

Tūranganui a Kiwa  
Gisborne Community of Learning  
Taha Whanau Kāhui Ako *ID: 99083*



Poverty Bay First to see the light.

Three Communities,  
Many Pathways

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## Introduction

Although this Achievement Challenge document is focused on the Taha Whanau Kāhui Ako, or Community of Learning, the Tūranganui-A-Kiwa Kāhui Ako is made up of three Communities of Learning – Taha Tinana, Taha Hinengaro and Taha Whanau - working as ONE collective to address the achievement of learners, initially across the Gisborne region’s primary, intermediate, and secondary schools, and over time including the early childhood and tertiary sectors.

The content of this document includes the collective Tūranganui-A-Kiwa Kāhui Ako vision, aspirations, approach to improvement, and our organisation and structure. More explicitly, however, it also includes the student demographic and achievement data for the Taha Whanau Kāhui Ako, and the targets that have been agreed by the schools in the community of learning as a focus for improvement. Similar documents have been produced and are available for Taha Hinengaro and Taha Tinana.

## Our vision

Our agreed vision is:

*Mā te ako ngātahi, ka tūtuki ngātahi*

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*Learning together, achieving together*

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- We collectively understand that learning as a collaborative experience is dynamic and diverse with opportunities for growth and challenge.
- We have agreed to encounter one another with aroha, manaaki and awhina.
- We expect to work as individuals learning from others and helping them too.

Each is expected to bring opportunity to tautoko others and build pathways for learning, achieving for purposeful lifelong work. This is us, Tūranganui A Kiwa learners!

Ko te ako ngātahi he mea akiaki, he mea rerenga kē kia whai wā hei tipu, hei rea, hei takitū.

Kia tūtaki tātou ka meatia te aroha, te manaakitanga me te āwhina, tētahi ki tētahi.

Mā ia o tātou e kawē ngā mahi kia whai hua rātou me mātou anō ra hoki.

Mā tēnā e tautoko i tēnā kia para tōtika te huarahi mo ngā mahi akoranga kia tūtuki ngā koronga.

“Ko mātou ēnā, ngā akonga o Tūranga-Nui-a-Kiwa.”

We believe that: all students can learn to their full potential; student learning will be enhanced by national, global and multicultural perspectives; graduates will possess the knowledge and skills that will assure their proficiency in literacy, numeracy, problem solving and digital technologies. They will be responsible citizens, lifelong learners and will be prepared for expanding their life horizons, thereby contributing to a better global society.

Within our Kāhui Ako we are committed to exploring what it means for us as educators – within schools, between schools, and between schools and our communities of learners, their families and the wider community - to work collaboratively to collect and use evidence to plan, activate agreed plans, and to monitor and evaluate the outcomes and impact of a collective efficacy on learner progress and achievement.

In our Kāhui Ako, coherence of practices and transitions within and across schools are more important to us than ever before. So too is a readiness to recognise the strengths that our communities can offer as partners who take a shared responsibility for accelerating all learners' progress and achievement.

Together we are determined to be stronger and in doing so, to have a greater impact on the outcomes of all learners.

The following profile (Figure 1) of our Kāhui Ako has been designed by the collective to represent who we are:

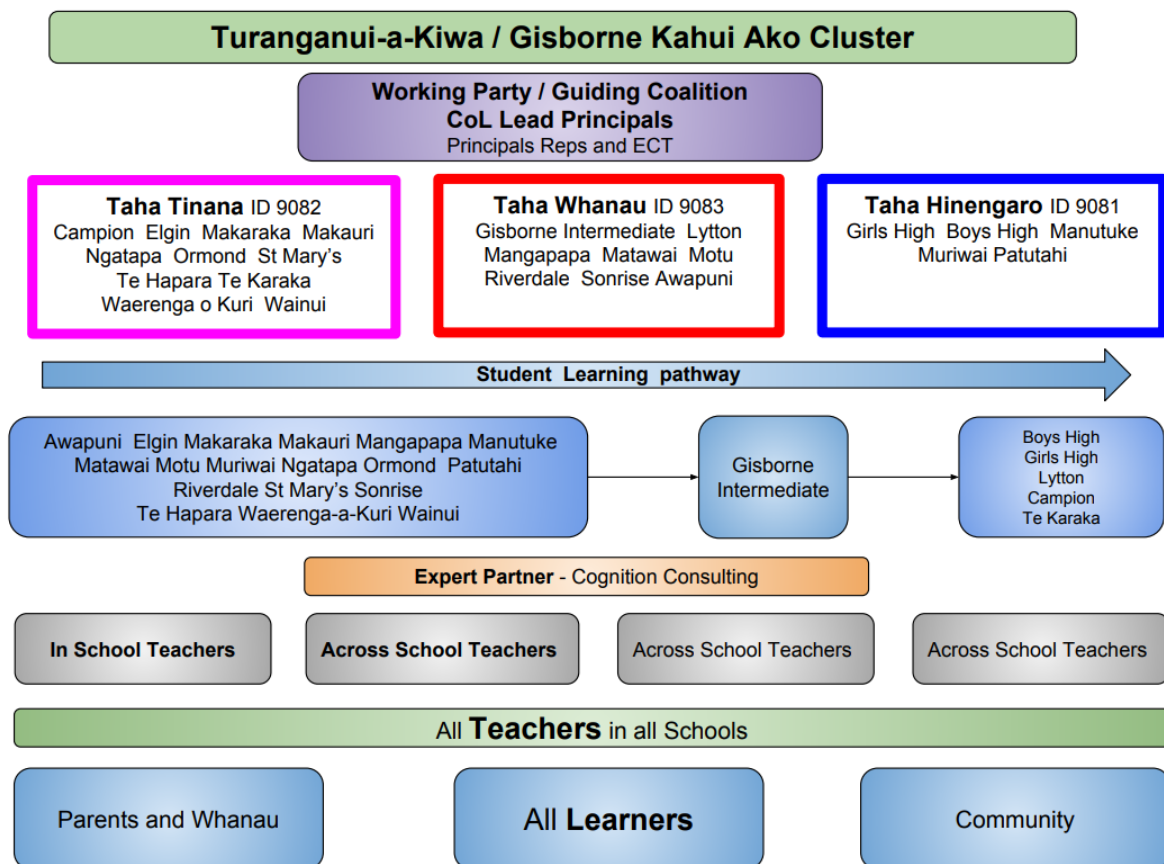


Figure 1: Tūranganui a Kiwa Kāhui Ako Profile

## Our Aspirations

Collaboratively, our schools and boards of trustees' leaders', have defined our aspirations for working collectively as comprising four key elements:

- The **mindframes**<sup>1</sup> that will underpin our growing capabilities or collective efficacy
- Our organisational and human **capabilities** that we will seek to further develop
- The essential **professional learning** we will seek to provide within, between and across the Kāhui Ako
- The evidence we will collect to demonstrate progress towards the **outcomes** we are seeking to achieve.

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<sup>1</sup> For a definition and explanation of mindframes please refer to: Hattie, j. *Visible Learning for Teachers*. Routledge, 2012, pgs. 149-170.

These are clarified in Figure 2:

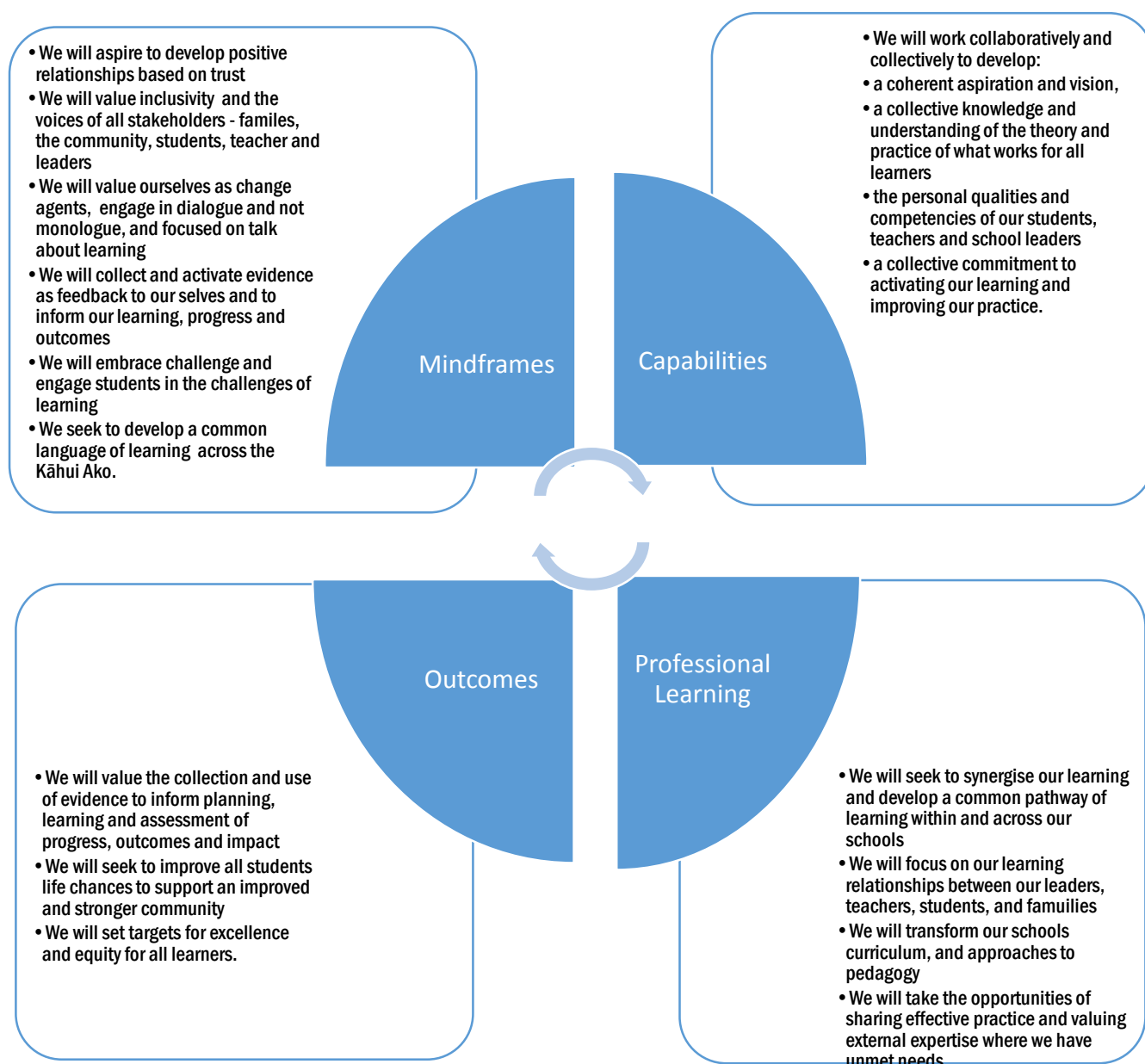


Figure 2: Tūranganui a Kiwa Kāhui Ako Cluster Aspirations

To activate our aspirations, we have agreed to:

- “Learn together and take responsibility for developing trust focused on excellence and equity”
- “Develop a thriving community where our students can excel to their full potential contributing to a healthy society”
- “Collectively take responsibility for, and share expertise to achieve improved student outcomes and a stronger community”
- “Further develop relational trust, a common voice, and collaboration to transform attitudes, assessment and pedagogy to improve achievement and outcomes with equity”

- “Collectively support a common pathway of learning priorities focused on success for all learners and teachers across our region”
- “Focus is on learning with, from, and for each other”
- “Seek to improve life chances of ALL students through a collective responsibility”
- “Collaborate to build a high achieving inclusive community”.

