

# Matamata Community of Learning | Kāhui Ako Achievement Challenge Proposal

2016-2018



Walton School



***“Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga”***

*“Strengthen, collaborate and empower to foster the pathway of learning”*

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## INTRODUCTION

The Matamata Community of Learning | Kāhui Ako is set in the rural town of Matamata and surrounds of the Matamata-Piako area. The school communities are bordered by the Kaimai Ranges, Waihou River, Hinuera Valley, and Walton Village.

The CoL consists of nine Primary Schools, one Intermediate and one College.

There is a long history of collaboration and cooperation between Matamata schools, and a developing professional learning community. We are committed to developing the quality of teaching and learning through a collaborative, planned approach which utilises the leadership, pool of expertise and the culture of each school.

### **The Community of Learning incorporates a diverse group of learners:**

- New Zealand European 60%
- Māori 30%, many of whom whakapapa to Ngaati Hauaa, Ngaati Raukawa and other Tainui Iwi
- Pasifika 2%
- Other 8%

There are 2331 students and 129.2 teachers in our Community of Learning | Kāhui Ako (CoL). Around 80% of students will remain in our local CoL educational pathway from Primary, to Intermediate and on to College.

### **Participating Schools:**

Firth Primary

Kuranui School

Matamata Intermediate

Matamata College

Te Poi School

Walton School

Hinuera Primary

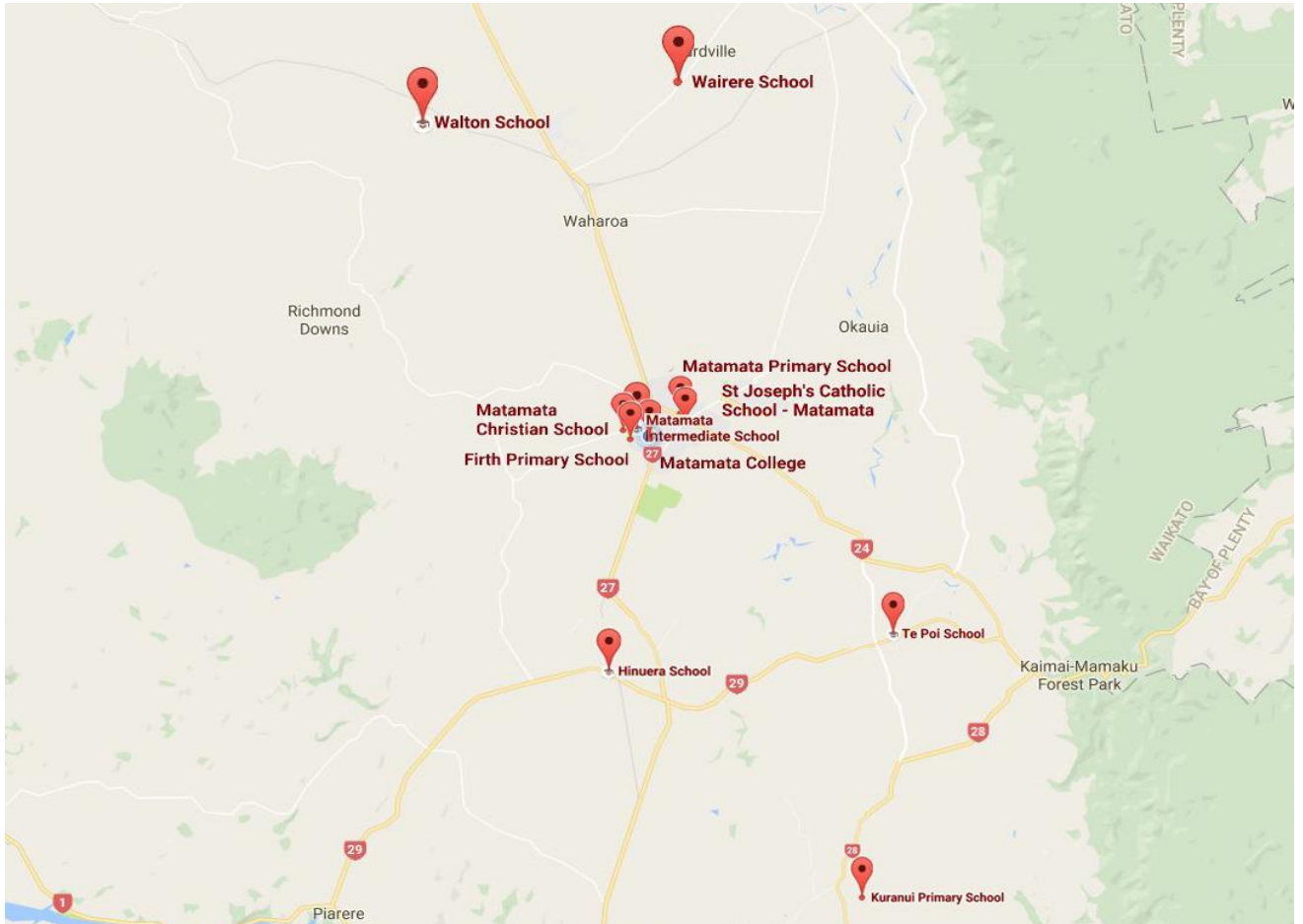
Matamata Christian School

Matamata Primary School

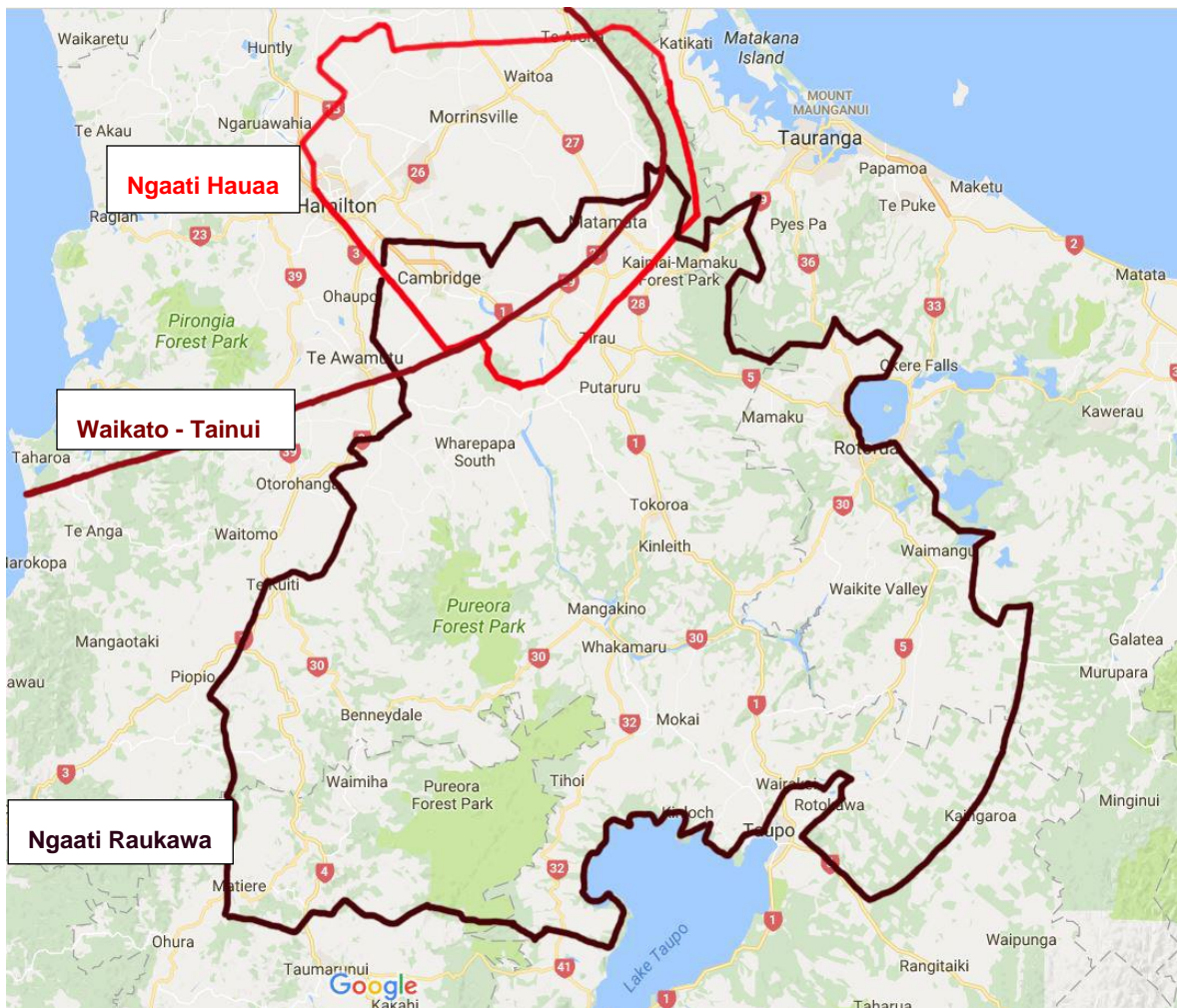
St. Joseph's Catholic Primary

Wairere School

## Map of Matamata Community of Learning | Kāhui Ako showing school locations



## Map of Matamata Community of Learning | Kāhui Ako Waikato - Tainui waka & iwi affiliation boundaries



The schools in the Matamata CoL are situated within the rohe of three Tainui iwi: Ngaati Hauaa, Ngaati Raukawa, and Waikato Tainui. We are in the process of establishing stronger links with these three iwi, and acknowledging their status as mana whenua. Matamata College is a Waikato - Tainui Kawenata school. In recognition of our strong links and affiliation with Waikato - Tainui iwi – we will use Tainui protocols of “double vowels” rather than “macrons”... e.g. **Māori** becomes **Maaori**.



