

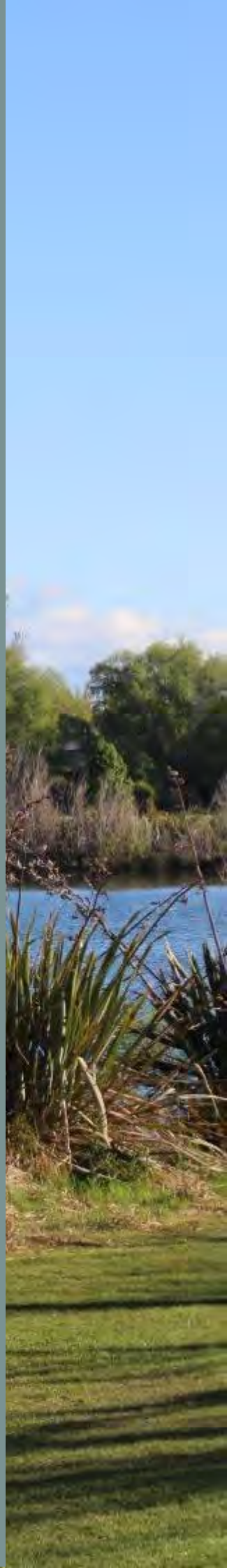
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# TŌTARANUI KĀHUI AKO



**ACHIEVEMENT CHALLENGE**  
**2022 - 2024**

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# INTRODUCTION

Tōtaranui Kāhui Ako is a group of seven schools and ten ECE services. We have a shared leadership model of three principals and two supporting principals.

Over the past two years, the Achievement Challenge has been recorded as a focus on Lifting Student Achievement in:

- Writing
- Reading
- Mathematics
- NCEA year 12 Māori

The results of these challenges along with the analysis of data are detailed in the Kāhui Ako Achievement Challenge report. We believe the Analysis and Data document is a real indicator of the diverse community we serve and not a true reflection of the many successes our students have experienced.

These challenges were however, developed to comply with the requirement of National Standards. With the removal of the standards, we have naturally morphed into a broader focus.

Our Kāhui Ako has students transitioning at three main points during their passage through our kura. Moving from ECS to primary school, at the end of Year 6 to intermediate and the end of Year 8 to secondary. We have carried out considerable work to ensure these transition points are times of success and excitement. This has been achieved through many inter school engagements;

- Cultural festival
- Mathematics Challenge



# INTRODUCTION

In addition, we host a number of activities that allow our young people to develop familiarity with all our school environments and staff. We engage our LSC and Liaison RTLB to support targeted individuals with their transition.

We have hosted two Staff Only Days that have allowed staff to interact across our schools and provided the opportunity to share best practices. A local map of our community has been developed to highlight points of historic significance.

The Kāhui Ako LSC allocation has been shared across our schools. As a group the LSCs meet regularly. We are adopting a common language and format for our recording of student information to ensure this is valued as it moves along our learning pathway. This working together allows for the sharing of best practise and support with some of our whānau who have young people in a number of our schools.

Support with the development of Te reo and Tikanga has also become a major focus. We have a Kāhui Ako specific learning progressions/capabilities document that clearly defines learning expectations along our learning pathway. The same has been developed to support the Digital Technologies Curriculum.

The ECEs in the Kāhui Ako have a strong core group. To date have together undertaken two inquiries, looking at Resilience and the Pasifika Action Plan.

It has taken time to develop working relationships in our diverse community but as a group we are developing systems and resources to support each other and recognise that it is still very important for each kura to retain their own points of difference and celebrate their strengths while coming together when it is mutually beneficial.



