Te ara Mana-ā-Kura

Kāhui Ako
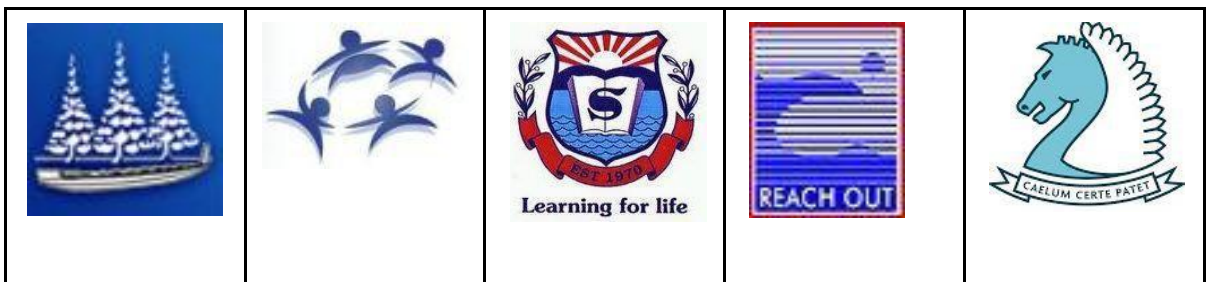
Farm Cove Community of Learning

A Pathway for Empowering Schools, Learners and Community

2022-2023

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Introducing Our Community

Our schools have a strong and long history of working together for at least 24 years.

The schools have been involved in several formal collective partnerships, shared professional learning opportunities, transition initiatives and co-curricular opportunities.

Te ara Mana-ā Kura Kāhui Ako was formed in 2017 and the initial four schools started working together more closely. In 2020 Wakaaranga School will formally join the Kāhui Ako, and work is underway to extend the Kāhui Ako to include local ECE Centres.

The Te ara Mana-ā Kura Kāhui Ako (Farm Cove Community of Learning) is a network of schools serving the Pakuranga suburb of East Auckland that provides a strong pathway of achievement for our learners.

 "Student Pathway" of our Kāhui Ako

ECE Centres;
New Shoots Children's Centre
Pakuranga KinderCare Learning Centre
Pakuranga Acorn Meadows Education and Childcare Ltd
Cascades Kindergarten

The name Te ara Mana-ā Kura literal translation is the pathway of empowering our schools. It was chosen for the work that our group does reflecting the inspirational and courageous behaviour of our Community towards our learners in this area.

We are a community of four multicultural Early Learning Centres and five Decile 5-9 schools comprising of three contributing primary schools, an intermediate school and a college all in close geographical proximity to each other in East Auckland.

Our Ethnicities are as below:
Roll as at 1 November 2022
(Excludes International Students)

School	NZ European	Maori	Pacific	Asian	MELAA/Other	Total
Pakuranga College ✅	790 39%	193 9.5%	222 11%	713 35%	83 4%	**2025**
Farm Cove Intermediate ✅	193 36%	56 10%	41 8%	204 39%	35 7%	**529**
Sunnyhills School ✅	155 31%	48 10%	77 1%	257 52%	428 6%	**495**
Elm Park School ✅	134 23%	59 10%	81 14%	239 41%	69 11%	**582**
Wakaaranga School ✅	226 31%	74 10%	48 6%	359 49%	33 4%	**740**
Totals	**2005 43%**	**314 7%**	**276 6%**	**1813 39%**	**227 5%**	**4658**

We have five ECE centers that have formally asked to join the Kāhui Ako as of 8/12/22

Number	Name	Total Roll (1 July 2020)	Māori	Pacific	Asian*	European Pākehā*	Other*
5039	Cascades Kindergarten ***2 Ethnic groups counted for some children***	48	5 10.4%	8 16.6%	17 35.4%	18 37.5	15 31.25%
10159	Acorn Meadows Education and Childcare Ltd *2 Ethnic groups counted for some children (37)*	34	03 8%	03 8%	11 32%	17 50%	03 8%
20087	KinderCare Pakuranga	101	10 10%	04 4%	39 39%	41 40%	07 7%
47131	New Shoots Children's Centre - Pakuranga *2 Ethnic groups counted for some children (159)*	123	10 8%	08 6.5%	45 36.5%	70 57%	25 20%
5088	Pakuranga Kindergarten *1 child counted in 2 groups (101)*	58	4 7%	12 20%	8 14%	25 43%	10 17%
10393 * 25090 * 46692 *	KidSpace	150	19 13%	36 24%	45 30%	16 11%	34 22%
	Total	514	51 10%	71 14%	165 32%	187 36%	92 18%

*

10393	KidSpace L1		52	9	12	11	5	15
25090	Kidspace L2		70	10	21	16	10	13
46692	Kidspace L3		28	0	3	18	1	6

Total Roll = 123 (Maori = 10, Pacific = 8 , Asian = 45, European Pakeha = 70, Other = 25)
Our schools work together to provide seamless high-quality education from Primary school to Secondary. We align programmes of continuous learning and improvement to ensure success for the future.

Common strengths across the schools within the community of learning (identified by ERO) include:
● Environments that are respectful and focused on learning
● Strong strategic leadership and stewardship
● High expectations of leaders, teachers and learners
● Collaborative working cultures
● The use of evaluation to sustain high quality practice and guide ongoing improvement

A trend in all of the schools is the increasing diversity of our learners, with a significant increase in the numbers of students with English as a second language. Over half of our primary school students are or have been funded English Language Learners (ELLs). This means that literacy must remain as an important focus area for the Kāhui Ako.

Our local Iwi is Ngai Tai and each of the schools have made connections. All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapū and whanau. Each school has been a participant in the local Kōhanga Festival which held yearly in September and strongly supported by the Eastern Schools.

Vision
The vision of Te ara Mana-ā-Kura is to create a community of learners in which we work together to build the capacity of each individual to become a confident and passionate life-long learner who will enjoy success and fulfilment in learning and life.

This means learners who:
● Pursue personal excellence
● Are reflective and resilient
● Value diversity and inclusiveness
● Are respectful and collaborative
● Are connected and communicate effectively
● Demonstrate leadership and contribute positively to their communities

Mission
To embed deep collaboration between the schools using collaborative inquiry to ensure a consistent and coherent pathway for all learners, to build learner agency and to support teaching as inquiry to improve outcomes for all.

Guiding Principles
Professional Collaboration, Inquiry Mindset, Coherence and Agency.

Our Over Arching Goal
To lift aspirations and raise educational achievement for every learner in our community.
We aim to achieve this by being adaptive experts who work together on collaborative inquiries, in an evidenced informed way that address achievement challenges within classrooms and across the system.

Whakatauaki

Ki te Kotahi te kakaho ka whati ki te kapuia ka kore e whati
A single strand of Kakaho breaks not so a bunch. (Kīngi Tāwhiao)

This whakatuaki is significant to our Kāhui Ako, it embodies the essence of partnership that our schools and ECE's endeavour to work closely together as one in order to provide a pathway for empowering all our schools, learners and community. We are stronger together than we are apart, we work together and stand together for the

success of all in our Kāhui Ako.

