

BRIEFING NOTE: Prime Minister's visit to Western Springs College | Ngā Puna o Waiorea, to officially open new campus, Friday 21 February 2020

To:	Hon Chris Hipkins, Minister of Education		
Date:	13 February 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1218281
Drafter:	Aroha Solomon	DDI:	s 9(2)(a)
Key Contact:	Julien le Sueur	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose

- 1 This briefing note provides background information for Prime Minister Rt Hon Jacinda Ardern's visit to Western Springs College | Ngā Puna O Waiōrea to officially open the College's new campus on Friday 21 February 2020.
- 2 **Agree** that this Briefing will be proactively released.

Agree / Disagree


Helen Hurst
Associate Deputy Secretary
Operational Delivery

B.R.P.O.


Hon Chris Hipkins
Minister of Education

14/2/20

Western Springs College – Ngā Puna O Waiōrea #48

Contact Name: Principal Ivan Davis
Tumuaki Chris Selwyn

Contact Number: Ivan Davis
s 9(2)(a)
Chris Selwyn
s 9(2)(a)

Address: Motions Road, Western Springs, Auckland

Key People

Board chairperson: Ms Carol Gunn

Principal: Ivan Davis
s 9(2)(a)

Tumuaki: Chris Selwyn

Student Representatives: Maia McRoberts - Western Springs College
Isabella Ashby - Ngā Puna o Waiorea

Ministry Official: Julien le Sueur s 9(2)(a)

The Principal of Western Springs College is Ivan Davis, who was Deputy Principal for a number of years before being appointed to the role of Principal. Ken Havill was the Principal for 19 years before he retired in 2016. Ken passed away in 2017.

Issues

- 1 No issues have been identified.

Visit & Event Background

- 2 The visit will take place between 10am and 11:30 am on Friday 21 February 2020.
- 3 Principal Ivan Davis will meet the Prime Minister at 10am at the main school gate entrance, which is adjacent to the carved waharoa.
- 4 The school has not yet provided a finalised run-sheet for the event. We understand that this is being provided directly to the Prime Minister's office.
- 5 The College would like the Prime Minister to unveil a plaque, and there will also be opportunities to meet and greet students and parents and to enjoy performances by the College's Māori cultural group.
- 6 There will be a pōwhiri, and the school will provide a kaikorero.

- 7 The Prime Minister will be seated with the Principal, Tumuaki and members of the Board of Trustees.
- 8 The school is expecting the whole school community, as well as current and past pupils, to attend. They are estimating there will be 2,000-3,000 attendees.

Communities of Learning | Kāhui Ako (Kāhui Ako)

- 9 The College is part of Te Kāhui Ako o Waitematā. There is a pathway from the eight contributing primary schools to the three intermediate schools and on to Western Springs College | Ngā Puna o Waiōrea.
- 10 Students from the four primary schools which offer Level 1 Māori medium feed into Māori medium programmes at Kowhai Intermediate and Pasadena Intermediate. These schools then transition on to Te Rumaki Reo at Western Springs College | Ngā Puna O Waiōrea. The Rumaki also enrolls a significant number of students from outside the Kāhui Ako pathway.
- 11 Te Kahui Ako o Waitematā consists of 12 schools. These are:
 - Western Springs College | Ngā Puna o Waiorea
 - Point Chevalier School | Rangi Mata Rau
 - Pasadena Intermediate | Waitītiko | He Huarahi Reo Māori
 - Grey Lynn School Bayfield School | Tukitukimuka
 - Westmere School | Te Rehu | Ngā Uri o Ngā Iwi
 - Newton Central School | Te Kura-ā-Rito o Newton | Te Uru Karaka & Te Awahou
 - Freeman's Bay School | Waiatarau | Whānau Ata
 - Richmond Road School | Te Kura o Rītimana | Te Whānau Whariki
 - Ponsonby Primary School | Rimutahi
 - Bayfield School / Tukitukimuka
 - Ponsonby Intermediate
 - Kowhai Intermediate | Te Whānau Pounamu.
- 12 July 2019 roll data shows a total of 6,535 students attend these schools - 1,112 (17%) identify as Māori and 548 (8%) as Pacific.
- 13 The Kāhui Ako has finalised its achievement challenges and high level plan. These were endorsed by the Minister on 14 December 2017. The Kāhui Ako has identified six high level challenges:

Achievement challenges

- Writing Achievement Challenge:
 - 1.1 – Writing for Year 1-8 students in English medium and Maori medium settings, including specific goals for boys, Māori and Pacific learners.
 - 1.2 - Year 10 English medium Cohort overall achievement.

1.3 - NCEA Level 2 NCEA Achievement Standard AS 91101 over all achievement.

- Year 1- 10 Kōrero (Māori medium).
- Raising student achievement for all students through student agency and how it contributes to wellbeing.
- Level 1 NCEA Endorsement rates.

Process challenges

- Transitions through to Tertiary (18 – 24).
- Learners with additional learning needs: Dyslexia.

- 14 A copy of the high level plan showing the development of the challenges and how Te Kāhui Ako o Waitematā intends to tackle these is attached as Annex 1.

School Background

Profile Information

Authority	State
School Type	Secondary (Year 9-15)
School Gender	Co-Ed
Education Medium	English / Te Reo Māori
Decile	8
Electorate	Mt Albert

- 15 The July 2019 breakdown of roll information is shown below:

July 2019 Roll	Number	Percentage (%)
Māori	353	22.7
Pacific	81	5.2
Asian	150	9.6
Other	32	2.1
European/ Pākehā	829	53.3
International	111	7.1
Total	1,556	100

- 16 The College was last visited by the Education Review Office (ERO) in 2015. ERO is due to return this year.

- 17 The College's 2015 ERO report stated that:

Western Springs College provides high quality education for its community. A responsive and innovative curriculum provides rich opportunities for students' learning and qualifications success. Students flourish in this environment. They are articulate, confident and well equipped to transition into tertiary study and the adult world.

School Donations Scheme

- 18 The College is not eligible to sign up for the donations scheme as they are a Decile 8 school.
- 19 Parents/caregivers are asked to make an annual donation. These funds help provide for educational, cultural, social activities and health services not covered by government funding.
- 20 School donations make a vital contribution to the running of Western Springs College. The school donation requested is \$500 if there is one student in the family, or \$600 if there are two or more students from a family.

Student and School Achievements

- 21 Western Springs College's NCEA results continue to be at an impressive level, maintaining high grade quality levels. These results are above the national expectations across all year levels. The results are similar for Māori and Pacific students.
- 22 77 per cent of Year 13 students gained University Entrance (UE) at the end of last year, compared with an average of 66 per cent across all decile 8 to 10 schools.
- 23 71 per cent of both Māori and Pacific students achieved UE, compared with 56 per cent of Māori and 55 per cent of Pasifika students across all schools in those top three deciles.

Learning Support

- 24 Western Springs College was not allocated any Learning Support Co-ordinators in the first tranche.

Property

Building history

- 25 The College was built in 1962 while a landfill was still operating to the north and east of the school. The College had ageing infrastructure and buildings with weather-tightness issues.
- 26 In 2015 a significant project was undertaken which remediated a lot of these weather-tightness issues (Stage 1 redevelopment). A business case for stage 2 of the College's redevelopment will go for Cabinet approval this year, and if approved will resolve the outstanding weather-tightness issues.

Redevelopment specifics

- 27 The new teaching block, known as the Ken Havill Centre of Learning, comprises a 51 teaching space equivalent building. The redevelopment also provided a new Gymnasium, Rumaki – Whare Ako building (12 teaching space equivalent), Whare Tapare (multi-purpose space) and saw the conversion of an existing Social Sciences space into a Music space. The Library has been converted into a café space. Extensive associated site works, car parking, and demolition of the original 1960s classroom blocks have been undertaken.
- 28 Note the original announced budget was \$79M. The current approved budget is now \$96M.

Completion of Stage One redevelopment

- 29 The delivery of Stage 1 is currently the largest redevelopment of an existing school undertaken by the Ministry, and it replaced nearly 80% of existing teaching spaces.

Stage Two

- 30 s 9(2)(f)(iv)
- 31
- 32

Flexible Learning Model

- 33 The new facilities see a shift from single cell teaching to providing flexible, quality learning environments.

Issues/Risks

- 34 s 9(2)(f)(iv)
- 35 A weather-tightness remediation project for the Auckland Performing Arts Centre (TAPAC) was announced by the former Minister Kaye as its own individual project that was to occur alongside the Stage One redevelopment project. This has been deferred as we work through the finer details of the project with the other building owners (the Ministry owns 25% of the building with two other parties).

Relevance to the Minister's delegations and how this organisation might support his work programme

- 36 The delivery of this project gives effect to the Education Portfolio Work Programme to rebuild outdated school buildings at the end of economic life, so every learner and school has access to quality learning environments by 2030.
- 37 This part of Auckland is a significant growth area (in particular the CBD), identified as part of the Auckland Growth Plan. We expect both the underlying student population

and the share of students enrolled at the College to increase. The opening of the new campus is a timely response to this anticipated growth.

