

Pakuranga West

Community of Learning - Kāhui Ako

Shared Achievement Challenge

2019 - 2021



Edgewater
College



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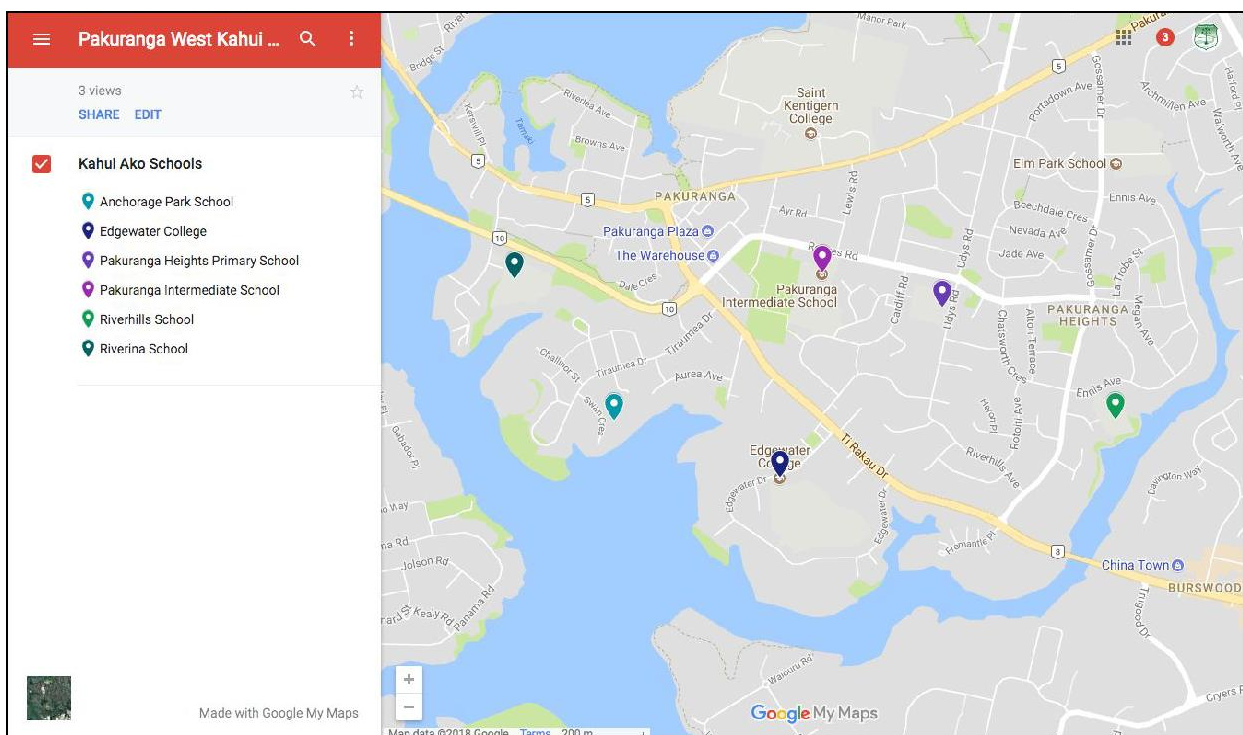
Introduction

The Pakuranga West Kāhui Ako is a network of state schools located in the East Auckland area. Our Kāhui Ako consists of four contributing primary schools: Anchorage Park School, Pakuranga Heights School, Riverhills School and Riverina School. The other schools in our community are Pakuranga Intermediate and Edgewater College.

The primary schools vary in size from Riverhills School which has 95 students to Pakuranga Heights School with 554 students. Three of the primary schools have rolls below 200. Pakuranga Intermediate has 200 students, and Edgewater College has a total of 600 students in Years 9-13. This difference in school size represents the diverse nature of schools in the Pakuranga West Kāhui Ako.

The Pakuranga West Community of Learning was approved by the Minister of Education in September 2016. We have met during 2017-18 to work to create a dynamic and collaborative team of principals and boards as a foundation for ongoing collaborative work across our community. We are committed to using our shared resources to raise achievement and to develop a strong sense of community in which our learners can grow and succeed.

Consultation has been an important part of the process in the development of this Achievement Challenge. All Boards of Trustees have had draft versions of the document for consultation and feedback, and the challenges within it are reflected in the schools' charters and strategic plans.



Vision for the Pakuranga West Kāhui Ako

Success for all ākonga

Vision Summary Statement:

Success for all ākonga sums up our aspirations for students, staff and community to be;

- Proud of their identity and culture
- Passionate and enthusiastic
- Resilient risks takers
- Problem finders and solvers
- Future leaders
- Communicators and collaborators

Values for the Pakuranga West Kāhui Ako

We value;

- **Respect;**
the Pakuranga West community of learners demonstrates a high level of respect for themselves, others and the environment
- **Inclusion;**
all members of our diverse community are valued
- **Collaboration;**
we share our strengths and work together in a way that benefits all members of our community
- **Innovation;**
we promote innovative thinking and actions

Community

Students in the Pakuranga West Kāhui Ako are a diverse group of individuals. To respond to our Kāhui Ako's challenges, we need to develop a greater understanding of our community and know our people so that we can be responsive to them in every way.

