



Howick Coast Kāhui Ako Achievement Plan 2018-2020

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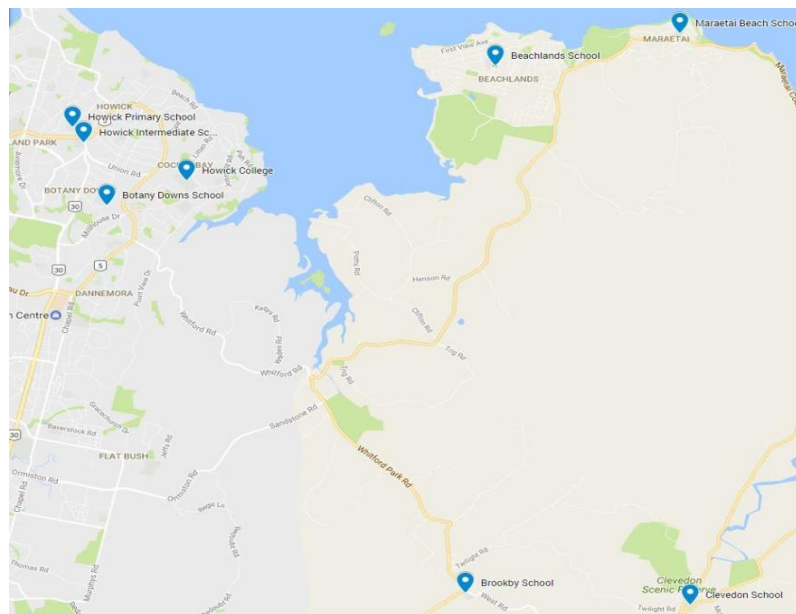
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Ehara taku toa, he takitahi, he toa takitini
*My success should not be bestowed onto me alone,
as it was not individual success but success of a collective*

Whānau ki te Ako Map

Beachlands School
Botany Downs School
Brookby School
Clevedon School
Maraetai Beach School
Howick College
Howick Intermediate
Howick Primary



Logo Development

The beginning of a collaborative and inclusive community...

Once it was agreed that the Howick Coast Kāhui Ako would develop a logo, it became clear that this would be a way that student voice and collaboration with the student body across the schools would be initiated. All schools were offered the opportunity to engage with their students to develop and submit a logo for consideration by the Kāhui Ako. All submitted logos were sent out to all schools to vote on. Each school identified three logos for final consideration and the shortlist was developed.

Voting on the shortlist was a task given to the leadership group for the Kāhui Ako. A parent from one of the schools collaborated with the designer to produce the final logo.

The logo presented on this document is the winner of the competition. It will be used for the Kāhui Ako branding and on all documents and letterheads.

Learning Pathways - Kāhui Ako Description

Tangata Whenua

The Howick Coast Kāhui Ako is geographically spread out through Howick and the Pohutukawa Coast. It is situated in the very heartland of the Ngāi Tai/Ngāti Tai iwi who have held mana whenua, and mana moana here continuously since their ancestors arrived on the 'Tainui' waka and married into their people that were already residing and maintaining āhi kā roa in this and surrounding districts. The sheltered waterways, bays and estuaries provided a rich source of seafood and shellfish, the forests and wetlands provided building materials, food and medicines and the mild climate allowed the cultivation of karaka, kūmara, taro, yams, and gourds. As competition for resources grew, alliances with neighbouring iwi became increasingly important and fortified hill pā were built strategically along the coast.

When Europeans arrived they were welcomed by Ngāi Tai who assisted them to settle, traded with them, embraced the new technologies and made the most of educational opportunities provided by the missionary Fairburn who set up a mission school at Maraetai. However, the unrelenting tide of immigrants undermined the iwi's ability to retain their land holdings in the region, tensions rose and ultimately almost all their lands and coastline were alienated from them. There has been a long battle for redress against the injustices which are currently being addressed in their Treaty Settlement with the Crown. [\(Contributed by voice of local iwi Ngai Tai / Ngati Tai\)](#)

Fencibles

Howick itself is named after the Viscount Howick, who was the Secretary for the Colonies in the British Parliament and was responsible for the Royal New Zealand Fencible Corps immigration scheme. The suburb was therefore established in 1847 as a fencible settlement, where soldiers were given land with the implied understanding that in wartime, they would be raised as units to defend it. Howick's links to Auckland's pioneering and Fencible past has influenced its development and is also evident in the names of many streets and local landmarks. Others are significantly named for British military heroes or battles.

Settlement in Howick centred on the domain, and the village was developed as a service centre for the prosperous farming community. The Howick Village on Picton Street remains a distinguishing feature of the area even though Howick has experienced rapid growth and significant urban development.

Our Kāhui Ako

Howick Coast Kāhui Ako comprises eight schools - two primary schools, four full primary schools, one intermediate and one secondary school. Four schools are considered urban, three semi-rural and one a rural country school serving a wide area of the local farming community. The pathways for students through the community are strengthening annually and will continue to do so as the community develops. The community has a proud history of adapting and changing to meet the needs of its growing community to ensure the ongoing educational success of all our learners.

Transitions and Educational Pathways

All schools have built **strong partnerships with whānau and have consistently high engagement**. We are all **inclusive schools** with a number of students having additional needs that are well met by their schools with the support of agencies however a number of schools within the Kāhui Ako have identified an upward trend in the number of learners needing additional support. The Kāhui Ako is committed to success for all learners.

The continued population growth in the East Auckland area is influenced by relatively high levels of immigration. A consequent impact is the growing enrolment in some schools, of children of non-English speaking immigrants. 2016 data shows that 204 students were funded as English Language Learners which is 5% of the total student population. Data shows that English Language Learners are concentrated in four of the schools in the Kāhui Ako. Almost all of these year 1 children have had experiences in early childhood education.

The Howick Coast Kāhui Ako is served by over 172 Kindergarten and early childhood centres which range widely in type, size and location. Five of the six primary schools had 100% of their students attending early childhood education of some sort in 2015, with the sixth having 93% attending. The twenty five centres which connect with this community in the strongest pathways, transition anywhere between 5 and 43 students each year. All primary schools have a strong connection with their ECE centres which are in close proximity to them and there are already several strong **transition programmes** in place. **Transitions are seen as an important enabler** for achievement in this community so inclusion and active involvement of early childhood centres is a priority.

Currently the primary sector of this community transitions 139 year 8 students to Howick College with other pathways for students being to other local secondary schools or the private and integrated sector. Beyond our learning pathway, of the cohort who left our COL in 2014, 59.3% (239 learners) were enrolled in further tertiary study one year after leaving secondary school. This total includes 68% of girls (141 learners) and 50% of boys (98 learners). 47% of Māori learners (15 learners) and 53% of Pasifika learners (18 learners) were also enrolled in further study one year after leaving Howick College.

Diversity

The Howick Coast Community has a **diverse ethnic composition** which mirrors the demographics of the wider Auckland community. We place a strong emphasis on acknowledging student diversity and creating opportunities for each and every student to be **proud of their culture**. Bilingual language provision occurs across all schools in the community with a focus on a variety of languages. This illustrates the strong **community voice** which is present in all schools and the ability of each to cater for the specific needs of their community.

Student Engagement

Student engagement in our community of schools is high. Educational achievement is highly valued by parents and Whānau and this is reflected positively in the data for our attendance, truancy, behaviour and secondary participation. Our students have high rates of attendance across all our schools. The attendance rate for priority students is at a comparable level to the overall level. The average attendance rate across all schools for 2016 is 92%. The attendance rate for Māori is 91% and for Pasifika 93%. Truancy has not been a significant issue or trend at any of the schools in this Kāhui Ako.

Data on stand downs and suspensions in 2015 show slight gender differences and are lower than the New Zealand overall rates. Pasifika boys are the group which are overrepresented proportionally in stand downs across this community. This has been one of the catalysts for our focus on **cultural responsive pedagogy** as an enabler for achievement. New Zealand stand down rates overall are 10 per 1000 for girls and 29 per 1000 for boys. Suspension rates are 2 per 1000 for girls and 5 per 1000 for boys.

A Commitment to Collaboration

There is a high level of **commitment and collaboration** within the Howick Coast Community. Six of the eight schools are already connected through the Howick/Pakuranga Principals' cluster and have a strong **collaborative working relationship**. Senior leaders are members of a strong AP/DP network which is highly successful in coaching and mentoring them into leadership of schools. The **trust based relationship** that they share is built on a foundation of honesty, openness and a shared purpose. Boards of Trustees from all schools are beginning to meet as a collective to share their knowledge and strength. **The community is in an excellent position to make decisions and lead our own destiny**. Our Principals are committed to advocating for our students and teachers and move into this unbroken, new ground in education to bring about undeniably positive outcomes for their ākonga, teachers and whanau within this community.