## Matamata Community of Learning | Kāhui Ako - engagement with Waikato-Tainui iwi

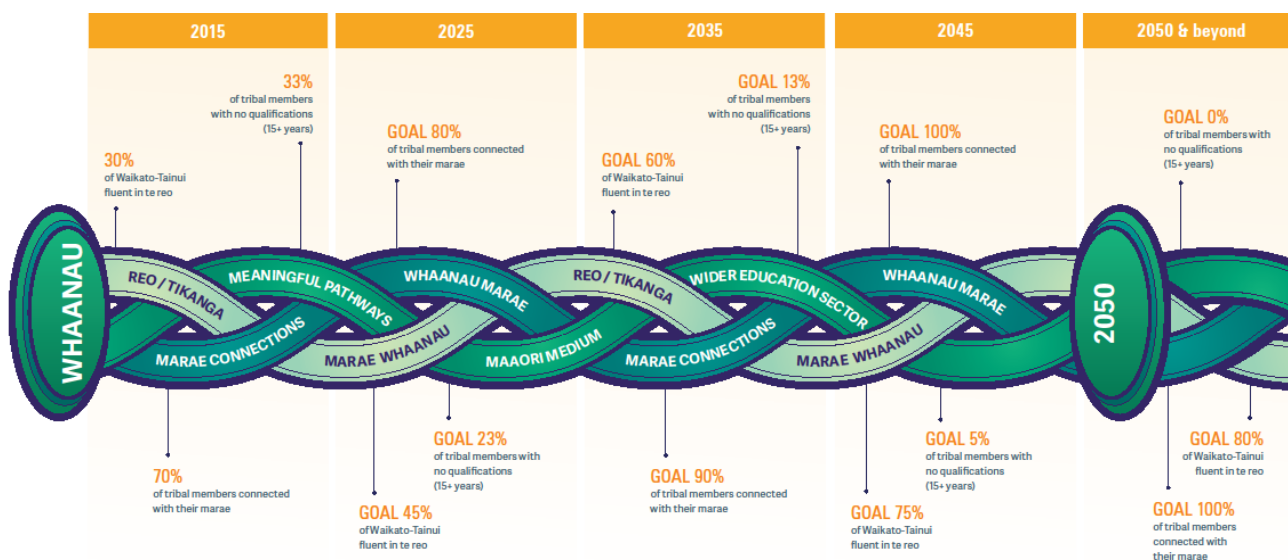
Matamata is in the rohe of Waikato-Tainui iwi. Matamata College is a Waikato-Tainui Kawenata School, and as such, provides a link for all of our CoL schools to benefit from working with Waikato-Tainui Iwi to raise the aspirations and achievement of our Maaori students.

The Matamata CoL supports the aspirations of the Waikato-Tainui Strategy 2050; the cultural, social and economic advancement of Waikato-Tainui people, and each school will take reasonable actions to support Waikato-Tainui students and whaanau attending their respective schools.

Matamata College has chosen to engage in the Kawenata programme to further build and deepen partnerships with Waikato-Tainui, to improve the professional learning and development of staff about Waikato-Tainui and Maaori educational success; and improve Maaori students' educational achievement and learning. When possible, the Matamata CoL as a collective will look to engage fully in the Kawenata programme. With Maaori students represented disproportionately in our underachievement statistics this only makes sense.

The Matamata CoL has arranged for our Day 1, Teacher Only Day 2017, to be professional development facilitated by Waikato-Tainui representatives. The kaupapa of this session will be to increase understanding and unpack the Maaori land wars and the impact that this has had and continues to have on the aspirations of our local Maaori community.

### Whakatupuranga Waikato-Tainui Education Strategy 2050 (pages. 12-13, Ko Te Mana Matauranga)



## Mission

The Matamata CoL | Kāhui Ako aspires for all our learners to be successful learners and our teachers to be effective teachers through the realisation of our Mission Statement:

***“Ma te kaha, te mahitahi me te mana hei whaangai te ara o te matauranga”***

*Strengthen, collaborate and empower to foster the pathway of learning*

## Vision

***“All students achieving educational success as confident, connected, lifelong, resilient learners”***

## Values

### For Principals/BOT/Staff

- Trust
- Integrity
- Respect
- Honesty
- Perseverance
- Open-mindedness
- Equity

In the case of students we want them to **ASPIRE**.

### We want our students...

to be **Adaptable**,  
to enjoy **Success** while showing strength and solidarity  
to display **Perseverance**,  
to operate with **Integrity**,  
to show **Respect**,  
to have access to **Equity**

## Informing our CoL and consultation with our community - an on-going work in progress

Matamata Principals have a history of working together and believe we have the foundations of a highly successful Matamata CoL. We operate from a position of strength, with an established Matamata Principals Association in operation for decades, meeting usually once per term. Our journey into this space has included:

- Matamata Principals Association first exploring IES in 2015.
- Having Ngaire Harris Principal of Hauraki Plains College visit and present about the Hauraki CoL.
- Meeting fortnightly since the beginning of the year (2016) and with an Expression of Interest sent to MOE in Term 1.
- Information/consultation meeting with Principals and Boards June 10, 2016.
- Education Review Office visit Thursday 9 June. Ruth Nicholas, Wellington ERO Office and Phil Cowie from Hamilton ERO Office met with our CoL.
- Presentation from Jan Ballantyne CEO of Central North Island Kindergarten Association – unpacking ECE and transitions to school.
- Principals and several School Board representatives were part of the appointment panel for the Lead Principal.

Other work and consultation contributing to informing our CoL foci moving forward:

- College and Intermediate working with MOE Student Achievement Function Practitioner focusing on Whaanau liaison throughout 2016.
- Matamata College Te Rangimarie Committee has consulted with Maaori community via Maaori parent body over the last two years.
- Extensive student voice, staff voice and whaanau voice gathered through He Kaakano and Kia Eke Panuku surveys over the last four years.