Our geographical community forms the western part of the Howick local board. Our schools are all in the decile 3-4 range, indicating a low-mid socio-economic community. Many of our families live in rental accommodation, and all schools in the Kāhui Ako experience high levels of transience as families move in, often seeking more affordable housing in other areas.

ERO identified the follow common strengths across the Kāhui Ako:

- strong inclusive school cultures
- positive relationships with school communities
- positive and settled learning environments
- good support for students requiring additional learning support
- broad curriculum and teaching and learning programmes that promote student engagement.

(ERO, Pakuranga West Community of Learning Report, 2016)

We are a culturally diverse community and this is reflected in the ethnic composition of our schools as shown in the table below.

Ethnic breakdown across the Kāhui Ako:

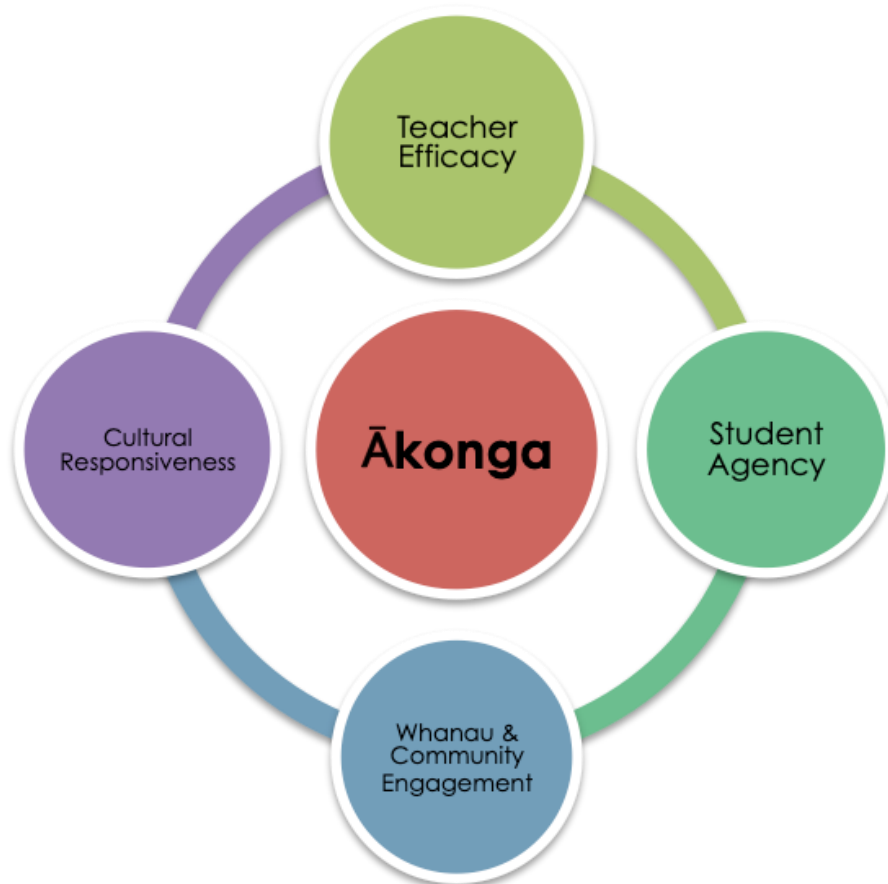
	Number	Percentage
NZ Māori	435	25%
Pacific	569	33%
Asian	314	18%
NZ European	288	17%
Other Ethnicities	111	6%
Total	1717	100%

Change Levers

The four levers of change will have a positive impact on learning outcomes for all ākonga. An explanation and link to current research is provided in the table below. These levers of change will be a focus for continued development within our Kāhui Ako.

Change Lever	Why? / Rationale	How?
Collective Teacher Efficacy	<p><i>“Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. “</i></p> <p>(https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/)</p>	<p>Collective teacher efficacy will be developed within the Kāhui Ako through:</p> <ul style="list-style-type: none"> - A coaching approach to problem solving - Collaborative teacher inquiry
Student Agency	<p><i>“One way of thinking of learner agency is when learners have the ‘power to act’. When learners move from being passive recipients to being much more active in the learning process, and actively involved in the decisions about the learning, then they have greater agency.”</i></p> <p>(Derek Wenmoth, CORE Education 10 Trends)</p>	<p>Student agency will be developed within the Kāhui Ako through:</p> <ul style="list-style-type: none"> - Including greater student voice in curriculum planning - Further developing student inquiry - Supporting teachers to explore strategies for including student choice and voice within daily classroom programmes -
Whanau & Community Engagement	<p><i>Community engagement is ‘meaningful, respectful partnership between schools and their parents, whānau, and communities ... focused on improving the educational experiences and successes for each child.’ (ERO, 2008)</i></p>	<p>Whanau and Community Engagement will be developed within the Kāhui Ako through:</p> <ul style="list-style-type: none"> - Strengthening transitions between Kāhui Ako schools - Further engagement in local curriculum and student inquiry

