

# Te Atatū Community of Learning - Te Hapori o ngā Kura o Te Atatū

## 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 disciplined teacher inquiry we aim to strengthen teacher knowledge and practice. Through consultation with whānau/the wider parent community, we aim to better understand our learners, their shared aspirations and their socio-cultural identities in order to develop lifelong learners who are connected and participating in their community.

## 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 Kotahitanga - 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 whānau in pursuit of effective schooling success for all students. We aim to achieve equity in learning outcomes for all our students through more effective collaboration and disciplined 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 Learning (CoL) includes Rutherford College, Te Atatū Intermediate, Rangeview Intermediate, Matipo Primary, Peninsula Primary, Rutherford Primary, Edmonton School, Freyberg Community School and Tirimoana Primary. Collaboration underpins the strength in our Community of Learning plan.

The group of nine schools that comprise Te Hapori o ngā Kura o Te Atatū/Te Atatū Community of Learning is spread across the northern peninsula of Te Atatū and South Te Atatū. We already work collaboratively within the Te Atatū 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 Atatū 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 Pacific communities. These are reflected in our school student rolls.

Number	School Name	School Type	Total Students	Total Males	Total Females	Maori	Pacific	Asian	MELAA	Other	NZ European	IFP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
40	Rutherford College	Secondary (Year 9-15)	1269	614	655	282	198	210	24	1	472	82	0	0	0	0	0	0	0	0	266	260	281	246	216
1266	Edmonton School	Contributing	263	139	124	77	56	79	6	2	43	0	56	37	43	35	45	46	1	0	0	0	0	0	0
1280	Freyberg Community School	Contributing	437	225	212	75	70	123	27	0	141	1	76	74	86	70	69	51	10	1	0	0	0	0	0
1365	Matipo Road School	Contributing	592	303	289	124	53	68	10	7	328	2	93	93	106	84	91	108	17	0	0	0	0	0	0
1457	Rangeview Intermediate	Intermediate	468	254	214	94	109	133	16	0	116	0	0	0	0	0	0	0	223	245	0	0	0	0	0
1478	Rutherford School	Contributing	306	165	141	91	44	44	11	0	116	0	66	47	48	49	54	34	8	0	0	0	0	0	0
1530	Te Atatu Intermediate	Intermediate	427	196	231	106	47	47	20	0	204	3	0	0	0	0	0	0	226	201	0	0	0	0	0
1531	Peninsula Primary School	Contributing	456	245	211	121	74	53	12	0	196	0	75	85	72	84	62	73	5	0	0	0	0	0	0
1536	Tirimoana School	Contributing	651	329	322	72	78	188	9	4	293	7	91	104	118	87	114	113	24	0	0	0	0	0	0
	<b>Kahui Ako Total</b>		<b>4869</b>	<b>2470</b>	<b>2399</b>	<b>1042</b>	<b>729</b>	<b>945</b>	<b>135</b>	<b>14</b>	<b>1909</b>	<b>95</b>	<b>457</b>	<b>440</b>	<b>473</b>	<b>409</b>	<b>435</b>	<b>425</b>	<b>514</b>	<b>447</b>	<b>266</b>	<b>260</b>	<b>281</b>	<b>246</b>	<b>216</b>