- 38 17 additional roll growth classrooms have been identified in Budget 2019 as well as a new two-classroom satellite for Central Auckland Specialist School.

The College's Alternative Constitution

- 39 You approved an Alternative Constitution for the Western Springs College Board of Trustees in March 2019. The Board is committed to co-governance, and has formalised this long-standing practice with a constitution customised to fit the specific needs of Western Springs College – Nga Punā o Waiōrea.
- 40 The Alternative Constitution is based on the spirit of equality between the two treaty partners. Included within Western Springs College's Strategic Plan under goal three is the commitment to "achieve equitable status for Ngā Puna o Waiōrea Kura Rumaki and full co-governance status for Māori." This is unique to Western Springs College/Nga Punā o Waiōrea and to Auckland.
- 41 We have been working with Western Springs College/ Nga Punā Waiōrea to consider what operational funding model might best support their co-governance arrangements and more effectively allow them to manage future roll growth at the College.

Enrolment Scheme

- 42 Western Springs College operates an enrolment scheme that runs from Pt Chevalier through to Kingsland and the CBD. The College manages enrolments effectively.
- 43 This part of Auckland is a growth area, in particular the CBD. We expect both the underlying student population and the share of students enrolled at Western Springs College to increase. The opening of the new campus is a timely response to this anticipated growth.

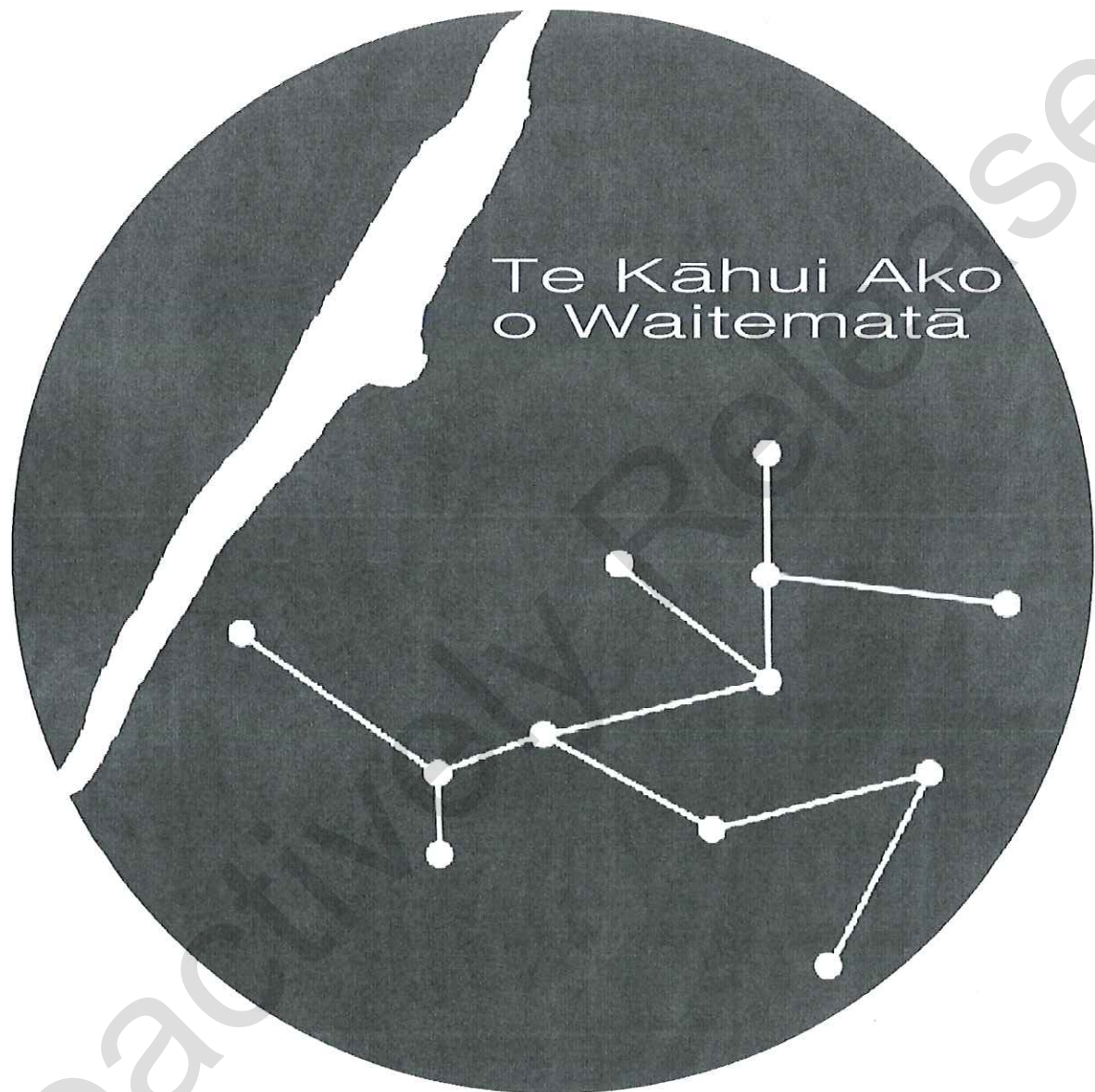
Proactive Release

- 44 We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be redacted in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: Te Kāhui Ako o Waitematā Achievement Challenge

TE KĀHUI AKO O WAITEMATĀ



Pīata Wai te Matā

Te Kāhui Ako o Waitematā

Pīata Wai te Matā

Te Kāhui Ako o Waitematā supports explorers and whānau to navigate their way through the waves of their **transformational, educational journey** so that it is impossible to fail. Our paddles are guided by ancient star charts and contemporary coordinates, adjusting our sails to the winds of tomorrow.

With reliable charts and sustainable provisions as cooperative components, we give life to the words of our Kāhui Ako visionary, the late Ken Havill - "Wouldn't it be great if we could create a community where it is **impossible to fail**?" This question signified the beginning discussion around our collective aspirations as a kāhui ako.

The **Waitematā** Kāhui Ako brings together 12 kura located in close proximity to our Harbour, whose name is derived from **Te Matā**, the Flint Stone, a pinnacle rock referred to on maps as Boat Rock and visible at low tide off Kauri Point.

Tribal tradition relates that Te Matā served as a boundary mark for hapū fisheries and a tapu ceremonial site. Te Matā was also the repository of tribal **mauri**, an enduring landform which withstands the ebb and flow of the tides.

It symbolises Te **Tiriti o Waitangi** relationship of tino rangatiratanga and kawanatanga that lies at the heart of the Waitematā Kāhui Ako. Tiriti based governance is fundamental to the operations of the Waitematā Kāhui Ako to ensure all families access the **educational pathways** they determine will ensure success for their tamariki.

The Māori medium education kura within the Kāhui Ako are known collectively as **Te Reo o Te Matā** in recognition of the mana and responsibility they shoulder for the **preservation and development of mātauranga Maori, te reo me onā tikanga**. All student learning is enriched by the provision of te reo Māori and **exploration of the compelling history** of Tāmaki Makaurau.

We are a fleet of individual waka, originating from unique positions, all heading to Te Matā.

Mā te hoe ngātahi ka ū ō tātou waka ki Te Matā
Through collaboration we reach our destination

Pīata Wai te Matā

BEHIND THE WHAKATAUKĪ

The 'Matā' in this context is a metaphor for a number of things. It represents the unique and rich **Māori history, tikanga and language that is central to the identity of the Kāhui**. It 'glistens' because the knowledge it signifies is important to all learners and educators within the Kāhui Ako and has a special place within our own local curriculum.

The 'Matā' can also represent the learner, as the 'glistening' of the Matā symbolises the **success and achievement of the student**. Just as the Matā can be seen as the mauri or the life force of the area, so too can it represent the learner, as students are central to the Kāhui Ako.

This whakataukī celebrates our **unique** Kāhui Ako by using an historical landmark as the **mauri** of our kaupapa while also demonstrating the **aspirations** that the Kāhui has for our learners.

BEHIND IMPOSSIBLE TO FAIL



Ken Havill (8.12.49 – 29.4.17) Principal of Western Springs College for 19 years, and deputy principal for 7 years exemplified the very best qualities of the New Zealand teacher. Totally committed to the value of meeting the diverse needs of ALL learners, Ken was determined in his work to provide stimulating and affirming opportunities for all. A liberal in the true sense of the word, Ken strongly believed in **social justice and co-education and bilingual education**.

His legacy lies in the opportunities he gave to staff, students and the community to develop their abilities, gain self-confidence and contribute to the **betterment of society**. In the first initial meeting of this kāhui ako in 2015, Ken stated, "Wouldn't it be great if we could create a community in which, for all our learners, it was **impossible to fail?**"

This sentiment was enthusiastically endorsed by all our Principals who could see the potential in working together to strengthen the process of transition between our schools and which recognised the power that collaborating together offers our schools at many levels.

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Background and Purpose

Te Kāhui Ako o Waitematā is comprised of 12 schools, seven of which offer **Māori medium education**.

