

# Motueka Community of Learning- Achievement Challenge and Opportunity Plan Kāhui Ako Ki Motueka



CoL ID: 99115

An Opportunity Document for the Motueka Community of Learning/ Kāhui Ako

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## Our Vision

*Growing Mana-Enhancing Learning Relationships,  
to be*

*connected learners, achieving confidently, contributing positively.*

*Connected learners – growing together*

*Achieving confidently – growing success*

*Contributing positively – growing community*

## Our Values

### *Kotahitanga, Trust, Commitment.*

#### *Kotahitanga –*

*Knowing that by working together we are stronger and more effective to meet the needs of and improve the outcomes for our students, their families, whanau and wider community.*

#### *Trust –*

*Knowing that we can we can rely on each other's honesty and confidentiality; respecting each other's unique contributions in a respectful and safe environment.*

#### *Commitment –*

*Knowing that we all will take a positive and pro-active role to ensure we maximise our opportunities for success*

# Summary of Motueka Community of Learning/Kāhui Ako Achievement Opportunities

## Mana-enhancing Learning Relationships – To achieve equitable outcomes for all students

*1. For Boys Year 1-10, particularly in writing*

*2. For Māori and Pacific students, Years 1- 13*

*3. For Males and Females, particularly at Year 12 and 13.*

## Who are we?

The Motueka Community of Learning/Kāhui Ako consists of fourteen schools radiating from the Motueka township in the Tasman District. In 2017, we have one secondary school and thirteen full primary schools. The schools in the Motueka Community of Learning/Kāhui Ako are predominantly smaller rural schools, with 50% having a teaching principal component. Saint Peter Chanel is a Catholic state integrated school while Tasman Bay Christian School is a Christian state integrated school.

At 1 July, the total student roll for the Motueka Community of Learning/Kāhui Ako was 2516. The gender breakdown was 51% Males, 49% Females. The ethnic breakdown is European/Pakeha 75%, Māori 18 %, Pacific 3%, Asian 3 %, other 1 % and international students 2% (all but one at Motueka High School)

School ID	Name of school	Decile	Total school roll	Male	Female	European/ Pakeha	Māori	Pasifika	Asian	Other	International students
3185	Brooklyn	5	109	54	55	77	29	1	2	0	0
3188	Dovedale	5	41	21	20	36	5	0	0	0	0
3200	Lower Moutere	5	163	77	86	129	27	2	4	1	0
3201	Mahana	9	88	36	52	74	12	0	0	2	0
3203	Mapua	10	279	143	136	244	25	1	8	1	0
298	MHS	5	687	365	322	496	122	10	15	6	38
3206	MSS	4	264	142	122	190	50	15	7	2	0
3212	Ngat	5	96	46	50	83	7	5	0	1	0
3213	Parklands	3	262	138	124	131	99	11	17	4	0
3217	Riwaka	5	198	93	105	158	28	4	6	1	1
3222	SPC	4	64	34	30	37	19	3	5	0	0
1178	Tasman Bay	6	41	22	19	18	12	7	1	3	0
3228	Tasman	9	92	49	43	85	3	3	1	0	0
3229	Upper Moutere	8	132	71	61	121	7	3	1	0	0
Totals			2516	1291	1225	1879	445	65	67	21	39

Almost all of our primary school students have attended an early childhood centre. Approximately 80% of the total students attending the thirteen primary schools continue on to Motueka High School. For those schools geographically closer to Motueka High School, this total is closer to 95-100%, while for the three schools on the edge of the Moutere Hills, this percentage drops considerably to around 20-30% attending Motueka High School.

Education Review Office's report on the Motueka Community of Learning/Kāhui Ako states:

*"The schools have strong community links and know their students and families well. Rural schools tend to be the focal point of their community. Within these schools is a range of high quality expertise and knowledge. This could be shared to further improve the way schools are responding to students learning and wellbeing needs."*