## The Data informing our Achievement Challenges

The Tūranganui a Kiwa Kāhui Ako Cluster has identified four data sets that will be required to assist us in the processes of:

- agreeing our successes, challenges and targets related to student achievement
- identifying and agreeing the likely causes and opportunities- mindframes and capability - associated with achieving excellence and equity for all learners
- analysing and identifying the professional learning, and its impact, already underway in schools and across the collective – a precursor for making decisions on what to build on, what to discontinue, and to identify any gaps in the current provision
- better understanding the collective knowledge, understanding, capability and activation of high quality and reliable evidence to determine, needs and to monitor, and assess outcomes and impact.

The following figure (Figure 3) provides an overview of the data we have collected, and are in the process of refining, to deepen our knowledge and understanding of our Achievement Challenges, mindframes and capability, professional learning needs, and the evaluation methods that will be required to assess our progress and impact:

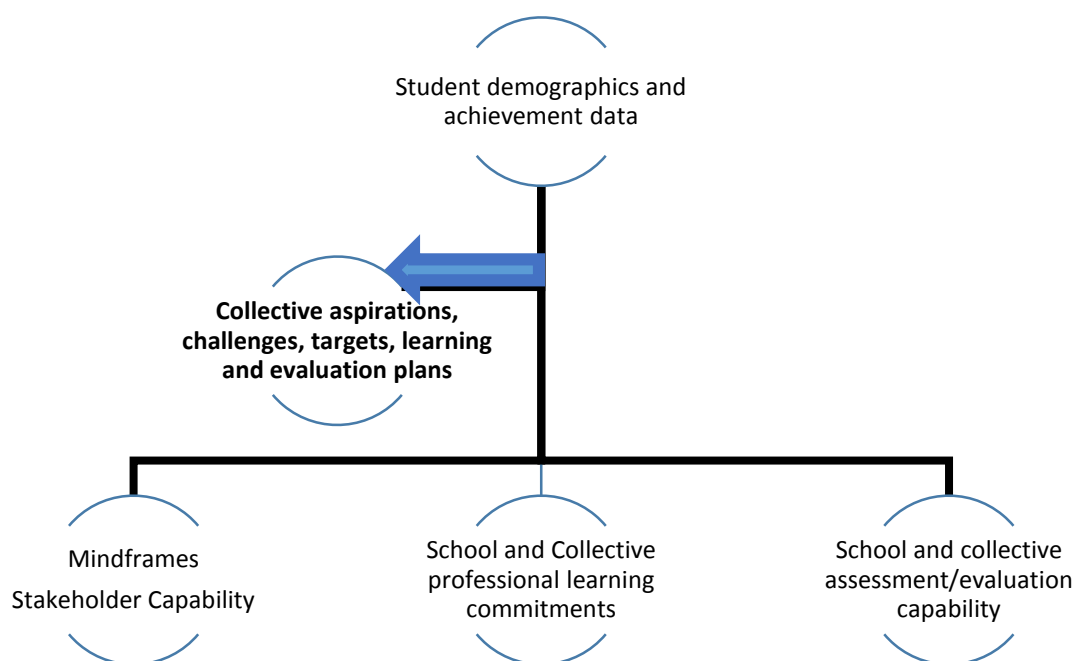


Figure 3: Tūranganui a Kiwa Kāhui Ako Data Requirements

As at the time of submitting this Achievement Challenges document, the Kāhui Ako has collected and analysed – individual schools and the collective - our demographic and achievement data, and baseline mindframes. Capability assessments have been undertaken of a representative sample of 12 schools and the work to complete an aggregate report of our collective Kāhui Ako capability will be completed prior to the end of term three. In term four 2017 processes are being established to:

- Collate our professional learning needs – individual schools and the collective – and current commitments
- Design a robust evaluation programme to assess our progress and impact towards mindframes and capability goals, as well as our progress towards achievement targets.

### Student demographic and achievement data

Student/school demographic and achievement data (Appendices 1, 2, and 3) for the Tūranganui-A-Kiwa Kāhui Ako has been used by the collective of three Kāhui Ako to clarify the overall performance and trends across Gisborne.

Points we have noted from the data are:

- Māori and Pasifika National Achievement data is a significant issue. Within these groupings, we have also identified gender differences.
- Students’ requiring additional learning and behaviour support represent a significant number of our students. The RTLB referral data gives a glimpse of gender differences for those students with serious learning, behaviour or transition challenges and year level differences which is valuable information to deepen our understanding about student readiness for learning at school.

The following tables provide board of trustees and principal initial responses to three key questions posed at a leadership symposium facilitated in May 2017:

1. Where does the data indicate that we are successful?
2. Where does the data indicate we need to improve?
3. What are our suggested targets as a collective?

**Table 1: Where does the regional data indicate that we are successful?**

Level or type of Education	Gender	Ethnicity	Clarification
Early Years	Participation and attendance		
Māori Medium	Female	Not Identified	✓ 80.0% of students attending Kura are achieving expectations in reading ✓
Primary and Secondary Schooling	Female	Not Identified	✓ Girls overall stay longer and are more successful than boys. ✓
Primary/middle Schooling	Reading	Not Identified	✓ 73.2% of all students are achieving successfully



	Writing	Not Identified	<ul style="list-style-type: none"> <li>✓ 67.2% of all students are achieving successfully</li> <li>✓ 75.8% of Year 1 students are achieving expectations</li> <li>✓</li> </ul>
	Mathematics	Not Identified	<ul style="list-style-type: none"> <li>✓ 69.6% of all students are achieving successfully</li> <li>✓ 80.7% of Year 1 students are achieving expectations</li> <li>✓</li> </ul>
NCEA	Male and Female	Not identified	<ul style="list-style-type: none"> <li>✓ Equitable outcomes</li> <li>✓ Students that stay longer in school are achieving at a higher level</li> <li>✓ Both 18-year-old Male and Female student achievement is close to the Government goals</li> <li>✓</li> </ul>
		Not identified	<ul style="list-style-type: none"> <li>✓ 90.1% of students qualify at NCEA Level 1</li> </ul>

Table 2: Where does the regional data indicate we need to improve?

