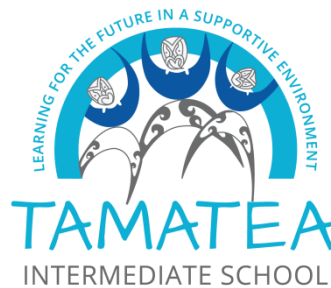


Ahuriri Community of Learning 2017



Fairhaven School
Whānau ako – learning together

WESTSHORE
SCHOOL

GROWING - TIPIU SHARING - TUARI HAERE LEARNING - AKO
TOGETHER - KOTAHITANGA



TAMATEA
HIGH SCHOOL

The Māori name for Napier, Ahuriri, comes from the Māori chief Tū Ahuriri. He cut a channel into the lagoon at Ahuriri because the Westshore entrance had become blocked. Pāua in the lagoon were dying because of fresh water flooding and the water was also flooding his crops at Wharerangi.

**E rite ana tātou ki te kauwau e noho ana ki te toka.
Ka pari te tai, ka ngaro te kohatu. Ka rere te manu.**

**We are like the Cormorant sitting on a rock.
The tide comes in and the rock disappears.
The bird flies away.**

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Introduction

The Ahuriri Community of Learning (COL) school members are excited and enthusiastic about the possibility to collaborate together to ensure aspirational and meaningful student progressions and raised achievement for all ākonga in our community. We have the opportunity to work in new ways to develop a curriculum that is responsive to our community but also reflects the types of skills, knowledge and dispositions that our students will need to be prepared for a changing world.

Vision

Powering authentic learning and real futures for Ahuriri ākonga.

Mission

We use collaboration and creativity to maximise student learning. We actively build relationships with families and the community to support our ākonga. We develop the confidence, abilities and citizenship of our ākonga to live a successful life.

Values

Respect

We create safe learning environments where teachers, students and whānau feel valued. We show respect for other's ideas and practices while still being open to new ways of thinking. We operate in ways that maintain the mana of others. We show manaakitanga (caring) and aroha to build trust with each other.

Mahitahi (Working together)

We value working together. Through dialogue we collaborate, learn and share expertise with each other. Our communication is open, honest and respectful.

Positivity

We are motivated learners with a positive mindset. We have passion for our jobs. We are creative problem-solvers who display open-mindedness.

Excellence

We are committed to the success of our Community of Learning and strive for all to be the best they can. We use reliable evidence to track progress and inform our decision-making. We have high expectations of ourselves and learners - we highlight examples of good practice within our schools. We value innovation, determination and perseverance.

Integrity

We are transparent in our dealings, we are open, honest and challenge ourselves. We do the right things even if they are not the easiest.

Whanaungatanga (Relationships)

We all take responsibility for developing positive relationships within our COL and school whānau. We value inclusiveness, sharing and togetherness. We show understanding and aroha for each other.

Diversity

We value the importance of culturally responsive and relational pedagogy. Our special students are a strength. We are inclusive and committed to our priority learners.

Background

Demographics

Membership of the COL - there are seven schools that are part of the Ahuriri Community of Learning:

Fairhaven School (Napier) is a special school for students aged between five and twenty-one and in Year 1 to 15. All students enrolled have high or very high needs and most are funded through the Ongoing Resourcing Schemes. The school has 76 students on six sites. There are 35% of students who identify as Māori.

Westshore School is a Year 1 to 6 school in Napier. It has a roll of 146 students, of whom 23% identify as Māori.

Onekawa School is a decile 4 school that caters for students from Year 1 to 6. Of the 385 students enrolled, 42% are Māori.

Tamatea Intermediate caters for students between the ages of 10 and 13 in Year 7 and 8. Students are drawn from a wide range of primary schools across Napier. The school has 397 students, 45% of whom identify as Māori.

Tamatea Primary is a contributing school for students in Year 1 to 6. There are 210 students at the school, 63% of who identify as Māori.

Porritt School in the Napier suburb of Tamatea provides education for 330 students from Year 1 to 6 and 40% are Māori.

Tamatea High School caters for Year 9 to 13 students in Napier. Approximately 55% of the 287 roll is Māori. Asian and Pacific students make up 6% and 5% of the student population. Most students come to Tamatea High from Tamatea Intermediate.