Future Focused

An emerging culture of shared professional development and learning is occurring within this community. We place high emphasis on developing **innovative and collaborative learning environments for all learners**. There is commitment to continue building a strong integration of **digital fluency** across all schools as a tool for enhancing **teacher pedagogical practice**. The community is committed to using **Appreciative Inquiry** as a fundamental approach to our professional development and learning. Schools are already engaging in strong **spirals of inquiry** so the shift to using the appreciative inquiry model is expected to be a smooth transition.

Building and raising effective pedagogy is a key enabler to raising student achievement. In our aspirations, we believe that with teachers celebrating each other's strengths and challenging one another to achieve the dream through our appreciative inquiry discoveries, we will **unlock the conditions for success** for all our students in developing the skills and competencies needed to take their place in the 21st Century.

We are collectively accountable which means that we are committed to supporting one another to be **innovative, strategic and collaborative** in the true sense of the word. Howick Coast Community schools will give priority to the community within their individual strategic plans and school calendars. Our community values the growth and pathways of the whole person 'from before school until beyond school'. It is our intention, over time and with the sharing of emerging collective thinking, to see our students succeed in all areas of their lives. We have **high expectations and aspirations for all our students**. Schools within this community are already high performing learning environments, proud of their academic, sporting and cultural successes. Recent ERO reports attest to the journey of success occurring within the Howick Coast Community of Learning.

Our Vision and Values

[Howick Coast Kāhui Ako agreed collaborative protocols](#)

Vision	A collaborative, future focused community empowering all ākonga to excel.
Mission	<p><i>We will:</i></p> <ul style="list-style-type: none"> ● Harness community expertise at all levels. ● Commit to effective collaboration across our community ● Strengthen relationships that support partnership in learning between whanau and school. ● Grow ākonga capabilities and competencies ● Strengthen pathways and transitions through our community ● Develop shared, reflective and culturally responsive, effective pedagogy ● Strengthen leadership capabilities across the community of learning. ● Engage in meaningful appreciative inquiry as a means of celebrating our strengths and achieving our dreams ● Build coherence across and within our schools so that we collectively set goals and achieve our targets. ● Develop learner agency across all schools so that our students achieve success in future focused environments
Values	<p>The Howick Coast Community of Learners values the following collaborative approach to ensure equity of outcomes for all students:</p> <ul style="list-style-type: none"> ● Listening to voice of all to challenge assumptions and share expertise for the benefit of our students ● The commitment of all to the agreed norms of behaviour when we are working together. ● Collective loyalty to the vision and mission ● Presence and open mindedness in collaboration ● Open Dialogue ● Listening to understand ● Inquiry that is appreciative, strength based, solution oriented ● A spirit of adventure ● Accountability of all in the community ● Transparency of action ● Respect and trust ● Empathy

Student Achievement – Data Analysis

Year 1-8 Achievement: National Standards

The Howick Coast Kāhui Ako consists of schools which are all high socioeconomic demographic and have a proud history of high student achievement which is above the national picture of achievement for national standards. Effective pedagogy and strong whanau partnerships in learning ensure the students are consistently achieving highly for the past three years.

Our Māori students are achieving 6% lower in literacy and 10% lower in mathematics when compared to our “all students” data. Historically over the past three years we have maintained this relatively small achievement gap for our Māori students. A priority outcome for our Kāhui Ako in our three year plan will be to close this gap completely for our Māori students so that all students are achieving at the same rate.

Our Pasifika students are achieving 4-6% lower in literacy and 7% lower in mathematics when compared to our “all students” data. Over the past three years this Kāhui Ako has made significant gains (a shift of 17% in mathematics, 13% in writing, and 10% in reading) in closing the gap between these priority learners and all other students. A priority outcome for our Kāhui Ako in our three year plan will be to close this gap for our Pasifika students even further and ensure that their rate of achievement is the same as all other students.

Reading 2016:

- Howick Coast Kāhui Ako has **81%** - 1928 / 2366 students at or above compared to **78%** nationally.
- Boys are achieving at **78%** - 946 / 1220 students at or above compared to **74%** nationally
- Girls are achieving at **86%** - 982 / 1146 students at or above compared to **82%** nationally
- Māori are achieving at **75%** - 186 / 249 students at or above compared to **69%** nationally.
- Pasifika are achieving at **77%** - 125 / 162 students at or above compared to **66%** nationally.

Writing 2016:

- Howick Coast Kāhui Ako has **76%** - 1790 / 2366 students at or above compared to **71%** nationally.
- Boys are achieving at **67%** - 812 / 1220 students at or above compared to **63%** nationally
- Girls are achieving at **85%** - 978 / 1146 students at or above compared to **79%** nationally
- Māori are achieving at **70%** - 174 / 249 students at or above compared to **62%** nationally.
- Pasifika are achieving at **70%** - 114 / 162 students at or above compared to **60%** nationally.

Mathematics 2016:

- Howick Coast Kāhui Ako has **82%** - 1937 / 2366 students at or above compared to **75%** nationally.
- Boys are achieving at **81%** - 983 / 1220 students at or above compared to **75%** nationally
- Girls are achieving at **83%** - 954 / 1146 students at or above compared to **76%** nationally
- Māori are achieving at **72%** - 180 / 249 students at or above compared to **65%** nationally.
- Pasifika are achieving at **75%** - 122 / 162 students at or above compared to **63%** nationally.

Year 9-10 Student Achievement e-asTTle Reading and Mathematics Comparison 2016:

Reading Analysis:

- 83% of students (353 learners) were at or above expectation in reading at the start of Year 9 in 2016. Similar rates of achievement are found for boys, girls and Māori learners. Pasifika learners in this cohort entered Howick College more likely to be 'below' or 'well below' in reading, with 65% (31 learners) 'at' or 'above'.
- 81% of students (317 learners) were at or above expectation in reading at the end of Year 9 in 2016. Boy's achievement is lower than girls with 23% of boys (46 learners) 'below' or 'well below'. Māori and Pasifika learners are also overrepresented in the 'below' or 'well below' category at 25% (14 learners) and 31% (11 learners) respectively.
- 69% of students (265 learners) are at or above expectation in reading at the end of Year 10. Similar rates of achievement are found for boys and girls, however Māori and Pasifika learners are over-represented in the 'below' or 'well below' category at 45% (25 learners) & 48% (10 learners) respectively.

Mathematics Analysis:

- 77% of students (325 learners) were at or above expectation in mathematics at the start of Year 9 in 2016. Similar rates of achievement are found for boys and girls. Both Māori and Pasifika learners in this cohort entered Howick College more likely to be 'below' or 'well below' in mathematics, with 65% of Māori learners (34 learners) 'at' or 'above' and 44% of Pasifika learners (21 learners).
- 79% of students (312 learners) were at or above expectation in mathematics at the end of Year 9 in 2016. Boy's achievement is lower than girls with 25% of boys (52 learners) 'below' or 'well below'. Māori and Pasifika learners are also overrepresented in the 'below' or 'well below' category at 36% (20 learners) and 30% (11 learners) respectively.
- 66% of students (254 learners) are at or above expectation in mathematics at the end of Year 10. Girls are significantly overrepresented in the 'below' or 'well below' category at 40% (81 learners). Māori and Pasifika learners are also overrepresented in the 'below' or 'well below' category at 43% (20 learners) and 43% (10 learners) respectively.

Year 11-13 Student Achievement: Background Information

Roll based NCEA and UE Achievement 2016: Analysis:

- Achievement is above the rates for decile 8-10 schools for NCEA level 3 and UE.
- Achievement is between national rates and decile rates for Level 1 and Level 2, but within 4% of decile achievement rates.
- Māori learners achieve above those nationally at NCEA Levels 1 and 2 and UE, and achieve at decile rates for NCEA Level 3.
- A target group for improvement are our Pasifika learners at NCEA Level 1 as they achieved below their peers nationally in 2016.
- Our gender gaps are very similar to that seen nationally across the NCEA levels.
- At NCEA Level 3 whilst both boys and girls achieve above decile rates, our girls achieve particularly highly which increases the gender gap at this level.

[NCEA Endorsement Information Level 1-3 2016](#)

- NCEA Endorsements at Level 1 are similar to National levels, however they are below rates for Decile 8-10 schools. This is particularly evident for our Male learners, and Pasifika students.
- At NCEA Level 2 Endorsement rates are below national rates for our Male learners, and below Decile 8-10 rates for our Female Learners. Maori learners at this level achieve well in terms of Merit Endorsements, however Excellence rates are a target area.
- At NCEA Level 3 Endorsements tend to be above National rates and approaching Decile 8-10 rates. Maori and Pasifika learners generally achieve above Endorsements rates for Maori and Pasifika learners in Decile 8-10 schools.
- Endorsements rates are a target for all learners, particularly at Level 2 and for our boys at levels 1 and 2.

Rationale for Selected Achievement Challenges

The Howick Coast Kāhui Ako is committed to providing equity for all students across the learning pathway and will have achievement challenges which align to our school wide targets for raising both progress and achievement for all children in reading, writing, mathematics, science, NCEA levels 1-3 and University Entrance.