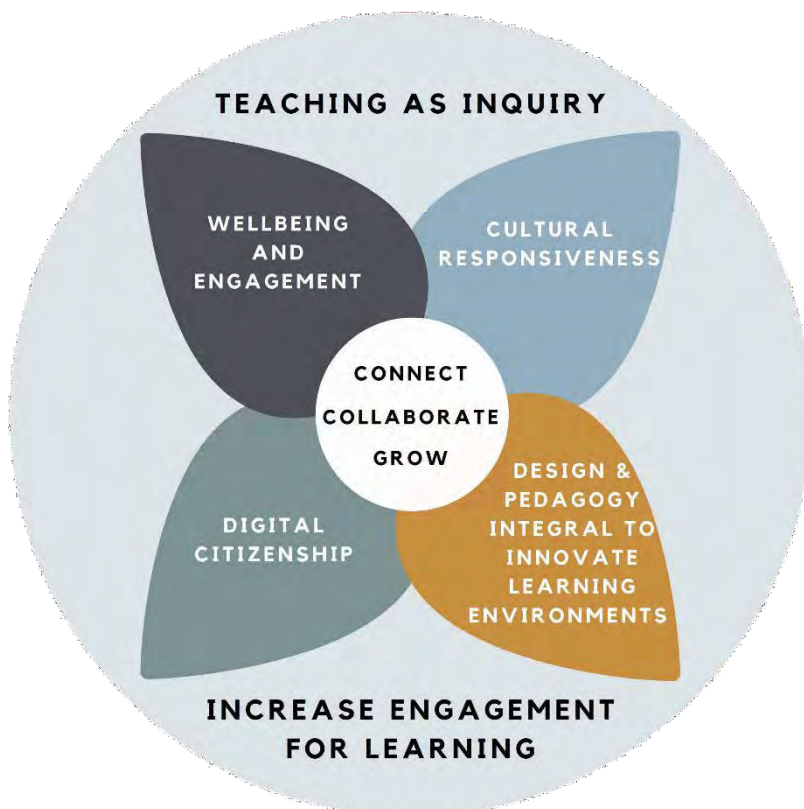
# COMMITMENT

The Tōtaranui Kāhui Ako is committed to hauora and successful outcomes for all students. To enable this, four areas of Strategic Focus reflect the commitment to the wellbeing of all learners and looking beyond specific interventions, address the holistic growth and development of all students.