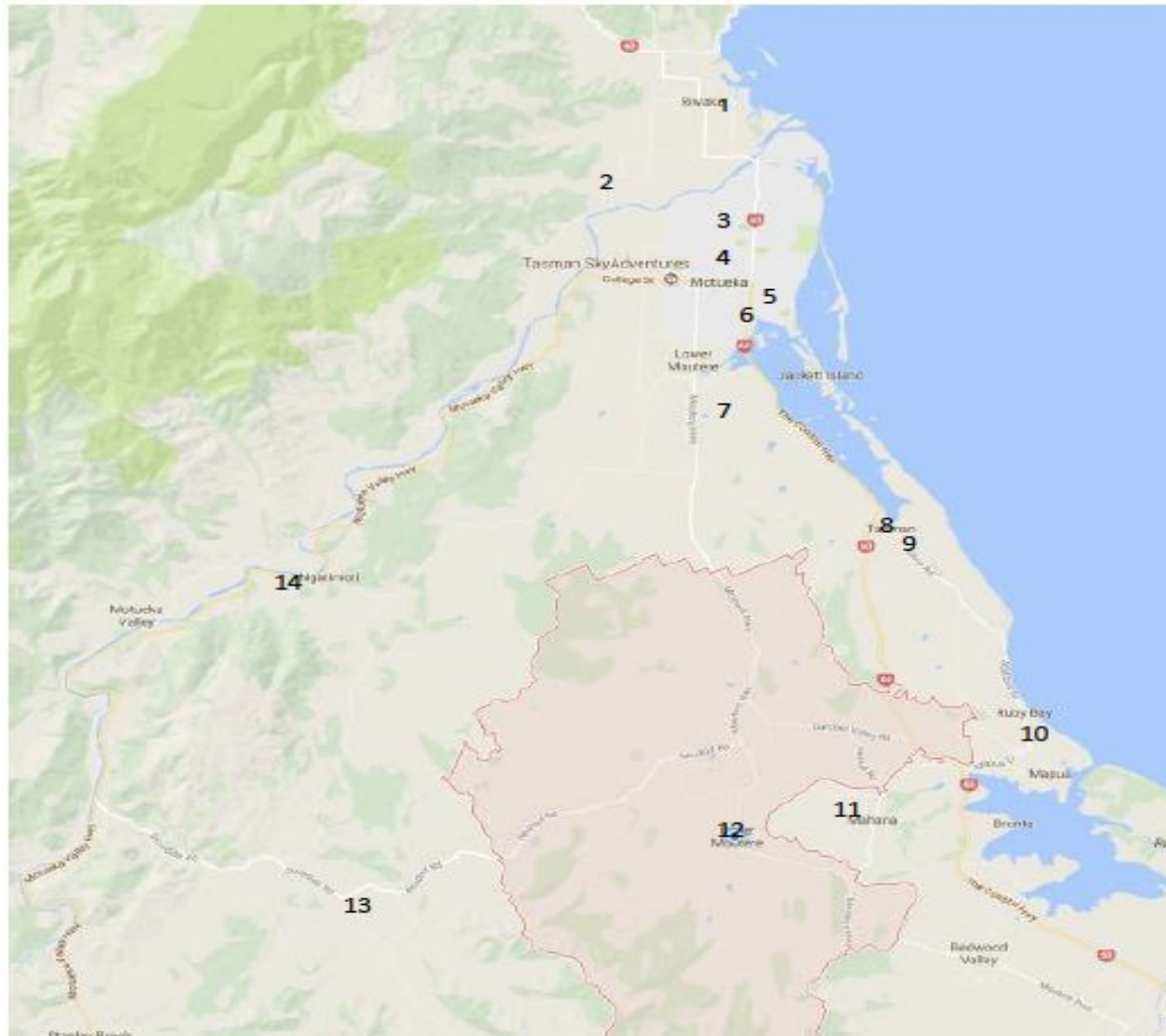
## Our Wider Community

The Motueka Community of Learning/ Kāhui Ako encompasses the Motueka and Moutere valleys as well the coast from the Moutere Hills to the Abel Tasman National Park. The main township of Motueka is situated to the West of the Community of Learning/ Kāhui Ako area, with just a couple of schools further West. Motueka is a popular tourist area bordered by two

National Parks. The area is known for its apple, hop, grape and kiwifruit crops, an aviation college and a large fishing/ food processing company. The Motueka Community of Learning/Kāhui Ako includes rural and semi-rural communities, small townships and villages to a distance of 30kms from Motueka.

The Motueka area is the more culturally diverse area of the Tasman District with a greater population of Māori than other areas and a growing Pacific population. This ethnic diversity will be reflected in the cultural responsiveness approaches of the schools in the Motueka Community of Learning/Kāhui Ako.

# Map of the Motueka Community of Learning/Kāhui Ako:



School key:

1. Riwaka
2. Brooklyn
3. Parklands
4. Motueka High
5. St Peter Chanel
6. Motueka South
7. Lower Moutere
8. Tasman
9. Tasman Bay Christian
10. Mapua
11. Mahana
12. Upper Moutere
13. Dovedale
14. Ngatimoti



# Working together

The primary schools have traditionally worked together as a whole group and also in smaller cluster groups of schools for sports and extracurricular related events, performing arts, kapa haka, and some Professional Learning and Development. All of the Principals, including the High School, have met each term for over 27 years to share related topics of discussion, programmes and initiatives, and provide support for each other, as well as delegate leadership responsibilities on a number of sub committees affecting the cluster. The Primary Principals make up the Motueka cluster of the Nelson Principals Association and have worked closely together to present relevant and inspiring programmes on a three-yearly rotation for the annual Nelson Principal Association Conference.

The opportunity to form a Motueka Community of Learning/Kāhui Ako seemed a natural progression to further develop and strengthen the collective knowledge and experience. In 2016 the Principals met regularly throughout the year working through a process to establish a Kāhui Ako. This time provided opportunities for Principals to get to know each other on a more personal as well as professional level, developing greater relational trust as well as highlighting areas of our wider community achievement to be both celebrated and developed.

Community of Learning co-leaders were appointed at the end of Term One 2017 and have been focussing on establishing our achievement challenges with input from students, teaching staff and Boards of Trustees. Our recently appointed expert partners, Dr Catherine Savage and John Leonard, from Kaha Education, have begun to work alongside our co-leaders and will continue to do so for the next twelve months.

Students are the reason for our Kāhui Ako and we want to ensure their voice is gathered and shared and ALWAYS at the forefront of any theory for improvement.

# Education Review Office Report

The Education Review Office (ERO) 2016 report on the Motueka Community of Learning/ Kāhui Ako identified common strengths and areas for improvement.

Common strengths include:

- effective use of achievement data to identify students at risk of not achieving or needing extension
- well engaged students who are benefiting from broad and interesting authentic learning experiences
- effective use of the local environment, people, contexts and resources to enrich students' learning
- identifying students at risk with their learning and giving them well targeted support
- school leaders and teachers who engage in relevant professional learning and development (PLD)
- trustees who are committed to doing their best for students and show willingness to continue to learn about their governance role.

Areas for improvement include:

- ensuring that the moderation of teacher assessment judgements is consistent
- strengthening internal evaluation, and ensuring it is well connected to and used alongside, good quality strategic planning
- continuing to build educationally strong connections and partnerships with parents, families, whānau and community, in particular, with Māori parents, whānau and iwi
- supporting students to take more responsibility for their learning and better understand their progress, achievement and next learning steps.

## Evidence of Current Performance

Analysis of our Motueka Community of Learning/ Kāhui Ako 2016 data shows there is opportunity to work towards more equitable achievement across our Kāhui Ako. We have used the analysis of this data to establish our Achievement Challenges/Opportunities. Our NCEA and National Standards data shows a difference between male and female and Māori/ Pacific and Non- Māori/Pacific achievement. These areas of difference are evident from new entrant through to school leaver.

This has lead us to our overarching Achievement Opportunity – ‘[To achieve equitable outcomes for all of our students.](#)’

## Early Childhood Education

Participation in early childhood in our Motueka Community of Learning/Kāhui Ako is very positive with 94% of students attending prior to attending Primary School. This ranges from 80-100% attendance. This is above the National Average of 69.4%. There are over thirteen early childhood providers in our Kāhui Ako with a wide range of approaches (e.g. Kindergarten, Steiner, Montessori, Kohanga Reo, Private providers)



