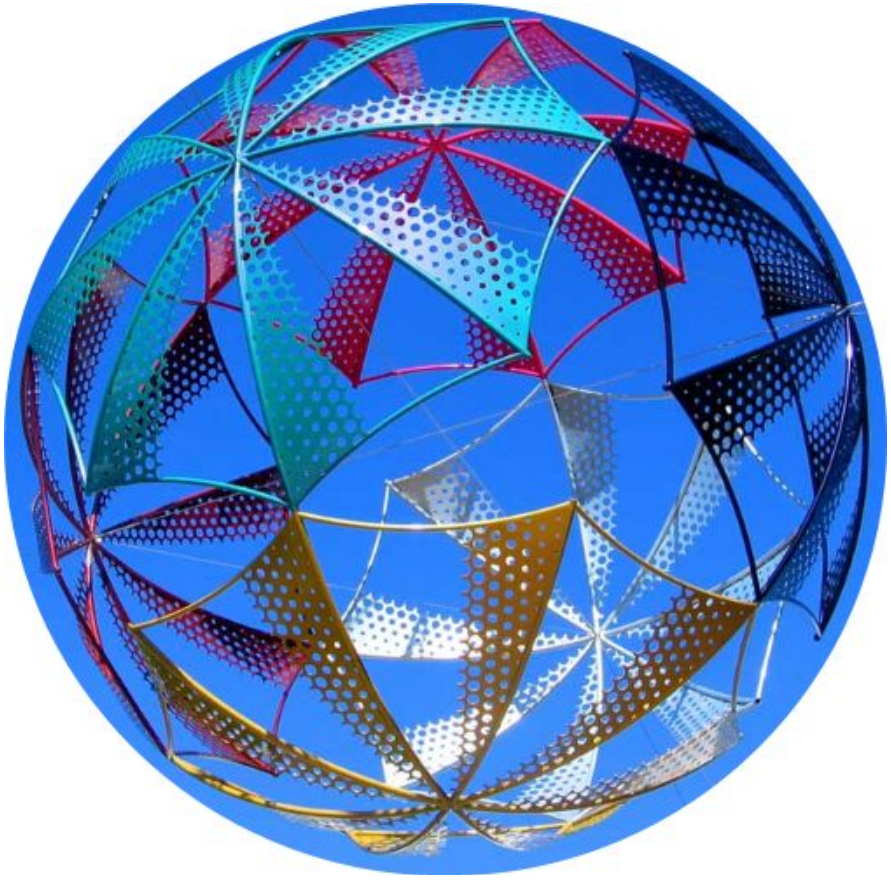

Hastings East
Kāhui Ako
Community of Learning

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Whakatauki

"You can't direct the wind but you can adjust the sails"

Our Purpose:

Through an emphasis on collaborative practice, student wellbeing and student agency we will positively influence the achievement of all students

Our Vision:

"Together growing powerful learners"

Who we are

Hastings East Community of Learning | Kāhui Ako is made up of five schools located on the eastern side of the railway line in Hastings, and one rural school south of Hastings.

We have two contributing schools (Year 1-6), one full primary school (Year 1-8), one intermediate (Year 7-8), one secondary school (Year 9-13) and one special school.

Our school communities are diverse, with some families struggling to meet basic needs such as food, clothing and shelter, while other students come from affluent backgrounds. Three of our schools are decile 2, and the other schools are decile 3-6.

Almost half of our student population are Māori, and 13% are Pacific Island ethnicities (with Samoan, Cook Islands Maori and Tongan being the most common Pacific ethnicities). Of our 150 children that are of Asian descent, over half are Indian, with Chinese and Filipino being the next largest ethnic groups.

The majority of our Kāhui Ako students are boys, largely due to the fact that our secondary school is a single-sex Boys' school. We intend to collaborate with other Kāhui Ako in Hastings to ensure the success of our girls once they transition out of our Kāhui Ako.

School ID	School name	2019 March 1 Total roll	Māori roll	Pacific roll	% Māori	% Pacific	Female	Male
227	Hastings Boys' High School	754	394	163	52%	22%	0%	100%
2569	Hastings Central School	203	138	28	68%	14%	48%	52%
2570	Hastings Intermediate	430	212	34	49%	8%	49%	51%
2588	Kowhai School	104	43	13	41%	13%	32%	68%
2641	Parkvale School	497	133	26	27%	5%	49%	51%
2650	Poukawa School	98	39	1	40%	1%	47%	53%
Grand Total		**2086**	**959**	**265**	**46%**	**13%**	**30%**	**70%**

Kāhui Ako Location Map

1 - Hastings Boys High School
2 - Hastings Intermediate School
3 - Hastings Central School
4 - Kowhai Special School
5 - Parkvale School
6 - Poukawa School

Our Schools

Ngati Kahungunu **Vision** **Website**	- Waipatu Marae - “To develop the qualities of P.R.I.D.E, to grow confident, collaborative, connected, creative learners - www.parkvale.school.nz
Ngati Kahungunu **Vision** **Website**	- E Rangi Koianake - Give me wings, watch me fly - www.poukawa.school.nz
Ngati Kahungunu **Vision** **Website**	- Waipatu Marae - To ensure our students develop their talents, skills and abilities to achieve success - www.hastings-central.school.nz
Ngati Kahungunu **Vision** **Website**	- Waipatu Marae - Nurture and develop students’ potential and abilities, guiding them on their learning journey and preparing them for life's challenges. - www.kowhaispecial.school.nz

Ngati Kahungunu **Vision** **Website**	- Waipatu Marae - Young Men United by Respect - www.hastingsboys.school.nz
Ngati Kahungunu **Vision** **Website**	- Waipatu Marae - REACH (higher,faster,stronger) STRETCH (unique, capable, problem solvers) FLOW (healthy, connected, supported) - www.hastingsintermediate.school.nz