- Western Springs College | **Ngā Puna o Waiorea**
- Point Chevalier School | Rangī Mata Rau
- Pasadena Intermediate | Waitītiko | **He Huarahi Reo Māori – to be established in 2018**
- Grey Lynn School
- Bayfield School | Tukitukimuka
- Westmere School | Te Rehu | **Ngā Uri o Ngā Iwi**
- Newton Central School | Te Kura-ā-Rito o Newton | **Te Uru Karaka & Te Awahou**
- Freeman's Bay School | Waiaatarau | **Whānau Ata**
- Richmond Road School | Te Kura o Ritimana | **Te Whānau Whariki**
- Ponsonby Primary School | Rimutahi
- Ponsonby Intermediate
- Kowhai Intermediate | **Te Whānau Pounamu** (Functional relationship)

The Kāhui Ako has evolved from the Waitematā Network, a grouping of Western Bays schools who in 2015 decided to establish a "Network of Learning" to facilitate better liaison and improve student outcomes. Reciprocal visits highlighted similar challenges and aspirations. In July 2016, five other primary schools joined the Network and by October agreement was reached amongst the Principals of 11 schools to ask their BOTs to agree to formally explore the possibility of becoming a Kāhui Ako.

Leaders of Māori medium education units were also often classroom teachers. We used Kāhui Ako funding to ensure Te Reo o te Matā met both together and as part of the wider Principals group so they could fully participate in all decision making in the establishment of the Kāhui Ako.

Hui for leaders of Māori medium units were therefore held in accordance with the Tiriti o Waitangi foundations on which the Kāhui Ako was to be based. This allowed for discussion of the pedagogical and philosophical positions of each unit and an opportunity to explore governance and rules of engagement in a Tiriti-based Kāhui Ako.

The majority of Māori medium units within the Kāhui Ako are well established with strong whānau support. While each kura or unit preserves a distinct history, together they share a developing collective identity.

Te Whānau Pounamu, the Māori medium unit of Kowhai Intermediate has a "functional relationship" with the Kāhui Ako, for while the school is a formal member of the Mt Albert Community of Learning, it accepts students from the feeder Primary Schools offering Māori medium education.

From the start of this journey, there was an acknowledgement that the preliminary stages could not be rushed and meaningful time spent building consensus on shared kaupapa is essential to ensuring our long-term success.

There is a pathway from the eight contributing primary schools to the three Intermediates and on to Western Springs College. Currently students from the four Māori medium primary schools can feed into Kowhai Intermediate and, from 2018 Pasadena Intermediate. These schools then transition on to Te Rumaki Reo at Western Springs College | Ngā Puna O Waiorea. Ngā Puna o Waiorea also enrolls a significant number of students from outside the Kāhui Ako pathway.

Te Kāhui Ako o Waitematā	Students	Female	Male	Māori	Pasifika
Western Springs College Ngā Puna o Waiorea	1432	651	781	352	114
Bayfield School Tukitukimuka	384	180	204	20	22
Freemans Bay School Waiatarau	469	247	222	62	26
Grey Lynn School	395	197	198	34	51
Kowhai Intermediate Te Whānau Pounamu	515	249	266	118	103
Newton Central School Te Kura-ā-Rito o Newton	292	157	135	110	40
Pasadena Intermediate Waitītiko	234	81	153	36	42
Point Chevalier School Rangi Mata Rau	674	360	314	41	45
Ponsonby Intermediate	549	227	322	44	46
Ponsonby Primary School Rimutahi	396	197	199	25	13
Richmond Road School Te Kura o Ritimana	369	156	213	82	82
Westmere School Te Rehu	610	307	303	131	40
Total Students	6319	3009	3310	1055	624

Māori Language in Education

Te Kāhui Ako o Waitematā	L1	L2	L3	L4a	L4b	L5	Taha Māori	None
Western Springs College Ngā Puna o Waiorea	86	56	83	0	2	243	0	874
Bayfield School Tukitukimuka	0	0	0	0	0	0	384	0
Freemans Bay School Waiatarau	39	0	0	0	0	0	412	0
Grey Lynn School	0	0	0	0	0	0	395	0
Kowhai Intermediate Te Whānau Pounamu	62	0	0	0	0	0	453	0
Newton Central School Te Kura-ā-Rito o Newton	48	41	0	32	171	0	0	0
Pasadena Intermediate Waititiko	0	0	0	0	0	0	232	0
Point Chevalier School Rangi Mata Rau	0	0	0	0	0	0	674	0
Ponsonby Intermediate	0	0	0	0	0	0	541	0
Ponsonby Primary School Rimutahi	0	0	0	0	0	0	394	0
Richmond Road School Te Kura o Ritimana	66	0	0	0	0	0	303	0
Westmere School Te Rehu	20	49	0	0	0	0	541	0
Total Students	321	1146	83	32	173	1016	3556	874

The 2017 Education Review Office identified that all our schools are characterised by:

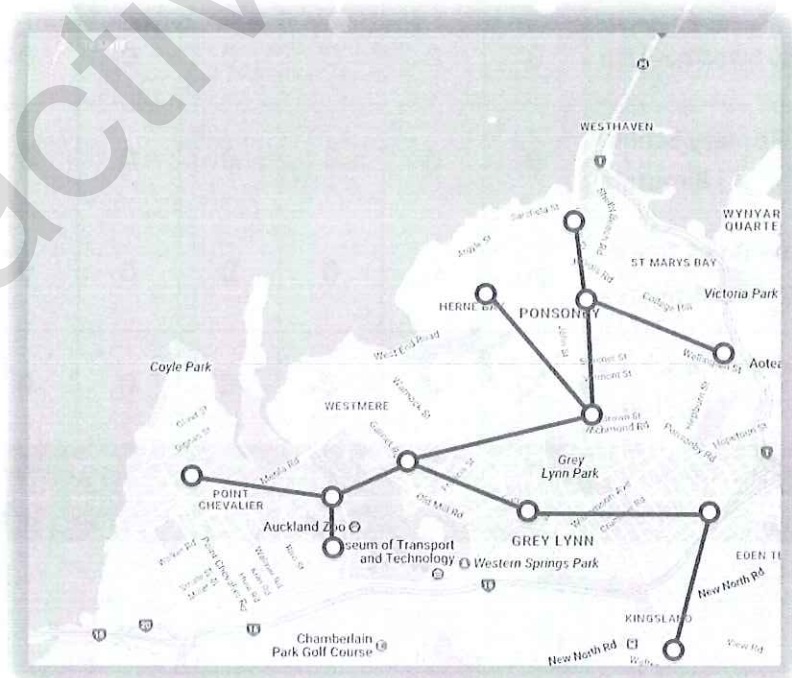
- a high priority placed on inclusion and the provision of educational opportunity for all
- established professional cultures of learning that seek out responsive solutions to provide success for our students

Common strengths include:

- providing broad and well-balanced curricula
- settled, positive learning environments based on respectful relationships
- good support for student wellbeing to learn
- identifying, monitoring and implementing programmes and interventions for young people at risk of not achieving

In exploring each other's schools, we identified the following common aspirations:

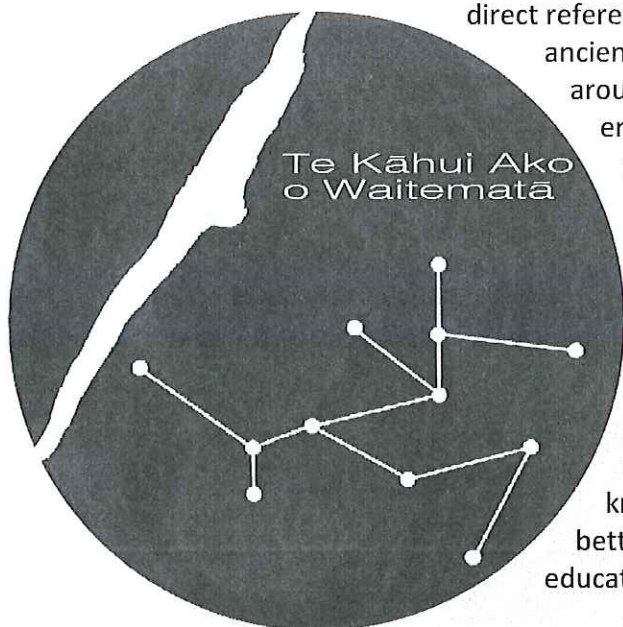
- to understand how student voice builds independence and a lifelong love of learning through every transition in the Kāhui Ako
- to establish seamless services for students with learning needs
- to strengthen transition processes for whanau between schools within the Kāhui Ako
- To empower learners to be collaborative, critical thinkers and problem-solvers (Learning how to learn)
- To engage students by personalising their learning, encouraging inquiry and exposing students to a wide curriculum that will spark their passions and interests. Learning is relevant, purposeful and students are excited about learning
- To ensure curricula include inquiry into the history of our area - Māori, contact, post Treaty
- To strengthen te reo Māori programmes within English Medium education schools
- To support teaching staff to be effective within new Innovative Learning Environments
- To support teaching staff to grow their future focused capabilities in using digital technologies integrated into learning design that supports inquiry, creativity and problem solving



Our Symbol

We acknowledge Oscar Furness-Wills, Year 13, Western Springs College | Ngā Puna O Waiorea for creating our symbol from our Vision, Values and story of our region.