Next steps in consultation:

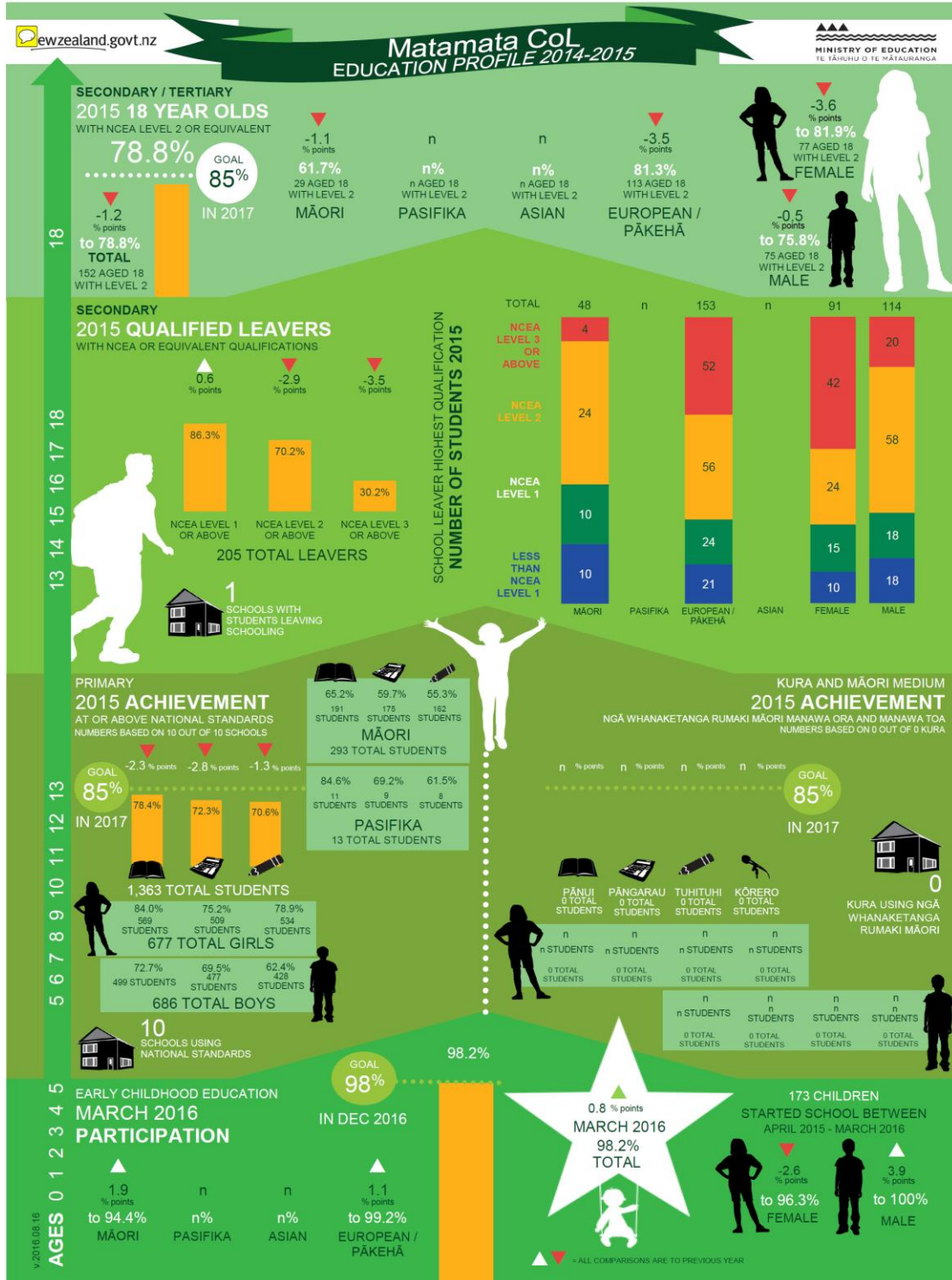
- Focus group from the Principals Leadership group developing a questionnaire for wider CoL community survey.
- Lead Principal about to embark on school visits and meetings with Principals and Board Chairs of each School.
- Thursday Jan 26 CoL powhiri and Raupatu PLD gathering an opportunity to consult with CoL teaching staff.
- Early in Term 1, 2017 invite Matamata ECE providers to an initial meeting to discuss/investigate how they can be part of our CoL moving forward.
- NCEA information night for Primary and Intermediate teachers being organised by the College following a request from Principals group.

***“Ehara taku toa i te toa takitahi, engari he toa takitini”***

*My success is not mine alone, as it is not the work of one, but the work of the collective.*



Matamata Community of Learning | Kāhui Ako Education Profile 2014-2015



## Matamata CoL Student Achievement Data

Analysis of our Matamata Community of Learning | Kāhui Ako 2015 data shows broad disparities.

These broad disparities track throughout the educational pathway from new entrants to NCEA Level 2 and are:

- Between Maaori and non-Maaori learners
- Between male and female learners

All schools within the Matamata CoL have identified and acknowledge that across our cluster, many Maaori learners and male learners are achieving at a level far below that desired by them, their parents/whaanau and school.

Examples of these disparities:

- Year 1-8 writing in 2015 Maaori students were achieving at 55.3% at or above National Standards, compared to all students at 78.6% - a gap of 23.3 percentage points.
- In 2015 a higher percentage of boys (36%) left school with less than NCEA level 2 than girls (27%) - a gap of 9 percentage points.

