

Tokomairiro Community of Learning 2017-2019



Through collaboration we are all stronger

**Ki to kohahi te Kaakaho ka whati,
ki te kaapuia, e kore e whati.**

*When reeds stand alone, they are vulnerable,
but bound together they are unbreakable.*

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Our Schools

The Tokomairiro Community of Learning includes:

Schools:

- Tokomairiro High School
- Milton Primary School
- St Mary's School (Milton)
- Tokoiti School
- Waitahuna School

Early Childhood Centres:

- Goldfields Kindergarten
- Milton Kindergarten
- Tokomairiro Early Learning Centre on Spenser
- Tokomairiro Early Learning Centre (Johnson Street)

Our Shared Vision

Our vision has been created through our wish to have a shared aspiration for the learners of our local community. Collaboration of the five schools and the four early childhood centres has resulted in the development of the following vision:

Through collaboration we are all stronger

This vision is supported by the following Whakatauki that has inspired and directs our Community of Learning:

***Ki to kohahi te Kaakaho ka whati, ki te kaapuia, e kore e whati.
When reeds stand alone, they are vulnerable, but bound together they are unbreakable.***

What is important for our Community of Learning?

Our Shared Mission

Every learner reaching their full potential.

Our aim is for our learners to achieve our shared mission throughout their entire educational pathway, as they progress through our Early Learning Centres and Primary Schools and then transition at Year 7 into their secondary schooling years. It is through collaboration and working together that we will be able to support our learners in achieving our mission.

Our Shared Values

Our shared values are the important qualities we aim to show in the ways we go about our work, and the relationships with others in our community. These were identified across our schools and early childhood centres and include:

- Relationships - whanaungatanga
- Confidence - māia
- Respect - manāki
- Responsibility - tūtika
- Excellence - kairangi
- Resourcefulness - māramatanga

Our Key Approaches

We have some underlying key approaches underpinning our collaborative achievement challenges and targets. It is our intention that these approaches will be evident in the work carried out across of Community of Learning and will lead us to achieving our identified achievement challenges and targets:

- **Collaborative inquiry mindset to build teachers' individual and collective capacity to meet the needs of every learner:** deepening teacher knowledge and strengthening teacher practice; applying adaptive expertise; and using evidence to support the needs of diverse learners
- **Culturally responsive pedagogies and practice:** Developing competence in Te Reo Māori, recognising and reflecting identity, language and culture and strengthening the bicultural confidence and competence of staff, learners, and community
- **Strengthened educational pathways and effective transition systems and practices:** Using achievement progressions to enhance learner achievement and engagement
- **Active learners who have agency:** Engaging and connecting with learners, to ensure they experience future focused, authentic learning experiences, that resonate across their learning pathways
- **Powerful whānau connections, engagement, and involvement:** Engaging and collaborating with learners, their whānau and the wider community about learning pathways

Profile of the Tokomairiro Community of Learning

The Tokomairiro Community of Learning is set in the Clutha District. It consists of three early childhood centres, three contributing primary schools, one of which is a Catholic school, and a Year 7-13 secondary school based in Milton, plus a contributing primary school in Waitahuna and an early childhood centre in Lawrence. There is a traditional pathway with most learners progressing through to Tokomairiro High School from their contributing primary schools. The schools vary from rural to semi rural to urban.

Parents and whānau want their children to achieve. They have high expectations of the education community to support all rangatahi in achieving their aspirations.

Tokomairiro District has a strong history of preschoolers accessing Early Childhood education. Milton primary schools' and Milton early childhood providers have been part of a Special Education transition project in 2016 focusing on strengthening connections between stakeholders. As a Community of Learning we will maintain and strengthen our well established links with our Early Childhood education networks.

Tokomairiro Community of Learning Rolls as at end of 2016

| School | Total learners | Māori | Pasifika | Asian | NZ European | Other | Male | Female |
|-------------------------|----------------|-------------------|------------------|------------------|-------------------|------------------|-------------------|-------------------|
| Tokomairiro High School | 262 | 44 17% | 3 1.1% | 0 | 211 81% | 4 1.5% | 121 46% | 141 54% |
| Milton Primary School | 162 | 27 17% | 3 1.5% | 1 0.5% | 131 81% | 0 0% | 85 52% | 77 48% |
| St Mary's School | 78 | 19 24% | 0 0% | 3 4% | 56 72% | 0 0% | 38 49% | 40 51% |
| Tokoiti School | 43 | 10 23% | 0 0% | 0 0% | 31 72% | 2 5% | 26 60% | 17 40% |
| Waitahuna School | 14 | 0 0% | 0 0% | 0 0% | 14 100% | 0 0% | 9 64% | 5 36% |
| Early Childhood Centres | 150 | 37 24% | 3 2% | 1 1% | 106 71% | 3 2% | 79 53% | 71 47% |
| Total for CoL: | 709 | 137 19% | 9 1.1% | 5 0.7% | 549 77% | 9 1.1% | 358 50% | 351 50% |