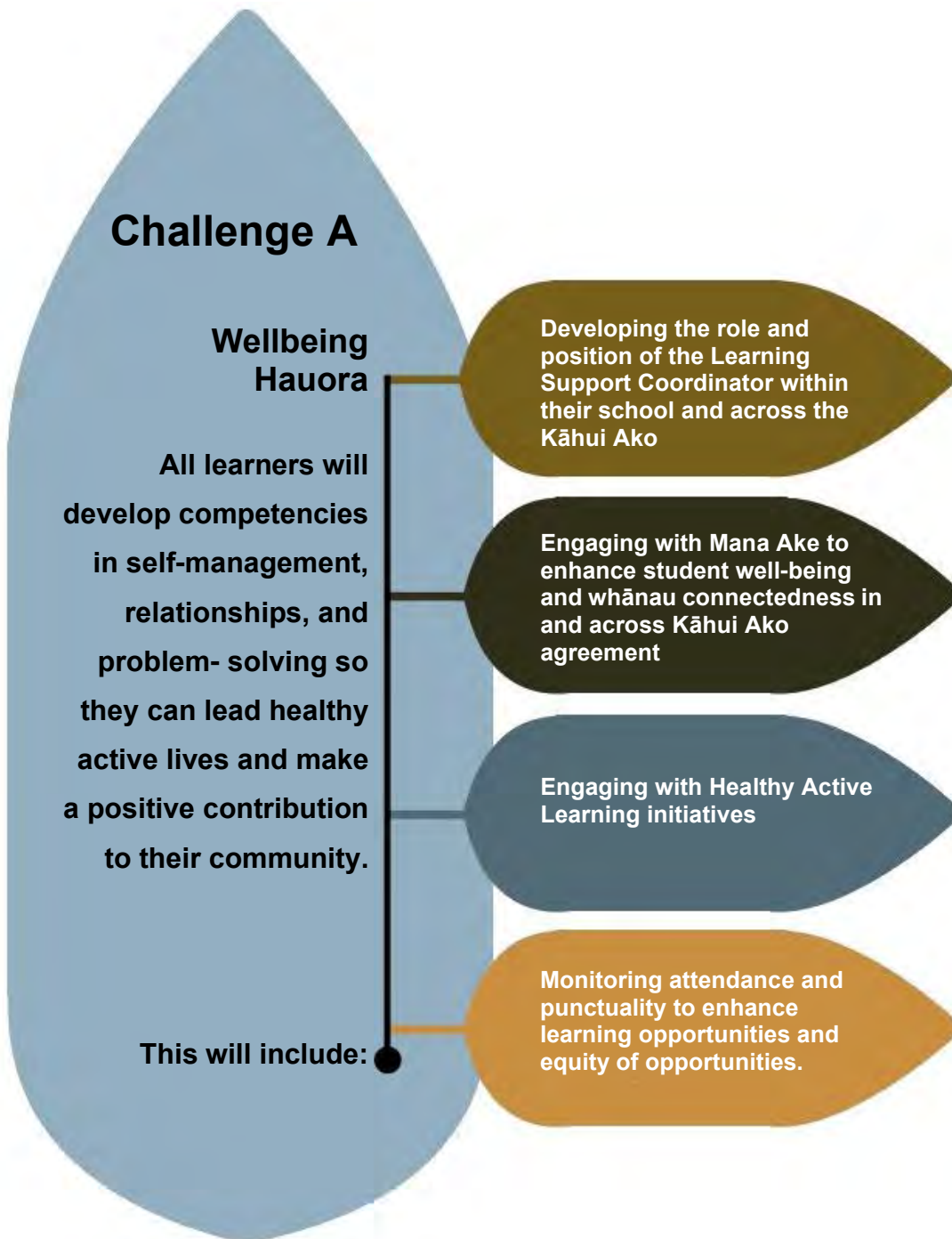
The Across School Teachers, In School Teachers and Learning Support Coordinators Kāhui Ako collectively support and integrate these areas of Strategic Focus. This is done through quality pedagogy, and innovative, inclusive initiatives that engage and work with staff, students and their families, leading to increased engagement for learning.

The Tōtaranui Kāhui Ako is committed to utilizing **Teaching as Inquiry** to Increase **Engagement for Learning**.

## STRATEGIC FOCUS AREAS



# Wellbeing/Hauora



### Why This Is Important For Our Community How It Will Support Student Achievement

A sense of wellbeing is central to students' success at school and in life. The importance of wellbeing is stated in The New Zealand Curriculum which aims to develop young people who are "confident ... positive in their own identity ... resilient ... able to relate well to others ..." (Ministry of Education, 2007, p. 8).

We acknowledge our Kāhui Ako plays a critical role in promoting and supporting the wellbeing of children and young people and whānau in our care.



## Challenge A

# Wellbeing/Hauora

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
<p><b>Developing the role and position of the Learning Support Coordinator within their school and across the Kāhui Ako</b></p>	<ul style="list-style-type: none"> <li>• Develop job descriptions for each LSC</li> <li>• Set regular meetings</li> <li>• Attend relevant PLD</li> <li>• Explore the strengths and needs of each LSC and their Kura</li> <li>• Develop relationships with other Learning support service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Role clearly define in each individual school setting</li> <li>• Across Kāhui Ako engagement when and where appropriate</li> <li>• Common Learning Support documentation and language in use</li> <li>• Interface with other learning support agencies</li> <li>• Develop interventions that embed best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Develop greater opportunities for sharing practices and working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of wellbeing survey – outcome statements</li> <li>• Students are resilient</li> <li>• Staff wellbeing</li> <li>• Whare Tapa Wha</li> <li>• Authentic connections and partnership between whanau and school/ECEs</li> <li>• Improved attendance</li> <li>• Reference to Te Whanau domain in Ka Hikitia Ka Hapaitia (TRINA to include</li> </ul>
<p><b>Engaging with Mana Ake to enhance student well-being and whānau connectedness in and across Kāhui Ako agreement</b></p>	<ul style="list-style-type: none"> <li>• Induct Mana Ake workers into the Kāhui Ako</li> <li>• Develop shared goals and understandings</li> <li>• Develop systems that support Kura and Mana Ake</li> </ul>	<ul style="list-style-type: none"> <li>• Well developed methods of referring, monitoring and reporting</li> <li>• Mana Ake workers are an integrated, valued part of our Learning Support systems across the Kāhui Ako</li> <li>• Our Community respects and accepts the input from Mana Ake</li> </ul>	<ul style="list-style-type: none"> <li>• Mana Ake is an integrated member of our inclusive Learning Support systems and interventions along with LSC's and RTLB across our Kāhui Ako</li> </ul>	