Early Childhood Education Information

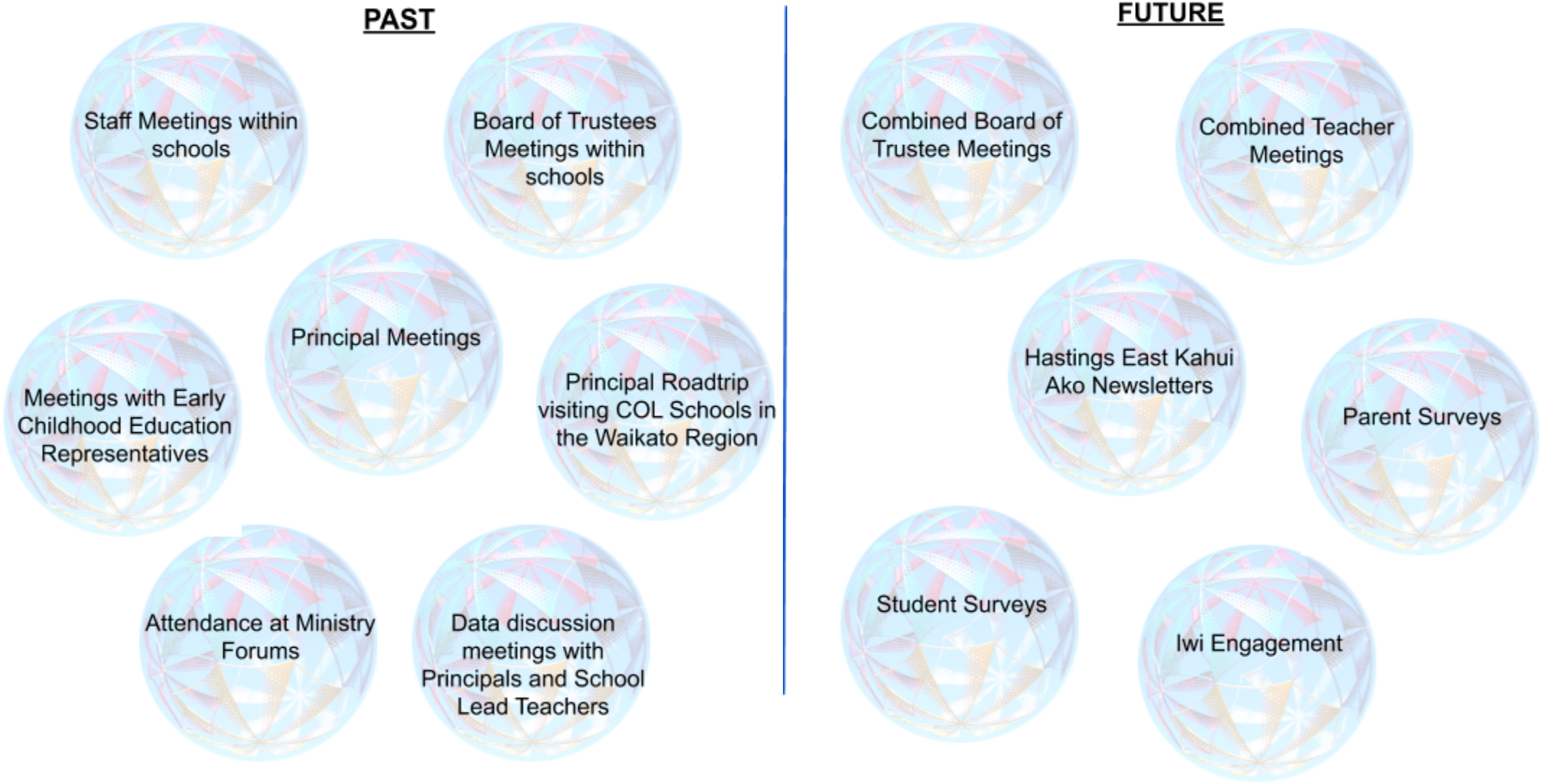
The following map shows the key feeder early childhood services for Hastings East Kāhui Ako. The size of the bubble represents the number of children than transitioned from the ECE service to a school within our Kāhui Ako in 2017-2018.

Heretaunga Kindergarten Association have attended Kāhui Ako meetings, and we look forward to collaborating more with early childhood services as we begin to understand the challenges and opportunities in our community.

Hastings East Kāhui Ako Journey so far

2014	2015-2016	2017	Early 2018	Late 2018 / 2019
Principals from schools in Hastings came together to discuss the possibility of forming a “Community of Schools”. With over 30 schools in the Hastings urban zone, and over 50 in the wider Hastings District, the regional Ministry of Education recommended to split the group into multiple Kāhui Ako.	A number of communities of learning formed in Hastings, including Ngā Hau e Whā, Whirinaki, Te Waka o Māramatanga and Havelock North. Hastings East Kāhui Ako was approved by the Minister in December 2016. Strengths of this group included strong pathways from the primary schools to intermediate to secondary school; and a geographical location which allowed easy access and communication for all schools involved. There was also common language, values and beliefs shared by all school leaders within this group.	Poukawa School asked to join Hastings East Kāhui Ako, and they were unanimously accepted. The group began to discuss their visions and aspirations for the students within their community. Discussions moved from hunches about the barriers to student learning into more in-depth discussions about what they believed were the most effective levers of change that impacted on student achievement. These were open robust professional conversations that provided the foundation for future direction and growth.	Due to a number of factors, the group decided that having two principals sharing the leadership role would be the best model for our Kāhui Ako. Each principal would be responsible for different aspects of the role, with the role descriptions reflecting the differences. The positions were advertised, the two Principal applicants were interviewed and appointed in July 2018, with Hastings East becoming the first CoL in New Zealand to be led under a “Dual Leadership” model.	Kāhui Ako members have met regularly to discuss the achievement challenges and determine what we consider to be the key ‘levers of change’ to address the educational issues we face in our community. The achievement challenges and levers for change are detailed in the following pages.

