

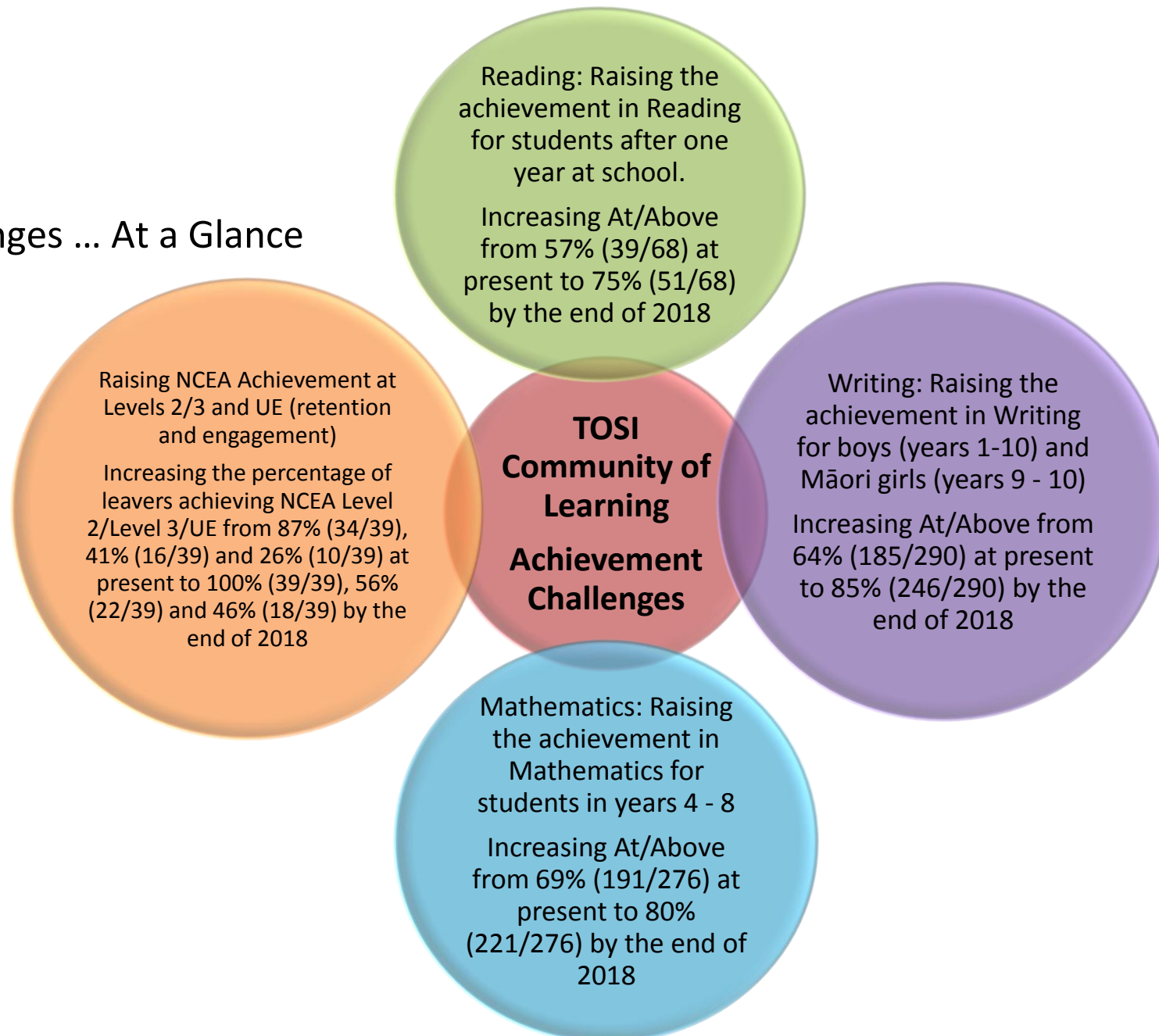
Top of the South Island (Area Schools) Community of Learning

Achievement Challenge Plan (2015 – 2018)

Our vision:

Excellence in rural education. Innovative collaboration delivering quality achievement outcomes for all learners in and across the Top of the South Island Area School network.

Our Challenges ... At a Glance



BACKGROUND:

The Top of the South Community of Learning is a group of six schools comprising:

- Collingwood Area School
- Karamea Area School
- Murchison Area School
- Rai Valley Area School
- Reefton Area School
- South Westland Area School

The original Area School cluster contained seven schools and this cluster will continue to work together on existing joint ventures, including the annual Top of the South Island (TOSI) Tournament in Term 1. Six of the seven schools agreed to form a CoL. Each school agreed to share data to establish base levels of information around each challenge foci and has agreed to a privacy agreement as part of this process. The privacy agreement will be formalised when the Memorandum of Agreement is signed.

The principals at each school belong to various associations including the Top of the South Secondary Principals Association; West Coast and Area Schools Association; Marlborough Principals Association to name but a few.

Each school is small and isolated geographically. All are area schools, catering for students in the Years 1 to 13. The combined roll of our schools is approximately 700 students with 130 of these being in Years 11-13. About 15% of the overall population of students is Māori, ranging from 6-27% in individual schools. Pasifika make up approximately 2% of the overall population. Staffing entitlement is currently approximately 70 FTTE across the schools.

| | 1 July 2015 total roll | Māori | Pasifika | Asian | Other | European \ Pākehā |
|----------------------------|------------------------|-------|----------|-------|-------|-------------------|
| Collingwood Area School | 122 | 13 | 1 | 4 | 1 | 103 |
| Karamea Area School | 79 | 8 | 1 | 0 | 0 | 70 |
| Murchison Area School | 123 | 15 | 2 | 0 | 0 | 106 |
| Rai Valley Area School | 92 | 25 | 0 | 0 | 3 | 64 |
| Reefton Area School | 185 | 35 | 7 | 19 | 2 | 122 |
| South Westland Area School | 98 | 6 | 3 | 7 | 0 | 82 |
| CoL Total | 699 | 102 | 14 | 30 | 6 | 547 |

Geographically the schools span a distance of approximately 500 kilometres. Each school services their local community and each has its own unique identity and characteristics. However, as each is an Area School there are a large number of commonalities between them, not least the isolation and size factors they face. The schools have already been working together as an effective cluster for more than 10 years and it is important to the group that this relationship is maintained. As noted in ERO's summary report, the remote nature of our schools means that there are fewer opportunities for professional development and contact with teachers from other schools. It also impacts on the recruitment and retention of quality staffing.

