

TE TAI RAKI WHANGAREI KAHUI AKO (GROUP 3)

2018-2020 ACHIEVEMENT PLAN



BACKGROUND

COMMUNITY

Te Tai Raki Whangarei Kahui Ako is made up of 11 schools, predominantly from the Northern Whangarei area. They include urban and semi-rural schools: Blomfield Special School, Christian Renewal School, Excellere College, Glenbervie School, Hurupaki School, Kamo High School, Kamo Intermediate, Kamo School, Kaurihohore School,

Totara Grove, and Whangarei Adventist Christian School. There are also 17 contributing ECE service providers who are part of Te Tai Raki Whangarei CoL. They include Education and Care Providers: ABC Kamo Central, ABC Kamo Preschool, ABC Pipiwai Road, Educare Totara Park, Open Spaces Preschool, Hikurangi Educare, Three Little Birds Childcare & Education Centre, Bright Stars Early Education Centre and Tikipunga Educare; Kindergarten providers: Forest View Kindergarten, Hikurangi Kindergarten, Hurupaki Kindergarten, Te Kamo Kindergarten, Te Timatatanga o te Matauranga, and Tikipunga Free Kindergarten; and Home-based provider: Zero2Hero HB Education. 94 percent of recent new-entrant children transitioning to school in this CoL have participated in early childhood education.

There are five contributing primary schools, one special school, one state integrated full primary and one intermediate, two special character integrated composite schools years 1- 13, and one secondary school in Te Tai Raki Whangarei Kahui Ako. Overall 42 percent of school students identify as Maori, varying between 20 to 73 percent across schools. Pakeha students comprise between 21 and 76 percent across schools, with a CoL average of 51 percent. There are small numbers of Pacific and Asian students in most schools. The special school has five satellite units based in Whangarei and Kaitaia schools, one of which is based at Kamo High School. Seventeen ECE providers have committed to Te Tai Raki Whangarei Kahui Ako. Ten of these providers are Education and Care, six are Kindergarten and one is Home-based.

ERO REPORT 2017 - FOR THE SCHOOLS AND ECE IN OUR KAHUI AKO

COMMON STRENGTHS INCLUDE:

- Effective school leadership and stewardship aligned to school vision
- Curricula that reflects student interests and a growing sense of agency
- Increasing levels of parent/whanau involvement in learning
- Responsiveness to Maori as Maori learners
- Trustees, school leaders and teachers increasingly using student achievement data to promote student learning success. (ERO, 2017)

AREAS FOR IMPROVEMENT INCLUDE:

- Ongoing development of internal evaluation capacity to improve educational outcomes for learners
- Setting expectations with shared understanding for effective teaching pedagogy in some schools
- Improving outcomes for Maori learners to reduce disparity levels
- Improving outcomes for boys to reduce disparity levels

- Developing pedagogy to accelerate progress towards achievement for some learners
- Making strategies for transitions into school more effective (ERO, 2017)

AREAS FOR FURTHER FOCUS IN EARLY LEARNING SERVICES INCLUDE:

- Strengthening planning, assessment and evaluation
- Developing complexity in children's play
- Promoting effective transitions to school (ERO, 2017)

COLLABORATIVE INQUIRY

HOW WE ARRIVED AT OUR THEORY OF IMPROVEMENT

We acknowledge that belonging to a community of learning involves a shift in mindset and an enlarging of focus to include not only the students in our own schools but also the students in all the other schools. Accepting a collective responsibility for the success and outcomes of all of the learners across the schools in our community will be a work in progress. However, a very strong start has been made by our Te Tai Raki Whangarei Kahui Ako.

As a result of several consultative meetings that took place over an eighteen-month period between Principals, boards and ECE, a common goal was recognized; and that is to reduce disparity of outcomes. Time was spent reviewing the 2017 Kahui Ako ERO report, and achievement data in reading, writing, mathematics and NCEA across the community. School visions and strategic plans were shared, and educational philosophies were aired. Students at the centre, student engagement, and student empowerment were noted as being hugely important.

The Te Tai Raki Whangarei Kahui Ako Principal and ECE leadership group participated in brainstorm sessions to identify the needs of our children across the whole community. It was deemed not enough to simply say - we will improve the effectiveness of teaching and learning in reading, writing and mathematics. We had been trying to focus on this for many years. The need was recognized as being much deeper than this. It was felt that for many of our priority learners, there were things we needed to be doing to enable success that we weren't getting quite right. It was perceived that many of our priority learners not achieving at the expected level need empowerment, and the

confidence and self-efficacy that may be gained through that empowerment. Empowering students was identified as an important component of effective teaching in our community.

From the brainstorm sessions, nine key driving principles were identified to improve conditions for learning and reduce disparity in our community. A survey was then developed and sent out to our teachers asking them to rank the importance of each of the nine principles, and how well they think we do them. The results of the survey show clearly that we are on the right track. There was an overwhelming response of importance given to all nine driving principles, particularly: learner at the centre, well-being, authentic and meaningful learning, and learner dispositions. The driving principles acknowledged as needing significant improvement were: digital literacy, learner agency, cultural responsiveness and assessment for learning.

When deciding on achievement challenges, initially there was a lot of going around in circles, as we could not come to agreement. Many of the boards, and the Principal and ECE leadership team, clearly indicated they were not happy with having achievement challenges that focused on improvements in the teaching and achievement of reading, writing or mathematics. This did not work for our special school community members, and we were not happy with the continued focus on compartmentalizing the curriculum. We kept coming back to the things we value; our identified driving principles to improve conditions for effective learning.

