Te Atatu Community of Schools
Te Hapori o ngā Kura o Te Atatu
Kokiri Tahī

Engagement Inquiry Achievement Equity Transitioning Expectations
Priority Learners Connected Learning
Te Atatu Community of Schools
Te Hapori o ngā Kura o Te Atatu

Our Vision

To raise learning achievement for all students, reducing inequity in learning participation and outcomes, and to collaborate more effectively within and across schools, with a specific focus on writing and mathematics. Through teacher inquiry we aim to strengthen teacher knowledge and practice. Through consultation with whanau/the wider parent community, we aim to better understand our learners, their shared aspirations and their socio-cultural identities in order to develop meaningful goals for success.

Our Mission

*Working Together - Kōkiri tahi*

Kōkiri is to begin, to drive, to move forward, flow, to champion, to advocate and to lead. Tahi refers to the unity required to affect effective movement together. Kōkiri in West Auckland was originally the name given to the West Auckland branch of the Māori Affairs Department, and many of its members became involved in the establishment of Te Whānau o Waipareira. The mission of Te Whānau o Waipareira was “Kōkiritia I roto I te Kōtahitanga - Progress through unity”. Kōkiri is synonymous with Māori aspirations and the aspirations of our communities in West Auckland. In the spirit of Te Tiriti o Waitangi it is appropriate for our Community of Schools to embrace the concept of Kōkiri.

Our mission, Kōkiri tahi, is to work together in unity; to champion, advocate and lead our students, staff and whanau in developing more effective schooling success for all students. We aim to achieve equity and success in learning outcomes for all our students through more effective collaboration and inquiry into our teaching.
Who are we?

We are the people who work, live, study, learn, teach, dream and play in communities in and around our nine schools.

Our Community of Schools (COS) embraces Rutherford College, Te Atatu Intermediate, Rangeview Intermediate, Matipo Primary, Peninsula Primary, Rutherford Primary, Edmonton School, Freyberg Community School and Tirimoana Primary. Our recent past and current history of collaboration underpins the strength in our Community of Schools Plan.

The group of nine schools that comprise Te Hapori o ngā Kura o Te Atatu /Te Atatu Community of Schools is spread across the northern peninsula of Te Atatu and South Te Atatu. We already work collaboratively within the Te Atatu Cluster and have done so for many years. Many of us are Positive Behaviour for Learning (PB4L) schools. Half of our schools worked collaboratively for five years in an Extending High Standards Across Schools cluster and we all worked collaboratively in the Te Atatu Resource Teacher: Learning and Behaviour (RTLB) cluster prior to recent amalgamation with other RTLB clusters. Many of our schools also recently participated in a three-year University of Auckland research project: Raising High Expectations. This has helped generate greater synergy of thinking about the link between expectations and excellence in achievement, and about working collaboratively together.

Our schools have similar demographic characteristics that reflect local communities. We are all experiencing re-generation in our communities reflecting the dynamic growth and demographic changes of Auckland. We have ethnically and culturally diverse communities, and we all share significant Māori and Pasifika communities. These are reflected in our school student rolls.

Our Community of Schools operates in a tight band of mid-deciles (4-7) that reflect our wider community. We are all working in similar communities with similar aspirations.

Within our Community of Schools ERO has identified common strengths and areas for development, while acknowledging many of our schools have a strong history of successful reviews.

In many of our schools groups of students are already achieving well as reflected in National Standards data and NCEA results. However, we all also share groups of students who are not achieving the same success. It is this inequity in achievement and
success that we aim to focus upon. In particular our data reveals that two groups figure significantly with potential for significant improvement shift: Māori and Pasifika.

Natural Pathways for Learning

A common thread binds us all together. Across all our primary schools, the bulk of our students progress on to either Te Atatu Intermediate or to Rangeview Intermediate. These students then progress on to a wider number of secondary schools across West Auckland and the isthmus. However, the greatest number still progress on to Rutherford College compared to any other secondary school, from all our schools. This communality of pathways can be further strengthened with more effective collaboration and with more carefully designed and supported transition programmes. Our COS aims to further develop this natural pathway.

DETAILED DATA ANALYSIS ACROSS THE EDUCATION PATHWAY

Achievement Challenge One: An initial focus on raising achievement for all students in writing

Overall aim: To have at least 85% of all students achieving expectations.