Over the previous ten years, the schools' principals have all met regularly for professional learning, planning of shared Tournament weeks, and for the PLD of targeted school staff members, including the Executive Officers, SENCOs and Mathematics teachers. This practice will continue and strengthen through the COL, building on an already strong existing base. There is also a strong link between the schools through the use of WestNet video conferencing and shared teaching practices. The strongest link, perhaps, is through the annual Area School Tournament, hosted by each school in rotation. This event is held in Term 1 each year and is the highlight of many of the students who attend each school. Students can also compete at the National Area School Tournament if selected as part of a team. The Board of Trustees, Principals, and Teachers all have strong links to the NZ Area Schools' Association. Maths collaboration across the cluster is an example of where the sharing of expertise has significantly improved outcomes.

ERO SUMMARY REPORT

ERO have provided the following Strengths and Area for Improvement summary from recent ERO Reports (based on reports from 2012 – 2015):

General Strengths:

- Meeting the needs of each student through small classes, extra support and individual programmes
- Offering a good range of learning opportunities to students
- Using the community and wider environment to enhance student activities
- Making good use of education outside the classroom programmes
- Holding regular sporting and cultural events with neighbouring schools (and each other)
- Emphasising values and expectations for learning and behaviour
- Having an emphasis on the development of social and self-management skills
- Positive reciprocal relationships with parents and the wider community
- Curriculum: Schools are developing a range of initiatives to provide improved outcomes for students , including:
 - Formalising teaching as inquiry to improve the consistency of quality teaching and learning across the school
 - Developing modern learning spaces and practices
 - Extending the ways technology can support students, parents and staff.

General Areas for Improvement:

- More closely track progress of individual priority students
- Strengthening processes for monitoring student progress, across all year levels in the CoL, but particularly at Years 9 and 10
- Evaluating the impact of programmes and strategies for accelerating student progress
- Formalising teaching as inquiry to improve the consistency of quality teaching and learning
- Setting more explicit goals and targets for Māori student achievement
- Provide ongoing PLD for staff to better promote Māori students' success and develop strategies to strengthen involvement of Māori whānau
- Strengthening some aspects of school leadership
- Increasing focus on self-review
 - More formally documenting the process and the outcome of review
 - Implementing regular, planned self-review and evaluation against strategic goals, targets and new initiatives
 - Developing clear expectations and process for self-review

- Learning:
 - More closely tracking progress of individual priority students
 - Supporting teachers to make greater use of achievement data when designing learning programmes so that identified student needs are met
 - Developing and refining moderation processes for OTJs
 - Improving processes for monitoring and reporting student progress, particularly in Years 9 and 10
 - Strengthening reporting to parents to ensure they get accurate and clear information about the progress students are making towards National Standards, including useful ways to help students at home
 - Promoting parent participation in students' learning, particularly those requiring additional support
 - Increasing evaluation of the impact of programmes and strategies for accelerating students

At this point in time our local ECE centres have not been involved within the CoL process. However, given the focus of the first goal in improving readiness for learning of students coming into schools, close liaison with these institutions is the natural next step.

What has the TOSI CoL already achieved?

- Good working relationships have been established within the TOSI group over the last 10 years
- Firmly developed relationship of working collaboratively
- Establishment of teaching as inquiry practices
- Support for the development of school based NZC learning programmes and documentation
- Establishment of subject, curriculum and pastoral system clusters

Strengths of the TOSI CoL:

- Willingness to collaborate/similar sizes and strengths/concerns
- Support and help for all staff members at different times

Areas which will need attention:

- Retaining senior students with good robust programmes which develop strategies to support transient students
- Ensuring TOSI activities and functions are integrated into our CoL

Process of Engagement (during 2015):

- Met once per term and kept Staff / BoT / Community up to date
- A joint BoT powerpoint presentation
- Newsletter articles
- Monthly feedback for each school's newsletter

How will we report?

- The COL will report to each Board of Trustees twice per year and will provide feedback on progress for them and for the Community.

OUR ACHIEVEMENT CHALLENGES

During 2015 the Top of the South Island Area School boards of trustees and principals met to discuss forming a Community of Learning. The six schools in the CoL submitted an expression of interest to form a CoL which the Minister of Education subsequently approved.

The principals met to discuss how the CoL would work and to share achievement challenges. We initially brainstormed the achievement areas of most concern for each school and then looked for common achievement challenges. This gave us a sense that the achievement of Māori students and boys was a consistent challenge across the CoL. We also identified achievement in Mathematics and Reading (in the first year at school) as being a challenge. When we discussed our leavers (for employment or further education) we noticed that most students were achieving NCEA Level 2 but that fewer were aspiring to and achieving NCEA Level 3 and University Entrance.

A sub group of principals met to sharpen the focus of the challenges. This included analysing achievement data (National Standards, secondary school leavers' data and data each school held about achievement in writing in years 9 and 10) and engagement data. This analysis confirmed our initial views and from this we identified the following draft achievement challenges. High level actions to address these challenges were discussed and built into our plan.