Level or type of Education	Gender	Ethnicity	Clarification
Overall	Not Identified	Not Identified	<ul style="list-style-type: none"> <li>✓ The collective data has worsened between 2012 and 2016</li> </ul>
Primary/middle Schooling	Not Identified	Pacific Students	<ul style="list-style-type: none"> <li>✓ Pasific Students are not performing as well as other ethnicities in National Standards</li> </ul>
	Not Identified	Not Identified	<ul style="list-style-type: none"> <li>✓ Year 8 students are achieving below expectations</li> </ul>
	Males	Not Identified	<ul style="list-style-type: none"> <li>✓ Male reading is down 4% in the last five years (Years 1-8)</li> </ul>
	Males and Females	Māori	<ul style="list-style-type: none"> <li>✓ Māori are not meeting expectations in reading, writing and mathematics (Years 1-8)</li> <li>✓ Reading is down 1% in the last five years</li> <li>✓ Writing has increased 1% in the past five years (Years 1-8)</li> </ul>
	Males	Not Identified	<ul style="list-style-type: none"> <li>✓ Males are not staying at school for as long as Females (Ys 1-8)</li> <li>✓</li> </ul>
		Māori	<ul style="list-style-type: none"> <li>✓ The cohort is 12% below Pākeha Females in reading</li> <li>✓ The cohort is between 13% and 20% below Pākeha Females in writing</li> </ul>
NCEA	Males and Females	Not Identified	<ul style="list-style-type: none"> <li>✓ Male: 35% of male student leavers achieve NCEA Level 3 compared with 39% for all leavers in the COL and 53% of all leavers nationally.</li> </ul>

			✓ 67% of student leavers who are Maori achieve NCEA Level 2 and 29% achieve NCEA Level 3 compared with 75% of all students in the COL achieving NCEA Level 2 and 39% achieving level 3. 79% of all student leavers achieve NCEA Level 2 nationally.
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**Table 3: Our suggested targets for improvement**

Overall	Changed community, whanau attitudes to education
	To engage all students so they want to learn
	To exceed National Goals
	No students falling through the gaps
	To improve all students' achievement – across all levels/types of schooling and across all ethnicities
	Every child can read, write and achieve at mathematics
	Share exemplars of excellence across the collective
	Meet Government and Ministry targets
Behaviour	Reduce the percentage of Māori Male referrals to RTLB
NCEA	Improve percentage of students achieving NCEA Level 2 & NCEA Level 3

Following a May symposium, attended by all three Kāhui Ako, Principals and Board of Trustees members, the Lead Principals held further discussion with instructional leaders of two Year O to 6 schools, (Awapuni Decile 3, 75% Māori and Te Hapara Decile 2, 70% Māori) representative of the Kāhui Ako deciles and ethnicities, and providing for 600 students.

Analysis of those discussions highlights two hunches.

**Hunch 1:** There are large differences in boys' achievement at all levels. This trend matches a national trend so an assumption can be made this persists across all Kāhui Ako schools. Variability among boys is larger than that of girls. National data also shows large variability among boys and among girls. This National data on how the genders learn is not related to attributes of being a boy or a girl but might vary in this region. The effect size between boys and girls is 0.15 in favour of boys (Hattie p 90). What is different about our Kāhui Ako data?

**Hunch 2:** There is evidence that Years 3 & 4 cohorts hit barriers to learning that impact on further learning and achievement. What are the issues here?

## Taha Whanau Achievement Challenges

Based on the collective discussions, the Tūranganui-A-Kiwa Kāhui Ako Lead Principals have subsequently worked with the Taha Whanau Kāhui Ako schools to further clarify the current positioning of the schools, and to agree on explicit targets for the focus of professional learning within the wider collective.

Six achievement challenges are proposed:

**Table 4: Our Achievement Challenges**

ACHIEVEMENT	WRITING
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<p><b>CHALLENGE 1</b></p>	<p>In 2016, there were 1,643 students that completed the national standard for writing in our community of learning. 1,037 (63%) of students were at or above the national standard for writing.</p> <p>By 2020, we propose to increase the percentage of students achieving the national standard to 81% (1,331 out of 1,643 students). To meet this target, we will need to shift 294 students (assuming the same number of total students).</p> <ul style="list-style-type: none"> <li>• 948 of the students in 2016 were Māori, and 540 (57%) were at or above the national standard. We aim to shift 190 Māori students by 2020, so that 77% (730 out of 948) are achieving the national standard.</li> <li>• 838 of the students in 2016 were boys, and 443 (53%) were at or above the national standard. We aim to shift 169 male students by 2020, so that 73% (612 out of 838) are achieving the national standard.</li> </ul>
<p><b>ACHIEVEMENT CHALLENGE 2</b></p>	<p><b>READING</b></p> <p>In 2016, there were 1,643 students that completed the national standard for reading in our community of learning. 1,186 (72%) of students were at or above the national standard for reading.</p> <p>By 2020, we propose to increase the percentage of students achieving the national standard to 82% (1,348 out of 1,643 students). To meet this target, we will need to shift 162 students (assuming the same number of total students).</p> <ul style="list-style-type: none"> <li>• 948 of the students in 2016 were Māori, and 623 (66%) were at or above the national standard. We aim to shift 145 Māori students by 2020, so that 81% (768 out of 948) are achieving the national standard.</li> <li>• 838 of the students in 2016 were boys, and 555 (66%) were at or above the national standard. We aim to shift 124 male students by 2020, so that 81% (679 out of 838) are achieving the national standard.</li> </ul>
<p><b>ACHIEVEMENT CHALLENGE 3</b></p>	<p><b>MATHS</b></p> <p>In 2016, there were 1,642 students that completed the national standard for maths in our community of learning. 1,089 (66%) of students were at or above the national standard for mathematics.</p> <p>By 2020, we propose to increase the percentage of students achieving the national standard to 81% (1,330 out of 1,642 students). To meet this target, we will need to shift 241 students (assuming the same number of total students).</p> <ul style="list-style-type: none"> <li>• 948 of the students in 2016 were Māori, and 567 (60%) were at or above the national standard. We aim to shift 191 Māori students by 2020, so that 80% (758 out of 948) are achieving the national standard.</li> <li>• 838 of the students in 2016 were boys, and 546 (65%) were at or above the national standard. We aim to shift 133 male students by 2020, so that 81% (679 out of 838) are achieving the national standard.</li> </ul>
<p><b>ACHIEVEMENT CHALLENGE 4</b></p>	<p><b>NCEA LEVEL 2</b></p> <p>Of the 195 students in our community of learning that left school in 2016 (no matter what age,) 115 or 59% left with NCEA Level 2.</p>