Analysis of data and inquiry across our nine schools has revealed that achievement success and equity in outcomes in written literacy (writing) is a priority. Detail of National Standards data is attached in Appendix 1.

Schools have identified trends that indicate less effective success for Māori, for Pasifika and generally for boys in writing excellence. As educators we all appreciate that success in writing is fundamental for success across all learning areas. In primary schools this focus on writing will be interconnected with success in reading. Although data indicates reading achievement results are good, we understand that for early learners success in reading and writing are inseparable if we aim to further develop achievement excellence. At secondary school level, the focus will be on raising overall core writing skills for Year 9 and 10 students in preparation for success at NCEA Levels 1 and 2.
## Achievement Challenge 1: Writing

**Overall Aim:** To have at least 85% of all students achieving expectations.

<table>
<thead>
<tr>
<th>Current Situation</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years 1-8 Overall Achievement:</strong></td>
<td>We plan to move 433 out of 905 all students (47.8%) currently</td>
</tr>
<tr>
<td>Currently 28.7% or 905 out of 3,149 students are not</td>
<td>working below expected levels, to levels ‘at or above’ the National</td>
</tr>
<tr>
<td>meeting expectations in their Writing at levels ‘at or</td>
<td>Standards framework by the end of 2017.</td>
</tr>
<tr>
<td>above’ the National Standards framework.</td>
<td>By the end of the reporting year we intend 85.0% of all students will</td>
</tr>
<tr>
<td></td>
<td>be meeting expectations in their Writing at levels ‘at or above’ the</td>
</tr>
<tr>
<td></td>
<td>National Standards framework, as a comparison to 71.3% in 2014. (13.7%</td>
</tr>
<tr>
<td></td>
<td>shift over two years).</td>
</tr>
<tr>
<td><strong>Years 1-8 Māori Achievement:</strong></td>
<td>We plan to move 154 out of 254 Māori students (60.6%) currently</td>
</tr>
<tr>
<td>Currently 37.9% or 254 out of 670 Māori students are</td>
<td>working below expected levels, to levels ‘at or above’ the National</td>
</tr>
<tr>
<td>not meeting expectations in their Writing at levels ‘at</td>
<td>Standards framework by the end of 2017.</td>
</tr>
<tr>
<td>or above’ the National Standards framework.</td>
<td>By the end of the reporting year we intend 85.0% of all Māori</td>
</tr>
<tr>
<td></td>
<td>students will be meeting expectations in their Writing at levels ‘at or</td>
</tr>
<tr>
<td></td>
<td>above’ the National Standards framework, as a comparison to 62.1% in</td>
</tr>
<tr>
<td></td>
<td>2014. (22.9% shift over two years).</td>
</tr>
<tr>
<td><strong>Years 1-8 Pasifika Achievement:</strong></td>
<td>We plan to move 106 out of 176 Pasifika students (60.2%) currently</td>
</tr>
<tr>
<td>Currently 37.5% or 176 out of 469 Pasifika students are</td>
<td>working below expected levels, to levels ‘at or above’ the National</td>
</tr>
<tr>
<td>not meeting expectations in their Writing at levels ‘at</td>
<td>Standards framework by the end of 2017.</td>
</tr>
<tr>
<td>or above’ the National Standards framework.</td>
<td>By the end of the reporting year we intend 85.0% of all Pasifika</td>
</tr>
<tr>
<td></td>
<td>students will be meeting expectations in their Writing at levels ‘at or</td>
</tr>
<tr>
<td></td>
<td>above’ the National Standards framework, as a comparison to 62.5% in</td>
</tr>
<tr>
<td></td>
<td>2014. (22.5% shift over two years).</td>
</tr>
<tr>
<td><strong>Years 1-8 Male Achievement:</strong></td>
<td>We plan to move 326 out of 563 male students (57.9%) currently</td>
</tr>
<tr>
<td>Currently 35.6% or 563 out of 1,583 male students are</td>
<td>working below expected levels, to levels ‘at or above’ the National</td>
</tr>
<tr>
<td>not meeting expectations in their Writing at levels ‘at</td>
<td>Standards framework by the end of 2017.</td>
</tr>
<tr>
<td>or above’ the National Standards framework.</td>
<td>By the end of the reporting year we intend 85.0% of all male students</td>
</tr>
<tr>
<td></td>
<td>will be meeting expectations in their Writing at levels ‘at or above’</td>
</tr>
<tr>
<td></td>
<td>the National Standards framework, as a comparison to 64.4% in 2014. (20.6% shift over two years).</td>
</tr>
<tr>
<td><strong>Years 9-10 Achievement:</strong></td>
<td>We plan to move 184 of the 333 students currently working below</td>
</tr>
<tr>
<td><strong>Overall Achievement:</strong> 34% (333 out of 992) of 2014</td>
<td>expected levels by the end of two years.</td>
</tr>
<tr>
<td>Year 7/8 students are not meeting expectations.</td>
<td>By the end of the reporting year we intend 85.0% of all students will</td>
</tr>
<tr>
<td></td>
<td>be meeting expectations in Writing as a compared to 66% in 2014 (19%</td>
</tr>
<tr>
<td></td>
<td>shift).</td>
</tr>
<tr>
<td><strong>Māori Achievement:</strong> 37% (80 out of 218) of 2014 Year</td>
<td>We plan to move 47 of the 80 Māori students currently working</td>
</tr>
</tbody>
</table>
Achievement Challenge Two: Raising NCEA Achievement