In this Kāhui Ako we commit to

- Achieving shifts in Māori and Pasifika achievement so that it is the same as for all students.
- Accelerating our students who are “At” the standards already so that we improve the numbers of students “Above” the expectations at key transition points - especially as they move from year 8 to year 9 and enter secondary school.
- Accelerating our students who are “Below” the expected standards so that we improve the numbers of students “At” or “Above” expectation.
- Tracking and measuring progress of all students - especially our students with specific learning needs - to ensure all students are receiving a year's learning for a years teaching and are making accelerated progress where necessary. (Visible Learning: Hattie 2010)

Year 1-8

Although, this community of schools is already high achieving - currently achieving above the national norms in each of the key areas of literacy and numeracy, our Māori and Pasifika learners are currently not achieving as high as all learners in our community thus they are a focus.

Addressing the “tail” in this community means **accelerating their progress** and achievement to be aligned to all students. Our aim is to strengthen the collective achievement across all primary and intermediate schools so that our students are meeting the required standards at the **key transition points of year 6 and 8**. We aim to accelerate our “below” and “well below” learners in order to lift the numbers of students achieving “at” expectation.

Strengthening achievement in this community is also to focus on shifting our students who are “At” expectations to “Above” expectations. The collective group believes there is the potential across the community to have significantly more students exceeding expectations if we develop the key enablers of achievement which we have identified.

Year 9-10

Year 9 and 10 data is currently obtained via e-asTTle testing at the end of Years 8, 9 and 10 in both reading and mathematics. Whilst achievement is generally strong in this area further strengthening of results in the area may be an important catalyst for raising the levels of Merit and Excellence achievement in the senior secondary school. Māori and Pasifika learners are a particular focus at these levels as they currently have lower levels of achievement than that of the wider cohort.

NCEA

NCEA achievement is similarly high, and in keeping with the decile rates of the schools within the COL. That said, the achievement gap between male and female learners is higher than that seen nationally, particularly at NCEA Level 3 and for this reason is a target area as we seek to continue with overall improvement in NCEA. A particular focus is on increasing the proportion of Merit and Excellence endorsements in NCEA achievement as a measure of improving the depth of thinking of our learners.

Know Thy Impact

This community of learning believes strongly that all children should progress and deserve at least a year's learning for a year's teaching (**0.4 effect size** shift in progress). We believe it is our responsibility to know the impact we are having on all students across the Howick Coast Kāhui Ako therefore we will explore the use of effect sizes to **measure progress for all students in years 1-8.**

We aim to accelerate the progress of all "Below" and "Well Below" students in reading, writing and mathematics by seeking a **0.6 effect size** annually.

Howick Coast Kāhui Ako Shared Achievement Challenges

Achievement Challenge 1: Reading Targets

Overall Achievement Challenge 2018-2020	Achievement Challenge Target Groups
<p>AC Target 1a: Year 1-8 In 2016, 81% (1928 / 2366) of our students were “At or Above” the National Standard in reading for years 1-8</p> <p>We will lift this to 90% (2129 / 2366), a 9% shift by the end of 2020. This will mean shifting 201 students from “Below and Well Below to At”</p> <p>We will achieve a 3% shift annually.</p> <p>Within our 201 additional students Howick Coast Kāhui Ako is going to make a deliberate focus on Year 8 students by ensuring that 46 of the 201 students represent this group.</p> <p>This means Year 8 achievement will shift from 71% (235/330) to 85% (281/330) at or above, a 14% shift by the end of 2020. This is 46 students across the kahui ako</p>	<p>Year 1-8: Within our overall goal of shifting 201 additional students there are 2 sub goals that are a collective focus for our priority learners:</p> <p><u>Māori:</u> We aim to lift the achievement of our Māori students in reading from 75% (186/249) to 90% (224/249) at or above, a 15% shift by the end of 2020. This is an additional 38 students (which is part of our overall target of 201 students.)</p> <p><u>Pasifika:</u> We aim to lift the achievement of our Pasifika students in reading from 77% (125/162) to 90% (146/162) at or above, a 13% shift by the end of 2020. This is an additional 21 students (which is part of our overall target of 201 students.)</p>
<p>AC Target 1b: Shifting “At to Above” In 2016 46% (1088 / 2366) of our students were “At” the National Standard for Reading in years 1-8. We aim to increase the amount of students who are above the National Standards at the same rate as our overall achievement. This means a 10% shift overall from 36% (840/2366) to 44% (1041/2366). This will mean shifting 201 students from “At” to “Above” across the Kāhui Ako.</p>	
<p>AC Target 1c: Year 9 Achievement -End Year 9 In 2016, 81% (317/389) of our students were “At or Above” expectation in reading at the end of year 9.</p> <p>We will lift this to 90% (350/389), a 9% shift by the end of 2020. This will mean shifting 33 students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 3% shift annually.</p>	<p>Year 9: Within our overall goal of shifting 33 additional students there are 2 sub goals that are a collective focus for our priority learners:</p> <p><u>Māori:</u> We aim to lift the achievement of our Māori students in reading from 75% (41/55) to 91% (50/55) at or above, a 16% shift by the end of 2020. This is an additional 9 students (which is part of our overall target of 33 students.)</p> <p><u>Pasifika:</u> We aim to lift the achievement of our Pasifika students in reading from 69% (25/36) to 89% (32/36) at or above, a 20% shift by the end of 2020. This is an additional 7 students (which is part of our overall target of 33 students.)</p>

AC Target 1d:**Year 10 Achievement -End Year 10**

In 2016, 69% (265/385) of our students were “At or Above” expectation in reading at the end of year 10.

We will lift this to 80% (308/385), an 11% shift by the end of 2020. This will mean shifting 43 students from “Below and Well Below” to “At or Above”.

We will achieve a 3.7% shift annually.

Year 10: Within our overall goal of shifting 43 additional students there are 2 sub goals that are a collective focus for our priority learners:

Māori: We aim to lift the achievement of our Māori students in reading from 55% (31/56) to 80% (45/56) at or above, a 25% shift by the end of 2020. This is an additional 14 students (which is part of our overall target of 43 students.)

Pasifika: We aim to lift the achievement of our Pasifika students in reading from 52% (11/21) to 81% (17/21) at or above, a 29% shift by the end of 2020. This is an additional 6 students (which is part of our overall target of 43 students.)

Achievement Challenge Target 1a, 1c, 1d:**Expected School Shifts - Year 1-10**

Numbers of Students per School - Shifting “Below” to “At”					
	Māori	Pasifika	Other	total	Year 8 shifts
Clevedon	11	-	14	25	7
Beachlands	8	2	40	50	14
Botany Downs	2	1	36	39	-
Brookby	2	-	5	7	2
Howick Primary	5	-	16	21	-
Howick Int	8	17	25	50	20
Maraetai	2	1	6	9	3
Total	38	21	142	201	46
Howick College Year 9	9	7	17	33	-
Howick College year 10	14	6	23	43	-
Total	23	13	40	76	

Expected Annual Progress Shifting “Below” to “At”			
2018	2019	2020	shift
7	9	9	25
15	17	18	50
11	13	15	39
2	3	2	7
6	8	7	21
16	17	17	50
2	4	3	9
59	71	71	201
10	11	12	33
15	14	14	43
25	25	26	76

Achievement Challenge Target 1b:**Shifting Students “At” to “Above”****Expected School Shifts - Year 1-8**

	Expected Annual Progress Shifting “at” to “above”			
	2018	2019	2020	shift
Clevedon	11	13	14	38
Beachlands	14	16	16	46
Botany Downs	12	14	14	40
Brookby	1	3	3	7
Howick Primary	5	6	6	17
Howick Int	11	12	11	34
Maraetai	5	7	7	19
total	59	71	71	201

Achievement Challenge 2: Writing Targets

Overall Achievement Challenge 2018-2020	Achievement Challenge Target Groups
<p>AC Target 2a: Year 1-8</p> <p>In 2016, 76% - 1790 / 2366 of our students were “At or Above” the National Standard in writing for years 1-8</p> <p>We will lift this to 86% (2034 / 2366), a 10% shift by the end of 2020. This will mean shifting an additional 244 students from “Below and Well Below to At”</p> <p>We will achieve a 3% shift annually for 2018 & 2019 and 4% 2020</p> <p>Within our 244 additional students Howick Coast Kāhui Ako is going to make a deliberate focus on Year 8 students by ensuring that 78 of the 244 students represent this group.</p> <p>This means Year 8 achievement will shift from 62% (206/330) to 86% (284/330) at or above, a 24% shift by the end of 2020. This is 78 students across the kahui ako</p>	<p>Year 1-8: Within our overall goal of shifting 244 additional students there are 2 subgoals that are a collective focus for our priority learners:</p> <p><u>Māori:</u> We aim to lift the achievement of our Māori students in reading from 70% - 174 / 249 to 86% (214/249) at or above, a 16% shift by the end of 2020. This is 40 students and they are part of our overall target of 244 students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of our Pasifika students in writing from 70% - 114 / 162 to 86% (139/162) at or above, a 16% shift by the end of 2020. This is 25 students and they are part of our overall target of 244 students.</p>
<p>AC Target 2b: Shifting “At to Above”</p> <p>In 2016, 56% (1314 / 2366) of our students were “At” the National Standard for Writing in years 1-8. We aim to increase the amount of students who are above the National Standards at the same rate as our overall achievement. This means a 10% shift overall from 20% (476/2366) to 30% (710/2366). This will mean shifting an additional 234 students from “At to Above” across the Kāhui Ako.</p>	