Challenge A

# Wellbeing/Hauora

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
<p><b>Engaging with Healthy Active Learning initiatives</b></p>	<ul style="list-style-type: none"> <li>Assign lead teachers in each Kura</li> <li>Hold staff meetings to engage all staff</li> <li>Plan the roll out of the programme over a 2 to 3-year time frame</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Physical education programmes embedded in all Kāhui Ako Kura</li> <li>Programmes to be culturally inclusive</li> <li>Programmes to have adaptive PE components</li> <li>Students will understand the connection between the skills taught in PE to those needed to successfully compete in sports</li> </ul>	<ul style="list-style-type: none"> <li>Tōtaranui Kāhui Ako Students are aware of the benefits of physical activity</li> <li>Students are confident and active</li> <li>Programmes are embedded in the local curriculum of each Kura and are age and stage appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Scope of wellbeing survey – outcome statements</li> <li>Students are resilient</li> <li>Staff wellbeing</li> <li>Whare Tapa Wha</li> <li>Authentic connections and partnership between whanau and school/ECEs</li> <li>Improved attendance</li> <li>Reference to Te Whanau domain in Ka Hikitia Ka Hapaitia (TRINA to include</li> </ul>
<p><b>Monitoring attendance and punctuality to enhance learning opportunities and equity of opportunities.</b></p>	<ul style="list-style-type: none"> <li>Collect &amp; evaluate current data from each Kura</li> <li>Identify whānau that have young people in more than one kura and have attendance issues</li> <li>Develop a programme of intervention with the PYDT workers (Huringa)</li> </ul>	<ul style="list-style-type: none"> <li>Programme was a short-term trial intervention that was funded by URF</li> <li>A report is available</li> </ul>	<ul style="list-style-type: none"> <li>To have access to funding that will allow for a Kāhui Ako intervention.</li> </ul>	



# Cultural Responsiveness



## Why This Is Important For Our Community How It Will Support Student Achievement

Cultural inclusive environments will support achievement by identifying and utilising the strengths of each individual.

We believe that an environment that respects the dignity of each learner's culture, language and identity combined with relevant teaching and learning opportunities will allow all to feel connected whilst acknowledging the special place of Māori within Aotearoa.



# Cultural Responsiveness

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
Exploring Te Reo and Tikanga learning pathways across the Kāhui Ako	<ul style="list-style-type: none"> <li>Identifying where each kura is at in regards to their Te Reo and Tikanga learning pathways.</li> <li>Describe how this connects to the Strat Plan of a school and the tangible outcomes that have been set.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be using the Tapasa and Tataiako document to form their understanding of becoming culturally competent teachers.</li> <li>Schools will build their understanding of specific Pacific/Māori cultural values that are aligned with the cultures being represented in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>Have regular discussions with families on what's important to them. Use this to plan learning programmes. Ask learners and families what they want to learn about. <b>(PEP p32)</b></li> <li>Utilise the MGF Rubrics from Ka Hikitia for indicators of success.</li> </ul>	<ul style="list-style-type: none"> <li>Tataiako and Tapasā are being utilised across Tōtaranui</li> <li>Celebration of cultural diversity</li> <li>Cultural narratives in every learning environment and authentically utilised</li> <li>Alignment and commonality of cultural practice across the Kāhui Ako</li> </ul>
Developing a cultural narrative in schools and across the Kāhui Ako	<ul style="list-style-type: none"> <li>Schools to engage with Ngāi Tahu to see where they are sitting in terms of narratives being written.</li> <li>Those that do not have these will use the North Canterbury one as a basis of their narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Each school in our Kāhui Ako will have accessed the North Canterbury Cultural Narrative if they do not have their own one from Ngāi Tahu.</li> <li>Cultural Narratives are living documents that are utilised within their school where students, teachers &amp; whānau are aware of its existence and the connections it has to their school</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Narratives are displayed on all school websites where able to.</li> <li>Tōtaranui Kāhui Ako has a cultural narrative that represents the Kāhui and the different strengths that we pull together as a Kāhui.</li> </ul>	



