

He Waka Eke Noa

A waka that we are ALL in with NO exceptions

North West Hamilton Community of Learning Achievement Challenges Proposal 2016



Kotahi ano te kohao o te ngira

E kuhuna ai te miro ma te miro whero me te miro pango

“There is but one eye of the needle,

Through which the white, red and black threads must pass”

Pōtatau Te Wherowhero

Contents

Introduction	3
Vision:	4
Introductory Challenge:	4
Data Informing Our Practice	5
Achievement Challenge	6
Overview/Rationale	6
Māori Achievement Challenge	6
Boys Achievement Challenge	7
Achievement Targets Tables	8
Target Shift Tables	9
Areas of Focus.....	11
1. Teacher Efficacy: Areas of Community Focus and Development.....	11
2. Student Agency: Areas of Community Focus and Development	11
3. Whānau Engagement: Areas of Community Focus and Development.....	12
Our Approach: Framing our Thinking:	14
The Golden Circles	14
WHY:	14
HOW:.....	15
WHAT:	15
Next Steps and Detailed Action Plan that our Community will develop.....	15
Collective Teacher Efficacy - Evidence we will gather	15
Learner Agency - Evidence we will gather	16
Whanau Engagement - Evidence we will gather	16
Appendices: Kete of Evidence (additional to above).....	17
1. Demographics - collected at enrolment (profile data).....	17
2. Composition of our Schools: Ethnicity (as at Feb 2016).....	17
3. Student achievement - national assessments and standardised testing carried out in the kura/school	18
4. School by School Data: National Standards	18
5. Transience.....	21

Introduction

The North West Hamilton Community of Learning (CoL) includes students from the north western suburbs of Hamilton and surrounding rural areas. Almost all students entering the primary schools have participated in early childhood education and care. Approximately 40% of students in this CoL identify as Māori, many of who whakapapa to Ngāti Māhanga, Ngāti Wairere and other Tainui Iwi.

This community has the opportunity to work together to share best educational practices designed to raise student engagement and achievement, and ensure smooth transitions through and beyond school.

ERO North West Hamilton Community of Learning Report 2015

He Waka Eke Noa Participating Schools



Vision:

To raise student achievement through genuine collaboration across the community.



Introductory Challenge:

*Have we the courage to dependably recognise the excellence that is often all around us in our schools, among our teachers and with our school leaders? Have we the courage to then build a coalition of success based on this excellence and invite the others in the system to join this coalition? The aim is not aspiring to utopia but scaling up the success already about us. It is expertise, it is reliable judgement, it is passion for making the difference, and it is collaborative sharing of this knowing and doing and caring. This requires the greatest investment, and the benefits for the students will be manifest, powerful and exciting. **John Hattie, June 2015, WHAT WORKS BEST IN EDUCATION: THE POLITICS OF COLLABORATIVE EXPERTISE.***

Ka Hikitia (Māori Education Strategy 2013-2017) and **Tau Mai Te Reo** (Māori Language in Education Strategy 2013-2017) promote the Māori potential approach to tautoko Hattie's idea of 'collaborative expertise' where there is more a focus on investing in people and local solutions, communities or networks of provision, collaborating and co-constructing to realise Māori students being successful as Māori.

**Nā tō rourou, nā tāku
rourou, ka ora ai te iwi**

*With your food basket
and my food basket,
the people will thrive*

Data Informing Our Practice

Analysis of Achievement Data across He Waka Eke Noa Schools from the ERO North West Hamilton Community of Learning Report 2015 indicated:

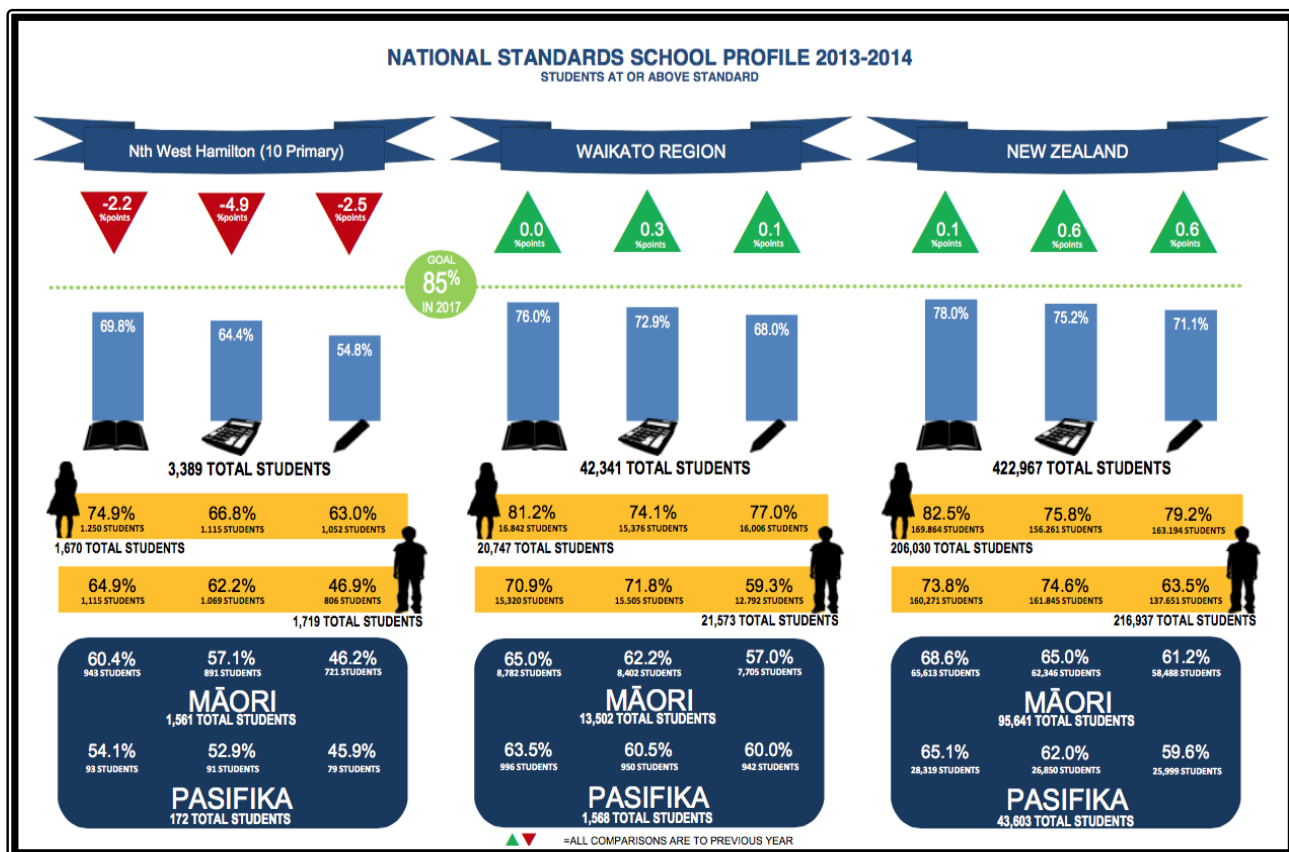
(note this only included the original 8 approved schools in the CoL)

