Background
Napier City Community of Learning (COL) is made up of 10 schools in the Hawke’s Bay Region: Eskdale School, Kereru School, Napier Boy’s High School, Napier Central School, Napier Girl’s High School, Napier Intermediate, Nelson Park School, Port Ahuriri School, Sacred Heart College and St Patrick’s School.

Our students learn in schools where there are high expectations for them to achieve. Most students entering school have participated in some form of early childhood education and the majority achieve well in reading, writing and mathematics in the primary years. At secondary level, students are achieving above national targets.

Common strengths include:
- Strong links with and support from their communities
- Positive, affirming relationships with parents and whānau
- Effective use of student achievement information
- Evidence of the impact of professional development in classroom programmes

Community
Our community consists of two full primary schools, three contributing schools, an intermediate and three secondary schools. There are also two Catholic schools in this community. All schools are English medium and follow the NZ Curriculum/NCEA.

The community is made up of 4404 students. 69% (3018) of these are European, 23% (1011) Māori, 4% (159) Pasifika and 3% (125) Asian. There are a growing number of Māori students enrolling in the schools in this community. We have identified separate targets for Māori and Pasifika students within each of our challenges. We will continue to further develop our practices to support Māori and Pasifika students.

Achievement Challenges
In framing our achievement challenges our focus has been our priority learners. Priority learners include any student performing below or well-below the National Standard. Analysis of our community’s Early Childhood participation rates, National Standards and NCEA achievement data has provided us with an overview of our students learning against the governments better public service goals. Our measures are based on 2014 achievement data. Each year our targets will be reviewed and realigned to the prior year’s achievement data.

Consultation
Consultation has been a very important part of the process. All Boards of Trustees have been consulted and have agreed to proceed. The Community has been informed through the normal communication methods of each school. All staff have met to ascertain what it means to be a part of a COL. Boards will be kept updated with the progress of the COL. A meeting will be held with the community to engage with the challenges once they have been finalised. Any feedback following that meeting will be incorporated into the plan going forward.
OUR CHALLENGES
BY 2018:

1. 95% of Year 4 to 8 students achieving expected literacy levels

2. 95% of school leavers achieving NCEA Level 2

3. 95% of students achieving NCEA Level 1 Science by Year 11

4. 95% of students achieving NZC Level 4 Mathematics by Year 9

90% attendance rate at Years 1, 7 and 9

Napier City Community of Learning
We know there is an overarching problem with writing ability especially for boys, Māori and Pasifika students, therefore:

<table>
<thead>
<tr>
<th>CHALLENGE 1</th>
<th>Our challenge is to raise the standard of literacy (especially writing) so that: 95% (1119) / 1177 of students achieve National Standards at their appropriate year level from Years 4 to 8 by 2018</th>
</tr>
</thead>
</table>
| **Actions:**| • Identify at each year level, which students, boys, girls, Māori, Pasifika who are behind and how many  
• Identify strategies that work in teaching literacy at each year level and share these up and down a level of the CoS  
• Identify expert teachers across the CoS (identify good practice)  
• Identify/ share information up and down the CoS. What’s required at each level  
• Identify ways to sustain good practice  
• Investigate reading and writing data at Year 4 to identify the students not achieving National standards  
• Investigate and source resources, programmes, and personnel that are proven to raise literacy standards  
• Create an ideal student profile for a writer across a range of gender and ethnicity, at Year 4, Year 6, Year 8, Year 10, and Year 12/13 (school Leaver) |
| **Outputs:** | • Students information gathered and analysed  
• Strategies identified and shared  
• Expert teachers identified  
• Information identified and shared at appropriate level  
• Ways to sustain good practice identified  
• Reading and writing data investigated  
• Resources, programmes and personnel that raise literacy standards identified  
• Student profiles created |