**Overall aim:** To have at least 85% of all students leaving school with NCEA at higher.

Our data analysis shows that our secondary school students at Rutherford College are increasingly successful in the National Certificates of Educational Achievement (NCEA). Attainment overall is similar to national comparisons. The success of Māori students and Pasifika students in Years 11 and 12 has improved significantly since 2011. In NCEA, Māori and Pasifika students are achieving well compared to results for Māori and Pasifika across New Zealand and very close to the secondary school’s overall NCEA results. However, inequity of results still exists for too many Māori and Pasifika students across the community.

The development of initiatives that accelerate achievement and promote successful outcomes for Māori and Pasifika students will be a priority for our COS, at all year levels in each school. The focus on the core writing and mathematics skills will be essential platform for success further along the education pathway.
**ACHIEVEMENT CHALLENGES: SECONDARY SCHOOL**

**OVERALL AIM:** To have at least 85% of all students leaving school with NCEA level 2 or higher.

<table>
<thead>
<tr>
<th>Current Situation</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Achievement:</strong>&lt;br&gt;Currently 80.1% or 234 out of 289 students are leaving school with NCEA Level 2 qualifications or higher.</td>
<td>We plan that 255 out of 300 students will leave school with NCEA Level 2 qualification or higher.&lt;br&gt;<em>By the end of the reporting year we intend 85.0% of all students will be leaving school with NCEA level 2 qualifications or higher, as a comparison to 80.1% in 2014.</em>&lt;br&gt;{4.9% shift in two years}</td>
</tr>
<tr>
<td><strong>Māori Achievement:</strong>&lt;br&gt;Currently 77.3% or 34 out of 44 Māori students are leaving school with NCEA level 2 qualifications or higher.</td>
<td>We plan that 52 out of 61 Māori students will leave school with NCEA level 2 qualification or higher.&lt;br&gt;<em>By the end of the reporting year we intend 85.0% of all Māori students will be leaving school with NCEA level 2 qualifications or higher, as a comparison to 77.3% in 2014.</em>&lt;br&gt;{7.7% shift over two years}</td>
</tr>
<tr>
<td><strong>Pasifika Achievement:</strong>&lt;br&gt;Currently 87.2% or 34 out of 39 Pasifika students are leaving school with NCEA level 2 qualifications or higher.</td>
<td>We plan that 36 out of 42 Pasifika students will leave school with NCEA level 2 qualification or higher.&lt;br&gt;<em>By the end of the reporting year we intend for at least 85.0% of all Pasifika students will be leaving school with NCEA Level 2 qualifications or higher.</em>&lt;br&gt;{continue to at least maintain and build}</td>
</tr>
<tr>
<td><strong>Male Achievement:</strong>&lt;br&gt;Currently 79.1% or 129 out of 163 male students are leaving school with NCEA Level 2 qualifications or higher.</td>
<td>We plan that 119 out of 140 male students will leave school with NCEA level 2 qualification or higher.&lt;br&gt;<em>By the end of the reporting year we intend 85.0% of all male students will be leaving school with NCEA Level 2 qualifications or higher, as a comparison to 79.1% in 2014.</em>&lt;br&gt;{5.9% shifts over two years}</td>
</tr>
</tbody>
</table>

Note: High levels of achievement currently exist for NCEA Level 1 and Literacy and Numeracy in the Senior school, therefore the decision was made to focus on the Pūtikā target for NCEA Level 2.