The 2014 National Standards information showed that a majority of students in Years 1 to 8 were achieving at or above expected levels in reading, writing and mathematics. However, for a significant proportion of students, achievement levels in these areas were below regional and national comparisons, and well below the government target of 85% achieving at or above. The 2014 NCEA data for the secondary school indicated that, while there was an increase in the proportion of students achieving qualifications, overall achievement was still below national expectations. In six out of seven of the primary schools, boys were achieving significantly lower than girls in reading and writing, and sometimes in mathematics as well. Māori were achieving at similar levels to boys overall. Accelerating the progress of all students, especially boys and Māori remains a priority.

The ERO Report also outlined the following areas for improvement:

- Sharing information about student achievement and progress information amongst schools, especially at times of transition, in order to achieve an agreed and appropriate response to such matters as accelerating the progress of boys and Māori, and further raising overall achievement levels for all
- Further enhancing productive partnerships with whānau/hapū and iwi to establish a shared responsibility for promoting successful educational outcomes for students
- Sharing curriculum and assessment ideas to promote progressive approaches and coherent learning pathways especially in literacy and mathematics, science, digital technology and te reo.

Below is an overview of our combined data across the Community of Learning, which indicates major achievement challenges in virtually every single area, with declines in many areas between 2013 & 2014. 2015 data has been finalised and added, and this declining trend has continued.



Achievement Challenge

Overview/Rationale

We identify and acknowledge that community wide achievement is poor, especially for Māori learners. We need to and want to see gains in all areas. Writing is the most obvious area based on data, but we want and expect to see gains in all areas, hence our approach with the three identified focus areas of teacher efficacy, student agency and whānau engagement (see from page 11). The intention is that development in these three focus areas will impact student achievement outcomes across all learning areas. Because we want to see a systemic rise in student achievement, we have also collated Reading & Maths data and intended outcomes/ targets for these areas (not included in this final document) as well as those for writing presented here. It is of vital importance for learners across all our schools that our collective approach raises student achievement outcomes in all learning areas to address the current levels of under achievement. This philosophy underpins the CoL wide targeted at least five percentage point (10 percentage point for secondary) improvement per year.

Whilst the targets identified are below the MOE target of 85% at/above the National Standards by the end of 2017, these goals are challenging and realistic, and demonstrates significant acceleration of achievement for priority learners currently not achieving (particularly given the context of a decline in student achievement across the CoL in all National Standards areas presented in the 2014/2015 data). The approach applied consistently raises achievement for all schools, regardless of their current achievement levels, further contributing to and building on existing success, as well as addressing areas of challenge.

For a few schools, the five percentage point (10 percentage point for Fraser High School) increase per year is below the gains they are currently achieving, so further analysis of results and benchmarks will need to be developed, and CoL resources will be aligned with schools (and ultimately students) of most need. It is important to remember that although the target is moving any “below/well below” students to “at”, there also needs to be a sustained focus on maintaining many students that are currently “at standard” to ensure that they don’t regress.

Each school will identify specific “target/focus” students and contribute to community wide discussions to develop explicit prioritised interventions to raise student achievement.

Whilst increases in student achievement are the ultimate goal, so too would be students developing strongly in the key competencies. It is arguable that these “soft skills” are at least as important as the core foundation areas of reading, writing and maths. This CoL will look closely at these key competencies as an important part of its focus to improve student learning. A strong school-wide approach to developing the key competencies provides an “and/and” approach to authentic deep learning.

Māori Achievement Challenge

Māori learners will make accelerated progress by the end of 2018 in ways that build on and support their language, culture, identity and community connections by *providing quality provision, leadership, teaching and learning, supported by effective governance and strong engagement and contribution from parents, families and whānau, hapū, iwi, Māori organisations, communities and businesses. (Ka Hikitia - Critical factors).*

- In relation to Years 1-8, an improvement within each school of at least 5 percentage points by the end of 2017 and an additional 5 percentage points by the end of 2018 (achieving ‘at’ or ‘above’ curriculum expectations). Our data indicates that writing is the critical area to focus upon first, with a particular focus on the Māori boys cohort.

A 10 percentage point increase by 2018 in writing would see a move of 172 (86 per year) total Māori students from below/well below to “at standard”. 88 (44 per year) Māori boys would need to show accelerated progress to reach this target.

- In relation to the Ngā Whanaketānga Rūmaki Māori standards, we will also aim for an improvement within each school of at least 5 percentage points by the end of 2017 and an additional 5 percentage points by the end of 2018 (achieving 'at' or 'above' curriculum expectations).

A 10 percentage point increase in Reo would see a move of 24 (12 per year) students from below/well below to "at standard" in Pānui, 24 (12 per year) students in Tuhituhi and 24 (12 per year) students in Kōrero.

- In relation to Year 10 literacy, an improvement of at least 20 percentage points by the end of 2018 to increase the number of Māori boys attaining 10 NCEA literacy credits (achievement standards or unit standards) by the end of Year 10.*

A 20 percentage point increase would see a move of 20 Māori male students (10 per year) attain 10 NCEA Level 1 literacy credits (either achievement standards or unit standards) by the end of Year 10.

- Increase the number of Māori students (including Māori boys) gaining at least NCEA level 2 by at least 10 percentage points by the end of 2017, and an additional 10 percentage points by the end of 2018.

A 20 percentage point increase would see a move of 14 (7 per year) Māori students (out of 47 not attaining) NCEA level 2.