Kāhui Ako Development Stages (updated Nov 2022)

We have reviewed the performance of the Kāhui Ako against the MoE Guidelines for the developmental stages of Kāhui Ako. During the review we took into account a wide range of stakeholder voice from, Principals, Across School Teachers, Within School Teachers, Students, All staff, and Board.
From the review we are confident in describing the Kāhui Ako's progress in each aspect as:

Group / Principals ASL'sFocus Group member	ESTABLISHING			DEVELOPING			EMBEDDING			FULLY FUNCTIONING		
	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress	Early Stages	Some Progress	Significant Progress
TEACHING AND LEARNING												
Improving Teaching Practice Capabilities									X			
Collaboration on Teaching									X			
Curriculum						X						
LEADING												
Leadership Development									X			
Collective Purpose									X			
Trust											X	
Working Together											X	
EVIDENCE												
Data Collection									X			
Using Evidence & Data								X				
PATHWAYS												
Integration of the Teaching Pathway								X				
Supporting Transitions								X				
PARTNERING												
Parents/Families/Whanau			X									
Iwi Relationships			X									
Community			X									

TEACHING & LEARNING (Significant Progress Embedding)	
Improving Teaching Practice and Capabilities	We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.
Collaborating on Teaching	Our teachers are collaborating on teaching. The findings from teacher led inquiries are shared across the Kāhui Ako.
Curriculum	We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.
LEADING – (Significant Progress Embedding (1&2) & Some Progress Fully Functioning (3&4)	
Leadership Development	We are growing leadership capability across the community Our leader, across and within schoolteachers are leading change across the Kahui Ako.
Collective, Purpose, Focus & Responsibility	We have a clear vision and purpose developed with, and owned by, the wider community. Our leaders have strong and trusting relationships and are leading the community together.
Trust	Our strong culture of whānaungatanga enables us to collaborate with each other on the things that will that will best lift the attainment of our children and young people.

Working Together	Our Kāhui Ako has effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most.
EVIDENCE – (Some progress developing stage)	
Data Collection	We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data
Using Evidence & Data	We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.
PATHWAYS – (Some Progress Embedding Stage)	
Integrating the Learning Pathway	We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.
Supporting Transitions	We have evidence based practices in place to support successful and seamless transitions through the pathway.
PARTNERING – (Late stage Establishing)	
Parents, Family & Whanau	We are talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute.
Iwi Relationships	We are talking with our local iwi leaders about the establishment of our Kāhui Ako
Community	We are identifying key people and local organisations in our wider community that we need to engage with and involve in the work of the Kāhui Ako.

Refocusing

The Kāhui Ako has spent time refocusing the goals for the next two years and intends to use the resourcing to enhance and expand the collaborative structures currently in place We are committed to working collaboratively in developing strategies to address the identified challenges that we have set for ourselves.

We believe that every student deserves to have leaders and teachers who are adaptive experts who are actively engaged in professional learning and development that supports and challenges them to accelerate valued student outcomes.

> *"Adaptive experts are focused on the moral imperative of promoting the engagement, learning and well-being of all students. To achieve this outcome, they are aware of the assumptions underpinning their practice, including their cultural positioning, and know when these assumptions are helpful for their students and when to question them and if necessary, to let them go. They actively seek deep knowledge about both the content of what is taught and how to teach it effectively for their students in particular contexts."*
>
> *(Report of the PLD advisory group, 2014, pg. 4).*

Our work will be continue to be grounded in our four Guiding Principles;

Professional Collaboration

We believe that we can improve valued outcomes for all ākonga by fostering professional collaboration, shared expertise and sharing of innovative and evidence-based pedagogy within and between Te ara Mana-ā-Kura schools and Early Childhood Education Centres.

Inquiry Mindset

We believe it is critical to have leaders and teacher's confidently integrating evidence based disciplined

inquiry and the development of specific and deep knowledge into practice to sustain improvements in student learning.

Coherence

We believe that there needs to be a consistent philosophy across the Kāhui Ako driving the curriculum, learning progressions and Teaching and learning.

There will be a commitment to continually striving to improve teaching and learning and to improving valued outcomes for students.

Strategies for improvement:

1. **Teaching as Inquiry** - investigating our practice with deliberate acts of teaching in order to have an impact on student outcomes
2. **Coaching:** ASLs to support school leaders (middle leaders, WSL) to investigate artifacts to ensure changes in practice are having a positive impact on student outcomes
3. **Consistent Data:** Intentional shared and moderated data for understanding the curriculum levels/progress outcomes with utilising the ASL to coach WSL/middle leaders. Data informed decision making vs. Data driven
4. The Understand, Know, Do Framework - this is the basis of the curriculum refresh to ensure that learning is not left to chance
5. The Common Practice Model (CPM) - will be designed by the Ministry in collaboration with the sector over the coming years with the curriculum refresh. Our Kahui Ako will use this model to gather "what good looks like" in our community and ensure teachers and leaders are supported in their kura to implement the curriculum changes.

Great teaching improves student outcomes. We have huge strengths amongst our staff to leverage best practice and grow each other. Through a coaching model with our ASL's we will support each school with helping their staff to meet the goals of the Kāhui Ako. Teachers, as professionals, commit to self improvement to be their very best each year in their professional growth cycle by making a conscious commitment to enhancing their practice. Our aligned focus with professional development across each Kura with the Curriculum Progress Tools will support each teacher with a consistent tool and framework to enable improved outcomes.
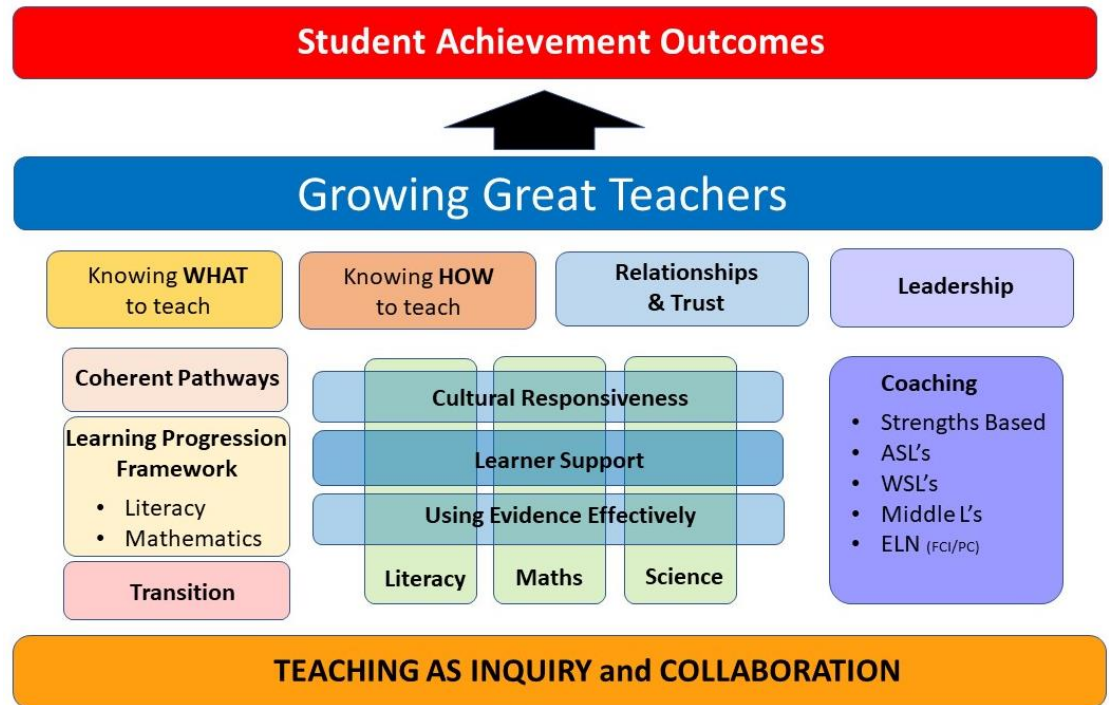
Our 2023 Goals

To raise student achievement in our pathway of schools by growing great teachers. We will do this through:

- Moderation to strengthen coherent curriculum pathways in Literacy and Mathematics
- Building our staff capabilities with the Curriculum, the Progress Tools and the Learning Progression Framework
- Increasing our staff understanding to make evidenced informed decisions with our data

As leaders we will ensure:

- All schools use a teaching as inquiry approach
- All schools have staff involved in coaching to improve practice
- Each school will have teams of teachers who will be part of moderating groups within and across schools

Student Achievement Outcomes

Growing Great Teachers

| Knowing WHAT to teach | Knowing HOW to teach | Relationships & Trust | Leadership |

Coherent Pathways

Learning Progression Framework
- Literacy
- Mathematics

Transition

Cultural Responsiveness

Learner Support

Using Evidence Effectively

Literacy | Maths | Science

Coaching
- Strengths Based
- ASL's
- WSL's
- Middle L's
- ELN (FCI/PC)

TEACHING AS INQUIRY and COLLABORATION

Strategies for improvement:

6. <u>Teaching as Inquiry</u> - investigating our practice with deliberate acts of teaching in order to have an impact on student outcomes
7. <u>Coaching</u>: ASLs to support school leaders (middle leaders, WSL) to investigate artifacts to ensure changes in practice are having a positive impact on student outcomes
8. <u>Consistent Data</u>: Intentional shared and moderated data for understanding the curriculum levels/progress outcomes with utilising the ASL to coach WSL/middle leaders. Data informed decision making vs. Data driven
9. The Understand, Know, Do Framework - this is the basis of the curriculum refresh to ensure that learning is not left to chance
10. The Common Practice Model (CPM) - will be designed by the Ministry in collaboration with the sector over the coming years with the curriculum refresh. Our Kahui Ako will use this model to gather "what good looks like" in our community and ensure teachers and leaders are supported in their kura to implement the curriculum changes.

Initiative	Why (purpose)	Who	When	Measures
Moderation Groups & Coaching for: 1) Writing 2) Mathematics 3) Structured Literacy/ The Code spelling 4) Reading comprehension	Keeping an alignment across schools to build a coherent pathway in curriculum areas ● English ● Mathematics & Statistics ● ANZh* _Resources:_ ANZh (MOE) & ANZh website to support staff	ASL to facilitate moderation meetings of key staff in each school Key staff in each school then lead the moderation process internally ASLs coordinate and create an example bank of each aspect and what the signposts within each aspect looks like ASL to coordinate in school moderation challenges one to one with some teachers as identified by school leads ASL to support **coaching conversations** around data in writing for improved	ASL availability	● **PaCT writing tool** - collation dates T2 W7 and T4 W4 Individual school assessments to support data anaylsis: ● easTTle reading ● easTTle maths ● BSLA ● Phonological Awareness Tool ● The Code Spelling Sheets ● Collaborative inquiry OTJs

		practice Curate best practice of an effective programme within each curriculum		
Coaching	The biggest impact on student outcomes occurs when teachers reflect on their practice and the impact they have on outcomes. Employing a consistent coaching model in the KA, our ASL and leaders will build capabilities in coaching for our staff and improve outcomes for our students.	External facilitator (J.S from The Education Group) to ASLs to support school leaders (middle leaders, WSL) to investigate artifacts to ensure changes in practice are having a positive impact on student outcomes	2023 2023/2024	• Kahui Ako school coaching rubric baseline data and post data • Individual competencies coaching rubric baseline data and post data after PLD
Transitions • ECE to Primary • Primary to Int. • Int. to College	To ensure our learners are well orientated to the next Kura and there are strong relationships between staff to share information on learners	ASL coordinates sector transition points to enable visits to occur	2022/2023/2024	Feedback from learners will be gathered and transition programmes tweaked accordingly. Programme to include orientation visits to provide a taster of kura, student to student sessions, and teacher interactions
Learning Support • Emotion Regulation • Anxiety • SENCO support	To ensure our learners are supported and included in each kura to access the curriculum for improved outcomes (physical, emotional, academic)	ASL to work with in school to support learners and upskill teacher/leaders in emotional regulation External provider to upskill Staff by workshop/s on Anxiety and Emotional Regulation, parental support through	Support Register 2022/2023/2024	A Learning Support register will be used across KA kura to share information on learners through the pathway Staff and parent voice collected after PLD

register		parent evenings and Triple P offered ASL to coordinate with SENCO across schools to moderate entries that are consistent and reliable What are the needs and how to identify addressing these together		

Achievement Challenges 2023

While the overall achievement in all of the schools is above National averages the importance of raising literacy, levels remains a priority. All of the schools learnt a great deal during the early years of the Kāhui Ako and will continue to focus on literacy.

Collectively the schools have also learnt a lot about the importance of wellbeing, and this will become our secondary focus area.

We aim to achieve the following goals:

Goal 1A: Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in **writing** with a focus on Maori, Pacific and male learners.

   A. All learners in Year 1-6 by at least 15% from 65% to 80%;1345/1682 Learners
   B. **All Māori** learners in years 1-6 by at least 30% from **50%** to 80%, 123/153 learners
   C. **All Pacific** learners in years 1-6 by at least 33% from **47%** to 80%, 100/125 learners
   D. **All Male** learners in years 1-6 by at least 22% from **58%** to 80%,663/829 learners

Goal 1B: Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in **writing** with a focus on Maori, Pacific and male learners.

   A. All learners in Year 8 by at least 13% from **67%** to 80%, 217/271 learners
   B. All Māori learners in year 8 by at least 24% from **56%** to 80%, 22/27 learners
   C. All Pacific leaners in year 8 by at least 34% from **46%** to 80%,20/25 learners
   D. All Male learners in year 8 by at least 24% from **56%** to 80%, 102/128 learners

Goal 2A: Lift the achievement of all learners in years 1-6 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

   A. All learners in years 1-6 by at least 8% from **72%** to 80%, 1345 learners out of 1682 (80%)
   B. All Māori learners in years 1-6 by at least 18% from **62%** to 80%, Overall: 123/155 (80%)
   C. All Pacific learners in years 1-6 by at least 26% from 54% to 80%, Overall: 100/125 (80%)
   D. All Male learners in years 1-6 by at least 27% from 53% to 80%, Overall: 663/829 (80%)

Goal 2B: Lift the achievement of all learners in year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

   A. All learners in year 8 by at least 9% from **71%** to 80%,217/271 learners
   B. All Māori learners in year 8 by at least 24% from **71%** to 80%, 123/155 learners
   C. All Pacific learners in year 8 by at least 23% from **57%** to 80%, 100/125 learners
   D. All Male learners in year 8 by at least 16% from **64%** to 80%, 663/829 learners

Goal 2C: By the end of 2022 lift the achievement of all learners in Year 10 to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners

   A. All learners in year 10 by at least 5% from 80% to 85%,363/428 learners
   B. All Māori learners in year 10 by at least 13% from 72% to 85%, 36/43 learners
   C. All Pacific learners in year 10 by at least 27% from 58% to 85%, 34/41 learners
   D. All Male learners in year 10 by at least 11% from 74% to 85%, 204/241 learners

Goal 3: Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in **NCEA**

   A. All learners in Years 11-13 by at least 3% from 82% to 85%; 1088/1281 learners
   B. All Māori learners in years 11-13 by at least 10% from 75% to 85%; 93/111 learners
   C. All Pacific leaners in years 11-13 by at least 23% from 62% to 85%; 121/144 learners
   D. All Male learners in year 11-13 by at least 4% from 81% to 85%; 577/680 learners