A decision was made to hold a vote, and the three highest scoring driving principles would become our achievement challenges. The three with the highest number of votes were: cultural responsiveness, authentic and meaningful learning, and wellbeing. There was unanimous acceptance of these challenges and a feeling of excitement was evident. We expect that disparity will be reduced and that achievement levels will improve as a result of improving these aspects of our learning environments.

A combined teacher meeting was held for all of the teachers in our Kahui Ako, to explore and discuss our proposed achievement challenges. The ideas contributed by the two hundred and twenty teachers, stewardship group members and ECE representatives in attendance at this meeting will inform our action plan moving forward.

It is very exciting to see some of our schools already working together on professional learning initiatives that support the proposed achievement challenges for our Kahui Ako. Four of the schools in our community are now engaged in the Culture Counts -

Relationship based learning (RbL) programme of professional development to support the aims of our cultural responsiveness achievement challenge. RbL is a research based approach based on the work of Emirates Professor Russell Bishop. Three of our school principals are members of the Maori Achievement Collaborative (MAC) professional development group, which will be working with our local iwi to develop a local curriculum for our schools. This will contribute to our understanding of cultural responsiveness.

Some of our schools are already actively pursuing approaches that support the authentic & meaningful learning achievement challenge. This is embedded in our New Zealand Curriculum Document (2007) and in the ERO indicators (2016), Domain 4. There is a considerable amount of global research that supports the importance of providing opportunities for authentic and meaningful learning (Fullan, Quinn & McEachen, 2018; OECD, 2010, 2013, 2015; Pink, 2009; Robinson, 2009; Zhao, 2012). Some of the schools in our community believe this educational approach has contributed to learner success and empowerment in their settings. It is an important element in many of our school strategic plans.

Many teachers in our community felt that learner wellbeing is well supported in our schools. However, it was identified as an area of high importance and perhaps requires a new approach and new investigation into the sometimes-hidden pressures and challenges experienced by our learners. The wellbeing achievement challenge is one that will be worked on with the whole of the Nga kura mo te ako o Whangarei Kahui Ako.

A vote was held to decide on a vision for our community and many ideas were contributed. Two statements jumped out at us, and there was a clear unanimous decision to keep both of them – 'Mauri tū Mauri ora and Growing Greatness' along with an emerging seed koru logo. We felt that these words embodied our desire to nurture the development of strength, identity, culture, confidence and personal empowerment in our learners, as a way of reducing disparity and raising achievement.

The Principal and ECE leadership group have agreed to meet regularly to enable shared ways of working. A stewardship group has been elected. There is a clear understanding of aspects to be improved and we have identified what success will look like. A range of valid data will be collected, monitored and analysed to make comparisons over time. All members of our community are engaged in and show ownership of the plan. This is evidenced by regular attendance and active participation in meetings.

THEORY OF IMPROVEMENT

TE TAI RAKI WHANGAREI COL VISION

Mauri tū Mauri ora, Growing Greatness (with an emerging seed logo)

CURRICULUM VISIONS

"All students achieving educational success as confident, connected, actively involved, lifelong learners" (NZ Curriculum, 2007)

"All students grow as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society" (Te Whariki)

DRIVING PRINCIPLES

Driving principles (drivers) to guide and underpin the work of our CoL

- Learner at the centre
- Digital literacy
- Learner qualities
- Learner agency
- Collaborative learning and teaching
- Assessment for learning

LEARNER AT THE CENTRE

The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners (OECD, 2010, *The Nature of Learning*).

DIGITAL LITERACY

Digital literacy is the ability to use and create technology-based content, including finding and sharing information, interacting with other people and computer programming. Digital citizen identity, digital footprint and cyber safety management.

LEARNER QUALITIES

Learner qualities are character dispositions that are life skills, to support greater success in the face of obstacles and challenge. Examples are resilience, persistence, initiative, adaptability, curiosity, creativity.

LEARNER AGENCY

Learner agency is about shifting the ownership of learning from teachers to students to enhance a student's mana; enabling students to be part of the learning design and to become powerful lifelong learners. (ERO Domain 4; OECD 2010, 2013, 2015)

COLLABORATIVE LEARNING AND TEACHING

'Collaboration means working smarter together, rather than harder alone' (*Educational Leaders website, NZ*). Hattie, 2016, ranks teacher collaboration as the number one factor influencing student achievement. It is about the deprivation of educational communities.

ASSESSMENT FOR LEARNING

Assessment for Learning is about building learning-focused relationships, shifting the locus of control, clarity about what is to be learnt, students being involved in the assessment process to decide on their current and future learning needs, effective feedback, peer and self-assessment, and assessment that is woven seamlessly into the learning (OECD, 2013).