	<p>By 2020, we propose to increase the percentage of school leavers with NCEA Level 2 to 75% (147 out of 195 students, a shift of 32 students). Of these students 113 will be Māori school leavers (an increase of 27 students), 80 will be female school leavers (an increase of 19 students) and 67 will be male school leavers (an increase of 13 students).</p>
<p><b>ACHIEVEMENT CHALLENGE 5</b></p>	<p><b>NCEA LEVEL 3 AND TERTIARY</b>                  Of the 195 students in our community of learning that left school in 2016 (no matter what age,) 40 or 21% left with NCEA Level 3.</p> <p>By 2020, we propose to increase the percentage of school leavers with NCEA Level 3 to 40% (78 out of 195 students, a shift of 38 students). Of these students 60 will be Māori school leavers (an increase of 34 students), 43 will be female school leavers (an increase of 16 students) and 36 will be male school leavers (an increase of 23 students).</p>
<p><b>ACHIEVEMENT CHALLENGE 6</b></p>	<p><b>PROGRESS OF STUDENTS REQUIRING LEARNING SUPPORT</b>  <b>RTLb REFERRAL DATA</b>                  RTLb referrals identify a deeper trend with students not ready for learning as an outcome of behaviour issues. It is assumed that these students are at-risk of underachieving.</p> <p>RTLb referrals show a significant gender difference with 72.5% being male. When matched to the high Māori referrals it can be inferred that Māori boys are a significant group of concern. Referrals peak at Years 3, 4 &amp; 5 drops off then peaks marginally in Year 9.</p> <p><b>RTLb REASONS FOR REFERRALS</b>                  Learning: 78 students- <b>22.9%</b>. Behaviour: 19 students- <b>5.6%</b>. Transition: 2 students- <b>0.6%</b>                  Learning &amp; Behaviour: 84 students- <b>24.7%</b>                  Learning, Behaviour &amp; Transition: 141 students - <b>41.5%</b></p> <p><b>ETHNICITIES OF REFERRALS</b>  <b>NZ European:</b> 39 students- <b>18%</b> <b>Maori:</b> 169 students- <b>77.9%</b> <b>Pasifika:</b> 2 students- <b>0.9%</b></p> <p><b>NUMBER OF REFERRALS by GENDER</b>  <b>Male:</b> 153 students- <b>72.5%</b> <b>Female:</b> 58 students- <b>27.5%</b></p> <p>Our Target                  By 2019 referrals will reflect a reducing trend for Years 3 to 5 Maori Boy</p>

Appendix 4 provides the specific data and targets for the primary schools making up the Kāhui Ako.

Appendix 5 provides the specific data and targets for Lytton High School. Lytton High School has further clarified their data and targets in the school Charter and Annual Plan.

## Our Approach to achieving agreed targets

### Introduction

Over three years the learning and improvement programme to be developed collaboratively with the three Kāhui Ako participants will be expected to contribute to Gisborne, Tūranganui a Kiwa, and New Zealand's long-term knowledge capital and performance through teaching and leadership learning, skills and values development, technology adaption, and institutional and methodological innovation that will ultimately contribute to our regional and country's economic strength.

We propose a programme design that will:

- address our agreed targets
- be significant in scale and impact
- build on and spread identified strengths whilst also overcoming identified specific problems and addressing evidence proven current needs
- create future opportunity for learners and the region
- be supported by high quality and reliable evidence and analysis
- represent the characteristics from quality research of successful and enduring school improvement
- reflect high quality management and governance
- be inclusive of realistic and achievable short, medium and longer term targets focused on achieving Government goals.

In the design process, we will seek alignment with the Government, IES Communities of Learning (Kāhui Ako) strategy, maximising the value of Government resourcing and support, with participating schools' contributions, and contributions from regional business and community sectors such as the Eastland Community Trust.

### Collaborative Impact

Having attended and participated in Cognition Education Limited (Cognition) Collaborative Impact Symposium in February 2017, it is our intention to activate the research proven, evidence-informed, wrap-around framework for educational improvement that was presented and discussed at the Symposium, that allows all stakeholders to actively collaborate. It works to grow local capability and collective efficacy, equipping participating education systems and providers with the knowledge and skills necessary to maximise all student's progress and achievement.

Our Collaborative Impact Programme (CIP) will be informed by the work of Professor John Hattie (Visible Learning), Emeritus Professor Russell Bishop (Relationships-based Learning), and other credible international researchers, who have a deep understanding of what it takes to accelerate student progress and achievement. It will also be informed by the stakeholders in our students' lives who have expectations about valued outcomes.

