

**ŌTĀHUHU COMMUNITY OF LEARNING  
ACHIEVEMENT CHALLENGE**



**Panama Road  
School**



**Otahuhu Primary  
School**



**Mount Richmond  
School**



**Otahuhu  
Intermediate  
School**



**Otahuhu  
College**

# ŌTĀHUHU COMMUNITY OF LEARNING ACHIEVEMENT CHALLENGE

## **Our Vision**

To raise learning achievement for all students, increasing opportunity and equity of outcomes and choices on the completion of their schooling in Ōtāhuhu.

Through greater collaboration within and across schools, teachers will improve practice and knowledge, resulting in increased student achievement and agency.

We will work with whanau and the wider community to understand and support the aspirations of our students.

Drawing strength from our cultural diversity, and sharing responsibility with the community for the well-being of our children. The Ōtāhuhu Community of Learning has high expectations that all children will achieve to the best of their abilities. Students will develop the attitudes and skills to grow as lifelong learners and successful members of the Ōtāhuhu community and New Zealand society.

## **Who We Are**

Our Community of Learning embraces Mount Richmond Special School, Ōtāhuhu School, Panama Road School, Ōtāhuhu Intermediate and Ōtāhuhu College with over 2000 students. The group has a history of collaboration through the Ōtāhuhu Principals' Association.

Otāhuhu's name is taken from the Māori name of a volcanic cone also known as Mount Richmond. In New Zealand's infancy the mountain was the first to see the Tainui waka coming down the Tamaki River after a long voyage from Hawaiki-nui. At its feet the seafarers hauled their waka across a strip of land less than a kilometre long to the Manukau Harbour before sailing on to Kawhia. Today, Portage Rd follows the path – approximately – they would have taken. Centuries later the mountain greeted chief Tahuhu-nui who brought his people south from Whangarei during the 15th century. The mountain gave them a home, offered up its body to the people who built a pa upon its crown, planted kumara into its ribcage and was the first to hear that the land surrounding was 'the place of Tāhuhu',

The majority of school aged population are either Māori or Pasifika and this reflects the census data from our community. The 2013 census shows that 16% of people living in the Mangere Ōtāhuhu area identify as Māori and 60% identify as Pasifika.. The largest Pasifika groups are Samoan, Tongan, Niuean and Cook Islander.

The Ōtāhuhu Community of Learning is rich with 49% of families speaking multiple languages, notably Te Reo Māori (6.1%), Samoan (19.6%), and Tongan (12.9%). Samoan and Tongan speakers are significantly more common in Ōtāhuhu than in Auckland as a whole.

The Census shows that the number and proportion of adults in Māngere-Ōtāhuhu with higher educational qualifications is increasing, but is still lower than Auckland as a whole. In 2013 in Māngere-Ōtāhuhu 69% of adults had a formal qualification, and 9% had a university degree or equivalent compared, to 83% and 25% for Auckland as a whole.

### **Natural Pathways for Learning**

A common thread links our schools together. Across all our primary schools the majority of students go on to Ōtāhuhu Intermediate and from there a majority go on to Ōtāhuhu College. This commonality of pathways will be further strengthened through the creation of a Community of Learning.

The Community of Learning will remain open to other schools, kura and early childhood services joining together to lift the achievement of our community. The Community of Learning will develop strong links with tertiary providers creating a seamless transition throughout our students' education.

## Summary of Achievement Challenges

For many students their aspirations are to be the first generation in their family to gain a University degree. Throughout their schooling, our students aspire to meet the standard and go onto achieve at the highest level. Families aspire for their children to have better life choices and opportunities

The Community is aware of the importance of University Entrance. With low levels of degree study from Māori, Pasifika and lower socio-economic groups University Entrance is a key way that the compulsory schooling sector can do to promote equality of opportunity.

In the Community of Learning there has been a strong increase in Level 2 attainment, however the number of students achieving University Entrance has not increased. Increasing the ability of students from the Community of Learning to attend and succeed in degree level study is a major focus.

The Community of Learning recognises that Science and Technology is going to play an increasing role in people's lives and also be a key area for employment and future opportunities. As a Community of Learning are aware of the importance of Mathematical success underpinning Science and Technology based study and employment opportunities. Additionally we realise that writing is fundamental for educational success and is inextricably linked to reading and the ability to display thinking across all learning areas.

The Community of Learning has set the following targets:

- By the end of 2020, 80% of students in years 1-10 will be working at or above the expected standard in writing, with at least 30% above expectations.
- By the end of 2020, 80% of students in year 11 will be enrolled in the NCEA English external achievement standard. Of these, at least 80% will pass and 30% of students with pass of Merit or Excellence.
- By the end of 2020, 80% of students in years 1-10 will be working at or above the expected standard in mathematics, with at least 30% above expectations.
- By the end of 2020, 80% of students in year 11 will be enrolled in the NCEA mathematics external achievement standard. Of these, at least 80% will pass and 30% of students with pass of Merit or Excellence.
- By the end of 2020, 50% of Year 11 students will be participating in Science and Technology based courses. Of these, at least 80% will pass and 30% of students with pass of Merit or Excellence.
- By the end of 2020, 30% of Year 13 students will enrol in a Science or a Technology based subject which is university approved.
- By the end of 2020, 80% of students in year 11 will achieve NCEA Level 1 with at least 30% with Merit or Excellence.
- By the end of 2020, 90% of school leavers will have a minimum of NCEA Level Two. 30% of school leavers will have gained University Entrance.