<p>Cultural Responsiveness</p>	<p>In Tataiako (Education Council)cultural responsiveness is described as; <i>"...interacting with their families to truly understand their reality; it means understanding the socio-political history and how it impacts on classroom life; it means challenging personal beliefs and actions; and, it means changing practices to engage all students in their learning and make the classroom a positive learning place for all students."</i> (Earl, L. M. with Timperley, H., and Stewart, G. (2008). Learning from QTR&D Programme: Findings of the External Evaluation)</p>	<p>Cultural Responsiveness will be developed within the Kāhui Ako through:</p> <ul style="list-style-type: none"> - Professional development with a focus on clarification of what cultural responsiveness looks like, sounds like and feels like for students, whanau and staff - Gathering feedback from students
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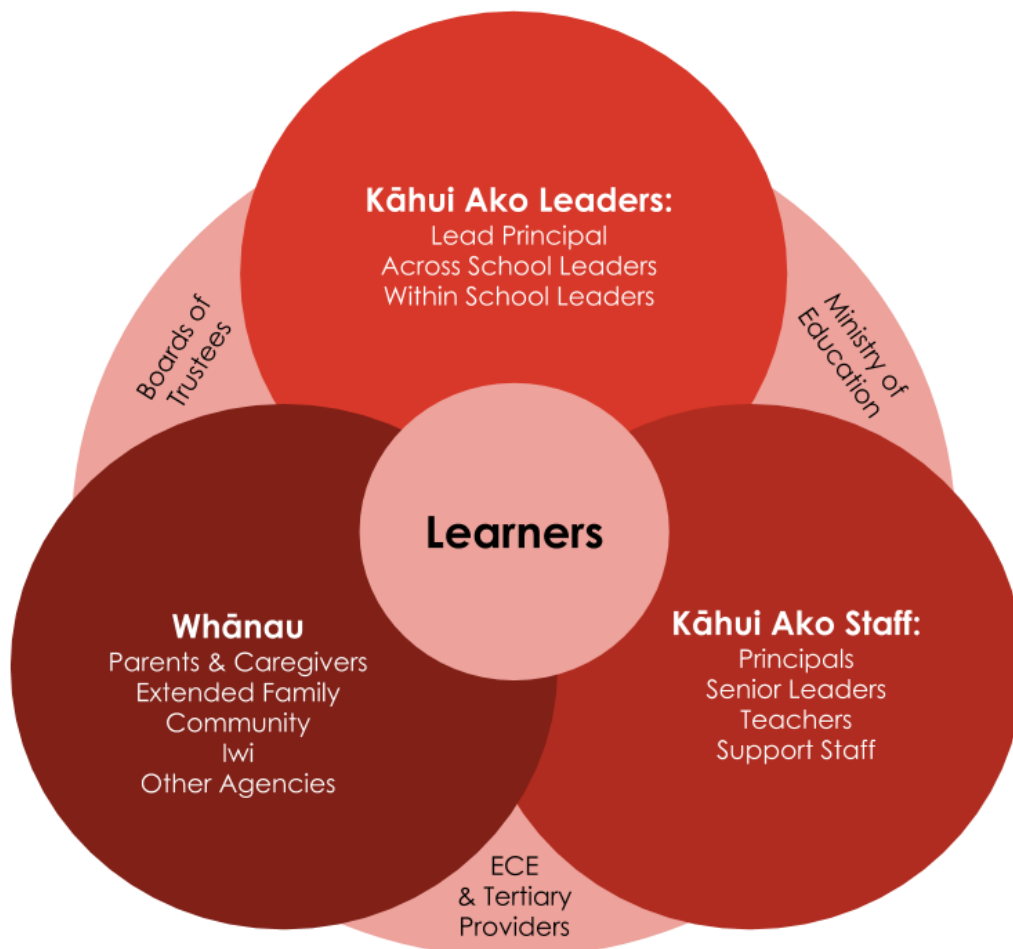
Collaborative Approach

An inquiry process will underpin our work, which will require a collaborative and collective approach.

Kāhui Ako appointed roles:

- The lead principal will communicate and liaise with all Kāhui Ako schools through regular meetings with the principal's group, as well as individually with principals and boards, with a focus on promoting progress towards achievement challenge targets across all schools.
- The across school leaders will collaborate and liaise with the lead principal to develop action plans to enable implementation of the achievement challenges, and will work with within school leaders to facilitate these.
- The within school lead teachers will collaborate with school leaders and across school leaders to co-construct school based strategies for their context, and will provide coaching and support to classroom teachers.

A networked approach that places learners at the centre will enable effective collaboration that supports progress towards achievement challenge targets.



Rationale for selection of achievement challenges

Our Kāhui Ako is made up of schools that vary greatly in decile and school size. A consistent factor across all of the Kāhui Ako schools is the culturally diverse community that they serve.

In forming areas to focus on for this achievement challenge, school leaders surveyed students and school communities, then gathered and analysed data in order to identify emerging themes. As a Kāhui Ako we synthesised the emerging themes and agreed on the follow areas:

- Well-being
- Literacy - Writing
- NCEA - Level 2 and 3

These agreed areas are a reflection of the needs of our students to enable them to be successful in the future.

Further rationale for each area is included with each achievement challenge below.