Number	School Name	School Type	Total Students	Total Males	Total Females	Maori	Pacific	Asian	MELAA	Other	NZ European	IFP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
40	Rutherford College	Secondary (Year 9-15)	100%	48%	52%	22%	16%	17%	2%	0%	37%	6%	0%	0%	0%	0%	0%	0%	0%	0%	21%	20%	22%	19%	17%
1266	Edmonton School	Contributing	100%	53%	47%	29%	21%	30%	2%	1%	16%	0%	21%	14%	16%	13%	17%	17%	0%	0%	0%	0%	0%	0%	0%
1280	Freyberg Community School	Contributing	100%	51%	49%	17%	16%	28%	6%	0%	32%	0%	17%	17%	20%	16%	16%	12%	2%	0%	0%	0%	0%	0%	0%
1365	Matipo Road School	Contributing	100%	51%	49%	21%	9%	11%	2%	1%	55%	0%	16%	16%	18%	14%	15%	18%	3%	0%	0%	0%	0%	0%	0%
1457	Rangeview Intermediate	Intermediate	100%	54%	46%	20%	23%	28%	3%	0%	25%	0%	0%	0%	0%	0%	0%	0%	48%	52%	0%	0%	0%	0%	0%
1478	Rutherford School	Contributing	100%	54%	46%	30%	14%	14%	4%	0%	38%	0%	22%	15%	16%	16%	18%	11%	3%	0%	0%	0%	0%	0%	0%
1530	Te Atatu Intermediate	Intermediate	100%	46%	54%	25%	11%	11%	5%	0%	48%	1%	0%	0%	0%	0%	0%	0%	53%	47%	0%	0%	0%	0%	0%
1531	Peninsula Primary School	Contributing	100%	54%	46%	27%	16%	12%	3%	0%	43%	0%	16%	19%	16%	18%	14%	16%	1%	0%	0%	0%	0%	0%	0%
1536	Tirimoana School	Contributing	100%	51%	49%	11%	12%	29%	1%	1%	45%	1%	14%	16%	18%	13%	18%	17%	4%	0%	0%	0%	0%	0%	0%
	<b>Kahui Ako Total</b>		<b>100%</b>	<b>51%</b>	<b>49%</b>	<b>21%</b>	<b>15%</b>	<b>19%</b>	<b>3%</b>	<b>0%</b>	<b>39%</b>	<b>2%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>11%</b>	<b>9%</b>	<b>5%</b>	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>4%</b>

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

In many of our schools groups of students are already achieving as reflected in National Standards data and NCEA results. However, we all also share groups of students who are not achieving the same level of success. It is this inequity that we aim to focus upon. In particular our data reveals that two groups - Māori and Pacific People - require accelerated support to achieve.

## **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 Atatū 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 CoL aims to further develop this natural pathway.

## **Achievement Challenge 2018-2020**

**Achievement Challenge going forward - putting the learning framework into practice using the work streams and building on practice that has been started, to promote equity in engagement and accelerated achievement for all students.**

### **1. Charter achievement target**

- **Raising achievement outcomes in Mathematics** (following on from original CoL target outlined in the 2015 Achievement Challenge - see Appendix 1). Each school will set its own Maths target and provide a quantitative report on it as part of its annual analysis of variance reporting to the MOE. A copy will be supplied to the CoL. The CoL will share expertise, PD, and access ASL support especially with inquiry into practice.
- A link to the individual schools quantitative report can be found [here](#).

## 2. From work-streams - Culturally Responsive Pedagogy

- **Raising achievement outcomes for Māori and Pacific People.**
- **Focus on Improving engagement and success of Māori and Pacific People within the CoL** (some schools have begun an inquiry into this). Schools have identified building relationships and engaging Māori and Pacific People in the classroom as a major focus going forward. Matua Jeff Ruha of Rutherford College has developed a Kāhui Ako Kapa Haka bracket that is being implemented across all kura within Te Hapori o ngā Kura o Te Atatū. This initiative enables all Kapa Haka rōpū to perform together at Kāhui Ako events and nurtures closer relationships between our kura and ākonga by using a Tuakana - Teina approach, wherein students from Rutherford College work alongside younger students as they learn the performance bracket.

## 3. From work-streams - Learner support

- Schools will choose a priority learner cohort Annual MOE Target that they are implementing an initiative for, and supply a copy of their analysis of variance report to the CoL.
  - The CoL will share expertise, PD, and access ASL support especially with inquiry into practice.
  - A link to the individual schools quantitative report can be found [here](#).
- SENCO
- Establish a network and interactive data system/register for SENCOs to share best practice, assist in transitions and to coordinate services across the schools.

## 4. From work-streams - Learning Progressions

- **Develop a shared understanding between Primary, Intermediate and Secondary schools of achievement expectations across the learning areas at Level 4 - using the coherent pathways resource as a reference point.** CoL school principals have all shared their school Learning Progression pathways and discussed them.
- Rutherford College ran its third cycle of Intermediate to Secondary school transitions with Rangeview Intermediate and Te Atatū Intermediate. Students from the Intermediates visit the Secondary school for an orientation which includes tour, lunch and learning the school haka. Other schools have begun to refine their own transition processes as well.
- Peninsula Primary and Te Atatū Intermediate ran an inquiry between the two schools to strengthen transitions. Rutherford Primary has also done a school transition inquiry and shared findings on the Teacher Only Day.

The transitions work has opened the doors between schools, created a familiarity of staff across the cluster and has opened the door for curriculum level and pedagogical transition conversations.