We believe these disparities are not acceptable and we are ready to meet the challenge of raising the level of student outcomes for all Matamata learners.

This CoL data reflects the trend seen both across the Waikato district as well as nationally. It is also a trend that is historic within the Matamata schools, despite both individual schools and cluster wide professional learning targeting these areas. There have been pockets of great success for schools, however we will now be striving to create the conditions for collaborative and sustained improvement for all schools and all learners within the Matamata Community of Learning | Kāhui Ako.

We have used our analysis of this data to develop our 2016-2018 Student Achievement Challenges. The targets within the Achievement Challenges we have set are aspirational, yet realistic when considering the starting point of the 2015 National Standards data for our COL | KA. It is our hope that by having such high expectations we will be driven to achievement levels that are far beyond the current reality we're facing.

Our NCEA and National Standards results show a **clear variation between Male and Female** data, and also **Maaori and Non-Maaori** achievement. An implicit understanding for each of our Achievement Challenges is that as we focus on developing teacher practice so that all Maaori students have strong literacy, numeracy and are successful as Maaori; learning will be enhanced for our male students and additionally that girls and non- Maaori achievement will also increase.

Whatever we do to improve pedagogy and teacher efficacy moving forward is underpinned by the understanding of the 'He kaakano' mantra of...."What is good for Maaori is good for everyone!"

## Te ara whakamua – The way forward

We see this proposal as very much a working document and expect it to change and adapt as our understanding of our CoL wide challenges, and the challenges and needs of individual schools within our CoL is enhanced and evolves. Our thinking is grounded in the belief that we approach our challenges with a growth mindset.

Matamata schools have been involved in Literacy, ITC and Numeracy projects with pockets of success and we need to build on this. However, we acknowledge that involvement in these projects has not necessarily met the needs of all of our students. We acknowledge that there are no 'silver bullets' and no 'one-size fits all' model. We need to look at system wide improvements to better meet the needs and engagement of our students, and engagement of priority learners in particular.

Key to our plan for Term 1 2017, once Across School Teachers have been appointed, is to undertake a whakawhanaunatanga and scoping exercise across all schools that includes the in-depth analysis of data to inform our CoL inquiry. In addition to the student achievement data we already have, we will focus on data gained from walk-throughs, observations of classroom practice, student voice, teacher voice and whaanau voice. This analysis will support us to understand the experiences of Maaori students, and indeed all students, in each school context and the extent to which culturally responsive relational pedagogy and leadership is evident. This analysis across each school will be considered alongside other evidence to determine priority next steps for Term 2 and will form the basis of the professional development inquiry cycles across the CoL.

## Matamata CoL Areas of Focus

**Improving Maaori student achievement and engagement is critical to addressing achievement disparities in our CoL. To overcome these significant challenges, we have identified two areas of priority on which to focus our work:**

### 1. Culturally Responsive and Relational Pedagogy

Building teachers' cultural responsiveness and capability to recognise and respond to cultural diversity. To us, this also includes improving school-wide whaanau engagement.

### 2. Teacher Efficacy and Transformation through Spirals of Inquiry

Building teacher efficacy and capability in providing inclusive learning environments for all students, especially priority learners, through our CoL wide inquiry and a focus on transformation and innovation using spirals of inquiry.

### Focus 1 - Culturally Responsive and Relational Pedagogy Focus

As a CoL we acknowledge we need to improve our understanding and appreciation of:

- The Treaty of Waitangi
- Ako – a reciprocal, two way teaching and learning approach
- Cultural responsiveness and relational pedagogy
- Te ao Maaori

- Whaanau engagement
- Leadership
- Maaori achieving educational success as Maaori
- Tikanga Maaori and te reo Maaori
- Teaching as Inquiry
- Data analysis and evidenced based inquiry
- Differentiation
- Student Agency

A professional development inquiry cycle of learning addressing Culturally Responsive and Relational Pedagogy (CR&RP) is required for our CoL.

We need to develop with staff in each school, a shared understanding of culturally responsive and relational pedagogy and leadership so that there are consistent indicators of these principles and practices across our CoL.

Making educationally-powerful connections with whaanau and embedding culturally responsive and relational pedagogy is a priority that must be addressed.

A key aspect of our plan to embed CR&RP is based around developing contextually specific effective teacher rubrics and a supportive model of observations, shadow coaching and reflective practice.

Key to achieving this is ongoing support and professional learning for our CoL leaders, our Principals and Across School Teachers - focused on leadership and other dimensions of change:

- Evidence based inquiry
- Teacher inquiry
- Culturally responsive and relational pedagogy
- Educationally powerful connections with whaanau

## **Focus 2 – Teacher Efficacy and Transformation through Spirals of Inquiry Focus**

The Matamata Community of Learning | Kāhui Ako leadership group are firm believers that teacher quality is the crucial factor in successful educational outcomes for students. After-all it is what teachers do in the classroom and the relationship they have with their students that really makes the difference.

Supporting our teachers across the CoL to be evidence based, reflective, responsive practitioners is key to raising student achievement.

We aim to create a culture of inquiry across our CoL staff embracing CR&RP and see teaching and learning:

- where there is student agency, where power is shared and culture counts
- that is based on evidence
- that is future focused

- where staff are reflective practitioners – informed by data and their own teaching/learning inquiry
- that ensures equitable outcomes

Further development of a culture of teaching as inquiry, which is already an established focus in many of the Matamata CoL schools is required.