## Achievement Challenge 1: Writing

Analysis of data across our schools shows that improving outcomes in writing is a key priority, in particular for male and Māori students.

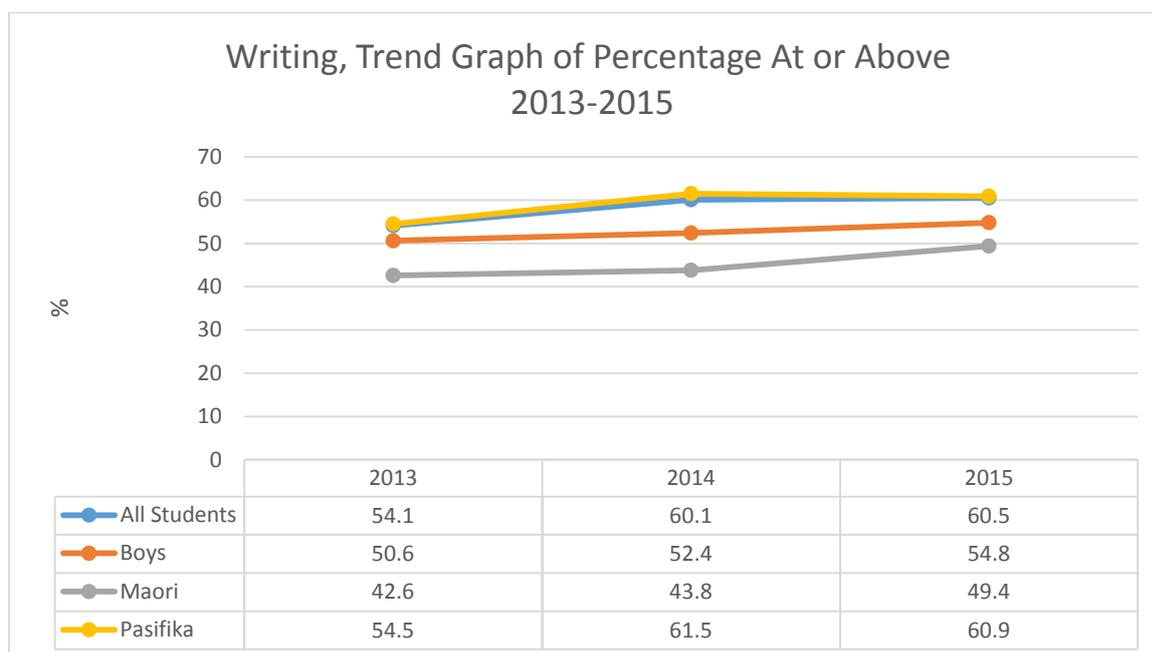
As a Community of Learning we realise that writing is fundamental for educational success and is inextricably linked to reading and the ability to display thinking across all learning areas.

In Years 1-11 the focus will be on improving writing which we have realised is interconnected to developing reading levels.

### *Data analysed*

The National Standard Data for writing as of the end of 2015 for Panama Road, Ōtāhuhu Primary and Ōtāhuhu Intermediate is outlined in the table below:

School	Student Type	Below / Well Below		At / Above		Above		Total
		number	% of total	number	% of total	number	number	
Ōtāhuhu Primary (Year 1 - 6)	All Students	143	31.4%	313	68.6%	74	16.2%	456
	Māori	34	40.5%	50	59.5%	8	9.5%	84
	Pasifika	81	30.8%	182	69.2%	53	20.2%	263
	Males	74	31.5%	161	68.5%	24	10.2%	235
Panama Road (Year 1 - 6)	All Students	74	44.0%	94	56.0%	8	4.8%	168
	Māori	21	58.3%	15	41.7%	2	5.6%	36
	Pasifika	46	38.7%	73	61.3%	5	4.2%	119
	Males	51	54.3%	43	45.7%	2	2.1%	94
Ōtāhuhu Intermediate (Year 7 - 8)	All Students	157	48.6%	166	51.4%	39	12.1%	323
	Māori	27	64.3%	15	35.7%	3	7.1%	42
	Pasifika	100	50.3%	99	49.7%	20	10.1%	199
	Males	96	60.4%	63	39.6%	11	6.9%	159
Total (Year 1 - 8)	All Students	374	39.5%	573	60.5%	121	12.8%	947
	Māori	82	50.6%	80	49.4%	13	8.0%	162
	Pasifika	227	39.1%	354	60.9%	78	13.4%	581
	Males	221	45.3%	267	54.7%	37	7.6%	488



**Achievement Challenge 1a: By the end of 2020, to have at least 80% of students working at standard, with 50% of students at standard, with a further 30% above expectations**