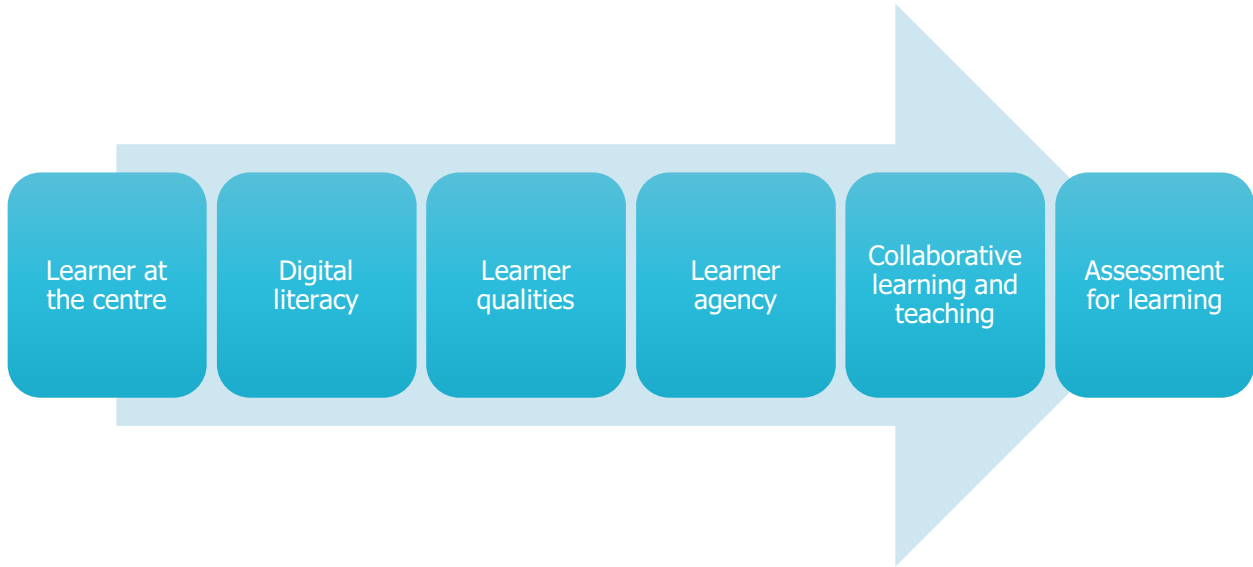
Teachers, Principals, ECE leaders and members of our stewardship group were invited to our combined teacher meeting. Photos below show participants actively contributing their ideas about our proposed achievement challenges.



ACHIEVEMENT CHALLENGES

OUR VISION **Mauri Tū Mauri Ora, Growing Greatness**

OUR DRIVING PRINCIPLES



OUR ACHIEVEMENT CHALLENGES

Achievement Challenges
Facilitate student learning and development through provision of an environment that fosters:



OUR EXPECTED OUTCOMES: ACHIEVEMENT GOAL

Our goal is to reduce disparity, and for all school age children (except those with special needs) to be achieving at the expected level for their age. A realistic goal for us would be to have 85% of Year 1-13 learners achieving at or above the expected level for their ages in the foundation areas of reading, writing and maths. This goal will be achieved through implementation of our Achievement Challenge plan, which aims to improve conditions for effective learning and empower learners.

RATIONALE - CULTURAL RESPONSIVENESS

Identity, language and culture count. Productive partnerships fostered between students, whanau and educators. Knowing, respecting, and working with Maori learners and their whanau and iwi so their worldview, aspirations and knowledge are an integral part of teaching and learning (*Tātiako cultural competencies*). What works for Maori works for everyone – but what works for everyone does not necessarily work best for Maori (*Culture Counts – Relationship based learning*).

CHALLENGE 1

Facilitate student learning and development through provision of an environment that fosters cultural responsiveness.

ACTIONS:

- Identify the range of practices and programmes that contribute to cultural responsiveness throughout the CoL
- Develop a rubric and tools to note baseline data
- Identify, share and implement strategies that work to improve cultural responsiveness across the CoL underpinned by the CoL driving principles
- Obtain voice – student, teacher, support staff, leaders, parents and whanau (where applicable).
- Identify expert teachers across the CoL in relation to identified good teacher inquiry and culturally responsive practice for the across school and within school roles
- Identify ways to share and sustain good practice
- Investigate and source effective resources, programmes and personnel to improve cultural responsiveness
- Source appropriate measures for cultural responsiveness

OUTPUTS:

- School practices and programmes that underpin effective cultural responsiveness are identified.
- Tools and rubric used to track and monitor progress.
- Effective strategies identified, shared and implemented as applicable across the CoL – rubric developed to show progress, underpinned by the CoL guiding principles
- Voice obtained as applicable - stakeholders involved and informed
- Expert teachers for the across school and within school roles are identified as having effective teacher inquiry and culturally responsive practice.
- Ways to sustain good practice are identified and implemented
- Resources, programmes and personnel to improve cultural responsiveness are identified, purchased/implemented as applicable
- Appropriate measures are used to assess the benefits of culturally responsive practice.

RESPONSIBLE

To be identified when appointments are made

CULTURAL RESPONSIVENESS MEASUREMENT TOOLS/EVIDENCE

ECE	<ol style="list-style-type: none"> 1. Cultural responsiveness - Measurement Rubric 2. Narrative assessment 3. Collection of voice as appropriate 4. Professional inquiry 5. Student demographics – Attendance, engagement 6. ERO indicators
YEARS 1-6 Includes Area Schools	<ol style="list-style-type: none"> 1. Measurable Gains Framework or cultural responsiveness rubric 2. Maori achieving and enjoying educational success as Maori. 3. Student demographics – attendance, lateness, in-class engagement, suspension, disciplinary data over time 4. Collection of voice 5. Individual and school professional inquiries into achievement 6. ERO indicators
YEARS 7-8 Includes Area Schools	<ol style="list-style-type: none"> 1. Measurable Gains Framework or cultural responsiveness rubric 2. Maori achieving and enjoying educational success as Maori. 3. Student demographics – attendance, lateness, in-class engagement, suspension, disciplinary data 4. Collection of voice 5. Individual and school professional inquiries into achievement 6. ERO indicators
YEARS 9-10 Includes Area Schools	<ol style="list-style-type: none"> 1. Measurable Gains Framework or cultural responsiveness rubric 2. Maori achieving and enjoying educational success as Maori. 3. Student demographics – attendance, lateness, in-class engagement, suspension, disciplinary data 4. Collection of voice 5. Individual and school professional inquiries into achievement 6. ERO indicators
YEARS 11-13 Includes Area Schools	<ol style="list-style-type: none"> 1. Measurable Gains Framework or cultural responsiveness rubric 2. Maori achieving and enjoying educational success as Maori. 3. Student demographics – attendance, lateness, in-class engagement, suspension, disciplinary data 4. Collection of voice 5. Individual and school professional inquiries into achievement 6. ERO indicators
SPECIAL SCHOOL & ORS	<ol style="list-style-type: none"> 1. Narrative assessment 2. Collection of voice as appropriate to context 3. Individual and school professional inquiries 4. Progress against Personal Learning Plan Goals 5. Demographics – attendance, in-class engagement 6. ERO indicators