Achievement Challenge Targets 2023

<table>
<tr><td colspan="4" style="background:yellow">Goal 1A: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in <strong style="color:red">writing with a focus on Maori, Pacific and male learners to 80%.</td></tr>
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Goal	2019 EOY data (pre covid)	2022 EOY data	2023 Targets
All learners in years 1-6 by at least 15% from **65%** to 80%,	SHS: 432 out of 540; 80% EPS: 477 out of 654; 73% WS: 554 out of 684; 81% Overall: 1463 out of 1878; 79%	SHS: 335 out of 459; 73% EPS: 273 out of 577; 47% WS: 543 out of 745; 73% **Overall: 1151 out of 1781; 65%**	SHS: 364/456 = 80% EPS: 411/514 = 80% WS: 570/712 = 80% **Overall: 1345/1682 (80%)**
All Māori learners in years 1-6 by at least 30% from **50%** to 80%,	SHS: 30 out of 42; 71% EPS: 48 out of 76; 63% WS: 39 out of 51; 76% Overall: 117 out of 169; 69%	SHS: 29 out of 43; 67% EPS: 16 out of 57; 28% WS: 37 out of 64; 58% **Overall: 82 out of 164; 50%**	SHS:33/41 = 80% EPS: 32/40 = 80% WS: 58/72 = 80% **Overall: 123/153 (80%)**
All Pacific learners in years 1-6 by at least 33% from **47%** to 80%,	SHS: 3 out of 8; 38% EPS: 51 out of 79; 65% WS: 34 out of 42; 81% Overall: 88 out of 129; 68%	SHS: 4 out of 7; 57% EPS: 27 out of 80; 34% WS: 29 out of 41; 70% **Overall: 60 out of 128; 47%**	SHS: 7/9 = 80% EPS: 58/72 = 80% WS: 35/44 = 80% **Overall: 100/125 (80%)**
All Male learners in years 1-6 by at least 22% from **58%** to 80%,	SHS: 199 out of 281; 71% EPS: 222 out of 327; 68% WS: 276 out of 357; 77% Overall: 697 out of 965; 72%	SHS: 188 out of 294; 64% EPS: 117 out of 283; 41% WS: 247 out of 368; 67% **Overall: 552 out of 945; 58%**	SHS: 174/217 = 80% EPS: 200/250 = 80% WS: 289/362 = 80% **Overall: 663/829 (80%)**
All learners in year 8 by at least 13% from **67%** to 80%,	212 out of 303; 70%	157 of 236; **67%**	FCI: 217 out of 271=80%
All Māori learners in year 8 by at least 24% from **56%** to 80%,	28 out of 41; 68%	14 of 25; **56%**	FCI: 22 out of 27 = 80%
All Pacific learners in year 8 by at least 34% from **46%** to 80%,	11 out of 17; 65%	6 out of 13; **46%**	FCI: 20 out of 25 = 80%
All Male learners in year 8 by at least 24% from **56%** to 80%,	88 out of 156; 56%	65 out of 116; **56%**	FCI: 102 out of 128 = 80%

Goal 2A&B: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners to 80%.

Goal	2019 EOY data (pre covid)	2022 EOY data	2023 Targets
All learners in years 1-6 by at least 8% from **72%** to 80%, (135 learners to shift)	SHS: 454 out of 540; 84% EPS: 453 out of 647; 70% WS: 576 out of 684; 84% Overall: 1483 out of 1871; 79%	SHS: 353 out of 459; 77% EPS: 352 out of 577; 61% WS: 566 out of 745; 76% **Overall: 1271 out of 1781; 72%**	SHS: 364/456 = 80% EPS: 411/514 = 80% WS: 570/712 = 80% **Overall: 1345/1682 (80%)**
All Māori learners in years 1-6 by at least 18% from **62%** to 80%, (28 learners to shift)	SHS: 35 out of 42; 83% EPS: 42 out of 75; 56% WS: 42 out of 51; 82% Overall: 119 out of 168; 72%	SHS: 31 out of 43; 72% EPS: 30 out of 57; 53% WS: 40 out of 64; 62% **Overall: 101 out of 164; 62%**	SHS:33/41 = 80% EPS:32/40 = 80% WS: 58/72 = 80% **Overall: 123/155 (80%)**
All Pacific learners in years 1-6 by at least 26% from **54%** to 80%, (33 learners to shift)	SHS: 5 out of 8; 63% EPS: 46 out of 79; 58% WS: 37 out of 42; 88% Overall: 88 out of 129; 68%	SHS: 4 out of 7; 57% EPS: 36 out of 80; 45% WS: 29 out of 41; 68% **Overall: 69 out of 128; 54%**	SHS: 7/9 = 80% EPS: 58/72 = 80% WS: 35/44 = 80% **Overall: 100/125 (80%)**
All Male learners in years 1-6 by at least 27% from **53% to 80%**, (224 Learners to shift)	SHS: 225 out of 281; 80% EPS: 222 out of 327; 68% WS: 298 out of 357; 81% Overall: 745 out of 965; 77%	SHS:218 out of 294; 74% EPS: 168 out of 577; 59% WS: 272 out of 368; 74% **Overall: 658 out of 1239; 53%**	SHS: 174/217 = 80% EPS: 200/250 = 80% WS: 289/362 = 80% **Overall: 663/829 (80%)**
All learners in year 8 by at least 9% from **71%** to 80%,	244 out of 303; 81%	167 out of 235; 71%	FCI: 217 out of 271 = 80%
All Māori learners in year 8 by at least 24% from **71%** to 80%,	36 out of 41; 88%	14 out of 25; 56 %	FCI: 22 out of 27 = 80%
All Pacific learners in year 8 by at least 23% from **57%** to 80%,	13 out of 17; 76%	8 out of 14; 57%	FCI: 20 out of 25 = 80%
All Male learners in year 8 by at least 16% from **64%** to 80%,	114 out of 156; 73%	74 out of 116; 64%	FCI: 102 out of 128 = 80%

Goal 2C: By the end of 2023 lift the achievement of all learners in **Year 10** to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners to 85%			
Goal	**2019 EOY data (pre covid)**	**EOY 2022 data**	**2023 Target**
All learners in year 10 by at least 5% from **80%** to 85%,	281 out of 337 learners 83%	340 of 425 learners 80%	85% 363 out of 428
All Māori learners in year 10 by at least 13% from **72%** to 85%,	22 out of 32 learners 69%	31 out of 43 learners 72%	85% 36 out of 43
All Pacific learners in year 10 by at least 27% from **58% to 85%**	20 out of 24 learners 83%	29 out of 50 learners 58%	85% 34 out of 41
All Male learners in year 10 by at least 11% from **74%** to 85%,	155 out of 189 learners 82%	166 out of 224 learners 74%	85% 204 out of 241