July 2016 School Roll Data

School Name	Total	Males	Females	Maori	Pasifika	Asian	Euro
Tamatea High School	281	122	159	144	14	6	104
Fairhaven School	74	54	20	22	5	4	41
Onekawa School	376	180	196	157	8	12	193
Porritt School	307	166	141	130	7	5	162
Tamatea Intermediate	397	208	189	187	11	5	192
Tamatea School	198	100	98	126	10	4	58
Westshore School	134	79	55	41	3	7	82
		51.4%	48.5%	45.6%	3.2%	2.4%	47.4%

Our Process

In June 2016, our Lead Principal was appointed. At that time the COL had three new principals who had not been part of initial COL establishment discussions. It was decided to revisit the process of identifying the COL Vision, Mission and Values. We looked at our ERO summary report and Public Achievement Information again.

In August the Principals and Deputy Principals came together to share thoughts about our Vision, Mission and Values. We also discussed PAI data from 2015. A week later all the teachers of the COL were invited to hui to share ideas about the Vision, Mission and Values of our COL. The teachers also interrogated PAI data from 2015. In term 4 the Senior Leadership members of the COL came together again to discuss PAI data from 2013 and 2014 plus the ERO summary for our COL. As a result of these hui, draft achievement challenges were shared with COL teachers for feedback and suggestions.

Some adjustments have been made, but the overall feedback from teachers and leaders in COL highlights their overwhelming support for the goals. Information about our journey has been communicated regularly to parents and whānau via school newsletters, whānau hui and the local newspaper. A community hui is planned for term 3 this year to update progress. The Ministry of Education Strategic Advisor Māori has offered to assist our COL with the process of engaging with Iwi.

Education Review Office

Our 2015 COL ERO report highlighted the following positives in our schools:

- Tracking and monitoring the achievement and progress of individual students
- Involving parents, family, whānau and the community as respected and valued partners in learning.
- Sound leadership and governance.
- Collegial and collaborative staff cultures.
- Focused professional development is aligned to strategic goals.

ERO has also identified that areas for improvement in our COL are:

- Accelerating progress for Māori students and students not yet achieving in National Standards.
- Engaging more parents in educationally powerful partnerships.
- Building capability and collective capacity in evaluation and inquiry for sustained improvement.
- Focusing on the quality of transitions as akonga move through their schooling.
- Developing a cohesive local curriculum and teaching practices.
- Inclusion and integration for students enrolled in Fairhaven and satellite classes.
- Building responsive teacher capability to Māori students' language and culture.
- Continuing to strengthen the collation, moderation, analysis and reporting of school-wide data.

School Data

The following is an analysis of student achievement using National Standards and NZQA data. The data is disaggregated by ethnicity. Student engagement including retention, attendance, suspension and stand down data has also been included.

Overall Student Achievement

National Standards

Ahuriri COL 2016 National Standards (Provisional)									
	Reading			Mathematics			Writing		
Student type	At / Above	Total	% At / Above	At / Above	Total	% At / Above	At / Above	Total	% At / Above
Māori	398	586	68%	403	586	69%	373	583	64%
Pasifika	23	38	61%	24	38	63%	22	38	58%
Pākehā	513	654	78%	479	654	73%	454	656	69%
Female	501	628	80%	466	628	74%	482	628	77%
Male	461	691	67%	471	691	68%	396	690	57%
Total	962	1319	73%	937	1319	71%	878	1318	67%

All Students At or Above NS (%)	2013	2014	2015	2016
Reading	73.8	76.3	76.1	72.9
Writing	69.4	69.9	68.6	66.6
Maths	68.0	69.9	72.9	71.0

Problem Analysis

The data indicates that:

- Māori, Pasifika and boys' achievement in 2016 is lower overall.
- Written language is the weaker of the three areas.
- Reading and writing have not improved over time.
- Maths has improved slightly.
- Overall, results are not changing.

NZQA Qualifications

Year 11 - 13 NZQA Qualifications (Percentage)				
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2012	67.2	71.4	57.6	15.2
2013	79.6	84.1	46.9	9.4
2014	75.0	57.8	63.2	21.1
2015	66.7	80.0	51.7	31.0
2016	87.9	95.7	75.6	29.3

Endorsement Data

Level 2 Endorsement (All Students)					
Endorsement	2012	2013	2014	2015	2016
None	28	33	21	41	40
Merit	1	3	3	3	3
Excellence	1	1	2	1	1
Total	30	37	26	45	44

Problem Analysis

The data indicates that:

- In the last 5 years there have been improvements at all levels.
- Attainment of University Entrance qualifications continue to be a challenge.
- Low levels of endorsement are a challenge.