RATIONALE - AUTHENTIC AND MEANINGFUL LEARNING

Authentic and meaningful learning engages all the senses allowing students to create a meaningful, useful, shared outcome. They are approaches that provide the learner with opportunities to connect directly with the real world and local community. Examples include Community Problem Solving, Project Based learning, Inquiry learning, Mantle of the Expert, learning through play, imaginary scenarios. Learners are empowered and learning is meaningful when they have a say in their learning - tasks, goals and assessment.

CHALLENGE 2

Facilitate student learning and development through provision of an environment that fosters authentic and meaningful learning.

ACTIONS:

- Identify the range of programmes and practices that provide authentic, meaningful, culturally responsive learning throughout the CoL
- Develop tools and a rubric and note baseline data
- Identify effective research based multi/trans-disciplinary curriculum approaches
- Identify cohorts of students whose attainment is not at the level expected in the foundation learning areas ie) by ethnicity, gender, year level/peer group, learning support needs.
- Identify, share and implement strategies that improve achievement in the foundation areas of literacy and numeracy through provision of authentic and meaningful learning opportunities
- Acceleration plans are implemented and monitored to improve achievement for specified cohorts of students.
- Obtain voice – students, teachers, support staff, leaders, parents and whanau (as applicable)
- Identify expert teachers across the CoL in relation to identified good teacher inquiry practice and classroom practice for the across school and within school roles
- Investigate and source effective resources, programmes and personnel to provide authentic and relevant learning with proven improved educational outcomes
- Where appropriate organise curriculum moderation across the CoL using agreed learning exemplars
- Decide which assessment tools will be used to measure progress and success across the CoL
- Students requiring learning support will have realistic personalized learning goals

OUTPUTS:

- School practices and programmes that underpin effective authentic, meaningful and culturally responsive learning are identified and shared across the CoL
- Tools and a rubric used to track progress
- Multi/trans-disciplinary curriculum approaches are shared and supported across the COL as applicable
- Student achievement data gathered and analysed. Cohorts for acceleration identified
- Strategies that support effective literacy and numeracy acquisition through authentic and relevant learning experiences are identified, shared and implemented as applicable across the CoL
- Acceleration plans show positive outcomes and improved achievement for specified cohorts of students
- Voice obtained as applicable - stakeholders involved and informed
- Expert teachers for the across school and within school roles identified, appointed, coached and mentored
- Effective resources, programmes and personnel to provide authentic, relevant learning experiences are identified and purchased/implemented in a sustainable manner, as appropriate
- Moderation workshops organised and actioned where appropriate for student cohorts
- Consistent use of assessment tools used across the CoL to measure progress
- Students requiring learning support will achieve realistic personalized goals

RESPONSIBLE

To be identified when appointments are made

AUTHENTIC AND RELEVANT LEARNING MEASUREMENT TOOLS/EVIDENCE

ECE	<ol style="list-style-type: none"> 1. Learning stories – narrative assessment 2. Individual professional inquiries 3. Demographics – attendance, engagement 4. ERO indicators
YEARS 1-6 Includes Area Schools	<ol style="list-style-type: none"> 1. Standardised assessment where appropriate – PAT, Revised STAR 2. In-school assessments – including data from previous schools 3. Student demographics – attendance, lateness, in-class engagement, suspension and behaviour data over time 4. Student work – completion rates, books and other artefacts 5. Collection of voice 6. Learner Agency survey NZCER 7. Impact of specialist support 8. Individual and school professional inquiries into achievement 9. ERO indicators
YEARS 7-8 Includes Area Schools	<ol style="list-style-type: none"> 1. Standardised assessment – PAT, Revised STAR 2. In-school assessments – including data from previous school 3. Student demographics – attendance, lateness, in-class engagement, suspension and behaviour data over time 4. Student work – completion rates, books and other artefacts 5. Collection of voice 6. Learner Agency survey 7. Impact of specialist support 8. Individual and school professional inquiries into achievement 9. ERO indicators
YEARS 9-10 Includes Area Schools	<ol style="list-style-type: none"> 1. Standardised assessment – PAT 2. In-school assessments – including data from previous schools 3. Student demographics – attendance, lateness, in-class engagement, suspension and behaviour data over time 4. Student work – completion rates, books and other artefacts 5. Collection of voice 6. Impact of specialist support 7. Career Education Benchmarks 8. Individual and school professional inquiries into achievement 9. ERO indicators
YEARS 11-13 Includes Area Schools	<ol style="list-style-type: none"> 1. National assessment results – NCEA – details like credits above and below year levels, breadth of subjects entered 2. In-school assessments – including data from previous schools 3. Student demographics – attendance, lateness, in-class engagement, suspension and behaviour data over time 4. Student work – completion rates, books and other artefacts 5. Collection of voice 6. Learner Agency survey 7. Impact of specialist support 8. Career Education Benchmarks 9. Individual and school professional inquiries into achievement 10. Vocational Pathway data 11. ERO indicators
SPECIAL SCHOOL & ORS	<ol style="list-style-type: none"> 1. Narrative assessment for learners with special education needs 2. Progress against Personal Learning Plan Goals 3. Collection of voice as appropriate 4. Impact of specialist support 5. ERO indicators

RATIONALE - WELL-BEING

Responding holistically to all aspects of student needs, including their physical, social, emotional, academic and spiritual (ERO *Well-being for Success*) so that children have a sense of wellness and resilience, understanding their own mana-atuatanga – uniqueness and spiritual connectedness (*Te Whaariki*).