# Cultural Responsiveness

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
<p>Exploring inclusive cultural practise across the Kāhui Ako</p>	<ul style="list-style-type: none"> <li>Identify what practise is happening within schools and how these are fit for purpose.</li> <li>Ensuring that there is clarity between our Māori/Pasifika learners as well as all other cultures within a school.</li> </ul>	<ul style="list-style-type: none"> <li>Each school will be using the Action Plan for Pacific Education as well as Ka Hikitia/Ka Hāpaitia. These will be unpacked and key domains identified on a needs basis - however all should be covered.</li> </ul>	<ul style="list-style-type: none"> <li>Use the NZ Histories curriculum and stories to reflect the communities in our learning environments. Kāhui Ako response to this being taught explicitly.</li> <li>Discuss whose histories and stories are being taught and shared, and consider whether it reflects the communities in your learning environment. Identify new texts and stories to include that reflect learners' experiences. <b>(PEP p32)</b></li> </ul>	<ul style="list-style-type: none"> <li>Tataiako and Tapasā are being utilised across Tōtaranui</li> <li>Celebration of cultural diversity</li> <li>Cultural narratives in every learning environment and authentically utilised</li> <li>Alignment and commonality of cultural practice across the Kāhui Ako</li> </ul>



# Cultural Responsiveness

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
Celebrating cultural diversity as a Kāhui Ako	<ul style="list-style-type: none"> <li>Cultural Festival</li> </ul>	<ul style="list-style-type: none"> <li>Schools will participate in our annual Tōtaranui Kāhui Ako Festival which provides an opportunity to come together to celebrate cultural diversity.</li> <li>Teachers will have a growing understanding of tikanga and Te Ao Māori perspective that celebrates the diversity of our Māori students</li> </ul>	<ul style="list-style-type: none"> <li>A festival that is spread around our Kāhui.</li> <li>Looking at ways to integrate Matariki, Language Weeks &amp; events throughout the Kāhui in a collaborative approach.</li> </ul>	<ul style="list-style-type: none"> <li>Tataiako and Tapasā are being utilised across Tōtaranui</li> <li>Celebration of cultural diversity</li> <li>Cultural narratives in every learning environment and authentically utilised</li> <li>Alignment and commonality of cultural practice across the Kāhui Ako</li> </ul>
Exploring Pasifika learning pathways across the Kāhui Ako	<ul style="list-style-type: none"> <li>Identifying where each kura is in regards to their Pasifika learning pathways.</li> <li>Describe how this connects to the Strat Plan of a school and the tangible outcomes that have been set.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be using the Tapasa and Tataiako document to form their understanding of becoming culturally competent teachers.</li> <li>Schools will build their understanding of specific Pacific/Māori cultural values that are aligned with the cultures being represented in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>Use the NZ Histories curriculum and stories to reflect the communities in our learning environments. Kāhui Ako response to this being taught explicitly.</li> <li>Discuss whose histories and stories are being taught and shared, and consider whether it reflects the communities in your learning environment. Identify new texts and stories to include that reflect learners' experiences. <b>(PEP p32)</b></li> </ul>	



# Digital Technologies

## Challenge C

### Digital Technologies

The Tōtaranui Kāhui Ako will provide an environment that enables learners to understand the theory and science behind Digital Technologies that then enables them to participate in the digital world as creators of innovations and inventions.

