consultation with Ngāti Wairere.

There is great diversity within the group of schools, which the Kāhui Ako sees as a strength. Our members are:

Bankwood School	Y 1 - 6	Endeavour School	Y 1 - 6	Fairfield College	Y 9 - 13
Fairfield Intermediate	Y 7 - 8	Fairfield Primary School	Y 1 - 6	Gordonton School	Y 1 - 8
Hamilton Christian School	Y 1 - 13	Hamilton North (Special School) 5 - 21 Year olds		Hukanui School	Y 1 - 6
Insoll Avenue School	Y 1 - 6	Puketaha School	Y 1 - 8	Pukete School	Y 1 - 6
Rototuna Junior High School	Y 7 - 10	Rototuna Primary School	Y 1 - 6	Rototuna Senior High School	Y 11 - 13
Te Totara Primary School	Y 1 - 6	Waikato Waldorf School (Integrated)	Y 1 - 10	Woodstock School	Y 1 - 6

At 1 July 2017 there were 8,160 students attending these schools. 2,220 students (27%) were Māori, 365 (4%) were Pasifika and there was a growing Asian roll of over 1,000.

Prerequisites for Achieving the Challenges.

This is a large Kāhui Ako, both in the number of schools, and the number of students. There is the added complexity of the wide range of learning needs in-schools from the lowest socio economic to those at the highest. The inconsistencies in sets of data from individual schools also potentially creates a challenge. Each school within the Kāhui Ako is currently involved in different professional learning and development that is committing them to a growth programme. The ethnic profiles of the schools and their needs are very different. This diversity means that we have to develop quite broad achievement challenges so that schools can meet their specific needs, and benefit from the expertise that each school has to offer. It is the collaboration that is going to make the difference for our students.

With such a diverse group of schools, most will be committed to meeting target needs already identified in their strategic and annual plan. As a member of the Kāhui Ako, each school will select the challenges appropriate for their students.

ERO (2015) found that successful schools had a range of practices and approaches that contributed to their success in accelerating achievement. Te Pae Here Kāhui Ako will bear these in mind as we set our challenges.

Overarching Focus.

Student Wellbeing/the Whole Child

Since the initial meetings to form our Kāhui Ako, the Principals have been steadfast in their belief that successful student learning and achievement has to be built on the physical and emotional wellbeing of all learners. Crucial to this wellbeing is the quality participation of parent/whānau/iwi. Our students need ongoing support for them to successfully transition and learn as they move from ECE through to the Year 13. We will all work to ensure that student wellbeing will be at the forefront of our actions and programmes to underpin success for all.

Achievement Challenges.

Achievement Challenge: Oral Language/Kōrero

Data collected by primary schools show that many students have poor oral language skills upon entry to school. This gap is reflected in achievement from the first Year at school, through to problems in meeting the English requirements for Level 2 NCEA. Schools will develop appropriate programmes to support the growth of language acquisition to reduce the negative impact on learning.

Achievement Challenge: Reading/Panui

Our reading data for 2016 shows that at Year 6, 85.8% of students are meeting the National Standard. For reading We noticed that at the Year 7 transition achievement fell to 65.7%. Secondary data from Year 9 students at the beginning of 2016 show that 68% of students met the expected level, with 50% of Pasifika and 40% of Maori succeeding. This shows a drop of 17% from Years 6 to 9.

A challenge that we have is to identify the reasons for the difference between Year 6 achievement and that of Year 9. A second challenge is to raise the achievement of the priority groups of Māori and Pasifika students. A third challenge is to identify the reasons behind the decline in achievement at each of the transition points. This impacts on schools at Years 3, 5, 7 and 9 and should form the basis of collaborative inquiries.

Achievement Challenge: Writing/Tuhituhi

Our 2016 data shows that 75.4% of Year 1 students achieved the National Standard in writing. While there was a slight positive difference in Year 2, there was a decline in the percentage of students achieving the National Standards to the end of Year 6 where 68.2% reached them. Our 2017 Year 9 data shows that 52.4% (179/341) of all students met the expected level. 23.6% (27/114) of Maori, 25% (2/8) and 49.4% (84/1700) of males met the expectations. Just as in Reading there are declines at the transition points in the curriculum.

It needs to be reported that there were some major changes happening in member schools at the time leading to this data collection and it could be that there was some impact on results. Of note is that student numbers increased by 742 students across all schools.

Achievement Challenge: Mathematics/Pangarau

The Kāhui Ako mathematics results for 2016 show that 86.9% of Year 1 start off meeting the National Standard. There is a drop to 82.8% of Year 2's meeting the standard. Year 3, the first Year at level 2 of the curriculum, shows a fall to 73.5% meeting the standard and then rising to 76.3% doing so by Year 6. At the end of Year 8 achievement fell to 57.6%. At the beginning of 2016 the data shows that 62% (107/170) of Year 9s met the schools' achievement level based on the progressions and test data.

When cohorts are compared there is a sharp decline in achievement at Year 7, with 29% fewer students meeting the standard in 2016 when compared to the Year 6 cohort in 2015. 17.3% fewer students achieved the expected standard in Year 8 (2016) compared with these students' achievement in Year 7 (2015).

Secondary Challenge

There has been a steady improvement in the number and percentage of students achieving NCEA level 2 or better. 122 (66.3%) of students achieved this in 2016, including 36 (61.9%) Maori and 8 (50%) Pasifika. The challenge is to continue the growth towards the 85% achievement level.

Sources of Data

The information above came from a number of sources including:

- Each Primary Schools data for 2013-15 (MOE).
- The Primary School's own data from 2016.
- Each school's data and analysis.
- Education Review Office summative report for our Kāhui Ako.
- 2015 Pathway data provided from the MOE.

The school leaders have agreed that there are some key areas where we can make a difference to achievement by working collaboratively together as a Kāhui Ako and drawing on the skills and talents of teachers and Principals in the group. We also believe that the deputy and assistant Principals have much to add to the quality of teaching and learning in our community.

There are also challenges within the group that we can focus on to build the student wellbeing and growth of the whole child. These include:

- Addressing the poor attendance in some schools.
- Finding ways to transition the transient students in the community.
- Developing teaching approaches to successfully engage all students in their learning.
- Working with agencies and groups such as MOE, Learning Support, R.T.L.B, Counsellors, ICAMHs, CDC, DHB (Project Energise), PHNs, Attendance Service, Children's Team, Oranga Tamariki, the Migrant Centre, Tainui and Ngāti Wairere.

Engaging with Ngati Wairere.

As stated earlier all of the schools in the Kāhui ako are within the boundaries of Ngati Wairere. The Principals recognised this and when the group was formed we consulted with the tangata whenua regarding our name and also an appropriate whakatauki. Ngati Wairere also have membership on our stewardship group.

Members of the Kāhui Ako met with Kuia and Kaumatua on 22 November at the Fairfield College Marae. The purpose was to share our progress and consult about the way forward. During the course of the Hui the members constantly referred to the gathering as “The Awakening.” They were pleased to see that priority was given to Maori in our Achievement Challenges and that student well being, building relationships with whanau and growing culturally appropriate teaching practices were key drivers of change in our Kāhui Ako. The importance of our links to Tainui were acknowledged.

We discussed the importance of engaging with the whānau in trying to bring about change. It is an expectation that schools will work with their school whānau groups. The tangata whenua reminded us of the importance of attending the annual Pokai to also make links with our Maori community. This will be shared with all members. We will ensure attendance in the future.

The plan is that we will meet annually with the representatives of Ngati Wairere.