Engagement and Consultation with our Community



Theory of Improvement

Boards, Principals and Lead Teachers within Hastings East Kāhui Ako began intensive discussions focusing on “Theories of Improvement” - What are the levers for change that make a difference? We considered the following areas in relation student success:

- Learner Qualities
- Learner Agency
- Collaborative Learning and Teaching
- Culturally Responsive Pedagogy
- Authentic Learning Opportunities
- Engagement of Whānau

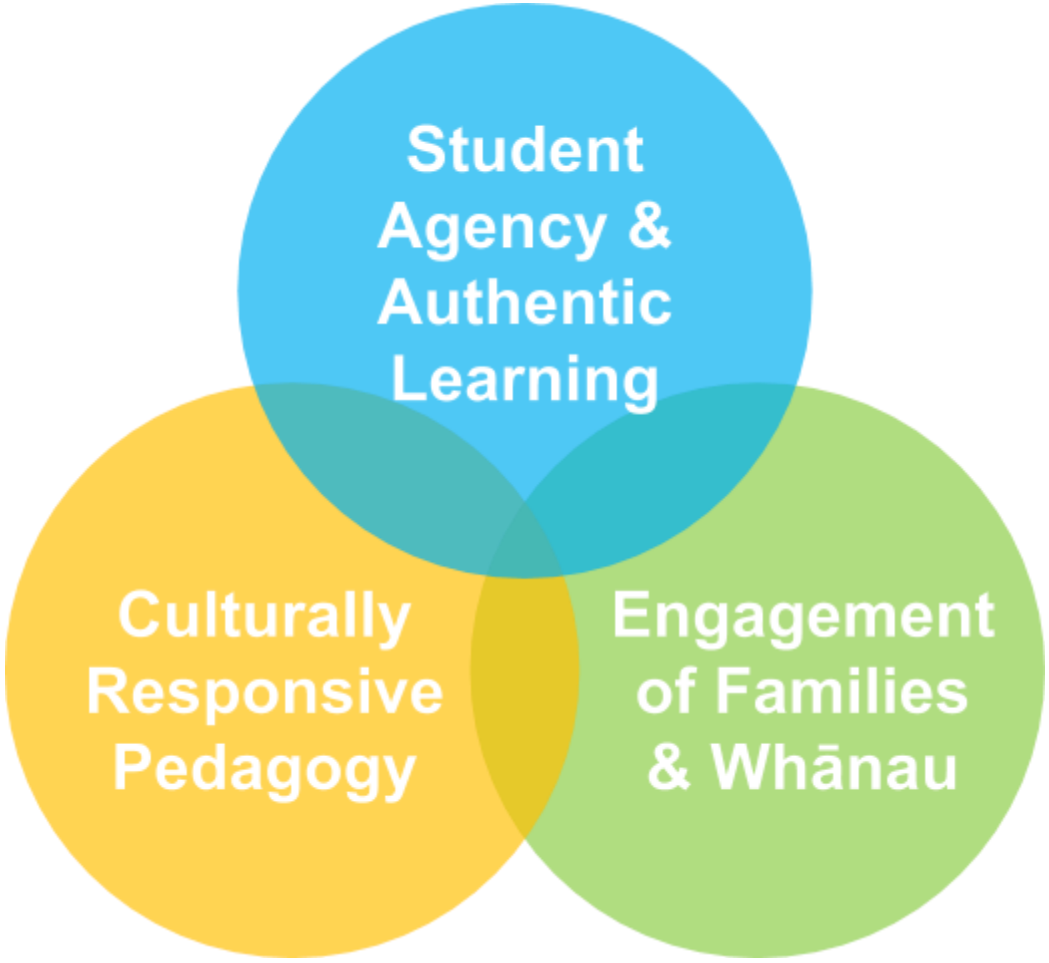
During the discussions, political change occurred and National Standards were removed from the New Zealand educational landscape. This freed up open discussion such as; what is assessment, how do we assess, when do we assess, and what is the purpose of assessment? By the end of the comprehensive discussions, Hastings East Kāhui Ako agreed that we wanted to be able to acknowledge each child’s learning pathway, to be able to celebrate individual growth, and to look at the learner as a whole.

Three ‘Levers for Change’ were agreed upon, to become the basis of achievement challenges which the CoL believed would have the greatest impact on student well-being and therefore impact on student outcomes. These are:

- Culturally Responsive Pedagogy
- Engagement of Whānau
- Student Agency and Authentic Learning

The Hastings East Kāhui Ako believe true change occurs, not through teaching and learning in a particular way, but by doing whatever is needed to meet the ever changing needs of students. Learning is a complex matter, it is about what works for each individual child. Having highly effective teaching matters most of all. It is about having a broad image of approaches, programmes, processes, tools, teachers and spaces that can be utilised as needed in response to student’s needs.

Our challenges based on unification of our Levers for Change



Our COLs agreed definitions of each Lever for Change

Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. A pedagogy that emphasizes a comfortable and academically enriching environment for students of all ethnicities, races, beliefs, and creeds.

Connecting with students' wider lives, and engaging the support of their families, whānau, and communities. Engagement of families and whānau calls for schools and teachers to deliver a curriculum that is meaningful, relevant, and connected to students' lives

Student agency means students making decisions about their learning and having choice and a voice in the school, students to be "insiders" in their learning knowing where they are at and what their next steps are. Students having opportunities to use this knowledge of themselves as learners and to exercise choice.

Authentic learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

How our Levers for Change will improve student outcomes

Evidence for change

Engaging with families and whānau

Literature globally and from New Zealand highlights the benefits of engaging with families and whānau, and is inseparable from student engagement. Research shows that collaborative, home-school relationships have the potential to harness everyone's contribution and thus more effectively support the development of all students, even those experiencing the greatest challenges (Office of the Auditor-General, 2015; Brooking, 2007). However, home-school relationships, when they are poorly understood also have the potential to do harm (Alton-Lee, 2009). If trust, new understandings and the harnessing of the potential located within these diverse communities is to be realized in educationally powerful partnerships, our Kāhui Ako must ensure respectful relationships with our home communities (Gonzalez et al, 2005).

Relationships between family/whānau and teachers-schools can be strengthened where whānau voice is used to drive teaching contexts and improve practice.

Culturally responsive pedagogy

A child-centred approach allows learners to connect new learning with their own cultural experience and prior knowledge. We believe that students need to recognise themselves in their learning environment.