<p><u>Year 1-8 Overall Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 61% (573 out of 947) of students are meeting the expectations of National Standards for writing</li> <li>• 13% (121 out of 947) of students are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 51% (190 out of 374) students working below expected National Standards, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 13% to 30%, an increase of 163 students.</li> </ul>
<p><u>Year 1-8 Māori Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 49% (80 out of 162) of students are meeting the expectations of National Standards for writing.</li> <li>• 8% (13 out of 162) of students are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 61% (50 out of 82) students working below expected levels, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 8% to 30%, an increase of 36 students.</li> </ul>
<p><u>Year 1-8 Pasifika Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 61% (354 out of 581) of students are meeting the expectations of National Standards for writing</li> <li>• 13% (78 out of 581) of students are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 48% (110 out of 227) students working below expected levels, , to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 13% to 30%, an increase of 96 students.</li> </ul>
<p><u>Year 1-8 Male Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 55% (267 out of 488) of Males are meeting the expectations of their national standards for writing</li> <li>• 8% (37 out of 488) of Males are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 56% (123 out of 221) students working below expected levels, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 8% to 30%, an increase of 109 students.</li> </ul>

<p><u>Year 9-10 Achievement:</u></p> <p>In 2015</p> <ul style="list-style-type: none"> <li>• 51% (166 out of 323) students in Year 7 &amp; 8 are meeting expectations for writing. 12%(39) are above expectations for writing.</li> <li>• 36% (15 out of 42) Maori in Year 7 &amp; 8 are meeting expectations for writing. 7% (3) are above expectations for writing.</li> <li>• 40% (63 out of 159) males in Year 7 &amp; 8 are meeting expectations for writing. 7% (11) are above expectations for writing.</li> </ul>	<p>By the end of 2020 we plan to move:</p> <ul style="list-style-type: none"> <li>• Move 59% (92 out of 157) students in Year 7 – 8 working below standard to be working at their expected levels related to National Standards, and increase number 'above' expectations by 58.</li> <li>• Move 70% (19 out of 27) Maori in Year 7-8 working below standard to be working at their expected levels related to National Standards and increase number 'above' expectations by 10.</li> <li>• Move 67% (64 out of 96), males in Year 7-8 working below standard to be working at their expected levels related to National Standards and increase number 'above' expectations by 37.</li> </ul>
<p><i>National Standard data is used in Year 9 and 10 to show the progression from Year 8 into NCEA Level One. The focus is on providing a seamless curriculum pathway.</i></p> <p><b>Achievement Challenge 1b:</b>  <b>By the end of 2020, 80% of students in Year 11 will be enrolled in the NCEA English external achievement standard. Of these, at least 80% will pass and 30% of students will pass with Merit or Excellence.</b></p> <p><i>The English External Achievement Standard was chosen as a baseline measure in the improvement in writing as the ability to write well is an essential component. Being an external standard it means that the results are validated by outside the Community of Learning.</i></p>	
<p>In 2015:</p> <ul style="list-style-type: none"> <li>• 61% (138 out of 226) Year 11 students were entered in NCEA Level One English External 90849 of which 66 gained an Achieved or higher and 12 gained a Merit or Excellence.</li> <li>• 52 % (52 out of 100) Male students were entered, with, 21 gained an Achieved and 3 gained a Merit</li> <li>• 49% (19 out of 39) Māori students were entered, 10 gained an Achieved and 2 gained a Merit grade</li> </ul>	<p>By the end of 2020 we plan to</p> <ul style="list-style-type: none"> <li>• increase the number sitting externals, so that 80% of Year 11 cohort is sitting the external. This is an increase of 42 students.</li> <li>• 80% (an increase of 79 students) of students will gain an Achieved grade</li> <li>• 30% (an increase of 33 students) of students will gain either Merit or Excellence.</li> <li>• 82% (27 of the 33 students) of the students gaining a Merit will be male.</li> </ul>

**Achievement Challenge 1c:  
Achievement of Students with ORS working pre or within Level One Long term**

In 2015:

- There are 149 students with ORS enrolled in the participating Schools
- Mt Richmond students have been assessed using BSquared, with the remainder to be assessed if the application is approved by Ministry of Education.

By 2020:

Individual students with ORS will be assessed using the BSquared online tool and will make 5% progress annually in written communication. Variations will inform action plans for teaching & learning

The following table is the targeted movement of students during the four year timeframe. It is envisaged that there might be smaller movement in the first year as work is done in developing the implementation plan, including for example in gaining consistency in assessment.

**Targets for the Movement of Students in Writing Achievement 2017- 2020**

	Year 1-8 All		Year 1-8 Maori		Year 1-8 Pasifika		Year 1-8 Male		Year 9-10		Year 11 Level 1	
	At	Above	At	Above	At	Above	At	Above	At	Above	At	Above
2017	38	33	10	7	22	19	25	22	18	12	16	7
2018	76	65	20	14	44	38	49	44	37	23	32	13
2019	57	49	15	11	33	29	37	33	28	17	24	10
2020	19	16	5	4	11	10	12	11	9	6	8	3
<b>Total</b>	<b>190</b>	<b>163</b>	<b>50</b>	<b>36</b>	<b>110</b>	<b>96</b>	<b>123</b>	<b>109</b>	<b>92</b>	<b>58</b>	<b>79</b>	<b>33</b>

*The online tool is Connecting Steps, designed to be able to detect the subtle improvements achieved by ORRS funded pupils in order to identify and record even the smallest of achievements – from very low P Scales to Step 5+*

## Achievement Challenge 2: Mathematics

**Overall Aim: By the end of 2020, to have at least 80% of students working at standard, with 50% of students at standard, with a further 30% above expectations**

Across all schools there is concern around improving outcomes in Mathematics, with data indicating a slowing of progress after middle primary school.