# Writing Results

Percentage of students at or above National Standards in Writing

	UMD		TBC		Tasman		Riwaka		Ngatimoti		Brooklyn		Parklands		Motueka Str		SPC		Mapua		Mahana		LMO		Dovedale		Motuek	NZ
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
All students	122	87.1	24	61.5	68	76.4	155	82.4	73	76	82	79.7	110	62.3	198	76.7	48	77.4	238	85.9	50	63.3	118	78.7	30	76.9	77.1	71.2
GIRLS	56	86.2	12	61.1	38	88.4	86	85.1	42	85.7	46	86.8	86	76.1	96	81.4	27	90	125	91.2	37	77.1	70	89.7	15	78.9	84.4	79.4
Boys	66	88	13	61.9	30	65.3	69	79.3	33	66	36	72	84	50.4	102	72.9	21	65.6	113	79.1	13	41.9	48	66.7	15	76	70	63.4
Māori	5	62.5	7	63.6	3	75	22	81.5	5	83.3	20	74.1	51	52.3	36	72	16	76.2	22	81.5	5	45.5	18	75	6	100	68.2	61.6
Pasifika																											67.9	60.6
Asian																											80.4	74.9
Other																											75	66.7
European	112	88.2	9	50	64	78	124	83.2	64	75.3	59	80.8	101	69.4	147	78.2	29	85.3	206	85.8	43	65.2	103	79.7	24	72.7	79.4	77.1
Year 1	14	93.3			9	75	25	80.6	7	70	13	76.5	18	63.3	22	75.9			27	84.4	8	80	17	68			76.7	73.5
Year 2	16	94.1			9	90	14	77.8	6	66.7	8	88.9	17	71.4	21	70			39	92.9	14	57.1	19	86.4			81.5	73.5
Year 3	18	90			12	92.3	22	88	6	75	7	77.7	29	65.7	23	71.9			31	83.8	5	62.5	13	92.9			77.5	70.9
Year 4	17	85			8	61.5	25	96.2	13	92.9	8	72.8	16	51.7	19	76			31	83.8	5	45.5	18	81.8			76.8	73.2
Year 5	19	82.6			10	76.9	19	90.5	8	72.7	13	72.3	18	52	26	72.2			29	85.3	7	77.8	11	55			73.5	69.9
Year 6	15	83.3			6	60	18	69.2	13	92.9	7	70	18	61.5	28	84.8			26	78.8	5	55.6	10	76.9			74.4	73.4
Year 7	13	75			7	87.5	13	75.5	7	70	16	94.1	27	75.8	38	80.9			32	85.5	3	42.9	15	78.9			79.7	65.3
Year 8	11	100			7	70	19	79.2	13	65	10	83.3	27	56.8	21	80.8			23	92	13	72.2	15	100			78.2	69.3

Note that 2016 National data is based on submissions from 2,049 out of a total of 2,081 schools which are expected to submit data.

Note that 2016 COL data is based on submissions from 13 out of a total of 13 schools which are expected to submit data in this COL.



 5% or greater than National Average Numbers written in **Pink** are within 5% greater than National average  
 5% or lower than National Average Numbers written in **Green** are within 5% less than National average

Note: Data has been redacted

## Summary Statement for Writing...

- National Standard achievement in writing in the Motueka Community of Learning/ Kāhui Ako shows that 11 of the 13 primary schools have girls achieving better than boys.
- Significantly, when looking at the achievements of boys against the Better Public Service of 80% at Year 8 by 2021 at, only one school is achieving above this. There is opportunity to focus on raising achievement to meet this BPS target.
- Boys' achievement is a concern when compared to the achievement of girls, as 10 of the 13 schools have girls achieving above the 80%. Of the four schools achieving below 80%, three of them are achieving within only 4% lower than the target. The range of the girls' achievement is from 61.1% at one school to 91.1% at another.
- Of the 12 schools not achieving the 80% target for boys, only 2 are within 4% of achieving. Seven have 65% or fewer students achieving, while the achievement ranges from 41.9% at one school to 88% at another.
- There are no obvious trends showing underachievement in a particular year level, however specific schools achievement is of some concern. This variation across schools provides an opportunity for collaborative support across the Kāhui Ako
- Compared to Year 1 – 6 data, Year 7 and 8 achievement is more consistently above the national average across all schools.
- Compared to the national average, the Community of Learning combined average is above in all year levels.
  
- Māori student achievement: only 4 of the 13 primary schools are achieving the BPS target with a range of 45.5% in one school to 100% in another.
- Pacific student achievement relates to 65 students in total across all of the primary schools, with just under half of the 11 schools who have pacific students achieving at or above the BPS.

*The data shows there is inconsistent achievement across the schools, further investigation of this will form the initial inquiry work of the appointed Across and Within School teachers of the Motueka Community of Learning/Kahui Ako*

# Reading Results

Percentage of students at or above National Standards in Reading

	UMO		TBCS		Tasman		Riwaka		Ngatimoti		Brooklyn		Parklands		Motueka Sth		SPC		Mapua		Mahana		LMO		Dovedale		Motueka		NZ	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All students	122	90	25	64.1	77	86.5	163	86.7	80	83.3	87	84.5	170	72	214	82.9	54	87.1	241	87.3	68	86.1	135	90	33	84.6	84	77.8		
Girls	61	93.8	12	66.7	30	93	84	83.2	44	89.8	46	86.8	86	78.9	101	85.6	29	96.7	124	90.5	55	93.8	72	92.3	16	84.2	87.7	82.2		
Boys	65	86.7	13	61.9	37	80.4	79	90.8	36	76.6	41	84.5	84	66.1	113	80.7	25	78.1	117	84.2	23	74.2	63	87.5	17	85	80.4	73.7		
Māori	7	87.6	7	63.6			16	96.3			20	74	51	69.3	42	84	19	90.5	25	92.6	9	81.8	20	83.3	6	100	77.9	68.8		
Pasifika																											66	66		
Asian																											80.4	78.4		
Other																											75	73.4		
European	114	89.8	12	66.7	71	86.6	129	86.6	72	84.7	64	87.7	101	81.5	159	84.6	32	94.1	208	87	57	86.4	107	90.7	27	81.8	86.3	84.2		
Year 1	10	66.7			9	76	24	77.4	6	50	10	62.6	18	60	18	62.1			19	69.4	5	50	18	72			65.9	62		
Year 2	16	94.1			9	90	16	83.3	6	66.7	9	90	17	81	25	83.3			39	92.9	6	86.7	20	90.9			87.2	77.2		
Year 3	18	90			12	92.3	23	92	5	62.5	7	77.8	29	82.9	23	71.9			30	81.1	6	75	13	92.9			82.2	81.2		
Year 4	18	90			9	92.3	24	92.3	13	92.9	10	90.9	16	55.2	21	84			33	89.2	11	100	22	100			84.8	83.6		
Year 5	20	87			12	92.3	19	90.5	10	90.9	15	83.4	18	72	33	91.7			32	94.1	9	100	19	95			87.8	81.5		
Year 6	17	94.4			8	80	22	84.6	13	92.9	8	80	18	69.2	30	90.9			31	93.9	9	100	11	84.6			86.6	83.9		
Year 7	16	100			7	87.5	16	94.1	10	100	16	94.2	27	81.8	41	87.2			34	91.9	6	86.7	17	89.6			89.7	75.4		
Year 8	114	100			8	80	20	83.3	18	90.9	12	100	27	73	23	88.6			23	95.8	16	88.9	15	100			88.3	78.3		

Note that 2016 National data is based on submissions from 2,049 out of a total of 2,081 schools which are expected to submit data.