Achievement Challenge Target 2a:
Expected School Shifts - Year 1-8

Numbers of Students per School to Shift					
School	Māori	Pasifika	Other	All	Year 8
Clevedon	10	1	38	49	8
Beachlands	8	2	47	57	17
Botany Downs	2	1	37	40	-
Brookby	5	1	4	10	3
Howick Primary	4	1	18	23	-
Howick Int	8	19	28	55	48
Maraetai	3	1	6	10	2
Total	40	26	178	244	78

Achievement Challenge Target 2b:
Shifting Students “At” to “Above”
Expected School Shifts - Year 1-8

Expected Annual Progress				
2018	2019	2020	shift	
17	15	17	49	
18	16	23	57	
13	13	14	40	
3	3	4	10	
8	6	9	23	
17	15	23	55	
3	3	4	10	
79	71	94	244	

Expected Annual Progress Against Targets				
School	2018	2019	2020	shift
Clevedon	11	13	15	39
Beachlands	16	16	19	51
Botany Downs	14	14	19	47
Brookby	3	3	4	10
Howick Primary	5	6	11	22
Howick Int	12	12	16	40
Maraetai	7	7	11	25
Total	68	71	95	234

Achievement Challenge 3: Mathematics Targets

Overall Achievement Challenge 2018-2020	Achievement Challenge Target Groups
<p>Target 3a: Year 1-8 In 2016, 82% - 1937 / 2366 of our students were “At or Above” the National Standard in mathematics for years 1-8</p> <p>We will lift this to 90% (2129 / 2366), an 8% shift by the end of 2020. This will mean shifting an additional 192 students from “Below and Well Below to At”</p> <p>We will achieve a 3% shift annually for 2018 & 2019 and 2% 2020</p> <p>Within our 244 additional students Howick Coast Kāhui Ako is going to make a deliberate focus on Year 8 students by ensuring that 64 of the 192 students represent this group. This means Year 8 achievement will shift from 71% (233/330) to 90% (297/330) at or above, a 19% shift by the end of 2020. This is 64 students across the kahui ako</p>	<p>Year 1-8: Within our overall goal of shifting 192 additional students there are 2 target groups that are a collective focus for our priority learners:</p> <p><u>Māori:</u> We aim to lift the achievement of our Māori students in reading from 72% - 180 / 249 to 90% (224/249) at or above, an 18% shift by the end of 2020. This is an additional 44 students (which is part of our overall target of 192 students.)</p> <p><u>Pasifika:</u> We aim to lift the achievement of al Pasifika students in reading from 75% - 122 / 162 to 90% (146/162) at or above, a 15% shift by the end of 2020. This is an additional 24 students (which is part of our overall target of 192 students.)</p>
<p>Target 3b: Shifting “At” to “Above” In 2016, 27% (629 / 2366) of our students were “Above” the National Standard for Mathematics in years 1-8. We aim to increase the amount of students who are above the National Standards at the same rate as our overall achievement. This means an 8% shift overall from 27% (629/2366) to 35% (828/2366). This will mean shifting an additional 199 students from “At to Above” across the Kāhui Ako.</p>	
<p>Target 3c: Year 9 Achievement - End Year 9 In 2016, 79% (312/396) of our students were “At or Above” expectation in mathematics at the end of year 9.</p> <p>We will lift this to 90% (356/396), an 11% shift by the end of 2020. This will mean shifting 44 students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 3.7% shift annually.</p>	<p>Year 9: Within our overall goal of shifting 44 additional students there are 2 sub goals that are a collective focus for our priority learners:</p> <p><u>Māori:</u> We aim to lift the achievement of our Māori students in mathematics from 64% (36/56) to 89% (50/56) at or above, a 25% shift by the end of 2020. This is an additional 14 students (which is part of our overall target of 44 students.)</p> <p><u>Pasifika:</u> We aim to lift the achievement of our Pasifika students in mathematics from 70% (26/37) to 89% (33/37) at or above, a 19% shift by the end of 2020. This is an additional 7 students (which is part of our overall target of 44 students.)</p>

Target 3d: Year 10 Achievement - End Year 10

In 2016, 66% (254/387) of our students were “At or Above” expectation in mathematics at the end of year 10.

We will lift this to 80% (310/387), a 14% shift by the end of 2020. This will mean shifting 56 students from “Below and Well Below” to “At or Above”.

We will achieve a 4.7% shift annually.

Year 10: Within our overall goal of shifting 56 additional students there are 2 sub goals that are a collective focus for our priority learners:

Māori: We aim to lift the achievement of our Māori students in mathematics from 57% (26/46) to 80% (37/46) at or above, a 23% shift by the end of 2020. This is an additional 11 students (which is part of our overall target of 56 students.)

Pasifika: We aim to lift the achievement of our Pasifika students in mathematics from 43% (10/23) to 78% (18/23) at or above, a 35% shift by the end of 2020. This is an additional 8 students (which is part of our overall target of 56 students.)

Achievement Challenge Targets 3a, 3c, 3d: Expected School Shifts - Year 1-10

Numbers of Students per School to Shift					
	Māori	Pasifika	Other	All Students	Year 8 shifts
Clevedon	7	2	21	30	15
Beachlands	11	3	44	58	9
Botany Downs	2	2	21	25	-
Brookby	7	-	5	12	2
Howick Primary	5	1	9	15	-
Howick Int	9	14	17	40	35
Maraetai	3	2	7	12	3
Total	44	24	124	192	
Howick College Year 9	14	7	23	44	-
Howick College year 10	11	8	37	56	-
Total	25	15	60	100	

Expected Annual Progress			
2018	2019	2020	shift
11	10	9	30
22	22	14	58
10	10	5	25
6	4	2	12
6	6	3	15
15	15	10	40
4	4	4	12
74	71	47	192
15	15	14	44
19	19	18	56
34	34	32	100

Achievement Challenge Targets 3b: Shifting Students “At” to “Above” Expected School Shifts - Year 1-8

	Expected Annual Progress			
	2018	2019	2020	shift
Clevedon	16	15	9	40
Beachlands	17	16	9	42
Botany Downs	16	14	9	39
Brookby	5	2	2	9
Howick Primary	9	7	6	22
Howick Int	11	10	7	28
Maraetai	7	7	5	19
Total	81	71	47	199

Achievement Challenge 4: Increasing Numbers of Students with Qualifications NCEA level 1, 2 & 3

Overall Achievement Challenge 2018-2020	Achievement Challenge Target Groups
<p>NCEA Level 1</p> <p>In 2016, 77% (346/451) of our students achieved NCEA Level 1. We will lift this to 85% (383/451), an 8% shift by the end of 2020.</p> <p>This will mean shifting an additional 37 students from Not Achieved to Achieved.</p> <p>We will achieve a 3% shift annually for 2018 & 2019 and 2% for 2020.</p>	<p>Within our overall goal of shifting 37 additional students we have a sub goal for our male learners:</p> <p>We aim to lift the achievement of our male students in NCEA Level 1 from 72% (186/258) to 85% (219/258), a 13% shift by the end of 2020.</p> <p>This is an additional 33 students (which is part of our overall target of 37 students.)</p>
<p>NCEA Level 1 - Endorsement Rates</p> <p>In 2016, 51% (178/346) of our students achieved NCEA Level 1 with either Merit or Excellence. We will lift this to 60% (208/346), a 9% shift by the end of 2020. This will mean shifting an additional 30 students from Achieved to Merit or Excellence. We will achieve a 3% shift annually for 2018 -2020.</p>	
<p>NCEA Level 2</p> <p>In 2016, 80% (320/398) of our students achieved NCEA Level 2. We will lift this to 90% (358/398), a 10% shift by the end of 2020.</p> <p>This will mean shifting an additional 38 students from Not Achieved to Achieved.</p> <p>We will achieve a 3.5% shift annually for 2018 & 2019 and 3% for 2020.</p>	<p>Within our overall goal of shifting 38 additional students we have a sub goal for our male learners:</p> <p>We aim to lift the achievement of our male students in NCEA Level 2 from 76% (155/204) to 90% (184/204), a 14% shift by the end of 2020.</p> <p>This is an additional 29 students (which is part of our overall target of 38 students.)</p>
<p>NCEA Level 2 - Endorsement Rates</p> <p>In 2016, 40% (128/320) of our students achieved NCEA Level 2 with either Merit or Excellence. We will lift this to 52% (166/320), a 12% shift by the end of 2020. This will mean shifting an additional 38 students from Achieved to Merit or Excellence. We will achieve a 4% shift annually for 2018 -2020.</p>	
<p>NCEA Level 3</p> <p>In 2016, 81% (237/294) of our students achieved NCEA Level 3. We will lift this to 90% (264/294), a 9% shift by the end of 2020.</p> <p>This will mean shifting an additional 27 students from Not Achieved to Achieved.</p> <p>We will achieve a 3% shift annually for 2018 - 2020</p>	<p>Within our overall goal of shifting 27 additional students we have a sub goal for our male learners:</p> <p>We aim to lift the achievement of our male students in NCEA Level 3 from 69% (92/133) to 89% (119/133), a 20% shift by the end of 2020.</p> <p>This is an additional 27 students (which is part of our overall target of 27 students.)</p>

NCEA Level 3 - Endorsement Rates

In 2016, 51% (121/237) of our students achieved NCEA Level 3 with either Merit or Excellence. We will lift this to 60% (142/237), a 9% shift by the end of 2020. This will mean shifting an additional 21 students from Achieved to Merit or Excellence. We will achieve a 3% shift annually for 2018 -2020.