Achievement Challenge 1: Student Wellbeing

Rationale

Well-being is central to the vision, values and principles of the New Zealand Curriculum, Te Whāriki, and our shared values and vision statement above. Our learning community share the belief that if our students are to be confident, connected, actively-involved lifelong learners, they need to feel safe and secure, have equitable learning opportunities and have their culture, language and identity recognised and valued.

“Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences”.
(ERO Wellbeing for success: A Resource for Schools, March 2016)

This achievement challenge will focus on evaluation and improvement of student wellbeing across the Pakuranga West Kāhui Ako.

Each school in the Kāhui Ako has gathered data from their student population to identify areas of relative strength and weakness. We used the Wellbeing@school student survey (NZCER) to gather this baseline data from students in Year 5 to Year 10. Refer to Appendix A for further survey results.

Achievement Challenge Targets for Student Wellbeing

Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years

School-wide climate and practices						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2019	Projected Progress 2020	Projected Progress 2021	Shift over three years
Years 4 - 6	Everyone knows the school rules about behaviour	81.7%	83.4%	85.1%	86.7%	5%
	Teachers are interested in my culture or family background	80%	81.7%	83.4%	85%	5%
	Students have a say in what happens at school	84.9%	86.6%	88.3%	89.9%	5%
Years 7-8	Everyone knows the school rules about behaviour	62.3%	69.9%	77.2%	85%	22.7%
	Teachers are interested in my culture or	73.1%	77.0%	81%	85%	11.9%

	family background					
	Students have a say in what happens at school	78.3%	80.5%	82.7%	85%	6.7%
Years 9-10	Everyone knows the school rules about behaviour	58.9%	67.6%	76.3%	85%	26.1%
	Teachers are interested in my culture or family background	75.1%	78.4%	81.7%	85%	9.9%
	Students have a say in what happens at school	84.8%	86.5%	88.2%	89.8%	5%

Teaching and Learning						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2019	Projected Progress 2020	Projected Progress 2021	Shift over three years
Years 4 - 6	Teachers make learning interesting	89.0%	90.7%	92.4%	94%	5%
	At school, I am taught how to manage my feelings (like if I get angry)	82.9%	84.6%	86.3%	87.9%	5%
	At school, I am taught what to do if students are hassling or bullying me	91.4%	93.1%	94.8%	96.4%	5%
Years 7-8	Teachers make learning interesting	76.0%	79%	82%	85%	9%
	At school, I am taught how to manage my feelings (like if I get angry)	78.3%	80.6%	82.8%	85%	6.7%
	At school, I am taught what to do if students are hassling or bullying me	78.3%	80.6%	82.8%	85%	6.7%
Years 9-10	Teachers make learning interesting	67.9%	73.6%	79.3%	85%	17.1%
	At school, I am taught how to manage my feelings (like if I get angry)	77.7%	80.1%	82.5%	85%	7.3%
	At school, I am taught what to do if students are hassling or bullying me	78.6%	80.7%	82.8%	85%	6.4%

Pro-Social Student Culture and Strategies						
Target: A minimum of 85% Agree/Strongly Agree OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2019	Projected Progress 2020	Projected Progress 2021	Shift over three years
Years 4 - 6	I can say how I'm feeling when I need to	79.2%	80.9%	82.6%	85%	5.8%
	Students treat each other with respect	82.0%	83.7%	85.4%	87%	5%
	Students include others who are being left out or ignored	84.1%	85.8%	87.5%	89.1%	5%

	Students treat teachers with respect	90.6%	92.3%	94%	95.6%	5%
Years 7-8	I can say how I'm feeling when I need to	67.4%	73.2%	79%	85%	17.6%
	Students treat each other with respect	53.7%	64.1%	74.5%	85%	31.3%
	Students include others who are being left out or ignored	71.4%	75.9%	80.4%	85%	13.6%
	Students treat teachers with respect	63.4%	70.6%	77.8%	85%	21.6%
Years 9-10	I can say how I'm feeling when I need to	66.1%	72.4%	78.7%	85%	18.9%
	Students treat each other with respect	70.5%	75.3%	80.1%	85%	14.5%
	Students include others who are being left out or ignored	80.4%	82.1%	83.8%	85.4%	5%
	Students treat teachers with respect	63.4%	70.6%	77.8%	85%	21.6%

Aggressive Student Culture

Target: A minimum of 85% Never/1-2 times per year OR a minimum 5% shift over three years.		Baseline Data 2018	Projected Progress 2019	Projected Progress 2020	Projected Progress 2021	Shift over three years
Years 4 - 6	Do other students put you down, call you names, or tease you in a mean way?	66.1%	72.4%	78.7%	85%	18.9%
	Do other students leave you out or ignore you on purpose?	73.1%	77.1%	81%	85%	11.9%
	Do other students tell lies or spread rumours about you?	71.4%	75.9%	80.4%	85%	13.6%
Years 7-8	Do other students put you down, call you names, or tease you in a mean way?	56.6%	66.1%	75.6%	85%	28.4%
	Do other students leave you out or ignore you on purpose?	69.1%	74.4%	79.7%	85%	15.9%
	Do other students tell lies or spread rumours about you?	65.1%	71.7%	78.3%	85%	19.9%
Years 9-10	Do other students put you down, call you names, or tease you in a mean way?	71.4%	75.9%	80.4%	85%	13.6%
	Do other students leave you out or ignore you on purpose?	73.2%	77%	81%	85%	11.8%
	Do other students tell lies or spread rumours about you?	78.6%	80.7%	82.8%	85%	6.4%

Achievement Challenge 2: Writing (Years 1-8)

Rationale

Good literacy levels are key to so much learning, understanding, and ability to contribute in work, family and society. For all students to become confident and capable writers there is a need for a strong focus on writing across the Kāhui Ako.