- Reading after one year at school
- Writing for Māori students and boys from years 1-10
- Mathematics for all students from years 4-8
- NCEA Level 3 and University Entrance

Early in 2016 we updated our analysis to include 2015 National Standards data and extended the analysis to include gender within ethnicity. This confirmed the draft achievement challenges (from 2015) with the exception of Writing from Years 1-8. When we analysed gender within ethnicity it confirmed that from Years 1-8 boys (68%) are achieving below girls (76%) but that achievement is equitable across ethnic groups (see Appendix 2). Our first writing challenge was adjusted to focus on Years 1-10 boys and Years 9-10 Māori girls.

Secondary school leavers' provisional data became available in early May 2016. This showed that the 2015 leavers had achieved at higher levels than the leavers that left during 2014. 87% (34/39) of 2015 leavers had achieved NCEA Level 2 (or better) which exceeds the Better Public Service target for 2017. However, we are mindful that our small leaving cohort means that NCEA Levels 2/3 and UE achievement can fluctuate from year to year and we chose to retain NCEA Level 2 as an achievement challenge (along with NCEA Level 3 and UE).

We think it is important for the CoL to tackle these achievement challenges for a variety of reasons. Students attending the Top of the South Island Area Schools need to have confidence that they can achieve as well as (or better) students attending other schools. It is important that **all** students leaving the Top of the South Area Schools are positioned to meet the demands of life-long learning. Students leaving our schools need to be well placed to take advantage of future pathways. This requires them to be literate, numerate, meeting success with key competencies and achieving highly on the New Zealand Qualifications Framework (NQF). This is why we have chosen as a first priority to tackle achievement challenges in reading, writing and maths and to use student focused methodology to help our leavers aspire to and achieve highly on the NQF.

Over several years we have noticed a pattern of achievement in reading after 40 weeks at school being significantly lower than after 2 years at school. If we are successful in enabling more students to achieve at (or above) the standard for reading after one year at school then this will result in an even greater level of accelerated progress during the students' pathway through the school.

We will want to know how we are progressing towards our achievement challenge goals. Establishing a robust and consistent moderation of assessment within and across schools will help with this. It is proposed that within a school, teachers will meet with lead teachers at least once a term to provide information about actions for targeted students and the achievement gains that have been made. Every term individual schools will provide updated progress and achievement data on the targeted students and cohorts to the schools' board and to the CoL. This will show if accelerated learning is happening for priority learners and cohorts, and will inform new inquiry to support achievement targets being met or exceeded. We will also seek evidence that there is strength in governance monitoring of student achievement outcomes, development in school-wide pedagogical practice across the cluster and development towards high levels of professional content knowledge.

Change and Improvement Plan for TOSI Community of Learning

| Current Situation (2015) | |
|--|---|
| Year 1 Reading | <ul style="list-style-type: none"> • After 40 weeks at school, 57% (39/68) of students are achieving at or above against National Standard for Reading. • 43% (29/68) are below or well below against the National Standard for Reading. • 94.5% of children (4th quarter 2015) attend ECE of one form or another. |
| Achievement – Primary (Years 1-8) | <p>Writing (Years 1-8):</p> <ul style="list-style-type: none"> • 72% (325/450) of students overall achieve at or above National Standard for Writing • In Years 1-8, 68% of boys (153/224) are achieving at or above the National Standard. This means that 32% (71/224) of boys are achieving below/well below the standard. <p>Mathematics (Years 1-8):</p> <ul style="list-style-type: none"> • 70% (315/450) of Year 1-8 students achieve at or above the National Standard for Mathematics. This means that 30% (135/450) are achieving below/well below the standard. • For Year 4-8 students, 69% (191/276) of students are at or above the National Standard for Mathematics. This means that 31% (85/276) are achieving below/well below the standard. <p>Writing (Years 9-10):</p> <ul style="list-style-type: none"> • 47% of boys (26/55) are achieving at or above the expected curriculum level for Writing. • 53% of boys (29/55) are achieving below the expected curriculum level for Writing. • 55% of Māori girls (6/11) are achieving at or above the expected curriculum level for Writing. • 45% of Māori girls (5/11) are achieving below the expected curriculum level for Writing. |
| Achievement – Secondary | <p>NCEA:</p> <ul style="list-style-type: none"> • 87% (34/39) of 2015 leavers (based on provisional leavers' data) achieved NCEA Level 2 or above. • 41% (16/39) of 2015 leavers (based on provisional leavers' data) achieved NCEA Level 3 or above. • 26% (10/39) of 2015 leavers (based on provisional leavers' data) achieved University Entrance. |
| Engagement | <ul style="list-style-type: none"> • Suspension rates across the CoL are low – 3 suspensions and 13 stand-downs during 2014. The rates of suspensions and stand-downs for Māori students are two times that for NZ European/Pākehā students. • Retention of senior secondary students would indicate a lower level of engagement at this level: In 2014 60.3% of school leavers participated in some form of tertiary study by the age of 19. • Varying degrees of transience for different schools although all are impacted to some degree by 'Gypsy Day' movements: 7.6 % of Māori and 3.1% Pākehā students attended two or more schools between March and November 2013 |
| Other | <ul style="list-style-type: none"> • Mobility of staff e.g. turnover, subject specialist in isolation etc. • Geographic isolation <ul style="list-style-type: none"> ○ Inability to access local PLD provisions ○ Staffing costs to access courses ○ Accessing relievers so teachers can attend PD • Scarcity of 'local' PLD opportunities and increased costs associated with PLD, staffing etc. |

Outcome 1: Acceleration of learning in Reading for students after 40 weeks at school (See Appendix 1)

Current Status: 2015

At the end of one year at school 57% (39/68) of students are achieving at or above the National Standards for Reading

2018 Goal

At the end of one year at school 75% (51/68) of students are achieving at or above the National Standards for Reading (a shift of 12 students)

Actions to meet the outcome

- Collaboration of CoL NE teachers
- Identify common data sources across CoL
- Workshops for parents/whānau for reading
- PLD for teachers
- Collaborate with ECE centres
- Strengthen transition processes

What we will see happening differently

- Online or face to face collaboration
- Stronger engagement with families/whānau, home and school partnerships
- Reading Together programmes in action
- Strengthened network and collaboration of CoL new entrant and related staff
- Collaborative relationship developed for sharing of student information between the CoL Schools and ECE Centres
- Unpacking and understanding of the Te Whāriki curriculum
- Higher levels of engagement from priority male learners
- Visit by ECE teachers
- Strengthened liaison and smoother transition

| Current state (2015) – all students at or above the NS for reading after 40 weeks at school | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|-------------|-----|---------|-------------|-----|---------|-------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 39/68 | 57% | 41/68 +2 | 60% | +3% | 44/68 +3 | 65% | +5% | 51/68 +7 | 75% | +10% |

Where are our students and which ones are we targeting?