**A new methodology and data is required for this because the Years 9 and 10 curriculum will change from 2017. Fraser will establish a Junior School that will focus on flexible learning spaces and a culturally responsive relationship pedagogy, collaborative team teaching, integrated learning programmes - the emphasis is the delivery of the principles and key competencies of the NZC. Innovative assessment tools are being created for this learning model. Standardised assessments will be used but are not the main or only indicators of students' learning and achievement.*

Boys Achievement Challenge

Boys will increase their academic achievement (to bridge the gender gap) by the end of 2018 through engaging the learners in contextualised and relevant learning opportunities.

- In relation to Years 1-8, an improvement within each school of at least 5 percentage points by the end of 2017, and an additional 5 percentage points by the end of 2018, (achieving 'at' or 'above' curriculum expectations) Our data indicates that writing is the critical area to focus upon first.

A 10 percentage point increase in writing would see a move of 197 (98 per year) boys from below/well below to "at standard".

- In relation to the Ngā Whanaketānga Rūmaki Māori standards, we will also aim for an improvement within each school of at least 5 percentage points by the end of 2017 and an additional 5 percentage points by the end of 2018 (achieving 'at' or 'above' curriculum expectations).

A 10 percentage point increase in Reo would see a move of; 12 (6 per year) boys from below/well below to "at standard" in Panui, 12 (6 per year) boys in Tuhituhi 12 (6 per year) boys in Korero.

- In relation to Year 10 literacy, an improvement of at least 20 percentage points by the end of 2018 to increase the number of boys attaining 10 NCEA literacy credits (achievement standards or unit standards) by the end of Year 10.

A 20 percentage point increase would see a move of 42 male students (21 per year) attain 10 NCEA Level 1 literacy credits (either achievement standards or unit standards).

- Increase the number of male students gaining at least NCEA level 2 by at least 10 percentage points by the end of 2017, and an additional 10 percentage points by the end of 2018.

A 20 percentage point increase would see a move of 24 male students (out of 54 not attaining) NCEA level 2.

Achievement Targets Tables

Improvement of at least 5 (primary) and 10 (secondary) percentage point shift per year (2017 and 2018)						
Number of Students required to meet primary and intermediate Writing Achievement Targets by 2018						
Years 1 – 8 School Name	Total Boys Below or Well Below (2015)	Total Target Students	Total Target Boys	Target Māori Boys	Total Target Māori	All Māori Below / Well Below (2015)
Aberdeen School	147 (46%)	41	32	9	18	70 (39%)
Forest Lake School	54 (48%)	17	11	5	11	57 (50%)
Frankton School	228 (66%)	49	35	16	30	179 (59%)
Maeroa Intermediate	137 (48%)	42	29	14	27	101 (39%)
Nawton School	115 (64%)	30	18	12	24	151 (63%)
Rhode Street School	65 (79%)	16	8	6	14	90 (68%)
Te Kowhai School	43 (36%)	18	16	2	4	12 (29%)
Vardon School	82 (48%)	24	17	4	11	53 (47%)
Whatawhata School	34 (34%)	12	10	4	6	27 (47%)
Whitiara School	63 (79%)	10	8	4	6	43 (77%)
Crawshaw School	106 (79%)	22	13	12	21	146 (70%)
Total Yr 1 - 8	1074(54%)	281	197	88	172	929 (55%)
Number of Students required to meet primary Pānui Achievement Targets by 2018						
Forest Lake School	n/a	8	4	4	8	31 (39%)
Maeroa Intermediate	n/a	4	4	4	4	4 (9%)
Nawton School	n/a	12	4	4	12	15 (13%)
Total Yr 1 - 8	n/a	24	12	12	24	50 (21%)
Number of Students required to meet primary Tuhituhi Achievement Targets by 2018						
Forest Lake School	n/a	9	5	5	9	39 (49%)
Maeroa Intermediate	n/a	2	2	2	2	2 (5%)
Nawton School	n/a	13	5	5	13	27 (23%)
Total Yr 1 - 8	n/a	24	12	12	24	68 (28%)
Number of Students required to meet primary Kōrero Achievement Targets by 2018						
Forest Lake School	n/a	8	4	4	8	38 (47%)
Maeroa Intermediate	n/a	4	3	3	4	5 (11%)
Nawton School	n/a	12	5	5	12	14 (12%)
Total Yr 1 - 8	n/a	24	12	12	24	57 (24%)

Students required to meet identified targets by 2018						
Years 9 -13 Fraser High School	Total Boys not attaining (2015)	Total Target Students	Total Target Boys	Target Māori Boys	Total Target Māori	Total Māori Boys not attaining (2015)
Year 10 Boys attaining 10 NCEA L1 literacy credits (AS or US)	123 (60%)	42	42	20	n/a	64 (63%)

Students required to meet identified targets by 2018						
Years 9 -13 Fraser High School	Total Boys not attaining (2015)	Total Target Students	Total Target Boys	Target Māori Boys	Total Target Māori	Total Māori not attaining (2015)
Yr 12 Students gaining at least NCEA L2 (roll based)	54 (44%)	30	24	8	14	47 (64%)

Note: 2015 data is based on Provisional results

Our NCEA and National Standards results show a **clear variation between male and female** data, and also **Māori and Non-Māori** achievement. An implicit understanding for each of our achievement challenges is that as we focus on developing teacher practice so that all Māori students have strong literacy, numeracy and language skills, have access to high quality Māori language in education, and are successful as Māori; learning will be enhanced for our male students and additionally that girls and non- Māori achievement will also increase.