Research tells us that students who feel a strong sense of belonging, and connection to their identity and culture, engage more successfully in their learning. When pedagogies and classroom relationships are relevant and responsive to the culture of our learners, students and families can become more positively aware of themselves and their ability to succeed (Penetito, 2010; Macfarlane et al, 2007). But, while New Zealand schools are becoming more ethnically and linguistically diverse, significant groups of students feel marginalised and outside the dominant culture – "watching from the edges". (Berryman et al, 2015)

Inequitable systems can exist in schools for different groups for a complex range of reasons, such as socio-economic factors, deficit theorising, lack of deliberate professional learning, unresponsive programme design or poor relations with whānau and community (Ministry of Education, 2015 - Ka Hikitia website).

In 2018, the voices of young people were reported, and they said they wanted schools to:“

- Understand me, understand my world and te reo Māori”
- Make sure “I ... feel comfortable and safe to explore my culture”
- Get to know them and to “give them a chance to perform well. They told us they feel burdened with negative stereotypes, and they believe these stereotypes impact how they are treated.” Relationships are vitally important.

(Office of the Children’s Commissioner and the New Zealand School Trustees Association, 2018)

Student agency & authentic learning

Our Kāhui Ako members believe that authentic learning and student agency our learners to have ownership of their own learning journeys as they move between schools, and teachers. Through authentic learning experiences, children have the opportunity to explore, discuss and meaningfully construct concepts and relationships in real world issues. We define ‘student agency’ as students taking ownership of their learning as they work alongside teachers and move from a passive learner to a more constructionist role.

As research tells us, children who are in charge of their own learning are:

- ready to call to mind the knowledge, skills and attitudes needed for a particular context;
- able to recognise what skills are needed and when
- able to apply them appropriately
  (Carr, 2014)

As this lever for change is developed, we believe our students will have

- An increased motivation to learn as they see the relevance and its application to the real world.
- Develop greater inquiry skills.
- Greater creativity.
- Greater opportunity to reflect and self-awareness.
- Students take ownership of their learning.

Students are likely to develop a sense of agency when they are “are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency.” (ERO, Domain 4)

This lever for change epitomises the guidance from the OECD’s Nature of Learning, with a focus on the first principle: “the learners are the central players in the environment...and the environment endeavours to develop self-regulated learners” (OECD, 2010; ERO, Domain 4).

What we expect to see

The Hastings East Kahui Ako have carefully selected their three levers of change - engaging with families & whānau, culturally responsive pedagogy and authentic learning/ student agency as we believe these have the potential to make the biggest difference to teaching and learning within our schools.

We expect from our achievement challenges and levers of change that our young people will feel safe, valued and welcomed within our schools. We expect our students will develop a strong sense of belonging and connection to their identity and culture which will impact positively on student well-being.

The connectedness of our schools through improved engagement with whānau/families along with student ownership of learning will manifest itself into students feeling good about themselves.

We believe that when student wellbeing/hauora is strong, academic success will improve. This will be demonstrated by:

- Taha hinengaro / Mental and emotional wellbeing – being resilient, responding positively to challenge and change, problem solvers and having a positive mind-set
- Taha whanau / Social well-being – knowing we belong, positive relationships, caring and sharing
- Taha wairua / Spiritual well-being – having a purpose for learning and for life, making good choices
- Taha tinana / Physical well-being – caring for our bodies

Achievement Challenge 1

To facilitate student learning and development through provision of an environment that fosters **culturally responsive pedagogy**.

Key Features

Relationships of
- Adaptive expertise
- Explicit teaching
- High expectations for all
- Collaboration

Indicators
- Ethnicity and gender sub-groups report the same level of engagement and success as each other
- Patterns of inequity are narrowed so that disparities in the achievements of subgroups are closed
- High quality explicit teaching
- Adaptive expertise underpinning responsive pedagogy
- Authentic, meaningful and culturally responsive programmes and policies

Possible Measures
- NZCER Wellbeing@school
- In-School assessment data for reading, writing and mathematics as per baselines
- Student voice through focus groups, questioning
- Individual and school professional inquiries
- ERO Indicators
- Measurable Gains Framework or Culturally responsive rubric
- Student engagement data – attendance, lateness, in-class engagement, suspension, disciplinary data over time

Special Schools and ORS Students
- Analysis of Variance
- Collection of student, whānau and community voice as appropriate to context
- Individual and school professional inquiries
- Progress against individual goals (assessment; ePortfolios; cumulative records)
- Student engagement data – attendance, in class engagement
- ERO indicators

CHALLENGE ONE

To facilitate student learning and development through provision of an environment that fosters **culturally responsive pedagogy**.

ACTIONS:

- Identify the range of practices and programmes that contribute to cultural responsiveness throughout the CoL
- Develop a rubric and tools to note baseline data
- Identify, share and implement strategies that work to improve cultural responsiveness across the CoL underpinned by the CoL's agreed levers of change
- Obtain voice – student, teacher, support staff, leaders, parents and whānau
- Identify expert teachers across the CoL in relation to identified effective teacher inquiry and culturally responsive practice for the across school and within school roles
- Identify ways to share and sustain good practice
- Source appropriate measures for cultural responsiveness

OUTPUTS:

- School practices and programmes that underpin effective cultural responsiveness are identified
- Tools and rubric used to track and monitor progress
- Effective strategies identified, shared and implemented as applicable across the CoL – rubric developed to show progress
- Voice obtained as applicable – stakeholders involved and informed.
- Expert teachers for the across school and within school roles are identified as having effective teacher inquiry and culturally responsive practice.
- Resources, programmes and personnel to improve cultural responsiveness and sustain good practice are identified, purchased/implemented as applicable.
- Appropriate measures are used to assess the benefits of culturally responsive practice.
- Strategies will be developed to 'uncover the identity' of every student especially those at risk of not achieving.

Achievement Challenge 2

To facilitate student learning and development through provision of an environment that fosters **engagement of families and whānau**.

Key Features

- Relationships fostered and enhanced
- Families and whānau engaged in school life
- Rich and positive school events
- Learning experiences enhanced

Indicators

- Effective engagement of families and whānau
- Connections with educationally powerful networks
- Meaningful consultation processes
- Utilisation of outside expertise brought into schools and schools visiting them
- Whānau effectively support their child's learning
- Schools collaborate with parents and whānau so that their expertise can be used to support collective learning in class
- Students recognise that their family and whānau are positively involved in school life.