Te Pae Here Kāhui Ako

Achievement Challenges Table of Contents

Mathematics

- 1.A: All Year 6 students. **At the end of 2016 76.3% (581) of Year 6 students met the standard. We aim to raise the standard by 11.6% (87 students) over the next four years.**
- 1.B: All Year 8 students. **In 2016 57.6% (304) of Year 8 students met the standard. We aim to improve this by 13.6% (71 students).**
- 1.C: All Year 1 - 8 Maori students. **In 2016 60.3% (910) students achieved the standards. We plan to raise achievement to 70.3% (1058) students by 2020.**
- 1.D: All Year 1 - 8 Pasifika students. **In 2016 59.3% (156) students achieved the standards. We plan to raise this to 76.0% (200) students by 2020.**

Writing

- 2.A: Literacy Target 1 (Oral Language) See Page 7
- 2.B: All Year 6 students. **In 2016 68.2% (519) of Year 6 students met the standard. We aim to increase this by 102 students to 81.6%**
- 2.C: All Year 8 students. **In 2016 51.6% (273) of students met the standard. We aim to increase this by 99 students to an overall achievement rate of 70.3%.**
- 2.D: All Year 1 - 8 Maori students. **In 2016 54.2% (819) of Maori students achieved the standards. We aim to raise this to 65.5% (989) an increase of 11.5% by 2020.**
- 2.E: All Year 1 - 8 Pasifika students. **In 2016 55.8% (148) Pasifika students met the standards. We aim to raise this by 53 students meaning that 75.8% will meet the standards.**

Reading

- 3.A: All Year 6 students. **In 2016 85.8% (654) students reached the standard. We aim to increase this by 57 students, 93.3% by 2020.**
- 3.B: All Year 8 students. **In 2016 69.4% (368) students reached the standard. We aim to increase this by 53 students to 79.4% achieving the standard by 2020.**
- 3.C: All Year 1 - 8 Maori students. **In 2016 65.4% (988) Maori students reached the standards. We aim to increase this by 119 students, meaning that 73% will meet the standards in 2020.**
- 3.D: All Year 1 - 8 Pasifika students **In 2016 65.7% (174) of Pasifika students met the standard. We aim to increase this by 44 students to have 82.6% of students meeting the standard by 2020.**
- 3.E: Special School Target **to accelerate the reading achievement of students who can read through targets set annually in their Individual Learning Plan.**

Secondary School Challenges

4. A. Mathematics and Statistics by the end of Year 10.

We aim to have 52% of Maori achieve the agreed standard (at or above level 5) in Mathematics representing a 18 percentage improvement. For Pasifika we aim to have 75% meet the standard (25 percentage improvement). Our goal for males is that 70% (an increase of 5%) reach the expectation.

4. B. English – Writing by the end of Year 10.

We aim to have 55/114 (48%) of Maori meet the agreed standard in writing by the end of Year 10 (2018). We want to raise Pasifika achievement to 75% (four students) and males to 59% (100/170) over the period to the end of 2018.

4. C. English- Reading by the end of Year 10.

We aim to have 53% (60/114) of Maori achieve the standard in Reading representing a 13% improvement. For Pasifika we aim to have 75% meet the standard. Our goal is that 71% (120/170) of males will meet the agreed expectation which is an 8% improvement. We expect the total cohort to improve to 78% (266/341) meeting the expectations.

4. D. NCEA Level 2 Years - 13

The challenge statements for NCEA level 2 are aspirational and factor in the likelihood of Rototuna Senior High results later in the period. (2019).

- 90% of school leavers will have a minimum of NCEA Level 2.
- There will be 100% of successful transitions into workplace and/or tertiary training.

The complete details of the achievement challenges are an appendix at the end of this document.

Drivers for Change

“International evidence suggests that educational reform’s progress depends on teachers’ individual and collective capacity and its link with school-wide capacity for promoting pupil’s learning. Building capacity is therefore vital. Capacity is a blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure support. Put together it gives individuals, groups, whole school communities and school systems the power to get involved in and sustain learning over time.” *Stoll, Bolam, McMahon, Wallace and Thomas (2016).*

Hattie's' Visible Learning (2009) has a focus on teacher effect size, and an emphasis on the sharing of teacher expertise as a strategy to improve student achievement through networking. We see this approach as important and acknowledge that collaborative groupings have potential to broaden learning opportunities for teachers and to create conditions to grow leaders.

The purpose of Kāhui Ako is to work collaboratively to raise student achievement. Crucial to this process are the drivers of change which will focus our collaboration. A key aspect of the drivers of change, is the importance of the collaborative link between teacher inquiry, and the work of in-school teachers and teachers across schools which is planned to raise student achievement. The drivers for change are woven into other drivers. Our drivers of change are as follows:

1. Students Wellbeing
2. Building Relationships with Whānau
3. Culturally Responsive Pedagogy
4. Collaborative Inquiry
5. Growing Student Agency
6. School Collaboration
7. Effective Transitions
8. Growing Leaders
9. Moderation.
10. Building Teacher Capacity and Capability.

1. Wellbeing for Success

“Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self optimism and high level of satisfaction with learning experiences.

‘Wellbeing is vital for student success. The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs.’

(Wellbeing for Success: a resource for schools. ERO 2016)

During our discussions leaders have regularly raised a number of issues that impact on student health and wellbeing which may compromise their readiness for learning. The issues include:

- Poor attendance
- Poor health
- Retention in the school system
- Transient children
- Transition to school

- Relationships with whānau.
- Resilience

We want all students to be able to fully engage in learning so that they can achieve their best. To achieve this we can address health and wellbeing issues and can use Mason Durie’s model. He says that the four dimensions of hauora are:

- Taha Hinengaro (mental health)
- Taha whānau (extended family health)
- Taha Tinana (physical health)
- Taha Wairua (spiritual Health).

“Wellbeing for Success” a resource for schools March 2016. ERO 2016

The Plan

We need to establish some baseline data about students and their physical and emotional health and their attitudes towards school and learning so that we can plan interventions, and to ensure that we can track progress.

The method we plan to use is to get students in Years 5 to 7 and Years 9- and 10 students, teachers and whānau to complete the Wellbeing at School Survey (NZCER) to develop a ‘picture’ of our Kāhui Ako.

It is planned to do this in 2018 and then for schools to look at how they can address patterns or issues. The plan will have to prioritise building teacher capacity and capability with culturally responsive and relational pedagogy to enhance teachers’ skills to relate to students, especially with the priority learners. Teachers will also need to consider health and wellbeing when setting targets as part of the planning and reporting process, setting objectives for teacher appraisal and the “teaching as inquiry” process and class targets for individual student progress. These points will all be considered as part of setting our achievement challenges and gathering the data to increase progress and achievement.

Te Pae Here Kāhui Ako already has some systems in place to develop the wellbeing of students. These include:

- The trial of a ‘triage system’ with Learning Support and RTLB to get prompt decisions about applications for support of students.
- Some schools are engaged in a partnership with the Attendance Service to improve student attendance.
- Secondary Schools are working with Wintec to provide learning pathways for some students.
- The Secondary Schools are also involved in the Whakatapuranga Waikato-Tainui Education Strategy 2050.
- Most Schools participate on the biennial Fairfield Cultural Festival, music festivals and sports events.
- We also have a relationship with Te Kura and have Hamilton North School (Specialist Learning Centres) as part of our Kāhui Ako.

2. Building Relationships with Whānau

The work of researchers such as Russell Bishop and Mere Berryman and the MOE Ka Hikitia documents stress the importance of encouraging whānau to become engaged with their tamariki to support them in learning.

The Plan

- Ka Hikitia 2013-17 points out that “a productive partnership starts by understanding that Māori children and young people are connected to whānau and should not be viewed or treated as separate, isolated or disconnected. Parents and whānau must be involved in conversations about their children and their learning.” Ka Hikitia summary p.3.
- Māori students enjoying and achieving education success as Māori will:

1. "have their identity, language and culture valued in teaching and learning in ways that support them and encourage them to engage and achieve success,
2. know their potential and feel supported to set goals and take action to enjoy success,
3. experience teaching and learning that is relevant, engaging, rewarding and positive,
4. gain the skills, knowledge and qualifications to achieve success in te ao Māori, New Zealand and the wider world." Ka Hikitia Summary p.2.