The map locations of our 12 kura and schools are formed into a star-map/constellation. This is a direct reference to the original "ancient star charts" that our ancient ancestors navigated by on their journeys around the globe. They were in tune with their environment and each other serving common goals. We too source the guidance of the "ancient star maps", as the metaphor and philosophy for working together.



The image of the stars also refers to the purpose of a net how it is a tool used to provide and sustain the needs of our people. Having this objective in place will make it "impossible to fail" for students. By sharing the navigational knowledge to our future generations, they will be better equipped to navigate their journey in education.

The watermark is Rauru, it can be seen as an educative cycle. One half of the Rauru symbolises Ranginui and the other half of the Rauru represents Papatuanuku. Together both Deities maintain the intrinsic balance of Life for all living beings and kaupapa within our Kāhui Ako. The centre of the Rauru refers to the potential within kaupapa. Our connection to Mana Whenua of Tāmaki Makaurau; Ngati Whatua, Te Kawerau a Maki, Te Waiohū, Ngati Paoa, Waikato our Kāhui Ako of kura and schools stems from this centre of potential.

The blue represents both moana and Rangi. Our ancient ancestors, as well as our proficient exponents of today, have used the knowledge of the oceans and skies for navigation purposes. We as a Kāhui Ako will learn this environment of mātāuranga and by philosophy, navigate our future generations to calm fruitful, waters and destinations to enable them to exercise and develop further their innate potential of talents. This shade of blue does not have an association with any of our particular schools or kura. This symbolises our collaborative kaupapa.

In the top left we see Te Matā, the Flint Stone, a pinnacle rock referred to on maps as Boat Rock and visible at low tide off Kauri Point. Tribal tradition relates that Te Matā served as a boundary mark for hapū fisheries and a tapu ceremonial site. Te Matā was also the repository of tribal mauri, an enduring landform which withstands the ebb and flow of the tides.

We are a fleet of individual waka, originating from unique positions, all heading to Te Matā.

Mauri Te Matā

Mā te hoe ngātahi ka ū ō tātou waka ki Te Matā

Through collaboration we reach our destination

Process of Engagement

Te Kāhui Ako O Waitematā comprises two distinct decision-making bodies, whose status is confirmed by the articles of Te Tiriti o Waitangi. These bodies are Te Tangata Whenua and Te Tangata Tiriti.

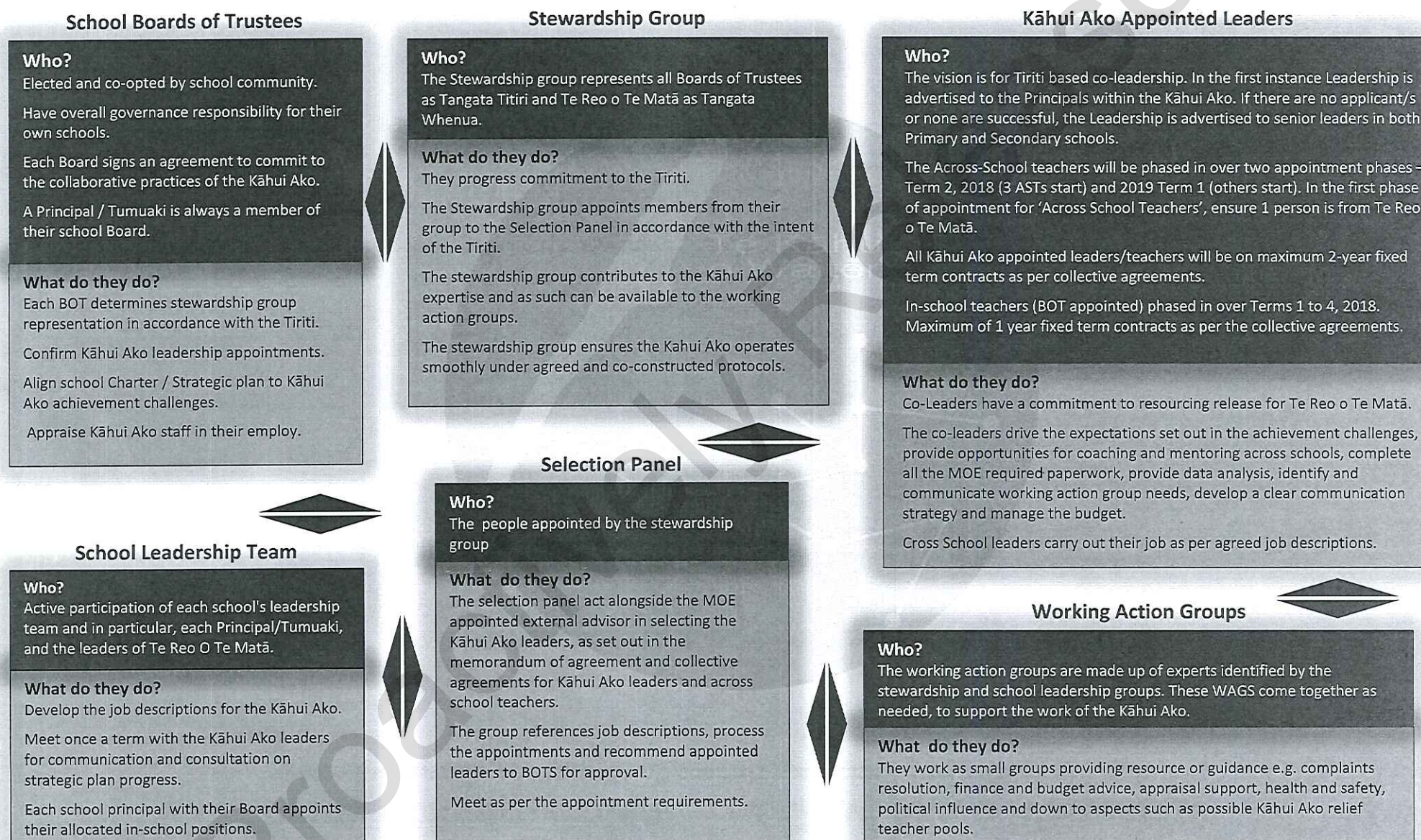
Their decision-making powers are defined as Te Tino Rangatiratanga (Article 2) exercised by Rangatira on behalf of Tangata Whenua/Hapū/Iwi and Kawanatanga (Article 1) exercised by the Crown/Crown Agencies on behalf of Te Tangata Tiriti (those who have immigrated to Aotearoa/NZ from other nations).

In the context of this Kāhui Ako, Tangata Whenua are represented by Te Reo o Te Matā, comprising leaders of Māori Medium education. Tangata Tiriti are represented by the Principals/Senior Leaders of the 12 contributing schools. Both groups work collaboratively within the Stewardship, Selection Panel and School Leadership teams.

Te Reo o Te Matā holds responsibility to consult with or organise hui with Ngā Mana Whenua o Tāmaki Makaurau Collective in all matters that require mana whenua approval. Te Reo o Te Matā also exercises tino rangatiratanga in the practice of tikanga during Kāhui Ako events, however each kura maintains its own autonomy in this domain within their own school setting.

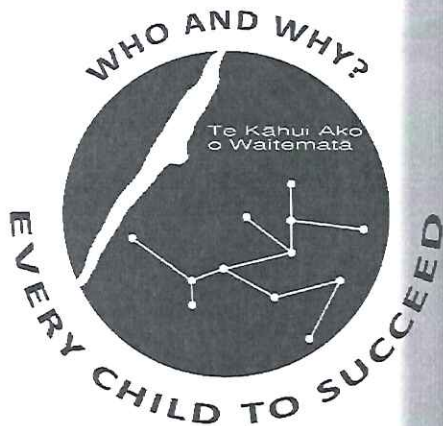
In this Tiriti-based model of governance, Te Reo o Te Matā hui separately before School Leadership Team meetings to ensure members' perspectives in relation to Achievement Challenges and Kāhui Ako business are canvassed and then conveyed. Consensus decision making operates within Stewardship and School Leadership Team meetings, guided by the principles of equity, respect, good faith and collaborative problem solving. While decision making is informed by government policy, Tangata Tiriti representatives acknowledge the rights enshrined in Te Tiriti o Waitangi and the challenges Māori communities continue to face to develop effective educational initiatives for their tamariki.

Te Kāhui Ako o Waitematā Leadership and Governance Model



Theory of Improvement – Te Kāhui Ako o Waitematā

From the current reality that all schools have their own model of inquiry
To the Kāhui Ako building shared knowledge, understanding, validity and impact



Skills & Knowledge

To collectively improve the metrics we use in order to better access, know, and understand data.

To use both qualitative and quantitative data to lift student agency, engagement, achievement, and wellbeing.