In 2015 the students that were below or well below the National Standard for reading after 40 weeks at school were in the following schools. These students are now in Year 2.

| Name of School | Number below/well below | Total | % |
|----------------------------|-------------------------|-----------|-----------|
| Rai Valley Area School | x | 6 | x |
| Murchison Area School | 10 | 12 | 83 |
| Collingwood Area School | 0 | 23 | 0 |
| Karamea Area School | 5 | 11 | 45 |
| South Westland Area School | x | 6 | x |
| Reefton Area School | 5 | 10 | 50 |
| Total | 29 | 68 | 43 |

Note: x= data redacted

The students now targeted for this achievement challenge are the 2016 cohort. During 2016 the schools are targeting all students in their first 40 weeks at school. The actions planned for the CoL have yet to be implemented across all schools and progress during 2016 is likely to be less than for 2017 and 2018. In 2017 and 2018 we will be implementing Reading Together programmes and will be initiating stronger and more collaborative relationships with ECE services. In 2014 nationally 65% were at/above the standard. We consider that to achieve 44/68 (65%) in 2017 is achievable but that 51/68 (75%) in 2018 will be a challenging target.

Outcome 2 Raising the achievement in Writing for boys in Years 1-10 and for Māori girls from Year 9 – 10 (see Appendices 2,3 and 4)

Current Status: At the end of 2015

In Years 1-8, 68% of boys (153/224) are achieving at or above the National Standard for Writing.
 In Years 9-10, 47% for boys (26/55) are achieving at or above the expected curriculum level for Writing.
 In Years 9-10, 55% of Māori girls (6/11) are achieving at or above the expected curriculum level for Writing.

2018 Goal (s)

- 86% (192/224) of boys achieve at or above National Standard for Writing in Years 1-8 (a shift of 39 students).
- 80% of boys (44/55) in Years 9-10 achieve at or above the expected curriculum level for Writing (a shift of 18 students).
- 91% of Māori girls (10/11) in Years 9-10 achieve at or above the expected curriculum level for Writing (a shift of 4 students).

Actions to meet the outcome

What will we see happening differently?

- Understanding of progression across levels and schools
- Across school moderation
- Monitoring meetings for meeting needs of target students
- Identifying common assessment strategies used in Year 9-10 CoL-wide
- PLD for teachers
- Workshops for parents/whanau
- Promote parent/whanau participation in student learning

- Ongoing collaboration within and between schools, including ECE and tertiary, to understand progressions needed
- Ongoing moderation within the schools and CoL
- Common standards and assessment practices used
- Improvements in standards and attitude towards literacy
- PLD on effective literacy practices
- Targeted literacy practices in Year 9 and 10
- Based assessments on Literacy Learning Progressions / curriculum level expectations (Year 9 – Level 5B; Year 10 – Level 5P)
- Ongoing skills workshops for students and teachers
- Providing meaningful experiences and purposes – authentic learning
- Flexible grouping based on needs not age or year level
- ALL (Accelerated Literacy Learning) practices implemented across CoL

Years 1 - 8

| Current state (2015) – Year 1-8 boys at or above the NS for Writing | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|----------------|-----|---------|----------------|-----|---------|----------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 153/224 | 68% | 163/224 +10 | 73% | +5% | 181/224 +18 | 81% | +8% | 192/224 +11 | 86% | +5% |

Where are our students and which ones are we targeting?

In 2015 the Year 1-8 students that were below or well below the National Standard for writing were in the following schools.

| Name of School | Boys below/well below | Total boys |
|----------------------------|-----------------------|------------|
| Rai Valley Area School | 14 | 29 |
| Murchison Area School | 14 | 36 |
| Collingwood Area School | 11 | 52 |
| Karamea Area School | 12 | 30 |
| South Westland Area School | 8 | 29 |
| Reefton Area School | 12 | 48 |
| Total | 71 | 224 |

Years 9 - 10

| Current state (2015) – Years 9-10 boys at or above the expected curriculum level for Writing | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|------------------|-----|---------|------------------|-----|---------|------------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 26/55 | 47% | 32/55 +6 | 58% | +11% | 39/55 +7 | 71% | +13% | 44/55 +5 | 80% | +9% |

| Current state (2015) – Years 9-10 Māori girls at or above the expected curriculum level for Writing | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|--|-----|------------------|-----|---------|------------------|-----|---------|------------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 6/11 | 55% | 10/11 +4 | 91% | +36% | 10/11 +0 | 91% | +0% | 10/11 +0 | 91% | +0% |

Where are our students and which ones are we targeting?

In 2015 the Year 9-10 students that were below the expected curriculum level for writing were in the following schools.

| Name of School | Boys below | Total boys | Māori girls below | Total Māori girls |
|----------------------------|-------------------|-------------------|--------------------------|--------------------------|
| Rai Valley Area School | x | 6 | x | 1 |
| Murchison Area School | 5 | 8 | x | 1 |
| Collingwood Area School | x | 5 | x | 1 |
| Karamea Area School | x | 3 | x | 1 |
| South Westland Area School | 3 | 12 | x | 1 |
| Reefton Area School | 12 | 21 | x | 6 |
| Total | 29 | 55 | 5 | 11 |

Note: x=data redacted

Outcome 3 Raising the achievement in Mathematics for students in Years 4 - 8

Current Status: At the end of 2015

For Year 4-8 students, 69% (191/276) of students are achieving at or above the National Standard.