- We have Māori representation on our Management Sub-Committee nominated by Ngāti Wairere.
- Members of the Kāhui Ako are expected to engage with whānau through hui at their individual sites or appropriate venues.
- The Kāhui Ako will also actively engage with the whānau so that we can work collaboratively to raise Māori achievement. This is of great importance to our Kāhui Ako where 27% of the students are Māori.
- All Kāhui Ako members will be encouraged to continually update their Māori achievement targets.

3. Culturally Responsive Pedagogy

The Broad Principles of the Treaty of Waitangi are based on:

- Partnership
- Participation
- Protection

Kia Eke Panuku also points out that culturally responsive pedagogy requires teachers to create contexts for learning under:

- Whānaungatanga
- Mahi tahi and Kotahitanga
- Wānanga
- Kaupapa

Ka Hikitia says that improvements in results for Māori occur when we:

- Integrate elements of students identity, language and culture into the curriculum teaching and learning.
- Use student achievement data to target resources for optimal effect.
- Provide early, intensive support for those students who are at risk of falling behind.
- Create productive partnerships with parents, whānau, hapū, iwi, communities and business that are focussed on educational success.
- Maintain high expectations of students to succeed in education as Māori.

The Plan

For Te Pae Here Kāhui Ako to translate the above into success for Māori in education we need to:

- Provide an environment that reflects a culture that values Māori.
- Ensure that our curriculum, teaching and learning programmes value and include resources, contexts, activities and approaches that reflect Māori experiences and interests.
- Ensure that schools use collaborative inquiry and whānau to identify what works best for Māori students and implement the approaches.
- Ensure that our PLD looks at how we can develop the skills of our staff to deliver culturally responsive programmes to challenge Māori learners.
- That we use the skills, knowledge and approaches within our Kāhui Ako to collaborate and share practices that will accelerate the learning of Māori students.
- We engage with Māori whānau and iwi to develop and strengthen our programmes to meet the needs of tamariki.

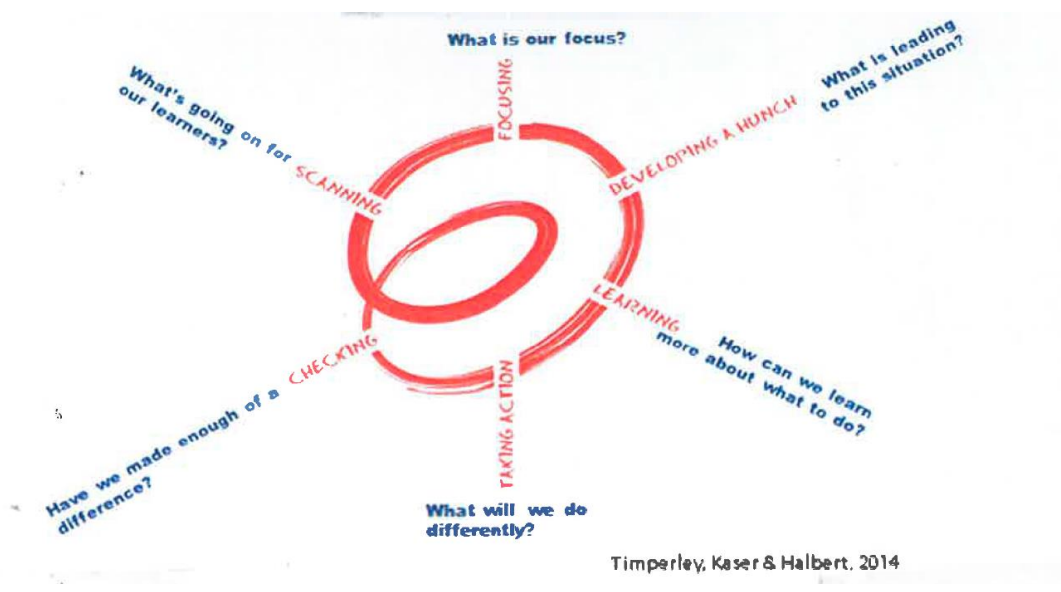
- That we have high expectations of Māori.
- We use our networks and expertise to share and grow the knowledge of what works to support excellent Māori learning outcomes.
- That we develop smooth transitions in students learning pathways and support tamariki to have a clear pathway to achieve their aspirations.

4. Collaborative Inquiry

“A well-conducted Collaborative Inquiry process sets the stage for embedded Collaborative Learning. One inquiry leads naturally to another uncovering new layers of complexity in the search for system and school improvement on behalf of students”. Sharratt and Planche p. 44 (2016).

Kāhui Ako are about raising student achievement and we believe that collaborative inquiry between in-school colleagues, and with colleagues in other schools will assist us in meeting the achievement challenges. The model below from Timperley, Kaser and Halbert (2014) shows the iterative approach to ongoing inquiry leading to collaborative learning. There needs to be a focus to inquiry so that we don’t jump from one initiative to another losing sight of the original purpose.

Spiral of Inquiry, learning and action:



The Plan

Key points about Collaborative Inquiry

- Seeking improvement is a constant goal.
- It is the cyclical, iterative nature of collaborative work that moves teams forward.
- Successful inquiry requires mechanisms for collaborative assessment, analysis and refinement.
- Sometimes it’s better to slow down to reflect or look for further evidence so that the approach is more intentional, embedded and sustained.
- Constantly changing priorities erodes the power of the approach.

Inquiries will be linked to the Achievement Challenges and schools’ unique conditions within these. The inquiries will link to the work of the in-school teachers and, in many cases, to those who are the across school teachers. This will focus on the needs and direction of the interventions and also lead to sustainability of progress.

5. Student Agency

Successful student agency occurs when there is a strong belief and expectation that learners require ownership of the learning process to be highly successful. This teaching and learning approach needs to be based on inclusive classrooms/schools where positive relationships exist between teachers and students and students with other peers, ensuring that everyone is empowered to learn with and from each other.

The Plan

This will be a pedagogical shift for some teachers. They will provide guidance and support for students. Teachers will be inclusive and encourage independence so that students can:

- Understand what and why they are learning
- Ask questions to clarify their learning
- Make accurate, informed decisions about their learning
- Share their learning successes and challenges
- Know and understand their next learning steps
- Work in a culture/environment where this approach is encouraged and allows student agency to occur.

We believe that such an approach will lead to students increased engagement in their learning and will assist in raising student achievement.

6. Growing Leaders

Te Pae Here Kāhui Ako believes that leadership is a key to raising student achievement. By joining our Kāhui Ako the leaders have taken a giant step in the learning process by agreeing to work collaboratively. We know that leaders need to focus on raising student achievement and to focus on school improvement and sustainability.

The Plan

To do this leaders need to:

- Collaborate, develop and enact their school's vision, values, goals and priorities for equity and excellence.
- Establish and ensure an orderly and supportive learning environment conducive to student learning and wellbeing.
- Ensure effective planning, coordination and evaluation of the school's curriculum and teaching.
- Promote and participate in a coherent approach to professional learning and practice.
- Build capability and collective capacity in inquiry and evaluation for sustained improvement and innovation.
- Build relational trust and effective participation and collaboration at every level of the school community.

ERO "School Leadership and Works" November 2016

- We also believe having our Deputy and Assistant Principals involved in the group will grow leadership capacity.
- The Collaborative Inquiry, and the in-school and across school roles will also provide further leadership opportunities for the development of our teachers and impact on student achievement.

7. Effective Transitions

In Te Pae Here Kāhui Ako there are many key transition points because of the different schools and pathways. These include transition from:

- Early childhood to primary
- Primary to intermediate or Junior High
- Full primary to Junior High or College/High school
- Junior High to Senior High

Poor transition can create anxiety, social issues, or disengagement, impacting learning and achievement.

To create ideal conditions for seamless transitions we recognise that there are social and academic issues that need to be addressed in order to develop a sense of belonging, increased motivation, academic performance, relationship development and group cohesiveness. (Glasi, Akos 2007)

We see the fact that our Kāhui Ako is working collaboratively together as a good opportunity to inquire into how best we can ensure the wellbeing of students which will enable them to be ongoing successful learners. There will be strategies that can be delivered to all students and through communication between schools and whānau/families. Additional strategies can be put in place to support vulnerable students.