Core to our collaborative impact will be 'The Learning System', which engages the commitment of all key stakeholders within our educational ecosystem and its constituent organisations, from teachers, to learners, to parents. In a continuous cycle, collectivism and sharing will determine

the pathway as stakeholders move through the steps of assessment of needs, scoping, initiation, implementation, monitoring, assessment of impact, and reporting.

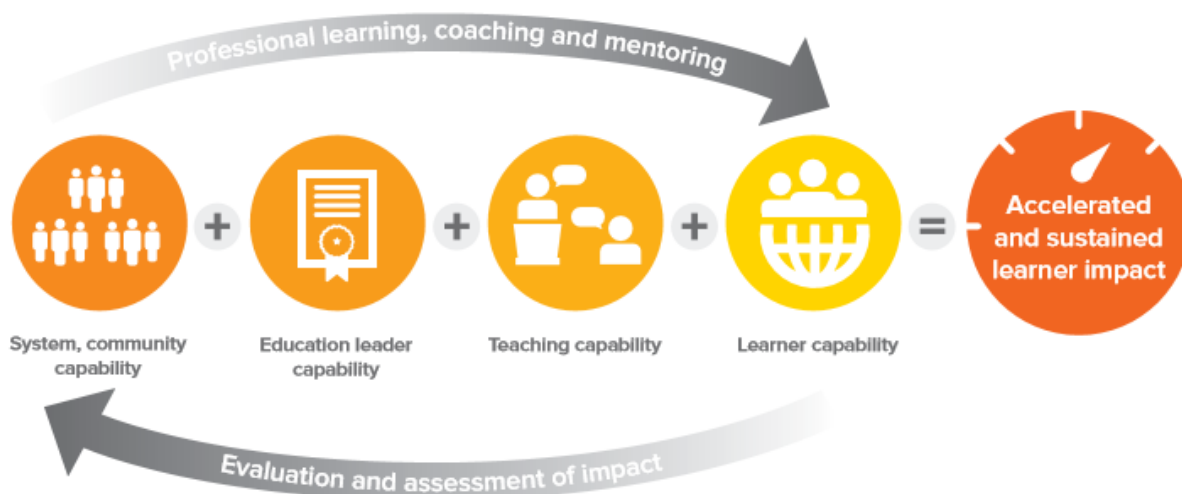


Figure 4: The Collaborative Impact Programme: Learning System Source: Cognition Education

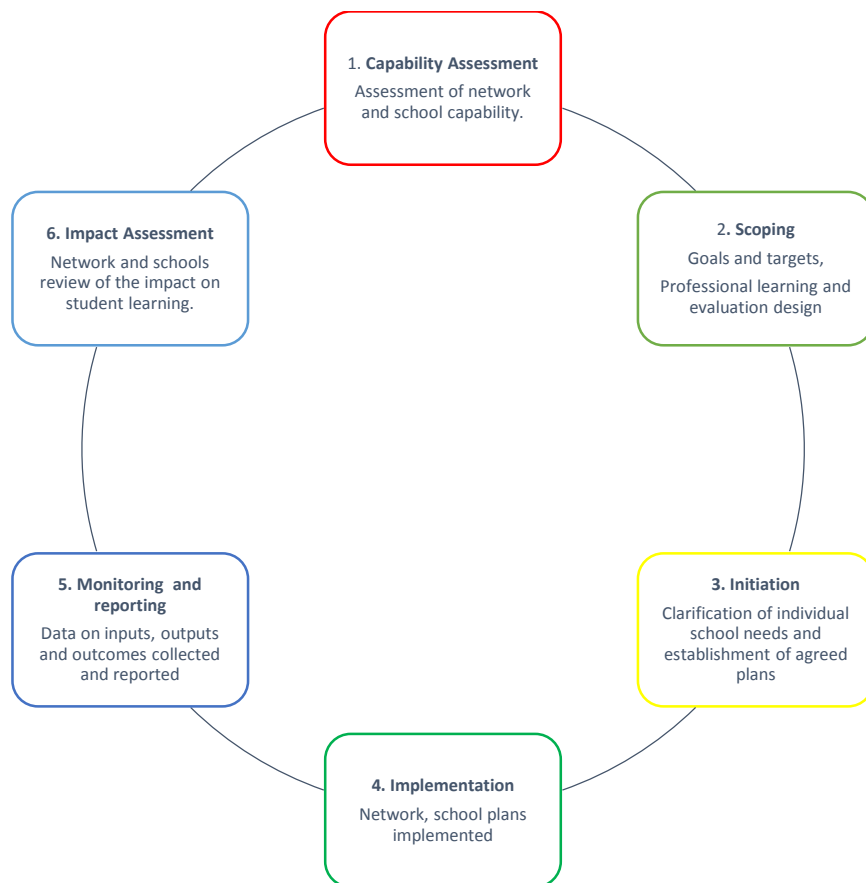
Our learning system will reflect the research that shows that the stronger a relationship is between a learner and their educator, the greater the impact is on their progress and achievement. We understand the relationships between all influencers on learners have been proven by reputable international research, to amplify these gains. (Source Cognition Education, Hattie, Bishop)

An overall programme, and local leadership and effectiveness teams or Guiding Coalition<sup>2</sup>, comprising representatives from each stakeholder groups, has been established to clarify the learning needs of the students and educators within the Kāhui Ako, to develop a shared vision, determine expected outcomes and targets, oversee professional learning design and ongoing evaluation.

Within school and across school facilitators will be recruited, coached and mentored to spread and embed new practices and improved outcomes as well as lead professional learning and evaluation programmes/methods to ensure sustainability over time.

Our Tūrangānuī a Kiwa Kāhui Ako will take all key stakeholders on a journey of 3-5 years of iterative impact cycles. Global evidence shows it takes 5 years to successfully transfer the capability required to deliver and sustain learner gains.