This will include:

Developing Digital Technologies Learning pathways across the Kāhui

Encouraging use of Digital language across the Kāhui Ako

Exploring extension and enrichment in the Digital Technologies Learning area

#### Why This Is Important For Our Community How It Will Support Student Achievement

The New Zealand Curriculum is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident, creative, connected, and actively involved, and includes a clear set of principles on which to base curriculum decision making.

We believe our local curriculum is the way to bring Te Whāriki and the New Zealand Curriculum to life in our kura and Kāhui Ako.

# Digital Technologies

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
Developing Digital Technologies Learning pathways across the Kāhui Ako		<ul style="list-style-type: none"> <li>Every school and ECE across the Kāhui Ako is implementing Digital Technologies within their local curriculum and is developing a Digital growth profile within their respective schools/ECEs.</li> </ul>	<ul style="list-style-type: none"> <li>The Totaranui Kāhui Ako Google Site is utilised as a one stop shop where every school and ECE across the Kāhui Ako is using this resource to develop and grow their expertise with Digital Technologies</li> <li>Every school and ECE is moving towards more Kāhui Ako collaborative practice both in the online and offline areas of learning</li> </ul>	<ul style="list-style-type: none"> <li>All schools and ECEs have incorporated DT within their school learning programs</li> <li>The Totaranui Kāhui Ako site is common practice with all schools and ECEs across the Kāhui Ako where they use this as a tool to help others with DT expertise as well as learn from others</li> <li>Teacher release time is provided across the Kāhui Ako for digi “experts” to be released to help others within the Kāhui Ako</li> </ul>
Encouraging use of Digital language across the Kāhui Ako		<ul style="list-style-type: none"> <li>To Be Developed</li> </ul>		
Exploring extension and enrichment in the Digital Technologies Learning area		<ul style="list-style-type: none"> <li>To Be Developed</li> </ul>		



# Creativity & Innovation



**Why This Is Important For Our Community  
How It Will Support Student Achievement**

The New Zealand Curriculum is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident, creative, connected, and actively involved, and includes a clear set of principles on which to base curriculum decision making.

We believe our local curriculum is the way to bring Te Whāriki and the New Zealand Curriculum to life in our kura and Kāhui Ako.



# Creativity & Innovation

Key Goals	First Step Actions	By The End of 2022	Long Term	Critical Success Factors
Developing knowledge and awareness of local environment from a current historical perspective		<ul style="list-style-type: none"> <li>Every school is aware of, has accessed and has taught specifically about their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Schools have common time linked to curriculum projects that all schools participate in.</li> </ul>	<ul style="list-style-type: none"> <li>All schools having local environment incorporated into their curriculum</li> <li>All school websites have a dedicated space that acknowledges the local environment and key historical information</li> <li>Student work identifies and reflects the local environment/curriculum</li> <li>Local curriculum reflects the vision of each school</li> <li>Students have a sense of belonging and identity to place (i.e. Tōtaranui and their learning environment)</li> <li>Tōtaranui local curriculum is embedded in all learning environments</li> <li>Each ECE and school celebrates/reflect their unique environment and known by their local community</li> <li>Growth profiles represent the unique character of each school and show commonality between schools</li> </ul>
Designing local curriculum with age and stage appropriate expectations in all learning areas		<ul style="list-style-type: none"> <li>Every school has accessed PLD provided by ImpactED to review and design local curriculum.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Tōtaranui Kāhui Ako Google site is used to share local curriculum resources.</li> </ul>	
Designing guidelines and a structure that identifies age and stage appropriate assessment tools and how and when these should be used.		<ul style="list-style-type: none"> <li>Bank of assessment resources on website with all schools having access</li> </ul>		
Developing growth profiles that will reflect the personal attributes of all learners		<ul style="list-style-type: none"> <li>Every school has accessed PLD provided by ImpactED to review and design growth profiles.</li> </ul>	<ul style="list-style-type: none"> <li>Growth profiles have elements of commonality that link student progress via internal and external transition points.</li> </ul>	