The Plan

We believe the keys to seamless/effective transition are:

- Quality relationships between the people responsible for the transition.
- The effectiveness of the connectedness of the network of leaders within our Kāhui Ako.
- Having students at the centre.
- Moderating students' work so that all Kāhui Ako members can trust the judgements of their peers.

Therefore we need to include:

1. Many opportunities for people in the Kāhui Ako to meet, exchange ideas and provide feedback.
2. Networks in place to look in depth at transition processes and practices.
3. Clear processes and protocols for transferring and implementing ideas.
4. Use of evidence and data at the local level is used and monitored as a way to motivate and get ownership at the school level.
(based on S. Towns 2016)

One of the important factors for effective transition is trust .

“Improvement in the level of sharing may not come about as long as the leaders and teachers in the sectors do not fully respect each other’s practice, and more importantly, understand and value their respective contributions to the provision of quality learning outcomes for children and students”. (Atkins 2005).

We believe that the culture we have will develop further, that more discussions between teachers will, along with the collaborative inquiries , ensure that we have high quality transitions in place.

8. Moderation (Quality data)

Moderation of practice occurs prior to, and after assessment, in a planned approach to ensuring assessment actually measures what you are looking for. We need accurate data that is valid, reliable and consistent.

In a large Kāhui Ako it is inevitable that there will be differences in assessment of achievement data especially where it is based on overall teacher judgements. The Kāhui Ako believe that in order to understand progress and achievement there needs to be consistency of judgements. Without consistency we cannot trust information and this impacts on:

- Transition between institutions on the student's pathway.
- The accuracy of information shared with parents and whānau.
- The reliability of our achievement challenge data.
- Accuracy of target setting and outcomes in-schools.
- The confidence that parents/whānau have in the information shared by the schools.
- Teaching and learning decisions in the classroom

The Plan

Moderation is the key to enabling all to have confidence and trust in the data and information used to report on progress and achievement. All schools are using moderation within their institution. Some schools are beginning to use PACT to try and develop consistency. Schools use standardised tests to endeavour to validate their data.

There needs to be planned, regular, ongoing moderation within and between schools. It needs to be based on professional discussion and a willingness to listen to and understand viewpoints. The aim is to have increased consistency and reliability in the data gathered and analysed so that we trust the results on which we make our decisions. These discussions need to happen within and between schools. We believe that a group such as the AP/DP's should take on this role and scrutinise the data and the evidence on which it is based. It needs to be studied closely to identify what the student can do and what the next learning step involves.

Evidence Sources

- National Standards criteria
- Subject standards
- Progressions

9. Building Teacher Capacity and Capability

As a Kāhui Ako we see teachers, not as the problem, but, as the solution. Underlying the achievement challenge action plans we aim to build teacher capacity and capability to ensure success in, and sustainability of, progress and achievement in learning. The key to this is linking the teacher inquiries to the leadership of the teachers with in-school roles and those who work across schools. This collaboration will result in targeted teaching based on student needs.

The Plan

- Provision of quality professional learning and development.
- Provision of coaching and mentoring skills for in-school and across school teachers.
- Further developing collaborative inquiry skills to raise student achievement.
- Networking opportunities for teachers.
- Moderation of student work within and between schools.
- Developing culturally responsive pedagogy skills.
- Growing and developing leaders.

Mathematics Challenges

Achievement Challenge ... Mathematics	Mathematics Sub Goals for Priority Cohorts
<p>In 2016 there is an obvious achievement gap from when our children transition from year 6 to year 7 and year 8 to year 9. Our challenge is to maintain and then improve achievement levels in Mathematics at these transition points.</p> <p>In 2016 we had (4434) 75% of children considered to be achieving at or above the NZC Standards (year 1-8). We believe that this overall achievement level can be somewhat improved if we are able to maintain the achievement levels of our students when they transition from primary into their adolescent years. This will be a focus of an inquiry to identify the cause of the decline and for ideas on how to raise the standard.</p> <p>We aim to strengthen Mathematics outcomes from school entry, to ensure student are ready for NCEA in Year 11.</p> <p>As there is great diversity of schools and ethnicities there is also a wide range of achievement in each Year Level cohort. Therefore some schools will also focus on increasing the number of students increasing achievement from at to above the standard.</p>	<p>Individual schools will focus on targets in their Strategic and Annual Plans as a Kāhui Ako but we have challenges in Years 6, 8, 9, and 12.</p> <p>Year 6: In 2016 we had (581) 76.3% achieving at or above the NZC Standard. By the end of 2020 we aim to have a 11.4% (87 students) improvement shift in achievement.</p> <p>Year 8: In 2016 we had (304) 57.6% achieving at or above the NZC Standard. By the end of 2018 we aim to have a 13.6% (71 students) improvement shift in achievement.</p> <p>Year 9: Data collected by the secondary schools indicate a range of challenges in Mathematics. 65% (223/341) did meet the expectation but there are groups with the cohort that need a lot of work. We want 263/341 (77%) of the students to meet the expectation by the end of 2018. Overall 34% (39/114) of Maori met the expectation and the small group of Pasifika had a 50% success rate. While 62% of males met the expectation, differences in school cohorts showed achievement rates of as low as 30%.</p> <p>Details are in the challenges documentation. We believe that the impact of the transitions and Kāhui Ako will have ongoing impact.</p> <p>We also have achievement challenges in the Priority Groups in the Primary and Intermediate age groups. We will focus on all year levels of these students in an effort to raise their standard in mathematics.</p> <p>Maori: In 2016 we had (910) 60.3% achieving at or above the expected standard. By the end of 2020 we aim to have a 10% (148 students) improvement shift in achievement.</p> <p>Pasifika: In 2016 we had (156) 59.3% achieving at or above the expected standard. By 2020 we aim to have a 16.7% (44 students) improvement in achievement.</p>

Mathematics Achievement Challenges

Sub Challenge 1.A: All Students Years 6 (Mathematics)

At the end of 2016 76.3% (581) of Year 6 students met the standard. The range was from 52.3% to 91% so there is a need to raise the standard. We aim to raise the standard by 11.6% (87 students) over the next four years.

All Students Year 6 Total students who were At or Above NZ Curriculum Standards in Mathematics	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pasifika	Total Cohort shift # of students & % of Students
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	# of students	
Bankwood School	33/51	64.7%	35	68.6%	37	72.5%	41	80.4%	3	0	8 15.6%
Endeavour School	22/32	68.8%	24	75.0%	26	81.3%	28	87.5%	0	0	6 18.8%
Fairfield Primary School	36/54	66.7%	41	75.9%	43	79.6%	45	83.3%	7	1	9 16.7%
#Hamilton Christian School	12/18	66.7%	14	77.8%	16	88.9%	18	100.0%	1	0	6 33.3%
Hukanui School	96/110	87.3%	105	95.5%	107	97.3%	110	100.0%	1	1	14 12.7%
Insoll Avenue School	23/44	52.3%	26	59.1%	29	65.9%	31	70.5%	6	1	8 18.2%
Pukete School	36/57	63.2%	38	66.7%	39	68.4%	40	70.2%	2	1	4 7.0%
Rototuna Primary School	116/132	87.9%	124	93.9%	128	97.0%	130	98.5%	2	0	14 10.6%
Te Totara Primary School	105/115	91.3%	106	92.2%	107	93.0%	108	93.9%	1	0	3 2.6%
Woodstock School	39/49	79.6%	41	83.7%	42	85.7%	44	89.8%	2	0	5 10.2%
Gordonton School	25/37	67.6%	26	70.3%	27	73.0%	28	75.7%	2	1	3 8.1%
Puketaha School	23/30	76.7%	23	76.7%	23	76.7%	25	83.3%	2	0	2 6.7%
Waikato Waldorf School	15/23	65.2%	18	78.3%	18	78.3%	20	87.0%	2	0	5 21.7%
Total Kahui Ako Shift			40		21		26		31	5	87 11.6%

#Private School

Sub Challenge 1.B: All Students Year 8 (Mathematics)

In 2016 57.6% (304) of Year 8 students met the standard which is a substantial fall in achievement. We need to inquire into how this fall can be arrested. We aim to improve this result by 13.6% (71 students) to 71.2% (375) students over the next 4 years.