2018 Goal (s)

80% of Year 4-8 students (221/276) are achieving at or above the National Standard for mathematics (a shift of 30 students)

Actions to meet the outcome

- Across schools moderation/OTJ consistency
- Development of rich tasks/pedagogy
- Common understanding of National Standards and progression through stages
- Workshops for parents/whanau
- Termly monitoring, reviewing and tracking progress of target students
- Using data more effectively to tailor individual learning programmes

What we will see happening differently

- Common standards and assessment practices across CoL with moderation between schools
- Targeted PLD opportunities for staff within and between schools
- Maths workshops for parents
- Understanding fixed/growth mindset practice and the relationship to mathematics development
- Rich tasks/cross curricular/real life contexts
- ALiM (Accelerated Learning in Mathematics) practices implemented cross CoL
- Student progress is tracked regularly through formal meeting process
- Effective data use informing teaching/learning programme development

| Current state (2015) – Year 4-8 students at or above the NS for mathematics | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|----------------|-----|---------|----------------|-----|---------|----------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 191/276 | 69% | 201/276 +10 | 73% | +4% | 211/276 +10 | 76% | +3% | 221/276 +10 | 80% | +4% |

Where are our students and which ones are we targeting?

In 2015 the Year 4-8 students who were below or well below the National Standard for mathematics were in the following schools.

| Name of School | Students below/well below | Total students | Percentage below/well below |
|----------------------------|---------------------------|----------------|-----------------------------|
| Rai Valley Area School | 12 | 39 | 31 |
| Murchison Area School | 11 | 51 | 22 |
| Collingwood Area School | 16 | 48 | 33 |
| Karamea Area School | 11 | 32 | 34 |
| South Westland Area School | 8 | 33 | 24 |
| Reefton Area School | 27 | 73 | 37 |
| Total | 85 | 276 | 31 |

| Outcome 4 Raising the level of students leaving school having achieved NCEA Level 2/Level 3 or above (retention and engagement) | |
|--|---|
| <p>Current Status: At the end of 2015 (based on provisional leavers' data)</p> <p>Overall, 87% (34/39) of school leavers achieve NCEA Level 2 or above, 41% (16/39) of school leavers achieve NCEA Level 3 or above, and 26% (10/39) of school leavers achieve University Entrance.</p> | <p>2018 Goal (s)</p> <p>100% (39/39) of leavers are achieving NCEA Level 2 (or better) and 56% (22/39) of leavers are achieving NCEA Level 3 (or better), and 46% (18/39) of leavers are achieving University Entrance.</p> |
| <p>Actions to meet the outcome</p> <ul style="list-style-type: none"> • Collaboration between teachers throughout the CoL • Developing and refining of effective mentoring programme for students; inclusion of parents/whanau • Across school moderation • Exploring secondary-tertiary pathways • Online collaboration of secondary subjects across CoL • Improving outcomes for the Year 9-10 cohort to raise their achievement, goal setting and pathway direction to improve retention, engagement and outcomes of Years 12 and 13 • Exploring secondary-tertiary initiatives for Year 12-13 students • Deliver specialist Year 9-10 online learning opportunities to raise the aspirations for students as they move into Years 11-13 | <p>What we will see happening differently</p> <ul style="list-style-type: none"> • Effective support for Youth Guarantee opportunities • Enhanced school based systems for vocational pathways • Use of CoL expertise for the development of curriculum coverage • Differentiation of curriculum options for Years 12 and 13 • Targeted mentor/career/guidance programmes available to students • Combined CoL visits for students to tertiary providers |

The tables above show the number and percentage of 2015 leavers that achieved NCEA Level 2/3 or better. The data was provisional at the time this plan was written.

The number of leavers across the CoL is very small (39) and fluctuates from year to year. The small numbers also contribute to year to year fluctuations in leaver achievement within schools and aggregated across the CoL

| Level 2 | Māori | Total | % | Pasifika | Total | % | Pākeha | Total | % | Female | Total | % | Male | Total | % | Total | Total | % |
|----------------------------|----------|-----------|-----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Karamea Area School | 0 | 0 | n | 0 | 0 | n | x | 2 | x | x | 2 | x | x | 0 | x | x | 2 | x |
| Rai Valley Area School | x | 4 | x | 0 | 0 | n | 5 | 5 | 100 | x | 3 | x | x | 6 | x | 8 | 9 | 89 |
| South Westland Area School | x | 1 | x | 0 | 0 | n | x | 3 | x | x | 1 | x | x | 3 | x | x | 4 | x |
| Murchison Area School | 0 | 0 | n | 0 | 0 | n | x | 4 | x | x | 2 | x | x | 2 | x | x | 4 | x |
| Collingwood Area School | 2 | 3 | 67 | 0 | 0 | n | 6 | 6 | 100 | x | 4 | x | x | 5 | x | 8 | 9 | 89 |
| Reefton Area School | 3 | 3 | 100 | x | 1 | x | 8 | 8 | 100 | x | 4 | x | x | 7 | x | 11 | 11 | 100 |
| Total | 8 | 11 | 73 | x | 1 | x | 26 | 28 | 93 | 15 | 16 | 94 | 19 | 23 | 83 | 34 | 39 | 87 |