## 5. From work-stream - Transitions - ECE

- An ECE support application has been submitted to the MOE. From this we hope to access funding to support ECE participation and collaboration within the CoL to strengthen learning opportunities for our students. As of May 2019 ECE centres who have signed the Memorandum of Understanding are Freyberg Preschool, Rutherford Preschool, Brightsparks Childcare and Te Atatu South Kindergarten. The ECE providers have agreed to use any future funding for release time, professional development, and support around high needs children.

We are meeting with the MOE in February 2019 to discuss a transition plan with businesses, training institutions, universities and sports academies to link year 13 to the local community.

**As a result of the November 2018 review, we will also focus on wellbeing as a CoL - looking at promoting engagement, positive attitudes, whānau engagement, authentic context, positive behaviour as necessary dispositions for learning.**

**Reporting on these challenges will be through (target one and two) a quantitative report supplied by each school.**  
**For the work-stream targets (targets three - five) CoL qualitative narratives.**

### The journey so far

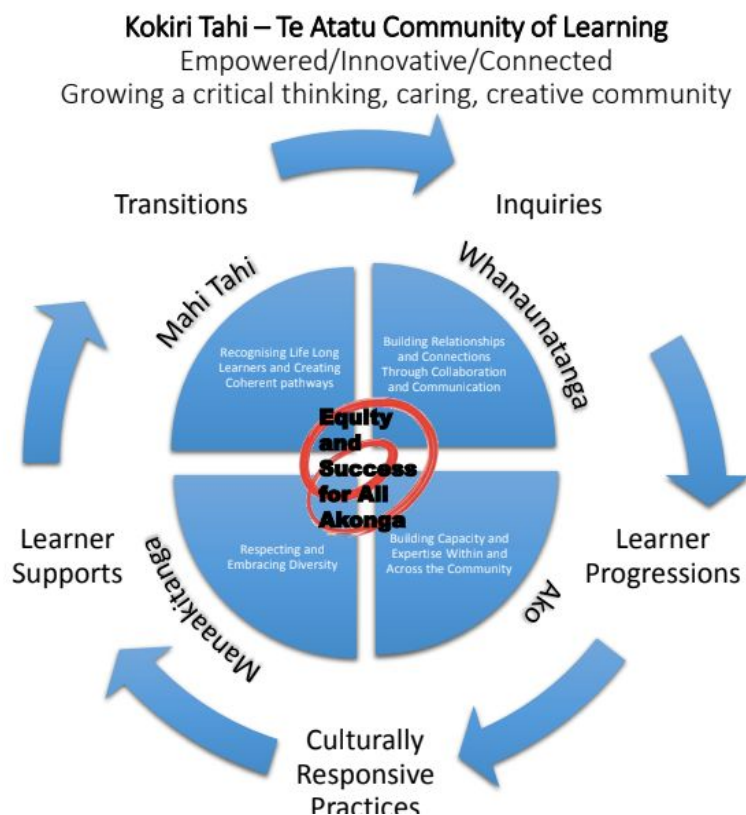
- **2015-16:** Principal and ASL PLD in Collaborative Practice using Spirals of Inquiry (Rebecca Sweeney - Core Education).
- **2017:** Appointed Dr Kaye Twyford as our Expert Partner in theories of improvement (agreeing on a desired state, looking at the current state, preparing a desired plan for progress). BOT CoL meetings held. Meetings with local preschools.
- **End of 2017:** National Standards disestablished.

### 2018:

- Collection of end of year National Standards data to report quantitative data targets. Focus on qualitative narrative to complete report (currently deciding how to report progress on target students using quantitative data - draft available to start discussion).
- The ASLs are working with the WSLs to develop spirals of inquiry within schools, workshops have been held and a presentation to WSLs by Dr Kaye Twyford has taken place.
- The ASLs are developing CoL websites alongside the WSLs.
- A new model SENCO for learning support is being trialed with CoL plus - with SENCO in each school working under a super SENCO to coordinate delivery.

- We are developing a Kāhui Ako kapa haka bracket to perform at local events. The aim is to build transitions, role models and the mana of the CoL kapa haka students. The students will perform at COL events. This will be building on our existing Kapa haka groups and students and staff learn from each other through collaboration. It is using a Tuakana - Teina approach whereby the older children teach the younger.
- Full COL participation at a Cultural Day in 2018 - kapa haka and Pasifika groups performed and the day was celebrated by all.
- We morphed from Theories of Improvement to an infographic (Learning Framework) which is guiding the work of the CoL.
- The infographic puts the learner at the centre, and includes spirals of inquiry as a vehicle to explore the four quadrants - building relationships (whānaungatanga), building capacity (ako), respecting and embracing diversity (manaakitanga) and creating coherent pathways (mahi tahi).