Target Shift Tables

Writing (Years 1-8)								
Goal - increase 10 percentage points over 2 yrs								
	All Māori				All Boys			
	# At or above	out of	Total students	%	# At or above	out of	Total students	%
2015- Provisional	770	out of	1699	45.3%	901	out of	1976	45.6%
2017- Target	856	out of	1699	50.3%	999	out of	1976	50.6%
2018- Target	942	out of	1699	55.3%	1097	out of	1976	55.6%
Shift per year (2017 - 2018)	86			5 % pts	98			5 % pts

Pānui								
Goal - increase 10 percentage points over 2 years								
	All Māori				Māori Boys			
	# At or above	out of	Total students	%	At or above	out of	Total students	%
2015 Provisional	190	out of	240	79.2%	96	out of	125	76.8%
2017 - Target	202	out of	240	84.2%	102	out of	125	81.8%
2018 - Target	214	out of	240	89.2%	108	out of	125	86.8%
Shift per year (2017 – 2018)	12			5 % pts	6			5 % pts

Tuhituhi Goal - increase 10 percentage points over 2 years								
	All Māori				Māori Boys			
	# At or above		Total students	%	# At or above		Total students	%
2015 Provisional	172	out of	240	71.7%	85	out of	125	68.0%
2017 - Target	184	out of	240	76.7%	91	out of	125	73.0%
2018 - Target	196	out of	240	81.7%	97	out of	125	78.0%
Shift per year (2017 – 2018)	12			5 % pts	6			5 % pts

Kōrero Goal - increase 10 percentage points over 2 years								
	All Māori				Māori Boys			
	# At or above		Total students	%	# At or above		Total students	%
2015 Provisional	183	out of	240	76.3%	91	out of	125	72.8%
2017 - Target	195	out of	240	81.3%	97	out of	125	77.8%
2018 - Target	207	out of	240	86.3%	103	out of	125	82.8%
Shift per year (2017 – 2018)	12			5 % pts	6			5 % pts

Year 10 Boys with 10 NCEA L1 Literacy Credits								
	All Boys				Māori Boys			
	# Attained		Total students	%	# Attained		Total students	%
2015 Actual	81	out of	204	39.7%	38	out of	102	37.3%
2017 - Target	102	out of	204	49.7%	48	out of	102	47.3%
2018 - Target	123	out of	204	59.7%	58	out of	102	57.3%
Shift per year (2017 – 2018)	21			10 % pts	10			10 % pts

Year 12 students with NCEA Level 2 (Roll based)								
	All Boys				All Māori			
	# Attained		Total students	%	# Attained		Total students	%
2015 Actual	70	out of	124	56.5%	26	out of	73	35.6%
2017 - Target	82	out of	124	66.5%	33	out of	73	45.6%
2018 - Target	95	out of	124	76.5%	41	out of	73	55.6%
Shift per year (2017 – 2018)	12			10 % pts	7			10 % pts

Areas of Focus



To overcome these significant challenges we have identified three areas to focus on:

1. Teacher Efficacy
2. Student Agency
3. Whānau Engagement

1. Teacher Efficacy: Areas of Community Focus and Development

- Culturally responsive pedagogy / inclusive practice / Ka Hikitia / Tātaiako
- Growth mindset - understanding the need for change and working through the discomfort of change
- Leading complex change, change leadership/management
- Effective pedagogy for innovative learning environments
- Tau Mai Te Reo
- Digital technology including BYOD, 1:1 devices, google apps
- Future focused teaching
- Positive Behaviour for Learning (PB4L)
- deprivatisation of practice
- Collaboration within schools and across schools (horizontal)
- Collaboration with Tertiary
- Collaboration with the Ministry of Education & other agencies (vertical collaboration)
- Identifying strengths and expertise within our schools to share with others
- Collaboration with Early Childhood

2. Student Agency: Areas of Community Focus and Development

- Engagement and ownership of learning
- Valuing and building on student identity, language & culture
- Tau mai Te Reo
- Using student voice to inform teacher practice
- Planning, learning and teaching through student voice
- Students articulating their authentic learning

- Learners talking and engaging with other learners within schools and across the CoL, in authentic and holistic contexts
- Ka Hikitia
- Tātaiako
- Self regulated learners, student-directed learning
- Capacity for lifelong learning
- Competencies for 21st Century Learners

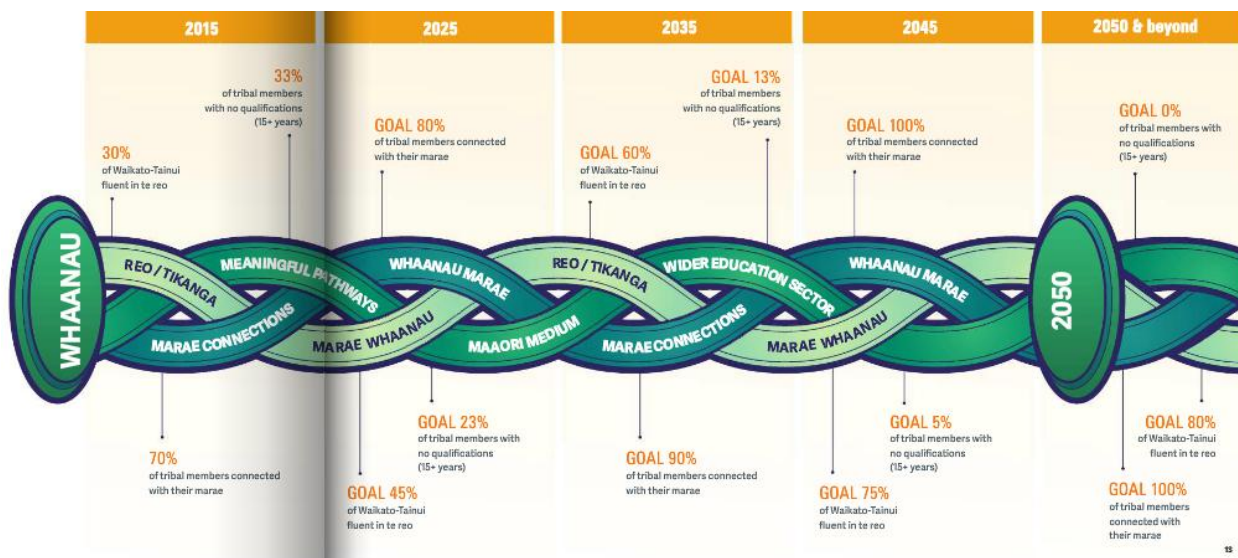
PISA (Programme for International Student Assessment) has found that learners' belief in their own efficacy is the strongest single predictor of whether they will adopt strategies that make learning effective (Artelt et al., 2003, pages 33–34).

In simple terms, the notion of 'agency' may be understood as having the 'power or capacity to act and make choices'. This embraces the notion that learners have the power to make choices over their learning, and the system exists to serve the needs and interests of the learner. Having agency as a learner should now be an expectation, as young people become increasingly adept at using a variety of technology-enabled means to access, participate in, and even contribute to the learning that meets their needs.