There is a history of collaboration between the smaller primary schools in regards to moderation of writing assessments, which will provide a strong foundation for our collaborative work.

Data from across the Kāhui Ako has highlighted a need to focus on raising achievement specifically for:

- NZ Māori students
- Pacific students
- Male students
- Students in Year 3

Achievement Challenge Targets for Writing (Years 1-8)

Target: An aspirational target of 85% At/Above NZ Curriculum expectations for year level OR a minimum 5% shift over three years for identified groups of students (shown in the table below)

Years 1-8 Writing Achievement					
Target: 85%	Baseline Data end of 2018	Projected Progress 2020	Projected Progress 2021	Projected Progress 2022	Shift over three years
All students	73.8%	78%	81.5%	85%	11.2%
Māori	67.6%	73.4%	79.2%	85%	17.4%
Pacific	70.4%	75.2%	80.1%	85%	14.6%
Male	69%	74.3%	79.6%	85%	16%
End of Year 5	64.1%	71%	77.9%	85%	20.9%

(An average shift of 16.02% over three years)

Achievement Challenge 2: Writing : Summary statements

Writing	Focus
<p>Year 1-8:</p> <p>In 2018, 73.8% (817) of our students were “At or Above” curriculum expectation in Writing for Years 1-8.</p> <p>We will lift this to 85%, (940), a 11.2% shift by the end of 2022. This will mean shifting 123 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve an average of a 3.7% shift, annually.</p>	<p>Within our overall goal of shifting 123 additional students there are 4 sub goals that are a collective focus:</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in Writing from 67.6% (192) to 85% (241), a 17.4% shift by the end of 2022.</p> <p>This is a shift of 49 more Māori students (which is part of our target of 123 students overall).</p> <p><u>Pacific:</u> We aim to lift the achievement of Pacific students in Writing from 70.4% (190) to 85% (230), a 14.6% shift by the end of 2022.</p> <p>This is a shift of 40 more Pacific students (which is part of our target of 123 students overall).</p> <p><u>Male:</u> We aim to lift the achievement of male students in Writing from 69% (394) to 85% (485), a 16% shift by the end of 2022.</p> <p>This is a shift of 91 more boys (which is part of our target of 123 students overall).</p> <p><u>End of Year 5:</u> We aim to lift the achievement of Year 5 students in Writing from 64.1% (82) to 85% (109), a 20.9% shift by the end of 2022.</p> <p>This is a shift of 27 more Year 5 students (which is part of our target of 123 students overall).</p>
<p>Shifting “At to Above”</p> <p>In 2018, 23.6% (261) of our students were “Above ” the curriculum expectation in Writing for Years 1-8.</p> <p>We will lift this to 28.6% (310), a 5% shift by the end of 2022. This will mean shifting 49 additional students. to ‘Above.’</p> <p>We will achieve a 1.7% shift annually.</p>	

Achievement Challenge 3: NCEA Achievement

Rationale

Gaining NCEA ensures that students have options for tertiary study. Baseline data indicates that there is a need to focus on raising achievement at this level so that our Kāhui Ako is providing students with the skills and knowledge needed for their future pathways.

NCEA Achievement

NCEA Level 2

Baseline Data: In 2017, 64.2% (95/148) of our students achieved NCEA Level 2.

Target

We will lift this to 80% (118/148), a 15.8 % shift by the end of 2021.

This will mean shifting 23 additional students from Not Achieved to Achieved.

We will achieve a 5.3% shift annually.

NCEA Level 2 - Endorsement Rates

Baseline Data: In 2017, 10.8 % (16/148) of our students achieved NCEA Level 2 with either Merit or Excellence.

Target

We will lift this to 30 % (44/148), a 19.2 % shift by the end of 2021.

This will mean shifting 28 additional students from Achieved to Merit or Excellence.

We will achieve a 6.4% shift annually.

NCEA Level 3

Baseline Data: In 2017, 60.2 % (74/123) of our students achieved NCEA Level 3.

Target

We will lift this to 75% (92/123), a 14.8% shift by the end of 2021.

This will mean shifting 18 additional students from Not Achieved to Achieved.

We will achieve a 4.9% shift annually.

Process Targets

1. Digital Technology

With the introduction of two new technological areas to the New Zealand Curriculum we have the opportunity to collaborate to ensure that all ākonga across the Kāhui Ako have opportunities to build skill that enable them to be innovative creators of digital solutions.

Our target is to share expertise across the Kāhui Ako schools, building pedagogical content knowledge and enabling staff to provide quality digital learning experiences for students that promote problem solving and development of meaningful solutions.

2. Oral Language

There are high numbers of English Language Learners across the Kāhui Ako. Oral language competence underpins all learning. It is important that effective oral language teaching takes place across a variety of cross-curricular contexts, as well as in English, and are linked to students' cultural and linguistic identities.