CHALLENGE 3

Facilitate student learning and development through provision of an environment that fosters wellbeing.

ACTIONS:

- Identify the range of practices and programmes that contribute to wellbeing throughout the CoL and the wider Whangarei Hub
- Obtain voice – students, teachers, support staff, leaders, parents and whanau, iwi (as applicable)
- Identify and connect with external agencies about learner wellbeing.
- Identify and support expert teachers across the CoL in relation to identified good practice for the across school and within school roles
- Identify ways to share and sustain good practice
- Investigate and source effective resources, programmes and personnel to improve wellbeing – resilience, self-regulation, growth mindset, physical health, cultural identity, friendships, empowerment.
- Investigate, and develop if necessary, a consistent wellbeing measuring tool

OUTPUTS:

- School practices and programmes that support wellbeing are identified and a rubric developed to track and monitor progress
- Voice obtained where appropriate and Stakeholders involved and informed
- Relationships established with external agencies that support learner wellbeing
- Expert teachers for the across school and within school roles are identified, appointed, coached and mentored
- Ways to share and sustain good practice identified and implemented
- Resources, programmes and personnel to improve wellbeing are identified, purchased/implemented as applicable
- A consistent measuring tool is used across the schools in the CoL as applicable to demonstrate improvement in wellbeing.

RESPONSIBLE

To be worked on with the Whangarei Hub - Nga Kura mo te ako o Whangarei

WELLBEING MEASUREMENT TOOLS/EVIDENCE

ECE	<ol style="list-style-type: none"> 1. Inclusive Practice Tools 2. Student demographics – attendance, engagement 3. Collection of voice
YEARS 1-6 Includes Area Schools	<ol style="list-style-type: none"> 1. Agreed CoL-wide Wellbeing Survey (maybe NZCER version) 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 5. Collection of voice
YEARS 7-8 Includes Area Schools	<ol style="list-style-type: none"> 1. Agreed CoL-wide Wellbeing Survey (maybe NZCER version) 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 5. Collection of voice
YEARS 9-10 Includes Area Schools	<ol style="list-style-type: none"> 1. Agreed CoL-wide Wellbeing Survey 2. Inclusive Practice Tools 3. In-school wellbeing survey of students 4. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 5. Collection of voice
YEARS 11-13 Includes Area Schools	<ol style="list-style-type: none"> 1. Agreed CoL-wide Wellbeing Survey 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 5. Collection of voice
SPECIAL SCHOOL	<ol style="list-style-type: none"> 1. Inclusive Practice Tools 2. Student demographics – attendance, engagement 3. Collection of voice

DATA ANALYSIS

A Collection of baseline data for our Kahui Ako in 2017, indicates an increase in the number of stand downs, suspensions, exclusions, expulsions, and transient students. There was a slight increase in National Standards and NCEA UE attainment, and a drop in regular attendance. This data backs up our decision to focus on the conditions that support learning at school; cultural responsiveness, authentic and meaningful learning, and wellbeing; in order to reduce disparity and improve achievement outcomes. Comparatively, the 2016 achievement data of our Kahui Ako is higher than the national average in reading, maths, and most particularly in writing.

BASE LINE DATA

2016 ACHIEVEMENT DATA

Table 1: Writing, by ethnicity and gender (2016)

Writing	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
All Students	93	4.0	503	21.5	1,390	59.3	358	15.3	2,344
Girls	27	2.3	177	15.1	730	62.2	240	20.4	1,174
Boys	66	5.6	326	27.9	660	56.4	118	10.1	1,170
Māori	60	6.5	243	26.2	523	56.4	102	11.0	928
Pasifika	2	5.1	12	30.8	21	53.8	4	10.3	39
Asian	2	2.9	9	13.2	45	66.2	12	17.6	68
European/Pākehā	29	2.3	234	18.2	785	61.0	238	18.5	1,286

Table 2: Writing, by year levels (2016)