Note that 2016 COL data is based on submissions from 13 out of a total of 13 schools which are expected to submit data in this COL.

Note: Data has been redacted

### Summary Statement for Reading...

- National Standard achievement in Reading in the Motueka Community of Learning/ Kāhui Ako is consistently higher than writing and mathematics with 11 of the 13 schools achieving above 80%. One school is achieving at 64.1% and another 72% the rest range from 82.9% to 90%.
- All but one school has the opportunity to address gender equity achievement.
- Māori student achievement is also higher than Māori achievement in writing and mathematics with 8 of the 13 schools achieving over the 80% target.
- Pacific student achievement shows 6 out of the 11 schools with pacific students achieving above the 80% target.

*The data shows there is inequitable achievement for Maori and Pacific students across the schools. Further investigation of this will form the inquiry work of the appointed Across and Within School teachers of the Motueka Community of Learning/Kahui Ako in 2020.*

# Mathematics Results

## Mathematics results

Percentage of students at or above National Standards in Mathematics

	UMO		TBSC		Tasman		Riwaka		Ngatimoti		Brooklyn		Parklands		Motueka Sth		SPC		Mapua		Mahana		LMO		Dovedale		Motuek		NZ	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All students	123	87.9	25	64.1	78	87.6	157	83.5	74	82.3	84	81.6	172	72.9	197	76.4	47	75.8	253	81.7	59	74.7	116	77.3	31	79.5	81	81	75.5	
Girls	55	84.6	13	72.2	39	90.7	85	84.2	40	81.6	44	83	79	72.5	88	74.6	25	83.3	125	91.2	39	81.8	61	78.2	14	73.7	81.6	81.6	76	
Boys	68	90.7	12	57.1	39	84.6	72	82.8	39	83	40	80	93	73.2	109	77.9	22	68.8	128	92.1	20	64.5	55	76.4	17	80	80.6	80.6	75	
Māori			7	63.6			26	96.3	4	66.7	19	70.4	54	62.8	34	68	16	76.2	22	91.5	8	72.7	19	70.2	5	82.5	72.4	72.4	65.4	
Pasifika			4	66.7					5	100			7	70	7	50											67.4	67.4	62.7	
Asian																														
Other																														
European	113	89	12	66.7	72	87.8	121	81.2	70	82.4	62	84.9	97	78.2	150	79.8	28	82.4	221	92.5	49	74.2	90	76.3	26	78.8	86.2	86.2	80.8	
Year 1	15	100			10	83.3	24	77.4	8	80	13	76.5	26	86.7	22	75.9			30	93.8	10	100	19	78			83.3	83.3	83.9	
Year 2	15	88.2			9	90	16	88.9	8	88.9	8	88.9	18	85.7	22	73.3			10	71.4	39	92.9	5	71.4	17	77.3			83.3	78.1
Year 3	17	85			12	92.3	24	96	6	75	7	77.8	20	57.1	22	68.8			4	65.7	34	91.9	5	62.5	9	64.3			76.5	73.3
Year 4	18	90			12	92.3	25	96.2	13	78.6	9	81.8	15	51.7	20	80			7	70	35	91.6	7	63.6	20	96.4			81	76.9
Year 5	21	81.3			12	92.3	19	90.5	8	72.7	12	66.7	20	80	28	77.8			8	66.7	27	79.4	6	66.7	18	90			80	74.5
Year 6	15	83.3			9	90	21	80.8	11	78.8	9	90	20	76.9	26	78.8			6	100	30	99.9	6	66.7	9	69.2			80.8	77.1
Year 7	123	75			6	75	13	76.5	10	100	16	94.1	24	72.7	37	78.7			9	100	36	92.3	7	100	14	73.7			83.2	68.1
Year 8	10	90.9			8	80	15	62.5	17	85	10	83.3	29	78.4	20	86.0			2	100	21	91.2	13	72.2	10	66.7			78	70.8

Note: x=data has been redacted

Note that 2016 National data is based on submissions from 2,049 out of a total of 2,081 schools which are expected to submit data.

Note that 2016 COL data is based on submissions from 13 out of a total of 13 schools which are expected to submit data in this COL.

Summary Statement for Mathematics...



- National Standard achievement in Mathematics in the Motueka Community of Learning/ Kāhui Ako has 6 of the 13 schools achieving above the 80% BPS at Year 8 target. However five of the schools not meeting this target are within 5% of doing so.
- Overall, in the 13 schools, girls are achieving slightly (81.5%) better than boys (80.5) It is interesting to note than it is in Mathematics that in six schools, boys are achieving better than girls. (Compared with writing and reading where this is the case for only two schools.)
- Two of the schools have approximately 15% difference between boys and girls achievement, in favour of the girls.
- Māori student achievement has only 2 schools achieving 80% BPS target, this provides an opportunity to address equitable outcomes.
- Pacific student achievement shows 5 out of the 11 schools with pacific students achieving above the 80% BPS target; this provides an opportunity to address equitable outcomes.

*The data shows there is inequitable achievement for Maori and Pacific students across the schools, further investigation of this will form the initial inquiry work of the appointed Across and Within School teachers of the Motueka Community of Learning/Kahui Ako .*

## Reading Cohort Data Analysis (the following three tables use the Cohort data Year 1 2012 to Year 5 2016)

Table1. Shows the achievement of a Cohort entering Motueka Schools 2012 through to 2015 in READING against National data for the same Cohort.