All Students Year 8 Total students who were At or Above NZ Curriculum Standards in Mathematics	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pacific	Total Cohort shift # of students & % of Students
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	# of students	
Gordonton School	14/26	53.8%	16	61.5%	18	69.2%	20	76.9%	1	1	6 23.1%
#Hamilton Christian School	23/24	95.8%	23	95.8%	24	100.0%	24	100.0%	0	0	1 4.2%
Puketaha School	21/29	72.4%	22	75.9%	23	79.3%	25	86.2%	0	0	4 13.8%
Waikato Waldorf School	12/15	80.0%	13	86.7%	14	93.3%	15	100.0%	1	0	3 20.0%
Fairfield Intermediate	153/296	51.7%	160	54.1%	162	54.7%	166	56.1%	5	2	13 4.4%
Rototuna Junior High School	81/133	60.9%	100	75.2%	115	86.5%	125	94.0%	17	4	44 33.1%
Total Kahui Ako Shift			30		22		19		24	7	71 13.6%

Private School

Mathematics - Priority Groups

Maori (27% of the Kāhui Ako) and Pasifika (4%) are significant ethnic cohorts and are disproportionately represented in the number failing to meet the expected standard. 910 (60.3%) Maori and 156 (59.3%) Pasifika met the standard. The Kāhui Ako will track these two ethnicities annually as we work to raise their achievement levels

Sub Challenge 1.C: All Maori Students Years 1-8 (Mathematics)

In 2016 60.3% (910) Maori students achieved the standards. We plan to raise achievement to 70.3% (1058) students by 2020.

Maori Students Year 1-8 Total Maori students who were At or Above NZ Curriculum Standards in Mathematics	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	121/160	75.6%	126	78.8%	131	81.9%	136	85.0	15	9.4%
Endeavour School	25/34	73.5%	27	79.4%	29	85.3%	31	91.2	6	17.6%
Fairfield Primary School	119/249	47.8%	129	51.8%	134	53.8%	140	56.2%	21	8.4%
#Hamilton Christian School	6/8	75.0%	7	87.5%	8	100%	8	100.0%	2	25.0%
Hukanui School	75/88	85.2%	76	86.4%	78	88.6%	80	90.9%	5	5.7%
Insoll Avenue School	119/214	55.6%	124	57.9%	129	60.3%	134	62.6%	15	7.0%
Pukete School	73/107	68.2%	75	70.1%	77	72.0%	79	73.8%	6	5.6%
Rototuna Primary School	97/119	81.5%	104	87.4%	107	89.9%	110	92.4%	13	10.9%
Te Totara Primary School	68/76	89.5%	69	90.8%	70	92.1%	72	94.7%	4	5.3%
Woodstock School	55/81	67.9%	60	74.1%	62	76.5%	63	77.8%	8	9.9%
Gordonton School	28/36	77.8%	29	80.6%	30	83.3%	33	91.7%	5	13.9%
Puketaha School	25/36	69.4%	26	72.2%	27	75.0%	30	83.3%	5	13.9%
Waikato Waldorf School	21/29	72.4%	23	79.3%	24	82.8%	25	86.2%	4	13.8%
Fairfield Intermediate	51/191	26.7%	61	31.9%	65	34.0%	69	36.1%	18	9.4%
Rototuna Junior High School	27/52	51.9%	34	65.4%	42	80.8%	48	92.3%	21	40.4%
Total Kahui Ako Shift			60		43		45		148	10.0%

Private School

Maori included in Year 6 and 8 data tables above	55
--	----

Sub Challenge 1.D: All Pasifika Students Years 1-8 (Mathematics)

In 2016 59.3% (156) of students achieved the standards. We aim to raise Pasifika achievement by 17.0% (44 students) to 76.3% over the four years to 2020.

Pasifika Students Year 1-8 Total Pasifika students who were At or Above NZ Curriculum Standards in Mathematics	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	27/31	87.1%	28	90.3%	29	93.5%	30	96.8%	3	9.7%
Endeavour School	x	x	x	x	x	x	x	x		x
Fairfield Primary School	23/44	52.3%	26	59.1%	29	65.9%	32	72.7%	9	20.5%
Hukanui School	11/14	78.6%	12	85.7%	13	92.9%	14	100.0%	3	21.4%
Insoll Avenue School	24/40	60.0%	26	65.0%	27	67.5%	28	70.0%	4	10.0%
Pukete School	14/18	77.8%	15	83.3%	16	88.9%	17	94.4%	3	16.7%
Rototuna Primary School	11/13	84.6%	12	92.3%	13	100.0%	13	100.0%	2	15.4%
Te Totara Primary School	14/18	77.8%	15	83.3%	16	88.9%	17	94.4%	3	16.7%
Woodstock School	14/19	73.7%	15	78.9%	16	84.2%	17	89.5%	3	15.8%
Gordonton School	x	x	x	x	x	x	x	x		x
#Hamilton Christian School	x	x	x	x	x	x	x	x		x
Puketaha School	x	x	x	x	x	x	x	x		x
Waikato Waldorf School	x	x	x	x	x	x	x	x		x
Fairfield Intermediate	7/36	19.4%	9	25.0%	10	27.8%	11	30.6%	4	11.1%
Rototuna Junior High School	x	x	x	x	x	x	x	x		x
Total Kahui Ako Shift			17		14		13		44	17.0%

Private school

Pasifika students included in Years 6 and 8 data	12
--	----

Writing

	Literacy Targets
<p>We want to strengthen literacy outcomes from school entry, to ensure student are ready for NCEA in Year 11.</p> <p>There is a growing concern, in some schools, with the levels of oral language at school entry as well as the growing number of children entering our schools with English as a second language.</p> <p>We have identified the importance of oral language competency in the early schooling years for its own sake, and for the contribution this makes to student wellbeing, as well as leading to improvements in early writing and reading.</p> <p>Our aggregated data shows a trend of declining literacy achievement rates through the primary and intermediate year levels and we want to work to support continuing progress and achievement across the pathway so that students have the literacy capability required to work towards NCEA from Year 11.</p>	<p>Early school years - Year 1-3</p> <ol style="list-style-type: none"> 1. Develop an oral language assessment tool that allows accurate, consistent measurement, and then to determine a progress target/s over the first 3 years at school <p>Transitioning through primary and secondary - Years 6-8</p> <ol style="list-style-type: none"> 2. 13.6% increase in students at the writing standard in Y6 3. 7.6% increase in students at the reading standard in Y6 4. 18.9% increase in students at the writing standard in Y8 5. 10.1% increase in students at the reading standard in Y8 6. 11.5% increase in Maori students writing at the standard over Y1-8 7. 8.0% increase in Maori students reading at the standard over Y1-8 8. 20.3% increase in Pasifika students writing at the standard over Y1-8 9. 16.9% increase in Pasifika students reading at the standard over Y1-8 <p>NCEA Ready - Year 9-10</p> <p>See Table of Contents page for Year 10 summary of goals.</p> <p>Please note that we see reading and writing as interactive tools that students use to engage with all the leaning areas of the NZ Curriculum. As students move through the school system the texts that they read and write and the tasks with which they must engage become increasingly complex. At the same time, the content (subject matter)that they read and write becomes more abstract and specialised.</p> <p>The Literacy Learning Progressions (page 3)</p> <p>“The way that reading and writing achievement is measured becomes increasingly interwoven and occurs across the curriculum.”</p>

Literacy Target 2. A

Oral Language

We have identified the importance of oral language competency in the early schooling years for its own sake, and for the contribution this makes to student wellbeing, as well as leading to improvements in early writing and reading. Our discussions have led us to believe that collaborating in this area to share current best practice and develop approaches further can be of great benefit to all schools and their students.