<sup>2</sup> Currently referred to as the Kāhui Ako Steering Group



**Figure 5: The Collaborative Impact Programme Impact Cycle**

Each impact cycle will comprise six iterative steps: capability assessment, scoping, initiation, implementation, monitoring and reporting, and impact assessment. Impact cycles will be designed to be unique to Tūranganui a Kiwa Cluster learning system needs, as we seek to grow local capability, enabling our Kāhui Ako participants and communities to lead their own learning.

### Evaluation and evaluative capability

The evidence we have, and are, collecting on mindframes and school capability will assist us to determine baseline beliefs/values and capability for learner and learning organisations success.

Mid and long term indicators of impact will also be identified. Over the duration of each programme, we will support all stakeholders to develop the evaluative capability to select, use and analyse robust tools and methods to analyse progress and impact for, and of, each impact cycle.

The tools and methods the Kāhui Ako are expecting to include:

- Support for analysing school assessment readiness, the acceleration of learner progress and achievement, and the excellence achieved
- The mindframes survey tool to assess the changes/improvement of attitudes, beliefs and mindframes of instructional leaders and teachers
- A survey tool to assess student beliefs

- A focus group tool to collect the ‘voices’ of students, families, teachers and leaders related to the learning experiences of students within the education system, and what can be introduced to improve those experiences
- The school capability assessment tool to assess the changes/improvement of school capability
- Classroom observation tools to support the identification of teaching needs, growth in teaching capability, and the impact of teaching on the learning of students.

### Professional learning

A range of professional learning options and responses will be introduced as needed and agreed to support the learning system vision and values, knowledge and understanding, personal qualities and professional practice. Each intervention will be designed to address collective Kāhui Ako needs, as well as the needs of individual educational providers and the people within those organisations.

These will include learning support to ensure:

- high quality instructional leadership throughout each of the participating organisations and across the participant learning systems
- learning contexts reflect the voices of students, their families, and the research proven relationships that maximise the progress and achievement of Māori, marginalised and all learners
- pedagogical qualities and practices in classrooms are aligned with the research proven strategies that also maximise progress and achievement
- access to Ministry of Education resourcing through the national professional development pool for continued curriculum expertise growth.

### Monitoring and reporting

Concurrent with the introduction of Step 3 (Initiation) and Step 4 (Implementation) the Guiding Coalition will put in place formal processes for monitoring and reporting on the learning programme implemented. Regular monitoring will allow for:

- systematic review of the implementation of planned learning activities
- examination of progress towards the achievement of aspirations, vision and our agreed targets
- identification of any opportunities that may be emerging that will hasten the achievement of aspirations, vision and targets
- checking to identify any challenges that may delay or minimise the achievement of aspirations vision and targets
- opportunity to adapt and amend the Kāhui Ako professional learning and evaluation plans, within an impact cycle and between impact cycles, to support achievement of short-term, medium-term and longer-term aspirations, vision and targets.