The spiral of inquiry (Timperley, Kasar and Halbert, 2014) will be used as a vehicle to improve teacher efficacy and transform teaching practice with this major PLD focus moving forward.

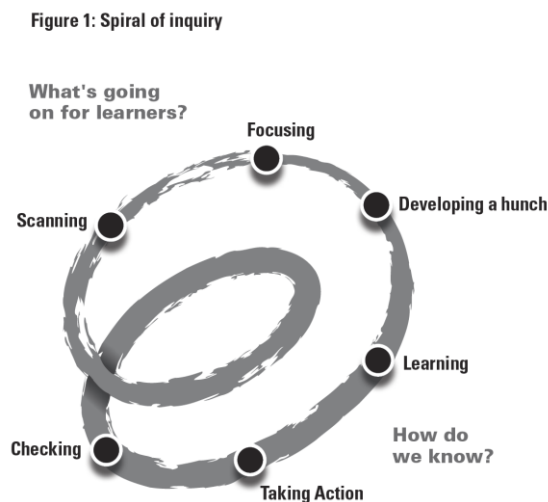


Diagram from p.5, Timperley, Kasar and Halbert 2014 CSE paper: A framework for transforming learning in schools: Innovation and the spiral of inquiry.

While our Matamata CoL inquiry focus is clearly on culturally responsive and relational pedagogy to help raise achievement of Maaori students and boys, individual schools within the CoL will develop their school context specific inquiry inclusive of the broader CR&RP focus.

### Maaori Learners' Achievement Challenges for Matamata CoL based on 2015 Data

**All Maaori learners** will make accelerated progress in **writing** by the end of 2018 in ways that build on and support their language, culture, identity and community connections:

In relation to Years 1-8, a 10 percentage point increase in Maaori **writing** achievement from 55.3% to 65.3% of students at or above national standards across the entire community and individual schools. Across the community this will require moving 29 Maaori students currently underachieving (at least 14 students per year) based on 2015 data to 'at' or 'above' the National Standard by the end of 2018.

In relation to Year 10 raise and sustain achievement in **writing** from 16% to at least 66% of students achieving 'at' or 'above' curriculum expectations. This will require moving 50 percentage points (16 more Maaori students or at least 8 more Maaori students per year) to 'at' or 'above' the curriculum expectation by the end of 2018.

**All Maaori learners** will make accelerated progress in **mathematics** by the end of 2018 in ways that build on and support their language, culture, identity and community connections:

In relation to Years 1-8, a 10 percentage point increase in Maaori **mathematics** achievement from 59.7% to 69.7% of students at or above national standards across the entire community and individual schools. Across the community this will require moving 29 Maaori currently underachieving (at least 14 students per year) based on 2015 data to 'at' or 'above' the National Standard by the end of 2018.

In relation to Year 10 raise and sustain achievement in Maaori **mathematics** from 28% to at least 78% of students achieving 'at' or 'above' curriculum expectations. This will require moving 50 percentage points (15 more Maaori students or at least 7 more Maaori students per year) to 'at' or 'above' the curriculum expectation by the end of 2018.

#### **All Maaori Learners NCEA Level 2**

In relation to NCEA Level 2 raise and sustain achievement from 56.7% to at least 86.7% (using roll based data), Maaori learners achieving **NCEA Level 2**. This will require moving 30 percentage points (9 more Maaori students or at least 4 more Maaori students per year) achieving NCEA Level 2 by the end of 2018.

#### **Male Learners Achievement Challenges for Matamata CoL based on 2015 Data**

**Male learners** will make accelerated progress in **writing** by the end of 2018 in ways that build on and support their self-efficacy, well-being and identity:

In relation to Years 1-8, a 10 percentage point increase in male **writing** achievement from 62.4% to 72.4% of students at or above national standards across the entire community and individual schools. Across the community this will require moving 69 currently underachieving (at least 34 students per year) based on 2015 data to 'at' or 'above' the National Standard by the end of 2018.

In relation to Year 10 raise and sustain achievement in male **writing** from 19% to at least 69% of students achieving 'at' or 'above' curriculum expectations. This will require moving 50 percentage points (39 more male students or at least 19 more male students per year) to 'at' or 'above' the curriculum expectation by the end of 2018.

**Male learners** will make accelerated progress in **mathematics** by the end of 2018 in ways that build on and support their self-efficacy, well-being and identity:



In relation to Years 1-8, a 10 percentage point increase in **mathematics** achievement from 69.5% to 79.5% students at or above national standards across the entire community and individual schools. Across the community this will require moving 69 male students currently underachieving (or at least 34 male students per year) based on 2015 data to 'at' or 'above' the National Standard by the end of 2018.

In relation to Year 10 raise and sustain achievement in **mathematics** from 42% to at least 92% of students achieving 'at' or 'above' curriculum expectations. This will require moving 50 percentage points (39 more male students or at least 19 more Male students per year) to 'at' or 'above' the curriculum expectation by the end of 2018.

### **All Male Learners NCEA Level 2**

In relation to NCEA Level 2 raise and sustain achievement from 71.4% to at least 91.4% (using roll based data), Male Learners achieving **NCEA Level 2**. This will require moving 20 percentage points (14 more Male students or at least 7 more Male students per year) achieving NCEA Level 2 by the end of 2018.