Currently, there is no common approach to, or assessment of, oral language across the Kāhui Ako. This will be part of an inquiry to be undertaken by a group of schools who have this as a focus. Our initial target is to develop an oral language assessment that allows accurate, consistent measurement, across our schools,

Once we have completed a collaborative inquiry and established a process for assessing oral language we will determine suitable progress targets within the first three years of schooling. This will be one year after our achievements challenges are endorsed.

Sub Challenge 2.B: All Year 6 students Writing

Ensuring students are continuing to increase progress and achieve across their primary school years.

In 2016 68.2% (519) of Year 6 students reached the standard.

We aim to increase this by 102 students, to 81.8% achieving the standard by 2020 (13.6% improvement).

All Students Year 6 Total students who were At or Above NZ Curriculum Standards in Writing	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pacific	Total Cohort shift # of students & % of Students
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	# of students	
Bankwood School	27/51	52.9%	33	64.7%	35	68.6%	37	72.5%	4	1	10 19.6%
Endeavour School	22/32	68.8%	24	75.0%	26	81.3%	27	84.4%	0	0	5 15.6%
Fairfield Primary School	30/54	55.6%	37	68.5%	40	74.1%	42	77.8%	9	1	12 22.2%
#Hamilton Christian School	13/18	72.2%	14	77.8%	16	88.9%	17	94.4%	1	0	4 17.2%
Hukanui School	75/110	68.2%	80	72.7%	85	77.3%	90	81.8%	2	1	15 13.6%
Insoll Avenue School	19/44	43.2%	21	47.7%	23	52.3%	25	56.8%	4	1	6 13.6%
Pukete School	36/57	63.2%	38	66.7%	40	70.2%	42	73.7%	1	1	6 10.5%
Rototuna Primary School	102/132	77.3%	111	84.1%	115	87.1%	120	90.9%	2	0	18 13.6%
Te Totara Primary School	97/115	84.3%	100	87.0%	102	88.7%	104	90.4%	1	0	7 6.1%
Woodstock School	32/49	65.3%	34	69.4%	36	73.5%	38	77.6%	2	0	6 12.2%
Gordonton School	25/37	67.6%	27	73.0%	29	78.4%	31	83.8%	5	1	6 16.2%
Puketaha School	24/30	80.0%	25	83.3%	26	86.7%	27	90.0%	2	0	3 10.0%
Waikato Waldorf School	17/23	73.9%	18	78.3%	20	87.0%	21	91.3%	2	0	4 17.4%
Total Kahui Ako Shift			43		31		28		35	6	102 13.6%

#Private School

Sub challenge 2.C: All Year 8 students Writing

Ensuring students maintain progress and achievement as they move through intermediate schooling

In 2016 51.6% (273) of Year 8 students reached the standard.

We aim to increase this by 99 students, to 70.5% achieving the standard by 2020 (an improvement of 18.9%)

All Students Year 8 Total students who were At or Above NZ Curriculum Standards in Writing	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pacific	Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	# of students		
Gordonton School	22/26	84.6%	23	88.5%	24	92.3%	25	96.2%	2	1	3	11.5%
#Hamilton Christian School	20/24	83.3%	21	87.5%	23	95.8%	24	100.0%	0	0	4	16.7%
Puketaha School	18/29	62.1%	19	65.5%	20	69.0%	21	72.4%	1	0	3	10.3%
Waikato Waldorf School	7/15	46.7%	10	66.7%	11	73.3%	12	80.0%	2	0	5	33.3%
Fairfield Intermediate	145/297	48.8%	155	52.2%	158	53.2%	162	54.5%	8	2	17	5.7%
Rototuna Junior High School	61/133	45.9%	80	60.2%	104	78.2%	128	96.2%	17	4	67	50.4%
Total Kahui Ako Shift			35		32		32		30	7	99	18.9%

Writing - Priority Groups

The Kāhui Ako recognises that there are challenges in the achievement of Maori and Pasifika and will continue the practice of having an annual focus on their progress and achievement.

Sub Challenge 2.D: All Year 1- 8 Maori students.

In 2016 54.2% (819) of students met the achievement standards. Our goal is have 65.7% (989) Maori students to raise their achievement by 2020.

All Maori Students Year 1-8 Total students who were At or Above NZ Curriculum Standards in Writing	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	83/160	51.9%	93	58.1%	103	64.4%	112	70.0%	29	18.1%
Endeavour School	22/34	64.7%	25	73.5%	28	82.4%	30	88.2%	8	23.5%
Fairfield Primary School	103/249	41.4%	120	48.2%	123	49.4%	126	50.6%	23	9.2%
#Hamilton Christian School	5/8	62.5%	6	75.0%	7	87.5%	8	100.0%	3	37.5%
Hukanui School	71/88	80.7%	74	84.1%	76	86.3%	78	88.6%	7	8.0%
Insoll Avenue School	100/214	46.7%	105	49.1%	110	51.4%	115	53.7%	15	7.0%
Pukete School	70/107	65.4%	73	68.2%	76	71.0%	79	73.8%	9	8.4%
Rototuna Primary School	90/119	75.6%	98	82.4%	104	87.4%	110	92.4%	20	16.8%
Te Totara Primary School	61/76	80.3%	64	84.2%	66	86.8%	69	90.8%	8	10.5%
Woodstock School	54/81	66.7%	57	70.4%	59	72.8%	61	75.3%	7	8.6%
Gordonton School	28/36	77.8%	29	80.6%	31	86.1%	33	91.7%	5	13.9%
Puketaha School	28/36	77.8%	29	80.6%	31	86.1%	33	91.7%	5	13.9%
Waikato Waldorf School	20/29	69.0%	22	75.9%	23	79.3%	25	86.2%	5	17.2%
Fairfield Intermediate	53/194	27.3%	63	32.5%	68	35.1%	70	36.1%	17	8.8%
Rototuna Junior High School	31/52	59.6%	34	65.4%	37	71.2%	40	76.9%	9	17.3%
Total Kahui Ako Shift			73		50		47		170	11.5%

#Private school.

Maori included in Year 6 and 8 data tables above	65
--	----

Sub Challenge 2.E : All year 1 - 8 Pasifika students

In 2016 55.8% (148) students of Year 1-8 students reached the standard. We aim to increase this by 53 students, to 76.1% achieving the standard by 2020 (an improvement of 20.3%).

All Pasifika Students Year 1-8 Total students who were At or Above NZ Curriculum Standards in Writing	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	22/31	71.0%	23	74.2%	24	77.4%	25	80.6%	3	9.7%
Endeavour School	x	x	x	x	x	x	x	x		x
Fairfield Primary School	13/44	29.5%	25	56.8%	27	61.4%	29	65.9%	16	36.4%
#Hamilton Christian School	x	x	x	x	x	x	x	x		x
Hukanui School	11/14	78.6%	12	85.7%	13	92.9%	14	100.0%	3	21.4%
Insoll Avenue School	22/41	53.7%	24	58.5%	26	63.4%	28	68.3%	6	14.6%
Pukete School	10/18	55.6%	11	61.1%	12	66.7%	13	72.2%	3	16.7%
Rototuna Primary School	11/13	84.6%	12	92.3%	12	92.3%	13	100.0%	2	15.4%
Te Totara Primary School	14/18	77.8%	15	83.3%	16	88.9%	17	94.4%	3	16.7%
Woodstock School	16/19	84.2%	17	89.5%	17	89.5%	18	94.7%	2	10.5%
Gordonton School	x	x	x	x	x	x	x	x		x
Puketaha School	x	x	x	x	x	x	x	x		x
Waikato Waldorf School	x	x	x	x	x	x	x	x		x
Fairfield Intermediate	13/36	36.1%	16	44.4%	17	47.2%	18	50.0%	5	13.9%
Rototuna Junior High School	x	x	x	x	x	x	x	x		x
Total Kahui Ako Shift			27		13		13		53	20.3%

#Private School

Pasifika students included in Year 6 and 8 data above	13
---	----

Sub challenge 3.A: All Year 6 students

In 2016 85.8% (654) of Year 6 students reached the standard.

