

# WAIMEA COMMUNITY OF LEARNING – Achievement Challenge Plan

## KĀHUI AKO KI WAIMEA



CoL ID: 99142



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## **OUR VISION AND VALUES - *Collaborate for Success***

*Our vision for the Waimea Community of Learners/Kāhui Ako is to create pathways to success for all our students through strong and purposeful partnerships that improve learning within and across our early childhood centres and schools.*

The keys to our vision are:

- **“Pathways”** - the Waimea Community of Learning/Kāhui Ako will create and sustain multiple pathways that are visible to all students, their families and whānau, that offer real and aspirational choices, that are enacted from early childhood to post-secondary education and that are accessible and transferrable at all points along the pathway.
- **“Success”** - the Waimea Community of Learning/Kāhui Ako expects all students to engage with learning, to make progress to the best of their ability and to achieve to the highest expectations, as measured by National Standards, NCEA and other indicators. Furthermore, success includes the development of the whole person: our students will acquire strong positive values, will be citizens in action, will be healthy and active, will be self-confident, compassionate and community-minded.
- **“Partnerships”** - the Waimea Community of Learning/Kāhui Ako will create and sustain partnerships among its schools and early childhood centres that enable learning for all - students, staff, whānau and community. The Waimea Community of Learning/Kāhui Ako will create and sustain partnerships with Iwi that nurture the well-being, cultural identity and educational achievement of Māori students and whānau, and that raise awareness and understanding of Te Ao Māori among all students, staff, families and community. The Waimea Community of Learning/Kāhui Ako will create and sustain positive partnerships with local businesses, government agencies and community groups that directly benefit our students, families, whānau and community.
- **“Learning”** - the Waimea Community of Learning/Kāhui Ako will enable students to acquire the competencies, skills and mindset to become independent lifelong learners.
- **“Well-being”** - the Waimea Community of Learning/Kāhui Ako will promote the health, happiness and prosperity of its students, families, whānau and community. We recognise that well-being underpins educational achievement and that supporting the well-being of students and their families is a core function of the Community of Learning/Kāhui Ako and its individual schools and early childhood centres.

## Our Values

We will achieve our vision by always promoting and valuing:

- **Trust** – knowing that we can rely on each other, that we have agreed standards and practices to which we all adhere at all times.
- **Commitment** – knowing that we will all work hard to make the Community of Learning/Kāhui Ako a success. That we will be positive, pro-active and relentless in pursuit of the Community's goals.
- **Confidentiality** – knowing that information will always be managed appropriately, that constructive relationships are the key to success and that mistakes will become opportunities for improvement. We will develop processes to ensure confidentiality of information shared between schools.
- **Honesty** – knowing that we will be frank and open in our communication with each other, that we will support each other through difficulties and always prioritise the greater purpose of the Community of Learning.
- **Respect** – knowing that each of us is valued for our experience, character and energy; that we each contribute something unique to the Community of Learning/Kāhui Ako.
- **Kotahitanga** – knowing that the whole is greater than the sum of its parts; that through unity and collective action we will better serve the needs and improve the outcomes for our students, families, whānau and community.

## SUMMARY OF WAIMEA COMMUNITY OF LEARNING/KĀHUI AKO ACHIEVEMENT CHALLENGES:

### 1. To improve achievement in writing for boys in Years 1-10

#### Rationale

Since 2012 boys have consistently achieved below our Community of Learning/Kāhui Ako average in National Standards for Writing. The gap between the achievement in writing of boys and girls across the Waimea Community of Learning/Kāhui Ako has narrowed slightly from 18% in 2012 to 14% in 2016, but it continues to present us with the challenge of improving our boys' writing.

### 2. To reduce the gap between the achievement of males and females at NCEA Years 11-13

#### Rationale

Our challenge is to reduce the gap between the achievement of males and females at NCEA Years 11-13. The two Colleges in the Waimea Community of Learning/Kāhui Ako are both decile 8, so NCEA achievement rates should be well above national averages. This is the case in levels 1 and 2, but not level 3 and UE. If males achieved to the same level as females in the Community of Learning/Kāhui Ako, then achievement rates would be well above national averages. The gap between males and females is considerable, especially in Level 3 and UE. There is also a considerable gap between males and females that are getting NCEA endorsements (over 50 credits at Merit or Excellence level).

### 3. To improve the educational outcomes for Māori students Years 1-13

#### Rationale

Our challenge is to improve educational outcomes for all Māori students. Māori achievement across reading, writing and mathematics in our Community of Learning/Kāhui Ako is lower than achievement of all students. Attendance of Māori students (90.0%) is also slightly lower than overall attendance (91.5%) of students in our Kāhui Ako. Retention rates for Māori students in secondary education in the Kāhui Ako are also a concern. Furthermore, achievement rates for Māori in NCEA are below those of European/Pākehā in our Community of Learning/Kāhui Ako.

## BACKGROUND INFORMATION:

The Waimea Community of Learning/Kāhui Ako is made up of 12 schools located on the Waimea Plains region of Tasman District. There are two secondary schools, an intermediate school, eight primary schools and a residential school for girls.

The schools in the Waimea CoL/Kāhui Ako are a mixture of smaller and larger schools, several in rural and semi-rural locations, and several, including Henley School, Waimea Intermediate and Waimea College, occupying a shared campus in Richmond township. Garin College is a state integrated secondary school and St Paul's Catholic School is a state integrated full primary school. Salisbury School is a residential girls' school.

At 1 July 2016 the total student roll for the Waimea CoL/Kāhui Ako schools was 4,721. The ethnic breakdown is European/Pākehā 82.99%, Māori 10.19%, Pasifika 1.14%, Asian 2.64%, other 1.4% and international students 1.64% (see the table below for individual school details).

School ID	Name	Decile	Total School Roll	European/Pākehā	Māori	Pasifika	Asian	Other	International Students
3180	Appleby School	9	122	105	13	2	0	2	0
3183	Brightwater School	9	300	260	29	9	2	0	0
6975	Garin College	8	491	384	47	7	13	10	30
3194	Henley School	8	495	414	43	3	28	7	0
3196	Hope School	9	81	76	1	0	4	0	0
3214	Ranzau School	9	133	112	13	0	5	3	0
3216	Richmond School	7	468	388	51	5	18	6	0
1627	Saint Paul's Catholic School	8	221	185	20	7	4	5	0
525	Salisbury School	3	9	7	0	1	0	1	0
296	Waimea College	8	1,478	1,204	157	12	34	25	46
3233	Waimea Intermediate	8	663	568	76	3	11	4	1
3234	Wakefield School	8	260	215	31	5	6	3	0
<b>Totals</b>			<b>4,721</b>	<b>3,918</b>	<b>481</b>	<b>54</b>	<b>125</b>	<b>66</b>	<b>77</b>

Almost all primary school students have participated in early childhood education. Of the students attending the Catholic primary school, about 70% continue on to the secondary Catholic school, Garin College. About 80% of the students at the other primary schools continue on to Waimea Intermediate, and a similar proportion then move on to Waimea College.