## Matamata Community of Learning | Kāhui Ako Achievement Target Tables and Target Shift Tables

### ACHIEVEMENT TARGETS TABLES WRITING YEARS 1-8

Improvement of at least 5 percentage point shift per year (2017 - 2018)								
Number of Students required to meet Primary and Intermediate Writing Achievement Targets by 2018								
Years 1 – 8 School Name	Baseline Data				Number of identified students required to meet target by 2018			
	Total Boys Well Below (2015)	Total Boys Below (2015)	Total Maaori Well Below (2015)	Total Maaori Below (2015)	Total Boys	Total Maaori	Maaori Boys	Total Identified Target Students (=Total Boys + Total Maaori - Maaori Boys)
Firth School	4 (5.1%)	28 (35.9%)	4 (5.1%)	29 (36.7%)	8	8	3	13
Hinuera School	2 (2.4%)	10 (12.0%)	x	x	8	x	x	x
Kuranui Primary School	3 (12.5%)	3 (12.5%)	0 (0.0%)	2 (28.6%)	2	1	1	2
Matamata Christian School	2 (8.0%)	12 (48.0%)	x	x	3	x	x	x
Matamata Intermediate	37 (19.9%)	77 (41.4%)	16 (20.0%)	36 (45.0%)	19	8	5	22
Matamata Primary School	6 (3.0%)	35 (17.8%)	2 (3.3%)	18 (30.0%)	20	6	4	22
St Joseph's Catholic School (Matamata)	0 (0.0%)	4 (36.4%)	x	x	1	x	x	x
Te Poi School	3 (13.0%)	0 (0.0%)	x	x	2	x	x	x
Wairere School	2 (10.0%)	7 (35.0%)	1 (7.7%)	5 (38.5%)	2	1	1	2
Walton School	11 (28.2%)	12 (30.8%)	x	x	4	x	x	x
<b>Total Yr 1 - 8</b>	70 (10.2%)	188 (27.4%)	30 (10.2%)	101 (34.5%)	69	29	18	80

x = Data has been redacted

### ACHIEVEMENT TARGETS TABLES MATHEMATICS 1-8

Improvement of at least 5 percentage point shift per year (2017 - 2018)								
Number of Students required to meet Primary and Intermediate Mathematics Achievement Targets by 2018								
Years 1 – 8 School Name	Baseline Data				Number of identified students required to meet target by 2018			
	Total Boys Well Below (2015)	Total Boys Below (2015)	Total Maaori Well Below (2015)	Total Maaori Below (2015)	Total Boys	Total Maaori	Maaori Boys	Total Identified Target Students (=Total Boys + Total Maaori - Maaori Boys)
Firth School	4 (5.1%)	18 (23.1%)	3 (3.8%)	20 (25.3%)	9	8	3	14
Hinuera School	2 (2.4%)	4 (4.8%)	x	x	6	x	x	x
Kuranui Primary School	1 (4.2%)	4 (16.7%)	0 (0.0%)	1 (14.3%)	2	1	1	2
Matamata Christian School	1 (4.0%)	8 (32.0%)	x	x	3	x	x	x
Matamata Intermediate	34 (18.3%)	57 (30.6%)	20 (25.0%)	26 (32.5%)	20	8	5	23
Matamata Primary School	2 (1.0%)	44 (22.3%)	0 (0.0%)	27 (45.0%)	20	6	4	22
St Joseph's Catholic School (Matamata)	0 (0.0%)	4 (36.4%)	x	x	1	x	x	x
Te Poi School	3 (13.0%)	2 (8.7%)	x	x	2	x	x	x
Wairere School	2 (10.0%)	5 (25.0%)	1 (7.7%)	6 (46.2%)	2	2	1	3
Walton School	7 (17.9%)	7 (17.9%)	x	x	4	x	x	x
<b>Total Yr 1 - 8</b>	<b>56 (8.2%)</b>	<b>153 (22.3%)</b>	<b>32 (10.9%)</b>	<b>86 (29.4%)</b>	<b>69</b>	<b>29</b>	<b>18</b>	<b>80</b>

x = Data has been redacted

**ACHIEVEMENT TARGETS TABLES WRITING YEAR 10**

Baseline Data			Number of Students required to meet Writing Achievement Targets by 2018			
Year 10 Writing E-asTTle 2016 (157 students in total)	Total Boys Below (2016)	Total Maaori Below (2016)Total	Total Target Boys	Total Target Maaori	Maaori Target Boys	Target Students (Number to Shift)
Matamata College	63 (81%)	x	39	x	x	51

x = Data has been redacted

**ACHIEVEMENT TARGETS TABLES MATHEMATICS YEAR 10**

Baseline Data			Number of Students required to meet Mathematics Achievement Targets by 2018			
Year 10 Mathematics E-asTTle 2016 (157 students in total)	Total Boys Below (2016)	Total Maaori Below (2016)	Total Target Boys	Total Target Maaori	Maaori Target Boys	Target Students (Number to Shift)
Matamata College	45 (50%)	21 (72%)	39	15	8	46