Early infographic



Current infographic



- From these quadrants came the work-streams (learning progressions, culturally responsive practices, learner support, transitions).
- Each school has documented their own strategic writing inquiry [here](#).

## 2019:

- A successful combined TOD was held on January 31st, 2019. Feedback from the stakeholders and staff was extremely positive. This was designed to expand networks and utilise CoL strengths - we share our students and we wanted to share our practice. There were a large number of workshops offered on the day which were run by teachers so that we could recognise and use the strengths we already have within our CoL. Ngahihi o Te Ra Bidois presented a keynote on leadership and embracing culturally responsive pedagogy, and Kathryn Burkett presented on wellbeing. Digital Technology PD facilitators were shared.
- A combined Board of Trustees workshop is planned for March 11th, which will review the progress made by the CoL so far. A refresher BOT workshop will take place in term 3 to inform all new BOT members about the CoL and its role within our community.
- An inter school Learner Progressions workshop is planned for February 19th, 2019.
- An ECE combined presentation by Kirsty Dowding (MOE) is planned for March to answer questions relating to the ECE joining the COL.
- A Teachers Innovative Learning Fund application is being made to further our SENCO inquiry and enable accelerated programmes to occur to meet student and teacher needs.
- The ASLs are now moving to oversee their work-streams of interest and form committees with the WSLs to continue this work. WSL work will therefore move from solely carrying out COL achievement target work to also work within work-streams of interest alongside ASLs.

## CoL Plus

- CoL Plus was developed as a way for the schools within our Community of Learning to continue to interact with schools within our cluster who are not a part of our CoL. We have worked collaboratively on the following CoL Plus projects:
- Continuation of Community Cultural Day to showcase and celebrate talent
- Senco initiative
- play.sport
- Other schools in our cluster were invited to attend our CoL Teacher Only Day in 2019, and ASLs from another CoL in attendance.

## **Personnel**

- Various appointments and changes of personnel have taken place within the CoL during 2018:
- ASLs
- New principals
- A new lead principal
- Leaders of expertise



# Theoretical models guiding our practice

2015 - 2016 - 2017

2015: We wrote our achievement challenge and our CoL was established

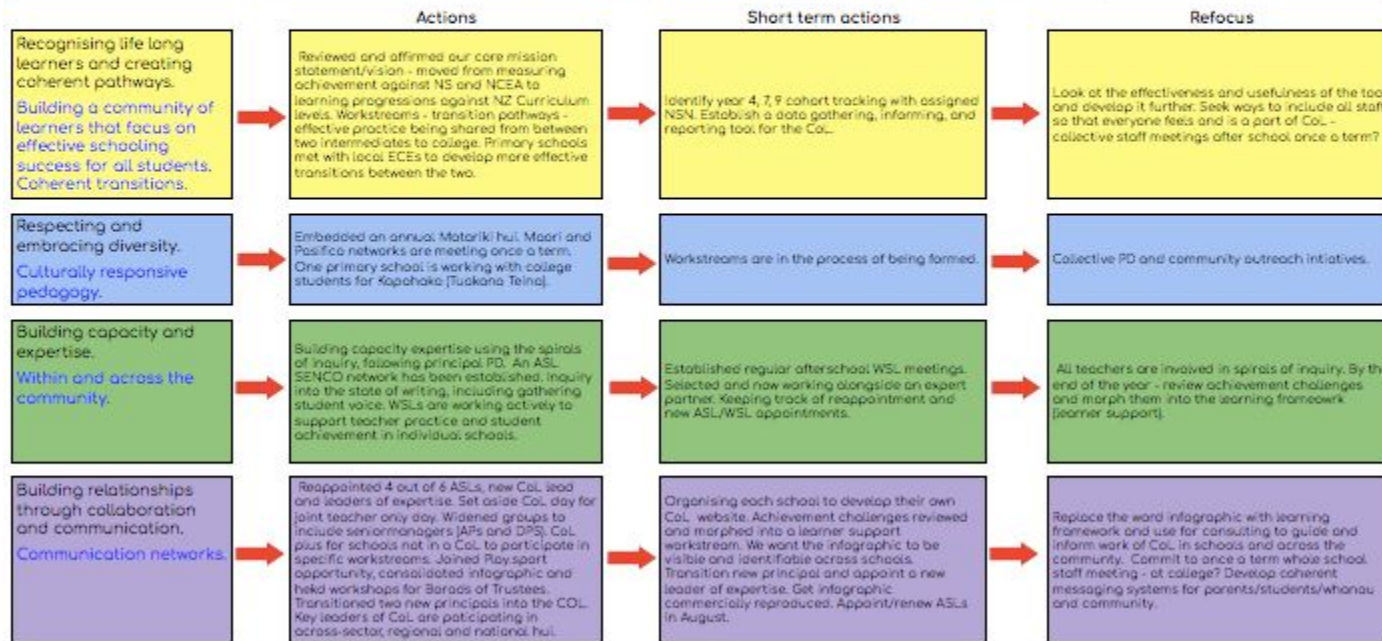
2016 - 2017: Principals undertook professional development from Core Education around collaborative practice using spirals of inquiry