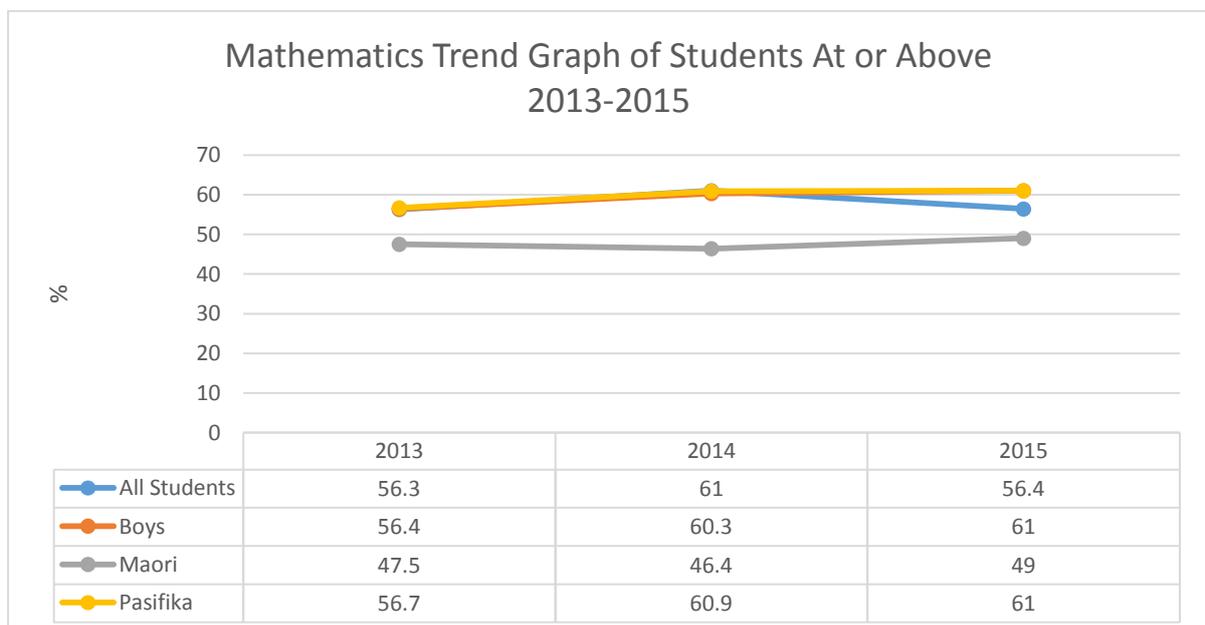
Analysis of groups with schools indicates this is particularly evident in male and Māori students.

We are also aware of the importance of Mathematical success underpinning Science and Technology based study and employment opportunities.

The National Standard Data for writing as of the end of 2015 for Panama Road, Ōtāhuhu Primary and Ōtāhuhu Intermediate is outlined in the table below:

**National Standards for Mathematics as at 31 December 2015**

School	Student	Below/Well Below		At/Above		Above		Total
	Type	number	% of total	Number	% of total	Number	% of total	
Otahuhu Primary (Years 1-6)	All Students	123	27%	333	73%	94	21%	456
	Maori	34	40%	50	60%	12	14%	84
	Pasifika	62	24%	201	76%	64	24%	263
	Males	61	26%	174	74%	42	18%	235
Panama Road (Years1-6)	All Students	80	48%	88	52%	10	6%	168
	Maori	22	61%	14	39%	3	8%	36
	Pasifika	53	45%	66	55%	6	5%	119
	Males	50	54%	43	46%	6	6%	93
Otahuhu Intermediate (Year7-8)	All Students	174	54%	149	46%	32	10%	323
	Maori	26	62%	16	38%	3	7%	42
	Pasifika	112	56%	87	44%	17	9%	199
	Males	84	53%	75	47%	11	7%	159
Total (Year 1-8)	All Students	377	40%	570	60%	136	14%	947
	Maori	82	51%	80	49%	18	11%	162
	Pasifika	227	39%	354	61%	87	15%	581
	Males	195	40%	292	60%	59	12%	487