Possible Measures

- Student / family voice through focus groups
- Measurable Gains Framework or Culturally responsive rubric
- Community involvement both inside and outside school
- Student engagement data – attendance, lateness, in-class engagement, suspension and behaviour data over time.

CHALLENGE TWO	To facilitate student learning and development through provision of an environment that fosters **engagement of families and whānau**.

ACTIONS:

- Apply the Measurable Gains Framework and wider consultation to construct a “Family, whānau, iwi, community and school engagement plan”
- Engagement plan to be adapted to reflect student and community diverse needs and implemented throughout the Hastings East Kāhui Ako

OUTPUTS:

- The implementation of the Engagement plan will result in effective engagement of families, whānau and educationally powerful networks, resulting in an increased sense of:
    - Belonging - Kotahitanga
    - Efficacy - Mana Motuhake
    - Agency - Whakapiringatanga
    - Hauora - Manaakitanga

Achievement Challenge 3

To facilitate student learning and development through provision of an environment that fosters **student agency and authentic learning**.

Key Features

- High quality explicit teaching
- Rich and positive learning environments
- Adaptive expertise underpinning responsive pedagogy
- Authentic, meaningful and culturally responsive programmes and policies
- Providing opportunities for the learner to connect directly with the real world and local community through problem solving, project based learning, inquiry learning and learning through play to create a meaningful, useful, shared outcome

Indicators

- Students able to talk about their own progress, achievements and next learning goals
- Students being willing to take risks and see mistakes as opportunities for new learning
- Students believing that they are able to make choices about what and how they learn

Possible Measures

- Collection of voice
- NZCER Learner Agency survey
- Individual and school professional inquiries into achievement
- ERO Indicators
- In school assessments, including data from previous schools
- Student engagement data – attendance, lateness, in-class engagement, suspension and disciplinary data over time
- Student work - completion rates, books and other artefacts
- Career education benchmarks
- Vocational pathway data

Special Schools and ORS Students

- Collection of voice as appropriate
- Individual and school professional inquiries
- Progress against individual goals
- Student engagement data – attendance, in class engagement
- ERO indicators
- Adapted learner agency survey
- Post school transition data

CHALLENGE THREE	To facilitate student learning and development through provision of an environment that fosters **student agency and authentic learning**.

ACTIONS:

Authentic learning

- Develop tools and a rubric and note baseline data
- Identify effective research based multi/trans disciplinary curriculum approaches
- Identify, share and implement strategies that improve achievement in the foundation areas of literacy and numeracy through provision of authentic and meaningful learning opportunities
- Obtain voice - students, teachers, support staff, leaders, parents and whānau
- Identify expert teachers across the COL in relation to identified good teacher inquiry practice and classroom practice for the across school and within school roles
- Investigate and souce effective resources and programmes to provide authentic and relevant learning with proven improved educational outcomes
- Students requiring learning support will have realistic personalised learning goals
- Investigate effective pedagogy to provide authentic and relevant learning

Student agency

- Students to build confidence in their learning by being allowed to take risks in their learning, make mistakes and use these as opportunities for new learning
- Develop agreed pathway progressions to provide framework for explicit teaching of learning strategies that enable students to take increased control of their own learning; goal setting, self-monitoring and collaborative capabilities.

OUTPUTS:

Authentic learning

- Multi/trans disciplinary curriculum approaches are shared and supported across the COL as applicable
- School practices and programmes that underpin effective authentic, meaningful and culturally responsive learning are identified and shared across the COL
- Tools and a rubric used to track progress
- Voice obtained as applicable - all stakeholders involved and informed
- Expert teachers for the across school and within school roles identified, appointed, coached and mentored
- Students requiring learning support will be working towards realistic personalised goals
- Effective pedagogy to provide authentic and relevant learning

Student agency

- Students able to model the “Learning Pit” and use appropriate strategies when needed
- Students enabled through explicit teaching of goal setting, self-monitoring, and collaborative capabilities will develop self-efficacy and agency for lifelong learning

Achievement Targets

What we want to achieve

Our aim is to raise achievement for ALL our learners with particular emphasis on Māori and boys. While we are targeting all students currently achieving below their curriculum levels, schools have identified target students within each cohort whose progress and achievement will be tracked over time, in order to measure and report the effectiveness and impact of the Kāhui Ako's interventions.

Our belief is that by strengthening student wellbeing by focusing on culturally responsive pedagogy, engagement of whānau, student agency and authentic learning, we will be able to improve learning outcomes for ALL students, as per the evidence on pages 13-16.

Monitoring Targets

Some of the key tasks for our Kāhui Ako are to develop rubrics and tools for evaluating student achievement and wellbeing in a much broader sense than what we are currently able to measure. In the meantime, the following indicators will be used to evaluate progress against our achievement challenges until 2021, as per our baseline data on the following pages:

Indicator	2021 Target
Attendance	60% of all students in the Kāhui Ako attend school regularly
Tertiary enrolments	50% of school leavers from Hastings Boys' High School enrol in a tertiary qualification at NZQA Level 4 or above
Reading	70% of Year 5 boys (the current Year 2 cohort) meet the expected curriculum level 50% of Year 7/8 boys meet the expected curriculum level
Writing	65% of Year 5 boys (the current Year 2 cohort) meet the expected curriculum level 50% of Year 7/8 boys meet the expected curriculum level
Mathematics	70% of Year 6 students (the current Year 3 cohort) meet the expected curriculum level 50% of Year 7/8 students meet the expected curriculum level
Students with complex learning needs	Every student achieves success in their learning as evidenced by progress in their individual goals