We appointed an expertise partner from Auckland University to give guidance with our action plan and theories of improvement

Our aligning action plan has morphed into a learning framework/infographic to guide practice

Our intents of the new infographic (in black) come out of the action plan theory of improvement (in blue)

← Reviewed and affirmed our vision - success for all akonga through inquiry →



Need for review - Achievement statement target was for 2 years and ends in December 2018. This has morphed this into an infographic/learning framework, which is guiding work and practice.

## Theory of improvement

Focus Area	Our Vision	Our Theory of Improvement/our beliefs	Strategic goals	Actions
<p>Building a community of learners that focus on effective schooling success for all students</p>	<p>Empowered, innovative and connected: Growing a critical thinking, caring, creative community</p> <p>Raising learning achievement for all students. Reducing inequality in learning participation and outcomes</p>	<p>If we collaborate, we are more likely to innovate</p> <p>If we have high expectations of our learners, they will be more likely to achieve success</p> <p>We we use data effectively, we are more likely to inform our practice to target learning priorities</p> <p>If we apply culturally responsive pedagogical approaches, then student engagement is more likely to be enhanced</p> <p>If teachers effectively use inquiry in their teaching, then we are more likely to better understand the conditions for learning success, and we will be more likely to innovate</p>	<p>To develop coherent and transparent learning pathways</p> <p>To lead, teach, and learn collaboratively within and across schools</p> <p>To develop a culture of practice that promotes personal and collaborative inquiries to improve learning success</p>	<ul style="list-style-type: none"> <li>- Procedures to effect successful transitions from ECE to Primary, Y6 - Y7, Y8 - Y9</li> <li>- Promotion of collaborative practice in schools</li> <li>- PLD in Spirals of Inquiry, and modelling collaborative inquiries by ASLs and WSLs</li> <li>- Development of Māori and Pacific People's networks across schools</li> </ul>
<p>Communication</p>	<p>All members of our Community of Learning will be able to access information and contribute to the knowledge and understanding of learning success for all students</p>	<p>We will be a truly collaborative community when all stakeholders can contribute to and can access information about learning success in all our schools</p>	<p>To ensure all stakeholders can access information about the CoL</p> <p>To enable teachers within the CoL to share their learning, their innovations</p>	<ul style="list-style-type: none"> <li>- Use Google Docs for shared development of ideas and plans</li> <li>- Develop a CoL branding as a visual message about the</li> </ul>