We aim to increase this by 57 students, to 93.4% achieving the standard by 2020 (an improvement of 7.6%).

All Students Year 6 Total students who were At or Above NZ Curriculum Standards in Reading	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pacific	Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students				
Bankwood School	37/51	72.5%	40	78.4%	43	84.3%	45	88.2%	4	1	8	15.7%
Endeavour School	28/32	87.5%	29	90.6%	30	93.8%	31	96.9%	0	0	3	9.3%
Fairfield Primary School	37/54	68.5%	42	77.8%	44	81.5%	46	85.2%	4	1	9	16.7%
#Hamilton Christian School	15/18	83.3%	16	88.9%	17	94.4%	18	100.0%	1	0	3	16.7%
Hukanui School	100/110	90.9%	102	92.7%	104	94.5%	106	96.4%	1	0	6	5.5%
Insoll Avenue School	39/45	86.7%	40	88.9%	41	91.1%	42	93.3%	1	0	3	6.7%
Pukete School	55/57	96.5%	55	96.5%	56	98.2%	57	100.0%	1	1	2	3.5%
Rototuna Primary School	118/132	89.4%	122	92.4%	124	93.9%	127	96.2%	2	0	9	6.8%
Te Totara Primary School	104/115	90.4%	105	91.3%	106	92.2%	107	93.0%	1	0	3	2.6%
Woodstock School	42/49	85.7%	42	85.7%	43	87.8%	46	93.9%	2	1	4	8.2%
Gordonton School	34/37	91.9%	35	94.6%	35	94.6%	36	97.3%	0	1	2	5.4%
Puketaha School	27/30	90.0%	27	90.0%	28	93.3%	29	96.7%	1	0	2	6.7%
Waikato Waldorf School	18/23	78.3%	18	78.3%	19	82.6%	21	91.3%	2	0	3	13.0%
Total Kahui Ako Shift			19		17		21		21	5	57	7.6%

Private School

Sub challenge 3.B: All Year 8 students

Ensuring students maintain progress and achievement as they move through intermediate schooling

In 2016 69.4% (368) of Year 8 students reached the standard. We aim to increase this by 53 students, to 79.5% achieving the standard by 2020, an improvement of 10.1%

All Students Year 8 Total students who were At or Above NZ Curriculum Standards in Reading	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Maori	Pacific	Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students				
Gordonton School	26/26	100.0%	26	100.0%	26	100.0%	26	100.0%	2	2	0	0%
#Hamilton Christian School	21/24	87.5%	21	87.5%	22	91.7%	23	95.8%	0	0	2	8.3%
Puketaha School	22/29	75.9%	22	75.9%	23	79.3%	24	82.8%	1	0	2	6.9%
Waikato Waldorf School	10/15	66.7%	11	73.3%	12	80.0%	13	86.7%	2	0	3	20.0%
Fairfield Intermediate	194/298	65.1%	205	68.8%	208	69.8%	210	70.5%	6	2	16	5.4%
Rototuna Junior High School	95/133	71.4%	105	78.9%	115	86.5%	125	94.0%	17	4	30	22.6%
Total Kahui Ako Shift			22		16		15		28	8	53	10.1%

#Private School

Reading - Priority Students

The Kāhui Ako recognises that there are challenges in the achievement of Maori and Pasifika and will continue the practice of having an annual focus on their progress and achievement

Sub challenge 3.C: All Year 1 - 8 Maori students

In 2016 65.4% (988) of all Maori students reached the standards. We aim to increase this by 119 students, to 73.4% achieving the standards by 2020 (an improvement of 8.0%).

ALL Y1 - 8 Māori Students Total students who were At or Above NZ Curriculum Standards in Reading	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	117/160	73.1%	120	75.0%	123	76.9%	126	78.8%	9	5.6%
Endeavour School	29/34	85.3%	30	88.2%	31	91.2%	33	97.1%	4	11.8%
Fairfield Primary School	119/249	47.8%	129	51.8%	139	55.8%	142	57.0%	23	9.3%
#Hamilton Christian School	8/8	100.0%	0	100.0%	0	100.0%	0	100.0%	0	0%
Hukanui School	81/88	92.0%	81	92.0%	82	93.2%	83	94.3%	2	2.3%
Insoll Avenue School	139/214	65.0%	144	67.3%	149	69.6%	152	71.0%	13	6.1%
Pukete School	82/107	76.6%	84	78.5%	87	81.3%	90	84.1%	8	7.5%
Rototuna Primary School	98/119	82.4%	106	89.1%	108	90.8%	110	92.4%	12	10.1%
Te Totara Primary School	59/76	77.6%	66	86.8%	68	89.5%	71	93.4%	12	15.8%
Woodstock School	64/81	79.0%	65	80.2%	66	81.5%	67	82.7%	3	3.7%
Gordonton School	31/36	86.1%	32	88.9%	33	91.7%	34	94.4%	3	8.3%
Puketaha School	27/36	75.0%	28	77.8%	29	80.6%	30	83.3%	3	8.3%
Waikato Waldorf School	18/29	62.1%	19	65.5%	22	75.9%	24	82.8	6	20.7%
Fairfield Intermediate	79/193	40.9%	85	44.0%	87	45.1%	89	46.1%	10	5.2%
Rototuna Junior High School	37/52	71.2%	40	76.9%	44	84.6%	48	92.3%	11	21.2%
Total Kahui Ako Shift			49		39		31		119	8.0%

*Awaiting MOE approval # Private School

Maori included in Year 6 and 8 data tables above	49
--	----

Sub challenge 3.D: All Year 1 - 8 Pasifika students

In 2016 65.7% (174) of all Pasifika students reached the standards. We aim to increase this by 44 students, to 82.6% achieving the standards by 2020 (an improvement of 16.9%).

ALL Pasifika Students Total students who were At or Above NZ Curriculum Standards in Reading	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort shift # of students & % of Students	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bankwood School	24/31	77.4%	25	80.6%	26	83.9%	27	87.1%	3	9.7%
Endeavour School	x	x	x	x	x	x	x	x		x
Fairfield Primary School	18/44	40.9%	25	56.8%	30	68.2%	32	72.7%	14	31.8%
#Hamilton Christian School	x	x	x	x	x	x	x	x		x
Hukanui School	14/14	100.0%	14	100.0%	14	100.0%	14	100.0%	0	0.0%
Insoll Avenue School	31/41	75.6%	33	80.5%	34	82.9%	35	85.4%	4	9.8%
Pukete School	16/18	88.9%	16	88.9%	16	88.9%	17	94.4%	1	5.6%
Rototuna Primary School	12/13	92.3%	12	92.3%	13	100.0%	13	100.0%	1	7.7%
Te Totara Primary School	15/18	83.3%	16	88.9%	16	88.9%	17	94.4%	2	11.1%
Woodstock School	15/19	78.9%	15	78.9%	16	84.2%	17	89.5%	2	10.5%
Gordonton School	x	x	x	x	x	x	x	x		x
Puketaha School	x	x	x	x	x	x	x	x		x
Waikato Waldorf School	x	x	x	x	x	x	x	x		x
Fairfield Intermediate	13/36	36.1%	15	41.7%	16	44.4%	19	52.8%	6	16.7%
Rototuna Junior High School	x	x	x	x	x	x	x	x		x
Total Kahui Ako Shift			17		13		14		44	16.9%

Private School.

Pasifika students included in Year 6 data above	13
---	----

Sub Challenge 3.E: Hamilton North Special School

Achievement Challenge: Reading Hamilton North

At the Special School there are 10 students at various levels of the school who are learning to read in formal programmes as shown in their I.E.Ps. They progress at different rates achieving from half a reading colour level to a colour level per year. The goal is to endeavour to accelerate the individual's progress using strategies identified in each student's I.E.P. The progress will be reported annually

Kahui Āko Draft Secondary Targets

There are four secondary schools in the Kāhui Ako all with different socio economic populations and serving different communities. One is yet to have students participating in NCEA and it draws its roll from the Junior High School. All have agreed on the targets and the need to review them annually based on the cohorts transitioning to their schools. Hence the following Achievement Challenges are for two years but new ones will be set annually.