Achievement Challenge Target 4: Expected School Shifts NCEA level 1, 2, & 3

	Males	Females	All Students
NCEA Level 1	33	4	37
NCEA Level 1 Endorsement			30
NCEA Level 2	29	9	38
NCEA Level 2 Endorsement			38
NCEA Level 3	27	-	27
NCEA Level 3 Endorsement			21

Expected Annual Progress			
2018	2019	2020	shift
14	14	9	37
9	10	11	30
12	12	14	38
13	13	12	38
10	9	8	27
7	7	7	21

Process Target 1: Science

Science as a key focus area for the achievement challenge has the potential to open up a range of academic and vocational pathways for our students. The community believes that developing a science curriculum pathway from Yr 1 through to Yr 11 will strengthen learning in science across the community, and lead to an ever increasing range of future-focused career opportunities and social, scientific citizens.

We will investigate the NZCER Science engagement survey. This is an online tool to help teachers find out how students perceive their science learning in class. There are two versions of the survey: one for Years 0 to 4 and one for Years 5 to 10. We expect this tool will give us information about our students' engagement with science and their perceptions of the learning opportunities engaged in. We expect this data to be a great starting point for discussions around science programmes that respond to students' interests and needs across our community. It will also serve as baseline data and from there we can track our impact

We have included this as a 'process' target as we currently do not have a body of evidence about our students' achievement in Science across this Kāhui Ako. We intend to use the 'Science: Thinking with Evidence' assessments for Years 7 - 10 and the NZCER PAT Junior Science: Thinking with evidence for years 4- 6. This will establish our baseline data. Our students are highly responsive to scientific learning and approaches.

Process Target 1: Science	Focus
<p>Year 4-6</p> <p>All Year 4 - 6 students will undertake the NZCER Junior Science: Thinking with Evidence assessment. This will establish baseline data to better understand where students are at in identified aspects of thinking in a scientific context. From there we will set targets against and inform practice.</p> <p>Year 7-10</p> <p>All year 7 to 10 students will undertake the 'Science: Thinking with Evidence' assessment. This will establish baseline data that we will set targets against and inform practice.</p>	<p>Collection of baseline data across the Howick Coast Kāhui Ako</p>

Process Target 2: Know Thy Impact

Across the Kāhui Ako, there will be many opportunities for teachers to look at their collective impact on student progress and achievement. While achievement is measured in terms of our achievement challenges, we are committed to developing processes which enable us to measure progress of all students with a focus on accelerating priority students. Under the appreciative inquiry model, this will give opportunity for teachers to celebrate the strong progress being made by most students. It will also provide an opportunity to discuss which strategies are working best and how these can be shared across the Kāhui Ako.

We plan to accelerate the progress of our priority learners by:

1. Supporting our Kāhui Ako to understand the meaning of effect size and what the expectations of a student's progress in any given year
2. We will provide opportunities for selected staff to learn how to use effect size as a measure, and understand the resulting data and discussions which provide a platform for us knowing our impact.
3. Develop systems and protocols around using effect size as a measure, which will assess the individual progress of each student, in a calendar year (The use of effect size to measure achievement will enable progress to be measured student by student. The expected progress in any calendar year is 0.4 effect size hence 0.6 is accelerating progress above the expected normal.

It is intended that improvement in effective pedagogy and teaching strategies will result in accelerated progress for our priority students while ensuring all students are making expected gains in progress year on year.

Monitoring and Evaluating Progress, Achievement and Impact

Monitoring

Our Kāhui Ako will monitor progress towards our achievement challenges on an annual basis. The progress and achievement of our learners across the Kāhui Ako will be reported back to our Boards of Trustees at a combined boards meeting in November each year. Midyear progress of each school towards their targets will be reported by the individual principals to their boards, alongside a collective half year report from the Lead Principal on the work of the Kāhui Ako.

A report each term will be presented to each board as part of the correspondence from the Kāhui Ako.

We anticipate that our achievement challenges, the targets and our key enablers will be reviewed and where necessary refreshed as we move into year 2 and 3 of our Kāhui Ako operation.

Each school will report bi-annually on their progress towards meeting the outcomes of their action plan against the key enablers they have adopted. These are set out in the theory of improvement (a later section in this achievement plan)

Evaluation

Our first key piece of evaluation will be to complete the self-review tools provided by NZSTA and MOE to establish a baseline of how the Kāhui Ako is placed as a collaborative community and identify the next steps to be added to an implementation plan. This will be reviewed annually as part of the collective report to Boards of Trustees. It will assist us to understand how we are developing as a community alongside the monitoring of progress and achievement.

Impact

It is vital that the data used to understand impact and to measure both progress and achievement is valid, reliable and consistent across all schools.

We plan for achievement to be monitored as per below and this will be reported back to each individual school and BOT as a Kāhui Ako report. All Principals and leaders will be responsible for collating and presenting their own school data twice yearly as per the grid below.

Marking and analysing assessment data and moderating OTJ's will be a strong element of building the capability of all teachers and all across and in school leaders to achieve the consistency, validity and reliability we require. As our lead roles develop we expect teachers to gain skills in using a range of tools to measure the impact of the work across the Kāhui Ako. For example, the use of scale scores in PAT and e-asTTle to calculate effect sizes to illustrate evidence of progress for all learners and cross school moderation of e-asTTle writing to assist OTJs. Currently the PACT tool for moderation is being trialled by one school in this Kāhui Ako. Decisions on whether to trial this tool in more schools across the Kāhui Ako and/or use the tool will be part of the discussion around the implementation plan for the next three years.

Focus Area	Data/ Tools Used	Timeframe 2018?
Reading	<ul style="list-style-type: none"> • PATs (scale scores used to calculate the effect size) • e-asTTle data (aRs used to calculate the effect size) • PACT for moderation • Overall teacher judgements 	End of term two / Mid-term four Mid - year/ end of year
Writing	<ul style="list-style-type: none"> • e-asTTle data (aWs used to calculate the effect size) • Pact for moderation • Overall teacher judgements 	End of term two / Mid-term four Mid - year/ end of year
Mathematics	<ul style="list-style-type: none"> • PATs (scale scores used to calculate the effect size) • e-asTTle data (aMs used to calculate the effect size) • PACT for moderation • Overall teacher judgements 	End of term two / Mid-term four Mid - year/ end of year
Science	Year 3-10 “ Scientific Thinking with evidence” (scale scores used to create the effect size)	Beginning of 2018 End of Term three
NCEA	Year 11-13 NCEA results	National Assessment reporting schedule

Measurement Standards Currently used Across the Schools in Howick Coast Kāhui Ako

- SEA
- Six Year Observation
- e-asTTle and PAT
- STAR
- National Standards
- NCEA

Planning to Meet our Achievement Challenges

Our approach to accelerating achievement across our Kāhui Ako has the following key aspects

- Appreciative Inquiry of the key enablers as identified below
- Collective Inquiry - effective pedagogy
- Collaborative leadership - formal and informal leadership development across the Kāhui Ako
- The measurement of progress to better understand the impact of our teaching across the Kāhui Ako.

This Kāhui Ako is committed to working with all of the above aspects of our theory of improvement as we see them woven together to form the rich tapestry underpinning the achievement of all learners across our schools.

Our Appreciative Inquiry Process

As a community we aim to realise our Achievement Targets through the 5-D process of appreciative inquiry:

Appreciative inquiry is the cooperative search for the best in our people, our school communities, and the world around us. It is a strength-based approach with a focus on discovering the positives that exist within the Howick Coast Kāhui Ako, including what is valued currently and looking to grow these values and practices into what we aspire to be in the future. Our focus is on inquiring into the positive and finding the ‘root causes of success’ in each of our schools rather than taking a problem solving model that looks for deficiencies or root causes of failure in our schools with an aim to ‘fix’ them.