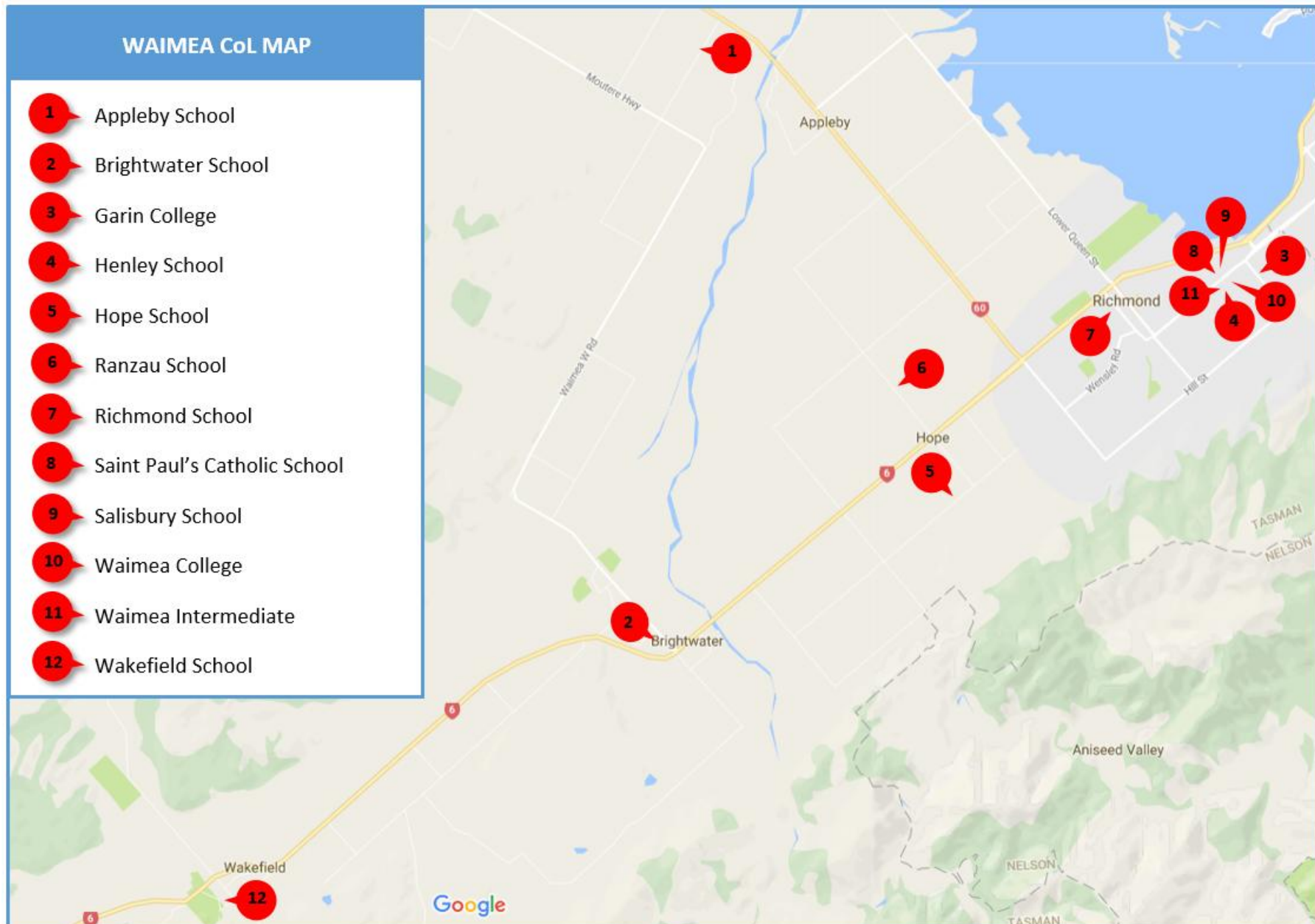
ERO's report on the Waimea CoL/Kāhui Ako notes: *the majority of the schools have close links with their local communities. Some have good communication and relationships with the early childhood services that support the transition of children to school. Many schools were noted as inclusive in their attitudes and culture to diverse students. In some schools, this warm and welcoming culture was noted as a strength.*

## **WAIMEA COMMUNITY PROFILE:**

The Waimea CoL/Kāhui Ako is based upon the Waimea Plains, boundaried by Nelson City and Tasman Bay in the east and north, the Moutere Hills to the west and the Richmond Ranges to the east and south. The Waimea CoL/Kāhui Ako is centred upon the rapidly growing town of Richmond, the largest urban settlement in the Tasman District, with a population of around 16,000. Richmond is the hub and service centre of the Waimea Plains, whose traditional economy of forestry, horticulture and orcharding has expanded in recent years with the development of wine-growing, tourism and light industry. The Waimea CoL/Kāhui Ako captures the semi-rural communities, small towns and farms on the plains, including Brightwater and Wakefield, to a distance of about 20kms from Richmond. Schools have developed local goals and curriculum designed to prepare our students for a future where they play a full part in our local community and economy, and this work will be advanced by the COL/Kahui Ako.

A buoyant local economy has attracted significant population growth in recent years, including migrants, many from the UK and Europe, New Zealanders returning from overseas and short-term overseas workers employed mainly in orchards and vineyards. A pleasant climate and easy access to excellent outdoor environments makes the region an attractive place to raise a family or to retire, so both young and elderly are significant cohorts of the local population. The Tasman District continues to be less culturally diverse than many other parts of New Zealand, with relatively small, though increasing, Māori and Pasifika communities. Ethnic diversity is most noticeable in Richmond and is reflected in the changing cultures and priorities of the schools in the Waimea CoL/Kāhui Ako.

## MAP OF THE WAIMEA COMMUNITY OF LEARNING/KĀHUI AKO:





## **PROCESS FOR ENGAGEMENT:**

The local primary and intermediate schools have a long tradition of cooperation, including shared sports tournaments, music festival and joint Professional Learning and Development. Primary and Intermediate school leaders have also connected through the Nelson Principals' Association and other professional groups. The prospect of forming a Waimea CoL/Kāhui Ako provided impetus to review existing connections and strengthen these, particularly with the secondary schools. Principals met several times from early 2016 to discuss establishing a Waimea CoL/Kāhui Ako, and drew Boards of Trustees into the conversation.

We identified opportunities for greater collaboration and the benefits of working together more closely to strengthen relational trust and develop initiatives to improve student progress and achievement. All 12 schools quickly made a commitment to form a Waimea CoL/Kāhui Ako, leading to an expression of interest being made to the MOE in August 2016. We are engaging with early childhood providers and this will continue in the next few months with a view to their inclusion in the CoL/Kāhui Ako. We have consulted with Te Kura Kaupapa Māori o Tuia te Matangi in Richmond, and will continue to do so.

We have taken the opportunity to appoint CoL leaders before setting our achievement challenges, with co-leaders of the CoL appointed in February 2017. We have begun to work with an expert partner, Dr Camilla Highfield from the University of Auckland, and have established a stewardship group (which includes Board of Trustees representation) and leadership team.

Our activities to date have refocused our efforts on ensuring our students are well prepared and well performing, and this intention motivates the work of establishing clear achievement challenges backed by a realistic and well-developed theory of improvement.

## **EDUCATION REVIEW OFFICE REPORT:**

The Education Review Office (ERO) reported on the Waimea CoL/Kāhui Ako in 2016. This report identified the following common strengths and areas for improvement.

Common strengths include:

- Close links with their local community
- The quality and analysis of achievement information
- Broad learning opportunities and experiences for students within and beyond schools
- Positive, inclusive and supportive learning environments

- Flexibility and responsiveness to a wide range of learning needs
- A collaborative and collegial approach to teaching
- A culture of teacher inquiry, reflections and continuous improvement
- An increasing use of digital technologies to support learning and inquiry
- Positive relationships and partnerships between boards, principals and senior leadership
- A strong focus on school-wide professional learning and development for teachers
- Regular consultation and involvement of parents in school life
- High expectations for teaching and improving learning outcomes
- Building the leadership potential and skills of teachers

Areas for improvement include:

- Further sharing of data and moderating assessment decisions across schools
- Extending the use of te reo and tikanga in the schools and across the Waimea CoL/Kāhui Ako
- Increasing the awareness and understanding of using internal evaluation for improvement

### **EVIDENCE OF CURRENT PERFORMANCE IN THE WAIMEA KĀHUI AKO:**

Analysis of our Waimea CoL/Kāhui Ako 2016 data shows broad disparities. We have used our analysis of this data to develop our Student Achievement Challenges. Our NCEA and National Standards results show a clear variation between male and female data, and Māori and Non-Māori achievement. These broad disparities track throughout the educational pathway from new entrants to NCEA.