		<p>Effective communication at all levels will enable all stakeholders to connect with the CoL vision, challenges, pathways and kaupapa</p> <p>People will contribute when their voices are heard; people will grow their knowledge and understanding when ideas and successes are shared</p>	and their findings with all other teachers	<p>CoL</p> <ul style="list-style-type: none"> <li>- Develop a CoL website for all teachers and leaders to access and upload information</li> <li>- Launch the MOE CoL Smart Tool as a vehicle for teachers and leaders to share their new thinking, innovations and successes</li> </ul>
Networks	Our CoL will be strengthened by the establishment of working networks that include teachers from across all schools in the community	<p>Networks will provide a vehicle for teachers to connect, share and learn from each other, across all schools in the community.</p> <p>Networks will enhance the concept of a collaborative learning opportunity</p>	<p>To establish networks of interested teachers to support the CoL vision and achievement challenges</p> <p>To build collaboration across BOTs in the CoL</p>	<ul style="list-style-type: none"> <li>- Digital/e-learning network</li> <li>- Māori and Pacific People's networks</li> <li>- SENCo network</li> <li>- Trustee network</li> </ul>
Inquiry	Collaborative Inquiry will become embedded throughout our CoL as a powerful design for school improvement	<p>"A major consequence of collaborative inquiry is collective efficacy - a sense that teachers can overcome learning challenges when they rely on one another's expertise." <i>(Colton Langer &amp; Goff, 2016)</i></p> <p>"Collaborative inquiry provides a structure for educators to lead and learn together productively." <i>(Donohoo &amp; Valasco, 2016)</i></p>	<p>CoL-wide use of Spirals of Inquiry as a framework for supporting collaborative inquiry and change</p> <p>ASLs to become leaders for collaborative inquiries</p>	<ul style="list-style-type: none"> <li>- PLD in Spirals of Inquiry</li> <li>- ASL team to model collaborative inquiries</li> </ul>

		Collaborative inquiry brings wider perspectives and voice to analysis of complex problems, leading to new thinking for improvement		
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## **Presentations reflecting our journey**

### **2018:**

March - [Where are we at?](#)

June - [The journey so far](#)

August - [What's on top](#)

September - [Assessment tools/Learning Progressions](#)

November - [Achievement Challenge 2019-2020](#)

### **2019:**

[Presentation for CoL staff and BOTs](#)

[Start of 2019 Presentation for BOTs](#)

March - [ASL presentation](#)

## 2015-2017 Achievement Statement Evaluation

Quantitative data (agreed from an identified collective school focus - Māori, Pacific People, male):

- An initial focus on raising achievement for all students in writing (a target of at least 85% achieving at or above the National Standards in Writing)
- Raising NCEA achievement (a target of at least 85% leaving school with NCEA level 2 or higher)
- A parallel focus on Mathematics achievement (a target of at least 85% achieving at or above in the National Standards)

**National Standards were disestablished in 2017 - so quantitative data has been collected on the last National Standards data collected, as opposed to end of 2018 data.**

Obviously the reliability and validity results are subject to the data collection and reporting of the figures submitted. This should be representing the males students who have been at school for a year or more from years 1-8.

### Writing

Results are distorted due to the significant increase in the number of students joining the CoL schools (240) and the significant number leaving Auckland. Many of these children may not, in fact, be the same students.

We did not reach an overall 85% writing target in our CoL, however, some schools within the CoL did, and others were close. There has been a dramatic lift in achievement due to the inquiry focus, robust learning conversations, accessing new resources like PaCT and professional PD, and targeted focus on identified students.

What did occur was real progress on focus, professional discussion, deliberate acts of teaching and sharing of expertise in practice. Teachers visited other schools and had professional discussions around the teaching of writing. The focus and ongoing refocus on spirals of inquiry has lifted practice in our CoL schools.

### Identified Cohorts

- Māori - an increase of 68 students from the beginning of this challenge and a 5% lift in achievement. Some schools have begun to focus on Māori writing as opposed to non Māori choosing topics, context and style of writing - what do students want to write about and what style do they choose to use?
- Pacific People - an increase of 20 students and an 8% lift in achievement.

- Boys - an increase of 356 students (meaning perhaps that more females left the COL and more males replaced them) and a decrease of 1.5% in achievement. However with the level of roll growth, this is not statistically relevant.

### **Mathematics**

- This parallel CoL focus did not receive any attention or focus as the inquiry into and establishing protocols, roles and responsibilities did not afford the time or attention in to Mathematics (it was decided to address this later in the Achievement Cycle).
- As there were no CoL strategies implemented, CoL PD, or focus on Mathematics, there was no point in collective CoL reporting. Schools will examine their school data to see if there is a collective identified need in Mathematics going forward.

### **Inquiry**

- Collaborative practice using Spirals of inquiry has been a focus. Principals and ASLs participated in a two year Professional Development programme with Rebecca Sweeney from CORE education. Dr Kaye Twyford has ensured that the work ASLs do is established from and conducted in inquiry. ASLs are now training WSLs across the CoL in spirals of inquiry so that inquiries are less ad hoc and more consistently applied across the schools.