Baseline Data

Student attendance

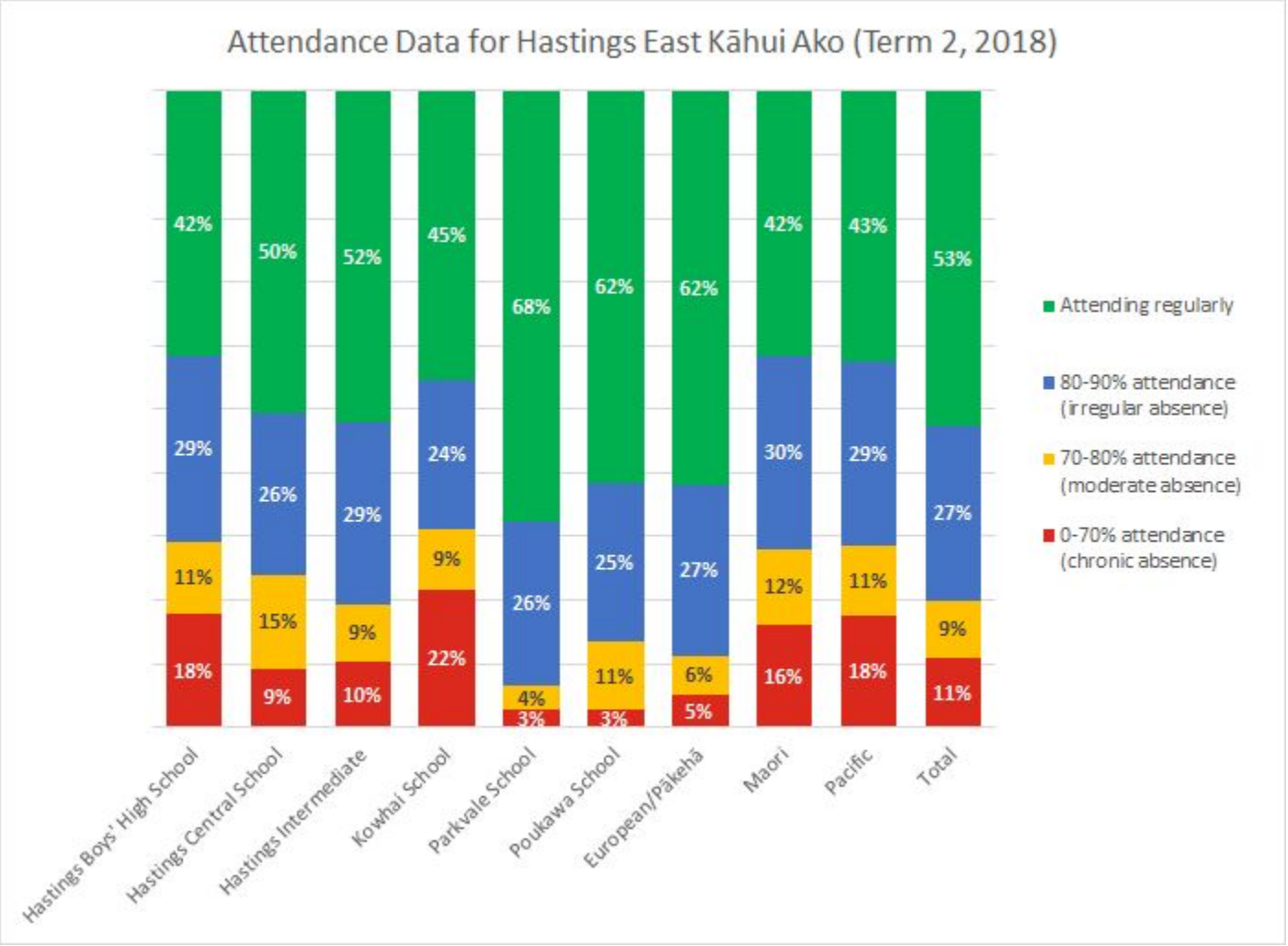
What the data shows

Only 53% of students in Hastings East Kāhui Ako attend school regularly.
Māori and Pacific children are less likely to attend school regularly than Pākehā students.

11% of the Kāhui Ako (235 students) attend school less than 70% of the time, meaning they miss more than 12 weeks of school a year.

Attendance rates are lower in the secondary school and special school than the primary schools. The higher decile schools have higher rates of regular attendance than our lower decile schools.

Source: Ministry of Education
"Attending Regularly" = The percentage of students who have attended more than 90% of Term 2, where time is measured in half-days.



Secondary to tertiary transitions

What the data shows

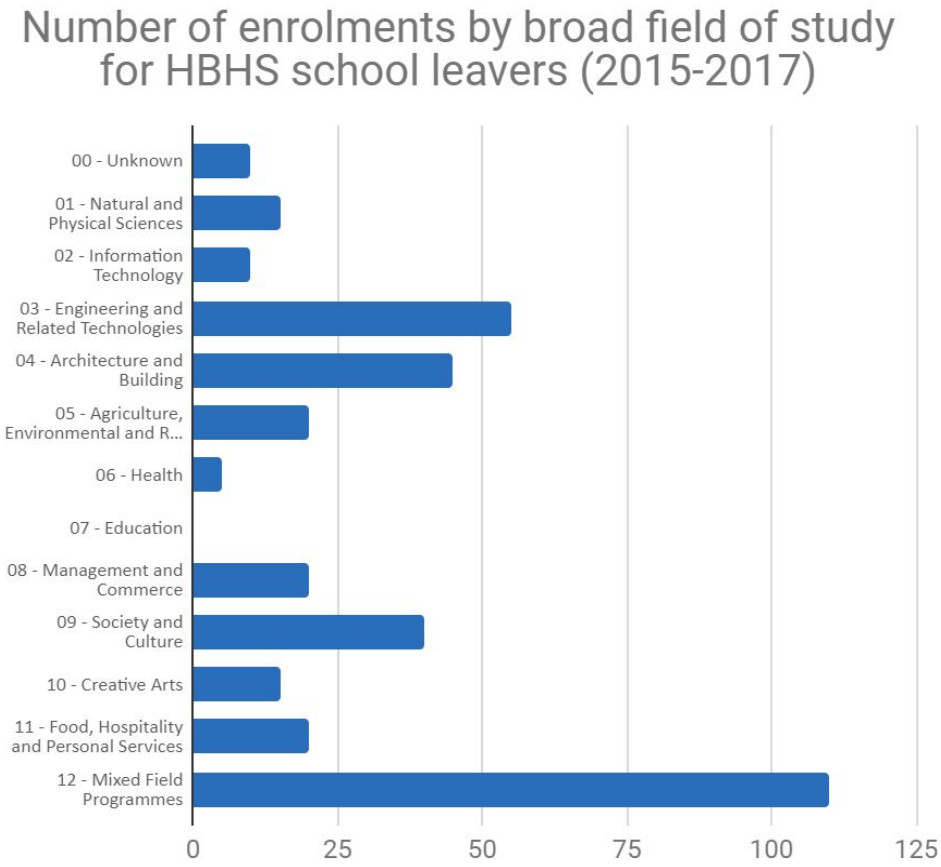
Out of 505 students that left Hastings Boys' High School between 2015 and 2017, 370 have enrolled in a tertiary qualification. Over half of these students (205) enrolled in an NZQA Level 1-3 qualification. 15% enrolled in a Diploma Level 4-6 qualification, and 27% enrolled in a Degree Level 7+ qualification.