Due to the special nature of the students enrolled at Salisbury School and to eliminate the possibility that individual students could be identified, we have not included National Standards or NCEA data in the following tables. However, the needs of the students at Salisbury School are very much a part of developing our achievement challenges. The total school roll in 2016 was 9 with one student in Year 0-8 and the remainder in Years 9-13.

The Waimea CoL/Kāhui Ako has relatively low numbers of Pasifika students (34 from Year 0-8 in 2016). National Standards results show us that they are performing at an equitable level to all students. In addition, each school carefully monitors the progress of this cohort and provides targeted assistance when a Pasifika student is identified as being below the expected level.

### **Early Childhood Education**

Early childhood participation in our Waimea CoL/Kāhui Ako is a strength with 99.3% enrolment in March 2016. This exceeds the Better Public Service target (that by December 2016, 98% of children starting school will have participated in quality early childhood education). ECE participation makes a significant difference to children's learning when they move to primary school or kura.

### **Attendance and Absences**

Students who are absent from class have an increased risk of alienation from the education system. Sustained absence affects educational achievement and can lead to significantly diminished opportunities later in life. Longitudinal studies of Christchurch and Dunedin children have found absence to be a strong predictor of violence later in life, and anticipatory of delinquency, substance abuse, suicidal risk, unemployment and early parenting. In 2015 school attendance in the South Island was above the national average of 69.4%. The Nelson/Marlborough/West Coast education area also had the highest percentage of students attending school regularly (73.2%). Attendance data for the Waimea Waimea CoL/Kāhui Ako in 2016 shows a high level of attendance with an average of 91.5%.

### Attendance in the Waimea Kāhui Ako in 2016

School ID	School Name	Male Attendance Rate %	Female Attendance Rate %	Māori Attendance Rate %	Overall Attendance Rate %
3180	Appleby School	93.0	93.0	92.0	93.0
3183	Brightwater School	92.0	91.0	92.0	92.0
6975	Garin College	89.2	86.8	85.5	88.0
3194	Henley School	93.0	93.0	91.0	93.0
3196	Hope School	94.0	94.0	N/A	94.0
3214	Ranzau School	90.0	90.0	92.0	90.1
3216	Richmond School	94.0	94.0	94.0	94.0
1627	Saint Paul's Catholic School	92.0	91.0	90.0	91.5
525	Salisbury School	N/A	95.0	N/A	95.0
296	Waimea College	91.4	90.2	89.9	90.8
3233	Waimea Intermediate	87.0	87.0	86.0	87.7
3234	Wakefield School	88.0	89.0	88.0	89.0
	<b>AVERAGE</b>	<b>91.2</b>	<b>91.1</b>	<b>90.0</b>	<b>91.5</b>

## 2016 National Standards Data for Writing – Percentage of Students ‘At or Above’ (Number of Students in Brackets)

*Note - Draft and provisional data at the time of writing*

	Appleby	Brightwater	Henley	Hope	Ranzau	Richmond	St Paul’s	Waimea Intermediate	Wakefield	Waimea Kāhui Ako
<b>All students</b>	83.3 (100)	85.0 (243)	81.0 (392)	72.7 (56)	84.1 (106)	80.2 (356)	73.7 (160)	65.8 (438)	80.6 (200)	76.8
<b>Girls</b>	90.0 (54)	90.1 (118)	86.9 (206)	76.7 (23)	85.7 (42)	88.4 (183)	80.5 (95)	74.9 (245)	88.0 (110)	83.7
<b>Boys</b>	76.7 (46)	80.6 (125)	75.3 (186)	70.2 (33)	83.1 (64)	73.0 (173)	65.7 (65)	56.9 (193)	73.2 (90)	70.4
<b>Māori</b>	92.3 (12)	67.9 (19)	81.0 (34)	N/A	85.7 (12)	78.3 (36)	60.0 (12)	55.8 (43)	76.7 (23)	70.7
<b>Year 1</b>	65.0 (13)	78.3 (36)	85.5 (65)	100.0 (7)	60.0 (12)	85.5 (59)	66.7 (14)	N/A	90.2 (37)	81.0
<b>Year 2</b>	92.3 (12)	93.3 (42)	73.0 (54)	88.2 (15)	84.2 (16)	75.9 (60)	71.9 (23)	N/A	90.7 (39)	81.1
<b>Year 3</b>	68.4 (13)	90.4 (47)	72.3 (47)	63.6 (7)	90.0 (18)	67.6 (46)	64.7 (11)	N/A	84.4 (27)	76.1
<b>Year 4</b>	100.0 (20)	86.7 (39)	83.2 (79)	70.6 (12)	88.0 (22)	82.9 (63)	78.6 (22)	N/A	72.5 (29)	82.7
<b>Year 5</b>	87.0 (20)	83.7 (26)	83.8 (67)	30.8 (4)	86.4 (29)	76.9 (60)	82.1 (23)	N/A	71.7 (33)	78.7
<b>Year 6</b>	88.0 (22)	78.2 (43)	85.1 (80)	91.7 (11)	95.0 (19)	91.9 (68)	76.7 (23)	N/A	76.1 (35)	84.6
<b>Year 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	76.0 (19)	64.2 (201)	N/A	64.9
<b>Year 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	69.4 (25)	67.1 (237)	N/A	67.4
<b>Total Students</b>	<b>120</b>	<b>286</b>	<b>486</b>	<b>77</b>	<b>126</b>	<b>444</b>	<b>217</b>	<b>666</b>	<b>248</b>	<b>2670</b>

**Summary Statement** - National Standard achievement in writing in the Waimea CoL/Kāhui Ako is a concern with students in Years 0-8. In particular, the data shows lower achievement for boys and Māori students. Boys’ achievement in most schools is lower than the Better Public Service (BPS) target of 80% of Year 8 students achieving at or above the National Standard in Writing by 2021, with a range of 56.9% - 83.1% at or above the National Standard for Writing. In one school, boys' achievement (56.9%) is lower than the achievement of boys throughout all of New Zealand. Māori student achievement in most schools is below the BPS target, with a range of 55.8% - 81.0%. Across all the full and contributing primary schools, students in Year 3 are of particular concern, with achievement for this cohort in most schools below the BPS target, and a range of 63.6% - 84.4%. The data shows a drop in achievement as students transition between curriculum levels (Y2-3, Y4-5 and Y6-7). From Year 2 to Year 3, in our Waimea CoL/Kāhui Ako, there is a drop of 5%; from Year 4 to Year 5, in our Waimea CoL/Kāhui Ako, there is a drop of 4%; and from Year 6 to Year 7 in our Waimea CoL/Kāhui Ako there is a drop of 19.7%. Achievement in Years 7 and 8 drops significantly when compared to other year levels. It appears that progress and achievement are affected at key transition points and these trends will be further investigated and addressed through the work of the across school and within school teachers appointed by the Waimea CoL/Kāhui Ako.