Goal 3: Lift the achievement of all learners in **years 11 - 13** from not achieve to achieved in **NCEA**			
Goal	**2019 EOY data (pre covid)**	**2022 EOY data**	**2023 Targets**
All learners in years 11-13 to have an NCEA pass rate of at least 85% (3% shift)	Yr 11 – NCEA level 1- 365 out of 418 - 87% Yr 12 – NCEA level 2- 352 out of 409 – 86% Yr 13 – NCEA level 3 -315 out of 380 – 83% Overall, 1032 out of 1207 achieved NCEA 85%	Yr 11 – NCEA level 1 - 378 out of 467 - 81% Yr 12 – NCEA level 2 - 329 out of 387 - 85% Yr 13 – NCEA level 3 - 280 out of 350 - 80% Overall, 987 out of 1204 achieved NCEA 82%	Yr 11 - NCEA level 1 = 85% 395 out of 465 Yr 12 - NCEA level 2 = 85% 394 out of 464 Yr 13 - NCEA level 3 = 85% (299 out of 352) **Overall: 1088/1281**
All Māori learners in Years 11-13 have an NCEA pass rate of at least 85% (10% shift)	Yr 11 – NCEA level 1- 32 out of 42 – 76% Yr 12 – NCEA level 2- 33 out of 46 – 72% Yr 13 – NCEA level 3 -26 out of 37 – 70% Overall, 91 out of 125 achieved NCEA 73%	Yr 11 – NCEA level 1 - 34 out of 45 - 76% Yr 12 – NCEA level 2 - 26 out of 38 - 70% Yr 13 – NCEA level 3 - 25 out of 29 - 88% Overall, 85 out of 112 achieved NCEA 75%	Yr 11 - NCEA level 1 = 85% 35 out of 42 Yr 12 - NCEA level 2 = 85% 35 out of 41 Yr 13 - NCEA level 3 = 85% 23 out of 28 **Overall: 93/111**
All Pacific learners in Years 11-13 have an NCEA pass rate of at least 85% (23% shift)	Yr 11 – NCEA level 1 - 29 out of 37 – 78% Yr 12 – NCEA level 2 - 31 out of 38 – 82% Yr 13 – NCEA level 3 - 32 out of 41 – 78% Overall, 92 out of 116 achieved NCEA 79%	Yr 11 – NCEA level 1 - 37 out of 57 - 65% Yr 12 – NCEA level 2 - 27 out of 45 - 61% Yr 13 – NCEA level 3 - 20 out of 32 - 64% Overall, 84 out of 134 achieved NCEA 62%	Yr 11 - NCEA level 1 = 85% 45 out of 53 Yr 12 - NCEA level 2 = 85% 46 out of 55 Yr 13 - NCEA level 3 = 85% 30 out of 36 **Overall: 121/144**
All Male learners in Years 11-13 have an NCEA pass rate of at least 85% (4% shift)	Yr 11 – NCEA level 1- 185 out of 214 – 86% Yr 12 – NCEA level 2- 173 out of 204 – 85% Yr 13 – NCEA level 3 -152 out of 195 – 78% Overall, 510 out of 613 achieved NCEA 83%	Yr 11 – NCEA level 1 - 189 out of 234 - 81% Yr 12 – NCEA level 2 - 196 out of 228 - 86% Yr 13 – NCEA level 3 - 148 out of 191 - 78% Overall, 533 out of 653 achieved NCEA 81%	Yr 11 - NCEA level 1 = 85% 208 out of 245 Yr 12 - NCEA level 2 = 85% 200 out of 236 Yr 13 - NCEA level 3 =85% 169 out of 199 **Overall: 577/680**

Organisation and Structure

Leadership

- The Lead principal of the Kāhui Ako will coordinate and liaise with each of the school principals, in order to support and promote successful outcomes across the network.

- The 'across-school' leaders (ASL) will coordinate and liaise with the Kāhui Ako Lead Principal in order to develop the detail of work streams arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the network.

- The 'across school' leaders (ASL) will use a collaborative inquiry approach to develop specific responses to the Kāhui Ako achievement challenge and work with the appointed 'in-school' lead teachers (WSL) and other school leaders to co-construct school-based strategies.

- The across-school leaders (ASL) will provide skills and expertise related to Inquiry, coaching and change management

- The Lead Principal and the across-school lead teachers will set up an evaluative framework to measure effectiveness of actions undertaken and next steps.

Reporting

Reports to Boards.

The Lead Principal will co-ordinate the preparation of reports for Board of Trustees to be supplied regularly throughout the year (Each term and an annual report). These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
- Emerging evidence of changes in pedagogy and school practices or culture
- Depth of understanding of the inquiry process
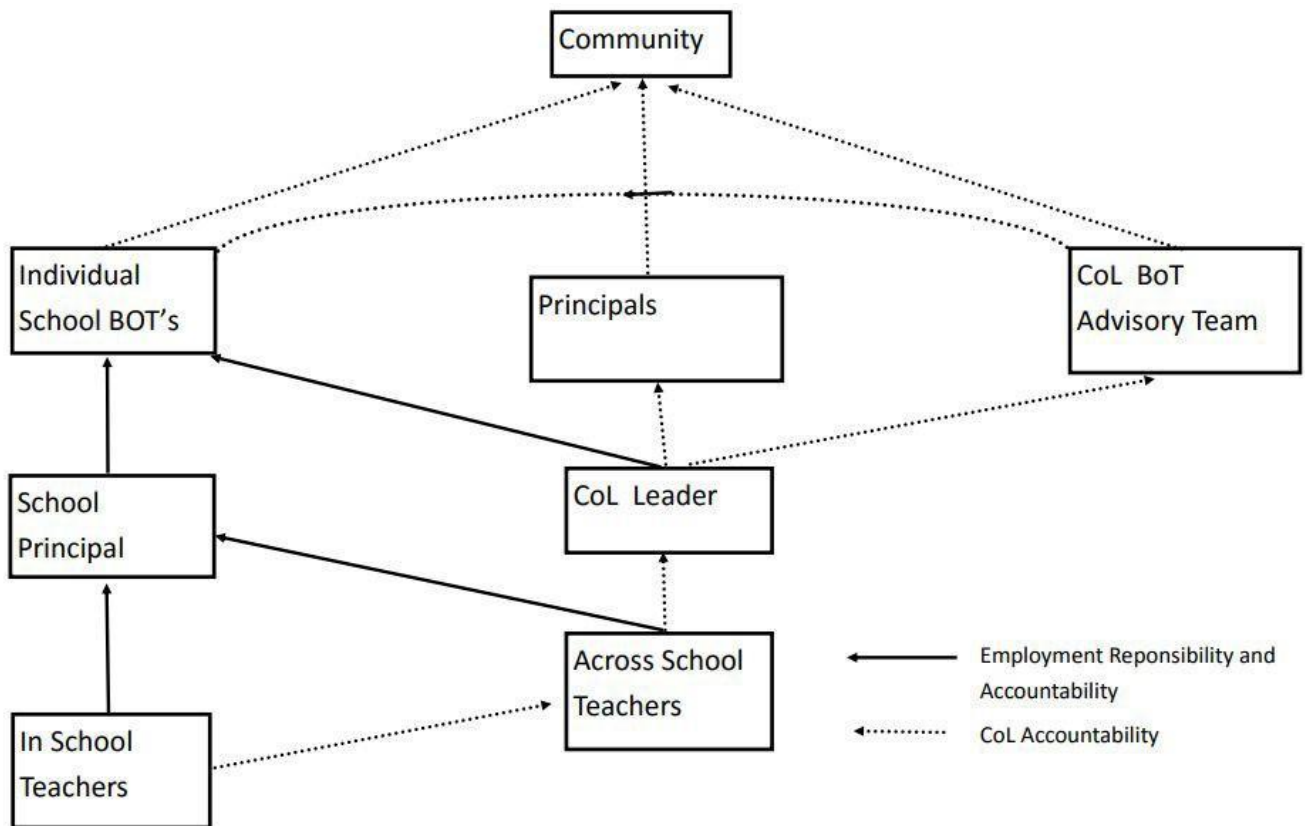- Commitment to the four critical foundations
- Issues arising

Charters

The community's achievement challenges will be reflected in each school's charter and reported on in the Analysis of Variance.

Governance and Communication

- Board advisory team (BAT) (a Board representative from each of the school is invited to be on this Board plus the individual school Principals and the Kāhui Ako leader)
- Media statements and communication to be authorised only by the Kāhui Ako leader
- Kāhui Ako leader to report on progress of achievement challenges termly to Boards
- Principals to meet monthly
- Across schools' teachers to report to Kāhui Ako leader monthly, or as required
- Additional special focus roles will report directly to the Kāhui Ako leader

Accountability

Diagram showing accountability relationships between Community, Individual School BOT's, Principals, CoL BoT Advisory Team, School Principal, CoL Leader, In School Teachers, and Across School Teachers.