## Appendix 1

<b>ACHIEVEMENT CHALLENGE 1: WRITING</b>			
<b>Overall aim: To have at least 85% of all students achieving expectations</b>			
<b>Previous situation</b>	<b>Previous target</b>	<b>2017 result</b>	<b>Analysis</b>
<p><b>Years 1 - 8 overall achievement:</b></p> <p>Previously 71.3%, or 2244 out of 3,149 students were meeting expectations in the National Standards in Writing.</p>	<p>To have 85% of all students achieving expectations in the National Standards in Writing.</p>	<p>At the end of 2017 - 77.3%, or 2617 out of 3389 students are meeting expectations in the National Standards in Writing.</p>	<p>Overall number of students achieving at or above the National Standards in Writing was 71.3% and is now 77.3% - an increase of 6%.</p> <p>Focus has been on Māori, Pacific People and males in writing.</p> <p>There has been an increase in year 1-8 students within our CoL of 240 students, or 10.6%.</p>
<p><b>Years 1 - 8 Māori achievement:</b></p> <p>Previously 62.1%, or 416 out of 670 Māori students were meeting expectations in the National Standards in Writing.</p>	<p>To have 85% of Māori students achieving expectations in the National Standards in Writing.</p>	<p>At the end of 2017 - 68%, or 496 out of 738 Māori students are meeting expectations in the National Standards in Writing.</p>	<p>The number of Māori students achieving at or above in the National Standards in Writing has risen from 62.1% to 68% - an increase of 6%.</p> <p>There has been an increase in year 1-8 Māori students within our CoL of 68 students, or 10.1%.</p>
<p><b>Years 1 - 8 Pacific People's achievement:</b></p> <p>Previously 62.5%, or 293 out of 469 Pacific People were meeting expectations in the National Standards in Writing.</p>	<p>To have 85% of Pacific People achieving expectations in the National Standards in Writing.</p>	<p>At the end of 2017 - 70.2%, or 343 out of 489 Pacific People are meeting expectations in the National Standards in Writing.</p>	<p>The number of Pacific People achieving at or above the National Standards in Writing has risen from 62.5% to 70.2% - an increase of 7.7%.</p> <p>There has been an increase in year 1-8 Pacific People within our CoL of 20 students, or 4.2%.</p>



<p><b>Years 1 - 8 Male achievement:</b></p> <p>Previously 64.4%, or 1,020 out of 1,583 male students were meeting expectations in the National Standards in Writing.</p>	<p>To have 85% of male students achieving expectations in the National Standards in Writing.</p>	<p>At the end of 2017 - 66%, or 1297 out of 1975 male students are meeting expectations in the National Standards in Writing.</p>	<p>The number of male students achieving at or above the National Standards in Writing has risen from 64.4% to 66% - an increase of 1.6%.</p> <p>There has been an increase in year 1-8 male students within our CoL of 392 students, or 24.7%.</p>
<p><b>Years 9 - 10 overall achievement:</b></p> <p>Previously 66%, or 659 out of 992 2014 year 7 and 8 students were meeting expectations in Writing.</p>	<p>To have 85% of all 2014 year 7 and 8 students achieving expectations in Writing.</p>	<p>At the end of 2017 - 74.9%, or 387.2 out of 517 are meeting expectations overall in their curriculum level.</p>	<p>We did not receive analysis information</p>
<p><b>Years 9 - 10 Māori achievement:</b></p> <p>Previously 63%, or 138 out of 218 2014 Māori year 7 and 8 students were meeting expectations in Writing.</p>	<p>To have 85% of 2014 year 7 and 8 Māori students achieving expectations in Writing.</p>	<p>At the end of 2017 - 62.6%, or 76 out of 123 students are meeting expectations overall in their curriculum level.</p>	<p>We did not receive analysis information</p>
<p><b>Years 9 - 10 Pacific People's achievement:</b></p> <p>Previously 62%, or 95 out of 154 2014 Pacific year 7 and 8 students were meeting expectations in Writing.</p>	<p>To have 85% of 2014 year 7 and 8 Pacific People achieving expectations in Writing.</p>	<p>At the end of 2017 - 70.9%, or 64 out of 91 students are meeting expectations overall in their curriculum level.</p>	<p>We did not receive analysis information</p>
<p><b>Years 9 - 10 Male achievement:</b></p> <p>Previously 59%, or 288 out of 491 Male year 7 and 8 students were meeting expectations in Writing.</p>	<p>To have 85% of 2014 year 7 and 8 Male students achieving expectations in Writing.</p>	<p>We did not receive this information</p>	<p>We did not receive analysis information</p>