3. Whānau Engagement: Areas of Community Focus and Development

- Which strategies work and don't work - why? why not?
- Participate in designing and implementing a solution to under achievement with whānau and community
- Tau mai Te Reo
- What opportunities can we provide to share as a community?
- attendance strategies
- Ka Hikitia
- Success as learners
- Community understanding the why of innovative learning environments
- Build on inclusive practices, specifically via Tātaiako
- Whole school focus on engaging student and whānau - local marae, hapū, iwi
- Community involvement - in the later years
- Support the [ERO: Educationally Powerful Connections with Parents and Whānau report](#)
- Support and be supported by the [Waikato Tainui Education Strategy](#), Whakatupuranga 2050

Whakatapuranga Waikato-Tainui Education Strategy 2050



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

Schools may choose to engage in the Kawenata programme to further build and deepen partnerships with Waikato-Tainui, to improve the professional learning and development of staff about Waikato-Tainui and Māori educational success; and improve Māori students' educational achievement and learning.

Our Approach: Framing our Thinking:

The Golden Circles

An important visual for us is our GOLDEN CIRCLES. Based on some of the thoughts and readings of [Simon Sinek](#) and also has strong correlations to the work of NZ's Julia Atkins

The Golden Circles are WHY, HOW, and WHAT.

For us, we felt it important to add a fourth circle in the centre, WHO.

WHO are our learners? WHO is our staff? WHO are our communities?

All decisions focus on the WHO and WHY before looking at the HOW and the WHAT.

Our WHAT's will mean little/nothing without the prior deep thought into the inner circles.

The HOW is primarily around the system development and change management/leadership e.g. staff development, collaborative teaching, community communication & structure, etc.

This mental model will ensure that we make astute decisions and keep focused along the stages of our journey.

WHY:

Current research strongly supports that collective teacher efficacy has the greatest impact upon student achievement. [John Hattie](#) [Michael Fullan](#)

http://thequohaslostitsstatus.weebly.com/uploads/5/4/2/3/54231535/learning_is_the_work.pdf

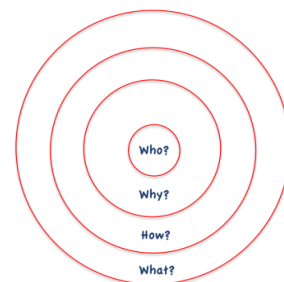
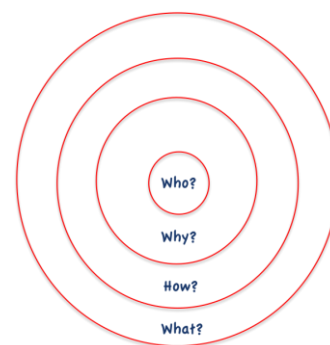
Through a deeper collaborative approach, we can enhance the practice of leaders and teachers to better meet the needs of all learners (particularly priority groups), improving progress, engagement and capacity for lifelong learning.

Genuine collaboration in NZ schools is an evolving approach to teaching and learning/pedagogy. There is widespread research available outside of a NZ context within this area, but within a NZ setting there is only a small (but growing) kete of evidence/research available regarding this approach and the unique needs of our priority learners.

Given the Ministry's strong desire to promote and support 21st Century Learning it is prudent to now invest and support schools with an evidence-based platform to enhance student achievement outcomes within "innovative learning environments (ILE)". This would incorporate the cultural, relational, physical and pedagogical dimensions of New Zealand's context.

Approaches to teaching and learning have changed over the last 20 years. While classrooms are still the most highly utilised areas in schools, they need to respond to these changes as their performance is critical to modern education delivery. [Ministry of Education Property Strategy 2011-2021](#)

A deeper collaborative approach within and across schools is a highly effective way to achieve our goals, and ensure that we are meeting the leadership dimensions that are proven to be making a difference - particularly the dimensions of "Ensuring quality teaching" & "Leading teacher learning and development" which have high effect sizes. ~ Viviane Robinson: *Student-Centred Leadership* ~



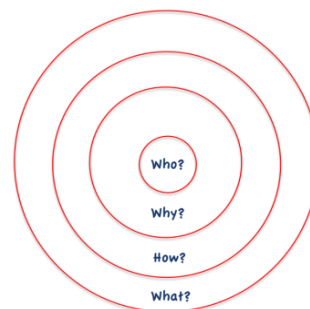
HOW:

Professional learning (best practice), reading (research) and learning conversations between and within our 'Community of Learners' has determined that accelerating student achievement across the community is best achieved through enhancing Teacher Efficacy, Student Agency and Whanau Engagement.

WHAT:

In order for this to be achieved for all students in our community the following actions will be taken:

- Investigate and unpack the relevant research around teacher efficacy OECD, ILE Report John Hattie, Michael Fullan http://www.keepeek.com/Digital-Asset-Management/oecd/education/innovative-learning-environments_9789264203488-en#page6
- Understand the current picture within and across our schools. This will include both an initial "stocktake" but also continued internal school tours across our CoL.
- Analyse data across schools. Look at data within and across sectors including early childhood and tertiary links/ pathways. Establish a shared understanding of a baseline standard. Share how data is effectively analysed.
- Identify and utilise areas of knowledge and expertise *within* our CoL and beyond e.g. other CoL, consultants
- Utilise 'Teaching as Inquiry' to strengthen practice
- Establish sub-groups/focus groups in relation to shared development/interest areas e.g. writing moderation, early intervention support programmes, attendance strategies etc
- Share outside consultants across the community - shared professional learning opportunities
- Provide opportunities for staff to work alongside each other including over and above the *across schools* teachers and *within school* teachers.
- Develop shared understandings and vocabulary that support learning and achievement
- Share practices as to how we engage our communities



Next Steps and Detailed Action Plan that our Community will develop

Specific detail of the plan to give effect to our Achievement Challenges will be further unpacked within and between schools, and supported by community and student consultation, once the Community of Learning is formally established with roles in place.

Collective Teacher Efficacy - Evidence we will gather

- Rubrics to be developed
- Individual professional inquiries into student achievement and well being
- Appraisal information
- Teacher voice surveys
- In-school observations and reviews.

