

# Oneroa Community of Learning - Kāhui Ako Achievement Challenge



**Glamorgan School**



**Long Bay Primary**



**Long Bay College**

*Developing independence, excellence  
and a creative spirit*

# **Ehara taku toa i te toa takitahi engari he toa takitini**

## **My strength is not that of an individual but that of the collective**

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## **Our Purpose**

As a community of learning our aim is to enhance on-going school improvement, collaboration, and the acceleration of student achievement.

## **Vision**

The Oneroa Community will work and learn collaboratively, developing a future focused approach to learning and teaching and providing cohesive and effective transitions between our primary schools, intermediate school and college. The community will establish processes to moderate and ensure robust and rigorous data analysis around our student's achievement is available and shared across our schools.

**We aim to: Raise student achievement in reading, writing and mathematics with a particular emphasis on the achievement of**

- Māori and Pasifika students
- Boys
- Learners at transition points to and from intermediate school
- English Language Learners

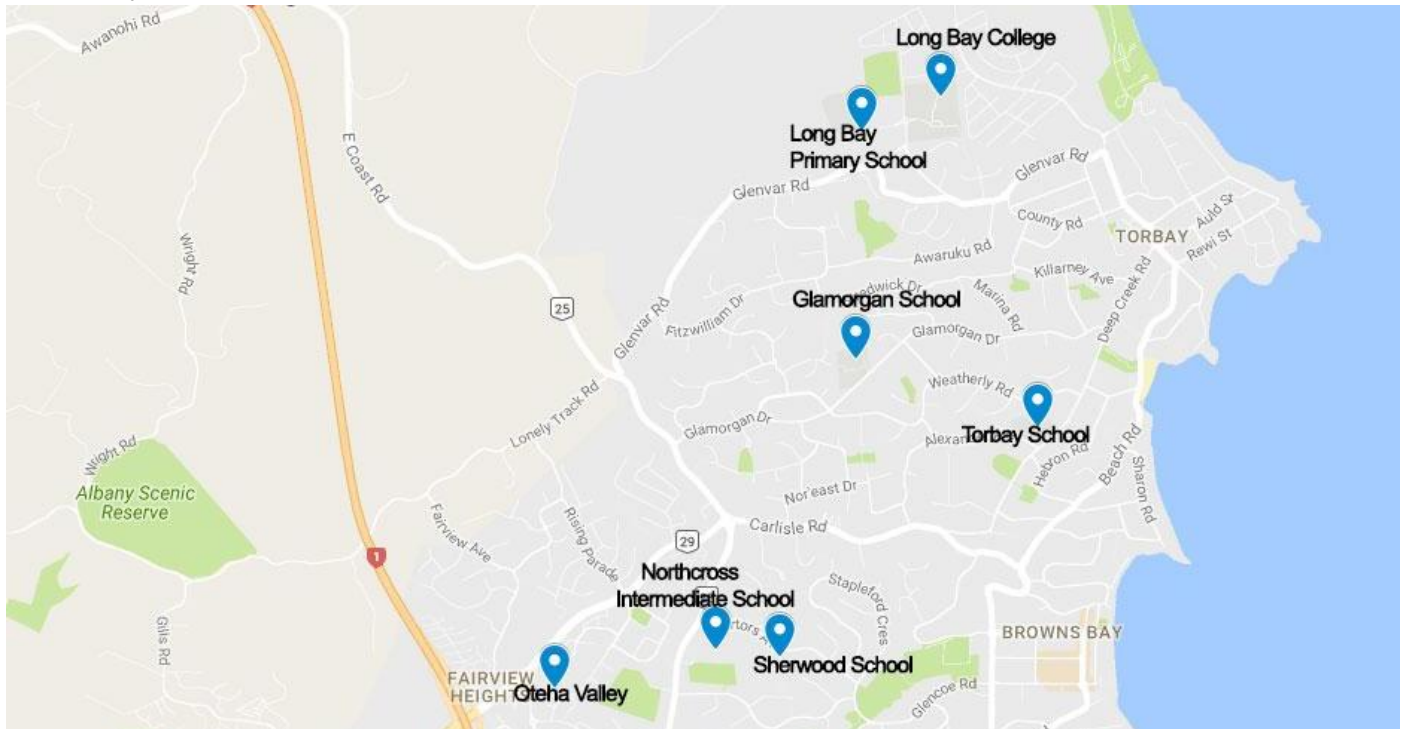
**We will achieve this by working together in the following areas:**

- Authentic Learner Agency (Ako)
- Collaborative Practice (Ako)
- Community Engagement (Whanaungatanga)
- Culturally Responsive Practice
- Teacher Effectiveness (Whakamana)
- Successful Transitions

## Our Community

**Our local community values education and has high expectations of our children.**

The Oneroa Community of Learning is set in the East Coast Bays on the North Shore of Auckland and is made up of seven schools: Long Bay Primary School, Glamorgan School, Torbay School, Sherwood School, Oteha Valley School, Northcross Intermediate School and Long Bay College. There is a natural progression from the primary schools to Northcross Intermediate then Long Bay College. There is a willingness to learn from each other and a commitment to lifting student achievement across the community.



The Community of Learning incorporates a diverse group of learners:

- New Zealand European 63%, Māori 9%, Pasifika 2%, Asian 21%, Other 5%
- There are 3160 students and 300 teachers in our Community of Learning.

## History

Since the 1950s the North Shore of Auckland has seen constant growth and change and in particular in the East Coast Bays. Our community in the past has been traditionally New Zealand European and European immigrants.