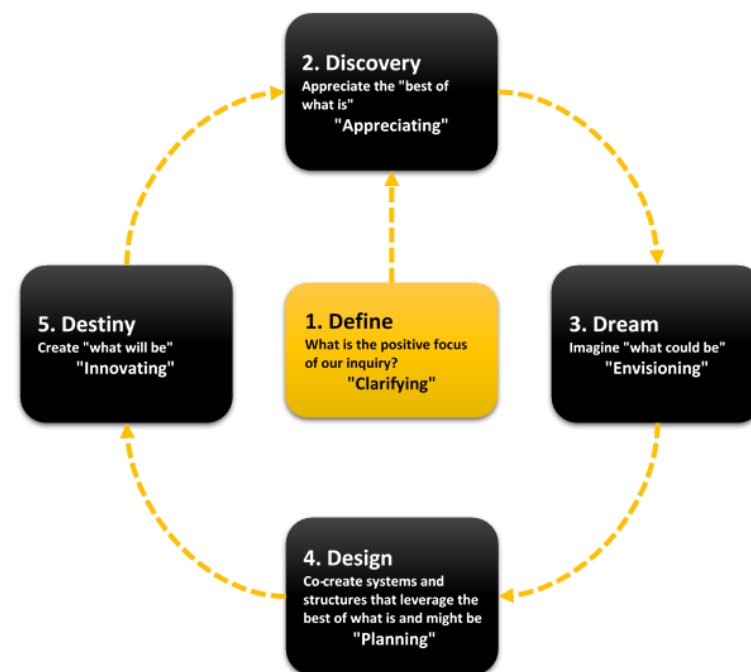
Appreciative Inquiry

Ap-preci-ate v., recognise and value the contributions or attributes of things and people around us.

In-quire (kwir), v., explore and discover, in the spirit of seeking to better understand, and being open to new possibilities.

“AI is an exciting way to embrace organisational change. Its assumption is simple: Every organization has something that works right – things that give it life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change.” “...AI recognizes that every organization is an open system that depends on its human capital to bring its vision and purpose to life.” “... The outcome of an AI initiative is a long-term positive change in the organization.” “... AI is important because it works to bring the whole organization together to build upon its positive core. AI encourages people to work together to promote a better understanding of the human system, the heartbeat of the organization.”

Cooperrider, David L; Whitney, Diana; and Stavros, Jacqueline M., Appreciative Inquiry Handbook: The First in a Series of AI Workbooks for Leaders of Change, Lakeshore Communications, 2003,



Our Key Enablers

Our Kāhui Ako have identified 6 key enablers that we will use to accomplish our Achievement Challenges.

These enablers are not seen as being stand alone, the fulcrum is **effective pedagogy**. We aim to explore these in depth as members of the Kāhui Ako.

1. Effective Pedagogy

- Adaptive capabilities
- Culturally responsive
- Technological, pedagogical, content knowledge
- Evaluative Capabilities
- Collaborative

2. Learner Agency

- Leadership of Learning
- Self-efficacy
- Growth mind-set
- Engagement

3. Pathways and Transitions

- Early Childhood Education (ECE) transition to Primary
- Meaningful pathways ECE to Tertiary
- Successful transitions 0-24

4. Future focus and innovation

- Digital Fluency
- Deep learning competencies / learning capabilities
- Future focused learning???
- Innovation and disruption in an education context

5. Community involvement

- Partners in learning
- Building relationship

6. Leadership

- Formal leadership
- Informal leadership
- Coaching and mentoring
- Internal and external accountability
- Collective accountability.

For each of these strategies of improvement, schools will use the 5-D process to specify:

Definition – What this enabler means to us

Discovery – Identifying what works currently within our community

Dream – Imagining what might be

Design – Developing systems and structures that leverage the best of what is and might be

Destiny - Creating what will be

Collective Inquiry

The 5-D process for each enabler will be developed **collaboratively** with the Across-School and In - School leaders once they have been appointed.

There will be time set aside in the first year the Kāhui Ako is established, to build our definition for each enabler, discover what is already working well within the community in regards to each enabler, **collect the voice of the wider community** as to how it might be in the future and design the systems and structures to achieve the best of what might be for each enabler.

Effective pedagogy is the fulcrum and will be the foundation for realising our achievement challenges. **This will be the universal collaborative inquiry for all schools.**

Schools will each identify those enablers which align to their current school priorities for improvement and will develop action plans to address these.

Collaboration between and across schools will be encouraged in order to celebrate best practice and achieve the destiny.

Collaborative Leadership Strategies for Appreciative Inquiry in Howick Coast Kāhui Ako

Our Across School and In-School leadership positions will require people who are willing to grow and develop the following collaborative leadership strategies to work alongside the wider community to realise our achievement challenges.

Appreciative inquiry comes from a strength base. In our aspirations, we believe that with leaders celebrating others' strengths and challenging one another to achieve the dream through our appreciative inquiry discoveries, we will **unlock the conditions for success** for all our students in developing the skills and competencies needed to take their place in the 21st Century.

Strategy	What it is	Rationale	Links to Howick Coast Values
Inquiry Ask positively powerful questions.	Formulating and asking affirmative questions about the things most valued and wanted within the Kāhui Ako. Asking questions that facilitate deep level thinking, reflection and interventions. Encouraging people to share their thoughts and feelings, their stories of success or ideas for the future. Focusing on asking not telling and sincerely listening to what others have to say.	All members of our community feel valued for who they are and what they have to contribute.	Listening to understand Being open minded / not making assumptions Inquiry that is 'solution' oriented
Illumination Bring out the best of people and situations.	Highlighting the best of people, processes and communities. Being 'strength spotters' Value-ing excellence across the community. The gifts, talents and abilities of others are articulated and valued to empower all to realise their potential. Double looping - assumptions and values	All members of our community learn about their strengths and the strengths of others. As a community we recognise, celebrate and value excellence.	Having a spirit of adventure Challenging and supporting each other Collaboration Celebrating strengths
Inclusion Engage with people to co-create the future	Consciously engaging with all members of our community to co-create the future. Opening the door for collaboration and co-creation. "Don't talk about me without me" Seeking to engage the many voices that constitute our community Identifying others who need to be in discussions Looking to engage all members of our community Actively seeking out those who have previously been silent that need to be heard	All members of our community feel a sense of belonging and being part of something worthwhile. Collaboration and co-creation stem from the feeling of being part of a community that cares. All members of the community feel comfortable with and welcome opportunities for the respectful and constructive exchange of diverse ideas.	Open dialogue

<p>Inspiration</p> <p>Dream the dream for what might be</p>	<p>Unleashing energy by creating a compelling vision, dream and path forward for the community. A compelling vision is: desired, inclusive, a believable stretch, requires collaboration, creativity and innovation.</p> <p>Providing foundations for innovation, future focus and sustainable high performance.</p>	<p>Our community has a compelling vision.</p> <p>All members of our community know where we are headed.</p> <p>We are a community that exudes confidence, optimism, enthusiasm, belief, innovation and persistence.</p>	<p>Being loyal to the vision</p> <p>Having a transparency of action</p>
<p>Integrity</p> <p>Make choices for the good of the whole</p>	<p>Building positive and authentic relationships.</p> <p>Treating all members of the community with kindness, respect and in good faith.</p> <p>Knowing ourselves as an authentic learning community.</p> <p>People knowing they can depend on others within our community.</p>	<p>All members of our community know they are contributing to the greater good.</p> <p>Relationships across our community are characterized by open and fair-mindedness, honesty, and respectful interaction. Trust, support and care are evident in the culture of our community.</p>	<p>Being present</p> <p>Being accountable</p> <p>Showing empathy</p> <p>Working together wiith respect and trust</p>

Structure of Howick Coast Kāhui Ako



Our structure has been discussed at length and developed to reflect our thinking around how we see this kahui ako operating.

Our learners and their whanau are at the heart of our kahui ako and are wrapped around closely, in the first instance by their teachers, senior leaders across and within school teachers who focus on raising achievement and ensuring progress for every student.

Our school community, Principals, BOT and support staff all support teachers to provide the very best they can for each and every student.

We call on expert partners and Ministry of Education to support us in the work we do.

Our structure is not hierarchical in nature – it is inclusive and collaborative ensuring students and whanau at our heart.