<b>Achievement Challenge 2: Mathematics</b>	
<b>Overall Aim: By the end of 2020, to have at least 80% of students working at standard, with 50% of students at standard, with a further 30% above expectations</b>	
<p><u>Year 1-8 Overall Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 60% (570 out of 947) of students are meeting the expectations of National Standards for Mathematics</li> <li>• 14% (136 out of 947) of students are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 33% (190 out of 377) of students working below expected levels, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 14% to 30%, an increase of 149 students.</li> </ul>
<p><u>Year 1-8 Māori Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 49% (80 out of 162) of students are meeting the expectations of National Standards for Mathematics</li> <li>• 11% (18 out of 162) of students are above expectations.</li> </ul>	<p>By the end of 202 we plan to move -</p> <ul style="list-style-type: none"> <li>• 61% (50 out of 82) of students working below expected levels, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 11% to 30%, an increase of 30 students.</li> </ul>
<p><u>Year 1-8 Pasifika Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 61% (354 out of 581) of students are meeting the expectations of National Standards for Mathematics</li> <li>• 15% (87 out of 581) of students are above expectations.</li> </ul>	<p>We plan to move</p> <ul style="list-style-type: none"> <li>• 29% (110 out of 227) of students working below expected levels, to be working at their expected levels related to National Standards.</li> </ul> <p>Furthermore we plan to</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 15% to 30%, an increase of 87 students.</li> </ul>
<p><u>Year 1-8 Male Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 40% (195 out of 488) of Males were not meeting the expectations of National Standards for Mathematics</li> <li>• 12% (59 out of 488) of Males are above expectations.</li> </ul>	<p>We plan to move</p> <ul style="list-style-type: none"> <li>• 98 out of 195 in 2015 working below expected levels, to levels at the national standards framework by the end of 2020.</li> </ul> <p>Furthermore we plan to</p> <ul style="list-style-type: none"> <li>• increase the number of students performing above expectations from 12% to 30%, an increase of 87 students.</li> </ul>

<p><u>Year 9-10 Overall Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 46% (149 out of 323) Year 7 and 8 students are working at expectation.</li> <li>• 32 out of 323 Year 7 &amp; 8 students are above expectation.</li> <li>• 38% (16 out of 42) Māori Year 7 and 8 students are at expectations</li> <li>• 7% (3 out of 42) Māori Year 7 and 8 students are above expectations</li> <li>• 55% (87 out 159) Male Year 7 and 8 students are at expectations.</li> <li>• 11% (17 out 159) Male Year 7 and 8 students are above expectations.</li> </ul>	<p>By the end of 2020 we plan to move -</p> <ul style="list-style-type: none"> <li>• 34% (110 out of 174) Year 7 and 8 students from below expectation, when they are in Year 10 as measured through PAT</li> </ul> <p>Furthermore we plan to -</p> <ul style="list-style-type: none"> <li>• have 97 students performing above expectation.</li> <li>• move 18 Māori students who are working below expectation</li> <li>• move 55 Male students who are working below expectations.</li> </ul> <p>By the end of Year 10 we plan to move -</p> <ul style="list-style-type: none"> <li>• 10 Māori students to above expectations</li> <li>• 45 Male students to above expectations</li> </ul>
<p><u>Year 11 NCEA Level One Achievement:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 43% (98 out of 226) Year 11 students were entered in NCEA Level One Maths External 91028<sup>1</sup> of which <ul style="list-style-type: none"> <li>○ 51 Year 11 students gained an Achieved or higher</li> <li>○ 5 Year 11 students gained a Merit or Excellence.</li> </ul> </li> <li>• 40% (40 out of 100) of Male students were entered <ul style="list-style-type: none"> <li>○ 20 Male students passing</li> <li>○ 4 Male students gaining Merit.</li> </ul> </li> <li>• 14% (7 out of 39) of Māori students were entered <ul style="list-style-type: none"> <li>○ 3 gaining Achieved grades.</li> </ul> </li> </ul>	<p>By the end of 2020 we plan to -</p> <ul style="list-style-type: none"> <li>• increase number of the Year 11 cohort sitting externals to 80%, an increase of 82 students.</li> </ul> <p>Furthermore, by the end of 2020 we plan that</p> <ul style="list-style-type: none"> <li>• 80% of students will gain an Achieved grade, an increase of 94 students.</li> <li>• 30% of students will be gaining either Merit or Excellence, an increase of 49.</li> <li>• 53% (26 of the 49 extra students) gaining merit will be male.</li> </ul>
<p><i>The Maths achievement standard was chosen as a benchmark as the skills assessed are important across all STEM subjects and the standard gives a good indication of all numeracy levels assessed in an external environment.</i></p>	

Achievement of Students with ORS working pre or within level One Long term

In 2015:

- There are 149 students with ORS enrolled in the participating schools.
- Mt Richmond students have been assessed using BSquared, with the remainder to be assessed if the application is approved by Ministry of Education.
- Individual students with ORS will be assessed using the BSquared online tool and will make 5% progress annually.
- Variations will inform action plans for teaching & learning.

*The online tool is Connecting Steps, designed to be able to detect the subtle improvements achieved by ORRS funded pupils in order to identify and record even the smallest of achievements – from very low P Scales to Step 5+*

The following table is the targeted movement of students during the four year timeframe. It is envisaged that there might be smaller movement in the first year as work is done in developing the implementation plan, including for example in gaining consistency in assessment.

**Targets for Movement of Students in Mathematics 2017-2020**

	Year 1-8 All		Year 1-8 Maori		Year 1-8 Pasifika		Year 1-8 Male		Year 9-10		Year 11 Level 1	
	At	Above	At	Above	At	Above	At	Above	At	Above	At	Above
2017	38	30	10	6	22	17	20	17	22	13	19	10
2018	76	60	20	12	44	35	39	35	44	26	38	20
2019	45	45	15	9	33	26	29	28	33	19	19	15
2020	15	15	5	3	11	9	10	9	11	7	18	4
Total	190	149	50	30	110	87	98	87	110	65	94	49

### **Achievement Challenge 3: Participation & Achievement in Science & Technology**

**Overall Aim: To have 50% of students participating in Year 11 Science and Technology, with 30% gaining University Entrance from Science and Technology based subjects.**

The Community of Learning recognises that Science and Technology is going to play an increasing role in people's lives and also be a key area for employment and future opportunities. The Community of Learning also recognises that Māori and Pasifika people are under-represented in both Science and Technology tertiary study and employment.