**Responsible:**
(To be identified once appointments made)
**Review and Monitoring:** 6 monthly and annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Type</th>
<th>Total number</th>
<th>Number of students achieving National Standard in Writing</th>
<th>Number of students achieving National Standard in Writing by 2016</th>
<th>Number of students achieving National Standard in Writing by 2017</th>
<th>Number of students achieving National Standard in Writing by 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Māori (Years 1-8)*</td>
<td>415</td>
<td>281 (68%)</td>
<td>353 (85%)</td>
<td>374 (90%)</td>
<td>395 (95%)</td>
</tr>
<tr>
<td></td>
<td>Pasifika (Years 1-8)*</td>
<td>66</td>
<td>35 (53%)</td>
<td>57 (85%)</td>
<td>60 (90%)</td>
<td>63 (95%)</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>234</td>
<td>193 (82%)</td>
<td>199 (85%)</td>
<td>211 (90%)</td>
<td>223 (95%)</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>228</td>
<td>168 (74%)</td>
<td>194 (85%)</td>
<td>206 (90%)</td>
<td>217 (95%)</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>227</td>
<td>183 (81%)</td>
<td>193 (85%)</td>
<td>205 (90%)</td>
<td>216 (95%)</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>234</td>
<td>132 (56%)</td>
<td>113 (85%)</td>
<td>211 (90%)</td>
<td>223 (95%)</td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td>254</td>
<td>166 (65%)</td>
<td>216 (85%)</td>
<td>229 (90%)</td>
<td>242 (95%)</td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td>1177</td>
<td>842 (72%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Unable to split Māori and Pasifika by Year Level. Schools don’t submit Year Level data by ethnicity. Figures are based on the previous year achievement data and numbers of students.
We know there is an overarching problem with school leavers not leaving school with NCEA Level 2, therefore:

<table>
<thead>
<tr>
<th>CHALLENGE 2</th>
<th>Our challenge is to raise the standard of literacy (especially writing) so that:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95% (435) of school leavers achieving NCEA Level 2 or above by 2018</td>
</tr>
</tbody>
</table>

**Actions:**
- Identify at each year level, which students, boys, girls, Māori, Pasifika who are behind and how many
- Identify strategies that work in teaching literacy at each year level and share these up and down a level of the CoS
- Identify expert teachers across the CoS (identify good practice)
- Identify/ share information up and down the CoS. What’s required at each level
- Identify ways to sustain good practice
- Investigate reading and writing data at Year 4, 8, 11, and 13
- Investigate and source resources, programmes, and personnel that are proven to raise literacy standards
- Create an ideal student profile for a writer across a range of gender and ethnicity, at Year 4, Year 6, Year 8, Year 10, and Year 12/13 (school Leaver)

**Outputs:**
- Students information gathered and analysed
- Strategies identified and shared
- Expert teachers identified
- Information identified and shared at appropriate level
- Ways to sustain good practice identified
- Reading and writing data investigated
- Resources, programmes and personnel that raise literacy standards identified
- Student profiles created

**Responsible:**
*(To be identified once appointments made)*
**Review and Monitoring:** 6 monthly and annually

95% of school leavers will have achieved NCEA Level 2 or above:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Type</th>
<th>Total number</th>
<th>% with NCEA Level 2 or above</th>
<th>Number of students with NCEA Level 2 or above by 2016</th>
<th>Number of students with NCEA Level 2 or above by 2017</th>
<th>Number of students with NCEA Level 2 or above by 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Māori</td>
<td>85</td>
<td>65 (76%)</td>
<td>70 (82%)</td>
<td>75 (88%)</td>
<td>81 (95%)</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>17</td>
<td>13 (76%)</td>
<td>14 (82%)</td>
<td>15 (88%)</td>
<td>16 (95%)</td>
</tr>
<tr>
<td></td>
<td>Total number</td>
<td>435</td>
<td>388 (89%)</td>
<td>396 (91%)</td>
<td>405 (93%)</td>
<td>414 (95%)</td>
</tr>
</tbody>
</table>
We know many students are ill-equipped to achieve Level 1 Science as Year 11 students, therefore:

## CHALLENGE 3

Our challenge is to build science teaching capacity in our primary and intermediate schools so that:

95% (445) out of 468 students achieving NCEA Level 1 Science by Year 11

### Actions:
- Identify at each year level, which students, boys, girls, Māori, Pasifika who are behind and how many
- Collect data to build a picture / profile.
  - What data do we want?
  - What is Level 1 and how is it reached? (trickle down)
  - What skills are needed / identified?
  - What sequence of skills at each level?
- Share good practice/ expertise to up skill teachers
- Find out what is being taught in Science at each level
- Establish expert teachers of learning- Science, who can share knowledge with Primary/ Intermediate teachers (including students)
- Establish a spiral learning strategy from Primary to Intermediate to Secondary
- Create an ideal student profile for a scientist across a range of gender and ethnicity, at Year 4, Year 6, Year 8, Year 10, and Year 12/13 (school Leaver)

### Outputs:
- Data collected to answer the questions
- Good practice shared. Teacher up skilled
- Know what is being taught in Science at each level
- Expert teachers established. Expert Teachers sharing with Primary and Intermediate teachers and students
- A spiral learning strategy in place across the CoS.
- Student Profile created