Legend:
- Employment Reponsibility and Accountability (solid arrow)
- CoL Accountability (dotted arrow)

Appendix 1: Te ara Mana-ā-Kura Community of Learning Code of Conduct and Memorandum of Understanding

Code of Conduct for the Te ara Mana-ā-Kura Community of Learning.

Participation in our community of Learning requires a commitment to an agreed Code of Conduct. In this regard, we adhere to the following principles:

- All participants will be respectful of each other's view and opinions
- All participants will undertake to read and engage in an informed professional manner to the discussions and the development of the Community of Learning (Kāhui Ako)
- All participants will value new learning, provide feedback, feed-forward and treat shared information in a professional and confidential manner
- In the case of a dispute or breakdown in communication issues will be referred to the leader of the Kāhui Ako. Where the leader is involved or is unable to resolve differences, three other members of the principal's group will meet to collaboratively resolve the dispute
- All positions of service for the community agree to abide by the guiding principles of the Kāhui Ako which values the uniqueness of each school
- Appointments to the positions of cross school leadership will involve the collective wisdom and involvement of all leaders in schools where an appointee shall work, but will always be representative of the spread of schools with the Kāhui Ako

In promoting equity for all kura and ākonga, we are all committed to:

- Manaakitanga - a collective responsibility for caring for the well-being of all
- Whanaungatanga - establishing meaningful relationships, through shared experiences and working together providing all with a sense of belonging
- Ako - taking responsibility for learning, respecting the reciprocity between the teacher and the learner and learning from each other
- Kotahitanga - unity, togetherness, solidarity, collective action
- Mahi tahi - co-operation, leadership for everyone, travelling in the same direction - with the same purpose
- Wananga - well researched, robust and thoughtful discussions, dynamic sharing of idea

Memorandum of Understanding

The Boards and Principals of the schools in the Te ara Mana-ā-Kura Kāhui Ako (Farm Cove Kāhui Ako) agree to:

- Abide by the agreed code of conduct
- Work collaboratively to raise student achievement
- Adhere to the agreed Privacy Protocols (appendix 2)

Variation to the Achievement Plan:

If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- Challenges being addressed
- The approaches used to address them
- Changes to milestone/review dates

Substantial changes will necessitate our Community of Learning to agree to the amended plan.

a) We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

- Change to the composition to this Community of Learning
  (1.) **Joining:** Where an ECE/Kura/School is to join our Kāhui Ako, the Ministry is to be informed of this prior to the change taking effect.
  (2.) **Withdrawing:** Where any Board elects to leave our Community of Learning, they will provide notice no later than the end of Term 2 to our Kāhui Ako and the MOE. The withdrawal will take effect from the start of the following school year. *This does not preclude a withdrawing kura/school from participating in another* Kāhui Ako *without resourcing during this period of notice.*

b) We acknowledge that our agreement to clauses a, 1 & 2 have resourcing and employment relations implications for the ECE/Kura/Schools in our Kāhui Ako:
   Particularly:
   (3) where one of the roles is employed by a departing ECE/Kura/School
   (4) where the departing ECE/ Kura/School is critical to the maintenance of the akonga's/student's pathways within the Kāhui Ako

c) Changes to the composition to our Kāhui Ako will require
   (5) approval by the Ministry of Education
   (6) amendment to the list of signatories to this Agreement

d) Disestablishment of the Community of Learning:
   If prior to the termination date of this agreement, our Kāhui Ako determines to disestablish, we will notify the Ministry of Education of this intent immediately.

   We acknowledge the same conditions as in clause a (2) Withdrawing- apply to disestablishment.

Appendix 2: Community of Learning Privacy Protocol

The purpose of this protocol is to guide information sharing and privacy of information associated with forming and operating our Community of Learning. This protocol is for Boards, Principals, Teachers and other Community members associated with this Community of Learning (Kāhui Ako).

Principles for Sharing Aggregated Information

As part of the formation and operation of our Community of Learning, schools will share aggregated information about their school. These are the Six Key Principles that our Community of Learning will apply when sharing aggregated information.

- Schools should give permission for their information to be used by the Kāhui Ako and may specify what the information may be used for.
- The information provided by schools must not include personal information that can be, or could be used to identify an individual student or staff member
- The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information
- School information should be accurate, timely and collected using the agreed assessments and methods
- The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit and mitigate the sensitivities and risks around any information shared prior to sharing it.
- Schools with the community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for our Community of Learning

- When the community requests information from schools within the Community of Learning, it will specify what information is required and for what purpose it will be used.
- Information provided by schools can only be used for the purpose that it has been collected unless the school gives permission for it to be used for another purpose
- By providing the information, schools are giving permission for their information to be used by the Kāhui Ako, but permission will not extend beyond the purpose for which the information has been collected unless further permission has been granted.
- Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
- The Community will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that information is readily available.
- Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information

Communities of Learning will gain access to personal information through the selection of staff to the new Community of Learning Roles.

- Applicants should be told what personal information about them is being collected and why
- Applicants should be told who the information will be shared with
- Applicants should be given the opportunity to correct or update any information held about them
- Applicant's information will only be used for the purpose for which it is collected

Privacy of Personal Information for staff in Community of Learning roles

Staff appointed to the across Community of Learning roles will also have access to personal information about staff and students. Staff in these roles should ensure that any personal information about staff and students acquired in the performance of their duties is kept confidential or is made anonymous. They will be responsible for ensure that the information held by them in the performance of their Kāhui Ako role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

- Where a request for official information is made by a third party to the Kāhui Ako, that request should be forwarded to the appropriate school to provide a response in accordance with the Official

Information Act 1982
- Where a third-party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the school /kura which is the prime holder or generator in accordance with Section 14 or the Official Information Act 1982.
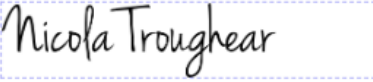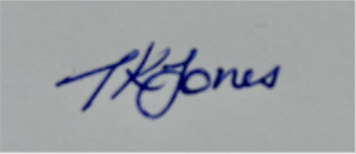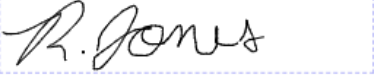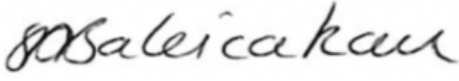
Appendix 3: Agreement Timeframe

This Agreement if for a period of three years commencing 2020.

Review of agreement: One Year prior to the end of this term, the schools in this Kāhui Ako will formally review whether to continue with its current composition.

Signatories to:
Te ara Mana- ā-kura (Farm Cove Community of Learning)
Code of Conduct and Memorandum of Understanding

Pakuranga College	*Nicola Troughear* Presiding Member	*Michael Williams* Principal
Farm Cove Intermediate School	*Piper* Presiding Member	*TKJones* Principal
Elm Park School	*R. Jones* Presiding Member	*Saleicakau* Principal
Sunnyhills School	Presiding Member	Principal
Wakaaranga School	Presiding Member	Principal

Appendix 4

Te ara Mana-ā-Kura Kahui Ako
Farm Cove Community of Learning
2022 Analysis of Variance

Goal 1A: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in **writing** with a focus on Maori, Pacific and male learners.