**ACHIEVEMENT TARGETS TABLES NCEA LEVEL 2**

Number of Students required to meet Year 12 NCEA Level 2 Targets by 2018						
Year 12 NCEA Level 2	Baseline Data		Meet Target by 2018			
	Total Boys Not Achieving NCEA Level 2 (2015)	Total Maaori Not Achieving NCEA Level 2 (2015)	Total Boys Shift by 20 percentage points by 2018	Total Maaori Shift by 30 percentage points by 2018	Maaori Boys	Total Identified Target Students (=Total Boys + Total Maaori - Maaori Boys)
Matamata College	20 (28.6%)	13 (43.3%)	14	9	7	16

**TARGET SHIFT TABLES WRITING YEAR 1-8**

Writing (Years 1-8)								
Goal - increase 10 percentage points over 2 yrs								
Matamata CoL Years 1 - 8	Total Maaori				Total Boys			
	# At or above		Total students	%	# At or above		Total students	%
2015- Actual	162	out of	293	55.3%	428	out of	686	62.4%
2017- Target	177	out of	293	60.3%	462	out of	686	67.4%
2018- Target	191	out of	293	65.3%	497	out of	686	72.4%
Shift per year (2017-2018)	15			5 % pts	35			5 % pts
Shift over 2 years	29			10 % pts	69			10 % pts

Number of students to shift per year has been rounded up where uneven numbers are present.

**TARGET SHIFT TABLES MATHEMATICS YEAR 1-8**

Mathematics (Years 1-8)								
Goal - increase 10 percentage points over 2 yrs								
Matamata CoL Years 1 - 8	Total Maaori				Total Boys			
	# At or above		Total students	%	# At or above		Total students	%
<b>2015- Actual</b>	175	out of	293	59.7%	477	out of	686	69.5%
2017- Target	190	out of	293	64.7%	511	out of	686	74.5%
<b>2018- Target</b>	204	out of	293	69.7%	546	out of	686	79.5%
<b>Shift per year (2017-2018)</b>	15			5 % pts	35			<b>5 % pts</b>
<b>Shift over 2 years</b>	<b>29</b>			<b>10 % pts</b>	<b>69</b>			<b>10 % pts</b>

*Number of students to shift per year has been rounded up where uneven numbers are present.*

**Note: Year 10 College E-asTTle Data**

The Year 10 E-asTTle data is a snapshot of how students are currently achieving in writing and mathematics. We have chosen E-asTTle in the absence of having a nationally consistent measuring system such as National Standards as used in the primary and intermediate schools. It is a "one-off" snapshot and so we acknowledge that some students may have underperformed on the testing day which has contributed to a bleak achievement picture. Using this data as our starting point we have chosen to aspire to a goal of a 25 percentage point shift target each year. Anything less would just not move enough students' achievement levels.

English writing E-asTTle was across all five curriculum strands and was completed in September 2016.

Mathematics E-asTTle was across all five curriculum strands, with emphasis on Algebra and Measurement. This was completed in February 2016 and is retested in the last few weeks of school in December. (Note: Final grades from December testing not available for this document).

The 2016 E-asTTle data was used in setting the targets as it was considered the most relevant data set available for Year 10 at the time of writing.



**TARGET SHIFT TABLES YEAR WRITING YEAR 10**

Year 10 Writing E-asTTie								
Goal - increase 50 percentage points over 2 years								
Year 10 Matamata College	Total Maaori				Total Boys			
	# At or above		Total students	%	# At or above		Total students	%
2016 - Actual	5	out of	31	16%	15	out of	78	19%
2017 - Target	13	out of	31	41%	34	out of	78	44%
2018 - Target	21	out of	31	66%	54	out of	78	69%
Shift per year (2017 – 2018)	8			25% pts	20			25% pts
Shift over 2 years	16			50% pts	39			50% pts

Number of students to shift per year has been rounded up where uneven numbers are present.

**TARGET SHIFT TABLES MATHEMATICS YEAR 10**

Year 10 Mathematics E-asTTie								
Goal - increase 50 percentage points over 2 years								
Year 10 Matamata College	Total Maaori				Total Boys			
	# At or above		Total students	%	# At or above		Total students	%
2016 Actual	8	out of	29	28%	32	out of	77	42%
2017 - Target	15	out of	29	53%	52	out of	77	67%
2018 - Target	23	out of	29	78%	71	out of	77	92%
Shift per year (2017 – 2018)	8			25% pts	20			25% pts
Shift over 2 years	15			50% pts	39			50% pts

Number of students to shift per year has been rounded up where uneven numbers are present.

**TARGET SHIFT TABLES NCEA LEVEL 2**

Year 12 students with NCEA Level 2 (Roll based)								
Goal – increase 30 percentage points over two years for Maaori Students								
Goal – increase 20 percentage points over two years for All Boys								
Year 12 Matamata College	All Maaori				All Boys			
	# Attained		Total students	%	# Attained		Total students	%
<b>2015 - Actual</b>	17	out of	30	56.7%	50	out of	70	71.4%
<b>2017 - Target</b>	22	out of	30	71.7%	57	out of	70	81.4%
<b>2018 - Target</b>	26	out of	30	86.7%	64	out of	70	91.4%
<b>Shift per year (2017 – 2018)</b>	5			15% pts	7			10% pts
<b>Shift over 2 years</b>	9			30% pts	14			20% pts

*Number of students to shift per year has been rounded up where uneven numbers are present.*