Te Tiriti

What?
Theory for Improvement for Ako and Quality Learning Outcomes

Students Taking Control of their Learning

Acknowledging Best Achievement

Assessment for Learning

Effective Practice

Formative Practice

Kotahitanga

Visible Learning

How?
Leadership of Teaching and Learning

Mindful of Māori World Views and the Centrality of Whānau Involvement

Co-Construction

Distributive Leadership

High Expectations - of, and from, students, whānau and teachers

Shifting Mindsets

Detailed How? Systems and Processes

Develop our own CoL model to consolidate the bundle of practices around "Students Taking Control of their Learning"

Share Collaborative Inquiry models to improve teacher practice: e.g. teaching as inquiry, appreciative inquiry

Utilise the EDuCANZ standards to drive student agency and achievement

Embed whānau partnership

Unpack collaborative practices

Generate valid reliable moderation practices

Improve validity of data across schools

Develop valid collaborative data systems

Achievement Challenge One

An initial focus on raising achievement for all students in Writing | Tuhituhi

Narrative

Analysis of tuhituhi and writing showed trends and patterns clearly identified across all schools in both the English medium and Rumaki.

We have identified target subgroups as; Māori, Pasifika and Males.

Moving Students from Below Standard to at Standard	
Primary and Intermediate Level	
Current Situation	Target
Years 1-8 Overall Achievement Tuhituhi Māori Medium 71% 103 of 146 ākonga are achieving 'Manawa Ora' or 'Manawa Toa' their Ngā Whanaketanga Rumaki Māori in Tuhituhi. We are aiming to increase this to 86% 126 of 146 ākonga by 2020.	Tuhituhi Māori Medium This will mean moving an additional 23 NWRM ākonga, which will include our identified subgroups; NWRM - Tama = 12
Years 1-8 Overall Achievement English Medium 80% 3255 of 4065 students are achieving 'At' or 'Above' their National Standard in Writing, we are aiming to increase this to 86% 3504 of 4065 students by 2020.	English Medium This will mean moving an additional 249 students, which will include our identified sub groups; N.S. Māori learners = 28 N.S. Pasifika learners = 23 N.S. Male students = 125

Moving Below to At	National Standards All				National Standards Māori				National Standards Pasifika			
Kura	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift
Kāhui Ako o Waitematā	3255 of 4065 80%	6%	3504 of 4065 86%	249	347 of 474 73%	6%	375 of 474 79%	28	241 of 391 62%	6%	264 of 391 68%	23
Bayfield School	330 of 362 91%	6%	351 of 362 97%	21	18 of 24 75%	6%	19 of 24 81%	1	15 of 19 75%	6%	16 of 19 85%	1
Freemans Bay School	268 of 395 68%	6%	292 of 395 74%	24	14 of 18 78%	6%	15 of 18 84%	1	17 of 25 68%	6%	19 of 25 74%	2
Grey Lynn School	280 of 370 76%	6%	303 of 370 82%	23	22 of 31 71%	6%	24 of 31 77%	2	30 of 54 56%	6%	33 of 54 61%	3
Kowhai Intermediate												
Newton Central School	212 of 274 77%	6%	227 of 273 83%	15	82 of 106 77%	6%	88 of 106 83%	6	25 of 39 64%	6%	27 of 39 70%	2
Pasadena Intermediate	180 of 235 77%	6%	195 of 235 83%	15	17 of 33 52%	6%	19 of 33 58%	2	24 of 43 56%	6%	27 of 43 62%	3
Point Chevalier School	533 of 645 83%	6%	574 of 645 89%	41	29 of 41 71%	6%	32 of 41 77%	3	24 of 42 57%	6%	26 of 42 63%	2
Ponsonby Intermediate	437 of 537 80%	6%	470 of 547 86%	33	39 of 45 87%	6%	42 of 45 93%	3	28 of 46 61%	6%	31 of 46 67%	3
Ponsonby Primary School	339 of 376 90%	6%	361 of 376 96%	22	23 of 26 88%	6%	24 of 26 94%	1	11 of 13 85%	6%	12 of 13 91%	1
Richmond Road School	224 of 285 79%	6%	242 of 285 85%	18	19 of 27 70%	6%	21 of 27 76%	2	46 of 75 61%	6%	50 of 75 67%	4
Westmere School	453 of 577 79%	6%	490 of 577 84%	37	84 of 123 68%	6%	91 of 123 74%	7	21 of 35 60%	6%	23 of 35 66%	2
Western Springs College												

Moving Below to At	National Standards Male				NWRM Rumaki All				NWRM Rumaki Male			
Kura	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift	Operating At or Above	Shift	Will Operate At or Above	Number of Students will shift
Kāhui Ako o Waitematā	1560 of 2100 74%	6%	1680 of 2100 80%	125	103 of 146 71%	15%	126 of 146 86%	24	48 of 79 61%	15%	60 of 79 76%	12
Bayfield School	170 of 193 88%	6%	181 of 193 94%	11								
Freemans Bay School	125 of 197 63%	6%	136 of 197 69%	11	32 of 44 73%	15%	39 of 44 88%	7	13 of 20 65%	15%	16 of 20 80%	3
Grey Lynn School	127 of 180 71%	6%	139 of 180 77%	12								
Kowhai Intermediate												
Newton Central School	44 of 63 70%	6%	96 of 126 76%	8	32 of 46 70%	15%	39 of 46 85%	8	18 of 27 67%	15%	22 of 27 82%	4
Pasadena Intermediate	108 of 154 70%	6%	117 of 154 76%	9								
Point Chevalier School	229 of 302 76%	6%	248 of 302 82%	19								
Ponsonby Intermediate	232 of 321 72%	6%	250 of 321 78%	18								
Ponsonby Primary School	163 of 186 88%	6%	175 of 186 94%	12								
Richmond Road School	118 of 157 75%	6%	127 of 157 81%	9	24 of 36 67%	15%	30 of 36 82%	6	12 of 22 55%	15%	15 of 22 70%	3
Westmere School	200 of 284 70%	6%	216 of 284 76%	16	15 of 20 75%	15%	18 of 20 90%	3	5 of 10 50%	15%	7 of 10 65%	2
Western Springs College												

We have identified the need to move our children who are at the standard to above the standard.

Moving Students from at Standard to above Standard	
Primary and Intermediate Level	
Current Situation	Target
Years 1-8 Overall Achievement Tuhituhi Māori Medium 11% or 16 of 146 ākonga are achieving 'Manawa Toa' in Ngā Whanaketanga Rumaki Māori – Tuhituhi, we are aiming to increase this to 25% ākonga by 2020	Tuhituhi Māori Medium This will mean moving an additional 21 NWRM ākonga, which will include our identified sub groups; NWRM Tama = 11
Years 1-8 Overall Achievement English Medium 20% 775 of 4065 students are achieving 'Above' their National Standard in Writing, we are aiming to increase this to 25% 1017 of 4065 students by 2020.	English Medium This will mean moving an additional 242 students, which will include our identified sub groups; N.S. Māori learners = 28 N.S. Pasifika learners = 22 N.S. Male students = 127

Moving At to Above	National Standards All				National Standards Māori				National Standards Pasifika			
Kura	Operating Above	Shift	Will Operate Above	Number of Students will shift	Operating Above	Shift	Will Operate Above	Number of Students will shift	Operating Above	Shift	Will Operate Above	Number of Students will shift
Kāhui Ako o Waitematā	775 of 4065 19%	6%	1017 of 4065 25%	242	72 of 474 15%	6%	100 of 474 21%	28	33 of 391 8%	6%	55 of 391 14%	22
Bayfield School	98 of 362 27%	6%	119 of 362 33%	21	2 of 24 8%	6%	3 of 24 14%	1	2 of 19 11%	6%	3 of 19 17%	1
Freemans Bay School	49 of 395 12%	6%	71 of 395 18%	22	3 of 18 17%	6%	4 of 18 23%	1	2 of 25 8%	6%	3 of 25 14%	1
Grey Lynn School	54 of 370 15%	6%	78 of 370 21%	24	5 of 31 16%	6%	7 of 31 22%	2	2 of 54 4%	6%	5 of 54 10%	3
Kowhai Intermediate												
Newton Central School	48 of 274 18%	6%	66 of 273 24%	18	22 of 106 21%	6%	29 of 106 27%	7	3 of 39 8%	6%	5 of 39 14%	2
Pasadena Intermediate	66 of 235 28%	6%	80 of 235 34%	14	8 of 33 24%	6%	10 of 33 30%	2	7 of 43 16%	6%	9 of 43 22%	2
Point Chevalier School	80 of 645 12%	6%	116 of 645 18%	36	0 of 41 0%	6%	2 of 41 6%	2	2 of 42 5%	6%	5 of 42 11%	3
Ponsonby Intermediate	230 of 547 42%	6%	263 of 547 48%	33	17 of 45 38%	6%	20 of 45 44%	3	9 of 46 20%	6%	12 of 46 26%	3
Ponsonby Primary School	59 of 376 16%	6%	83 of 376 22%	24	4 of 26 15%	6%	5 of 26 21%	1	2 of 13 15%	6%	3 of 13 21%	1
Richmond Road School	20 of 285 7%	6%	37 of 285 13%	17	1 of 27 4%	6%	3 of 27 10%	2	1 of 75 1%	6%	5 of 75 7%	4
Westmere School	71 of 577 12%	6%	104 of 577 18%	33	10 of 123 8%	6%	17 of 123 14%	7	3 of 35 9%	6%	5 of 35 15%	2
Western Springs College												