Educational leaders meet regularly through the South Otago Principal's Association (SOPA), working on initiatives such as the ICT cluster 2004 -2007, the EHSAS initiative 2008-2010, LCN from 2011 - 2014 and the Dairy NZ funding proposals for families affected by the dairy industry.

As a group we have a long history of collaboration between schools and centres within the wider Clutha district. This will continue to be achieved by enhancing effective teaching practice, further developing e-learning and creating strong connections between learners, whānau, schools and centres and the wider community.

Collaborating as a Community of Learning

The Tokomairiro Community of Learning believes that by collaborating and working together we can achieve more for our learners than any one person or school/centre could achieve by themselves. Benefits include:

- Greater achievement outcomes for our learners, particularly for our priority learners
- Increased learner engagement and motivation
- Effective teacher practice shared across our Community of Learning
- Targeted professional development
- Learners provided with a seamless educational experience that will benefit all of our learners
- Clear, consistent and seamless educational pathways established, both within and between centres and schools
- Stronger connections and engagement with whānau
- Sustained performance

How We Will Work Together

We will be guided in all interactions by our Memorandum of Agreement and Code of Conduct which all schools and early childhood centres have signed. Key points of these documents include:

- High trust relationships: operating with a high level of trust and respect within our Community of Learning
- Confidentiality of all data and information shared with our Community of Learning (Privacy Protocol which is compliant with the Privacy Act 1993, and the Official Information Act 1982)
- A commitment to collaborating, sharing, valuing others, cultural responsiveness and honouring responsibilities across our Community of Learning
- Consultation, evidence, and communication at the forefront of all decisions and initiatives which are based on children being first and at the heart of our work

In cases of a dispute or a breakdown in communication, participants agree to follow our disputes resolution process:

- Issues will be referred to the leader(s) of our Community of Learning.
- Where the leader(s) are involved or unable to resolve the problem the stewardship group will convene to plan a way forward.

Effective Transition

Effective transition processes will support our learners along their learning pathways through:

- Engaging in collaborative inquiry
- Building shared understandings about pedagogy
- Improving knowledge across our community of learning
- Building partnerships with parents and whānau
- Developing innovative practices

Collaborating with Our Wider Community

How we will consult and work with our schools, parents and whānau, iwi and wider school community:

- All schools and centres have agreed to collaborate in the Tokomairiro Community of Learning.
- Whānau will be consulted and will work alongside us to develop a plan for next steps.
- All stakeholders, including parents and whānau, will be kept informed of the progress of our Community of Learning.

The Structure of our Community of Learning

Our Community of Learning will operate on the following organisational structure:

- **Stewardship Group:** has governance responsibility for the Community of Learning:
 - It is comprised of one representative from each of the five schools and a representative from Early Childhood
 - Meets once a term to review progress and reports on the specific targets so they can report back to their full boards
 - The Principals/Leaders are delegated the responsibility for management of the Community of Learning and will meet regularly for progress reports and analysis
- **Leadership Group:** has leadership responsibility for the Community of Learning by supporting the Community of Learning Leader, across school teacher, and within school teachers:
 - It is comprised of the principals from each of the five schools and a representative from Early Childhood
 - Meets regularly to review progress and identify next steps
 - Is delegated the responsibility for management of the Community of Learning
- **Community of Learning Leader:** this principal will have the role of supporting all principals and teachers in the Community of Learning to raise achievement and meet our shared goals.
 - Project leadership skills will be harnessed to share best practice from across the Community
 - The Community of Learning leadership role will involve 0.4 FTTE release time.
- **Across School Teacher:** the role of this teacher will involve working closely with the other teachers across the community to enable the best of the combined teacher strengths to raise achievement
 - The across school teacher role will involve 0.4 FTTE release time.
- **Within School Teachers:** the role of these selected teachers will involve them working closely within their own school to share good practice with teachers from across the community.
 - The within school teacher roles will involve 0.08FTTE release time.
- **Inquiry Time:** this will enable teachers to have the time to learn from each other and work together on our Community of Learning goals.
 - 50 hours or 0.05 FTTE, per school, is provided for inquiry time when there are 1-10 teachers, 0.006 FTTE per teacher when more than 10 teachers.
- **Facilitated Professional Development:** for principals and teachers across our Community of Learning to strengthen school systems and processes and teacher practice.
 - Accessing external PLD providers linked to achievement challenges
 - Sharing internal expertise