Engagement

Attendance Snapshot Data

All schools took a snapshot of their attendance data in week 6 of term 1 2017. This data includes justified absences and medical absences.

School	Average Attendance
Tamatea High School	80%
Westshore	90%
Tamatea Intermediate	92%
Onekawa	85%
Porritt	91%
Tamatea Primary	94%

Percentage of Students Attending Regularly (Ministry of Education, 2016)

	% Attending 95-100%	% Attending 90-95%	% Attending Regularly >89%
Tamatea High School	29.9	18.6	48.5
Fairhaven School (Napier)	44.0	9.3	53.3
Onekawa School	56.1	20.2	76.3
Porritt School	48.5	22.7	71.2
Tamatea Intermediate	42.4	23.1	65.4
Tamatea School	41.7	24.5	66.1
Westshore School	51.5	12.7	64.2

Problem Analysis

The data indicates that:

- High school attendance particularly is a concern.
- Even 90% (definition of regular attendance) represents 1 week absence per term.
- The overall data from Ministry of Education indicates that regular attendance is an issue that is likely to be impacting negatively on outcomes for all schools.

Retention Data

Between 2012 and 2015, student retention rates have remained steady at around 70% of students staying at school until at least their 17th birthday.

Retention to age 17	Year			
	2012	2013	2014	2015
Left before 17th Birthday	12	16	16	14
Stayed until age 17 or above	33	33	40	37
Percent staying until at least 17th birthday	73%	67%	71%	73%

Of the students that left school in 2015 before their 17th birthday, 86% left without an NCEA Level 2 qualification. However, for students that stayed until age 17 or later, 81% of these students did achieve NCEA Level 2.

Retention to age 17 (2015 data)	Below NCEA Level 2	NCEA Level 2 or Above
Left before 17th Birthday	12	2
Stayed until age 17 or above	7	30

Problem Analysis

The data indicates that:

- Student retention to age 17 or above could be strengthened.
- Students that leave school before their 17th birthday are in danger of not achieving a level 2 qualification.

Stand Downs, Suspensions and Exclusions

In 2015, schools in the Ahuriri Community of Learning stood-down 29 students, suspended 7 students and excluded 5 students. The age-standardised stand-down rate for our COL is similar to the New Zealand rate, however our suspension and exclusion rate were above the national average.

Ethnic group	Stand-downs		Suspensions		Exclusions	
	Observed st downs	per 1,000	Observed susp	per 1,000	Observed excl	per 1,000
Māori	17	25.5	3	4.7	2	3.4
Pasifika	0	0	0	0	0	0
European/Pākehā	12	18	4	6.5	3	5.1
CoL Total	29	20.4	7	5.2	5	4
New Zealand Total	14198	19.4	2618	3.6	883	1.4

Problem Analysis

The data indicates that:

- Suspension and exclusion rates are higher than national averages and are another challenge.

Māori Student Achievement

National Standards - Year 1-8 Māori

Māori Students At or Above NS	2013	2014	2015	2016
Reading	69.7	69.4	74.1	67.9
Writing	64.8	63.3	64.9	64.0
Maths	63.1	64.4	72.6	68.8

In 2016 there were 42 Māori boys who were well below in their writing while there were 91 who were below in their writing. We also know the names of these Māori boys.

Problem Analysis

These data suggest that:

- Written language for Māori students is the weaker of the three areas.
- Data above indicates that reading and written language outcomes for Māori students have not improved over the last four years.
- The maths outcomes for Māori students have improved slightly in the last 4 years.

Māori NZQA Results

2012 - 2016 NCEA and University Entrance for Year 11-13 Māori

Year	NCEA L1	NCEA L2	NCEA L3	UE
2012	60.6	94.1	66.7	22.2
2013	85.7	81.8	35.7	0
2014	85.7	57.1	58.8	23.5
2015	61.8	77.8	40.0	13.3
2016	82.8 (24/29)	100.0 (23/23)	81.3 (13/16)	37.5 (6/16)

Māori NZQA achievement has improved from 2012. Tamatea High has higher Māori achievement than the national average & decile average for all levels of NCEA & UE.