| Level 3 | Māori | Total | % | Pasifika | Total | % | Pākeha | Total | % | Female | Total | % | Male | Total | % | Total | Total | % |
|----------------------------|----------|-----------|-----------|----------|----------|----------|-----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|
| Karamea Area School | 0 | 0 | n | 0 | 0 | n | x | 2 | x | x | 2 | x | x | 0 | x | x | 2 | x |
| Rai Valley Area School | x | 4 | x | 0 | 0 | n | 1 | 5 | 20 | x | 3 | x | x | 6 | x | x | 9 | x |
| South Westland Area School | x | 1 | x | 0 | 0 | n | x | 3 | x | x | 1 | x | x | 3 | x | x | 4 | x |
| Murchison Area School | 0 | 0 | n | 0 | 0 | n | x | 4 | x | x | 2 | x | x | 2 | x | x | 4 | x |
| Collingwood Area School | 2 | 3 | 67 | 0 | 0 | n | 2 | 6 | 33 | x | 4 | x | x | 5 | x | 4 | 9 | 44 |
| Reefton Area School | 1 | 3 | 33 | x | 1 | x | 5 | 8 | 63 | x | 4 | x | x | 7 | x | 7 | 11 | 64 |
| Total | 3 | 11 | 27 | x | 1 | x | 12 | 28 | 43 | 9 | 16 | 56 | 7 | 23 | 30 | 16 | 39 | 41 |

Note: x = data redacted

| University Entrance |
|----------------------------|
| Karamea Area School |
| Rai Valley Area School |
| South Westland Area School |
| Murchison Area School |
| Collingwood Area School |
| Reefton Area School |
| Total |

| Māori | Total | % | Pasifika | Total | % | Pākeha | Total | % |
|----------|-----------|-----------|----------|----------|----------|----------|-----------|-----------|
| 0 | 0 | n | 0 | 0 | n | x | 2 | x |
| x | 4 | x | 0 | 0 | n | 1 | 5 | 20 |
| x | 1 | x | 0 | 0 | n | x | 3 | x |
| 0 | 0 | n | 0 | 0 | n | x | 4 | x |
| 2 | 3 | 67 | 0 | 0 | n | 2 | 6 | 33 |
| 1 | 3 | 33 | x | 1 | x | 3 | 8 | 38 |
| 3 | 11 | 27 | x | 1 | x | 6 | 28 | 21 |

| Female | Total | % | Male | Total | % |
|----------|-----------|-----------|----------|-----------|-----------|
| x | 2 | x | x | 0 | x |
| x | 3 | x | x | 6 | x |
| x | 1 | x | x | 3 | x |
| x | 2 | x | x | 2 | x |
| x | 4 | x | x | 5 | x |
| x | 4 | x | x | 7 | x |
| 6 | 16 | 38 | 4 | 23 | 17 |

| Total | Total | % |
|-----------|-----------|-----------|
| x | 2 | x |
| x | 9 | x |
| x | 4 | x |
| x | 4 | x |
| 4 | 9 | 44 |
| 5 | 11 | 45 |
| 10 | 39 | 26 |

Note: x = data redacted

Our goal for 2016-2018 is for all leavers to achieve NCEA Level 2 or better. Some schools achieved this in 2015. All schools will use student focussed methodology and individual learning plans to target all students in the hope that they achieve NCEA Level 2 before leaving school. Concurrently we will use student focussed methodology and individual learning plans to lift the number and percentage of students aspiring to and achieving University Entrance//NCEA Level 3.

| Current state (2015) – School leavers achieving NCEA Level 2 (or above) | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|-------------|-----|---------|-------------|------|---------|-------------|------|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 34/39 | 87% | 37/39 +3 | 95% | +8% | 39/39 +2 | 100% | +5% | 39/39 +0 | 100% | NA |

| Current state (2015) – School leavers achieving NCEA Level 3 (or above) | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|-------------|-----|---------|-------------|-----|---------|-------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 16/39 | 41% | 18/39 +2 | 46% | +5% | 20/39 +2 | 51% | +5% | 22/39 +2 | 56% | +5% |

| Current state (2015) – School leavers achieving University Entrance | | 2016 goal | | | 2017 goal | | | 2018 goal | | |
|---|-----|-------------|-----|---------|-------------|-----|---------|-------------|-----|---------|
| Number | % | Number | % | % shift | Number | % | % shift | Number | % | % shift |
| 10/39 | 26% | 12/39 +2 | 31% | +5% | 15/39 +3 | 38% | +7% | 18/39 +3 | 46% | +8% |

Where are our students and which ones are we targeting? In 2015 the students who did not achieve NCEA Level 2/3 or better and University Entrance are in the following schools.

| Name of School | NCEA Level 2 | NCEA Level 3 | University Entrance |
|----------------------------|--------------|--------------|---------------------|
| Rai Valley Area School | 1 | x | x |
| Murchison Area School | x | x | x |
| Collingwood Area School | 1 | 5 | 5 |
| Karamea Area School | x | x | x |
| South Westland Area School | x | x | x |
| Reefton Area School | 0 | 4 | 6 |
| Total | 5 | 23 | 29 |

Note: x = data redacted

APPENDIX 1: Number and percentage of students achieving below or well below the National Standard for Reading after 40 weeks at school (2015)