Monitoring, Evaluating, and Reporting

Spirals of Inquiry:

- The Spiral Inquiry Cycle will underpin all actions we take to achieve our achievement challenges
“Since any teaching strategy works differently in different contexts for different learners, effective pedagogy requires that teachers inquire into the impact of their teaching on their learners.”
(Ministry of Education, 2007, page 35)

Evidence Collecting Practices:

- Our Community of Learning will use reliable, research-based strategies that have been shown to improve engagement and accelerate progress and achievement.
- Quality overall teacher judgements using tools and a variety of reliable evidence i.e. PaCT
- Effective moderation of evidence within and between schools
- Individual learner focussed methodology will enable the achievement of learners working towards NCEA qualifications to be closely monitored and supported.

Monitoring: of progress in relation to our goals and targets will focus on:

- Implementing and evaluating the plan
- On-going collection of data to inform where we are now, identify our next steps, and evaluate our progress towards our goals
- A range of quality information, including achievement data and learner efficacy information, will be used to measure our progress
- Collaboration and inquiry will underpin our pedagogical approaches and growth in professional capability in order to raise achievement for all of our learners
- Methods used to collect evidence will be open and transparent to ensure relevance and connection to our communities
- Data will be collected and aggregated in a way that respects the privacy and integrity of all

Evaluating: With an emphasis on:

- Baseline and end of year data of learner achievement including observations with regards to progress towards achieving set targets
- Documenting and sharing emerging evidence of changes in pedagogy and school practices
- The inclusion of learner, parent, and teacher voice
- Identify areas for future development
- The achievement goals will be reviewed and reset for the start of each school year using the previous year’s data as a baseline
- Each school will integrate the Strategic Goals and agreed actions into the strategic and annual plans of their School Charter

Reporting: to the Stewardship Group and to individual boards:

- Co-ordinated by the Lead Principal and presented once a term
- Reports to address:
 - Achievement challenges
 - Implementation progress
 - Documenting and sharing emerging evidence of changes in pedagogy and school practices
 - Any additional matters arising from the process of collaboration

2016 Data Analysis

Data analysis is an important part of identifying our achievement challenges. We believe that reading, writing, and mathematics are the foundations to learning across the curriculum. Through the analysis of our combined data we have identified the following learner achievement concerns:

Reading: Overall, 80% of our learners (298/373) are at or above the National Standard for reading. We note that the cohort that was sufficiently below all other cohorts was after one year at school - 46% at or above (22/48 learners). This area is being addressed through Milton School's teacher led innovation fund and the Milton Area Transition to School project. We are concerned that only 76% of our Māori learners (53/70) are at or above the National Standard in reading and only 75% of Boys (147/196) are at or above the National Standard in reading.

Writing: Currently across the Community 75% learners (281/373) are At or Above the National Standard for writing. We note that of this group, 64% of boys (126/196) are achieving at or above their expected level and 63% of Māori learners (44/70) are achieving at expected levels. We note that the cohorts that were significantly below other cohorts included after one year at school - 69% at or above (33/48 learners) and end of Year 5 - 67% at or above (32/48). It is anticipated that through the focus on Māori learners and boys the achievement levels of writing in these cohorts will accelerate.

Oral Language: Qualitative data and observations from our early learning centres indicate that a significant number children have not been exposed to a multitude of words and have experienced a lack of engagement with other children and adults during their early years. They therefore, have a limited repertoire of oral language to use in their learning. We have also noticed an increase of children with specific speech and language problems but have not all been able to access professional support in a timely manner.

Mathematics: Currently across the Community 77% learners (288/373) are At or Above the National Standard for mathematics. We note that 69% of Māori learners (48/70) are achieving at expected levels. We note that of this group, girls are achieving at a similar level to boys 77% of girls (136/177) are achieving at or above their expected level compared to 78% of boys (152/196).