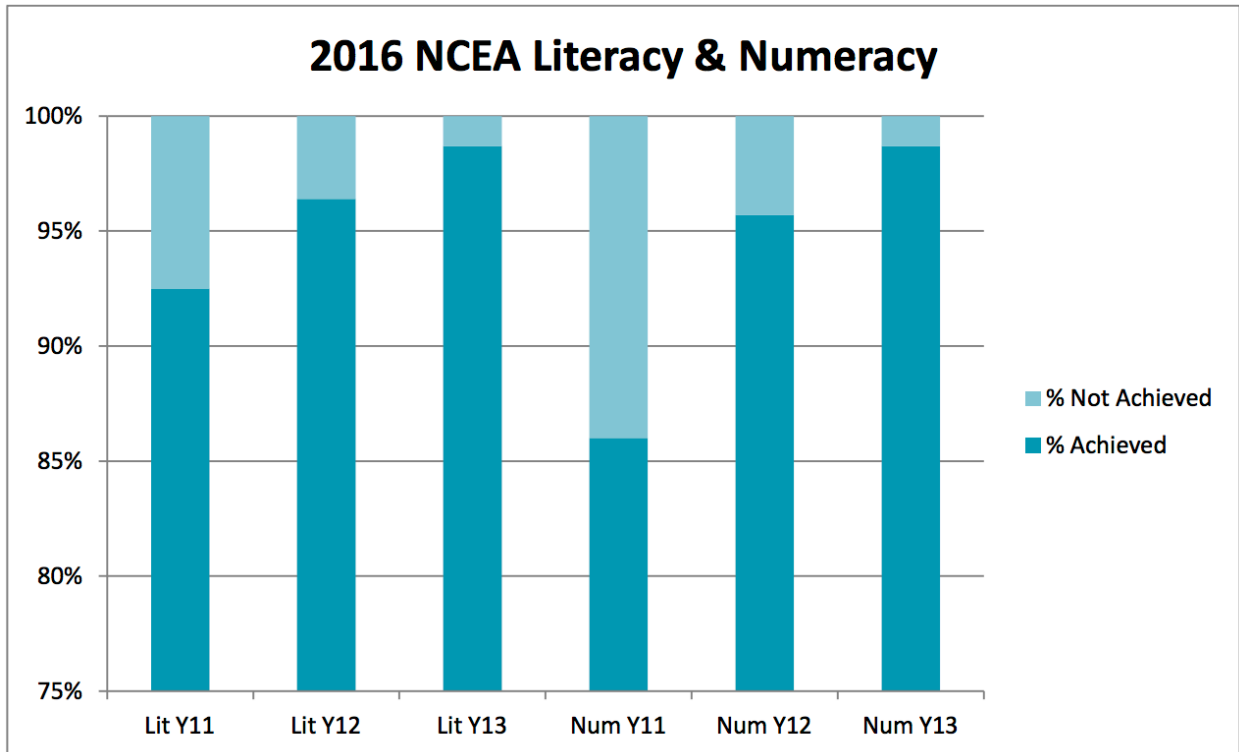
Writing	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
After 1 Year	0	0.0	36	13.8	211	80.8	14	5.4	261
After 2 Years	6	2.2	39	14.2	187	68.2	42	15.3	274
After 3 Years	9	3.9	45	19.3	148	63.5	31	13.3	233
End of Year 4	6	2.2	45	16.7	181	67.0	38	14.1	270
End of Year 5	11	3.7	67	22.3	191	63.7	31	10.3	300
End of Year 6	10	3.5	56	19.6	154	54.0	65	22.8	285
End of Year 7	24	6.9	107	30.7	156	44.8	61	17.5	348
End of Year 8	27	7.2	108	29.0	162	43.4	76	20.4	373

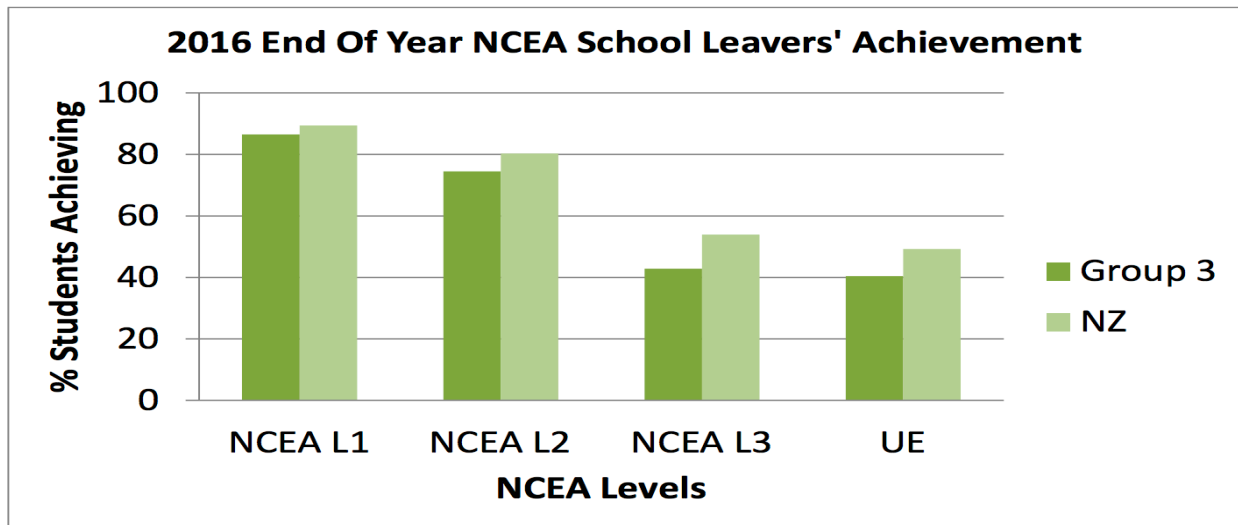
Table 1: Mathematics, by ethnicity and gender (2016)

Mathematics	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
All Students	92	3.9	424	18.1	1,348	57.5	479	20.4	2,343
Girls	47	4.0	220	18.8	695	59.2	211	18.0	1,173
Boys	45	3.8	204	17.4	653	55.8	268	22.9	1,170
Māori	64	6.9	239	25.8	503	54.2	122	13.1	928
Pasifika	5	12.8	12	30.8	18	46.2	4	10.3	39
Asian	1	1.5	3	4.4	41	60.3	23	33.8	68
European/Pākehā	22	1.7	165	12.8	773	60.1	326	25.3	1,286