| School name | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | | Year 7 | | | Year 8 | | |
|----------------------------|--------|-------|-----|--------|-------|----|--------|-------|----|--------|-------|----|--------|-------|----|--------|-------|----|--------|-------|----|--------|-------|----|
| | Number | Total | % | Number | Total | % | Number | Total | % | Number | Total | % | Number | Total | % | Number | Total | % | Number | Total | % | Number | Total | % |
| Karamea Area School | 5 | 11 | 45 | 1 | 7 | 14 | 2 | 7 | 29 | x | x | x | x | x | x | 0 | 7 | 0 | x | x | x | 3 | 9 | 33 |
| Murchison Area School | 10 | 12 | 83 | 2 | 13 | 15 | 3 | 10 | 30 | 1 | 10 | 10 | 3 | 13 | 23 | 2 | 12 | 17 | 0 | 7 | 0 | 2 | 9 | 22 |
| Rai Valley Area School | 3 | 6 | 50 | 1 | 8 | 13 | x | x | x | 2 | 5 | 40 | 3 | 11 | 27 | 1 | 6 | 17 | x | x | x | 1 | 8 | 13 |
| Collingwood Area School | 0 | 23 | 0 | 1 | 13 | 8 | 4 | 9 | 44 | 2 | 11 | 18 | 2 | 9 | 22 | 1 | 12 | 8 | 2 | 6 | 33 | 1 | 10 | 10 |
| South Westland Area School | 6 | 6 | 100 | 2 | 8 | 25 | x | x | x | x | x | x | x | x | x | 1 | 9 | 11 | 4 | 10 | 40 | 3 | 6 | 50 |
| Reefton Area School | 5 | 10 | 50 | 1 | 12 | 8 | 1 | 9 | 11 | 3 | 9 | 33 | 2 | 25 | 8 | 2 | 16 | 13 | 1 | 16 | 6 | 1 | 7 | 14 |
| Total | 29 | 68 | 43 | 8 | 61 | 13 | 12 | 45 | 27 | 9 | 43 | 21 | 10 | 70 | 14 | 7 | 62 | 11 | 10 | 52 | 19 | 11 | 49 | 22 |

Note: x = data redacted

APPENDIX 2: 2015 National Standards data for Writing by Ethnicity and Gender (all CoL schools combined)

| | | Overall Teacher Judgement | | | | | | | | | |
|----------|--------|---------------------------|---------|--------|---------|--------|---------|--------|---------|-------|----------|
| | | Well below | | Below | | At | | Above | | Total | At/Above |
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | | |
| Māori | Male | 2 | 8.0 | 7 | 28.0 | 15 | 60.0 | 1 | 4.0 | 25 | 64.0 |
| | Female | 3 | 10.3 | 4 | 13.8 | 17 | 58.6 | 5 | 17.2 | 29 | 75.9 |
| | Total | 5 | 9.3 | 11 | 20.4 | 32 | 59.3 | 6 | 11.1 | 54 | 70.4 |
| European | Male | 8 | 4.4 | 51 | 28.0 | 94 | 51.6 | 29 | 15.9 | 182 | 67.6 |
| | Female | 6 | 3.2 | 41 | 22.2 | 88 | 47.6 | 50 | 27.0 | 185 | 74.6 |
| | Total | 14 | 3.8 | 92 | 25.1 | 182 | 49.6 | 79 | 21.5 | 367 | 71.1 |
| Pasifika | Male | x | x | x | x | x | x | x | x | 3 | x |
| | Female | x | x | x | x | x | x | x | x | 4 | x |
| | Total | 0 | 0.0 | 0 | 0.0 | 5 | 71.4 | 2 | 28.6 | 7 | 100.0 |
| Asian | Male | 0 | 0.0 | 2 | 20.0 | 6 | 60.0 | 2 | 20.0 | 10 | 80.0 |
| | Female | 0 | 0.0 | 0 | 0.0 | 4 | 57.1 | 3 | 42.9 | 7 | 100.0 |
| | Total | 0 | 0.0 | 2 | 11.8 | 10 | 58.8 | 5 | 29.4 | 17 | 88.2 |
| Other | Male | x | x | x | x | x | x | x | x | 4 | x |
| | Female | x | x | x | x | x | x | x | x | 1 | x |
| | Total | 0 | 0.0 | 1 | 20.0 | 2 | 40.0 | 2 | 40.0 | 5 | 80.0 |
| Total | Male | 10 | 4.5 | 61 | 27.2 | 119 | 53.1 | 34 | 15.2 | 224 | 68.3 |
| | Female | 9 | 4.0 | 45 | 19.9 | 112 | 49.6 | 60 | 26.5 | 226 | 76.1 |
| | Total | 19 | 4.2 | 106 | 23.6 | 231 | 51.3 | 94 | 20.9 | 450 | 72.2 |

Note: x = data redacted

APPENDIX 3: Number and percentage of students achieving below or well below the National Standard for Reading, Writing and Mathematics (2015)

| School Name | Student Type | Reading | | | Writing | | | Maths | | | |
|----------------------------|--------------|----------------------------|-----------------------|-------|----------------------------|-----------------------|-------|----------------------------|-----------------------|-------|----|
| | | Number below or well below | % below or well below | Total | Number below or well below | % below or well below | Total | Number below or well below | % below or well below | Total | |
| Collingwood Area School | All students | Male | 9 | 17.3 | 52 | 11 | 21.2 | 52 | 11 | 21.2 | 52 |
| | | Female | 4 | 9.8 | 41 | 1 | 2.4 | 41 | 6 | 14.6 | 41 |
| | | Total | 13 | 14.0 | 93 | 12 | 12.9 | 93 | 17 | 18.3 | 93 |
| | Māori | Male | x | x | 3 | x | x | 3 | x | x | 3 |
| | | Female | x | x | 5 | x | x | 5 | x | x | 5 |
| | | Total | 1 | 12.5 | 8 | 1 | 12.5 | 8 | 2 | 25 | 8 |
| | Pasifika | Male | x | x | 2 | x | x | 2 | x | x | 2 |
| | | Female | x | x | 0 | x | x | 0 | x | x | 0 |
| | | Total | x | x | 2 | x | x | 2 | x | x | 2 |
| Rai Valley Area School | All students | Male | 9 | 31.0 | 29 | 14 | 48.3 | 29 | 8 | 27.6 | 29 |
| | | Female | 4 | 14.3 | 28 | 8 | 28.6 | 28 | 8 | 28.6 | 28 |
| | | Total | 13 | 22.8 | 57 | 22 | 38.6 | 57 | 16 | 28.1 | 57 |
| | Māori | Male | 3 | 60.0 | 5 | 4 | 80.0 | 5 | 4 | 80.0 | 5 |
| | | Female | 2 | 40.0 | 5 | 3 | 60.0 | 5 | 3 | 60.0 | 5 |
| | | Total | 5 | 50.0 | 10 | 7 | 70.0 | 10 | 7 | 70.0 | 10 |
| | Pasifika | Male | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 |
| | | Female | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 |
| | | Total | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 |
| South Westland Area School | All students | Male | 11 | 37.9 | 29 | 8 | 27.6 | 29 | 9 | 31.0 | 29 |
| | | Female | 8 | 33.3 | 24 | 8 | 33.3 | 24 | 7 | 29.2 | 24 |
| | | Total | 19 | 35.8 | 53 | 16 | 30.2 | 53 | 16 | 30.2 | 53 |
| | Māori | Male | x | x | 2 | x | x | 2 | x | x | 2 |
| | | Female | x | x | 0 | x | x | 0 | x | x | 0 |
| | | Total | x | x | 2 | x | x | 2 | x | x | 2 |
| | Pasifika | Male | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 |
| Female | | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 | |