Māori Student NCEA Endorsement

Level 2 Endorsement 2016		
Endorsement	Yr 12 Māori	Yr 12 All
Merit	1	3
Excellence	0	1
None	23	40

Problem Analysis

These data suggest that:

- Overall numerical achievement rates appear high for NCEA 1, 2 and 3.
- University Entrance results are also high compared to national and decile averages for Māori.
- There is a large gap between the number of Māori students achieving level 3 (81.3%) and University Entrance (37.5%)
- Retaining Māori students until at least age 17 is a challenge.
- Gaining endorsements in NCEA is also a challenge.

Māori Secondary Student Retention

Retention analysis shows that in 2015 10 Māori school leavers left before their 17th birthday. Eight of the ten left without level two NCEA. There were 20 Māori school leavers left after their 17th birthday. Fifteen (75%) left with a level two NCEA qualification.

Pasifika Achievement

Pasifika NZQA Results

Pasifika Students				
Year	NCEA L1	NCEA L2	NCEA L3	UE
2012	133.3	50.0	100.0	0
2013	100.0	66.7	50.0	0
2014	50.0	100.0	66.7	0
2015	33.3	100.0	100.0	100.0
2016	100.0 (4/4)	100.0 (2/2)	100.0 (1/1)	(0/1)

Pasifika Students At or Above NS	2013	2014	2015	2016
Reading	69.4	69.7	71.4	60.5
Writing	69.4	60.6	67.9	57.9
Maths	66.7	54.5	57.1	63.2

Problem Analysis

These data indicate that:

- While there are few Pasifika students learning at each NCEA level, they are largely successful at level one and two, but not level 3 and UE.
- Pasifika primary student National Standards results have declined over the last 4 years.
- We do have small numbers of Pasifika students (58 out of 1757 total) which means data can be affected significantly by one or two students.

Overall Trends

The data on the previous pages, plus an analysis of our Public Achievement Information reveals the following:

- In the last few years there has been little movement in National Standards outcomes across the whole COL.
- There has been an improvement in NCEA results, but the quality of qualifications remains a concern.
- Boys are not performing as well as girls especially in writing.
- At National Standards level Māori students are not performing as well as others.
- At National Standards level Pasifika student performance has declined over four years, and as a group they are not performing as well as other ethnic groups.
- We are not achieving the National Standards target of 85% at or above. For the past four years Reading has been around 75%. Writing has been declining slightly to 67% and Numeracy has been around 70%.
- Māori student NZQA qualifications are comparable to and in some cases better than other students.
- The target for 18 year olds with NCEA Level 2 is 85%. Over the last three years our school leaver data has ranged between 56% and 77%. Male results in this area are worse than female. This indicates that retention to 18 may be an issue.
- On average around 30% of leavers have NCEA Level 3.
- Although our primary school Pasifika population is small (3%) the cohort achieves poorly in National Standards.
- ESOL - as at 1 March 2017 there are 26 ESOL students in the COL. However, there have been 6 more students enroll since that time. At this stage the students haven't been included in the students we have prioritised.

Achievement Challenge 1: Improve literacy

Target 1: To improve our National Standards results in writing for priority students, particularly boys, Māori, and Pasifika, writing to 80% by December 2019.

Data Analysis

The previously outlined data indicates levels of achievement at primary school across the 3 core subjects that are not improving. When we consider the Māori, boys and Pasifika results separately there is cause for concern. Our NZQA results are pleasing, however, we are not getting quality passes with endorsement and UE. This is partially attributable to our year 9 and 10 data which indicates around 50% are below for numeracy and literacy. This is why the high school is already placing a strong emphasis on accelerating improvement in numeracy and literacy in years 9 and 10. Therefore our initial challenge will focus on improving writing results in the primary school and literacy in years 9 and 10.

Target 1a

While our ambition is to meet the national target of 80%, we intend to set our targets annually based on priority learners, names and numbers in our individual schools.