Learner Agency - Evidence we will gather

- Rubrics to be developed
- Attendance data over time
- Stand down suspension and exclusion data
- Behaviour data
- Student voice surveys

Whanau Engagement - Evidence we will gather

- Rubrics to be developed
- Schools based evidence of engagement with local community.
- Parent voice surveys

Appendices: Kete of Evidence (additional to above)

1. Demographics - collected at enrolment (profile data)

- School - roll size, urban/rural, single sex/co-educational, teaching spaces
- Students - ethnicity, gender, age, year level, attendance, lateness, suspension, disciplinary data, previous schools, part-time employment
- Transience
- School name, school type, decile, education pathway over the past three years.



2. Composition of our Schools: Ethnicity (as at Feb 2016)

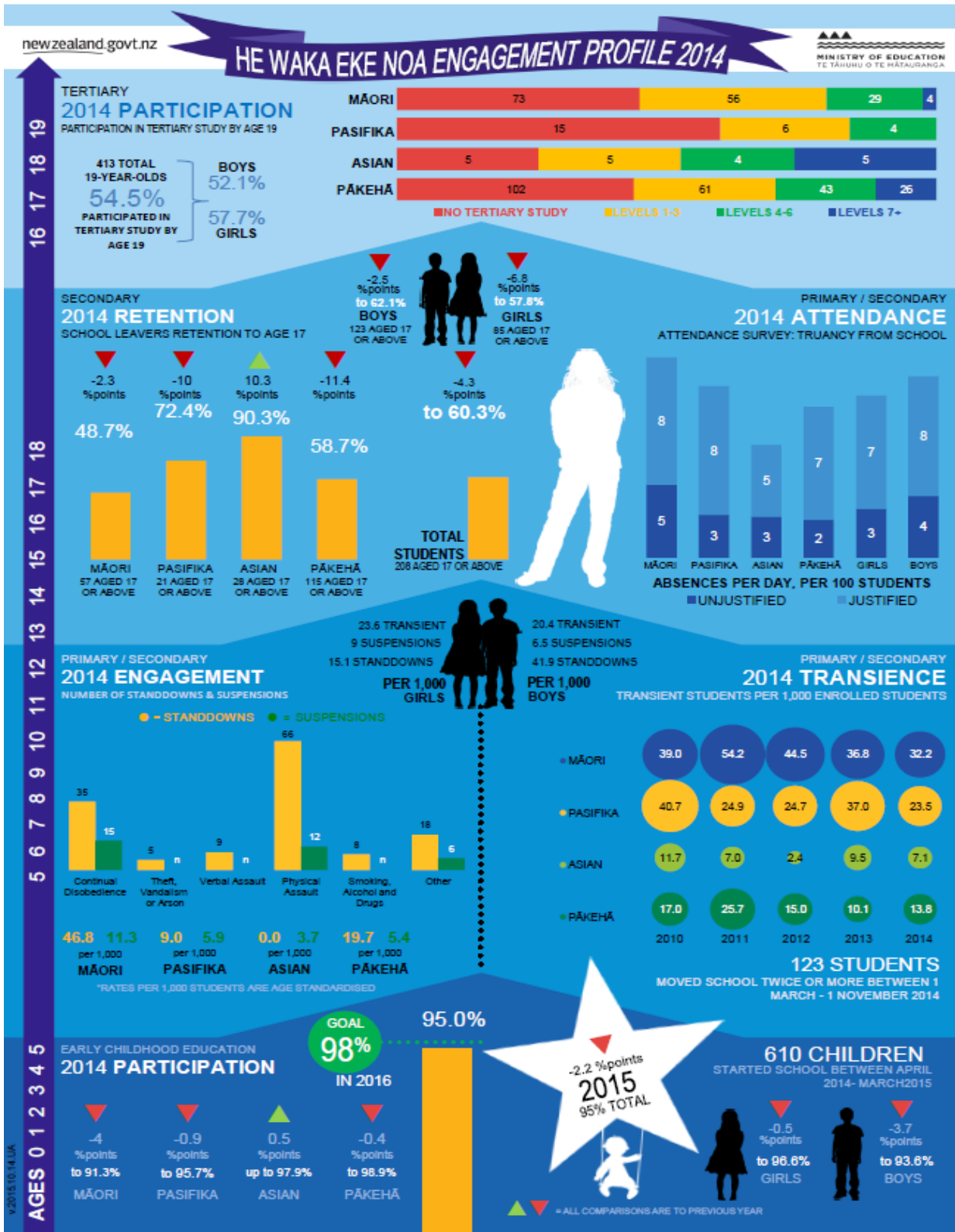
School	Total Roll	Māori	NZ European	Pasifika	Asian	Other
Aberdeen	657	183 (28%)	377 (57%)	31 (5%)	45 (7%)	21 (3%)
Nawton	515	371 (72%)	77 (15%)	26 (5%)	26 (5%)	15 (3%)
Te Kowhai	323	37 (11.5%)	260 (80.5%)	0 (0%)	5 (1.5%)	21 (6.5%)
Whatawhata	196	53 (27%)	118 (60.2%)	2 (1%)	1 (0.5%)	22 (11.2%)
Maeroa Intermediate	682	303 (44.4%)	298 (43.7%)	24 (3.5%)	13 (1.9%)	50 (7.3%)
Crawshaw	285	206 (72.3%)	40 (14%)	24 (8.4%)	12 (4.2%)	3 (1%)
Whitiora	175	69 (39.4%)	21 (12%)	29 (16.6%)	48 (27.4%)	8 (4.6%)
Rhode Street	175	128 (73.1%)	18 (10.3%)	23 (13.1%)	2 (1.1%)	4 (2.3%)
Frankton	648	311 (48%)	220 (34%)	52 (8%)	45 (7%)	20 (3%)
Forest Lake	283	194 (68.6%)	60 (21.2%)	7 (2.5%)	10 (3.5%)	12 (4.2%)
Fraser High School	1531	620 (40.4%)	677 (44.2%)	119(7.7%)	88 (5.7%)	27 (1.7%)
Vardon	338	112 (33%)	169 (50%)	12 (3%)	29 (9%)	16 (5%)