Our target is to develop a shared understanding and approach to supporting learners through teachers having a greater knowledge and consistency of the use of the English Language Learning Progressions.

3. Year 9 and 10 Process Target

At Years 9 and 10 all students currently work towards a Junior Diploma using achievement grades across all of their learning areas - with overall pass rates over the past three years at 95%+.

In 2019 our reporting processes will be updated across all 8 learning areas to an N1 to E8 system that aligns to the required thinking that supports these grades in the NCEA:

N1: Yet to demonstrate understanding at the required level.

N2: Developing understanding at the required level.

A3: At times demonstrates understanding of straightforward connections.

A4: Consistently demonstrates understanding of straightforward connections.

M5: At times demonstrates understanding of multiple connections, relationships and / or patterns.

M6: Consistently demonstrates understanding of multiple connections, relationships and / or patterns.

E7: At times demonstrates understanding that is integrated, comprehensive and / or perceptive.

E8: Consistently demonstrates understanding that is integrated, comprehensive, and / or perceptive.

Alongside this change a system for evaluating and reporting against learner agency will be implemented by assessing behaviours that are known to support learner agency.

This will support the establishment of baseline data for setting targets in 2020 and beyond in both learning area achievement and in measures of learner agency.

Monitoring and evaluation of progress towards targets

We will monitor progress towards our targets.

Within school leaders will:

- collect relevant data annually (e.g. NZCER survey)
- Identify priority learners and track their progress in the focus areas
- collate and analyse the data from their school
- Regular meeting with across school leaders to discuss progress (based on data and anecdotal evidence)
- Gather feedback from stakeholders (e.g. student voice, staff, parents)

Across school leaders will:

- Collate data from individual schools and analyse
- Identify emerging changes in practice and/or professional development needs
- Report back to lead principals

Lead Principal will:

- Review recommendations from across school leaders in order to align professional learning needs of the Kāhui Ako
- Report back to school leaders, school communities and Boards of Trustees on
 - Student progress and achievement
 - Any significant shifts in school practices or culture
 - Emerging learnings and challenges

Principals will:

- Collate data as required and ensure that each school is addressing the achievement challenges

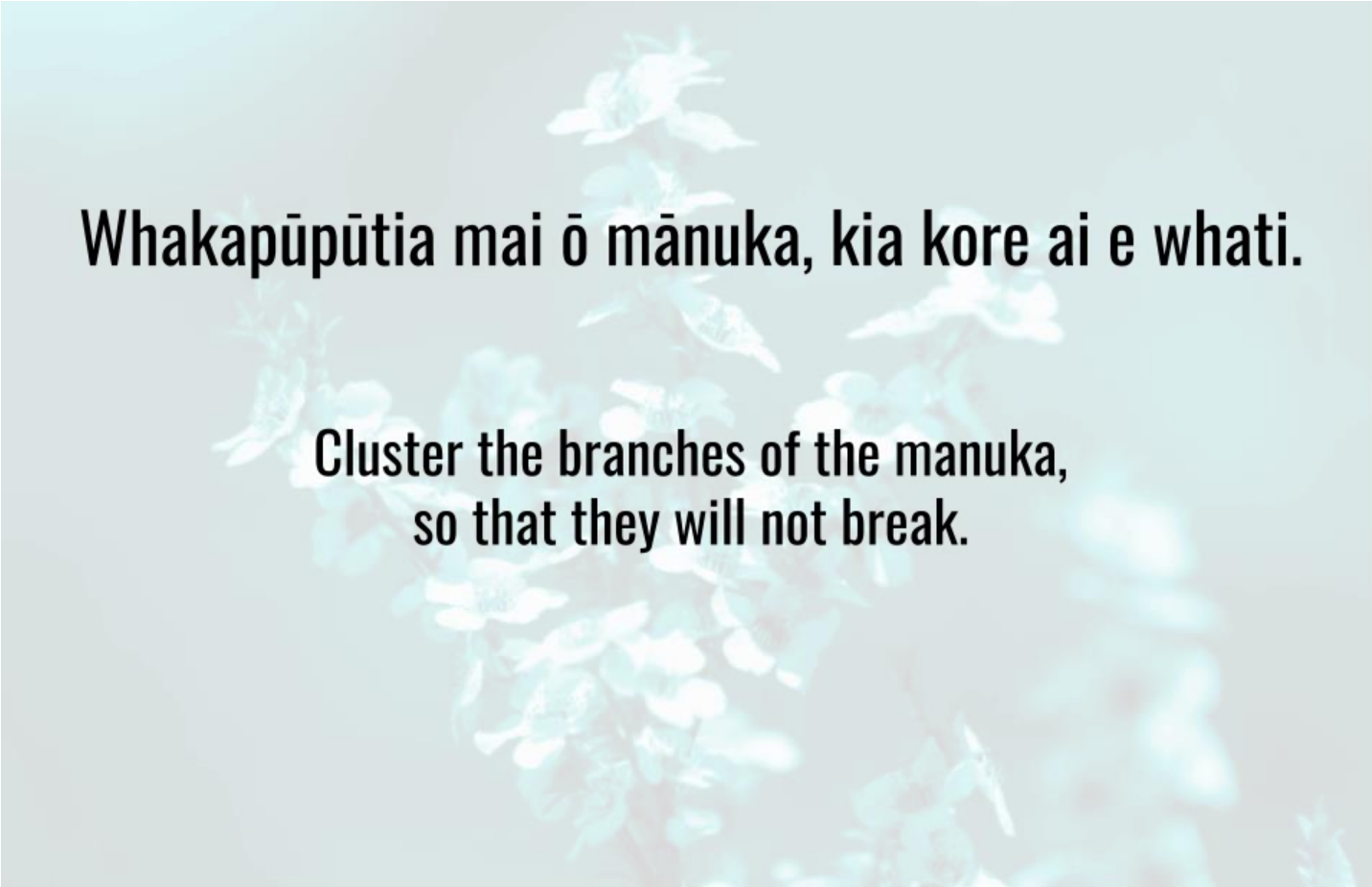
- Report to their board of trustees and school community on the work, progress and achievements of the Kāhui Ako