## 2016 National Standards data for Mathematics – Percentage of Students ‘At or Above’ (Number of Students in Brackets)

*Note - Draft and provisional data at the time of writing*

	Appleby	Brightwater	Henley	Hope	Ranzau	Richmond	St Paul’s	Waimea Intermediate	Wakefield	Waimea Kāhui Ako
<b>All students</b>	92.5 (111)	86.4 (247)	85.0 (413)	75.3 (58)	87.3 (110)	85.4 (379)	77.9 (169)	64.4 (429)	82.7 (205)	79.4
<b>Girls</b>	93.3 (56)	87.0 (114)	83.1 (197)	70.0 (21)	85.7 (42)	82.6 (171)	72.0 (85)	63.3 (210)	85.6 (107)	77.8
<b>Boys</b>	91.7 (55)	85.8 (133)	86.7 (216)	78.7 (37)	88.3 (68)	87.8 (208)	84.8 (84)	65.6 (219)	79.7 (98)	81.0
<b>Māori</b>	100.0 (13)	75.0 (21)	78.6 (33)	N/A	71.4 (10)	78.3 (36)	75.0 (15)	57.1 (44)	93.3 (28)	74.1
<b>Year 1</b>	90.0 (18)	80.4 (37)	93.4 (71)	85.7 (6)	80.0 (16)	89.9 (62)	95.2 (20)	N/A	82.9 (34)	88.0
<b>Year 2</b>	92.3 (12)	88.9 (40)	78.7 (59)	76.5 (13)	73.7 (14)	82.3 (65)	53.1 (17)	N/A	86.0 (37)	79.6
<b>Year 3</b>	89.5 (17)	92.3 (48)	80.0 (52)	63.6 (7)	95.0 (19)	79.4 (54)	88.2 (15)	N/A	78.1 (25)	83.5
<b>Year 4</b>	95.0 (19)	91.1 (41)	80.0 (76)	76.5 (13)	96.0 (24)	82.9 (63)	85.7 (24)	N/A	85.0 (34)	85.0
<b>Year 5</b>	91.3 (21)	86.0 (37)	96.3 (77)	61.5 (8)	81.8 (18)	89.7 (70)	82.1 (23)	N/A	76.1 (35)	86.8
<b>Year 6</b>	96.0 (24)	80.0 (44)	82.1 (78)	91.7 (11)	95.0 (19)	87.8 (65)	86.7 (26)	N/A	87.0 (40)	86.0
<b>Year 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	84.0 (21)	69.0 (214)	N/A	69.9
<b>Year 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	63.9 (23)	60.4 (215)	N/A	60.7
<b>Total Students</b>	<b>120</b>	<b>286</b>	<b>486</b>	<b>77</b>	<b>126</b>	<b>444</b>	<b>217</b>	<b>666</b>	<b>248</b>	<b>2670</b>

**Summary Statement** - The percentage of students at or above the National Standard in mathematics across the Waimea CoL/Kāhui Ako is higher than achievement of students throughout NZ, with the exception of Year 8 students. Six of the nine schools in our CoL have met or exceeded the Better Public Service (BPS) target of 80% of Year 8 students achieving at or above the National Standard in Mathematics by 2021. Boys’ achievement is higher than girls’ achievement across the Waimea CoL/Kāhui Ako with 81% of boys compared to 77.8% of girls achieving at or above the National Standard in mathematics. In six of our nine schools, a higher percentage of boys are achieving at or above the National Standard. Māori achievement in maths is significantly lower (74.1%) but is still higher than Māori student achievement across all of New Zealand. In six of our nine schools, Māori achievement ranges from 71.4% to 78.3%. A drop in achievement is noted comparing Year 1 to Year 2 (8.4%), Year 6 to Year 7 (16.1%), then again from Year 7 to Year 8 (9.2%). These drops are greater than those observed in New Zealand wide data although it is noted that from Years 2-5 achievement steadily increases while New Zealand wide data still has dips at curriculum level transition points (Year 2-3 and Year 4-5). Again progress and achievement appear to be affected at key transition points and these trends will be further investigated and addressed through the work of the across school and within school teachers appointed by the Waimea CoL/Kāhui Ako.

## 2016 National Standards data for Reading – Percentage of Students ‘At or Above’ (Number of Students in Brackets)

*Note - Draft and provisional data at the time of writing*

	Appleby	Brightwater	Henley	Hope	Ranzau	Richmond	St Paul's	Waimea Intermediate	Wakefield	Waimea Kāhui Ako
<b>All students</b>	88.3 (106)	90.2 (258)	87.0 (422)	83.1 (64)	92.9 (117)	82.0 (364)	84.3 (183)	79.4 (529)	81.5 (202)	84.1
<b>Girls</b>	93.3 (56)	93.1 (122)	89.0 (211)	80.0 (24)	91.8 (45)	85.5 (177)	86.4 (102)	82.5 (273)	80.0 (100)	86.1
<b>Boys</b>	83.3 (50)	87.7 (136)	85.1 (211)	85.1 (40)	93.5 (72)	78.9 (187)	81.8 (81)	76.4 (256)	82.9 (102)	82.2
<b>Māori</b>	100.0 (13)	67.7 (19)	85.7 (36)	N/A	85.7 (12)	82.6 (38)	70.0 (14)	72.7 (56)	80.0 (24)	78.5
<b>Year 1</b>	65.0 (13)	73.9 (34)	73.7 (56)	71.4 (5)	70.0 (14)	49.3 (33)	71.4 (15)	N/A	46.3 (19)	63.4
<b>Year 2</b>	92.3 (12)	93.3 (42)	77.0 (67)	76.5 (13)	94.7(18)	80.2 (65)	71.9 (23)	N/A	81.4 (35)	81.8
<b>Year 3</b>	78.9 (15)	96.2 (50)	80.3 (53)	90.9 (10)	100.0 (20)	80.9 (55)	100.0 (17)	N/A	90.6 (29)	87.4
<b>Year 4</b>	100.0 (20)	100.0 (45)	93.7 (89)	94.1 (16)	96.0 (24)	92.1 (70)	96.4 (27)	N/A	92.5 (37)	94.8
<b>Year 5</b>	91.3 (21)	93.0 (40)	97.5 (78)	76.9 (10)	95.5 (21)	93.6 (73)	82.1 (23)	N/A	84.8 (39)	91.6
<b>Year 6</b>	100.0 (25)	85.5 (47)	94.7 (89)	83.3 (10)	100.0 (20)	91.9 (68)	90.0 (27)	N/A	93.5 (43)	92.4
<b>Year 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	92.0 (23)	82.8 (251)	N/A	83.3
<b>Year 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	77.8 (28)	76.6 (278)	N/A	76.7
<b>Total Students</b>	<b>120</b>	<b>286</b>	<b>486</b>	<b>77</b>	<b>126</b>	<b>444</b>	<b>217</b>	<b>666</b>	<b>248</b>	<b>2670</b>

**Summary Statement** - Across the Waimea CoL/Kāhui Ako achievement at or above the National Standard for reading is consistently higher than achievement in writing or mathematics. Achievement in our CoL/Kāhui Ako is higher for all groups of students than the relative achievement groups throughout New Zealand, with the exception of Year 8 students whose achievement is slightly lower than achievement of Year 8 students throughout New Zealand. Eight of the nine schools in the Waimea Community of Learning/Kāhui Ako have met the goal of 85% at or above the National Standard in Reading. Girls' achievement is higher than boys for all students in our CoL/Kāhui Ako and in six of the nine schools more girls are at or above the National Standard compared to boys. Significantly lower percentages of students in Year 1 and Year 8 are at or above the National Standard; these two cohorts are also much closer to NZ achievement levels than the other cohorts. A drop in achievement occurs between Year 6 and Year 7 (9.1%) and then again, from Year 7 to Year 8 (6.6%). Another smaller drop is noted from Year 4 to Year 5 (3.2%). Again progress and achievement appear to be affected at key transition points and these trends will be further investigated and addressed through the work of the across school and within school teachers appointed by the Waimea CoL/Kāhui Ako.