## Our Organisation and Structure

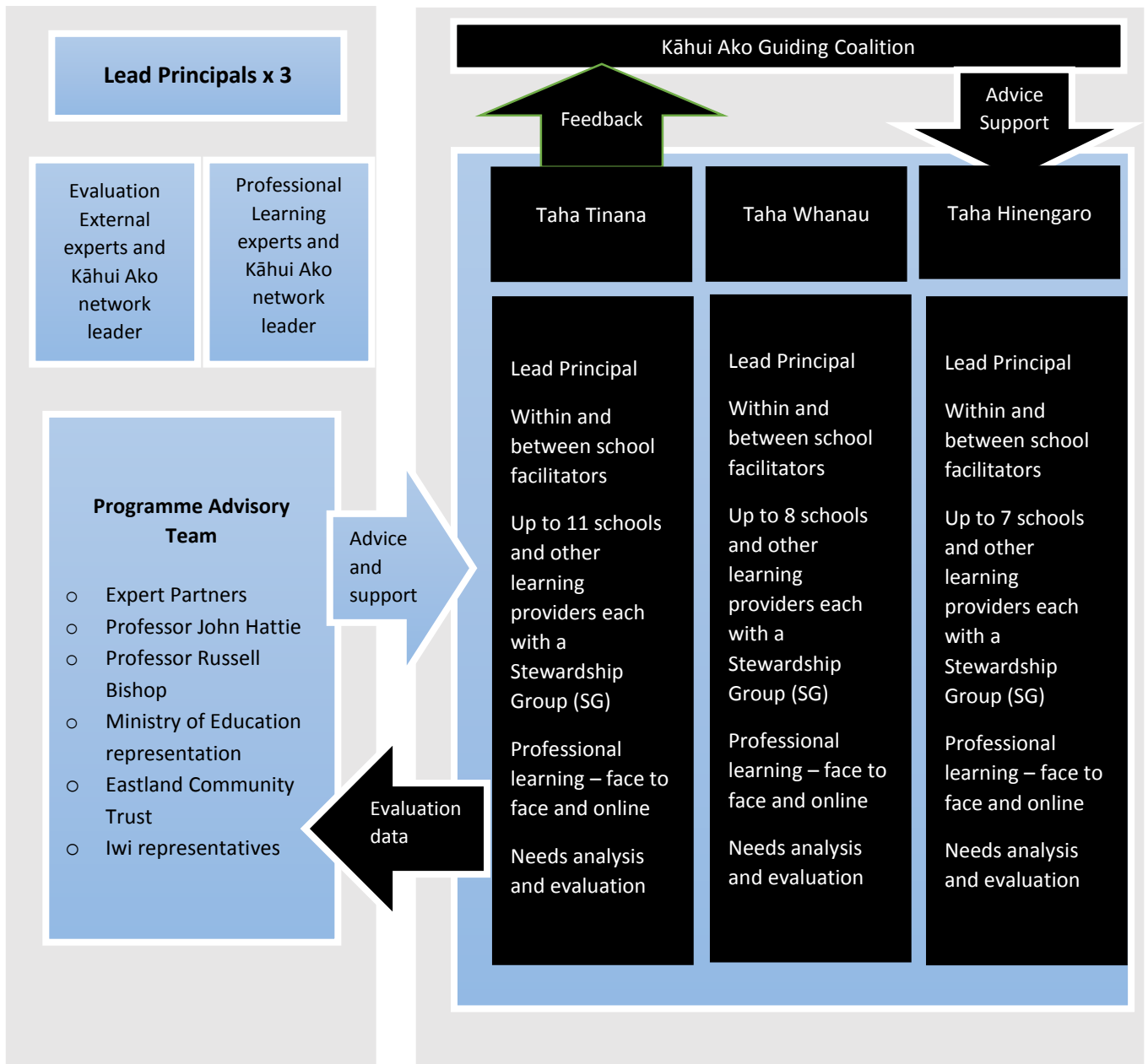


Figure 5: Operations structure

### Internal Expertise

Internal expertise has been provisionally identified and will be dedicated to undertaking PLD as needs emerge. Examples of internal expertise includes Lead Principals, possible Across & Within School Leaders, Middle Leaders and Guiding Coalition Members. Our commitment includes the use of identified local capability wherever possible and appropriate to the needs of the Kāhui Ako plans, strategies, goals and actions.

External expertise will be engaged as needed to expand and deepen local expertise, and to co-lead and lead independently further iterations of the evaluative methods. We expect to reduce

dependence, and increase our interdependence over time to ensure sustainability of the Kāhui Ako model. The accredited providers engaged will be asked to commit to growing local capability to lead future Kāhui Ako PLD.

External expertise is engaged in these processes which undertake to expand and deepen local expertise to co-lead and lead independently further iterations of the evaluative methods – to reduce dependence, increase interdependence, and ensure sustainability of the Kāhui Ako model. The accredited providers engaged will be asked to commit to growing local capability to lead future Kāhui Ako PLD.

## Appendices

Appendix 1	Demographic Data for Tūranganui-a-Kiwa (Gisborne) Kāhui Ako Cluster
Appendix 2	Provisional Secondary School Leaver Data: Tūranganui-a-Kiwa (Gisborne) Kāhui Ako
Appendix 3	RTLB Referral Data: Transitions, Learning and Behaviour
Appendix 4	Taha Whanau Primary School Level Student Achievement Data and proposed targets
Appendix 5	Taha Whanau Lytton High School Student Achievement Data and proposed targets

## Appendix 1: Demographic data for Tūranganui-a-Kiwa (Gisborne) Kāhui Ako

School Details					Total Roll (1 July 2016)	Gender		Total Roll by Ethnicity (Level 1 & Prioritised)						
ID No.	School Name	School Type	Decile	Entitlement staffing		Male	Female	Maori	Pasifika	Asian	MELAA	Other	Euro	IFP
2544	Awapuni School	Contributing	3	12.9	287	152	135	202	4	7	0	1	73	0
211	Campion College	Secondary (Yr 7-15)	6	34.6	515	253	262	141	13	27	4	0	330	0
2550	Cobham School	Contributing	1	2.5	42	26	16	35	3	0	0	0	4	0
2555	Elgin School	Contributing	1	2.6	73	38	35	70	3	0	0	0	0	0
209	Gisborne Boys' High School	Secondary (Yr 9-15)	3	49.4	824	824	0	534	29	7	4	11	230	9
210	Gisborne Girls' High School	Secondary (Yr 9-15)	3	49.4	706	6	700	406	21	12	1	2	260	4
2566	Gisborne Intermediate	Intermediate	4	27.3	599	299	300	309	16	12	3	1	258	0
208	Lytton High School	Secondary (Yr 9-15)	3	42.4	714	345	369	546	11	3	5	4	145	0
2593	Makaraka School	Contributing	5	5.9	119	64	55	45	0	2	0	0	72	0
2595	Makauri School	Contributing	8	8.3	174	90	84	27	0	7	0	1	139	0
2597	Mangapapa School	Contributing	5	22.2	523	255	268	248	4	13	8	0	250	0
2602	Manutuke School	Full Primary	3	6.6	115	55	60	113	0	0	0	0	2	0
2611	Matawai School	Full Primary	5	2.7	59	31	28	24	0	0	0	0	35	0
2616	Motu School	Full Primary	6	1.3	15	11	4	6	0	0	0	2	7	0
2617	Muriwai School	Full Primary	1	2.5	36	18	18	34	0	0	0	0	2	0
2621	Ngatapa School	Full Primary	5	1.3	13	8	5	8	0	0	0	0	5	0
2631	Ormond School	Contributing	7	4.8	89	50	39	40	0	1	0	0	48	0
2643	Patutahi School	Full Primary	1	1.3	21	11	10	13	0	0	0	6	2	0
2664	Rere School	Full Primary	8	2.3	23	13	10	7	0	0	0	0	16	0
2667	Riverdale School	Contributing	1	8.3	176	91	85	167	1	0	0	0	8	0
1149	Sonrise Christian School	Composite (Yr 1-15)	5	5.1	78	46	32	41	2	2	0	0	33	0
2680	St Mary's Catholic School	Contributing	5	9.6	196	87	109	62	13	31	6	0	84	0
2692	Te Hapara School	Contributing	2	15.7	342	173	169	246	24	9	2	0	61	0
624	Te Karaka Area School	Composite (Yr 1-15)	2	12.1	138	60	78	132	0	0	0	0	6	0
2712	Waerenga-O-Kuri School	Full Primary	8	2.5	35	18	17	4	0	0	0	2	29	0
2721	Wainui Beach School	Contributing	7	10.8	235	120	115	79	0	9	7	5	135	0

Appendices 2-5 have been redacted