Moving At to Above	National Standards Male				NWRM Rumaki All				NWRM Rumaki Male			
Kura	Operating Above	Shift	Will Operate Above	Number of Students will shift	Operating Above	Shift	Will Operate Above	Number of Students will shift	Operating Above	Shift	Will Operate Above	Number of Students will shift
Kāhui Ako o Waitematā	287 of 2100 14%	6%	414 of 2100 20%	127	16 of 146 11%	14%	37 of 146 25%	21	9 of 79 11%	14%	20 of 79 25%	11
Bayfield School	38 of 193 20%	6%	50 of 193 26%	12								
Freemans Bay School	11 of 197 6%	6%	24 of 197 12%	13	0 of 44 0%	14%	6 of 44 14%	6	0 of 20 0%	14%	3 of 20 14%	3
Grey Lynn School	19 of 180 11%	6%	31 of 180 17%	12								
Kowhai Intermediate												
Newton Central School	18 of 126 14%	6%	25 of 126 20%	7	13 of 46 28%	14%	19 of 46 42%	6	6 of 27 22%	14%	10 of 27 36%	4
Pasadena Intermediate	34 of 154 22%	6%	43 of 154 28%	9								
Point Chevalier School	21 of 302 7%	6%	39 of 302 13%	18								
Ponsonby Intermediate	98 of 321 31%	6%	119 of 321 37%	21								
Ponsonby Primary School	25 of 186 13%	6%	35 of 186 19%	10								
Richmond Road School	8 of 157 5%	6%	17 of 157 11%	9	3 of 36 8%	14%	8 of 36 22%	5	3 of 22 14%	14%	6 of 22 28%	3
Westmere School	15 of 284 5%	6%	31 of 284 11%	16	0 of 20 0%	14%	4 of 20 14%	4	0 of 10 0%	14%	1 of 10 14%	1
Western Springs College												

Secondary Level	
Current Situation	Target
<p>Year 10 English Medium Cohort Overall Achievement 82.1% (157 of 191) students in the Year 10 cohort gained Achieved/Paetae, Merit/Kaiaka, or Excellence/Kairangi in the English Department's main writing assessment.</p> <p>Of the students who did not achieve, males were heavily overrepresented, and both Māori and Pasifika were overrepresented. (Precise numbers are not included here as individual students could be identified.)</p>	<p>We are aiming to increase this rate to 90% (172 of 191) of ākonga by 2020, and also to move male achievement up to be in line with that of females. Māori and Pasifika achievement are to be in line with the achievement of the cohort overall.</p> <p>This will mean moving 15 students.</p>
<p>Year 10 English Medium Cohort Overall Achievement 18.3% (35 of 191) students in the Year 10 cohort gained Excellence/Kairangi in the English Department's formal writing assessment.</p> <p>Of the students who gained Excellence/Kairangi males are underrepresented (15 of 35 43% in a boy heavy cohort), and both Māori and Pasifika were not represented at all.</p>	<p>We are aiming to increase this rate to 25% (48 of 191) of ākonga by 2020, and also to move male achievement up to be in line with that of females. Māori and Pasifika achievement are to be in line with the achievement of the cohort overall.</p> <p>This will mean moving 13 students.</p>
Level 2 NCEA English Achievement Standard AS 91101 Overall Achievement	
<p>Achievement Standard (AS) 91101, <i>Produce a Selection of Crafted and Controlled Writing</i>, is taken by the entire Year 12 Cohort (apart from a small number of accelerated students, ESOL students, high needs students, and students who leave before the end of the school year.)</p> <p>This AS is the primary route that students use to gain University Entrance (UE) Literacy Writing. It also helps students gain the additional specific literacy entry requirements that several New Zealand universities insist on. Students simply need to cross the Achieved threshold to exceed the 5 Level 2 writing credits that are required for the UE Literacy (Writing Element).</p>	
<p>251 of the cohort who took this AS 84.1% (211 of 251) gained Achieved/Paetae, Merit/Kaiaka, or Excellence/Kairangi. Of the 40 students who did not achieve this AS 29 (74%) were boys and only 11 (26%) girls. Māori made up 21 of 40 (53%) of the students who did not achieve this AS. Pasifika achievement paralleled the achievement rate for the cohort in general.</p>	<p>We are aiming to increase this to 90% (226 of 251) of ākonga by 2020. We also want to move male achievement up to be in line with that of females. In addition, we aim for Māori achievement to be in line with the achievement of the cohort overall.</p> <p>This will mean moving 15 students.</p>

N.B. Data tolls of more direct relevance to Maori Medium students will be developed in 2018, and appropriate targets then set to parallel those for the English Medium part of the Year 10 cohort set out above.

Achievement Challenge Two

An initial focus on raising achievement for all students in Kōrero

Narrative

By analysing the data from Rumaki within the Kāhui Ako o Waitematā, trends and patterns were identified. These trends and patterns highlighted 'Manawa Toa' and 'Manawa Ora' within Te Reo Matatini.

Te Reo Matatini acknowledges the significance of Kōrero as the foundation of communication - across Mārau Literacy

- Kōrero 67% (137 of 204)
- Tuhituhi 69% (140 of 204)
- Pānui 52% (106 of 204)

Currently 29 of 51 (57%) Year 9 & 10 students are achieving Kaiaka and Kairangi, NZC - Te Aho Arataki Marau i te Reo Māori. Therefore, we will shift 22 students in Year 9 & 10.

After discussion, kōrero was identified as not only an area of need, but also an area that would have a direct impact on the learner's progress and pathway through all other learning areas within Te Marautanga o Aotearoa - NZC, particularly Tuhituhi and Pānui.

Current Situation	Target
Years 1- 8 Kōrero Currently 67% or 137 out of a total 204 Year 1-8 students are achieving 'Manawa Toa' or 'Manawa Ora' Te Marautanga o Aotearoa. Therefore 67 students are not reaching their full potential.	By the end of 2020 we will lift our achievement to 100% (204 of 204) of all Year 1-8 students are achieving 'Manawa Toa' or 'Manawa Ora' Te Marautanga o Aotearoa. This will mean moving 67 additional students.
Years 9 & 10 Kōrero Currently 29 of 51 (57%) Year 9 & 10 students are achieving Kaiaka (Merit) and Kairangi (Excellence) NZC - Te Aho Arataki Marau i te Reo Māori. Therefore 22 students are not reaching their full potential.	By the end of 2020 we will lift our achievement to 100% (51 of 51) of all Year 9 & 10 students are achieving Kaiaka (Merit) and Kairangi (Excellence) NZC - Te Aho Arataki Marau i te Reo Māori. This will mean moving 22 additional students.

Current State		2018			2019			2020		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
137 of 204	67%	159 of 204	78%	22	179 of 204	88%	20	204 of 204	100%	25

Targeted students for Kōrero

Kura	Current	2020 Shift	Rumaki Ākonga
Western Springs College Ngā Puna o Waiorea Year 9	14 of 29 48%	29 of 29	15
Western Springs College Ngā Puna o Waiorea Year 10	15 of 22 68%	22 of 22	7
Freemans Bay School Waiatarau	39 of 44 89%	44 of 44	5
Kowhai Intermediate Te Whānau Pounamu	33 of 58 57%	58 of 58	25
Newton Central School Te Kura-ā-Rito o Newton	33 of 46 72%	46 of 46	13
Richmond Road School Te Kura o Ritimana	21 of 36 58%	36 of 36	15
Westmere School Te Rehu	11 of 20 55%	20 of 20	9
Total Students			89

Achievement Challenge Three

An initial focus on raising achievement for all students in Student Agency and how it contributes to Wellbeing

Narrative

This Achievement Challenge is focusing on Student Agency and Innovative Learning Environments and their relationship to wellbeing. In order to achieve successful outcomes, our students need to be agentic in their learning (agency) and their wellbeing is integral to that success. We believe that our student agency is inclusive of whānau aspirations which are captured and visible in our graduate profile.

We have included agency and Innovative Learning Environment as our achievement challenge because we consider this to be transformative, enabling our graduates to be successful lifelong learners, well-equipped with key competencies and strategies for learning. In some of our schools ILEs are being supported by a move to flexible learning spaces (FLSs). As our schools develop Innovative Learning Pedagogies, student agency and wellbeing will underpin a future-focussed approach so that our learners are active participants who are able to manage their own learning and operate successfully in any space.

Student Agency

We have collected baseline data using a survey asking students (Year 6 and above) and staff five questions related to agency. While this has provided us with useful information we will need to develop a tool which provides a fuller analysis of what agency looks and sounds like, across year levels, gender, ethnicity, whānau and teachers (for instance, NZCER Wellbeing Survey).

The data allows us to have a clear, shared target for all teachers across our community as a starting point for further deepening of collective knowledge in regards to agency. There is no significant difference between male and female data or significant difference between primary and intermediate school data.