NCEA: We believe that all learners should gain at least NCEA Level 2 before leaving school. This data is the achievement rate of NCEA Level 2 for year 12 learners over the past three years.

| Tokomairiro High School | 2014 | 2015 | 2016 |
|--|-------------|-------------|-------------|
| Proportion of learners who achieved NCEA Level 2 | 80% (24/30) | 79% (19/24) | 93% (37/40) |

Summary of Māori Achievement analysis: During 2016 our Māori learners overall did not achieve as well as European/Pākehā:

- Reading 76% (53/70) Māori learners at or above National Standard Expectation compared to 82% (240/294) of NZ European
- Writing 63% (44/70) Māori learners at or above National Standard Expectation compared to 79% (231/294) of NZ European
- Mathematics 69% (48/70) Māori learners at or above National Standard Expectation compared to 79% (232/294) of NZ European

Summary of Boys Achievement analysis: During 2016 our boys overall did not achieve as well as girls in the following areas:

- Reading 75% (147/196) boys at or above National Standard Expectation compared to 85% (240/294) of girls
- Writing 64% (126/196) boys at or above National Standard Expectation compared to 79% (151/177) of girls

Our Achievement Challenges (in summary)

How and why we identified our achievement challenges

During December 2016, all principals in the Tokomairiro Community of Learning came together to identify the needs of our learners within our schools through the transparent sharing of data. Data was analysed to identify strengths and challenges with a focus on:

- Analysis of our community's NCEA and National Standard data to provide an overview of our learners learning
- Māori and Pasifika learner achievement
- Gender learner achievement
- Learners from low-socio economic backgrounds
- Learners with special education needs

As a Community of Learning, we are aware that priority learners are our targeted learners, however, the aim is that all of our learners will benefit from the focus including our learners that need extension and enrichment.

We acknowledge that there is a need for accelerating learning in reading. It is anticipated that, due to the reciprocal nature of reading and writing, a focus on writing will lead to accelerating the reading achievement of boys and Māori learners.

Through the analysis of our combined data we have determined the following areas are a priority for us to focus our achievement challenges and actions on:

Goal A: Writing (Primary and Secondary)

Our goal is to raise the writing achievement of all learners across our Community of Learning, with particular emphasis on the following achievement challenges:

- Achievement Challenge A.1: Māori Achievement in Writing
 - 2016 Actual 63% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100%
- Achievement Challenge A.2: Boys Achievement in Writing
 - 2016 Actual 64% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100%
- Achievement Challenge A.3: Year 9-10 Writing at expected curriculum level
 - 2016 Actual 56% at or above expectation. Targets: 2017: 80%; 2018: 90%; 2019: 100%

Goal B: Mathematics (Primary and Secondary)

Our goal is to raise the mathematics achievement of all learners across our Community of Learning, with particular emphasis on the following achievement challenges:

- Achievement Challenge B.1: Māori Achievement in Mathematics:
 - 2016 Actual 69% at or above. Targets: 2017: 80%; 2018: 90%; 2019: 100%
- Achievement Challenge B.2: All Learners Achievement in Mathematics:
 - 2016 Actual 77% at or above. Targets: 2017: 85% 2018: 90% 2019: 100%
- Achievement Challenge B.3: Year 9-10 Mathematics:
 - 2016 Actual 67% at or above. Targets: 2017: 80% 2018: 90% 2019: 100%

Goal C: NCEA (Secondary)

Our challenge is to raise the learner achievement in NCEA, with particular emphasis on the following achievement challenges:

- Achievement Challenge C.1: NCEA Māori learner Achievement
 - To ensure that achievement of Māori learners in NCEA is equivalent to that of non-Māori
- Achievement Challenge C.2: Level 2 Endorsement
 - To lift achievement to ensure that 75% of learners are gaining NCEA Level 2 with an endorsement, either Merit or Excellence, or a Vocational Pathway Award.
- Achievement Challenge C.3: School leavers achieving NCEA Level 2
 - To ensure that 100% of school leavers have achieved at least NCEA level 2 by 2019.

Goal A: Writing (Primary and Secondary)

Aim - What do we want to achieve?

Our aim is to lift achievement in writing to ensure that all learners are achieving at or above the expected level for their year group by the end of 2019.

Rationale - Why do we need to take on this challenge?

Writing is critical to accessing and demonstrating learning across the curriculum. We believe that increased competency in writing will support lifts in achievement in NCEA challenges we have identified in this plan.

How will we know we have made a difference?

We will determine accelerate progress in writing by:

- Years 1-10: Using e-asTTle Scaled Scores to measure effect size and show progress of the 2017 Year cohort. An effect size of greater than 0.4 is the aim for all targeted learners. Some of the schools in the Community of Learning are using PaCT and we will have further discussions around this.
- As well as effect size and National Standards data we will use alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and teaching as inquiry evidence.
- By focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.
- NCEA participation rates in external english achievement standards will improve as well as the percentage awarded merit and excellence endorsements.