**ACHIEVEMENT CHALLENGE 2: SECONDARY SCHOOL**  
**Overall aim: To have at least 85% of all students leaving school with NCEA level 2 or higher**

Previous situation	Previous target	2017 result	Analysis
<p><b>Overall achievement:</b> Previously 80.1% or 234 out of 286 students were leaving school with NCEA Level 2 qualifications or higher.</p>	<p>We planned that 255 out of 300 students would leave school with NCEA Level 2 qualification or higher. <i>By the end of the reporting year we intend for 85% of all students to leave school with NCEA level 2 qualifications or higher, as a comparison to 80% in 2014.</i></p>	<p>85% of Year 13 students achieved NCEA level 2</p>	<p>We did not receive analysis information</p>
<p><b>Māori Achievement:</b> Previously 77.3% or 34 out of 44 Māori students were leaving school with NCEA level 2 qualifications or higher.</p>	<p>We planned that 52 out of 61 Māori students would leave school with NCEA level 2 qualifications or higher. <i>By the end of the reporting year we intended for 85% of all Māori students to leave school with NCEA level 2 qualifications or higher, as a comparison to 77.3% in 2014 (a 7.7% shift over two years).</i></p>	<p>96.2% of Māori Year 13 students achieved NCEA level 2</p>	<p>We did not receive analysis information</p>
<p><b>Pacific People's Achievement:</b> Previously 87.2% or 34 out of 39 Pacific People were leaving school with NCEA level 2 qualifications or higher.</p>	<p>We planned that 36 out of 42 Pacific People would leave school with NCEA level 2 qualifications or higher. <i>By the end of the reporting year we intended for at least 85% of all Pacific People to leave school with NCEA Level 2 qualifications or higher (continue to at least maintain and build).</i></p>	<p>86.1% of Pacific Year 13 students achieved NCEA level 2</p>	<p>We did not receive analysis information</p>
<p><b>Male Achievement:</b> Previously 76.1% or 129 out of 163 male students were leaving school with NCEA Level 2 qualifications or higher.</p>	<p>We planned that 116 out of 140 male students would leave school with NCEA level 2 qualification or higher. <i>By the end of the reporting year we intend for 85% of all male students to be leaving school with NCEA Level 2 qualifications or higher, as a comparison to 79.1% in 2014 (a 5.8%</i></p>	<p>81.8% of Male Year 13 students achieved NCEA level 2</p>	<p>We did not receive analysis information</p>

	<i>shift over two years).</i>		
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## **Appendix 2**

### Principal/ASL Meeting Code of Conduct/Protocols (2019)

The dates, times and venues are made known at the beginning of the year. Please prioritise attendance and be punctual, if you can not attend send someone with decision making authority in your place.

Decisions made at the meeting are accepted as agreed by all.

Keep to the agenda and if there is an issue - alot it to general business at the end of the meeting or table it along with the agenda.

These are professional meetings and language and decorum should reflect this. We adhere to the Code of Responsibility/Conduct.

Maintain respectful and professional interactions using the language of learning and not the language of labels.

Follow up on agreed actions from the meetings.

Keep discussion to issues and not to specific people or schools.

Schools and Boards take collective responsibility to work collaboratively on shared decisions for improvement while still retaining individual identity.

Everyone in the CoL needs to be heard, and feel that they belong and that their contributions are valued. We need to ensure that this happens at every meeting.

## Appendix 3

### ASL meeting Code of Conduct/Protocols (2015) Across Schools CoL Meeting Protocol Agreement

*Our meetings are meeting expectations when...*

#### Before meetings:

We receive the agenda before the meeting.

We are made aware of the timing of the meeting and give apologies if we are unable to make it.

We share minute taking responsibilities.

#### During meetings:

We feel free to speak openly and honestly in a professional manner.

We feel safe within the meeting and expect non-judgemental, non-blaming behaviours from those we share the meeting with.

We aspire to solution-focused approaches that lead the meeting towards direct and specific calls to action.

We listen to all participants and value opposing viewpoints when they arise.

We are respectful towards those we share the meeting with and those we represent in the meeting.

#### After meetings:

Minutes are sent to each member.

Any agreed actions are followed up.

Any confidentiality is maintained.