## NCEA Goals &amp; Analysis

## Analysis of Variance Report – Goal 1 Achievement Goal

<b>Strategic Goal</b> Improve outcomes for all students particularly Maori, Pasifika and students with special needs.	
Accelerate progress of students performing below expectations	
<b>Annual Goal</b>  Accelerate progress of Maori students performing below expectations in NCEA by: "Reducing 8.1% gap in achievement by Maori as compared to NZ European identified by the PHS 2018 Level 1 NCEA participation results".	<b>Outcome</b> As measured by Level 2 results NCEA 2019 the gap between Maori achievement and NZ European reversed to Maori achieving 3.4% greater than European, net swing of 11.5%. (This gap was 8.1% in 2018; (This participation figure included all Maori students in Year 12, including new students to school and students who had insufficient credits to participate in Level 1 Statistics in 2018).
<b>Annual Target</b> – Targets have been set for Year 12 students following the identification of capability of achieving NCEA Level 2 in 2019 from 2018 Level 1 results.	
<b>Target</b> All Students - Achievement	<b>Outcome</b> (Calculated on students who were still at school and were enrolled in sufficient credits to achieve Level 2).
92.0% (94.5% in 2018) of those returning who achieved Level 1 in 2018 will achieve Level 2 in 2019. (data based on eligibility through retention to the end of 2019 and entered in sufficient entries to gain Level 2 NCEA)	In 2019 96% (87.4% in 2018) of students who were at PHS by 6/11/2019 and potentially had sufficient credits and gained Level 1 in 2019, gained Level 2. n=200
49.0% (71.4% in 2018) of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019 (data based on eligibility through retention to the end of 2019 and entered in sufficient entries to gain Level 2 NCEA)	In 2019 55.0% (65.7% in 2018) of students who were at PHS by 6/11/2019 and potentially had sufficient credits and had not gained Level 1 in 2018, gained Level 2. n=25
The combined Level 2 achievement target for all students in 2019 is 83.0% (85.0% in 2018). (2018 Level 2 overall Achievement was 84.8 %)	In 2019 91.1% (87.4% in 2018) of students who were at PHS by 6/11/2018 and potentially had sufficient credits, gained Level 2. n=249 *24 did not achieve level. Considering every student in Year 12 2019 Level 2 Achievement was 77.8% from 2018 Level 1 Achievement of 79.4%. This represents a small decrease of 1.6% whereas the previous year the change was + 6.9%.
<b>Maori Achievement</b>	<b>Maori Students - Outcomes</b>
92% (92% in 2018) of those returning who achieved Level 1 in 2018 will achieve Level 2 in 2019	In 2019 80% (77.3% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits and gained Level 1 in 2018, gained Level 2. n=25
50% (55% in 2018) of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019	In 2019 75% (71.4% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits and had not gained Level 1 (had sufficient credits) in 2018, gained Level 2 n=8
The combined Level 2 achievement target for Maori Students in 2019 is 81% (84% in 2018)  (Nb. The number of Maori students in this cohort is smaller for part 2 goal, with the outcome of each student creating a 12.5% variable)	In 2019 79% (75.9% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits gained Level 2. N=33  This data only includes Maori students who were here in 2018, it does not include new student in 2019.
The overall result is that in all areas related to our defined sample group, outcomes were met or exceeded – There was a significant improvement in Maori achievement with 84.6% gaining level 2, compared with NZ European at 81.2% - net improvement for Maori of 3.4%. This reflects that those who stay at school are more likely to achieve. The variable still remains retention rate.	