Reporting

The lead principal will coordinate the preparation of reports for Kāhui Ako Boards of Trustees and community. These reports will include the following as relevant:

- Identification of strategic steps taken towards the targets set in the achievement challenge
- Student achievement data and analysis of this in relation to targets
- Emerging evidence of changes in pedagogy and school practices
- Next steps or areas of focus
- Any issues or challenges arising

Each school in the Kāhui Ako will have its own charter, strategic plan and annual plan. Within the school documentation there will be reference to the Kāhui Ako's achievement challenges. Schools will report on their own annual targets in the Analysis of Variance.



Whakapūpūtia mai ō mānuka, kia kore ai e whati.

**Cluster the branches of the manuka,
so that they will not break.**

(Collaboration will be the key to our work).

Appendices

Appendix A : Wellbeing Baseline Data

Each school in the Kāhui Ako has gathered data from their student population. We used the **Wellbeing@school student survey** (NZCER) to gather this baseline data from students in Year 5 to Year 10. The results are compiled in the tables below.

School-wide climate and practices						
Rationale: Students have the agency to have a voice and influence school wide practices.		Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree combined
Years 4 - 6	Everyone knows the school rules about behaviour	3.3%	15.1%	48.2%	33.5%	81.7%
	Teachers are interested in my culture or family background	4.9%	15.1%	53.9%	26.1%	80%
	Students have a say in what happens at school	4.1%	11%	54.7%	30.2%	84.9%
Years 7-8	Everyone knows the school rules about behaviour	6.9%	30.9%	42.9%	19.4%	62.3%
	Teachers are interested in my culture or family background	4.6%	22.3%	45.1%	28.0%	73.1%
	Students have a say in what happens at school	4.6%	17.1%	56.0%	22.3%	78.3%
Years 9-10	Everyone knows the school rules about behaviour	2.7%	38.4%	47.3%	11.6%	58.9%
	Teachers are interested in my culture or family background	0.9%	24.1%	56.3%	18.8%	75.1%
	Students have a say in what happens at school	2.7%	12.5%	65.2%	19.6%	84.8%
Insights from data analysis: <ul style="list-style-type: none"> Up to 40% of students believe that not everyone knows the school rules, with the percentage increasing as students are older. There is more work to be done to ensure that all students feel that all staff are genuinely interested in their cultural and family background, with up to 24% of students thinking that teachers are not interested in these aspects of their lives. There is not a strong level of consistency in the extent to which students believe they have a say in what happens within their schools. 						

Teaching and Learning						
Rationale: Meaningful relationships developed where genuine care is demonstrated between teachers and learners.		Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree combined
Years 4 - 6	Teachers make learning interesting	1.6%	9.4%	39.6%	49.4%	89.0%
	At school, I am taught how to manage my feelings (like if I get angry)	4.1%	13.1%	34.7%	48.2%	82.9%
	At school, I am taught what to do if students are hassling or bullying me	3.7%	4.9%	29.4%	62.0%	91.4%
Years 7-8	Teachers make learning interesting	5.7%	18.3%	44.0%	32.0%	76.0%
	At school, I am taught how to manage my feelings (like if I get angry)	7.4%	14.3%	45.7%	32.6%	78.3%
	At school, I am taught what to do if students are hassling or bullying me	9.1%	12.6%	45.1%	33.1%	78.3%
Years 9-10	Teachers make learning interesting	3.6%	28.6%	50.9%	17.0%	67.9%
	At school, I am taught how to manage my feelings (like if I get angry)	3.6%	18.8%	55.4%	22.3%	77.7%
	At school, I am taught what to do if students are hassling or bullying me	2.7%	18.8%	50.0%	28.6%	78.6%
Insights from data analysis: <ul style="list-style-type: none"> Younger students are more engaged in learning that is interesting to them than older students within the Kāhui Ako, with over 30% of Year 9 and 10 students disagreeing that teachers make learning interesting. The level of specific teaching about managing feelings and strategies for dealing with problems involving other students is not consistent across all levels of schooling. 						