Students now come from a wide range of socio-economic and cultural backgrounds, with recent growth, in particular, from Asian countries. Our community continues to change, reflecting Auckland's growth and diversity.

The large numbers of English Language Learners (ELL) in our schools also reflects the diverse nature of the community and the numbers of new immigrants to the area. Language acquisition is a priority for these students and their families and this presents challenges for the Community of Learning in terms of parental engagement.

Across the Community of Learning there is a common belief that this diversity provides opportunity for students, families and teachers to appreciate and learn from other cultures and perspectives.

## Professional Context

The original Northern Bays Cluster of 16 schools has shared pedagogy, professional learning and development and cultural and sporting opportunities across the learning community in the past. The Cluster has been collaborating and working together for over 10 years. Cluster professional learning included Information and Communication Technology, Innovative Learning Environments (ILE), effective writing practice, Kiwisport and the development of leadership capabilities within literacy and numeracy. The Cluster has recently divided into two Communities of Learning.

**Previous professional learning which will strengthen our Community of Learning (COL) includes:**

- Using data and evidence to inform future decisions
- Valuing the strengths that colleagues and schools bring and building on those
- Scaffolding and supporting teachers to challenge each other to further strengthen their practice
- Affirming teachers who utilise teaching as inquiry effectively

## Summary data analysis of schools used to identify shared Achievement Challenges

**Writing** is the weakest of the three areas across all schools.

**Boys** are not performing as well as girls in reading and writing.

The increase in students with **English as a second language (ELL)** is having an impact on literacy results and this is highly likely to continue into the future with the increasing numbers of immigrant families to the area.

**Transition points** are important times for students and their physical and emotional wellbeing needs to be looked after if they are to achieve to the best they can.

In general **Pasifika students** achieve very well and **Maori students** are not proportionately worse in achievement than the rest of their cohort but they do reflect the same data – Maori boys are not achieving as highly as Maori girls.

Possible Target areas for our Achievement Challenge:

- Māori
- Girls
- End of Year 6 - Beginning of Year 7 (Transition point into Intermediate)
- ESOL learners
- Year 9 and 10

# Achievement Challenge 1: Writing

## Data Analysis- Key Points

A wide range of data sources was used to support Overall Teacher Judgements (OTJ) of student achievement. This includes writing samples, assessment against literacy progressions and writing rubrics and eAsTTle. Students were observed writing in class and across the curriculum. Some schools also utilise PAT testing in Vocab, Punctuation and Grammar. Secondary data included NCEA literacy standards as well as individual faculty analysis.

- From the data we observed a greater percentage of girls achieving at a higher level than boys in writing (using the current assessment models for NS and NCEA). This gender difference appeared across longitudinal data. This was also the case for our Maori students.
- With growing immigration, increasing numbers of English Language Learner (ELL) students are enrolling across the CoL schools. Our rapid increase in ELLs enrolment impacts significantly on data in Reading and Writing in particular. As the ELL students are still developing their understanding and use of the English language as a communication tool, it is more of a challenge for them to meet National Standards and NCEA levels.
- There are indicators that student enrolments are becoming more transient; communication with parents shows this is attributed to housing prices and availability in Auckland.

### 2016 Aggregated Year 1 -8 Data For Writing

COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	122	3.9%	567	17.9%	1,852	58.6%	619	19.6%	3,160
Māori	10	3.7%	61	22.4%	159	58.5%	42	15.4%	272
Pasifika	2	3.6%	5	9.1%	43	78.2%	5	9.1%	55
Asian	55	8.4%	115	17.5%	347	52.9%	140	21.3%	656
European	46	2.3%	338	17.0%	1,196	60.1%	410	20.6%	1,990
Male	92	5.6%	392	23.8%	935	56.8%	228	13.8%	1,647
Female	30	2.0%	175	11.6%	917	60.6%	355	23.5%	1,513

YEAR LEVEL	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
After 1 year at school	5	1.3%	51	13.4%	296	77.9%	28	7.4%	380
After 2 years at school	13	3.5%	68	18.1%	257	68.5%	37	9.9%	375
After 3 years at school	12	4.1%	58	19.7%	181	61.4%	44	14.9%	295
End of Year 4	11	2.8%	78	19.8%	257	65.4%	47	12.0%	393
End of Year 5	24	6.4%	56	14.9%	224	59.4%	73	19.4%	377
End of Year 6	6	2.0%	59	19.8%	168	56.4%	65	21.8%	298
End of Year 7	33	6.4%	105	20.3%	243	47.1%	135	26.2%	516
End of Year 8	17	3.2%	92	17.5%	226	43.0%	190	36.2%	525

### 2016 Baseline Data by Cohort: Achieving At or Above National Standards for Writing

- 2471 of our 3160 (78.2%) of All learners.
- 201 of our 272 (73.9%) Māori learners.
- 48 of our 55 (87.3%) Pasifika learners.
- 487 of our 656 (74.2%) Asian learners.
- 1606 of our 1990 (80.7%) European learners
- 1163 of our 1647 (70.6%) Male learners.
- 1272 of our 1513 (84.1%) Female learners.