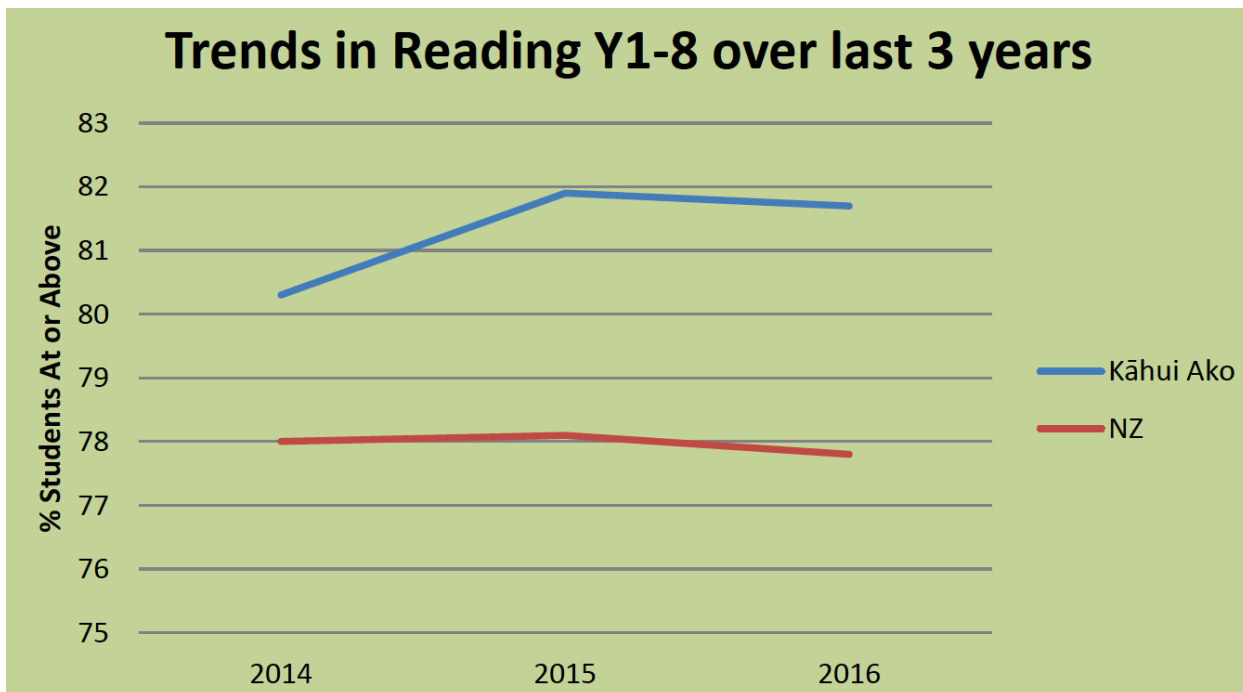
Table 2: Mathematics, by year levels (2016)

Mathematics	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
After 1 Year	0	0.0	16	6.2	195	75.3	48	18.5	259
After 2 Years	1	0.4	38	13.9	163	59.5	72	26.3	274
After 3 Years	1	0.4	43	18.4	153	65.4	37	15.8	234
End of Year 4	10	3.7	34	12.6	159	58.9	67	24.8	270
End of Year 5	11	3.7	61	20.3	173	57.5	56	18.6	301
End of Year 6	12	4.2	51	18.0	160	56.3	61	21.5	284
End of Year 7	32	9.2	92	26.4	165	47.4	59	17.0	348
End of Year 8	25	6.7	89	23.9	180	48.3	79	21.2	373