Goal	End of 2019	2022 Target	2022 EOY data	Comment for Review 2023
All learners in years 1-6 by at least 6% from **79%** to 85%, (132 learners)	SHS: 432 out of 540; 80% EPS: 477 out of 654; 73% WS: 554 out of 684; 81% Overall: 1463 out of 1878; 79%	SHS: 470 out of 540; 87% EPS: 523 out of 654; 80% WS: 602 out of 684; 88% Overall: 1595 out of 1878; 85% 132 additional learners achieving at or above the expected curriculum level	SHS: 335 out of 459; 73% EPS: 273 out of 577; 47% WS: 543 out of 745; 73% **Overall: 1151 out of 1781; 65%**	The targets initially set were too high coming off the end of 2 years of covid and with no Data being collected in 2020/2021 In 2022, we had our first year of learning the Curriculum Progress Tools for Writing (PaCT). In 2023, we will have our first data available as a base line for the Kahui Ako at the mid year data collection point. Moving forward now that we have had a solid year of uninterrupted learning we will aim for 80% across all learners to be achieving at an above curriculum expectations.
All Māori learners in years 1-6 by at least 12% from **69%** to 81%, (19 learners)	SHS: 30 out of 42; 71% EPS: 48 out of 76; 63% WS: 39 out of 51; 76% Overall: 117 out of 169; 69%	SHS: 36 out of 42; 86% EPS: 57 out of 76; 75% WS: 43 out of 51; 85% Overall: 136 out of 169; 81% 19 additional Māori learners achieving at or above the expected curriculum level	SHS: 29 out of 43; 67% EPS: 16 out of 57; 28% WS: 37 out of 64; 58% **Overall: 82 out of 164; 50%**	
All Pacific learners in years 1-6 by at least 13% from **68%** to 81%, (17 learners)	SHS: 3 out of 8; 38% EPS: 51 out of 79; 65% WS: 34 out of 42; 81% Overall: 88 out of 129; 68%	SHS: 6 out of 8; 75% EPS: 63 out of 79; 80% WS: 36 out of 42; 86% Overall: 105 out of 129; 81% 17 additional Pacific learners achieving at or above the expected curriculum level	SHS: 4 out of 7; 57% EPS: 27 out of 80; 34% WS: 29 out of 41; 70% **Overall: 60 out of 128; 47%**	
All Male learners in years 1-6 by at least 8% from **72%** to 80%, (98 learners)	SHS: 199 out of 281; 71% EPS: 222 out of 327; 68% WS: 276 out of 357; 77% Overall: 697 out of 965; 72%	SHS: 230 out of 281; 82% EPS: 262 out of 327; 80% WS: 303 out of 357; 85% Overall: 795 out of 965; 80% 98 additional Male learners achieving at or above the expected curriculum level	SHS: 188 out of 294; 64% EPS: 117 out of 283; 41% WS: 247 out of 368; 67% **Overall: 552 out of 945; 58%**	
All learners in year 8 by at least 15% from **70%** to 85%,	212 out of 303; 70%	258 out of 303; 85% 46 additional learners achieving at or above the expected curriculum level	157 of 236; 67%	

All Māori learners in year 8 by at least 17% from **68%** to 85%,	28 out of 41; 68%	35 out of 41; 85% 7 additional Māori learners achieving at or above the expected curriculum level	14 of 25; 56%	
All Pacific learners in year 8 by at least 18% from **65%** to 83%,	11 out of 17; 65%	14 out of 17; 83% 3 additional learners achieving at or above the expected curriculum level	6 out of 13; 46%	
All Male learners in year 8 by at least 24% from **56%** to 80%,	88 out of 156; 56%	125 out of 156; 80% 37 additional learners achieving at or above the expected curriculum level	65 out of 116; 56%	

Goal 2A&B: Lift the achievement of all learners in years 1-6 and year 8 from Below to Achieving at or Above the expected curriculum level in **Reading** with a focus on Maori, Pacific and male learners.

Goal	End of 2019	2022 Target	2022 EOY data	Comment for Review 2023
All learners in years 1-6 by at least 8% from **79%** to 87%, (136 learners).	SHS: 454 out of 540; 84% EPS: 453 out of 647; 70% WS: 576 out of 684; 84% Overall: 1483 out of 1871; 79%	SHS: 486 out of 540; 90% EPS: 518 out of 647; 80% WS: 616 out of 684; 90% Overall: 1619 out of 1871; 87% 136 additional learners achieving at or above the expected curriculum level	SHS: 353 out of 459; 77% EPS: 352 out of 577; 61% WS: 566 out of 745; 76% **Overall: 1271 out of 1781; 72%**	The targets initially set were too high coming off the end of 2 years of covid and with no Data being collected in 2020/2021 In 2022 all primary schools started working on a structured literacy pedagogy, particularly in the junior years. This will be a focus moving through out the primary years and into Years 3-8 with The Code Spelling Moving forward now that we have had a solid year of uninterrupted learning we will aim for 80% across all learners to be achieving at an above curriculum expectations.
All Māori learners in years 1-6 by at least 12 from **71%** to 83%, (21 learners).	SHS: 35 out of 42; 83% EPS: 42 out of 75; 56% WS: 42 out of 51; 82% Overall: 119 out of 168; 72%	SHS: 38 out of 42; 90% EPS: 56 out of 75; 75% WS: 46 out of 51; 90% Overall: 140 out of 168; 83% 21 additional Māori learners achieving at or above the expected curriculum level	SHS: 31 out of 43; 72% EPS: 30 out of 57; 53% WS: 40 out of 64; 62% **Overall: 101 out of 164; 62%**	
All Pacific learners in years 1-6 by at least 12% from **68%** to 80%, (15 learners).	SHS: 5 out of 8; 63% EPS: 46 out of 79; 58% WS: 37 out of 42; 88% Overall: 88 out of 129; 68%	SHS: 6 out of 8; 75% EPS: 59 out of 79; 75% WS: 38 out of 42; 90% Overall: 103 out of 129; 80% 15 additional Pacific learners achieving at or above the expected curriculum level	SHS: 4 out of 7; 57% EPS: 36 out of 80; 45% WS: 29 out of 41; 68% **Overall: 69 out of 128; 54%**	
All Male learners in years 1-6 by at least 8% from **77%** to	SHS: 225 out of 281; 80% EPS: 222 out of 327; 68% WS: 298 out of 357; 81%	SHS: 239 out of 281; 85% EPS: 278 out of 327; 75% WS: 303 out of 357; 85%	SHS:218 out of 294; 74% EPS: 168 out of 577; 59% WS: 272 out of 368; 74%	

85%, (75 learners).	Overall: 745 out of 965; 77%	Overall: 820 out of 965; 85% 75 additional Male learners achieving at or above the expected curriculum level	**Overall: 658 out of 1239; 53%**	
All learners in year 8 by at least 9% from **81%** to 90%, (29 learners)	244 out of 303; 81%	273 out of 303; 90% 29 additional learners achieving at or above the expected curriculum level	167 out of 235; 71%	
All Māori learners in year 8 by at least 2% from **88%** to 90%, (1 learner).	36 out of 41; 88%	37 out of 41; 90% 1 additional Māori learner achieving at or above the expected curriculum level	14 out of 25; 56 %	
All Pacific learners in year 8 by at least 14% from **76%** to 90%, (2 learners).	13 out of 17; 76%	15 out of 17; 90% 2 additional learners achieving at or above the expected curriculum level	8 out of 14; 57%	
All Male learners in year 8 by at least 24% from **73%** to 85%, (19 learners).	114 out of 156; 73%	133 out of 156; 85% 19 additional learners achieving at or above the expected curriculum level	74 out of 116; 64%	