3. Student achievement - national assessments and standardised testing carried out in the kura/school

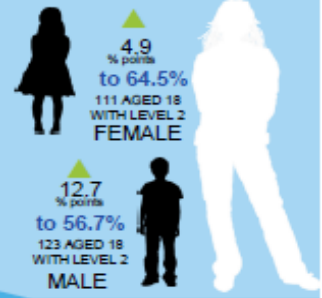
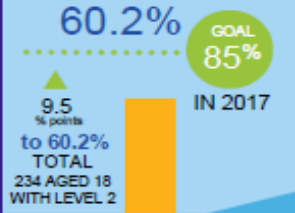
- National Assessment Results - NCEA, New Zealand Scholarship - details like credits attained above and below year levels, breadth of subjects entered
- Standardised assessment - National Standards, EastTtle, PATs, Running Records

4. School by School Data: National Standards

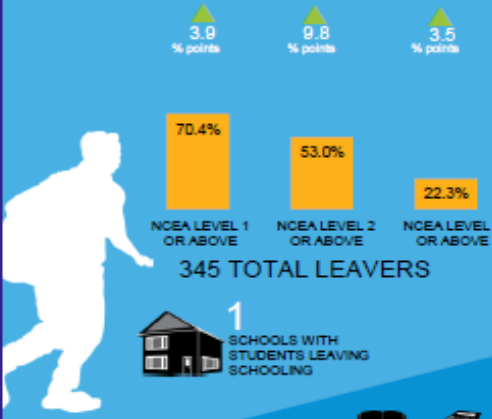
This data reflects the achievement of approximately 6,000 students across our Community of 12 schools.



SECONDARY / TERTIARY
2014 18 YEAR OLDS
WITH NCEA LEVEL 2 OR EQUIVALENT



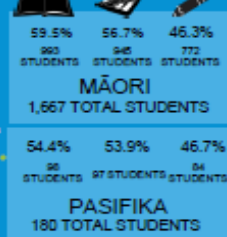
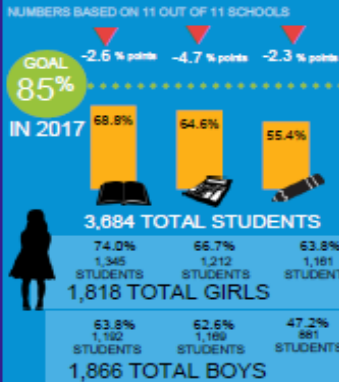
SECONDARY
2014 QUALIFIED LEAVERS
WITH NCEA OR EQUIVALENT QUALIFICATIONS



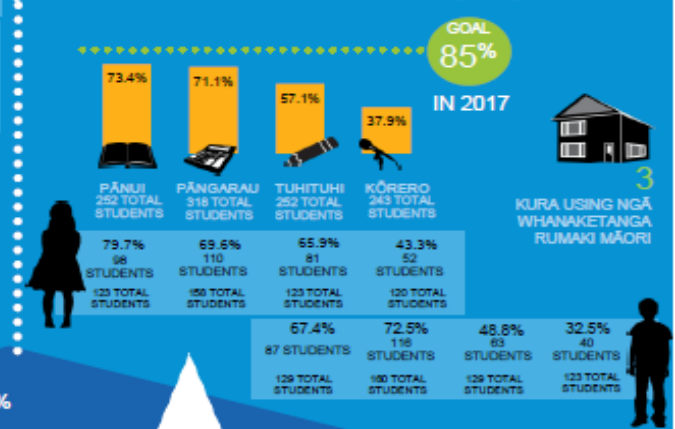
SCHOOL LEAVER HIGHEST QUALIFICATION NUMBER OF STUDENTS 2014

	TOTAL	MĀORI	PASIFIKA	EUROPEAN / PĀKEHĀ	ASIAN	FEMALE	MALE
LESS THAN NCEA LEVEL 1	48	13	48	4	4	46	56
NCEA LEVEL 1	21	21	35	9	5	21	39
NCEA LEVEL 2	26	26	72	13	13	34	72
NCEA LEVEL 3 OR ABOVE	22	22	41	31	31	46	31
TOTAL	117	117	196	31	147	198	198

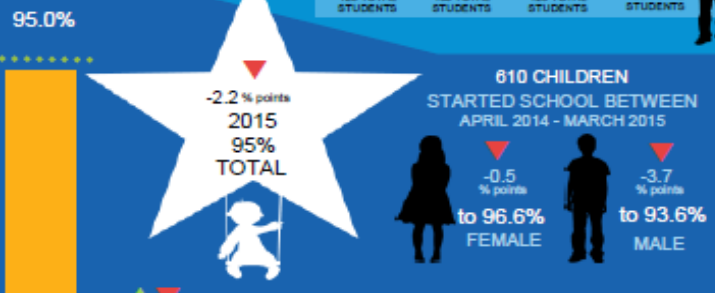
PRIMARY
2014 ACHIEVEMENT
AT OR ABOVE NATIONAL STANDARDS
NUMBERS BASED ON 11 OUT OF 11 SCHOOLS



KURA AND MĀORI MEDIUM
2014 ACHIEVEMENT
NGĀ WHANAKETANGA RUMAKO MĀORI MANAWA ORA AND MANAWA TOA
NUMBERS BASED ON 3 OUT OF 3 KURA