Year	2012		2013		2014		2015		2016	
	Year1	<i>Diff</i>	Year2	<i>Diff</i>	Year3	<i>Diff</i>	Year4	<i>Diff</i>	Year5	<i>Total</i>
<b>Mot Col</b>	71.1	14.5	85.6	1.7	87.3	3.9	83.4	4.4	87.8	16.7
<b>National</b>	66.8	13.1	79.9	2.47	82.3	0.9	83.2	0.3	81.5	16.1
<b>Diff between</b>	4.8		5.7		4.2		0.2		6.3	0.6

### Reading analysis

- From Year 1 to Year 2 we make the greatest difference of 14.5%. Nationally this is similar at 13.1% gain.
- The difference we make from Year 1 to Year 5 is a 16.7% gain. Nationally it is 16.1%. It is interesting to note that the difference between Motueka CoL and Nationally at Year 1 is 1.4% however by Year 5 it is only 0.6%.
- Two individual schools have the lowest data.

# Writing Cohort Data Analysis

Table 2. Shows the achievement of a Cohort entering Motueka Schools 2012 through to 2015 in WRITING against National data for the same Cohort.

Year	2012		2013		2014		2015		2016	
	Year1	<i>Diff</i>	Year2	<i>Diff</i>	Year3	<i>Diff</i>	Year4	<i>Diff</i>	Year5	<i>Total Diff</i>
Mot Col	82.5	8.5	74.0	5.5	68.5	7.3	75.8	3.6	73.5	9
National	77.5	1.2	75.2	3.2	71.7	2.7	73.2	3.6	69.9	7.6
Diff between	5		1.2		3.2		2.6		3.6	1.4

## Writing analysis

- From Year 1 to Year 2 our achievement decreased by 8.5%. Nationally the achievement decreased by 1.2%.
- The difference made across the CoL from Year 1 to Year 5 is a 9% decrease. Nationally this is a similar (7.6%) decrease.
- Four individual school's achievement is a concern compared with other schools in the Kahui Ako.
- Girls across the Kahui Ako are achieving better than boys 84.4% cf 70% (14.4% difference cf with 16% nationally)
- Across each year level the Kahui Ako average is better than the national average.
- Years 1 and 6 cohort show the greatest concerns.
- We have identified this as a focus opportunity for collaborative support across the Kahui Ako

# Mathematics Cohort Data Analysis

Table 3. Shows the achievement of a Cohort entering Motueka Schools 2012 through to 2015 in MATHEMATICS against National data for the same Cohort.

Year	2012		2013		2014		2015		2016	
	Year1	<i>Diff</i>	Year2	<i>Diff</i>	Year3	<i>Diff</i>	Year4	<i>Diff</i>	Year5	<i>Total Diff</i>
Mot Col	86.6	6.8	79.8	4.7	75.1	3.4	83.4	4.4	80	6.6
National	85.4	6.7	78.7	4.7	74	3.3	77.3	2.8	74.5	10.9
Diff between	1.2		1.1		1.1		6.1		5.5	4.7

## Mathematics analysis

- From Year 1 to Year 2 our Kahui Ako achievement At and Above decreases by 6.8 %. Nationally this 6.7%.
- The difference from Year 1 to Year 5 is a 6.6% decrease. Nationally it is a 10.9% decrease.
- The difference between our Kahui Ako and Nationally at Year 1 is 1.2%, however for this cohort by Year 5 the difference increases in our favour to 5.5%.
- Any CoL fluctuations are consistent with the national trend. In Year 4 our achievement increases by 8.3% as a Kahui Ako. This is 5% more than nationally.
- Four individual school's achievement is a concern compared with other schools in the Kahui Ako.
- Girls across the Kahui Ako are doing better than boys 81.5% cf 80.5% (1% difference cf with 1% nationally!)
- Across each year level, except Year 1, we are higher than the national average.
- Years 1 and 3 show the greatest concerns.

## Whole Kahui Ako National Standards Data, percentage achieving AT or ABOVE 2012 – 2016 difference in achievement

### Maths

	2012	2016	Difference	
All Students	78.7	81.0	2.3	82.1 2015
Girls	77.8	81.5	3.7	
Boys	79.6	80.5	0.9	82.2/2014
Māori	69.2	72.1	2.9	72.8/2015
Pacific	64.0	67.9	3.9	72.3/2014

### Reading

	2012	2016	Difference	
All Students	83.5	84	0.5	85.6/2014
Girls	89.2	87.7	1.5 -	88.5/2014
Boys	77.9	80.4	2.5	82.9/2014
Māori	73.6	77.9	4.3	80.0/ 2014
Pacific	72.0	66.0	6.0	78.3/ 2014

### Writing

	2012	2016	Difference	
All Students	78.2	77.1	1.1	78.3/2014
Girls	86.2	84.6	1.6	
Boys	70.4	70.0	0.4	71.1/2014
Māori	71.7	68.2	3.5	73.1/ 2013
Pacific	72.0	67.9	4.1	78.3/ 2014

### Comments

Māori achievement across all three curriculum areas is a concern, compared to All students' achievement.

Writing is an area of need, especially boys whose achievement is 14.6% lower than girls.

Interesting to note, generally 2014 was a better achieving year, we are unsure as to why this was.

# NCEA Data 2016 Motueka High School

Key

Motueka High School NCEA 2016	Participation based achievement rate					Roll based achievement rate					
	Total	Male	Female	Māori Male (n)	Māori Female	Total	Male (National)	Female (National)	Māori Male (National)	Māori Female (National)	National 2016
Year 11's achieving level 1	87.3	85.5	89.1	72.7 (8)	88.9 (8)	81.5	80.3 (71.8)	82.6 (79.3)	53.3 (15)	80.0 (10)	75.9
Year 12's achieving level2	80.2	80.0	80.3	77.8 (7)	80.0 (12)	63.3	67.7 (71.8)	59.8 (79.3)	80.0 (11)	73.1 (15)	79.8
Year 13's achieving level 3	74.6	52.4	84.8	X	X	47.2	26.2 (59.2)	60.9 (69.3)	16.7 (6)	70.0 (10)	66.2
Year 13's achieving UE	49.3	38.1	54.3	X	X	31.1	19.0 (42.5)	39.1 (55.3)	- (6)	30 (10)	49.2

note: x= data has been redacted



5% or greater than National Average



5% or lower than National Average

Comment:

There are three main areas to note from this data. These are Year 12 Girls achievement at Level 2, just under 60% compared to nationally just under 80%. Year 13 Boys achievement at Level 3 and at UE. The former shows a deficit against the national average of 33% and against girls in the school nearly a 35% deficit. At UE Boys are achieving some 23% below the national average and 20% below the girls within the school.