In total we want to shift from below to at and above (based on real named students in 2017):

School	Māori	Pasifika	European /Pākehā	Boys	Total Shift (1YR)		2017 Target	2019 Target
Tamatea Int	14	1	9	18	24		73%	80%
Tamatea	34	0	10	34	45		74%	80%
Porritt	12	0	9	8	21		69%	80%
Onekawa	7	0	7	8	22		73%	80%
Westshore	10	0	10		20		79%	80%

Based on the number of students in 2016, to meet our 2019 target we aim to have the following number of students At/Above the National Standard in Writing over the next 3 years:

School	2016 Number At/Above		2017 Target*	2018 Target*	2019 Target*
Tamatea Int	264 / 388		280 / 388	295 / 388	311 / 388
Tamatea	109 / 156		115 / 156	120 / 156	125 / 156
Porritt	171 / 275		187 / 275	204 / 275	220 / 275
Onekawa	238 / 346		252 / 346	265 / 346	277 / 346
Westshore	96 / 123		97 / 123	98 / 123	99 / 123
Fairhaven**	0 / 30		0 / 30	0 / 30	0 / 30

*Note: Numbers will need to be updated each year depending on the number of students in the cohort.

Target 1b: In total we want to shift from well below to below:

School	Māori	Pasifika	European/ Pākehā	Boys	Tot Shift (1YR)
Tamatea Int	3	1	3	6	7
Tamatea	2	0	2	3	4
Porritt	2	0	2	1	4
Onekawa	3	1	1	5	10
Westshore	2	0	3		5
Fairhaven**	0	0	0	0	0

**Note: We do not expect the students at Fairhaven to make shifts against National Standards because they are long-term level 1 students who have their own goals based on their Personalised Learning Plans (see target 2).

Theory of improvement

Immediate Actions 2017	Medium Term Actions	Key Strategies	Achievement Challenge Target 1
<p>Leaders will ensure:</p> <ul style="list-style-type: none"> ● We learn how to analyse data. ● All data is disaggregated to numbers and names. ● Teachers are supported to explore hunches, identify needs and appropriate actions. ● They reinforce goals, honesty & transparency. ● The allocation of resources (time) to improve WL and teachers' knowledge of WL. ● They communicate the links between COL, school and teacher goals. ● Job descriptions for cross school and in-school leads are written. ● Resource moderation across schools. ● Refine the target to levels if appropriate. <p>Teachers will:</p> <ul style="list-style-type: none"> ● Identify and agree on tools to be used. ● Learn how to use tools. ● Meet deadlines for data inputting. ● Use inquiry process with target groups. ● Ensure the use of data informs practice. ● Have a common understanding of what accelerated progress means. 	<p>Leaders will ensure:</p> <ul style="list-style-type: none"> ● Explore the use of Pact and Learning Progressions. ● Ensure coherence between school and COL plans. ● Appoint across-school and in-school leads ● Identify highly effective teaching practice within and across schools that can be harnessed and shared. <p>Teachers will:</p> <ul style="list-style-type: none"> ● Track learning trajectories of all students. ● Explore teaching and engagement strategies for boys. ● Ensure the teaching of writing is culturally responsive and inclusive of all students. 	<p>Regular data tracking and analysis of next steps.</p> <p>Implementing the Spirals of Inquiry process to ensure appropriate programmes, resourcing and transition decisions are used.</p> <p>Developing tools and methods to improve consistency in judgements.</p>	<p>To improve our National Standards results for priority students, particularly boys, Māori, and Pasifika, writing to 80% by December 2019.</p>

Target 2: For all Fairhaven students to make 60% or more progress towards their Personalised Learning Goals in English/Literacy

We want to make the following shifts in English/Literacy.

2016 Progress	Num	%		2017 Target	2018 Target	2019 Target
80-100%	8/66	12		15	15	20
60-79%	46/66	70		70	75	75
Below 60%	12/66	18		15	10	5

Theory of improvement

Immediate Actions 2017	Medium Term Actions	Key Strategies	Achievement Challenge Target 2
<p>Leaders will ensure:</p> <ul style="list-style-type: none"> Personalised Learning Plans are shared with whānau and appropriate resources provided to support parents working with students at home. <p>Teachers will:</p> <ul style="list-style-type: none"> Use Teaching as Inquiry to focus on accelerating progress of their priority learners. Ensure that pedagogy is culturally responsive and inclusive of all students. 	<p>Leaders will ensure:</p> <ul style="list-style-type: none"> Professional Learning time is allocated to focus on identified priority learners. External facilitator is engaged to support the Engagement for Learning Methodology In 2018 develop a consistent approach across the CoL to measuring progress and supporting achievement for students working long-term within NZC level 1. Explore opportunities to access resources to support our students with High Learning Needs. <p>Teachers will:</p> <ul style="list-style-type: none"> Peer review Personalised Learning 	<p>Increasing student engagement.</p> <p>Improving whānau partnerships.</p> <p>Increasing staff understanding & implementation of Universal Design for Learning philosophy and strategies.</p> <p>Developing teachers ability to use Teaching as Inquiry in the implementation of Engagement for Learning methodology.</p>	<p>For all Fairhaven students to make 60% or more progress towards their Personalised Learning Goals in English, Literacy.</p>

	<p>Plans to ensure they are SMART.</p> <ul style="list-style-type: none">● Track progress and adapt programmes as appropriate.● Implement Engagement for Learning methodology to accelerate progress of identified priority learners		
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Achievement Challenge 2: Improve Foundation skills in Year 9-10

To improve the numeracy and literacy results of our Year 9 and Year 10 students.