**Achievement Challenge Three: A parallel focus on Mathematics Achievement**

**Overall aim:** To have at least 85% of all students achieving expectations.

Across all schools there is also concern about excellence in mathematics, with data indicating that achievement excellence declines after middle primary schooling. Analysis of groups within our schools, in particular Māori and Pasifika, indicates that at all levels we have significant work to reduce the inequities in achieving success. At the same time we are all cognisant of the relative decline in New Zealand students' success in international mathematics assessments.
# ACHIEVEMENT CHALLENGES: MATHEMATICS

**OVERALL AIM:** To have at least 85% of all students achieving expectations

<table>
<thead>
<tr>
<th>Current Situation</th>
<th>Target</th>
</tr>
</thead>
</table>
| **Overall Achievement:**  
 Currently 24.1% or 760 out of 3149 students are not meeting expectations (the National Standards in Years 1-8 in Mathematics). | We plan to move 258 of the 760 students currently working below expected levels to at or above the National Standards by the end of two years.  
*By the end of the reporting year we intend 85% of all students will be meeting expectations in Mathematics at levels 'at or above' the National Standards framework, as a comparison to 75.9% in 2014. (9.1% shift).* |
| **Years 1-8 Māori Achievement:**  
 Currently 31.6% or 212 out of 670 Māori students are not meeting expectations (the National Standards in Years 1-8 in Mathematics) | We plan to move 112 of the 212 Māori students currently working below expected levels to at or above the National Standards by the end of two years.  
*By the end of the reporting year we intend 85% of all Māori students will be meeting expectations in Mathematics at levels 'at or above' the National Standards framework, as a comparison to 68.4% in 2014. (16.6% shift).* |
| **Years 1-8 Pasifika Achievement:**  
 Currently 36.9% or 173 out of 469 Pasifika students are not meeting expectations (the National standards in Years 1-8 in Mathematics). | We plan to move 103 of the 173 Pasifika students currently working below expected levels to at or above the National Standards by the end of two years.  
*By the end of the reporting year we intend 85.0% of all Pasifika students will be meeting expectations in Mathematics at levels 'at or above' the National Standards framework, as a comparison to 63.1% in 2014 (21.9% shift).* |
| **Years 9-10 Achievement:**  
 **Overall Achievement:** 33% (328 out of 992) of 2014 Year 7/8 learners are not meeting expectations. | We plan to move 179 of the 328 students currently working below expected levels by the end of two years.  
*By the end of the reporting year we intend 85.0% of all students will be meeting expectations in Mathematics as a compared to 67% in 2014 (18% shift).* |
| **Māori Achievement:** 38% (83 out of 218) of 2014 Year 7/8 Māori learners are not meeting expectations. | We plan to move 50 of the 83 Māori students currently working below expected levels by the end of two years.  
*By the end of the reporting year we intend 85.0% of Māori students will be meeting expectations in Mathematics as a compared to 62% in 2014 (23% shift).* |
| **Pasifika Achievement:** 45% (47 out of 70) of 2014 Year 7/8 Pasifika learners are not meeting expectations. | We plan to move 47 of the 70 Pasifika students currently working below expected levels by the end of two years.  
*By the end of the reporting year we intend 85.0% of Pasifika students will be meeting expectations in Mathematics as a compared to 55% in 2014 (30% shift).* |

*This is an indication only. Once benchmarks have been established for Years 9 and 10 using assessment tools such as E-AsTTle, targets will be set to accelerate achievement with a focus on Māori and Pasifika students.*
Rationale for prioritising targets

Data analysis across the Community of Schools (COS) identifies Māori, Pasifika and Boys with the lowest proportion of students meeting expectations. The ERO report on the COS identifies that Māori and Pasifika boys’ learning needs to be accelerated. Across the COS schools identify writing as having the lowest numbers of students meeting expectations. (See Appendix 1). The initial focus on writing is to provide students with the skills needed to interact with and across the curriculum. It is in writing that Year 1-8 data and interim information from Years 9 and 10 consistently identifies where the most challenge to achievement currently lies within and across schools.