#### **Achievement Challenge 3: Participation & Achievement in Science & Technology**

**Overall Aim: To have 50% of students participating in Year 11 Science and Technology, with 30% gaining University Entrance from Science and Technology based subjects.**

##### Year 1-10 Overall Achievement

###### In 2015:

- No clear and coherent science pathway.
- Anecdotally very little measurable data available regarding science achievement.

By the end of 2018 we plan to –

- have dependable science achievement data available on which to base achievement challenges for Y1- 10
- have a consistent and coherent way of assessing science achievement from Year 1-10 will be in place.

##### Year 11 NCEA Level One Achievement:

###### In 2015:

- 23% (51 out of 226) Year 11 students were entered in NCEA Level One Science External 90948<sup>2</sup> of which
  - 30 gained an Achieved or higher
  - 6 gained a Merit or Excellence.
- 21% (21 out of 100) Male students were entered with
  - 12 passing
  - 1 who gained Merit.
- 23% (9 out of 39) Māori students were entered with
  - 3 gaining Achieved grades
  - 1 gaining Merit.

By the end of 2020 we plan to -

- increase the number of students sitting externals, so that 50% of the Year 11 cohort is sitting the external, an increase of 62 students.

Furthermore, by the end of 2020 we plan that -

- 80% (60 extra students) gain an Achieved grade.
- 30% (an increase of 27 students) gaining either Merit or Excellence.
- All of the extra students gaining merit will need to be male.

*Achievement Standard 90948 is the most widely assessed external standard in Level One Science nationally. By choosing one standard it provides a clearer way to measure progress in this area.*

University Entrance:

In 2016:

- 45% (92 out of 204) Year 13 students are studying either a Science or a Technology based subject which is university approved.
- 43% (39 out of 90) Males are studying at least one Level 3 Science or Technology course, which is university approved.
- 35% (7 out of 20) Māori students are studying at least one Level 3 Science or Technology course, which is university approved.

By the end of 2020 we plan to have –

- 60% (122 students) in Year 13 studying at least one Science or Technology based subject that is University approved.
- an increase of 5 Māori students studying at least one Science or Technology based subject that is University approved.
- an increase of 15 males studying at least one Science or Technology based subject that is University approved.

The following table is the targeted movement of students during the four year timeframe. It is envisaged that there might be little movement in the first year as work is done in gaining consistency in assessment.

**Participation and Achievement in Science & Technology  
showing Targeted Students Movement 2017-2020**

	Year 11 Level One Science		STEM Study at UE Level
	Achieved	Merit	
2017	12	5	6
2018	24	11	12
2019	18	8	9
2020	6	3	3
Total Students Moved	60	27	30

**Achievement Challenge 4:  
University Entrance and Level Two Leaver Outcomes**

**Overall Aim is to have 60% of students gaining NCEA Level Two with a further 30% gaining University Entrance.**

Our analysis of results show that there need to be a focus and in particular the gaining of Merit and Excellence Endorsed certificates.

There has been a significant increase in students leaving school with Level Two, however the Community is aware of the importance of University Entrance. With low levels of degree study from Māori, Pasifika and lower socio economic groups University Entrance is a key way that the compulsory schooling sector can do to promote equality of opportunity. With a University degree worth on average \$1.6 million dollars over a working life the Community of Learning sees University Entrance as a vitally important achievement challenge.

The leaver data for 2015 is outlined in the table below, only data from Ōtāhuhu College was included:

<b>Leaver Data for Ōtāhuhu as at the 31 December 2015</b>										
	Below Level 2		Level 2 & Above		Level 3 & Above		University Entrance		2014 School Leavers Enrolled in Level 7 (degree Level Study)	
Maori	8	24%	26	77%	10	29%	4	11%	2	5.3%
Pasifika	56	26%	156	74%	71	34%	25	12%	44	18%
Males	41	30%	97	70%	41	30%	14	10%	No Data	
All	65	24%	206	76%	100	37%	38	14%	53	18%
<b>Achievement Challenge 4: University Entrance and Level Two Leaver Outcomes</b>										
<b>Overall Aim is to have 60% of students gaining NCEA Level Two with a further 30% gaining University Entrance.</b>										
<u>Year 11 NCEA Level One Achievement:</u> In 2015: <ul style="list-style-type: none"> <li>• 47% (106 out of 226) of students gained NCEA Level One.</li> <li>• 31% (12 out of 39) of Māori students gained NCEA Level One.</li> <li>• 44% (44 out of 100) of Male students gained NCEA Level One in Year 11.</li> <li>• 9% (21 out of 226) students gained a Merit or Excellence endorsed certificate               <ul style="list-style-type: none"> <li>○ 1 Māori student</li> <li>○ 7 Male students</li> </ul> </li> </ul>					By the end of 2020 we plan to have - <ul style="list-style-type: none"> <li>• 80% of students gaining NCEA Level One in Year 11. This is a movement of 75 students.</li> <li>• There will be an increase of 19 Māori students gaining Level One</li> <li>• There will be an increase of 36 males gaining Level One.</li> </ul> We plan for <ul style="list-style-type: none"> <li>• 68 students to gain a Merit or Excellence endorsed certificate               <ul style="list-style-type: none"> <li>○ an increase of 11 Māori students</li> <li>○ an increase in 23 male students</li> </ul> </li> </ul>					
<u>Level Two Leaver Achievement:</u> In 2015: <ul style="list-style-type: none"> <li>• 76% (206 out of 271) leavers gained at least NCEA Level Two.</li> <li>• 74% (26 out of 35) Māori leavers gained at least NCEA Level Two.</li> <li>• 70% (96 out of 138) Male leavers gained at least NCEA Level Two.</li> </ul>					By the end of 2020 we plan to - <ul style="list-style-type: none"> <li>• increase the number students gaining Level Two or better by 42,               <ul style="list-style-type: none"> <li>○ including an extra 5 Māori students</li> <li>○ including an extra 28 males</li> </ul> </li> <li>• with 90% of leavers having Level Two</li> </ul>					