We want to make the following shifts in Reading, Writing and Mathematics.

2016 Yr 9 (SOY)	At or Above (NZC)	%	2017 Target	2018 Target	2019 Target
Reading	48/83	57.8	65%	70%	75%
Writing	38/83	47.8	55%	60%	65%
Mathematics	37/83	44.6	50%	55%	60%

Theory for improvement for Challenge 2

Immediate Actions 2017	Medium Term Actions	Key Strategies	Achievement Challenge 2
<p>Leaders will ensure:</p> <ul style="list-style-type: none"> Engage facilitators to assist with numeracy, literacy and the learning progressions. Make time available to support staff learning. Sufficient resourcing is put into embedding strategies. Teachers use intermediate and primary school data Resource teacher learning alongside primary teachers about data informing practice. <p>Teachers will:</p> <ul style="list-style-type: none"> Use Spirals of Inquiry as part of the Teacher Development programme. Ensure that they have high expectations of 	<p>Leaders will ensure:</p> <ul style="list-style-type: none"> Professional Learning time is allocated to learning how and when to use literacy and numeracy strategies. External facilitators are engaged to teach about Spirals of Inquiry and using the Learning Progressions. That difficult conversations are conducted when appropriate. Careers programmes are developed and 	<p>Regular data tracking and analysis of next steps.</p> <p>Using Spirals of Inquiry to ensure that programmes and pedagogy are effective.</p> <p>Develop the understanding of teaching staff about the deliberate teaching acts which will improve numeracy and literacy.</p> <p>Learning how to measure</p>	<p>To improve the numeracy and literacy results of our Year 9 and Year 10 students by December 2019.</p>

<p>their students and a belief in their ability to</p> <ul style="list-style-type: none"> ● Ensure the use of data informs practice. ● External facilitators to model the use of strategies. ● Allow themselves to be observed and be open to feedback about their use of literacy and/or numeracy strategies. ● Report on their inquiries. 	<p>strengthened to support students in their decision-making.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ● Track numeracy and literacy progress of priority students. ● Ensure their programmes work for our students. ● Ensure that pedagogy is culturally responsive and inclusive of all students. ● Collaborate on numeracy for year 8 to 10 students 	<p>progress.</p>	
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Achievement Challenge 3: Improve the quality of NCEA qualifications

To improve the quality of our NCEA qualifications by increasing endorsements and University Entrance pass rates. Tamatea High School is the only secondary school in our Kāhui Ako so only the data from Tamatea High School has been included for achievement challenges 2 and 3.

We want to make the following shifts in endorsements and University Entrance:

2016	A	M	E		2017 Target	2018 Target	2019 Target
Level 2	90.9% (40)	6.8% (3)	2.3% (1)		12%(M) 5% (E)	18% (M) 8% (E)	24% (M) 10% (E)
UE	29.3%				40%	50%	60%

Theory for Improvement

Immediate Actions 2017	Medium Term Actions	Key Strategies	Achievement Challenge 3
<p>Leaders will ensure:</p> <ul style="list-style-type: none"> NCEA progress data is shared and interrogated each term at SLT, HOD and teacher meetings. Time is allocated for collaborative inquiry. Merit and Excellence certificates are presented in school assemblies <p>Teachers will:</p> <ul style="list-style-type: none"> Use Spirals of Inquiry as part of the Teacher Development programme. Ensure that they have high expectations of their students and a belief in their ability to Ensure the use of data informs practice. 	<p>Leaders will ensure:</p> <ul style="list-style-type: none"> That the appropriateness of programmes is evaluated. HODs are supported in their leadership development. That difficult conversations are conducted when appropriate. Careers programmes are developed and strengthened to support students in their decision-making. 	<p>Regular data tracking and analysis of next steps.</p> <p>Using Spirals of Inquiry to ensure that programmes & pedagogy are effective.</p> <p>Continuing to emphasise to students the need to strive for merit and excellence.</p> <p>Encouraging year 13 students to</p>	<p>To improve the quality of our NCEA qualifications by increasing endorsements and University Entrance pass rates by December 2019.</p>