Pro-Social Student Culture and Strategies						
Rationale: Students are empowered. They engage in respectful relationships that value diversity.		Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree combined
Years 4 - 6	I can say how I'm feeling when I need to	5.3%	15.5%	46.9%	32.2%	79.2%
	Students treat each other with respect	2.9%	15.1%	58.8%	23.3%	82.0%
	Students include others who are being left out or ignored	4.1%	11.8%	49.8%	34.3%	84.1%

	Students treat teachers with respect	0.4%	9.0%	49.4%	41.2%	90.6%
Years 7-8	I can say how I'm feeling when I need to	9.7%	22.9%	40.6%	26.9%	67.4%
	Students treat each other with respect	13.7%	32.6%	40.0%	13.7%	53.7%
	Students include others who are being left out or ignored	5.1%	23.4%	50.3%	21.1%	71.4%
	Students treat teachers with respect	9.1%	27.4%	47.4%	16.0%	63.4%
Years 9-10	I can say how I'm feeling when I need to	5.4%	28.6%	48.2%	17.9%	66.1%
	Students treat each other with respect	1.8%	27.7%	55.4%	15.2%	70.5%
	Students include others who are being left out or ignored	3.6%	16.1%	65.2%	15.2%	80.4%
	Students treat teachers with respect	9.1%	27.4%	47.4%	16.0%	63.4%

Insights from data analysis:

- Students across all levels experience some difficulty in expressing feelings, with this question receiving less agreement than others within this category.
- Respect amongst students, and between staff and students is higher within primary school settings, Generally, as students move through their years at school they agree less with the statement that students treat teachers with respect. Students who are left out or ignored could be an area for focus in all settings.

Areas to further investigate:

- Is there a link between the level of respect for teachers and 'teachers make learning interesting' in the previous table?

Aggressive Student Culture							
Rationale: Resilient, respectful students within an inclusive community.		Never	1 or 2 times a year	1 or 2 times a month	1 or 2 times a week	Almost every day	Never & 1-2 times a year combined
Years 4 - 6	Do other students put you down, call you names, or tease you in a mean way?	46.9%	19.2%	14.7%	13.9%	5.3%	66.1%
	Do other students leave you out or ignore you on purpose?	54.7%	18.4%	12.2%	9.8%	4.9%	73.1%
	Do other students tell lies or spread rumours about you?	51.0%	20.4%	12.7%	8.6%	7.3%	71.4%
Years 7-8	Do other students put you down, call you names, or tease you in a mean way?	40.0%	16.6%	16.6%	13.7%	13.1%	56.6%

	Do other students leave you out or ignore you on purpose?	55.4%	13.7%	11.4%	13.7%	5.7%	69.1%
	Do other students tell lies or spread rumours about you?	46.9%	18.3%	17.1%	9.7%	8.0%	65.1%
Years 9-10	Do other students put you down, call you names, or tease you in a mean way?	51.8%	19.6%	12.5%	11.6%	4.5%	71.4%
	Do other students leave you out or ignore you on purpose?	57.1%	16.1%	10.7%	10.7%	5.4%	73.2%
	Do other students tell lies or spread rumours about you?	58.9%	19.6%	8.0%	7.1%	6.3%	78.6%
Insights from data analysis:							
<ul style="list-style-type: none"> Developing resilience and inclusion amongst students is an area for focus across all levels. 							
Areas to further investigate:							
<ul style="list-style-type: none"> Each school could further explore gender, ethnicity and cohort breakdown to identify any groups who need greater support. 							

Appendix 2: Writing Data

Aggregated year 1-8 data for Writing (end of 2017).

Years 1-8 Writing Achievement: Ethnicity & Gender					
Cohort	Well Below	Below	At	Above	At & Above combined
All students	7.9%	21.6%	53.4%	17.1%	70.5%
Māori	6%	30.6%	53.4%	10%	63.4%
Pacific	8.1%	18.7%	57.4%	15.8%	73.2%
Asian	10.8%	16.6%	52.9%	19.7%	72.6%
NZ European	6.6%	18.3%	52.1%	23%	75.1%
Male	10.9%	26.8%	51%	11.3%	62.3%
Female	4%	14.1%	49.8%	32%	81.8%
Insights from data analysis:					
<ul style="list-style-type: none"> Māori students are not achieving as well as other ethnic groups. Male students are not achieving as well as female students. 					
Areas to further investigate:					
<ul style="list-style-type: none"> Is there a link between ESOL students and the high percentage of Asian students achieving well below National Standards in Writing? 					

Years 1-8 Writing Achievement: Year Level

Cohort	Well Below	Below	At	Above	At & Above combined
After one year	1.4%	11.6%	81.5%	5.5%	87%
After two years	7.6%	11%	71%	10.3%	81.3%
After three years	8.2%	36.6%	36.6%	18.7%	55.3%
End of Year 4	11%	17.6%	48.5%	22.8%	71.3%
End of Year 5	7.7%	27.5%	47.9%	16.9%	64.8%
End of Year 6	4.5%	21.8%	45.9%	27.8%	73.7%
End of Year 7	14.3%	24.5%	45.9%	15.3%	61.2%
End of Year 8	10.4%	24%	44.8%	20.8%	65.6%

Insights from data analysis:

- A lower percentage of students are meeting the National Standard in writing after three years than at any other year level.
- The average percentage of students at/above is 70%