This initial focus also recognises the internal capacity for our schools to do the task well. Experience in previous collaboration initiatives informs us that it is more effective to begin with a single priority (writing), and then once underway to add a parallel focus (mathematics) for professional learning.

Data across Years 1-13 for writing, mathematics and NCEA will be collected, shared and analysed over the next two years. A focus on raising high expectations and equity of learning outcomes, including knowing our learners well, will be implemented across writing, mathematics and NCEA achievement from 2016.
The Approach

Consultation

The success of our Community of Schools is predicated on a shared vision developed through consultation at multiple levels; open sharing of data and common goals.

Consultation is a key component, within schools, across schools, at governance levels with boards of trustees and the Ministry of Education, and ultimately with students, whānau and the wider community.

This plan reflects the shared aspirations and goals developed through consultation with all staff at each of the nine schools, with a very high level of teacher support. Each board of trustees has debated and confirmed their involvement. Principals and senior leaders have consulted within schools throughout the process in developing the COS Plan. At varying levels, schools have widened their consultation to whānau and parents.

It is intended to continue to consult and share progress throughout the life of the COS. Progressively it is envisaged that consultation and information sharing become imbedded in school practice at all levels to ensure equity of participation and success.

Structures

In developing this Plan, we have identified and confirmed the following structures:

- A Stewardship Committee of three experienced principals one of whom will be Lead Principal
- Regular full meetings of all principals
- A governance role with a representative from each Board engaging with the Stewardship Committee on a regular basis
- Commitment to on-going facilitated professional leadership development for principals and key senior leaders across all schools with regular meetings.
- Boards of Trustees’ commitment to the COS within a Memorandum of Agreement, and receiving regular reports on progress
- A Data Team to support the development and implementation of the COS plans
- A Digital Learning Team to promote connectedness
- A COS team of key practitioner-leaders from across schools as drivers for inquiry and raising teacher excellence.
Code of Conduct

The Community of Schools requires a commitment to an agreed code of conduct. In this regard we adhere to the following principles:

- Open and transparent sharing of data within and across schools
- Commitment to upholding the Community of Schools Privacy Protocol
- Clear endorsement of the Plan at all levels as reflected in the Charter and Annual Plan of each of the nine schools
- Collaborative practices embedded within and across schools
- Leadership teams in all schools participating in reflective inquiry and collaborative future focus education
- Professional respect
- Promoting the well-being of all akonga.

In promoting equity and akonga, all staff will commit to:

- Manaakitanga - the collective responsibility for caring for the whole well being of all students
- Whanaungatanga - establishing meaningful, culturally appropriate connections
- Ako - reciprocity between the teacher and the learner; learning from each other
- Mahi tahi - leadership for everyone travelling in the same direction with the same purpose.

Modern Learning Environments - MLE classrooms/Future Focus Education

Our Future Focus Education inquiry informs our next steps in developing effective teaching practice for 21st century learning approaches, reflecting new technologies, creative thinking, collaborative learning, and flexible use of teaching/learning spaces. This is a focus for all schools in the COS as we progressively develop MLE spaces.

Transformation of Thinking and Expectations

The key focus of our Plan is to transform thinking and raise expectations for success for all. When all stakeholders, students themselves, whānau/parents, teachers and leaders share the same expectations for success, for resourcing to tackle inequity and for critical focus on priorities in learning, then we are more likely to achieve improved learning outcomes that reflect the aspirations of our community.
Specific Elements in our Approach

1. Collaborative practice at all levels within and across our nine schools
   - Stewardship by three experienced principals one of whom is Lead principal
   - Principals and senior leaders committing to on-going Future Focus Inquiry and collaborative practice
   - Across school teams meeting regularly to inquire collaboratively into teaching practice and student achievement in order to promote seamless learning pathways across the community
   - Across school data team to gather, interpret and analyse data to inform prioritising of resourcing and tracking of progress for all students
   - Collaborative approach to governance with boards meeting collectively each year to focus on COS developments and student data
   - A diagrammatic overview of our approach is outlined in the concept map (Appendix 2).