Our intention is to resurvey our students to gauge the level to which they consider they are agentic in their learning. This survey will determine levels of agency by age level, gender, and ethnicity.

This will further refine our baseline data, however, we will remain focused on students being 100% usually or always agentic in their learning.

Flexible Learning Space and Student Welfare

We have identified FLS as an area of focus within the student agency and how it contributes to wellbeing Achievement Challenge. All students at Western Springs | Ngā Puna o Waiorea will be moving into FLS in 2019. Through the survey we have canvassed student voice to gain insight into students current thinking about the space and how this may impact on their achievement.

To Increase Student Agency & Flexible Learning Environment how it Contributes to Wellbeing

100% of our students feeling they have agency in their learning as evidenced by student and teacher perception surveys.

Year 1 - 13 Student Agency Data

Current Situation	Target
In 2017, 1374 of 2368 students (58%) responded as 'always' or 'usually' looking at their learning and self-assessing.	We will lift this to 100%, a 42% shift by 2020. This will means moving 994 responses from 'never' or 'sometimes' to 'usually' or 'always' looking at their learning and self-assessing.
In 2017, 1621 of 2368 students (68%) responded as 'always' or 'usually' using feedback to improve my learning.	We will lift this to 100%, a 747 (32%) shift by 2020. This will mean moving 747 responses from 'never' or 'sometimes' to 'usually' or 'always' using feedback to improve my learning.

We are focussed on 100% of our students feeling great about Flexible Learning Space and how it will improve their learning.

Year 9 & 10 Wellbeing Data Around Moving into FLS

Current Situation	Target
In 2017, 167 of 390 students (43%) responded with a scale of 5, 6, 7 – 'great it will improve my learning'.	We will lift this to 100%, a 57% shift by 2020. This will mean moving 223 responses with a scale of 5, 6, 7 – 'great it will improve my learning'.

Targeted students for student agency

The number of students to be moved from '**never**' or '**sometimes**' responses for each survey question recorded in the following table. This data is for students from Year 6 and above. Return rates were not consistent across schools.

Targeted students for Agency

Kura	Total number of students who responded	I regularly look at my learning and self-assess	I seek out feedback to improve my learning
Western Springs College Ngā Puna o Waiorea	920	457	399
Bayfield School Tukitukimuka	98	13	7
Freemans Bay School Waiatarau	92	65	43
Grey Lynn School	108	43	46
Kowhai Intermediate Te Whānau Pounamu	41	22	16
Newton Central School Te Kura-ā-Rito o Newton	89	23	21
Pasadena Intermediate Waitītiko	215	92	57
Point Chevalier School Rangi Mata Rau	144	49	44
Ponsonby Intermediate	387	142	57
Ponsonby Primary School Rimutahi	85	22	14
Richmond Road School Te Kura o Ritimana	15	5	6
Westmere School Te Rehu	174	61	37
Total Students	2 368	994	747

Achievement Challenge Four

Level 1 NCEA Endorsement Rates and Priority Learner Pass Rates

Narrative

- A small but noticeable dip in Level 1 Excellence Certificate Endorsement in 2016 compared to 2015.
- Disparity in endorsement rates in relation to gender and ethnicity.
- Rates for Māori and Pasifika boys achieving Level 1 NCEA are significantly below their male Pakeha peers (although the raw numbers not-achieving are small).
- It may well be that the three trends identified above cannot be remedied by looking at WSC/NPoW's Year 11 provision alone, they may reflect underlying issues which are linked to the college's Year 9 and 10 provision and/or provision at earlier levels in our kāhui ako.

Target 1

To increase the numbers of male students gaining NCEA Level 1 with Excellence from 14.8% (28 of 189) of students to over 26.4% (50 of 189) of students – which is within 5% of the Excellence endorsement rate for girls.

This is an additional 22 students.

At the same time, to ensure that an additional number of boys move from simply achieving NCEA to achieving with endorsement, raising the numbers from 55.6% (105 of 189) of students to over 61.4% (116 of 189) of students – which is within 5% of the endorsement rate for girls.

This is an additional 11 students.

Target 2

To increase the numbers of Māori girls gaining NCEA Level 1 with Excellence from 17% (8 of 47) of students to over 26.4% (13 of 47) of students – which is within 5% of the overall Excellence endorsement rate for girls overall.

This is an additional 5 students.

Target 3

To increase the numbers of English Medium Māori and Pasifika students gaining NCEA Level 1 from 82.1% (46 of 56) of students to at least 89.6% (51 of 56) of students – which is equal to the overall achievement rate for all students.

This is an additional 5 students.

Overall

This adds up to 43 students gaining or improving their achievement level at NCEA Level 1.

Key Data A - 2015 and 2016 Level 1 NCEA Roll-Based Overall

Group	Total Number	N @ L1 NCEA	Number gaining L1 NCEA	A @ L1 NCEA (no endors.)	M endors. @ L1 NCEA	E endors. @ L1 NCEA	Combined M/E endors. @ L1 NCEA
2015 Overall	100% (284)	10.9% (31)	89.1% (253)	25.0% 71	34.2% 97	29.9% 85	64.1% 182
2016 Overall	100% (326)	10.4% (34)	89.6% (292)	29.4% (96)	38.3% (125)	21.8% (71)	60.1% (196)

(Note - 2015 was a smaller cohort than 2016)

Analysis of Key Data A

The ratio of those achieving NCEA Level 1 to those not achieving it was almost unchanged between 2015 and 2016, at roughly 9:1.

There was however a 4% drop in those gaining Certificate Endorsements (M and E combined) and a more pronounced 8.1% drop in those gaining an E Certificate Endorsement.

Key Data B - 2016 Roll-Based Full Level 1 NCEA Data by Gender and Ethnicity

See chart on page 26 for detailed table of information.

Analysis of Key Data B

Pass Rates - Disparity in Relation to Ethnicity.

Pass rates in 2016 were high in comparison with other similar schools and with national expectations. This reconfirms a pattern established and maintained over a number of years. There was general parity (below 5% difference) between distinct gender and ethnicities and the whole cohort rates in 2016. For both Māori English Medium and Pasifika students, however, the disparity was in the 7-8% range, with these students performing less well than the whole school rate and this disparity was more pronounced for male students.

Certificate Endorsement Rates - Disparity in Relation to Gender and Ethnicity, and in Relation to Medium for Māori Students.

Whilst there was a gap (in favour of girls) of 10.8 % between girl and boys achieving M or E Certificate Endorsements, the gap expanded to 16.6% in terms of E endorsements alone. Similarly, whilst Māori girls were just 2.6% below the combined endorsement rates for girls in general, they were 14.4% below the E endorsement rate alone. The combined endorsement rate for Māori boys was 21% below that for boys in general, with Pasifika boys being 27.7% below. At 34.6% the combined M and E endorsement rate for Māori boys taught in Maori Medium was almost double that for Māori boys taught in English Medium - the parallel differential for Māori girls between the two media was much less pronounced.

Key Data B - 2016 Roll-Based Full Level 1 NCEA Data by Gender and Ethnicity

Group	Total Number	N @ L1 NCEA	Number gaining L1 NCEA	A @ L1 NCEA (no endors.)	M endors. @ L1 NCEA	E endors. @ L1 NCEA	Combined M/E endors. @ L1 NCEA
Overall	100% (326)	10.4% (34)	89.6% (292)	29.4% (96)	38.3% (125)	21.8% (71)	60.1% (196)
Female	(100%) (137)	8.7% (12)	91.2% (125)	24.8% (34)	35.0% (48)	31.4% (43)	66.4% (91)
Male	100% (189)	11.6% (22)	88.4% (167)	32.8% (62)	40.7% (77)	14.8% (28)	55.6% (105)
MM Māori All	100% (56)	12.5% (7)	87.5% (49)	35.7% (20)	35.7% (20)	16.1% (9)	51.8% (29)
EM Māori All	100% (34)	17.6% (6)	82.4% (28)	44.1% (15)	29.4% (10)	8.8% (3)	38.2% (13)
Māori All	100% (90)	14.4% (13)	85.6% (77)	38.9% (35)	33.3% (30)	13.3% (12)	46.7% (42)
Pasifika All	100% (22)	18.2% (4)	81.8% (18)	45.5% (10)	27.3% (6)	9.1% (2)	36.4% (8)
NZE All	100% (159)	1.9% (3)	98.1% (156)	18.9% (30)	49.7% (79)	29.6% (47)	81.3% (146)
MM Māori Female	100% (30)	6.7% (2)	93.3% (28)	26.7% (8)	46.7% (14)	20.0% (6)	66.7% (20)
EM Māori Female	100% (17)	11.8% (2)	88.2% (15)	29.4% (5)	47.1% (8)	11.8% (2)	58.9% (10)
All Māori Female	100% (47)	8.5% (4)	91.5% (43)	27.7% (13)	46.8% (22)	17.0% (8)	63.8% (30)
Pasifika Female	100% (8)	12.5% (1)	87.5% (7)	37.5% (3)	37.5% (3)	12.5% (1)	50% (4)
NZE Female	100% (58)	0.0% (0)	100% (58)	17.2% (10)	36.2% (21)	46.6% (27)	82.8% (48)
MM Māori Male	100% (26)	19.2% (5)	80.8% (21)	46.2% (12)	23.1% (6)	11.5% (3)	34.6% (9)
EM Māori Male	100% (17)	23.5% (4)	76.5% (13)	58.8% (10)	11.8% (2)	5.9% (1)	17.7% (3)
All Māori Male	100% (43)	20.9% (9)	79.1% (34)	51.2% (22)	18.6% (8)	9.3% (4)	27.9% (12)
Pasifika Male	100% (14)	21.4% (3)	78.6% (11)	50% (7)	21.4% (3)	7.1% (1)	28.5% (4)
NZE Male	100% (101)	3.0% (3)	97.0% (98)	19.8% (20)	57.4% (58)	19.8% (20)	77.2% (78)