**Analysis of Variance Report – Goal 1 Achievement Goal**

<p><b>Strategic Goal</b> Improve outcomes for all students particularly Maori, Pasifika and students with special needs.</p> <p>Accelerate progress of students performing below expectations</p>	
<p><b>Annual Goal</b></p> <p>Accelerate progress of Maori students performing below expectations in NCEA by: "Reducing 12.1% gap in achievement by Maori as compared to NZ European identified by the PHS 2019 Level 1 NCEA participation results".</p>	<p><b>Outcome</b></p> <p>As measured by Level 2 results NCEA 2020, Maori achievement was 85.3% and NZ European was 84.2%. The gap between Maori achievement and NZ European shows Maori achieving 1.1% greater than NZ European. (This gap was 3.4% in 2019 in favour of Maori). This participation figure included all Maori students in Year 12, including new students to school and students who had insufficient credits to participate in Level 1 Statistics in 2019.</p>
<p><b>Annual Target</b> – Targets have been set for Year 12 students following the identification of capability of achieving NCEA Level 2 in 2020 from 2019 Level 1 results.</p>	
<p><b>Target</b> All Students - Achievement</p>	<p><b>Outcome</b> (Calculated on students who were still at school and were enrolled in sufficient credits to achieve Level 2).</p>
<p>96.7% n=174/180 (92.0% in 2019) of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020. (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA)</p>	<p>In 2020 94.8% (96.0% in 2019) of students who were at PHS by Dec 2020 and potentially had sufficient credits and gained Level 1 in 2019, gained Level 2. n=165/174 (of the original 180 students, 5 had entered insufficient credits, and 1 left during the year)</p>
<p>60.5% n=43/71 (49.0% in 2019) of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020 (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA)</p>	<p>In 2020 56.6% (55.0% in 2019) of students who were at PHS by Dec 2020 and potentially had sufficient credits and had not gained Level 1 in 2019, gained Level 2. n=30/53 (of the original 71 students, 16 had entered insufficient credits, and 2 left during the year)</p>
<p>The combined Level 2 achievement target for all students in 2020 is 86.5% n=219/253 (83.0% in 2019). (2019 Level 2 overall Achievement was 78.7 %)</p>	<p>In 2020 85.5% (91.1% in 2019) of students who were at PHS by Dec 2020 and potentially had sufficient credits, gained Level 2. n=195/227 (of the original 253 students, 21 had entered insufficient credits, and 3 left during the year) Considering every student in Year 12 2020 Level 2 Achievement was 82.6% from 2019 Level 1 Achievement of 71.6%. This represents a significant increase of 11.0%</p>
<p><b>Maori Achievement</b></p>	
<p>87.5% n=21/24 (92% in 2019) of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020</p>	<p><b>Maori Students - Outcomes</b></p> <p>In 2020 95.8% (80.0% in 2019) of Maori students who were at PHS by Dec 2020 and potentially had sufficient credits and gained Level 1 in 2019, gained Level 2. n=23/24 (of the original 24 students, 0 had entered insufficient credits, and 0 left during the year)</p>
<p>47.6% n=10/21 (50.0% in 2019) of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020</p>	<p>In 2020 45.5% (77.0% in 2019) of Maori students who were at PHS by Dec 2020 and potentially had sufficient credits and had not gained Level 1 (had sufficient credits) in 2019, gained Level 2 n=5/11 (of the original 21 students, 10 had entered insufficient credits, and 1 left during the year)</p>
<p>The combined Level 2 achievement target for Maori Students in 2020 is 68.9% n=31/45. (81.0% in 2019)</p>	<p>In 2020 80% (79.0% in 2019) of Maori students who were at PHS by Dec - 2020 and potentially had sufficient credits gained Level 2. N=28/35 (of the original 45 students, 9 had entered insufficient credits, and 1 left during the year)</p> <p>This data only includes Maori students who were here in 2019, it does not include new student in 2020.</p>
<p>The overall result is that in all areas related to our defined sample group, outcomes were very close to predictions or exceeded. Maori achievement of 80.0% (79.0% 2019) gained level 2, compared with NZ European at 85.5% - net gap for Maori of 5.5%. Considering all students, there was a significant improvement from 2019 level 1 at 71.6% to 2020, level 2 at 82.6%; 11% improvement. –This reflects that those who stay at school are more likely to achieve. The variable still remains retention rate.</p>	