## 2016 Baseline Data by Year Level: Achieving At or Above National Standards for Writing

- 324 of our 380 (85.3%) after 1 Year learners.
- 294 of our 375 (78.4%) after 2 Years learners.
- 225 of our 295 (76.3%) after 3 Years learners.
- 304 of our 393 (77.4%) at the end of Year 4 learners.
- 297 of our 377 (78.8%) at the end of Year 5 learners.
- 233 of our 298 (78.2%) at the end of Year 6 learners.
- 378 of our 516 (73.3%) at the end of Year 7 learners.
- 416 of our 525 (79.2%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Writing											
Target : A minimum of 85% or a minimum 5% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	3160	2471	78%	2471	78%	2591	82%	2736	87%	265	9%
Females	1513	1272	84%	1290	85%	1308	86%	1327	88%	55	4%
SUB COHORT TARGETS											
Males	1647	1163	71%	1245	76%	1327	81%	1409	86%	246	15%
Māori	272	201	74%	211	78%	221	81%	231	85%	30	11%
ESOL	380	169	44%	220	58%	271	71%	323	85%	154	41%
End of Year 7	516	378	73%	398	77%	418	81%	439	85%	61	12%

**All Student Achievement** All learners will make accelerated progress in Writing by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 2471 of our 3160 (78.2%) learners At or Above the standard to 2736 of our 3160 (87%), across all schools an increase of 265 learners (9%).

**Male Achievement:** Males will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the gender deficit that currently exists. In Years 1-8 there will be a sustained increase from 1163 of our 1647 (71%) learners At or Above the standard to 1409 of our 1647 (86%), across all schools an increase of 246 learners (15%).

**Māori Achievement:** Māori learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 201 of our 272 (73.8%) learners At or Above the standard to 231 of our 272 (85%), across all schools increase of 30 learners (11%).

**ESOL Achievement:** ESOL learners will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the language deficit that currently exists. In Years 1-8 there will be a sustained increase from 169 of our 380 (44%) learners At or Above the standard to 323 of our 380 (85%), across all schools an increase of 154 learners (41%).

**End of Year 7 Achievement:** Learners will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists. In Years 7 there will be a sustained increase from 378 of our 516 (73.3%) learners At or Above the standard to 439 of our 516 (85%), and across all schools an increase of 61 learners (12%).

**Year 1 - 8 Achievement Challenge Targets for Writing by School**  
**Target:: A minimum of 85% or a minimum 5% shift over three years**

MĀORI	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	24	14	58%	16	67%	18	75%	20	85%	6	27%
Torbay	39	31	79%	32	82%	33	85%	33	85%	2	6%
Glamorgan	55	41	75%	43	78%	45	82%	47	85%	6	10%
Sherwood	37	30	81%	30	81%	30	81%	31	85%	1	4%
Long Bay	18	15	83%	15	83%	15	83%	16	88%	1	5%
Northcross (Y7-8)	99	70	71%	75	76%	80	81%	84	85%	14	14%
<b>Total</b>	<b>272</b>	<b>201</b>	<b>74%</b>	<b>211</b>	<b>78%</b>	<b>221</b>	<b>81%</b>	<b>231</b>	<b>85%</b>	<b>30</b>	<b>11%</b>
MALES	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	231	141	61%	159	69%	177	77%	196	85%	55	24%
Torbay	243	205	84%	209	86%	213	88%	216	89%	11	5%
Glamorgan	281	185	66%	203	72%	221	79%	239	85%	54	19%
Sherwood	196	148	76%	154	79%	160	82%	167	85%	19	9%
Long Bay	152	118	78%	122	80%	126	83%	129	85%	11	7%
Northcross (Y7-8)	544	366	67%	398	73%	430	79%	462	85%	96	18%
<b>Total</b>	<b>1647</b>	<b>1163</b>	<b>71%</b>	<b>1245</b>	<b>76%</b>	<b>1327</b>	<b>81%</b>	<b>1409</b>	<b>86%</b>	<b>246</b>	<b>15%</b>
ESOL	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	151	78	52%	95	63%	112	74%	128	85%	50	33%
Torbay	28	23	82%	23	82%	23	82%	24	85%	1	3%
Glamorgan	48	22	46%	28	58%	34	71%	41	85%	19	39%
Sherwood	64	39	61%	44	69%	49	77%	54	85%	15	24%
Long Bay	14	6	43%	8	57%	10	71%	12	85%	6	42%
Northcross (Y7-8)	75	1	1%	22	29%	43	57%	64	85%	63	84%
<b>Total</b>	<b>380</b>	<b>169</b>	<b>44%</b>	<b>220</b>	<b>58%</b>	<b>271</b>	<b>71%</b>	<b>323</b>	<b>85%</b>	<b>154</b>	<b>41%</b>
BY THE END OF YEAR 7	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Northcross	516	378	73%	439	85%	61	12%	439	85%	61	12%



## Achievement Challenge 2: Reading

### Data Analysis- Key Points

A wide range of data was considered including running records, observations, Probe, STAR, Reading Recovery data, PATs, Quick 60 data, e-AsTTle reading, reading progressions and rubrics, NCEA data reflective of reading comprehension and reading across the curriculum. The data was used to inform OTJ assessments.

- Trends suggest that **boys are achieving at a lower level than the girls for reading** - though this is not as significant as for writing. Overall longitudinal data shows reading levels have decreased over time.
- With growing immigration, **increasing numbers of ELL students are enrolling across the Col schools**. Our rapid increase in ELLs enrolment impacts significantly on data in Reading and Writing in particular. As these students are still developing their understanding and use of the English language as a communication tool, it is more of a challenge for them to meet National Standards and NCEA levels.
- The impact of **children entering school at 5 years of age, who still need to develop basic self-management skills**, is also noted.
- Analysis indicates a **relationship between reading and oral language development** at primary school entry level. The Col is interested in exploring the means to collect reading assessment data at college level, and looking further at the availability of reading resources that are relevant for the changing ethnicity of our students.