*The inequitable achievement results of the same cohort Year 12 2015 and Year 13 2016 will form the initial inquiry work of the appointed Across and Within School teachers of the Motueka Community of Learning/Kahui Ako. This will involve an investigation of the reasons for this by engaging with the students, their families/whanau. The High School notes that only approximately 30% of returning year 13 students have the goal to attend university.*

# 2016 Year 9 & 10 Data

## Year 9 Writing Achievement 2016

Level	Male	Female	Total	
Approach 3	22	9	31	
At 3	15	11	26	
Approach 4	5	11	16	
At 4	4	18	22	29% Achieving At or Above the Curriculum Level
Approach 5	1	1	2	
At 5	0	6	6	
Total	47	56	103	

## Year 10 Writing Achievement 2016

Level	Male	Female	Total	
Approach 3	12	6	18	
At 3	9	11	20	
Approach 4	13	9	22	
At 4	7	9	16	10% Achieving At or Above the Curriculum level
Approach 5	5	8	13	
At 5	4	7	11	
Approach 6	0	1	1	
Total	50	51	101	

### Comments

Year 8 achievement data in 2016 sees all but three schools achieving at 80% or greater, yet the data above shows that on entry to the High School, the assessment used identifies there is only 29% achieving at the expected level or beyond. This significant gap in the data cannot be attributed to student achievement. This highlights a real discrepancy in the ability to measure progression across the Kahui Ako.

It is also interesting to note that based on this data the achievement, between Year 9 and 10 (though this is a different cohort) declines to just 10% achieving, yet Year 11 NCEA Level One Achievement contradicts this, as achievement at this level is above the national average.

Motueka High School is aware that the assessment at Year 9 and 10 is lacking in standardisation and this needs to be addressed.

*This data specifically at Year 9 (29% Achieving) is incongruous to the Primary School data at end of Year 8 (77.1% Achieving) This requires further investigation by the appointed Across and Within School teachers of the Motueka Community of Learning/Kahui Ako.*

## Community Hunches – The ‘Big Picture’

To capture some of the initial enthusiasm and possibilities for our Community of Learning, a set of broad questions was formulated in order to generate a set of hunches that could be compared across stakeholder groups. All stakeholders had an opportunity to share what they thought could make a difference to improving educational achievement in our community.

- Principals met with a Kahui Ako leader and answered a set of questions individually.
- Teachers (primary and secondary) met for a combined staff meeting, where they were able to discuss and put forward their ideas.
- Boards of Trustees were given an opportunity to share their ideas at a combined Board meeting.
- Students

	No. of responses from teachers or groups of teachers	No. of responses from principals	No. of responses from BOTs	No. of responses from Student Voice group
Relationships between and within primary and secondary schools	18	6	4	
Literacy	13	4		
Priority learners	11	0	3	
Boys	8	3	2	
Key competencies	7	0	1	
Systems (can also be linked to relationships between primary and secondary)	6	0	2	
Agencies	6	0		
Numeracy	5	0		
Home-school relationships	5	2	3	1
Science	4	0	1	
Digital/ e-learning	4	1		10
PB4L/ Behaviour	4	0		6

Well being/mental health	3	4	4	3
Engagement	3	1	4	4
Student voice	2	0	2	4
Attendance	2	1		
Te reo	21	0		
Resilience	2	1		4
Citizenship	1		2	
Moderation	1	1	1	
Māori/cultural	1	1	2	
Trust	1	0	1	
Equality of opportunity	1	0	1	6
Ambition/aspiration	1	2	3	
Effective teaching	0	3	1	14
Belonging	0	2	1	4
Passion/fun	1	1		10
Social issues	0	2	2	4
Transparency	0	1		2
Communication			3	
Celebrating individuality			1	1
Collaboration of BOTs			2	
Confident			2	
Achieving potential			1	4
Encourage array of interests/choices			2	6
Children extended and challenged			1	2
Teacher/student relationship			1	6
Sharing of resources			2	2
Positive outcomes for all learners/achieving potential			3	8
Teacher well being			1	
Professional Development			3	
Pride			1	
Environment			1	4
Time to practice				6
Growth mindset				8
Expectation				2
Authentic learning				4
Transition to High School			3	6



Parent Support				7
Learning structure				5

### Analysis:

All submitted hunches were collated and then categorized by the Kāhui Ako leaders into three broad areas:

Yellow: **connectedness, consistency, systems** 49 responses fitted this category

Teal: **teaching and learning, curriculum** 77 responses

Green: **people, children and young people, health, social** 82 responses

A wide variety of responses indicates that the green category; people, health and social impact, has the highest total number of responses (82). Within this, the two areas with the highest number of responses were well-being and mental health with 11 responses, and home-school partnerships with 10 responses.

Teaching and learning hunches produced 77 responses, with literacy development considered by teachers and principals to be the priority learning area for development (17 responses).

All adult groups considered relationships to be the key area we could develop in order to improve student achievement across the community (24 responses). This was the highest single area out of all the responses. 49 responses were about connectedness, consistency or systems.

## The Achievement Challenges / Opportunities

From the evidence above we have identified three challenges that provide an opportunity to improve equitable outcomes for all our students. As these challenges are interlinked we believe they are readily manageable for our Community of Learning /Kāhui Ako to resource effectively with a joint understanding and purpose.

Our Achievement Challenges are:

## To achieve equitable outcomes for all students

*1. For Boys Year 1-10, particularly in writing*

*2. For Māori and Pacific students, Years 1- 13*

*3. For Males and Females, particularly at Year 12 and 13*

We believe we can address these disparities in achievement through an intensive Kahui Ako – wide focus in developing...

**Mana-Enhancing Learning Relationships** with a growing emphasis on Equity and Collaborative Communities.

Mana Enhancing

What do we want (Aspirational)

- Interactions /Relationships that are positive
- Teacher ↔ student
- Teacher ↔ whanau
- Everyone to be respectful of difference
- Use of language that is mana enhancing, consistently positive and strengths focused
- Teachers who demonstrate quality learning relationships as they understand the importance of student well-being to achievement
- Students who are respectful of one another

## Equity

### What do we want (Aspirational)

- An environment that supports access for all
- Data that will demonstrate equity in action
- Culturally Responsive Teachers who will know their learners and be able to meet individual needs
- Students who will embrace diversity and support one another to achieve
- A community that celebrates the positive aspects of our young people

## Collaborative Community

### What do we want (Aspirational)

- Our community to encompass all learning centres and beyond
- Trust and openness towards and between whanau and schools
- Mahi tahi for the benefit of all students
- A shared responsibility to create a connected community of care

Across our schools, the expectation is that achievement will be raised if we all

1. Collaborated on what 'Teaching as Inquiry' means, to come up with a shared model that all teachers use.
2. Collaborated on assessment practice, to come up with shared understandings.
3. Shared where and how student voice is best collected, responded to and used, to enhance learning.
4. Access centrally funded professional development support for school leaders in the way of coaching and mentoring.