The most popular field of study for HBHS leavers was 'Mixed Field Programmes' which are foundation-type courses covering literacy, numeracy and workplace skills. These are usually a pre-requisite to other courses. Other popular fields include Engineering and Related Technologies, Architecture and Building, and Society and Culture. The least popular fields were Education and Health.

Eastern Institute of Technology (EIT) received the highest number of school leavers, with 150 students going on to study at the local polytechnic.

For Kowhai School leavers, 13 students finished Kowhai School between 2014-2016. Eight of these students enrolled in Level 1 'Skills for Living' courses at a local tertiary provider. The students that don't go to tertiary either enrol in supported day programmes, stay at home with family or receive individualised funding which allows caregivers to fund a programme especially for their child.

Source: TEC Secondary to Tertiary Transitions App



Reading

What the data shows

Between Years 1-6, an average of 78.5% of students are meeting the curriculum level expectation for Reading.
Year 1 has the lowest proportion of students meeting the curriculum level expectation (68%). In Years 3 and 4, 79% of children meet the curriculum level expectation, and by Year 6, 91% of the cohort meet the expectation. There is very little difference between Māori and non-Māori achievement for Reading in the Year 1-6 year levels, with Māori students having higher achievement rates in Years 1 and 2, and no more than 4% lower rates in the other year levels. However there are gender differences, with girls having significantly higher achievement rates for Reading than boys between Years 1-4 (an average 12% difference in these year levels). In Years 5 and 6 there was very little difference between boys and girls.

Year 7 and 8 data show that fewer than half of students (44% and 46% respectively) meet expected curriculum level for Reading. Achievement rates were much higher for girls than for boys in these year levels, with 52% of Year 7 girls achieving compared to 35% of Year 7 boys, and 56% of Year 8 girls achieving compared to 35% of Year 8 boys. Ethnicity data shows that while there was only a 2% difference for Year 7 students, in the Year 8 cohort, 34% of Māori met the expected curriculum level for Reading compared to 46% of total Year 8 students.

Year 9 and 10 data from the beginning of the year shows a spread of achievement between curriculum level 2 and early level 6. A smaller percentage of Māori students are at curriculum level 4 or above compared to the total cohort.

The Reading data raises questions about data consistency across schools, which we will investigate when we start the inquiry phase of our Kāhui Ako work. It should also be noted that the Intermediate and Secondary schools, which contribute the vast majority of data in the Year 7-10 cohorts, receive students from a wide range of feeder schools across Hastings, not only students from Hastings East Kāhui Ako.

Reading achievement by curriculum level and year level

Note: This data does not include Kowhai School. All students at Kowhai School are Curriculum Level 1 and have individual learning goals.

	End of Year Curriculum Level (2018)													
Year level	**Level 1 (i)**	**Level 1 (ii)**	**Level 1 (iii)**	**Early Level 2**	**Level 2**	**Early Level 3**	**Level 3**	**Early Level 4**	**Level 4**	**Early Level 5**	**Level 5**	**Early Level 6**	**Level 6**	**Total students**
Year 0	98%	2%												43
Year 1	33%	55%	13%											120
Year 2	7%	22%	50%	17%	3%	1%								137
Year 3	1%	4%	16%	49%	23%	8%								141
Year 4		3%	3%	15%	53%	21%	5%	1%						154
Year 5			2%	2%	13%	45%	25%	12%	2%					132
Year 6					2%	7%	66%	21%	4%					134
Year 7					0%		56%	32%	11%	1%	0%			237
Year 8							0%	53%	30%	16%				223
Start of Year Curriculum Level (2019)														
Year 9				4%	25%	9%	15%	11%	15%	13%	8%	1%		157
Year 10					5%	11%	21%	16%	21%	9%	14%	3%		153

Hastings East Kāhui Ako considers the following curriculum levels to be the expectation for each year group for Reading.

Year Level	End of Year Expectation	At expectation	Above expectation
Year 0 (2/3 Terms at school)	Child is reading at level 5 (Red)	L1 (i)	L1 (ii)
Year 1	Child is reading at level 10 (Blue)	L1 (ii)	L1 (iii)
Year 2	Child is reading at level 17 (Turquoise)	L1 (iii)	Early L2
Year 3	Child is reading at level 21 (Gold)	Early L2	Level 2
Year 4	Child is reading at level 24 (Silver)	Level 2	Early L3
Year 5	Child is reading at level 26 (Emerald)	Early L3	Level 3
Year 6	Child is reading at level 28 (Ruby)	Level 3	Early L4
Year 7	Child is reading at level 30 (Sapphire)	Early L4	Level 4
Year 8	Child is reading at level 31+ (Bronze/Black)	Level 4	Early L5
Year 9		Early L5	Level 5
Year 10		Level 5	Early L6

Writing

What the data shows

Between Years 1-6, an average of 76.3% of students are meeting the curriculum level expectation for Writing.
Year 2 has the lowest proportion of students meeting the curriculum level expectation (69%). In Years 3, 5 and 6, 70% of children meet the curriculum level expectation. While there is a 5% difference between Māori and total achievement for Writing in Year 1, for the other primary school year levels there is no more than 3% difference. However there are gender differences, with girls having significantly higher achievement rates for Writing than boys from Year 2 onwards. (an average 20% difference across Years 2-8). The smallest gap between girls and boys occurs in Year 5, with only 13% difference.