Key: **Red numerals = target %** Black = current

Expected Level for End of Year 10			
Well Below (<i><L4</i>)	Below (<i>L4</i>)	At (<i>Early L5 or L5</i>)	Above (<i>Early L6 or above</i>)

Achievement Challenge 1: Mathematics & Statistics	Mathematics & Statistics Sub Goals for Priority Cohorts
<p>At the beginning of Year 9 students were achieving as follows; 65% 223/341 met the expected standard. 34% (39/114) of Maori, 50% (4/8) of Pasifika, and 62% (107 /170) of males met the expected standard. Our aim is to raise these standards by the end of Year 10 2018 as follows:</p>	Māori: from 39/114 (33.9%) to 59/114 (52%)
	Pasifika: 4/8 (50%) to 6/8 (75%)
	Male: 107/170 (65%) 120 /170 (70%). Overall achievement increase across the whole cohort to 263/341 (77%)

Mathematics & Statistics											
Rototuna Junior High Year 9 Statistics (2016)											
Group	Well Below (<i><Early L4</i>)		Below (<i>Early L4</i>)		At (<i>L4 or Early L5</i>)		Above (<i>L5 or above</i>)		Total	Achieved Standard (<i>At or Above</i>)	
Year 9	4	2%	22	12%	108	58%	53	28%	187	161	86%
<i>Māori</i>	2	6%	8	25%	17	53%	5	16%	32	22	69%
<i>Pasifika</i>	x	x	x	x	x	x	x	x	x	x	x
<i>Male</i>	2	2%	12	15%	46	58%	20	25%	80	66	83%

Mathematics & Statistics

Fairfield College Year 9 Statistics (2016)

Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
Year 9	82	69%	9	8%	27	23%	1	0%	119	28	24%
Māori	54	66%	11	14%	14	17%	1	1%	80	15	19%
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	44	63%	5	7%	10	14%	11	16%	70	21	30%

Mathematics & Statistics

Hamilton Christian School Year 9 Statistics (2016)

Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
Year 9	2	6%	1	3%	11	31%	21	60%	35	34	97%
Māori	x	x	x	x	x	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	0	0%	0	0%	8	40%	12	60%	20	20	100%

Achievement Challenge 1: English-Writing	English-Writing Sub Goals for Priority Cohorts
Year 9 studentss at the beginning of 2017 were achieving as follows; 52% (179/341) met the expected standard for Year 9. 49% (84/170) of Males, 25% (4/8) of Pasifika and 23% of Maori (27/114) met the expected standard at year 9. Our aim is to increase these results as follows (L5 or above) by the end of Year 10 in 2018.	Māori: 27/114 (23%) to 55 /114 (48%)
	Pasifika: 2/8 (25.7%) to 6/8 (75%)
	Male: 84/170 (49%) 100 /170 (59%) Overall improvement for all students from 52% (179/341) to 70% (240/341)

English-Writing											
Rototuna Junior High Year 9 Statistics (2016)											
Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
	Year 9	21	11%	30	16%	121	65%	15		8%	187
Māori	7	22%	12	37%	13	41%	0	0%	32	13	41%
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	17	21%	14	18%	47	59%	2	2%	80	49	61%

English-Writing											
Fairfield College Year 9 Statistics (2016)											
Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
	Year 9	90	76%	10	8%	18	15%	1		1%	119
Māori	60	75%	8	10%	10	13%	2	3%	80	12	15%
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	45	64%	6	9%	9	13%	10	14%	70	19	27%

English-Writing											
Hamilton Christian School Year 9 Statistics (2016)											
Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
	Year 9	2	6%	9	25%	17	49%	7		20%	35
Māori	x	x	x	x	x	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	1	5%	3	16%	13	65%	3	16%	20	16	80%

Achievement Challenge 1: English-Reading	English-Reading Sub Goals for Priority Cohorts
<p>Our aim is to increase the number of students achieving At or Above by the end of 2018.</p> <p>At the beginning of 2017 the achievement results in reading were: 68% (232/341) of students met the expected standard. 40% (46/114) of Maori, 50% (4/8) of Pasifika and 63% (107/170) of male students met the expectation. We aim to raise this achievement by the end of 2018 to as follows:</p>	<p>Maori: from 40% (46/114) to 60/114 (53%).</p>
	<p>Pasifika: from 50% (4/8) to 75% (6/8).</p>
	<p>Males: from 107/ 170 (63%) to 120/170 (71%). Overall achievement of all students to reach 266/341 (78%).</p>

English-Reading											
Rototuna Junior High Year 9 Statistics (2016)											
Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
Year 9	13	7%	16	9%	135	72%	23	12%	187	158	84%
Māori	7	22%	5	16%	15	47%	5	16%	32	20	63%
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	11	14%	9	11%	55	69%	5	6%	80	60	75%

English-Reading											
Fairfield College Year 9 Statistics (2016)											
Group	Well Below (<Early L4)		Below (Early L4)		A (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
Year 9	52	44%	20	17%	39	32%	8	7%	119	47	39%
Māori	40	50%	15	19%	24	30%	1	1%	80	25	31%
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	43	61%	5	7%	20	29%	2	3%	70	22	31%

English-Reading

Hamilton Christian School Year 9 Statistics (2016)

Group	Well Below (<Early L4)		Below (Early L4)		At (L4 or Early L5)		Above (L5 or above)		Total	Achieved Standard (At or Above)	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		Count	Percentage
Year 9	1	3%	7	20%	17	49%	10	28%	35	27	77%
Māori	x	x	x	x	x	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x	x	x	x	x	x
Male	0	0%	5	25%	8	40%	7	35%	20	15	75%

NCEA Achievement Challenge Statements

- 90% of school leavers from our Kahui ĀKO will have a minimum of NCEA Level 2
- 100% of successful transitions into workplaces and/or tertiary training

Te Pae Here Kaahui Ako Draft Year 12 and Year 13 Secondary Targets

The two achievement challenge targets at the senior secondary school level of Te Pae Here Kaahui Ako focus on placing year 12 and year 13 students in a stronger position to pursue purposeful post-secondary school pathways. To enable this to take place the achievement of NCEA Level 2 as a minimum exit qualification is identified as a key lever for purposeful student post-secondary pathway development.

Both achievement challenge targets are aspirational and when achieved will surpass relative national achievement benchmark figures in these areas. The importance of developing strong school frameworks for academic counselling with student, whaanau, and external educational partners which includes career pathway mentors as well as strengthening literacy and numeracy at year 9 and year 10 are crucial levers in raising school, teacher, and student capacity over time to progress towards and also achieve the set targets.

Achievement challenge target 1: NCEA Level 2	Year 12 and Year 13 secondary targets for priority Cohorts
By the end of 2020 we aim to raise the percentage of year 12 and year 13 students in the Te Pae Here Kaahui Ako that achieve NCEA Level 2 to 90%	Māori: 90%
	Pasifika: 90%
	Male: 90%

Percentage of Year 12 students that achieve NCEA Level 2			
Fairfield College			
	Maaori	Pasifika	Male
2014	50.8	73.3	57.3
2015	65.6	33.3	72.1
2016	74.5	50.0	76.9

Percentage of Year 13 students that have achieved NCEA Level 2			
Fairfield College			
	Maaori	Pasifika	Male
2014	66.7		65.9
2015	62.0	100	71.6
2016	87.0	60.0	91.7

Percentage of Year 12 students that achieve NCEA Level 2			
Hamilton Christian School			
	Maaori	Pasifika	Male
2014	100	n/a	90.5
2015	100	n/a	66.7
2016	100	n/a	100.0

Percentage of Year 13 students that have achieved NCEA Level 2			
Hamilton Christian School			
	Maaori	Pasifika	Male
2014	100	n/a	75.0
2015	100	n/a	87.5
2016	100	n/a	80.0