## Achievement Opportunity

### 1. For Boys Year 1-10, particularly in writing in our Community of Learning,

Achievement Opportunity	To achieve equitable outcomes for all students, specifically boys writing, in Years 1-10			
	All Motueka Community of Learning/Kahui Ako Students (excl MHS)	Girls	Boys	
% Students achieving at or above the National Standard in writing in 2016	77.1%	84.4%	70%	
Number students achieving at or above the National Standard in writing in 2016	1379	736	643	
Students Underachieving			No.	%
Upper Moutere			5/71	7
Tasman Bay Christian			9/22	40*
Tasman			19/49	38*
Riwaka			24/93	25*
Ngatimoti			13/46	28*
Brooklyn			18/54	33*
Parklands			54/138	39*
Motueka South			40/142	28*
St Peter Chanel			13/34	38*
Mapua			30/143	21*
Mahana			23/36	63*
Lower Moutere			29/77	37*
Dovedale			6/21	28*

<p>Achievement Target- writing</p> <p><b>What are these?</b></p> <p>To reach at least 80 % of boys achieving the relevant National Standard.</p>	<p>2018</p> <p><i>What specific targets should we expect?</i></p> <p>Increase to 73% of boys achieving the relevant National Standard.</p> <p>Focusing interventions in 7* identified schools in particular.</p>	<p>2019</p> <p><i>What specific targets should we expect?</i></p> <p>Increase to 76% of boys achieving the relevant National Standard.</p> <p>Focusing interventions in 5* identified schools in particular.</p>	<p>2020</p> <p><i>What specific targets should we expect?</i></p> <p>Increase to 80% of boys achieving the relevant National Standard.</p>
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Focus School	Number of students to progress to AT Standards
Tasman Bay	3
Tasman	7
Brooklyn	6
Parklands	18
St Peter Chanel	4
Mahana	7
Lower Moutere	10
Motueka High	

This rate of progress is expected to be sustained for 2018, 2019, 2020

Focus School	Number of students to progress to AT Standards
Riwaka	8
Ngatimoti	4
Motueka South	10
Mapua	10
Dovedale	2

It is expected that in 2018 prior there will have been some progress in achievement. Moving these students to National Standards is expected to be sustained into 2020

Focus School	Number of students to progress to AT Standards
Tasman Bay	3
Tasman	7
Brooklyn	6
Parklands	18
St Peter Chanel	4
Mahana	7
Lower Moutere	10
Riwaka	8
Ngatimoti	4
Motueka South	10
Mapua	10
Dovedale	2

*What could be put in place to meet these targets?*

1. Appoint Across and Within School roles.
2. PLD for Across School and Within School teachers in coaching and mentoring, perhaps through a change manager.
3. PLD for Across School and Within School teachers in Teacher Inquiry.
4. Investigate and develop with all staff - What are "Quality Mana-Enhancing Learning Relationships?"

5. Form a sub-group to meet once a term to monitor progress.
6. Identify and name specific students to be targeted
7. Teachers will be expected to take an inquiry approach and share these inquiries with each other.
8. Listen to the students – what do they see as barriers?
9. Moderation of assessment between schools for consistent assessment practices.
10. Decisions made about what expected progress looks like. Develop consistent tool/framework/rubric.
11. Professional Learning Groups.
12. Treat writing as a life skill, not an art form. Focus on transactional and authentic experiences for writing.
13. Introduce an independent moderator.
14. Look more deeply at transition points and the impact on achievement, short and long term. Improve information sharing of progress and achievement, particularly at the key transition to High School.
15. Use RTLB service to track transient students within our Kāhui Ako.
16. Increase support for Beginning Teachers and continue to work with RTLit.
17. Recognise oral language and find ways to build from this.
18. Access male authors to inspire writers.
19. Access interest groups and provide high-interest learning opportunities for boys that engage with their lives and interests, making connections with writing at all times.
20. Targeted PLD – get the right people in, and scaffold PLD.
21. Question beliefs of everybody around boys' writing.
22. Celebrating writing through purposeful and highly visible opportunities.

#### MONITORING

Progress will be monitored at each end-of-term Motueka CoL/Kāhui Ako meeting, using qualitative and quantitative evidence. The responsibility for leadership will be distributed amongst the group depending on the strengths within the group and will be led overall by the co-leaders. Mid point and annual evaluations against the achievement challenges will occur. Outcomes of the Term 3 evaluations will be reported to the stewardship group and individual Boards of Trustees.

### Achievement Opportunity

#### *2. For Māori and Pacific students Years 1- 13*

Achievement Opportunity	To achieve equitable outcomes for all students, specifically Maori & Pacific Students Y1-13		
	All Motueka Community of Learning/Kahui Ako Students (excl MHS)	Maori students in Motueka COL/Kahui Ako (excl MHS)	Pacific students in the Motueka Community of Learning / Kahui Ako (excl. MHS)

	1829	323	55
Writing (at or above)	77.1% 1316	68.2% 216	67.9% 36
Maths (at or above)	81% 1416	72.1% 221	67.9% 36
Reading (at or above)	84% 1469	77.9% 229	66% 46