| | | | | | | | | | | | |
|-----------------------|--------------|--------|----|------|-----|----|------|-----|----|------|-----|
| | | Total | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 |
| Murchison Area School | All students | Male | 10 | 27.8 | 36 | 14 | 38.9 | 36 | 12 | 33.3 | 36 |
| | | Female | 13 | 26.0 | 50 | 18 | 36.0 | 50 | 18 | 36.0 | 50 |
| | | Total | 23 | 26.7 | 86 | 32 | 37.2 | 86 | 30 | 34.9 | 86 |
| | Māori | Male | x | x | 3 | x | x | 3 | x | x | 3 |
| | | Female | x | x | 4 | x | x | 4 | x | x | 4 |
| | | Total | 2 | 28.6 | 7 | 2 | 28.6 | 7 | 2 | 28.6 | 7 |
| | Pasifika | Male | x | x | 1 | x | x | 1 | x | x | 1 |
| | | Female | x | x | 1 | x | x | 1 | x | x | 1 |
| | | Total | x | x | 2 | x | x | 2 | x | x | 2 |
| Reefton Area School | All students | Male | 8 | 16.7 | 48 | 12 | 25.0 | 48 | 18 | 37.5 | 48 |
| | | Female | 8 | 14.3 | 56 | 10 | 17.9 | 56 | 19 | 33.9 | 56 |
| | | Total | 16 | 15.4 | 104 | 22 | 21.2 | 104 | 37 | 35.6 | 104 |
| | Māori | Male | 0 | 0.0 | 10 | 2 | 20.0 | 10 | 3 | 30.0 | 10 |
| | | Female | 2 | 15.4 | 13 | 2 | 15.4 | 13 | 6 | 46.2 | 13 |
| | | Total | 2 | 8.7 | 23 | 4 | 17.4 | 23 | 9 | 39.1 | 23 |
| | Pasifika | Male | x | x | 0 | x | x | 0 | x | x | 0 |
| | | Female | x | x | 2 | x | x | 2 | x | x | 2 |
| | | Total | x | x | 2 | x | x | 2 | x | x | 2 |
| Karamea Area School | All students | Male | 9 | 30.0 | 30 | 12 | 40.0 | 30 | 10 | 33.3 | 30 |
| | | Female | 3 | 11.1 | 27 | 9 | 33.3 | 27 | 9 | 33.3 | 27 |
| | | Total | 12 | 21.1 | 57 | 21 | 36.8 | 57 | 19 | 33.3 | 57 |
| | Māori | Male | x | x | 2 | x | x | 2 | x | x | 2 |
| | | Female | x | x | 2 | x | x | 2 | x | x | 2 |
| | | Total | x | x | 4 | x | x | 4 | x | x | 4 |
| | Pasifika | Male | x | x | 0 | x | x | 0 | x | x | 0 |
| | | Female | x | x | 1 | x | x | 1 | x | x | 1 |
| | | Total | x | x | 1 | x | x | 1 | x | x | 1 |

Note: x = data redacted

APPENDIX 4: Number and percentage of Years 9-10 students achieving below or well below the expected curriculum level for Writing (2015)

| School Name | Student Type | Writing | | | |
|----------------------------|--------------|----------------------------|-------|----|----|
| | | Number below or well below | Total | % | |
| Collingwood Area School | All students | Male | 3 | 5 | 60 |
| | | Female | 0 | 8 | 0 |
| | | Total | 3 | 13 | 23 |
| | Māori | Male | x | 1 | x |
| | | Female | x | 1 | x |
| | | Total | x | 2 | x |
| Rai Valley Area School | All students | Male | 4 | 6 | 67 |
| | | Female | 2 | 5 | 40 |
| | | Total | 6 | 11 | 55 |
| | Māori | Male | x | 3 | x |
| | | Female | x | 1 | x |
| | | Total | x | 4 | x |
| South Westland Area School | All students | Male | 3 | 12 | 25 |
| | | Female | 0 | 8 | 0 |
| | | Total | 3 | 20 | 15 |
| | Māori | Male | x | 2 | x |
| | | Female | x | 1 | x |
| | | Total | x | 3 | x |
| Murchison Area School | All students | Male | 5 | 8 | 63 |
| | | Female | 1 | 7 | 14 |
| | | Total | 6 | 15 | 40 |
| | Māori | Male | x | 2 | x |
| | | Female | x | 1 | x |
| | | Total | x | 3 | x |
| Reefton Area School | All students | Male | 12 | 21 | 57 |
| | | Female | 6 | 33 | 18 |
| | | Total | 18 | 44 | 41 |
| | Māori | Male | x | 3 | x |
| | | Female | x | 6 | x |
| | | Total | 3 | 9 | 33 |
| Karamea Area School | All students | Male | x | 3 | x |
| | | Female | x | 6 | x |
| | | Total | 6 | 9 | 67 |
| | Māori | Male | x | 0 | x |
| | | Female | x | 1 | x |
| | | Total | x | 1 | x |

Note: x = data redacted