## National Standards Trends for Waimea Community of Learning/Kāhui Ako 2012-2016

	Writing	Maths	Reading
	(Percentage 'at or above')		
	2012-2016	2012-2016	2012-2016
All students	69 - 77	71 - 79	80 - 84
Girls	78 - 84	72 - 78	83 - 86
Boys	60 - 70	69 - 81	76 - 82
Māori	65 - 71	66 - 74	77 - 79

**Summary Statement** - From 2012 to 2016 the percentage of students at or above each of the National Standards for reading, writing and mathematics for all cohorts in the Waimea CoL/Kāhui Ako has improved with a range of 3%-12%. The areas where most improvement have been noted in are a 10% increase in achievement for boys in Writing; and an 8% increase in achievement for all students in writing, all students in mathematics and Māori students in mathematics. The smallest increases in achievement were a 2% increase in achievement for Māori students in reading; a 3% increase for girls in reading and a 4% increase for all students in reading. It is worth noting that girls have exceeded the goal for 85% at or above the National Standard and all students in reading and girls in writing have almost reached the goal with 84% at or above the National Standard. It is also notable that the groups furthest away from achieving the goal in our Waimea CoL/Kāhui Ako are boys in writing (15% below the target) and Māori students in writing (14% below the target) and Māori students mathematics (11% below the target).



## 2016 NCEA

We want leavers from Waimea College, Garin College and Salisbury School to be well prepared to continue with further study or to enter the workforce. This will enable them to have fulfilling and successful lives and contribute fully to the economy. In general, what we want to achieve is:

- Māori NCEA achievement matching the national cohort for all students
- Male NCEA achievement matching female achievement
- NCEA endorsement rates matching Decile 8 schools or exceeding national levels

Within this structure it will be important to realise the secondary challenge which is to raise the general 'quality' of achievement. Both challenges can and should co-exist. Effective professional development strategies for staff will play a key role in ensuring that we meet our goals.

Provisional school leavers' data for 2016 shows that students leaving Waimea College and Garin College achieved as follows:

### NCEA Achievement of School Leavers in the Waimea Community of Learning/Kāhui Ako 2016 (percentage)

NCEA	Level 1	Level 2	Level 3	Total number of students
<b>Waimea College</b> (number in brackets)	89.8% (309)	80.5% (277)	53.7% (185)	344
<b>Garin College</b> (number in brackets)	94.7 % (89)	89.4% (84)	62.8% (59)	94
<b>Total number of students</b>	<b>90.9%</b> <b>(398)</b>	<b>82.4%</b> <b>(361)</b>	<b>55.7%</b> <b>(244)</b>	<b>438</b>

**NCEA Achievement of Waimea Community of Learning/Kāhui Ako 2016 (percentage)**

<b>NCEA 2016 Waimea College</b>	<b>Current Year Achievement Rate (as a percentage of those enrolled in NCEA)</b>	<b>Current Year Achievement Rate (as a percentage of total roll)</b>
Year 11's Achieving Level 1	92.4	82.7
Year 12's Achieving Level 2	92.6	84.2
Year 13's Achieving Level 3	82.2	71.2
University Entrance	61.7	53.4
<b>NCEA 2016 Garin College</b>	<b>Current Year Achievement Rate (as a percentage of those enrolled in NCEA)</b>	<b>Current Year Achievement Rate (as a percentage of total roll)</b>
Year 11's Achieving Level 1	92.9	92.1
Year 12's Achieving Level 2	95.2	91.7
Year 13's Achieving Level 3	85.7	76.1
University Entrance	68.3	60.6

**Retention in the Waimea Kāhui Ako (Percentage staying at school until at least 17 years old)**

	2013	2014	2015
<b>Māori Female</b>	80.0	78.6	95.5
<b>Māori Male</b>	95.8	57.1	57.9
<b>Māori Total</b>	91.2	67.9	78.0
<b>European/Pākehā Female</b>	87.3	85.7	90.3
<b>European/Pākehā Male</b>	86.6	80.8	85.8
<b>European/Pākehā Total</b>	86.9	82.9	88.0
<b>Waimea Kāhui Ako Total Female</b>	86.7	86.1	90.4
<b>Waimea Kāhui Ako Total Male</b>	87.4	79.9	84.1
<b>Waimea Kāhui Ako Total</b>	87.1	82.5	87.2
<b>New Zealand Total Female</b>	87.1	86.8	86.5
<b>New Zealand Total Male</b>	81.2	81.3	81.3
<b>New Zealand Total Māori</b>	70.7	70.8	71.1
<b>New Zealand Total</b>	84.1	84.0	83.9

The retention data presented here is calculated from school leaver data, that is, it is the age that a school leaver completed their schooling. The Ministry convention is to consider the proportion of students that remain at school until at least their 17th birthday; this is a year after compulsory education and the average age for a student completing their upper secondary qualifications.

It appears that the retention rates for males in the Waimea CoL/Kāhui Ako is slightly lower than females. The gap between males and females in the Waimea CoL/Kāhui Ako is consistent with the difference between males and females nationally. The retention data for the Waimea

CoL/Kāhui Ako is generally above the national average (which is what we would expect for our community) while our European/Pākehā retention rate is generally well above the NZ average.

The Waimea CoL/Kāhui Ako Māori retention rates are of concern (with the exception of females in 2015 and males in 2013). Māori males are particularly low and this is a logical area for us to focus on. By retaining students to the end of Year 12 or Year 13 we can almost guarantee that these students will have achieved at least NCEA Level 2 before leaving Waimea College or Garin College.

### **Tertiary Participation in the Waimea Kāhui Ako**

Progression to tertiary education is a measure of the level of tertiary education a student is enrolled in after leaving school. The tertiary education sector is a diverse sector. Its scope ranges from informal non-assessed community courses in schools through to formal undergraduate degrees and advanced research-based postgraduate degrees. In the Waimea CoL/Kāhui Ako females are more likely to enrol in a degree level course than males. Males are more likely to enrol in L4-L7 (non-degree) or L1-L3 than females. When it comes to not enrolling in any tertiary course, males are well above females (sometimes as much as double).

University participation is much lower in the Waimea CoL/Kāhui Ako than nationally. We have 39% of females and 26% of males enrolling in university, compared to nationally 55% of females and 48% of males enrolling at university.

### **THE ACHIEVEMENT CHALLENGES AND ASSOCIATED TARGETS:**

From the evidence above we can identify a number of achievement challenges. We have chosen to focus on the following, as we believe they will add greatest value to the educational achievement of our students. They are also challenges that overlap in ways that allow us to manage our resources most effectively and equitably.

Our achievement challenges are:

- To improve achievement in writing for boys in years 1-10
- To reduce the gap between the achievement of males and females at NCEA Years 11-13
- To improve educational outcomes for all our Māori students

<b>ACHIEVEMENT CHALLENGE ONE</b>		<b>To improve achievement in writing for boys in Years 1-10</b>	
<b>BASELINE DATA</b>	<b>All Waimea Community of Learning/Kāhui Ako Students</b>	<b>Girls</b>	<b>Boys</b>
Percentage of students achieving at or above the National Standard in writing in 2016	76.8%	83.7%	70.4%
Number of students achieving at or above the National Standard in writing in 2016	2,051	1,076	975
Year 9 students in 2016 (number of students at risk of not achieving expected curriculum level)	Waimea 246 (26) Garin 96 (18)	Waimea 122 (8) Garin 52 (7)	Waimea 124 (18) Garin 44 (11)
Year 10 students in 2016 (number of students at risk of not achieving expected curriculum level)	Waimea 313 (31) Garin 108 (20)	Waimea 160 (11) Garin 50 (8)	Waimea 153 (20) Garin 58 (12)