	<p>Teachers will:</p> <ul style="list-style-type: none">● Track NCEA & UE progress of all students.● Ensure their programmes work for our students.● Ensure that pedagogy is culturally responsive and inclusive of all students.	<p>set their sights on University Entrance.</p> <p>Publicly celebrating student success</p>	
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Engagement Challenge

Regular attendance and punctuality to class are both strongly predictive of (though not adequate conditions to ensure) achievement at NCEA Level 1 and 2. These issues of attendance and lateness are prevalent in lower decile schools. By attending to the reasons for these patterns and attempting to address these issues in a consistent manner, the Ahuriri Kahui Ako intend to improve engagement and attendance, and consequentially, achievement.

To improve the engagement of students as indicated by:

- Minimum attendance of all students to 95% in December 2018
- Improvement in lateness data (school by school targets to be formulated)
- Improved engagement outcomes as indicated by student and whānau voice (data to be gathered in year one).

Theory for improvement

Immediate Actions 2017	Short Term Actions	Key Strategies	Engagement Challenge
<p>Leaders will:</p> <ul style="list-style-type: none"> • Develop shared expectations about lateness definition (5mins?) • Analyse current attendance, lateness, suspension data. • Share data with staff. • Share hunches about causes. • Constantly remind staff, students and whānau of goal. <p>Teachers will:</p> <ul style="list-style-type: none"> • Test the hunches to determine strategies with leaders. • Develop short term school by school action plans to address 	<ul style="list-style-type: none"> • Develop consistent messages and branding to share with the community eg. “On time, all the time” • Engage other agencies for support eg NZ Police ‘Rock On’ • Develop consistent reward system to encourage and celebrate improved results. • Investigate the impact of well-being on student attendance and engagement. 	<p>Strengthen the inquiry process to harness effective practice.</p>	<p>Improve the engagement & attendance of all students to 95% in December 2018.</p>
	<ul style="list-style-type: none"> • Explore the extent to which Culturally Responsive and Relational 	<p>Strength relationships with students and whānau.</p>	

<p>issues resulting in lateness, suspensions, absence etc</p>	<p>Pedagogical approaches are used in our COL.</p> <ul style="list-style-type: none"> ● Gather student and whānau voice using agreed format to check hunches. ● Use 'Before School Check' data. ● Identify key families for cross agency support and share information through the formation of a CoL Pastoral Care Committee. 	<p>Strengthen relationships with wider support organisations.</p>	
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Summary Statement

Whilst acknowledging that there are issues relating to overall achievement, these achievement challenges prioritise some initial key areas for immediate attention of all schools in this Kahui Ako. We will aim to get some 'quick runs on the board' in one subject area across all schools and to learn from this process about what works and why, before turning our attention to other needs highlighted by the school data.

All theories for Improvement represent early thinking prior to indepth investigation of causal factors. More detailed action plans will be drawn up to address these challenges and will be amended regularly to represent what is learnt at each stage. Each action plan will include evaluative probes every term to ensure that the Kahui Ako has feedback on progress of targeted students, and on changes in teacher and leadership practices. The professional development related to each challenge will also be more detailed once the initial inquiry processes are undertaken across the Kahui Ako, and detailed in the plans.

It is intended that targeted students will be tracked each term in one overall excel spreadsheet using Student Identity Numbers so that progress of students can be discussed at regular forums involving principals and lead teachers, and so that teaching and leadership strategies can be amended in response to data.

The following is a summary of our goals:

By the end of 2019:

- 80% of our Yr 1-8 students will be at or above in writing.
- We will double the number of Level 2 NCEA Merit (24%) and Excellence (10%) endorsements.
- We will double the University Entrance pass rate (60%).
- Our Yr 9 and 10 students reading will improve to 75% at or above.
- Our Yr 9 and 10 students writing will improve to 65% at or above.
- Our Yr 9 and 10 students mathematics will improve to 60% at or above.
- All our Fairhaven students will make 60% or more progress in the Personalised Learning Goals related to English and literacy.
- Our attendance rates across our schools will be 95% minimum.