### Responsible:
*(To be identified once appointments made)*
Review and Monitoring: 6 monthly and annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number achieving NCEA Level 1 Science</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Year 11 (468) enrolled</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>351 out of 468 [includes approx 84 Māori and 14 Pasifika]</td>
<td>(75%)</td>
</tr>
<tr>
<td>2017</td>
<td>398 out of 468 [includes approx 95 Māori and 16 Pasifika]</td>
<td>(85%)</td>
</tr>
<tr>
<td>2018</td>
<td>445 out of 468 [includes approx 107 Māori and 18 Pasifika]</td>
<td>(95%)</td>
</tr>
</tbody>
</table>
We know that many students in our secondary schools have widely differing capabilities of mathematics competencies, therefore:

| CHALLENGE 4 | **Our challenge is to raise the standard of mathematics so that:**  
95% (242) out of 254 students achieve NZ Curriculum Level 4 by the time they transition into Year 9 with particular attention to priority learners |

**Actions:**
- Identify at each year level, which students, boys, girls, Māori, Pasifika who are behind and how many
- Establish pockets of good practice- from Year 6 and Year 9 data – feed down
- Collect Data from Y6 and Y8 to establish trends and patterns for Year 9
- Investigate NUMP impact on Year 9/10 maths development
- Further analyse data to breakdown girls, boys, ethnicity and share this
- Research informed strategies to drive change
- Identify experts of good practice for a PLD programme using modelling
- Identify resources and programmes that work
- Establish the idea that maths is doable by every student and can be fun
- Students in Secondary work with Primary and Intermediate to build role model capacity
- Identify the mismatch between Primary and Secondary
- Create an ideal student profile for a mathematician across a range of gender and ethnicity, at Year 4, Year 6, Year 8, Year 10, and Year 12/13 (school Leaver)

**Outputs:**
- Have identified good practice and feed down
- Data collected
- Study completed into the impact of NUMP on Year 9/10 maths development
- Analyse data
- Strategies to drive change researched
- Experts of good practice identified and PLD programme for modelling in place
- Programmes and resources that are effective identified
- The idea that maths is doable and can be fun identified
- Secondary students are working with Primary and Intermediate students as role models
- The mismatch is identified and reduced
- Student profile created

**Responsible:**

*(To be identified once appointments made)*
Review and Monitoring: 6 monthly and annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of Year 8 Students</th>
<th>Total number At/Above NZC Level 4</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>254*</td>
<td>182 (72%)</td>
<td>216 (85%)</td>
<td>229 (90%)</td>
<td>242 (95%)</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>[approx 52]</td>
<td>[approx 55]</td>
<td>[approx 58]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>[approx 8]</td>
<td>[approx 9]</td>
<td>[approx 9]</td>
<td></td>
</tr>
</tbody>
</table>

*254 students in Year 8 were assessed for National Standards in Maths in 2014.
We know that transitions are challenging, often resulting in significant regression for our students, therefore:

<table>
<thead>
<tr>
<th>SUB-CHALLENGE</th>
<th>Our challenge is to assist smooth transitioning in order to achieve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% attendance at Years 1, 7, 9</td>
</tr>
</tbody>
</table>

**Actions:**

- Collect attendance data Year 1, 7, 9, Year 12/13
- Analyse the data in terms of drop off points
- Look at good practice that keeps students in school and engaged in learning
- Is attendance universal or subject specific.
- Data on the number of students not transitioning at all
- Look at good practice at developing home/school relationships.
- Sharing with early childhood centres (Y1)-student profiles
- Investigate effective practices for transition (pre-school/primary school/intermediate/secondary)
- Meet and inform parents of the importance of attendance on achievement and engagement.
- Decide the % attendance required at each level Y1, Year 7 and Year 9. Monitor this at each year prior, addressing any drop off.
- Create an ideal student profile for an engaged learner across a range of gender and ethnicity, at Year 4, Year 6, Year 8, Year 10, and Year 12/13 (school Leaver)

**Outputs:**

- Data collected
- Data analysed
- Good practice identified and shared
- Identify data and issue of universal or subject specific
- Data collected and analysed
- Have identified and shared good practice for home/school relationships
- Student profiles shared with Year 1 staff
- Effective practice for transition investigated and shared across the CoS
- Meetings have been held
- Decision on % of attendance decided and drop off monitored against previous year.
- Student profile created

**Responsible:**

*(To be identified once appointments made)*
**Review and Monitoring:** 6 monthly and annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Type</th>
<th>Rate of attendance*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Years 1, 7 and 9</td>
<td>(70%)</td>
</tr>
<tr>
<td>2017</td>
<td>Years 1, 7 and 9</td>
<td>(80%)</td>
</tr>
<tr>
<td>2018</td>
<td>Years 1, 7 and 9</td>
<td>(90%)</td>
</tr>
</tbody>
</table>

*Numbers will be dependent on rolls each year. Schools will provide this data.*