Achievement Targets	Boys Writing - National Standards Based Years 0-8						
<p>We will improve the number of boys achieving at or above the National Standard in writing (percentages and numbers calculated using 2016 data)</p>	<p>We will improve the number of boys achieving at or above the National Standard in writing from 975 out of 1385 (70.4%) in 2016 to 1038 (75%) in 2018 and 1107 (80%) in 2019. This is an increase of 63 boys in 2018 and an additional 69 boys in 2019.</p>						
	<p>An estimate of the number of boys targeted for writing improvement in each school with students in Years 1-8 is in the table below:</p>						
	School	Total boys at/above 2016	% boys at/above 2016	2018 target	2019 target	Total shift	
	Appleby	46	76.7		2	2	
	Brightwater	125	80.6		3	3	
	Henley	186	75.3		12	12	
	Hope	33	70.2	3	2	5	
	Ranzau	64	83.1		2	2	
	Richmond	173	73.0	5	12	17	
	St Paul's	65	65.7	10	6	16	
	Waimea Intermediate	193	56.9	38	24	62	
Wakefield	90	73.2	7	6	13		
<b>TOTAL</b>	<b>975</b>	<b>70.3</b>	<b>63</b>	<b>69</b>	<b>132</b>		

Achievement Targets	Boys Writing Years 9 and 10																																									
<p>We will improve the number of boys meeting the expected curriculum level in writing at Years 9 and 10</p>	<p>We will improve the number of boys meeting the expected curriculum level in writing at Years 9 and 10 from 379 out of 440 in 2016 (86%) to 395 (90%) in 2018 and 414 (94%) in 2019. This is an increase of 16 boys in 2018 and a further 19 boys in 2019.</p> <p>An estimate of the number of boys targeted for writing improvement in each school with students in Years 9-10 is in the table below:</p> <table border="1" data-bbox="618 435 2058 970"> <thead> <tr> <th data-bbox="618 435 931 531">School</th> <th data-bbox="931 435 1173 531">Total boys at level in 2016</th> <th data-bbox="1173 435 1391 531">% boys at level in 2016</th> <th data-bbox="1391 435 1608 531">2018 target</th> <th data-bbox="1608 435 1825 531">2019 target</th> <th data-bbox="1825 435 2058 531">Total shift</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 531 931 627">Garin College Year 9</td> <td data-bbox="931 531 1173 627">44 (11)*</td> <td data-bbox="1173 531 1391 627">80</td> <td data-bbox="1391 531 1608 627">3</td> <td data-bbox="1608 531 1825 627">4</td> <td data-bbox="1825 531 2058 627">7</td> </tr> <tr> <td data-bbox="618 627 931 722">Waimea College Year 9</td> <td data-bbox="931 627 1173 722">124 (18)</td> <td data-bbox="1173 627 1391 722">87</td> <td data-bbox="1391 627 1608 722">5</td> <td data-bbox="1608 627 1825 722">5</td> <td data-bbox="1825 627 2058 722">10</td> </tr> <tr> <td data-bbox="618 722 931 818">Garin College Year 10</td> <td data-bbox="931 722 1173 818">58 (12)</td> <td data-bbox="1173 722 1391 818">83</td> <td data-bbox="1391 722 1608 818">3</td> <td data-bbox="1608 722 1825 818">4</td> <td data-bbox="1825 722 2058 818">7</td> </tr> <tr> <td data-bbox="618 818 931 914">Waimea College Year 10</td> <td data-bbox="931 818 1173 914">153 (20)</td> <td data-bbox="1173 818 1391 914">88</td> <td data-bbox="1391 818 1608 914">5</td> <td data-bbox="1608 818 1825 914">6</td> <td data-bbox="1825 818 2058 914">11</td> </tr> <tr> <td data-bbox="618 914 931 970"><b>TOTAL</b></td> <td data-bbox="931 914 1173 970"><b>379 (61)</b></td> <td data-bbox="1173 914 1391 970"><b>86</b></td> <td data-bbox="1391 914 1608 970"><b>16</b></td> <td data-bbox="1608 914 1825 970"><b>19</b></td> <td data-bbox="1825 914 2058 970"><b>35</b></td> </tr> </tbody> </table>						School	Total boys at level in 2016	% boys at level in 2016	2018 target	2019 target	Total shift	Garin College Year 9	44 (11)*	80	3	4	7	Waimea College Year 9	124 (18)	87	5	5	10	Garin College Year 10	58 (12)	83	3	4	7	Waimea College Year 10	153 (20)	88	5	6	11	<b>TOTAL</b>	<b>379 (61)</b>	<b>86</b>	<b>16</b>	<b>19</b>	<b>35</b>
School	Total boys at level in 2016	% boys at level in 2016	2018 target	2019 target	Total shift																																					
Garin College Year 9	44 (11)*	80	3	4	7																																					
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<b>TOTAL</b>	<b>379 (61)</b>	<b>86</b>	<b>16</b>	<b>19</b>	<b>35</b>																																					
<p><b>Rationale</b></p> <p>Since 2012 boys have consistently achieved below our Waimea CoL/Kāhui Ako average in National Standards for writing. The gap between the achievement in writing of boys and girls across the Waimea CoL/Kāhui Ako has narrowed slightly from 18% in 2012 to 14% in 2016, but it continues to present us with the challenge of improving our boys' writing.</p>																																										
<p><b>Plan of Action</b></p> <p>Our plan to improve boys' achievement in writing will include:</p> <ul style="list-style-type: none"> <li>Appointing across-school and in-school expert teachers whose curriculum, pedagogy and leadership expertise supports initiatives to improve writing. Training the expert teachers to deliver professional support in writing.</li> </ul>																																										

- Accessing centrally-funded professional development support for writing using well sourced theories and ideas supported by the literature as being effective.
- Teachers will take an inquiry approach and share these inquiries with each other.
- Targeting small groups of boys in each school for writing support and evaluate strategies that appear to be effective.
- Providing high-interest learning opportunities for boys that engage with their lives, cultures, passions and possibilities; and making connections with writing at all times.
- Celebrating writing through: highly visible and purposeful opportunities to publish, sharing good writing across all Waimea CoL/Kāhui Ako schools and early childhood centres, encouraging writing in the community, accessing support from professional writers and publishers.
- Sharing expertise among teachers in the Waimea CoL/Kāhui Ako to promote good teaching practice and to establish common methodology and standards for moderating writing and making teacher judgements.
- Improving information sharing on boys' writing progress and achievement from year-to-year and at key transitions to intermediate and secondary school.

#### **Monitoring**

Progress will be monitored at monthly Waimea CoL/Kāhui Ako meetings using qualitative and quantitative evidence. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the co-principals appointed to the CoL/Kāhui Ako leadership role. Interim and annual evaluations against the achievement challenges will occur and achievement targets. Outcomes of evaluations will be reported to the stewardship group and Boards of Trustees.