Process Challenge One

Secondary Focus

Transitions through to Tertiary (18 to 24)

Narrative

The NZC tasks schools with contributing to the development of confident, connected, and actively involved lifelong learners. It expresses this journey as moving from the Key Competencies (KCs) established at whāriki, through the KCs developed during the school year, and to those necessary for success at tertiary level. For instance, “Wellbeing” at whāriki, developing into “Managing Self” at school, and onto “Acting Autonomously” at tertiary. Western Springs College/Nga Puna o Waiōrea’s (WSC/NPoW’s) role is to build on the work of its pre-school, primary and intermediate Kāhui Ako partners and complete the preparation of our Kāhui Ako learners for tertiary study and/or training.

National data reveals that significant numbers of school graduates do not commence tertiary courses at the level most appropriate for them, and/or fail to complete the courses of study they embark on (changing courses or dropping out of tertiary education completely). Whilst the limited Kāhui Ako data we have access to does not suggest our graduates are more affected by these issues than the national average, a significant number of them do seem to be adversely affected.

We want to explore this in order to better prepare our Kāhui Ako graduates to thrive in tertiary education and/or the world of work, and to ensure coherent pathways for them to successfully complete qualifications and/or training beyond secondary school.

At present WSC/NPoW has a record of high achievement with 69% (compared with 54% nationally) of 2016 school leavers having NCEA Level 3, or Level 3 plus University Entrance award. The achievement for Māori leavers in the same year was 59% (compared with 34% nationally), and for Pasifika students 64%, compared with 43% nationally. We recognise that the majority of WSC/NPoW school leavers intend to transition to tertiary education, which resonates with whānau and the wider school community as a pathway to high skilled jobs and valued careers. We know that young people who achieve at least a Level 4 tertiary qualification will be better equipped with the specialist technical skills required to thrive in our future economy. To date, the WSC/NPoW school leavers 2011-2014 cohorts have a 85% transition rate to first enrolments at tertiary at Levels 1 and above, compared with 83% nationally. The equivalent transition rate to Level 4 and above is 66%, compared to 51% nationally. These are positive statistics, but we wish to push further and ensure that all our graduates achieve what they are capable of.

Questions we need to answer

WSC/NPoW's internal research has so far focussed largely on its students point of entry to tertiary, including level and institution (taking into account single gap years before starting study). This research hints at some discrepancies in relation to gender and ethnicity, and at a shift in the institutions that students are selecting. It also, however, leaves some questions not fully answered and raises further questions. We still need to know:

- A. What proportion of our graduates are not completing the course of study they embark on and why?
- B. To what extent do the following factors restrict our Kāhui Ako graduates' success at tertiary?
 - Gap years/breaks in the study pathway
 - Horizontal misalignment (students not starting at the correct level of tertiary qualifications)
 - False starts (students transferring from one course to another before completion)
- C. Are there significant variations in relation to questions (A) and (B) according to student's gender, the ethnicity of students, and whether Māori graduates have taken an English Medium or Māori Medium route?
- D. To what extent do students perceive the non-completion of qualifications and/or restricted success at tertiary as to how well the Kāhui Ako has prepared them for study after school, and to what extent do they attribute non-completion and/or restricted success to other factors?

As a Kāhui Ako we believe that answering these questions will enable us to identify and tailor the actions we need to take in order to best prepare our graduates to succeed in the world beyond school.

Process Challenge Two

Learners with additional learning needs: Dyslexia

Narrative

A key factor in catering for students with significant learning needs is effectively transitioning them to the next phase of their learning.

Analysis of data looking at trends and patterns from all schools clearly identified that 19% of our students have an identified learning need.

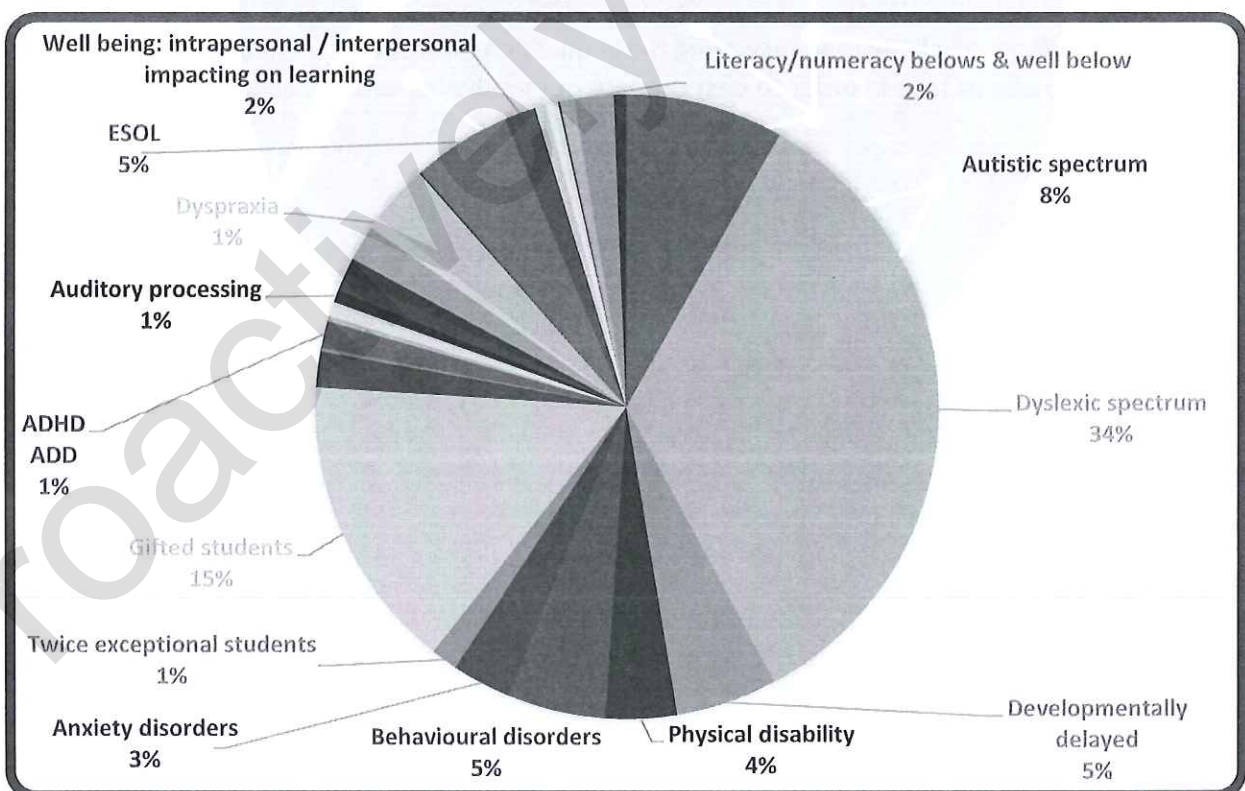
This is defined as...

any child who requires a different or differentiated programme or approach in any area of learning, or whose social or emotional state is such that this creates a difficulty with learning.

We have collated special needs register information from Years 1-13 as our baseline data. It is important to note that there is no normed or standardised approach to collating this data across the Kāhui Ako.

Initial Data

Preliminary data from schools shows



The numbers currently reflect only students who we have collated data for rather than our whole Kāhui Ako roll.

Analysis of Initial Data

The data highlights two areas of immediate attention.

- Those students identified as dyslexic 366 of 1078 (34%)
- Those identified as gifted 165 of 1078 (15.3%)

We have included dyslexia as a 'process' target as we currently do not have sufficient evidence to show the impact of dyslexia on writing progress and achievement. Our hunch is that many of the students achieving below in writing could be due to dyslexia or due to being categorised twice exceptional-gifted. We intend to identify which percentage of students below or well below standard in writing have been diagnosed with dyslexia and which students may be unidentified. By addressing the needs of students with dyslexic tendencies in a more targeted way, and looking at how we measure them against the National Standards in Writing, we would hope to lift achievement in this area.

Questions we need to answer

- How many of those students below in writing are identified as dyslexic?
- How many students achieving below may have unidentified dyslexia which is impacting on writing progress and achievement?

As a Kāhui Ako we believe that answering these questions will enable us to identify and tailor the actions we need to take in order to best provide support for those students identified.