### Aggregated Year 1 -8 Data For Reading

COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	111	3.5%	374	11.8%	1,572	49.7%	1,103	34.9%	3,160
Māori	8	2.9%	42	15.4%	146	53.7%	76	27.9%	272
Pasifika	0	0.0%	8	14.5%	37	67.3%	10	18.2%	55
Asian	53	8.1%	104	15.9%	285	43.4%	214	32.6%	656
European	40	2.0%	188	9.4%	1,004	50.5%	758	38.1%	1,990
Male	75	4.6%	225	13.7%	823	50.0%	524	31.8%	1,647
Female	36	2.4%	149	9.8%	749	49.5%	579	38.3%	1,513

YEAR LEVEL	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
After 1 year at school	6	1.6%	80	21.2%	233	61.6%	59	15.6%	378
After 2 years at school	16	4.3%	52	13.8%	198	52.7%	110	29.3%	376
After 3 years at school	10	3.4%	33	11.1%	173	58.4%	80	27.0%	296
End of Year 4	14	3.6%	36	9.2%	223	56.7%	120	30.5%	393
End of Year 5	19	5.0%	34	9.0%	212	56.2%	112	29.7%	377
End of Year 6	5	1.7%	27	9.1%	150	50.3%	116	38.9%	298
End of Year 7	24	4.7%	60	11.6%	181	35.1%	251	48.6%	516
End of Year 8	17	3.2%	52	9.9%	201	38.3%	255	48.6%	525

### 2016 Baseline Data by Cohort: Achieving At or Above National Standards for Reading

- 2675 of our 3160 (84.7%) of All learners.
- 222 of our 272 (81.6%) Māori learners.
- 47 of our 55 (85.5%) Pasifika learners.
- 499 of our 656 (76.1%) Asian learners.
- 1762 of our 1990 (88.5%) European learners.
- 1347 of our 1647 (81.8%) Male learners.

- 1328 of our 1513 (87.8%) Female learners.

## 2016 Baseline Data by Year Level: Achieving At or Above National Standards for Reading

- 292 of our 378 (77.2%) of after 1 Year learners.
- 308 of our 376 (81.9%) of after 2 Years learners.
- 253 of our 296 (85.5%) of after 3 Years learners.
- 343 of our 393 (87.3%) at the end of Year 4 learners.
- 324 of our 377 (85.9%) at the end of Year 5 learners.
- 266 of our 298 (89.3%) at the end of Year 6 learners.
- 432 of our 516 (83.7%) at the end of Year 7 learners.
- 456 of our 525 (86.9%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Reading											
Target : A minimum of 85% or a minimum 5% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	3160	2675	85%	2730	86%	2785	88%	2838	90%	163	5%
Male	1647	1347	82%	1382	84%	1417	86%	1451	88%	104	6%
Female	1513	1328	88%	278	18%	287	19%	1387	92%	59	4%
SUB COHORT TARGETS											
Māori	272	222	82%	230	85%	238	88%	244	90%	22	8%
ESOL	380	180	47%	228	60%	276	73%	323	85%	143	38%

**All Student Achievement** All learners will make accelerated progress in Reading by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 2675 of our 3160 (85%) learners At or Above the standard to 2838 of our 3160 (90%), across all schools an increase of 163 learners (5%).

**Māori Achievement:** Māori learners will make accelerated progress in Reading by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 222 of our 272 (82%) learners At or Above the standard to 244 of our 272 (90%), across all schools an increase of 22 learners (8%).

**ESOL Achievement:** ESOL learners will increase their achievement in Reading across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the language deficit that currently exists. In Years 1-8 there will be a sustained increase from 180 of our 380 (47%) learners At or Above the standard to 323 of our 380 (85%), across all schools an increase of 143 learners (38%).

**Year 1 - 8 Achievement Challenge Targets for Reading by School**  
**Target:: A minimum of 85% or a minimum 5% shift over three years**

MĀORI	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	24	15	62.5	17	71%	19	79%	20	85%	5	23%
Torbay	39	34	87.2	35	90%	36	92%	36	92%	2	5%
Glamorgan	55	49	89.1	50	91%	51	93%	52	94%	3	5%
Sherwood	37	33	89.2	34	92%	35	95%	35	94%	2	5%
Long Bay	18	16	88.9	16	89%	16	89%	17	94%	1	5%
Northcross (Y7-8)	99	75	75.8	78	79%	81	82%	84	85%	9	9%
<b>Total</b>	<b>272</b>	<b>222</b>	<b>81.6</b>	<b>230</b>	<b>85%</b>	<b>238</b>	<b>88%</b>	<b>244</b>	<b>90%</b>	<b>22</b>	<b>8%</b>
MALES	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	231	172	74.5	180	78%	188	81%	196	85%	24	11%
Torbay	243	214	88.1	218	90%	222	91%	226	93%	12	5%
Glamorgan	281	218	77.6	225	80%	232	83%	239	85%	21	7%
Sherwood	196	172	87.8	175	89%	178	91%	182	93%	10	5%
Long Bay	152	132	86.8	135	89%	138	91%	140	92%	8	5%
Northcross (Y7-8)	544	439	80.7	449	83%	459	84%	468	86%	29	5%
<b>Total</b>	<b>1647</b>	<b>1347</b>	<b>81.8</b>	<b>1382</b>	<b>84%</b>	<b>1417</b>	<b>86%</b>	<b>1451</b>	<b>88%</b>	<b>104</b>	<b>6%</b>
ESOL	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	151	89	58.9	102	68%	115	76%	128	85%	39	26%
Torbay	28	15	53.5	18	64%	21	75%	24	85%	9	31%
Glamorgan	48	18	37.5	26	54%	34	71%	41	85%	23	48%
Sherwood	64	45	70.3	48	75%	51	80%	54	85%	9	15%
Long Bay	14	9	64.2	10	71%	11	79%	12	85%	3	21%
Northcross (Y7-8)	75	4	5.3	24	32%	44	59%	64	85%	60	80%
<b>Total</b>	<b>380</b>	<b>180</b>	<b>47.3</b>	<b>228</b>	<b>60%</b>	<b>276</b>	<b>73%</b>	<b>323</b>	<b>85%</b>	<b>143</b>	<b>38%</b>