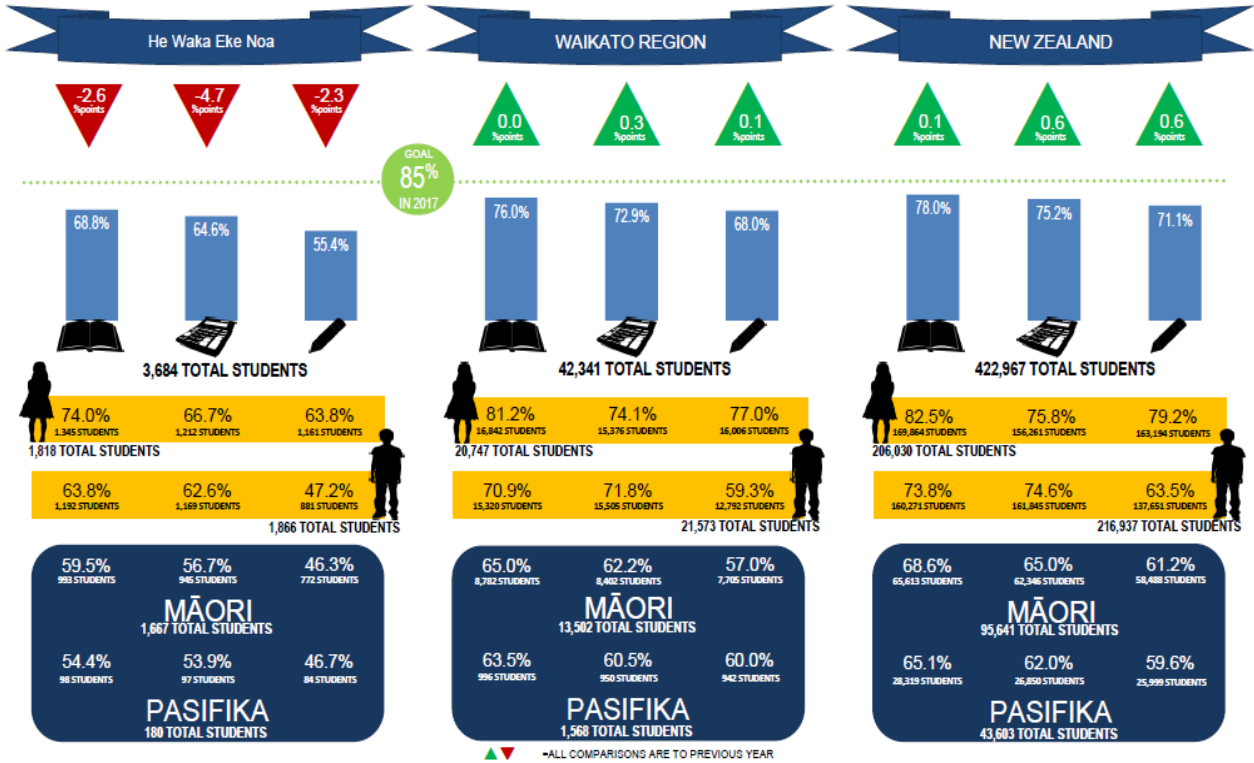


EARLY CHILDHOOD EDUCATION
2015 PARTICIPATION

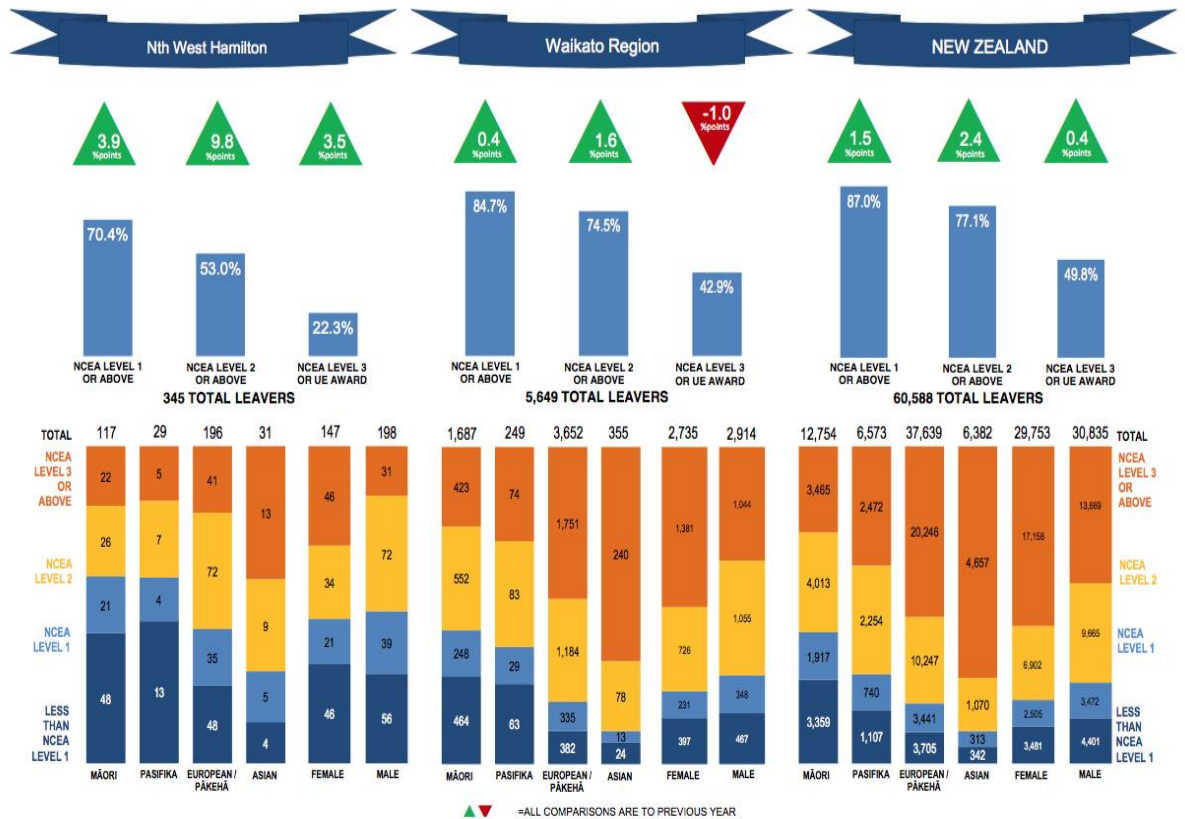


▲ = ALL COMPARISONS ARE TO PREVIOUS YEAR

NATIONAL STANDARDS SCHOOL PROFILE 2013-2014
STUDENTS AT OR ABOVE STANDARD



QUALIFIED LEAVERS SCHOOL PROFILE 2013-2014
SCHOOL LEAVER ATTAINMENT



5. Transience

A contextual factor to consider when making a comparison between 2014 and 2015 is the levels of transience/transition. This is a very real factor for our community and needs to be considered when making a detailed analysis around progress and achievement (without in any way allowing for “deficit theorising”).

The table below shows the total number of students on the roll at the end of 2015, and this total broken down to “New” (those new students enrolled during 2015), and “Not new” (those who were in the school from the end of 2014).

SCHOOL	TOTAL ROLL	NEW	NOT NEW
Aberdeen	735	148	587
Nawton	474	84	390
Te Kowhai	323	59	264
Whatawhata	210	67	143
Maeroa Intermediate	660	330	330
Crawshaw	330	129	201
Whitiora	171	102	69
Rhode Street	203	103	100
Frankton	739	237	502
Forest Lake	300	56	244
Fraser High School	1406	400	1006
Vardon	338	33	305