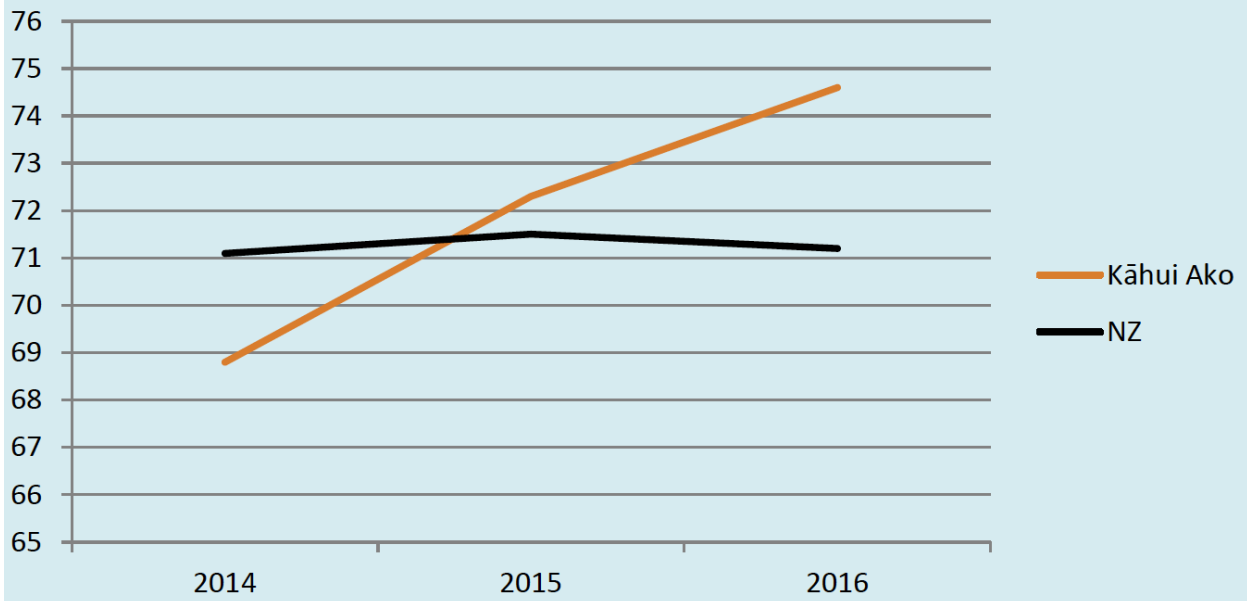




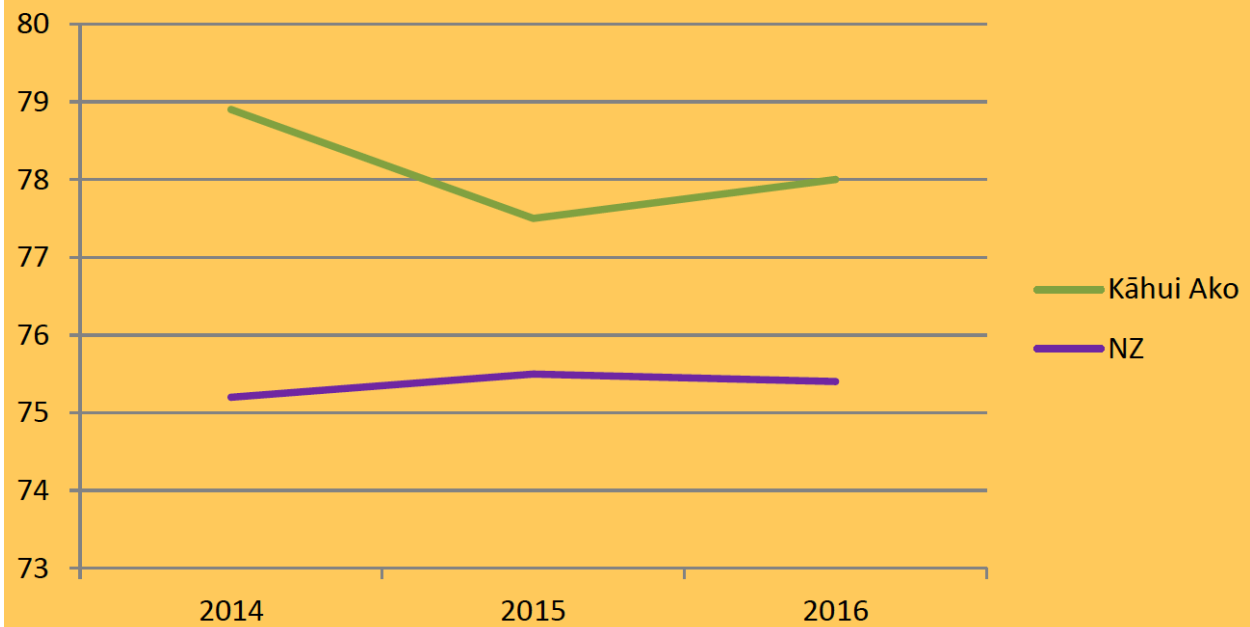
EOY 2016 Reading/Pānui Y1-8	Students At or Above	% of students At or Above	Total number of students in cohort
All students	1916	82%	2344
Male Students	933	78%	1202
Female Students	983	86%	1142
Māori Students	669	72%	928
Pasifika Students	26	67%	39
European/Pākehā	1143	89%	1287
Asian Students	61	90%	68



Trends in Writing Y1-8 over last 3 years



Trends in Math Y1-8 over the last 3 years



TEACHER VOICE – 2017 – 2018 ACROSS COL TEACHER SURVEY OF DRIVING PRINCIPLES TO INFORM ACHIEVEMENT CHALLENGES

ORDERED FROM HIGHEST IN VERY IMPORTANT CATEGORY (PERCENTAGES)

Order	Principle	Not imp	Slightly	Moderately	Impt	Very
1	Learner at the centre		1%	1%	11%	88%
2	Well-being			2%	14%	84%
3	Authentic and meaningful learning		1%	2%	14%	83%
4	Learner dispositions			8%	23%	69%
5	Cultural responsiveness		2%	3%	35%	60%
6	Collaborative teaching and learning		2%	8%	36%	54%
7	Learner agency			8%	40%	52%
8	Assessment for learning		2%	9%	42%	47%
9	Digital literacy	2%	2%	24%	53%	19%

ORDERED FROM HIGHEST IN HOW WELL WE ARE DOING (PERCENTAGES)

Order	Principle	Unsure	Limited	Sometimes	Most	All	Sum M+A
1	Well-being		1%	4%	49%	47%	95%
2	Learner at the centre			10%	58%	32%	90%
3	Learner dispositions		2%	24%	49%	25%	74%
4	Authentic and meaningful learning		1%	20%	55%	25%	80%
5	Collaborative teaching and learning	2%	1%	26%	50%	22%	71%
6	Assessment for learning	1%	2%	20%	59%	18%	77%
7	Learner agency	1%	3%	35%	46%	15%	62%
8	Cultural responsiveness			29%	58%	13%	71%
9	Digital literacy	1%	5%	53%	38%	2%	41%

AVERAGE OF RESPONSES

Principle	Importance	Rank	How well we do	Rank
Learner at the centre	4.86	1	3.22	2
Cultural responsiveness	4.53	5	2.83	7
Digital literacy	3.86	9	2.36	9
Learner dispositions	4.61	4	2.98	4
Learner agency	4.44	6	2.72	8
Well-being	4.82	2	3.41	1
Collaborative teaching and learning	4.43	7	2.89	6
Assessment for learning	4.33	8	2.92	5
Authentic and meaningful learning	4.81	3	3.04	3

DEMOGRAPHIC DATA