## Achievement Challenge 3: Mathematics

### Data Analysis- Key Points

Analysis of OTJs based on assessments such as JAM, GLOSS (strategy stage), NUMPA (strategy stage and knowledge), IKAN (knowledge) for Y5/6, individual knowledge testing, work samples, modelling books, national standards overview, progressions and rubrics, and PATs. Secondary data included NCEA numeracy, PAT and CEM data.

- In general, **fewer numbers of girls are achieving at the higher level than the boys for mathematics.**  
For some schools, the gender difference does appear across longitudinal data - using the current assessment models for NS and NCEA
- **Students of Asian descent generally achieve well in mathematics.** There is a language barrier, so an area to be developed is ELL students' ability to problem solve and communicate their mathematical thinking across a range of scenarios.

### Aggregated Year 1 -8 Data For Mathematics

COHORT	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	52	1.6%	454	14.4%	1,694	53.7%	957	30.3%	3,157
Māori	6	2.2%	57	21.0%	147	54.0%	62	22.8%	272
Pasifika	2	3.6%	12	21.8%	37	67.3%	4	7.3%	55
Asian	6	0.9%	49	7.5%	320	48.8%	281	42.8%	656
European	35	1.8%	299	15.0%	1,077	54.2%	576	29.0%	1,987
Male	30	1.8%	222	13.5%	831	50.5%	562	34.2%	1,645
Female	22	1.5%	232	15.3%	863	57.1%	395	26.1%	1,512

YEAR LEVEL	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
After 1 year at school	2	0.5%	23	6.1%	301	79.4%	53	14.0%	379
After 2 years at school	4	1.1%	49	13.1%	254	67.9%	67	17.9%	374
After 3 years at school	8	2.7%	34	11.5%	186	62.8%	68	23.0%	296
End of Year 4	7	1.8%	47	12.0%	191	48.6%	148	37.7%	393
End of Year 5	8	2.1%	64	17.0%	205	54.4%	100	26.5%	377
End of Year 6	1	0.3%	33	11.1%	148	50.0%	114	38.5%	296
End of Year 7	14	2.7%	109	21.1%	212	41.1%	181	35.1%	516
End of Year 8	7	1.3%	95	18.1%	197	37.5%	226	43.0%	525

### 2016 Baseline Data by Cohort: Achieving At or Above National Standards for Mathematics

- 2651 of our 3157 (84%) of All learners.
- 209 of our 272 (76.8%) Māori learners.
- 41 of our 55 (74.5%) Pasifika learners.
- 601 of our 656 (91.6%) Asian learners.
- 1653 of our 1987 (83.2%) European learners.
- 1393 of our 1645 (84.7%) Male learners.
- 1258 of our 1512 (83.2%) Female learners.

## 2016 Baseline Data by Year Level: Achieving At or Above National Standards for Mathematics

- 354 of our 379 (93.4%) of after 1 Year learners.
- 321 of our 374 (85.8%) of after 2 Years learners.
- 254 of our 296 (85.8%) of after 3 Years learners.
- 339 of our 393 (86.3%) at the end of Year 4 learners.
- 305 of our 377 (80.9%) at the end of Year 5 learners.
- 262 of our 296 (88.5%) at the end of Year 6 learners.
- 393 of our 516 (76.2%) at the end of Year 7 learners.
- 423 of our 525 (80.6%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Mathematics											
Target : A minimum of 85% or a minimum 5% shift over three years											
COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	3157	2651	84%	2705	86%	2759	87%	2814	89%	163	5%
Males	1645	1393	85%	1419	86%	1445	88%	1472	89%	79	5%
Females	1513	1258	83%	1286	85%	1314	87%	1342	89%	84	6%
SUB COHORT TARGETS											
Māori	272	191	70%	204	75%	217	80%	234	86%	43	16%
End of Year 7	516	393	76%	408	79%	432	82%	439	85%	46	9%

**All Student Achievement** All learners will make accelerated progress in Maths by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 2651 of our 3157 (84%) learners At or Above the standard to 2814 of our 3157 (89%), across all schools an increase of 163 learners (5%).

**Māori Achievement:** Māori learners will make accelerated progress in Maths by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 191 of our 272 (70%) learners At or Above the standard to 234 of our 272 (86%), across all schools increase of 43 learners (16%).

**End of Year 7 Achievement:** Learners will increase their achievement in Maths across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists. In Year 7 there will be a sustained increase from 393 of our 516 (76%) learners At or Above the standard to 439 of our 516 (85%), and across all schools increase of 46 learners (9%).