<p><u>University Entrance:</u> In 2015:</p> <ul style="list-style-type: none"> <li>• 14% (38 out of 271) leavers gained University Entrance.</li> <li>• 11% (4 out of 35) Māori leavers left school with University Entrance.</li> <li>• 10% (14 out of 138) Male students left school with University Entrance.</li> </ul>	<p>By the end of 2020 we plan to –</p> <ul style="list-style-type: none"> <li>• increase the number of students gaining University Entrance from 38 to 81, an increase of 43 students.</li> <li>• increase the number of Māori students with University Entrance by 8</li> <li>• increase the number of Male students by 28.</li> </ul>
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The following table is the targeted movement of students during the four year timeframe. It is envisaged that there might be little movement in the first year as work is done in gaining consistency in assessment.

<b>Targets for the Movements of Students in University Entrance and Level Two 2017-2020</b>				
	Year 11		Level Two	University Entrance
	Achieved	Merit or Excellence	Gained	Gained
2017	15	9	8	9
2018	30	19	17	17
2019	23	14	13	13
2020	7	5	4	4
<b>Total Students Moved</b>	<b>75</b>	<b>47</b>	<b>42</b>	<b>43</b>

## Approaches

There are five key aspects to our approach to meeting our achievement challenge:

### **1. Leadership and Teaching**

The Community of Learning is committed to developing high levels of leadership and teacher practice in order to maximise the achievement levels of each and every student in the Community of Learning. This will underpin all the actions of the Community of Learning. This will involve:

- Strengthening the capability of senior and middle leadership teams across the Community of Learning to focus on educational processes and leadership practices..
- Strengthening the capability of teachers to focus on assessment, inquiry and effective teaching and learning.
- Developing a focus on accelerating the progress of identified students within the Community of Learning.

### **2. Alignment of the Curriculum**

The Community will develop a coherent understanding of the curriculum at each year level and that they work together to allow students to obtain University Entrance by the end of Year 13. This will involve looking at both content and also the skills which are needed to be learnt. This will involve:

- Mapping out of what is In 2015 being taught at each year level within the community.
- Identification of any gaps or overlaps in what is taught.
- Identification of key blocks in the curriculum, where a student's lack of mastery in that area will prevent them progressing beyond a certain level.
- Teachers will moderate assessment work across the community so that there is a clear understanding of task design and consistency across the Community of Learning.
- Creating dependable achievement information on which to base inquiry.

### **3. Transition between Schools**

The Community will develop more effective processes to support students as they move from primary and intermediate into secondary schools. Through engaging in collaborative inquiry, teachers and leaders will build shared understandings about teaching practice and about each school's community, centred around the best ways to meet the learning needs of our students and working in partnership with parents and whanau. This will enable us to identify current barriers to effective transition and to devise innovative approaches to help students move confidently into the next stage of their education. More effective transition could include, but is not limited to the following:

- Sharing of knowledge about individual students between schools and agencies so consistent support is available as they move from one school to another
- Interactions between schools and events which mean students, parents and whanau become familiar with a next level school before the student moves to the new school.
- A more coherent approach to teaching and learning as students move through the schools in the community.

The community will develop links with early childhood education. Ōtāhuhu College is already actively engaged with various universities, which offers significant choices relevant for the University Entrance goals.

#### **4.Enrichment Opportunities**

The Community of Learning will continue to develop enrichment opportunities for our students. This will allow students to build new skills and interests and develop self-confidence. Students will be provided with cross- curricular, real-world learning opportunities that support their academic achievement and develops their soft skills. The Community of Learning will increase access to underutilized community resources, deepening connections between school and the community.

Processes will include:

- Utilising the specialist facilities and expertise across the Community of Learning.
- Leveraging enrichment activities to build and strengthen a positive learning environment.
- Identifying strengths and gaps in current opportunities available.
- Work with tertiary providers and other agencies to develop opportunities both within and outside of traditional school hours.
- Evaluation and monitoring of current opportunities so that they can be improved and coordinated across the Community of Learning.
- Develop a coherent pathway for digital enrichment.
- Measure and increase participation rates in enrichment opportunities.