<b>ACHIEVEMENT CHALLENGE TWO</b>		<b>To reduce the gap between the achievement of males and females at NCEA Years 11-13</b>		
<b>BASELINE DATA (ROLL BASED)</b>	<b>All Waimea Community of Learning/Kāhui Ako Students</b>	<b>Females</b>	<b>Males</b>	<b>All NZ students</b>
Students Achieving NCEA level 1 in Year 11 – roll based data	85.1% 372 out of 437 (Garin 105/114 Waimea 267/323)	86.7% 195 out of 225 (Garin 56/59 Waimea 139/166)	83.5% 177 out of 212 (Garin 49/55 Waimea 128/157)	75.9%
Students Achieving NCEA level 2 in Year 12 – roll based data	86.2% 361 out of 419 (Garin 100/109 Waimea 261/310)	90.4% 179 out of 198 (Garin 48/51 Waimea 131/147)	82.4% 182 out of 221 (Garin 52/58 Waimea 130/163)	79.8%
Students Achieving NCEA level 3 in Year 13 – roll based data	72.4% 202 out of 279 (Garin 54/71 Waimea 148/208)	81.5% 110 out of 135 (Garin 31/38 Waimea 79/97)	63.9% 92 out of 144 (Garin 23/33 Waimea 69/111)	66.2%
Students Achieving UE – roll based data	55.2% 154 out of 279 (Garin 43/71 Waimea 111/208)	69.6% 94 out of 135 (Garin 27/38 Waimea 67/97)	41.7% 60 out of 144 (Garin 16/33 Waimea 44/111)	50%
NCEA level 1 endorsement (total M + E)	51.2% 224 out of 437 (Garin 67/114 Waimea 157/323)	57.8% 130 out of 225 (Garin 36/59 Waimea 94/166)	44.3% 94 out of 212 (Garin 31/55 Waimea 63/157)	N/A

NCEA level 2 endorsement (total M + E)	41.1% 172 out of 419 (Garin 61/109 Waimea 111/310)	51.5% 102 out of 198 (Garin 35/51 Waimea 67/147)	31.7% 70 out of 221 (Garin 26/58 Waimea 44/163)	N/A
NCEA level 3 endorsement (total M + E)	36.2% 101 out of 279 (Garin 33/71 Waimea 68/208)	49.6% 67 out of 135 (Garin 23/38 Waimea 44/97)	23.6% 34 out of 144 (Garin 10/33 Waimea 24/111)	N/A
<b>Achievement Targets</b>	<b>2018</b>		<b>2019</b>	
We will improve the number of males achieving an endorsement in NCEA level 1	50% 12 extra students (Garin 2 extra, Waimea 10 extra)		55% 11 extra students (Garin 2 extra, Waimea 9 extra)	
We will improve the number of males achieving NCEA level 2	86% 8 extra students (Garin 2 extra, Waimea 6 extra)		90% 9 extra students (Garin 0 extra, Waimea 9 extra)	
Improve number of males achieving an endorsement at NCEA level 2	40% 18 extra students (Garin 3 extra, Waimea 15 extra)		45% 11 extra students (Garin 2 extra, Waimea 9 extra)	
We will improve the number of males achieving NCEA level 3	70% 8 extra students (Garin 1 extra, Waimea 7 extra)		75% 8 extra students (Garin 2 extra, Waimea 6 extra)	

Improve number of males achieving an endorsement at NCEA level 3	30% 9 extra students (Garin 2 extra, Waimea 7 extra)	40% 15 extra students (Garin 4 extra, Waimea 11 extra)
We will improve the number of males achieving UE	50% 12 extra students (Garin 1 extra, Waimea 11 extra)	60% 14 extra students (Garin 3 extra, Waimea 11 extra)
<p><b>Rationale</b></p> <p>Our challenge is to reduce the gap between the achievement of males and females at NCEA Years 11-13. The two Colleges in the Waimea CoL/Kāhui Ako are both decile 8, so NCEA achievement rates should be well above national averages. This is the case in levels 1 and 2, but not level 3 and UE. If males achieved to the same level as females in the Waimea CoL/Kāhui Ako, then achievement rates would be well above national averages. The gap between males and females is considerable, especially in level 3 and UE. There is also a considerable gap between males and females that are getting NCEA endorsements (over 50 credits at Merit or Excellence level).</p>		
<p><b>Plan of Action</b></p> <p>Our plan to reduce the gap between the achievement of males and females at NCEA levels 1-3 will include:</p> <ul style="list-style-type: none"> <li>• Gather further evidence to explain the disparities in achievement between males and females in the Waimea CoL/Kāhui Ako and between local and national results. 'Evidence' should include interviews with students and tracking of students during and after the school year to try to work out why, for example, more of them aren't striving for endorsement. Is it to do with other opportunities in or out of school? Are there other measures of success that they value more? (e.g. sports, employment, travel, community service)</li> <li>• Appointing across-school and in-school expert teachers whose curriculum, pedagogy and leadership expertise supports initiatives to improve boys' achievement.</li> <li>• Training the expert teachers to deliver professional support in boys' pedagogy.</li> <li>• Accessing centrally-funded professional development support for boys' pedagogy using well sourced theories and ideas supported by the literature as being effective.</li> <li>• Teachers will take an inquiry approach and share these inquiries with each other.</li> <li>• Targeting groups of boys in each school for support and evaluate strategies that appear to be effective.</li> </ul>		

- Providing high-interest learning opportunities for boys that engage with their lives, cultures, passions and possibilities.
- Sharing expertise among teachers in the Waimea Community of Learning/Kāhui Ako to promote good teaching practice and to establish common methodology and standards for moderating writing and making teacher judgements.
- Improving information sharing on boys' progress and achievement from year-to-year and at key transitions to intermediate and secondary school.
- Improving authentic learning by examining the context in which learning is occurring for boys.

**Monitoring**

Progress will be monitored at monthly Waimea CoL/Kāhui Ako meetings using qualitative and quantitative evidence. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the co-principals appointed to the CoL/Kāhui Ako leadership role. Interim and annual evaluations against the achievement challenges will occur and achievement targets. Outcomes of evaluations will be reported to the stewardship group and Boards of Trustees.

<b>ACHIEVEMENT CHALLENGE THREE</b> <i>Draft and provisional baseline data at the time of writing</i>		<b>To improve the educational outcomes for Māori students Years 1-13</b>	
<b>BASELINE DATA</b>	<b>Māori students in the Waimea Kāhui Ako</b>	<b>All Waimea Kāhui Ako students</b>	
<b>NATIONAL STANDARDS 2016</b>			
<b>Writing (at or above)</b>	191/270 (70.7%)	2051/2670 (76.8%)	
<b>Maths (at or above)</b>	200/270 (74.1%)	2121/2670 (79.4%)	
<b>Reading (at or above)</b>	212/270 (78.5%)	2245/2670 (84.1%)	
<b>Achievement Targets - National Standards (Year 0-8)</b>	<b>2018</b>	<b>2019</b>	
<p>We will improve the percentage of Māori students achieving at or above the National Standards so that by 2019 Māori student achievement will equal or exceed the 2016 achievement rates for all students in the Waimea COL/Kāhui Ako.</p> <p>To equal the achievement rates for all students requires an increase of 16 Māori students in reading, 16 in mathematics and 17 in writing. Additional increases will be sought across all schools in order for Māori achievement to exceed the achievement rate for all students by 2019.</p>	<ul style="list-style-type: none"> <li>Interim targets towards the 2019 goals.</li> <li>22 Māori students targeted in reading, writing and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Māori student achievement will equal or exceed the 2016 achievement rates for all students in the Waimea COL/Kāhui Ako for reading, writing &amp; mathematics.</li> <li>27 Māori students targeted in reading, writing and mathematics.</li> </ul>	

**1. Māori targets by school: National Standards Writing**

- Total shift for 2018 – 7 children will result in ‘at or above’ Māori rate of 74% (198/270)
- Total shift for 2019 – 10 children will result in ‘at or above’ Māori rate of 77% (208/270)

School	Total Māori at/above in 2016	% Māori at/above in 2016	2018 target	2019 target	Total shift
Appleby	12	92.3			
Brightwater	19	67.9	1	1	2
Henley	34	81.0			
Hope	N/A				
Ranzau	12	85.7			
Richmond	36	78.3		1	1
St Paul's	12	60.0	2	2	4
Waimea Intermediate	43	55.8	4	5	9
Wakefield	23	76.7		1	1
<b>TOTAL</b>	<b>191</b>	<b>70.7</b>	<b>7</b>	<b>10</b>	<b>17</b>

**2. Māori targets by school: National Standards Maths**

- Total shift for 2018 – 8 children will result in ‘at or above’ Māori rate of 77% (208/270)
- Total shift for 2019 – 8 children will result in ‘at or above’ Māori rate of 80% (216/270)