Year 1 - 8 Achievement Challenge Targets for Mathematics by School											
Target:: A minimum of 85% or a minimum 5% shift over three years											
MĀORI	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Oteha Valley	24	16	67%	17	71%	18	75%	20	85%	4	18%
Torabay	39	29	74%	30	77%	31	79%	33	85%	4	11%
Glamorgan	55	46	84%	47	85%	48	87%	49	89%	3	5%
Sherwood	37	13	35%	19	51%	25	68%	31	85%	18	50%
Long Bay	18	16	89%	16	89%	16	89%	17	94%	1	5%
Northcross (Y7-8)	99	71	72%	75	76%	79	80%	84	85%	13	13%
<b>Total</b>	<b>272</b>	<b>191</b>	<b>70%</b>	<b>204</b>	<b>75%</b>	<b>217</b>	<b>80%</b>	<b>234</b>	<b>86%</b>	<b>43</b>	<b>16%</b>
BY THE END OF YEAR 7	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Northcross (Y7-8)	516	393	76%	408	79%	432	82%	439	85%	46	9%

## Achievement Challenge 4: Students in Years 9 - 10

### Data Analysis – Writing, Reading, & Mathematics

Data considered included numeracy and literacy comparisons with national decile 10 co-ed averages, CEM and PAT testing as well as individual faculty analysis of student achievements across a wide range of subject areas.

NOTE: For the purposes of this analysis, percentage of male/female students in a particular category has been calculated as the number of males/females within the category out of the total number of males/females in that cohort, not out of the total number of students in the cohort. This allows a more realistic comparison between the genders as the data is not skewed by unequal gender distribution within any given cohort.

### Y9 and Y10 Supporting Data – Writing

2017 Y9 Entrance Data	Male (145)	Female (135)	Total (280)
Below Curriculum Level 4	35.2%	13.3%	25.6%
At Curriculum Level 4	64.1%	80.8%	71.2%
At Curriculum Level 5	0.7%	5.9%	3.2%

\*Boys are nearly 3 times as likely as girls to be operating Below Curriculum Level 4.

2017 Y9 End of term 1 Writing task	Male (118)	Female (113)	Total (223)
Below Curriculum Level 4	31.4%	12.4%	22.9%
At Curriculum Level 4	66.9%	76.1%	70.4%
At Curriculum Level 5	1.7%	11.5%	6.7%

In year 9, students are banded based on entrance tests in Maths, English and Reasoning, PAT scores and feedback from Intermediate staff. There are 3 bands. Students operating below Level 4 of the Curriculum in writing are spread across all 3 bands. **A Band** – 3.9% **B Band** – 41.2% **C Band** – 54.9%

2016 Y10 End of year 10 Writing:	Creative Writing (254 students)	Formal Writing (245 students)
Did Not Sit	6.71%	7.36%
Below Curriculum Level 4	0.39%	0%
At Curriculum Level 4	16.93%	16.32%
At Curriculum Level 5 – beginning stages	26.12%	30.31%
At Curriculum Level 5	40.01%	35.81%
Above Curriculum Level 5	9.84%	10.2%

At the end of 2016, less than 50% of students had mastered curriculum level 5 sufficiently to competently move onto curriculum level 6 in year 11.

**Writing as a key focus** area continues as a trend across a large number of subjects within the College as exam expectations continue to increase. 2017 Cross curricular y9 writing data suggests that 13% of students are operating at level 3 of the curriculum by mid year with a further 12.5% fluctuating between level 3 and 4 depending on the task. **Boys are over represented within these figures.** Providing students with a clear structure for writing in order to help organise their thoughts, has become a focus in some subject areas while others are exploring alternative means of assessment. **Several faculties reported concerns around student engagement and self-efficacy in this area.**

Overall, this data supports the trends identified by the cluster primary schools suggesting that our students are not meeting the required standard in writing. Boys are far more likely than girls to fall within this category.

## Y9 and Y10 Supporting Data - Reading

We do not assess reading as a standalone skill. Reading data is not explicitly available but trends can be observed through considering assessment data which relies on a strong reading component, such as unfamiliar text assessments. **The 2016 Y9 cohort data suggested that around 20% of students were operating at L3 of the curriculum in this area.** Boys again, were over represented at 13%.

The most accurate indicator of students' ability to read and interpret information is the Unfamiliar Text Assessment completed through the English Faculty.

<b>2016 end of year 9 assessment:</b>	<b>Male (158)</b>	<b>Female (149)</b>	<b>Total (307)</b>
<b>Did not sit</b>	0.9%	13.4%	11.1%
<b>Below Curriculum Level 4</b>	12.7%	6.7%	9.8%
<b>At Curriculum Level 4</b>	77.2%	67.8%	72.6%
<b>At Curriculum Level 5</b>	1.3%	12.1%	6.5%

\*Females are much more likely to achieve at curriculum level 5 than males, however an accurate statement cannot be made regarding gender performance below curriculum level 4 as a significant number of female students did not complete the assessment.