2. Collective capacity building
   - ERO workshop for all principals to attend (October 20th 2015)
   - Future Focus collaborative inquiry PLD for all principals and senior leaders
   - Staff PLD on ‘Spirals of Inquiry’ as a model for teaching as inquiry
   - Shared best practice in writing and mathematics within and across schools led by COS leaders
   - External PLD in writing for lead teachers Years 1-10 (Murray Gadd PLD in April 2016 school holidays for lead teachers of writing)
   - Effective use of ‘inquiry’ time within all schools
   - Inquiry into more effectively sharing best practice from participation in the University of Auckland ‘Raising High Standards’ research (Dr Christine Rubie-Davies)

3. Māori and Pasifika Engagement
   - Building professional knowledge and understanding of Māori and Pasifika cultural practices that lead to more informed, respectful engagement
   - Building professional knowledge and understanding of effective practice in using the ERO Evaluation Indicators to focus on equity and achievement for success for all students
• Focus on manaakitanga, whanaungatanga, ako and mahi tahi
• Utilising the college marae - Kōtuku, as a focal point for meeting Māori aspirations and understanding te ao Māori, supported by lead teachers across schools
• Applying the principle of Māori learners achieving success as Māori
• All schools develop a Pasifika Education Plan reflecting COS principles, local priorities and reflecting the MOE PEP.

4. Digital mastery for teaching and learning - Digital Literacy
• Lead teachers across schools form a digital network to share knowledge, practices, resources, teaching strengths
• Promote use of digital technologies for learning
• Development of PaCT for teachers in Years 1-8 as a digital tool for assessment moderation
• Work in collaboration with MOE Connected Learning Advisory/Te Ara Whītiki for digital support.

5. Students at Risk of Not Achieving - Priority Learners
• This plan gives special attention to SARONAs/Priority Learners both within and across schools. These learners in our contexts are Māori, Pasifika, Students with Special Needs, and English Language Learners.
• The data team will track and monitor the learning progress of these students for leadership teams and teachers to respond to accordingly
• Applying understandings of students' beliefs, attitudes and aptitudes that impact on their success
• Focus on understanding and developing the learning potential of these students - shift from a 'deficit' view to a 'potential for accelerated improvement' view
• Aim for 85% plus for all student groups to achieve At or Above expectations in writing and mathematics in Years 1-10, and for 85% achievement success at NCEA Level 1 and 2 by 2017.

6. Transitions
• Focus on improving our understandings of critical entry points in schooling within our Community of Schools - new entrant 5 year olds to primary school; Year 6 students to Intermediate; Year 8 students to Secondary; progression into NCEA performance years (Year 10 into 11 and onto Year 12/13)
• Establish across schools criteria and protocols for effective transition
- Focus on improving non-attendance rates and developing systems for recovery from high rates of transient enrolments for learners.
- Continue to develop seamless learning pathways across the community of schools.

**The Methodology - Theory in Action**

<table>
<thead>
<tr>
<th>the approach &quot;the what&quot;</th>
<th>Collaborative Leadership</th>
<th>Collaborative Inquiry</th>
<th>Shared Understandings between Schools</th>
<th>Shared Practice</th>
<th>Capacity Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>methodology &quot;The how&quot;</td>
<td>Participation by leaders in Collaborative Inquiry group</td>
<td>Increased professional discussion within and across the school about best practice</td>
<td>Holding school and community events across the cluster to share information with communities</td>
<td>Teachers visiting other schools, teaching across schools</td>
<td>Schools participation in writing, ERO courses and seminars</td>
</tr>
</tbody>
</table>