<p><b>Achievement Targets</b>  <i>What are these?</i>          To raise achievement of Maori and Pacific students to at least reflect that of All Students across our Kahui Ako initially in <i>Mathematics</i>.</p>	<p>2018  <i>What specific targets should we expect?</i>          Increase Mathematics achievement Maori 35%          Increase Mathematics achievement Pacific 35%</p> <table border="1"> <thead> <tr> <th>Focus across whole Kahui Ako</th> <th>Number of students to progress to AT Standard</th> </tr> </thead> <tbody> <tr> <td>Maori</td> <td>35</td> </tr> <tr> <td>Pacific</td> <td>7</td> </tr> </tbody> </table> <p>This rate of progress is expected to be sustained for 2018, 2019</p>	Focus across whole Kahui Ako	Number of students to progress to AT Standard	Maori	35	Pacific	7	<p>2019  <i>What specific targets should we expect?</i>          Increase achievement Mathematics Maori 35%          Increase achievement Pacific 35%</p> <table border="1"> <thead> <tr> <th>Focus across whole Kahui Ako</th> <th>Number of students to progress to AT Standard</th> </tr> </thead> <tbody> <tr> <td>Maori</td> <td>35</td> </tr> <tr> <td>Pacific</td> <td>7</td> </tr> </tbody> </table>	Focus across whole Kahui Ako	Number of students to progress to AT Standard	Maori	35	Pacific	7	<p>2020  <i>What specific targets should we expect?</i>          Increase achievement Reading Maori 33%          Increase Reading achievement Pacific 33%</p> <table border="1"> <thead> <tr> <th>Focus across whole Kahui Ako</th> <th>Number of students to progress to AT Standard</th> </tr> </thead> <tbody> <tr> <td>Maori</td> <td>31</td> </tr> <tr> <td>Pacific</td> <td>3</td> </tr> </tbody> </table>	Focus across whole Kahui Ako	Number of students to progress to AT Standard	Maori	31	Pacific	3
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<p><i>What could we put in place to meet these targets?</i></p>																					

1. Appoint Across and Within School roles.
2. Find out more about the Motueka story, from local kaumatua. Who are the right contacts?
3. Establish relationships with iwi and Te Awhina marae. Identify key people.
4. What are the traditions, including at High School, both spoken and unspoken?
5. PLD for Across School and Within School teachers in coaching and mentoring, perhaps through a change manager.
6. PLD for Across School and Within School teachers in Teacher Inquiry.
7. Investigate and develop with all staff - What are "Quality Mana-Enhancing Learning Relationships?"
8. Form a sub-group to meet once a term to monitor progress.

9. Identify and name specific students to be targeted.
10. Teachers will be expected to take an inquiry approach and share these inquiries with each other.
11. Listen to the students – what do they see as barriers to their success?
12. Moderation of assessment between schools for consistent assessment practices.
13. Decisions made about what expected progress looks like. Develop consistent tool/framework/rubric.
14. Professional Learning Groups.
15. Develop inclusiveness for all, towards themselves and each other, changing the perception of Māori and Pakeha.
16. Establish effective systems to monitor engagement of all Māori..
17. Build quality, mana enhancing relationships, especially teacher to student.
18. Provide high interest learning opportunities for Māori and Pacific students to engage with their lives, cultures, passions and possibilities.
19. Share expertise among teachers in the Motueka CoL/Kāhui Ako to promote effective teaching practice and establish common methodology and standards for moderating and making teacher judgments.

## Achievement Opportunity

### *3. For males and females, particularly at Year 12 and 13*

#### Achievement Targets 2017 and 2018

##### **What are these?**

To grow the positive achievement of 2016 Year 11 Cohort NCEA results so it sustained through their Year 12 (2017) and Year 13 (2018) to reflect the National Achievement at Year 12 and 13 NCEA Level 2 (80%) and 3 (66%).

Collect data to determine the choices and barriers and ultimately the achievement other than NCEA, for those students who chose not to pursue NCEA at Year 12 and 13 which is impacting on the achievement data at Year 12 and 13.



## Achievement Targets 2018 and 2019

To monitor the achievement of 2017 Year 11 Cohort NCEA results. Ensure this is sustained through their Year 12 (2018) and Year 13 (2019) to reflect the National Achievement at Year 12 and 13 NCEA Level 2 and 3.

### *What could we put in place to meet these targets?*

1. Appoint Across and Within School roles.
2. PLD for Across School and Within School teachers in coaching and mentoring, perhaps through a change manager.
3. PLD for Across School and Within School teachers in Teacher Inquiry.
4. Investigate and develop with all staff - What are "Quality Mana-Enhancing Learning Relationships?"
5. Form a sub-group to meet once a term to monitor progress.
6. Teachers will be expected to take an inquiry approach and share these inquiries with each other.
7. Listen to the students – what do they see as barriers? Continue to work with the SAF.
8. Show students the big picture data and ask them what the barriers could be.
9. Set up regular meetings between Year 7/8 teachers and Motueka High teachers to discuss targets, strategies, continuing programmes and acceleration.
10. Moderation.
11. Shared resources and approaches.
12. Develop self efficacy in students.
13. Shift goal posts from level 2 to level 3.
14. Gather data on numbers of students going on to do trades courses etc.
15. Gather further evidence to explain the disparities in achievement between males and females in the Motueka CoL/ Kāhui Ako, and between local and national results. This should include interviews with students and tracking of students during and after the school year to try to understand why they are not striving for endorsement. Are there other measures of success that they value more? (e.g. sport, travel, employment)
16. Appoint Across and Within School expert teachers whose curriculum, pedagogy and leadership expertise supports initiatives to improve achievement.
17. Train the expert teachers to deliver professional support, particularly in being culturally responsive.

### General Action Plan:

Once the Across-School and Within-School appointments have been made, more specific planning and analysis will be the focus so we can develop a coherent, shared plan of opportunities for equitable outcomes for all students

- Co-constructed and shared Theory of Action for the Motueka Kāhui Ako that is reflected in Strategic/Annual Plans of individual schools
- Recognise the strengths, skills and resources that could be shared across the Motueka Kāhui Ako
- Establish a shared reporting process re progress against the targets and opportunities for all schools and across the Motueka Kāhui Ako to Boards and communities
- Consultation with local Iwi and Pasifika representatives
- Establish a link with ECE providers as well as tertiary providers and other identified community organisations
- Ongoing consultation with all schools and whole community

### Ongoing Progress Evaluation:

Progress will be evaluated at our twice termly Motueka Kāhui Ako meetings. The Co-Lead principals will oversee the Opportunity Plan with other principals taking leadership of specific opportunities that reflect identified strengths/ interests.

An annual evaluation against the achievement opportunities will be planned for early Term 4 of each year so achievement opportunities can be redeveloped to meet the needs identified and included in individual school's annual plans for the following year

This evaluation may include:

- Student feedback in regards to teaching and learning
- Staff feedback in regards to Teacher inquiry, professional development opportunities and student learning progress
- Student data, not just achievement data
- Consultation with the wider Motueka Kāhui Ako