<b>2016 end of year 10 assessment:</b>	<b>Total (257)</b>
<b>Did not sit</b>	0.8%
<b>Below Curriculum Level 4</b>	0.4%
<b>At Curriculum Level 4</b>	5.8%
<b>At Curriculum Level 5 – beginning stage</b>	27.0%
<b>At Curriculum Level 5</b>	60.7%
<b>Above Curriculum Level 5</b>	5.5%

## Y9 and Y10 Supporting Data – Maths

<b>2017 Entrance Data for Maths:</b>	<b>Male (144)</b>	<b>Female (138)</b>	<b>Total (282)</b>
<b>Below Curriculum Level 4</b>	29%	29%	26.7% (82)
<b>At Curriculum Level 4</b>	45.8%	50%	52.2% 28
<b>At Curriculum Level 5</b>	25%	21%	21.1% (65)

<b>2016 end of Year 9 Number assessment.</b>	<b>Male (158)</b>	<b>Female (149)</b>	<b>Total (307)</b>
<b>Did not sit</b>	6.3%	9.4%	7.8%
<b>Below Curriculum Level 4</b>	20.3%	24.8%	22.5%
<b>At Curriculum Level 4</b>	48.7%	43%	45.9%
<b>At Curriculum Level 5</b>	24.7%	22.8%	23.8%

<b>2016 end of Year 10 Number assessment.</b>	<b>Total (262)</b>
<b>Below Curriculum Level 4</b>	4.6%
<b>At Curriculum Level 4</b>	33.2%
<b>At Curriculum Level 5 – beginning stage</b>	17.2%
<b>At Curriculum Level 5</b>	29.8%
<b>Above Curriculum Level 5</b>	15.3%

CEM data as well as on-going assessment at Y9 and Y10 suggest that there is no significant gender differential for Mathematics. We do however have between 15 and 30% of the cohort operating at L3 of the

curriculum depending on the strand. In spite of this NCEA L1 numeracy results are in line with expectations. We are interested in exploring strategies to further develop numeracy and mathematical reasoning within the junior school

\*Overall the data suggests that around a quarter of our students operate below curriculum level 4 in year 9. 45.1% of students are competently operating at curriculum level 5 by the end of year 10.

## Year 10 Achievement Challenge Targets for Writing, Reading and Mathematics

Long Bay College Y10 Achievement Challenges						
Students competently Curriculum Level 5 or above	2016 LBC	Target 2017	Target 2018	Target 2019	Target 2020	Student & % Shift
Y10 <b>Writing</b> Target	46.1%	53.0%	60.4%	67.8%	75.1%	29%
Student Number (245)	113	130	148	166	184	71
Y10 <b>Reading</b> Target	66.2%	70.8	75.5%	80.5%	85.2%	19%
Student Number (257)	170	182	194	207	219	49
Y10 <b>Maths</b> Target	45.1%	52.7%	60.3%	71.0%	75.2%	30.1%
Student Number (262)	118	138	158	178	197	79

- By the end of 2020: **75%** of year 10 students to competently operate at Curriculum Level 5, ready to move onto Curriculum Level 6 in **Writing**. A shift of 71 students.
- By the end of 2020: **85%** of year 10 students to operate competently at Curriculum Level 5, ready to move onto Curriculum Level 6 in **Reading**. A shift of 49 students.
- By the end of 2020: **75%** of year 10 students to competently operate at Curriculum Level 5, ready to move onto Curriculum Level 6 in **Maths**. A Shift of 79 students.



## Achievement Challenge 5: NCEA Level 1, 2, and 3 Grade Quality

### Data Analysis- Key Points

Overall analysis of results across 10 faculties through in depth Quality Assurance reporting suggest a range of patterns and trends. There is however clear consensus that grade quality is significantly affected by students' ability to write fluently and with accuracy. Data also supports males being affected more significantly than girls. There is a clear understanding of how these trends fit within National Statistics as well as the impact of recent research around the teenage brain. NCEA results were also influenced by the fact that we increased the number of FFPs entered for NCEA. This is a reflection of the trend around second language learners observed in the primary schools within our cluster. QA Reporting occurs twice annually across all 10 faculties.

School wide analysis shows Excellent Endorsements improving across L1, 2 and 3 over the last 6 years.

NCEA Endorsement Quality - Roll based	2016 National Decile 8-10 Co-Ed	2016 LBC
Level 1 Merit Endorsement	41.5%	30.1%
Level 1 Excellence Endorsement	28.3%	37.2%
Level 2 Merit Endorsement	34.1%	37.3%
Level 2 Excellence Endorsement	23.0%	24.1%
Level 3 Achievement	74.5%	80.9%
Level 3 Merit Endorsement	35.0%	33.2%
Level 3 Excellence Endorsement	18.8%	20.1%

In line with the Long Bay College Annual Plan, the aim is to improve participation based endorsements to match or exceed National Averages for Decile 8-10 Co-Ed Schools.

Based on the results there are 3 key focus areas:

1. To raise overall, Roll Based achievement in NCEA Level 3 from 80.9% to 85% by 2020 and a shift of 12 students.
2. Improve L1 Merit Endorsement Rates by 10.8% and a shift of 37 students
3. Improve L3 Merit Endorsements by 4% and a shift of 12 students.

Long Bay College NCEA Achievement and Endorsement Targets						
NCEA Endorsement Quality	2016 LBC	Target 2017	Target 2018	Target 2019	Target 2020	Student & % Shift
<b>Level 1 Merit Endorsement</b>	30.1%	32.6%	35.3%	38.2%	40.9%	10.8%
Student Numbers (340)	102	111	120	130	139	37
<b>Level 3 Attainment</b>	80.9%	82.2%	83.1%	84.0%	85.0%	4.1%
Student Numbers (320)	259	263	266	269	272	12
<b>Level 3 Merit Endorsement</b>	33.1%	34.1%	35.2%	36.2%	37.3%	4.2%
Student Numbers (287)	95	98	101	104	107	12

## Plan of Approach

As a Community of Learning we have identified 5 strategies to help us succeed in our Achievement Challenges. While the focus will remain on the accelerated achievement of targeted students, the Principals believe that through improving these areas of practice and pedagogy across all schools in our Community of Learning, that all teachers will increase their capacity to be effective, resulting in improved outcomes for all learners, not just our target groups.