As with Reading, there is a large drop between Year 6 and Year 7 in the proportion of students meeting curriculum level expectations for Writing. 53% of Year 7 and 47% of Year 8 students met the expected curriculum level for Writing. Achievement rates were much higher for girls than for boys in these year levels, with 67% of Year 7 girls achieving compared to 36% of Year 7 boys, and 59% of Year 8 girls achieving compared to 35% of Year 8 boys. Ethnicity data shows that while there was only a 1% difference for Year 7 students, in the Year 8 cohort, 39% of Māori meet the expected curriculum level for Writing compared to 47% of total Year 8 students.

Year 9 and 10 data from the beginning of the year shows a spread of achievement between early curriculum level 2 and early level 6. There does not appear to be much difference between Māori and non-Māori for Writing at these year levels.

As with Reading, the Writing data raises questions about data consistency across schools, which we will investigate when we start the inquiry phase of our Kāhui Ako work. It should also be noted that the Intermediate and Secondary schools, which contribute the vast majority of data in the Year 7-10 cohorts, receive students from a wide range of feeder schools across Hastings, not only students from Hastings East Kāhui Ako.

Writing achievement by curriculum level and year level

Note: This data does not include Kowhai School. All students at Kowhai School are Curriculum Level 1 and have individual learning goals.

	End of Year Curriculum Level (2018)													
Year level	**Level 1 (i)**	**Level 1 (ii)**	**Level 1 (iii)**	**Early Level 2**	**Level 2**	**Early Level 3**	**Level 3**	**Early Level 4**	**Level 4**	**Early Level 5**	**Level 5**	**Early Level 6**	**Level 6**	**Total students**
Year 0	84%	16%												43
Year 1	18%	63%	18%											120
Year 2	5%	26%	58%	11%	1%									137
Year 3		4%	26%	59%	11%									141
Year 4		1%	3%	23%	62%	9%	1%							154
Year 5			2%	5%	24%	48%	19%	3%						132
Year 6				1%	6%	22%	54%	11%	4%					134
Year 7							47%	35%	18%		0%			233
Year 8						0%		52%	35%	12%	0%			224
Start of Year Curriculum Level (2019)														
Year 9				1%	5%	4%	23%	21%	29%	4%	11%	1%		160
Year 10				1%		3%	16%	20%	31%	8%	14%	2%		153

Hastings East Kāhui Ako considers the following curriculum levels to be the expectation for each year group for Writing.

Year Level	At expectation	Above expectation
Year 0 (2/3 Terms at school)	L1 (i)	L1 (ii)
Year 1	L1 (ii)	L1 (iii)
Year 2	L1 (iii)	Early L2
Year 3	Early L2	Level 2
Year 4	Level 2	Early L3
Year 5	Early L3	Level 3
Year 6	Level 3	Early L4
Year 7	Early L4	Level 4
Year 8	Level 4	Early L5
Year 9	Early L5	Level 5
Year 10	Level 5	Early L6

Mathematics

What the data shows

Between Years 1-6, an average of 75.5% of students are meeting the curriculum level expectation for Mathematics.
Year 3 has the lowest proportion of students meeting the curriculum level expectation (62%). There is a small difference between Māori and non-Māori student achievement, with a 7% difference at Year 2, and a 4% difference at Years 5, 6 and 8. Gender differences vary from year group to year group, with 9% more boys achieving the expected curriculum level in Years 1 and 3, but very little difference in the other year groups.

As with Reading and Writing, there is a large drop between Year 6 and Year 7 in the proportion of students meeting curriculum level expectations for Mathematics. 36% of Year 7 and 40% of Year 8 students met the expected curriculum level for Mathematics. In Year 8, 46% of girls met the expectation compared to 36% of boys.

Year 9 and 10 data from the beginning of the year shows a spread of achievement between early curriculum level 2 and level 6. There does not appear to be a significant difference between Māori and non-Māori in these year levels, however there are fewer Māori students getting the higher grades.

As with Reading and Writing, the Mathematics data raises questions about data consistency across schools, which we will investigate when we start the inquiry phase of our Kāhui Ako work. It should also be noted that the Intermediate and Secondary schools, which contribute the vast majority of data in the Year 7-10 cohorts, receive students from a wide range of feeder schools across Hastings, not only students from Hastings East Kāhui Ako.

Mathematics achievement by stage/curriculum level and year level

Note: This data does not include Kowhai School. All students at Kowhai School are Curriculum Level 1 and have individual learning goals.

	End of Year Curriculum Level / Numeracy Strategy Stage													
Year level	**Stage 1/2**	**Stage 3**	**Stage 4**	**Early Stage 5 / Early Level 2**	**Stage 5 / Level 2**	**Early Stage 6 / Early Level 3**	**Stage 6 / Level 3**	**Early Stage 7 / Early Level 4**	**Stage 7 / Level 4**	**Stage 8+ / Early Level 5**	**Level 5**	**Early Level 6**	**Level 6**	**Total students**
Year 0	12%	81%	7%											43
Year 1	10%	53%	38%											120
Year 2	2%	15%	72%	9%	1%									137
Year 3		1%	37%	46%	12%	4%	1%							141
Year 4		1%	12%	19%	53%	12%	3%							154
Year 5			4%	2%	17%	42%	28%	5%	2%					132
Year 6			1%		2%	23%	57%	15%	2%					134
Year 7						0%	63%	18%	18%					233
Year 8						1%	1%	58%	29%	11%				227
Start of Year Curriculum Level														
Year 9				1%	6%	15%	32%	17%	21%	4%	5%			154
Year 10					1%	19%	29%	13%	19%	4%	9%	2%	5%	171

Hastings East Kāhui Ako considers the following stages to be the expectation for each year group for Mathematics.

Year Level	At expectation	Above expectation
Year 1	Stage 3	Stage 4
Year 2	Stage 4	Early Stage 5
Year 3	Early Stage 5	Stage 5
Year 4	Stage 5	Early Stage 6
Year 5	Early Stage 6	Stage 6
Year 6	Stage 6	Early Stage 7
Year 7	Early Stage 7	Stage 7
Year 8	Stage 7	