School	Total Māori at/above in 2016	% Māori at/above in 2016	2018 target	2019 target	Total shift
Appleby	13	100.0			
Brightwater	21	75.0	1	1	2
Henley	33	78.6		1	1
Hope	N/A				
Ranzau	10	71.4	1		1
Richmond	36	78.3		1	1
St Paul's	15	75.0	1	1	2
Waimea Intermediate	44	57.1	5	4	9
Wakefield	28	93.3			
<b>TOTAL</b>	<b>200</b>	<b>74.1</b>	<b>8</b>	<b>8</b>	<b>16</b>

**3. Māori targets by school: National Standards Reading**

- Total shift for 2018 – 7 children will result in ‘at or above’ Māori rate of 81% (219/270)
- Total shift for 2019 – 9 children will result in ‘at or above’ Māori rate of 84% (228/270)

School	Total Māori at/above in 2016	% Māori at/above in 2016	2018 target	2019 target	Total shift
Appleby	13	100.0			
Brightwater	19	67.7	2	2	4
Henley	36	85.7			
Hope	N/A				
Ranzau	12	85.7			
Richmond	38	82.6		1	1
St Paul's	14	70.0	2	2	4
Waimea Intermediate	56	72.7	3	3	6
Wakefield	24	80.0		1	1
<b>TOTAL</b>	<b>212</b>	<b>78.5</b>	<b>7</b>	<b>9</b>	<b>16</b>



<b>ACHIEVEMENT CHALLENGE THREE</b>		<b>To improve the educational outcomes for Māori students Years 1-13</b>				
<b>Baseline Data (All roll based data)</b>	<b>All Waimea Community of Learning/Kāhui Ako students</b>	<b>Waimea Kāhui Ako Māori students</b>	<b>Waimea Kāhui Ako Māori Male</b>	<b>Waimea Kāhui Ako Māori Female</b>	<b>All Māori Students NZ</b>	<b>All students NZ</b>
Percentage of students Achieving NCEA level 1 in year 11	92.5% 374 out of 402	78.9% 30 out of 38	68.8% 11 / 16	86.4% 19 / 22	66.2%	86.5%
Percentage of students Achieving NCEA level 2 in year 12	93.3% 361 out of 387	76.1% 35 out of 46	73.1% 19 / 26	80% 16 / 20	77.5%	90%
Percentage of students Achieving NCEA level 3 in year 13	83.1% 202 out of 243	60% 18 out of 30	56.3% 9 / 16	64.3% 9 / 14	56.6%	83.7%
Percentage of students Achieving UE	63.4% 154 out of 243	50% 15 out of 30	50% 8 / 16	50% 7 / 14	31.9%	63.3%
<b>Achievement Targets</b>		<b>2018</b>			<b>2019</b>	
We will improve number of Māori students achieving NCEA level 1		84% 2 extra students (Waimea 2, Garin 0)			89% 2 extra students (Waimea 2, Garin 0)	
We will improve the number of Māori students achieving NCEA level 2		82% 3 extra students (Waimea 3, Garin 0)			89% 3 extra students (Waimea 3, Garin 0)	

We will improve the number of Māori students achieving NCEA level 3	70% 3 extra students (Waimea 1, Garin 2)	77% 2 extra students (Waimea 2, Garin 0)
We will improve the number of Māori male students achieving NCEA level 1	75% 1 extra student (Waimea 1, Garin 0)	88% 2 extra students (Waimea 2, Garin 0)

## Rationale

Our challenge is to improve educational outcomes for all Māori students. Māori achievement across reading, writing and mathematics in our Community of Learning/Kāhui Ako is lower than achievement of all students. Attendance of Māori students (90.0%) is also slightly lower than overall attendance (91.5%) of students in our Kāhui Ako. Retention rates for Māori students in secondary education in the Kāhui Ako are also a concern. Furthermore, achievement rates for Māori in NCEA are below those of European/Pākehā in our Community of Learning/Kāhui Ako.

## Plan of Action

Our plan to improve educational outcomes for Māori students will include:

- Appointing across-school and in-school expert teachers whose curriculum, pedagogy and leadership expertise supports initiatives to improve outcomes for Māori students.
- Teachers will take an inquiry approach and share these inquiries with each other.
- Aim to increase the retention rates for Māori students in order to raise their potential to complete a Level 2 NCEA qualification. In 2015 our percentage of Māori students staying on until at least 17 years old was 78%. Aim to increase the retention rates to 85% in 2018 and to 87% in 2019.
- Aim to increase attendance rates for Māori students to at least 91.0% (1% increase) in 2018 and to at least 91.5% (0.5% increase) in 2019.
- Develop opportunities for students to connect with and express their cultural identity.
- Professional learning and development around cultural inclusivity and understanding Māori perspectives.
- Improve the aggregation and use of their achievement data to ensure it identifies the reoccurring achievement needs for all groups of priority learners.
- Collate and analyse achievement information to evaluate the effectiveness of teaching practices in accelerating the progress of priority learners.
- Building reciprocal partnerships with our Māori community and whānau.

- Extend opportunities for families and whānau to be involved in understanding and contributing solutions to school-wide achievement challenges.
- Cultural audit to identify where our Community of Learning/Kāhui Ako schools' environments and practices validate Māori culture and where improvements can be made.

### **Monitoring**

Progress will be monitored at monthly Waimea CoL/Kāhui Ako meetings using qualitative and quantitative evidence. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the co-principals appointed to the CoL/Kāhui Ako leadership role. Interim and annual evaluations against the achievement challenges will occur and achievement targets. Outcomes of evaluations will be reported to the stewardship group and Boards of Trustees.

## **WAIMEA COMMUNITY OF LEARNING/KĀHUI AKO PLANNING AND NEXT STEPS:**

More detailed analysis and planning will be developed once the Waimea Community of Learning/Kāhui Ako leaders have made the across school and within school appointments. This may include the following:

- Development of detailed Annual/Strategic Plans for the Waimea Community of Learning/Kāhui Ako
- Integration of the Waimea Community of Learning/Kāhui Ako actions/goals into the Strategic/Annual Plans of individual schools
- Identification of shared resources, skills etc available across the Waimea Community of Learning/Kāhui Ako
- Investigation of the use of the Ministry of Education Progress and Consistency Tool (PACT)
- Format of the reporting to each individual school and across the Waimea Community of Learning/Kāhui Ako to its Boards and communities about progress against the targets and challenges
- Consultation with local Iwi (including Te Kura Kaupapa Māori o Tuia te Matangi) and Pasifika representatives
- Further progress dialogue with ECE providers and the Nelson Tasman Kindergarten Association
- Enhance the existing links with local tertiary providers such as Nelson Marlborough Institute of Technology
- Ongoing consultation with individual schools as well as across the whole community

## **MONITORING PROGRESS AGAINST ACHIEVEMENT CHALLENGES:**

Progress will be monitored at monthly Waimea Community of Learning/Kāhui Ako meetings. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the co-principals appointed to the Waimea CoL/Kāhui Ako leadership role. An annual evaluation against the achievement challenges will occur at the first meeting of each new year and achievement targets revised based on this data. This evaluation will include progress towards our achievement targets.

An evaluation of the process will also be carried out at the same time and will include:

- Student surveys regarding teaching and learning
- Staff surveys regarding professional development opportunities and their impact on student learning
- Student data, especially around retention and transience
- Consultation with key stakeholders in the Waimea Community of Learning/Kāhui Ako

## **CONTACT DETAILS FOR THE WAIMEA COMMUNITY OF LEARNING/KĀHUI AKO:**

Waimea Community of Learning/Kāhui Ako Leaders:

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