Appendix 2 – Tables to Support the Achievement Plan

Howick Coast Kāhui Ako Profile 2016 *(excludes International Students / taken as at November 2016)*

Total number of students: 4260

Māori students: 517

Pasifika students: 320

Asian: 637

School	Maori	Pacific	Asian	Other	European	Total	Boys	Girls
Beachlands	53 (10%)	17 (3%)	8 (1%)	35 (7%)	422 (79%)	535	276 (52%)	259 (48%)
Botany Downs	18 (4%)	24 (5%)	152 (32%)	25 (5%)	256 (54%)	475	227 (48%)	248 (52%)
Brookby	35 (32%)	3 (3%)	6 (6%)	4 (4%)	60 (56%)	108	57 (53%)	51 (51%)
Clevedon	61 (15%)	11 (3%)	5 (1%)	2 (1%)	318 (80%)	397	199 (50%)	198 (50%)
Howick Primary	26 (12%)	15 (7%)	58 (27%)	n/a	116 (54%)	215	113 (53%)	102 (47%)
Howick Intermediate	29 (7%)	83 (21%)	112 (28%)	58 (15%)	117 (43%)	399	227 (57%)	172 (43%)
Maraetai Beach	27 (11%)	9 (4%)	9 (4%)	2 (1%)	190 (80%)	237	121 (51%)	116 (49%)
Howick College	268 (14%)	158 (8%)	287 (15%)	97 (5%)	1,084 (58%)	1894	976 (52%)	918 (48%)
Totals	517 (12%)	320 (8%)	637 (15%)	223 (5%)	2563 (60%)	4260	2196 (52%)	2064 (48%)

Primary and Intermediate Student Achievement

National Standards Achievement Comparison 2014 - 2016 Year 1-8

Reading	Boys Below / Well Below	Boys At / Above	Girls Below / Well Below	Girls At / Above	All students Below / Well Below	All Students At / Above
2014	22% 258 / 1154	78% 895 / 1154	17% 186 / 1087	83% 901 / 1087	20% 444 / 2241	80% 1,797 / 2241
2015	22% 263 / 1208	78% 945 / 1208	16% 179 / 1121	84% 942 / 1121	19% 442 / 2329	81% 1887 / 2329
2016	22% 274 / 1220	78% 946 / 1220	14% 164 / 1146	86% 982 / 1146	19% 438 / 2366	81% 1928 / 2366
Writing	Boys Below / Well Below	Boys At / Above	Girls Below / Well Below	Girls At / Above	All students Below / Well Below	All Students At / Above
2014	34% 385 / 1154	66% 769 / 1154	20% 213 / 1087	80% 874 / 1087	27% 598 / 2241	73% 1,643 / 2241
2015	31% 375 / 1208	69% 833 / 1208	16% 176 / 1121	84% 945 / 1121	24% 551 / 2329	76% 1778 / 2329
2016	33% 408 / 1220	67% 812 / 1220	15% 168 / 1146	85% 978 / 1146	24% 576 / 2366	76% 1790 / 2366
Maths	Boys Below / Well Below	Boys At / Above	Girls Below / Well Below	Girls At / Above	All students Below / Well Below	All Students At / Above
2014	21% 238 / 1154	79% 896 / 1154	20% 225 / 1087	80% 882 / 1087	21% 463 / 2241	79% 1,778 / 2241
2015	20% 242 / 1208	80% 966 / 1208	20% 222 / 1121	80% 899 / 1121	20% 464 / 2329	80% 1865 / 2329
2016	19% 237 / 1220	81% 983 / 1220	17% 192 / 1146	83% 954 / 1146	18% 429 / 2366	82% 1937 / 2366

Maori Student Achievement

National Standards Achievement Comparison 2014 - 2016 Year 1-8

<u>Reading</u>	Maori Below / Well below	All students Below / Well Below	Maori At / Above	All Students At / Above
2014	27% 60 / 224	20% 444 / 2241	73% 164 / 224	80% 1797 / 2241
2015	28% 67 / 238	19% 442 / 2329	72% 171 / 238	81% 1887 / 2329
2016	25% 63 / 249	19% 438 / 2366	75% 186 / 249	81% 1928 / 2366

<u>Writing</u>	Maori Below / Well below	All students Below / Well Below	Maori At / Above	All Students At / Above
2014	36% 80 / 224	27% 598 / 2241	64% 144 / 224	73% 1643 / 2241
2015	30% 71 / 238	24% 551 / 2329	70% 167 / 238	76% 1778 / 2329
2016	30% 75 / 249	24% 576 / 2366	70% 174 / 249	76% 1790 / 2366

<u>Mathematics</u>	Maori Below / Well below	All students Below / Well Below	Maori At / Above	All Students At / Above
2014	32% 72 / 224	21% 463 / 2241	68% 152 / 224	79% 1778 / 2241
2015	31% 74 / 238	20% 464 / 2329	69% 164 / 238	80% 1865 / 2329
2016	28% 69 / 249	18% 429 / 2366	72% 180 / 249	82% 1937 / 2366

Pasifika Student Achievement

National Standards Achievement Comparison 2014 - 2016 Year 1-8

Reading	Pasifika Below / Well below	All students Below / Well Below	Pasifika At / Above	All Students At / Above
2014	34% 56/166	20% 444 / 2241	66% 110 / 166	80% - 1,797 / 2241
2015	29% 54 / 187	19% 442 / 2329	71% 133/ 187	81% - 1887 / 2329
2016	23% 37 / 162	19% 438 / 2366	77% 125 / 162	81% - 1928 / 2366

Writing	Pasifika Below / Well below	All students Below / Well Below	Pasifika At / Above	All Students At / Above
2014	46% 77 / 166	27% 598 / 2241	54% 89 / 166	73% 1643 / 2241
2015	37% 69 / 187	24% 551 / 2329	63% 118 / 187	76% 1778 / 2329
2016	30% 48 / 162	24% 576 / 2366	70% 114 / 162	76% 1790 / 2366

Mathematics	Pasifika Below / Well below	All students Below / Well Below	Pasifika At / Above	All Students At / Above
2014	45% 74 / 166	21% 463 / 2241	55% 92 / 166	79% 1778 / 2241
2015	37% 70 / 187	20% 464 / 2329	63% 117 / 187	80% 1865 / 2329
2016	25% 40 / 162	18% 429 / 2366	75% 122 / 162	82% 1937 / 2366

Year 9-10 Student Achievement

e-asTTle Reading and Mathematics Comparison 2016

Reading	Boys Below / Well Below	Boys At / Above	Girls Below / Well Below	Girls At / Above	All students Below / Well Below	All Students At / Above	Maori Below / Well Below	Maori At / Above	Pasifika Below / Well Below	Pasifika At / Above
Start Y9	18% 41/223	82% 182/223	15% 30/201	85% 171/201	17% 71/424	83% 353/424	15% 8/52	85% 44/52	35% 17/48	65% 31/48
End Y9	23% 46/197	77% 151/197	14% 26/197	86% 166/197	19% 72/389	81% 317/389	25% 14/55	75% 41/55	31% 11/36	69% 25/36
End Y10	34% 60/179	66% 119/179	29% 60/206	71% 146/206	31% 120/385	69% 265/385	45% 25/56	55% 31/56	48% 10/21	52% 11/21
Mathematics	Boys Below / Well Below	Boys At / Above	Girls Below / Well Below	Girls At / Above	All students Below / Well Below	All Students At / Above	Maori Below / Well Below	Maori At / Above	Pasifika Below / Well Below	Pasifika At / Above
Start Y9	23% 51 / 222	77% 171 / 222	23% 46 / 200	77% 154 / 200	23% 97 / 422	77% 325 / 422	35% 18/52	65% 34/52	56% 27/48	44% 21/48
End Y9	25% 52/210	75% 158/210	17% 32/186	83% 154/186	21% 84/396	79% 312/396	36% 20/56	64% 36/56	30% 11/37	70% 26/37
End Y10	28% 52/186	72% 52/186	40% 81/201	60% 120/201	34% 133/387	66% 254/387	43% 20/46	57% 26/46	57% 13/23	43% 10/23

Year 11-13 Student Achievement: Background Information - Roll based NCEA and UE Achievement 2016

	All learners			Māori			Pasifika			Gender					
	Howick College	NZ	Decile 8-10	Howick College	NZ	Decile 8-10	Howick College	NZ	Decile 8-10	Howick College		NZ		Decile 8-10	
										Boys	Girls	Boys	Girls	Boys	Girls
Level 1	77% 346/451	76%	81%	77% 46/60	66%	79%	64% 26/41	73%	78%	72% 186/258	83% 160/193	72%	79%	76%	86%
Level 2	80% 320/398	78%	82%	78% 35/45	75%	87%	86% 17/23	80%	85%	76% 155/204	85% 165/194	75%	82%	77%	87%
Level 3	81% 237/294	65%	76%	72% 28/39	55%	72%	65% 15/23	60%	73%	69% 92/133	90% 145/161	59%	69%	67%	84%
UE	68% 200/294	49%	66%	51% 20/39	31%	56%	65% 15/23	31%	54%	56% 74/133	78% 126/161	43%	55%	55%	75%

Key

Area of excellence	Area of strength	Target for improvement
Above national and decile rates	Above national rates but below decile	Below national rates