The CoL is keen to explore how the curriculum can be delivered to meet the developmental and gender differences of our students. This may include utilising the science, technology, engineering and mathematics (STEM) subjects alongside literacy assessments (e.g. utilising science to provide authentic contexts across the curriculum and as an avenue to develop different ways to communicate ideas), and linking with oral language development to improve student communication skills at all levels.

### **We Believe:**

We believe that our learners will achieve success in our Achievement Challenges and that collective capacity and capability will increase. We believe that this will be achieved not solely on a focus of success against National Standards and NCEA, but more importantly through deliberate actions to improve the wellbeing of all learners.

We believe that in order to prepare our learners for an unknown future we need to help them become resilient, independent creators of their own pathways. We believe that understanding and developing creativity in our learners will unlock their potential and assist them in finding and pursuing their passions.

### **1. Authentic Learner Agency (Ako)**

Successful and authentic learner agency occurs when there is pervasive belief that learners having authentic ownership of their learning process is ideal. Learners must be involved in caring, inclusive and responsive learning communities where collaborative, productive and respectful relationships exist between teachers, learners, whanau and the wider community.

#### ***We will achieve this by***

- *Developing meaningful and authentic ways in which learners can regularly engage to share their learning*
- *Using the Key Competencies as strategies for developing learner dispositions*
- *Fostering learning-focused relationships*
- *Developing a clear understanding with learners about what they need to learn and why*

### **2. Community Engagement (Whanaungatanga)**

We will focus on creating educationally powerful connections with parents, whanau and community. We recognise the diversity of communities in each of our schools and each school will work on strengthening its connections with its own community. As a Community of Learning we will have the combined support of our Boards of Trustees and community partnerships.

Families and whanau will be empowered to actively participate in learning discussions. Parents, whanau and community partners will be confident that these connections will remain as children transition.

***We will achieve this by***

- *Developing a shared understanding with parents and whanau about how and what learners need to learn and why*
- *Working with parents and whanau to develop their child's learning pathway and feel confident about their existing and next educational partnerships*
- *Working with parents, whanau, and wider community partners, to develop educationally powerful pathways*

**3. Teacher Effectiveness (Whakamana)**

To be more effective we will focus on reflecting on current teaching practices within our own schools, and across all schools. We will practise and model having a growth mindset so we can learn how to consistently improve teaching practices with the outcome of more effective teachers and increased equity and excellence.

***We will achieve this by***

- *Engaging in and reviewing professional learning and inquiry that builds capacity and capability*
- *Collaborating with others to build new understanding for teacher effectiveness that is consistent and sustainable across our educational pathway*
- *Using the Spiral of Inquiry as a framework for learning*

**4. Collaborative Practice (Ako)**

Our Community has been sharing practices and achievement information in a number of areas for a long time. We believe that our Community will assist us in strengthening the existing models and patterns of collaboration. This will further develop teacher capability, confidence and skills to engage with students and whanau by identifying and implementing best practice models across all schools. We have a shared commitment to raising achievement across Years 1-13. We will develop a shared understanding of what collaborative learning means and looks like. Our Principals, Lead Teachers will model this across our Community and in our individual schools.

***We will achieve this by***

- *Developing a common language of learning*
- *Agreeing on what successful learning looks like and how this might be evaluated*
- *Deliberately building capacity and capability of teachers to sustain the learning across the curriculum*

**5. Culturally Responsive Practice**

To acknowledge the diversity of our collective communities, we will work together to deliver culturally responsive pedagogy. This will affirm the strength of diversity in our communities through language, customs and beliefs. We will be guided by the principles of *Ka Hikitia* and *The Pasifika Education Strategy*.

We will continue to promote high expectations for all our learners in a way that responds positively to their different cultural backgrounds.

***We will achieve this by***

- *Supporting teachers to adapt their learning focused relationships to relate and interact with different cultures*

- *Developing environments of high expectation, promoting learning through interactive teaching and collaborative reflection*
- *Ensuring the curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities*

## 6. Successful Transitions

Learners need to make positive adjustments to their new learning environments so that their wellbeing is maintained and their learning is coherent and continuous. Successful transitions occur when learners develop a strong sense of belonging and identity in the new setting and feel supported. Effective transitions are critical to strong educational pathways.

### ***We will achieve this by***

- *Establishing procedures and processes to alleviate the stress on young people at times of transition and provide an environment that caters for their intellectual, social, physical, emotional, psychological and moral development.*
- *Increased coherency to the analysis, reporting and sharing of data across schools with the aim of developing either a current student management system or a new reporting system that is able to be used across the schools.*

## Implementation Monitoring, Evaluation and Reporting

Monitoring will focus on:

- Implementation of the plan (have the agreed tasks been carried out? how well? Spiral of Inquiry)
- Emerging evidence of changes in pedagogy and school practice and culture.
- Measurement of progress through a range of assessment tools, student voice and engagement.

The effectiveness of implementation will be evaluated through emerging evidence relating to shifts in pedagogy and practices for accelerating the progress of target groups of learners.

Learner, parent, teacher and community voice will be sought as part of evaluation.

We will monitor, evaluate and report to our Boards and the community as per current practices. This will include all stakeholders. We will look to find commonalities as we progress.

Community of Learning Leader will work with the across school teachers and within school teachers to promote effective internal and across school evaluation. They will focus on beginning and end of year data about learners' achievement, with commentary on its significance in relation to the targets.