Goal 2C: By the end of 2022 lift the achievement of all learners in Year 10 to Above Stanine 3 in **Reading Comprehension** with a focus on all Male, Maori and Pacific learners				
Goal	**End of 2019**	**2022 Target**	**EOY 2022 data**	**Comment for Review 2023**
All learners in year 10 by at least 5% from **80%** to 85%,	281 out of 337 learners 83%	303 out of 337 learners 90%, 22 additional learners with reading comprehension above stanine 3	340 of 425 learners 80%	
All Māori learners in year 10 by at least 13% from **72%** to 85%,	22 out of 32 learners 69%	27 out of 32 learners 85%, 5 additional Māori learners with reading comprehension above stanine 3	31 out of 43 learners 72%	
All Pacific learners in				

year 10 by at least 27% from **58**% to 85%,	20 out of 24 learners 83%	21 out of 24 learners 87%, 1 additional Pacific learner with reading comprehension above stanine 3	29 out of 50 learners 58%	
All Male learners in year 10 by at least 11% from **74%** to 85%,	155 out of 189 learners 82%	161 out of 189 learners 85%, 6 additional learners with reading comprehension above stanine 3	166 out of 224 learners 74%	

Goal 3: Lift the reported level of student wellbeing in Years 4 to 10				
Goal	**End of 2019**	**2022 Target**	**2022 EOY data**	**Comment for Review 2023**
Increase the percentage of All learners responding positively to the question "I feel I belong at school"				
In Years 4 -6 by at least 5% from 85% to 90% (25 learners)	SHS: 230 out of 256; 90% EPS: 197 out of 249; 79% WS: no data Overall: 428 out of 505; 85%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 362; 90% Overall: 780 out of 867; 90% 25 additional learners responding positively regarding their wellbeing	SHS: 172 out of 200: 86% EPS: 182 out of 228: 79.8% WS: 263 out of 292; 89% **Overall: 617/720 =86% primary**	
In Years 7 & 8 to 90%	No data	554 out of 611: 90%	FCI:328 out of 536 61%	
In Years 9 & 10 by at least 8% from 72% to 80%	532 out of 738: 72%	590 out of 738: 80% 58 additional learners responding positively regarding their wellbeing	488 out of 594: 82%	
Increase the percentage of All learners responding positively to the question "Teachers are interested in my culture and family"				
In Years 4 -6 by at least 15% from 75% to 90% (75 learners)	SHS: 220 out of 256; 86% EPS: 159 out of 249; 64% WS: no data Overall: 379 out of 505; 75%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 362; 90% Overall: 780 out of 876; 90% 75 additional learners responding positively regarding their wellbeing	SHS:141 out of 200: 70.5% EPS: 136 out of 228 : 59.6% WS: 222 out of 292; 76% **Overall: 499/720 = 69% primary**	
In Years 7 & 8 to 90%	No data	554 out of 611: 90%	FCI: 328 out of 536: 72%	
In Years 9 & 10 by at least 31% from 49% to 80% (229 learners)	361 out of 738: 49%	590 out of 738: 80% 229 additional learners responding positively regarding their wellbeing	359 out of 594: 60.4%	
Increase the percentage of All learners responding positively to the question "I feel safe at school"				
In Years 4 -6 by at least 15% from 75% to 90% (27 learners)	SHS: 229 out of 256; 86% EPS: 198 out of 249; 64% WS: no data Overall: 379 out of 505; 75%	SHS: 230 out of 256; 90% EPS: 224 out of 249; 90% WS: 326 out of 326; 90% Overall: 780 out of 876; 90% 27 additional learners responding positively regarding their wellbeing	SHS:169 out of 200: 84.5% EPS: 187 out of 228 : 82.02% WS: 259 out of 292; 87% Overall: 615 out of 720 = 85% pri	
In Years 7 & 8 to 90%	No data	554 out of 611: 90%	FCI 328: out of 536 :79%	
In Years 9 & 10 by at least 8% from 77% to 85% (59 learners)	568 out of 738: 77%	627 out of 738: 85% 59 additional learners responding positively regarding their wellbeing	499 out of 594: 84.0%	

Goal 4: Lift the achievement of all learners in years 11 - 13 from not achieve to achieved in **NCEA**

Goal	End of 2019	2022 Target	2022 EOY data	Comment for Review 2023
All learners in years 11-13 to have an NCEA pass rate of at least 90%	Yr 11 – NCEA level 1- 365 out of 418 - 87% Yr 12 – NCEA level 2- 352 out of 409 – 86% Yr 13 – NCEA level 3 -315 out of 380 – 83% Overall, 1032 out of 1207 achieved NCEA 85%	Yr 11 – NCEA level 1- 376 out of 418 - 90% Yr 12 – NCEA level 2- 368 out of 409 – 90% Yr 13 – NCEA level 3 -342 out of 380 – 90% Overall, 1086 out of 1207 achieved NCEA 90% 54 Additional Learners achieving NCEA	Yr 11 – NCEA level 1 - 371 out of 467 - 79% Yr 12 – NCEA level 2 - 330 out of 387 - 85% Yr 13 – NCEA level 3 - 280 out of 350 - 80% ==Overall, 981 out of 1204 achieved NCEA 81%==	
All Māori learners in Years 11-13 have an NCEA pass rate of at least 85%	Yr 11 – NCEA level 1- 32 out of 42 – 76% Yr 12 – NCEA level 2- 33 out of 46 – 72% Yr 13 – NCEA level 3 -26 out of 37 – 70% Overall, 91 out of 125 achieved NCEA 73%	Yr 11 – NCEA level 1- 36 out of 42 - 86% Yr 12 – NCEA level 2- 39 out of 46 – 85% Yr 13 – NCEA level 3 -31 out of 37 – 84% Overall, 106 out of 125 achieved NCEA 85% 17 Additional Maori Learners achieving NCEA	Yr 11 – NCEA level 1 - 35 out of 45 - 78% Yr 12 – NCEA level 2 - 30 out of 38 - 79% Yr 13 – NCEA level 3 - 23 out of 29 - 79% ==Overall, 88 out of 112 achieved NCEA 79%==	
All Pacific learners in Years 11-13 have an NCEA pass rate of at least 85%	Yr 11 – NCEA level 1 - 29 out of 37 – 78% Yr 12 – NCEA level 2 - 31 out of 38 – 82% Yr 13 – NCEA level 3 - 32 out of 41 – 78% Overall, 92 out of 116 achieved NCEA 79%	Yr 11 – NCEA level 1- 32 out of 37 - 86% Yr 12 – NCEA level 2- 32 out of 38 – 84% Yr 13 – NCEA level 3 -35 out of 41 – 85% Overall, 99 out of 116 achieved NCEA 85% 7 Additional Pacific Learners achieving NCEA	Yr 11 – NCEA level 1 - 37 out of 57 - 65% Yr 12 – NCEA level 2 - 29 out of 45 - 64% Yr 13 – NCEA level 3 - 21 out of 32 - 66% ==Overall, 87 out of 134 achieved NCEA 65%==	
All Male learners in Years 11-13 have an NCEA	Yr 11 – NCEA level 1- 185 out of 214 – 86% Yr 12 – NCEA level 2- 173 out of	Yr 11 – NCEA level 1- 193 out of 214 - 90% Yr 12 – NCEA level 2- 184 out of	Yr 11 – NCEA level 1 - 186 out of 234 - 79% Yr 12 – NCEA level 2 - 197 out of	

| pass rate of at least 90% | 204 – 85%
Yr 13 – NCEA level 3 -152 out of 195 – 78%

Overall, 510 out of 613 achieved NCEA 83% | 204 – 90%
Yr 13 – NCEA level 3 -176 out of 195 – 90%

Overall, 553 out of 613 achieved NCEA 90%

43 Additional Male Learners achieving NCEA | 228 - 86%
Yr 13 – NCEA level 3 - 148 out of 191 - 77%

==Overall, 531 out of 653 achieved NCEA 81%== | |