NCEA Endorsement Information NCEA level 1-3 2016

	All learners									Boys									Girls								
	Howick College			NZ			Decile 8-10			Howick College			NZ			Decile 8-10			Howick College			NZ			Decile 8-10		
	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T
L1 Endorsement	36% 125 /346	15% 53 /346	51% 178 /346	35%	20%	55%	41%	28%	69%	29% 53 /186	8% 14 /186	37% 67 /186	31%	13%	44%	40%	19%	59%	45% 72 /160	24% 39 /160	69% 111 /160	38%	26%	64%	42%	37%	79%
L2 Endorsement	25% 80 /320	15% 48 /320	40% 128 /320	27%	21%	48%	37%	33%	70%	18% 28 /155	9% 14 /155	27% 42 /155	22%	11%	33	30%	16%	46%	32% 52 /165	21% 34 /165	53% 86 /165	31%	21%	52%	37%	30%	67%
L3 Endorsement	42% 99 /237	9% 22 /237	51% 121 /237	9%	15%	24%	35%	29%	64%	35% 32 /92	4% 4 /92	39% 36 /92	24%	11%	35	29%	14%	43%	46% 67 /145	12% 18 /145	58% 86 /145	31%	17%	48%	38%	23%	61%

	All learners									Maori									Pasifika								
	Howick College			NZ			Decile 8-10			Howick College			NZ			Decile 8-10			Howick College			NZ			Decile 8-10		
	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T	M	E	T
L1 Endorsement	36% 125 /346	15% 53 /346	51% 178 /346	35%	20%	55%	41%	28%	69%	37% 17 /46	9% 4 /46	46% 21 /46	27%	10%	37%	40%	16%	56%	12% 3 /26	15% 4 /26	27% 7 /26	27%	8%	35%	36%	14%	50%
L2 Endorsement	25% 80 /320	15% 48 /320	40% 128 /320	27%	21%	48%	37%	33%	70%	27% 10 /35	0% 0/ 35	27% 10 /35	18%	7%	25%	28%	14%	42%	29% 5 /17	6% 1 /17	35% 6/17	18%	7%	25%	29%	9%	38%
L3 Endorsement	42% 99 /237	9% 22 /237	51% 121 /237	9%	15%	24%	35%	29%	64%	29% 8 /28	11% 3 /28	40% 11 /28	19%	7%	26%	28%	10%	38%	33% 5 /15	7% 1 /15	40% 6 /15	15%	4%	19%	22%	8%	30%

Projected Progress towards Meeting Achievement Challenges

	Baseline Data 2017	Projected Progress 2018	Projected Progress 2019	Target 2020
Achievement Challenge 1 Reading	Total 2366 students	Total 2366 students	Total 2366 students	Total 2366 students
	1928 (81%) All students	1987 (84%) All students	2058 (87%) All students	2129 (90%) All Students
	186 (75%) Maori	199 (80%) Maori	212 (85%) Maori	224 (90%) Maori
	125 (77%) Pasifika	133 (82%) Pasifika	139 (86%) Pasifika	146 (90%) Pasifika
	235 (71%) Yr 8	251 (76%) Yr 8	267 (81%) Yr 8	281 (85%) Yr 8
	840 (35%) Above	899 (38%) Above	970 (41%) Above	1041 (44%) Above
	are at or above NS	are at or above NS	are at or above NS	are at or above NS
	End Year 9 Total 389 students	End Year 9 Total 389 students	End Year 9 Total 389 students	End Year 9 Total 389 students
	317 (81%) All students	327 (84%) All students	338 (87%) All students	350 (90%) All students
	41 (75%) Maori	44 (80%) Maori	47 (85%) Maori	50 (90%) Maori
	25 (69%) Pasifika	27 (76%) Pasifika	30 (83%) Pasifika	32 (90%) Pasifika
	are at or above expectation	are at or above expectation	are at or above expectation	are at or above expectation
	End Year 10 Total 389 students	End Year 10 Total 389 students	End Year 10 Total 389 students	End Year 10 Total 389 students
	265 (69%) All students	280 (73%) All students	294 (76%) All students	308 (80%) All students
	31 (55%) Maori	35 (63%) Maori	40 (72%) Maori	45 (80%) Maori
	11 (52%) Pasifika	13 (61%) Pasifika	15 (71%) Pasifika	17 (80%) Pasifika
	are at or above expectation	are at or above expectation	are at or above expectation	are at or above expectation

Achievement Challenge 2 Writing

Total 2366 students

1790 (76%) All students
174 (70%) Maori
114 (70%) Pasifika
206 (62%) Yr 8
476 (20%) Above

are at or above NS

Total 2366 students

1869 (79%) All students
189 (76%) Maori
123 (76%) Pasifika
231 (70%) Yr 8
544 (23%) Above

are at or above NS

Total 2366 students

1940 (82%) All students
202 (81%) Maori
131 (81%) Pasifika
257 (78%) Yr 8
615 (26%) Above

are at or above NS

Total 2366 students

2034 (86%) All students
214 (86%) Maori
139 (86%) Pasifika
284 (86%) Yr 8
710 (30%) Above

are at or above NS

Achievement Challenge 3 Mathematics

Total 2366 students

1937 (82%) All students
180 (72%) Maori
122 (75%) Pasifika
233 (71%) Yr 8
629 (27%) Above
are at or above NS

End Year 9
Total 396 students

312 (79%) All students
36 (64%) Maori
26 (70%) Pasifika
are at or above expectation

End Year 10
Total 387 students

254 (66%) All students
26 (57%) Maori
10 (43%) Pasifika
are at or above expectation

Total 2366 students

2011 (85%) All students
194 (78%) Maori
130 (80%) Pasifika
257 (78%) Yr 8
710 (30%) Above
are at or above NS

End Year 9
Total 396 students

327 (83%) All students
41 (73%) Maori
28 (77%) Pasifika
are at or above expectation

End Year 10
Total 387 students

273 (71%) All students
30 (65%) Maori
13 (55%) Pasifika
are at or above expectation

Total 2366 students

2082 (88%) All students
214 (86%) Maori
138 (85%) Pasifika
277 (84%) Yr 8
781 (33%) Above
are at or above NS

End Year 9
Total 396 students

342 (86%) All students
46 (71%) Maori
31 (83%) Pasifika
are at or above expectation

End Year 10
Total 387 students

292 (75%) All students
33 (72%) Maori
16 (68%) Pasifika
are at or above expectation

Total 2366 students

2129 (90%) All students
224 (90%) Maori
146 (90%) Pasifika
297 (90%) Yr 8
828 (35%) Above
are at or above NS

End Year 9
Total 396 students

356 (90%) All students
50 (90%) Maori
33 (90%) Pasifika
are at or above expectation

End Year 10
Total 387 students

310 (80%) All students
37 (80%) Maori
18 (78%) Pasifika
are at or above expectation

	Baseline Data 2017	Projected Progress 2018	Projected Progress 2019	Projected Progress 2020
Achievement Challenge 4 NCEA	Year 11 Total 451 students	Year 11 Total 451 students	Year 11 Total 451 students	Year 11 Total 451 students
	346 (77%) All students 186 (72%) Male 178 (51%) Endorsement	360 (80%) All students 197 (76%) Male 187 (54%) Endorsement	374 (83%) All students 208 (81%) Male 197 (57%) Endorsement	383 (85%) All students 219 (85%) Male 208 (60%) Endorsement
	Gain NCEA L1	Gain NCEA L1	Gain NCEA L1	Gain NCEA L1
	Year 12 Total 398 students	Year 12 Total 398 students	Year 12 Total 398 students	Year 12 Total 398 students
	320 (80%) All students 155 (76%) Male 128 (40%) Endorsement	332 (83%) All students 165 (81%) Male 141 (44%) Endorsement	344 (87%) All students 174 (85%) Male 154 (48%) Endorsement	358 (90%) All students 184 (90%) Male 166 (52%) Endorsement
	Gain NCEA L2	Gain NCEA L2	Gain NCEA L2	Gain NCEA L2
	Year 13 Total 294 students	Year 13 Total 294 students	Year 13 Total 294 students	Year 13 Total 294 students
	237 (81%) All students 92 (69%) Male 121 (51%) Endorsement	247 (84%) All students 101 (76%) Male 128 (54%) Endorsement	256 (87%) All students 110 (83%) Male 135 (57%) Endorsement	264 (90%) All students 119 (90%) Male 142 (60%) Endorsement
	Gain NCEA L3	Gain NCEA L3	Gain NCEA L3	Gain NCEA L3

Attendance Rates 2016

2016	Clevedon	Botany Downs	Beachlands	Brookby	Maraetai Beach	Howick Primary	Howick Int	Howick College
Overall Attendance Rate	93%	91%	92%	93%	90%	93%	92%	93%
Lateness	2%	2%	1%	1%	1%	1%	0.5%	Not available
Unjustified Absences	2%	1%	3%	2%	4%	1.5%	1%	Not available
Maori Attendance	91%	91%	91%	92%	88%	96%	90%	Not available
Maori Lateness	1%	1%	1%	1%	1%	1%	0.46%	Not available
Maori Unjustified Absence	2%	0.5%	3%	1%	6%	4%	1.8%	Not available
Pasifika Attendance	97%	96%	90%	X	X	95%	92%	Not available
Pasifika Lateness	-	5%	0.5%	X	X	0	0.2%	Not available
Pasifika Unjustified Absence	1%	1%	3%	X	X	2%	1.1%	Not available

X=note data has been redacted