Indicators of success KPI

- Reaching school and cluster achievement targets in writing (results - quantitative measurement)
- More effective teaching practice in writing (results - quantitative)
- More engaged and effective student participation in Writing (observation - qualitative)
- More participation and contribution by parents in students writing (reports from parents and teachers - include in a school survey - qualitative)
- Greater shared practice and understandings about writing programmes and achievement between schools. (surveys and feedback - qualitative measurement)
## Appendix 1
### National Standards Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student Type</th>
<th>Number at or above</th>
<th>Percentage at or above</th>
<th>Total</th>
<th>Number at or above</th>
<th>Percentage at or above</th>
<th>Total</th>
<th>Students yet to meet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Māori</td>
<td>475</td>
<td>77.0%</td>
<td>617</td>
<td>483</td>
<td>72.1%</td>
<td>670</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>356</td>
<td>75.1%</td>
<td>474</td>
<td>314</td>
<td>67.0%</td>
<td>469</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,359</td>
<td>85.6%</td>
<td>1,587</td>
<td>1,279</td>
<td>81.8%</td>
<td>1,564</td>
<td>285</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1,186</td>
<td>77.8%</td>
<td>1,525</td>
<td>1,194</td>
<td>75.5%</td>
<td>1,582</td>
<td>388</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2,545</td>
<td>81.8%</td>
<td>3,112</td>
<td>2,474</td>
<td>76.6%</td>
<td>3,149</td>
<td>675</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Māori</td>
<td>394</td>
<td>63.9%</td>
<td>617</td>
<td>458</td>
<td>68.4%</td>
<td>670</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>313</td>
<td>65.8%</td>
<td>476</td>
<td>298</td>
<td>63.1%</td>
<td>469</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,166</td>
<td>72.9%</td>
<td>1,586</td>
<td>1,163</td>
<td>74.3%</td>
<td>1,566</td>
<td>403</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1,177</td>
<td>77.1%</td>
<td>1,526</td>
<td>1,226</td>
<td>77.4%</td>
<td>1,583</td>
<td>317</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2,333</td>
<td>75.0%</td>
<td>3,112</td>
<td>2,389</td>
<td>75.9%</td>
<td>3,149</td>
<td>760</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Māori</td>
<td>417</td>
<td>67.6%</td>
<td>617</td>
<td>416</td>
<td>62.1%</td>
<td>670</td>
<td>254</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>328</td>
<td>68.2%</td>
<td>481</td>
<td>293</td>
<td>62.5%</td>
<td>469</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,269</td>
<td>79.8%</td>
<td>1,590</td>
<td>1,224</td>
<td>78.2%</td>
<td>1,566</td>
<td>342</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1,027</td>
<td>67.5%</td>
<td>1,522</td>
<td>1,020</td>
<td>64.4%</td>
<td>1,583</td>
<td>583</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2,296</td>
<td>73.8%</td>
<td>3,112</td>
<td>2,244</td>
<td>71.3%</td>
<td>3,149</td>
<td>905</td>
</tr>
</tbody>
</table>
Appendix 2
Concept Map

- Staff Support & Updating
  - Identifying and sharing existing good practice in schools
  - Utilising ERO workshops on inquiry, evaluation etc.
  - Use of inquiry tool for individual teachers
  - Possibility of expert teacher of writing
  - Future Focus Workshops

- Effective Pedagogy
  - Sharing practice across schools
  - Build understanding of Inquiry and Evaluation
  - Understanding the concept of inclusive practice and differentiated teaching
  - Future Focus workshops
  - Rebecca Swan
  - ERO Workshops

- Writing

- Target
  - Our attempt target is to have 80% of all children achieving at and above the National Standard in Writing by the end of 2017

- Target Groups
  - We wish to raise the writing achievement of all students but particularly that of:
    - Boys
    - Maori
    - Pasifika

- Summary of Tool
  - Engagement
  - Attendance
  - Transcend
  - Pedagogy
  - Poverty
  - Behaviour
  - Cultural Responsiveness

- Student Agency & Voice
  - Strengthening student ownership of learning
  - Increase student engagement in learning (health & attendance interventions if required)
  - Identifying obstacles to poor writing on an individual level

- Parent & Whanau
  - Involvement
  - Edited parent seminars
  - Home help strategies (developed)
  - Increase opportunities for Parents and Maori parents to be parties in teaching how?

- Use of ICT
  - For teacher inquiry
  - For student writing e.g. use of quick check, word list, word bank

- BOT Partnership
  - Build support and understanding
  - BOT information seminar
  - Annual progress report meeting