#### **5.Students, Parents and Whanau**

In all the approaches above it will be important to gather the voices of students as well as those of their parents and whanau. Our approach to this will be developed during the first year of implementation. Processes will include:

- Gathering student voice to understand what works well to support their learning in the target areas.
- Working with whanau and students on the value of education and how working together will lead to improved attendance and achievement.
- Develop student agency so that students know how they learn best and also can use feedback effectively to improve their success at school and beyond.
- Sharing information about the Community of Learning with parents and seeking their views on the targets and how best to work towards them.
- Publishing student work in order to share them with parents.
- Reporting to Boards of Trustees on the implementation process as well as progress towards the targets.
- Reporting to parents on the progress of their own child as well as the school's progress towards the targets

### **Community of Learning Leader**

The Community of Learning Leader will coordinate the preparation of reports for Board of Trustees to be supplied regularly throughout the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges.
- Emerging evidence of changes in teacher practice .
- Issues arising and proposals.

### **Cross-School Leaders**

It is predicted that there will be three cross school leaders. The cross-school leaders will:

- Meet regularly with and report to the COL Lead.
- Meet with each other for collaborative planning.
- Work with the in-school leaders to develop a coherent four year plan to support each school to meet its specific targets. This will include overseeing a register of identified target students within each school (Names, needs, numbers).
- Identify, model and effectively share examples of best practice which accelerates progress for males, Māori and all learners.
- Develop and reflect upon best practice ways for supporting the professional learning of teachers.

### **Monitoring and Evaluation**

#### **Monitoring**

Monitoring will focus on two aspects:

- Implementation of the plan
- Emerging evidence of changes in Leadership and Assessment, Curriculum Alignment, Transition, Enrichment and Parent, Student Whanau Engagement.

#### **Evaluation**

The Community of Learning Leader will work with other the other Principals the Cross-School teachers to develop an effective model of evaluation. This will focus on:

- Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges.
- Emerging evidence of changes in teacher practice.
- Use of student, parent and teacher voice.

#### **Reporting**

The Community of Learning Leader will coordinate the preparation of reports for Board of Trustees to be supplied regularly throughout the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges.
- Emerging evidence of changes in teacher practice .
- Issues arising and proposals.

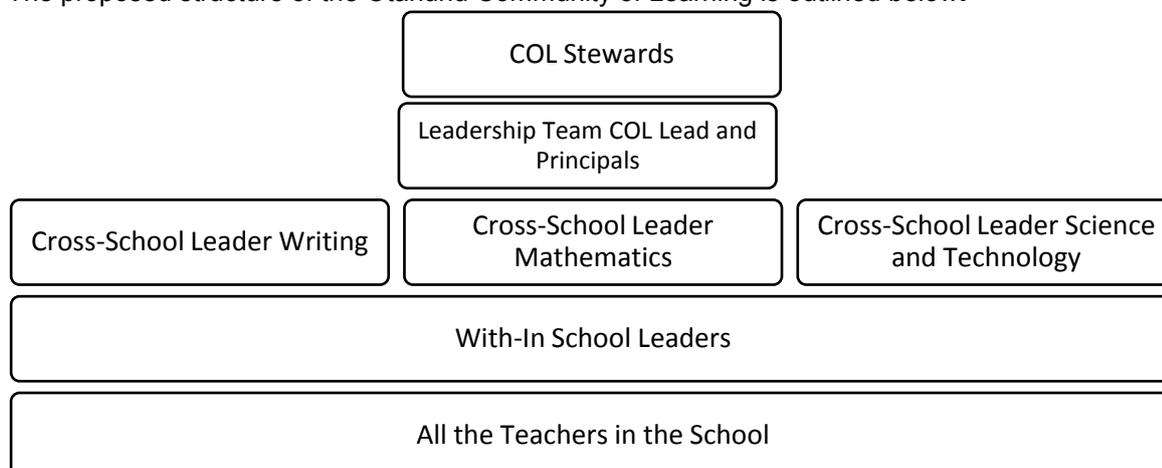
## Schools

### Annual Plans

The Community's Achievement Challenges will be reflected in each school's annual plan from 2017 and reported on in the Analysis of Variance.

## Community

The proposed structure of the Ōtāhuhu Community of Learning is outlined below.



The Stewards build relational trust and develop culturally responsive relationships with the community to ensure active, reciprocal communication with, and participation in the Community of Learning. The Stewards will consist of representatives of each school Board of Trustees, the COL Lead, a member of the Ōtāhuhu –Mangere Local Board, an Iwi representative with the Member for Parliament from Manukau East as an invited member. It is envisaged the Stewards will meet quarterly.

## Appointments

Appointments to positions of cross-school leaders will involve all the Principals in the Community of Learning.

### Aspirations for the Ōtāhuhu Community of Learning

- All will work together to provide the Ōtāhuhu Community with the best possible educational opportunities.
- All will undertake to investigate, reflect and contribute in an informed manner to community discussions.
- All will value new learning and provide professional critique
- All members of the Community of Learning will value the uniqueness of each school.