Currently across the Community 75% of our learners (281/373) are At or Above the National Standard.

| Tokomairiro Community of Learning Years 1-8 Writing At or Above the National Standard | | | | | | | | |
|--|----------------|------------|--------------|------------|----------------|------------|----------------|------------|
| | All learners | | Māori | | Boys | | Girls | |
| | Number | % | Number | % | Number | % | Number | % |
| Actual 2015 | 282/370 | 76% | 45/71 | 63% | 130/188 | 69% | 152/182 | 84% |
| Actual 2016 | 281/373 | 75% | 44/70 | 63% | 126/196 | 64% | 155/177 | 88% |
| Target 2017 | 298/373 | 80% | 56/70 | 80% | 157/196 | 80% | 159/177 | 90% |
| Target 2018 | 335/373 | 90% | 63/70 | 90% | 176/196 | 90% | 168/177 | 95% |
| Target 2019 | 373/373 | 100% | 70/70 | 100% | 196/196 | 100% | 177/177 | 100% |

Achievement Challenge A.1: Māori Learners' Writing

Aim: To lift achievement of writing for Māori learners to ensure that all learners are making progress towards achieving At or Above the National Standard.

- There are 70 Māori learners of whom 26 (37%) are currently below expected levels.
- Of these, 6 (9%) are Well Below.

| Tokomairiro Community of Learning Māori learners Years 1-8 Writing 2016 School Breakdown of Māori learners Below or Well Below National Standard | | | | | | | | | | |
|---|-----------------|----|--------|-----|----------------|-----|--------|-----|--|-----|
| | Pākehā/European | | | | Māori learners | | | | Shift Needed to Reach 2017 80% Māori learners Target | |
| | Well Below | | Below | | Well Below | | Below | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Milton | 8 | 6% | 27 | 21% | 2 | 7% | 9 | 33% | 6 | 18% |
| St Mary's (Milton) | 2 | 3% | 27 | 17% | 0 | 0% | 4 | 21% | 1 | 1% |
| Tokoiti | 1 | 2% | 6 | 14% | 2 | 20% | 0 | 0% | 0 | 0% |
| Tokomairiro High | 2 | 3% | 7 | 9% | 2 | 14% | 7 | 50% | 4 | 30% |
| Waitahuna | 0 | 0% | 4 | 29% | 0 | 0% | 0 | 0% | 0 | 0% |

Targets and Planned Actions: Data shows that historically Māori learners have achieved lower outcomes in writing than non-Māori within our Community of Learning. We need to find a way that engages Māori learners with the writing process, helps them to see a purpose for writing and equips them with the skills to achieve success across all of their learning and educational pathways.

| Year | Target | Planned Actions to Accelerate Achievement' in Writing for Māori learners |
|------|--|---|
| 2017 | By the end of 2017 at least 80% (56/70) of Māori learners will be at or above the standard We plan to move 12 Māori learners currently below expected levels to be at or above National Standards in writing by the end of 2017. | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Carry out in-depth scanning to identify needs of learners ● Develop strategies to engage all learners in writing across the curriculum ● Develop consistent writing moderation practices across the CoL ● Introduce PaCT for those schools that wish to use it ● Identify and share teachers' strengths in writing ● Improve Māori learners' attitude towards writing ● Improve teacher knowledge and practice about how to best engage Māori learners in the writing process ● Māori learners to make connections between the purpose of writing and their ability to meet that need ● Authentic writing contexts that involve a Māori world view ● Improve teachers' culturally responsive practice that leads to improvements in outcomes in writing for Māori learners ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL <p>Early Childhood Planned Actions (Oral Language Focus):</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward ● Observe what is happening in our centres currently around oral language opportunities ● Implement next steps in Oral Language focus from last year ● Meet regularly and share strengths and what has worked well in the programmes – building teacher knowledge ● Attend PLD around "Engaging Learners in Culturally Responsive Practice" ● Give children many and varied experiences to build their language acquisition |
| 2018 | By the end of 2018 at least 90% (63/70) of Māori learners will be at or above the standard We plan to move an extra 7 Māori learners currently below expected levels to | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing |

| | | |
|-------------|---|---|
| | be at or above National Standards in writing by the end of 2018. | towards raising learner achievement and making a difference for our learners |
| 2019 | By the end of 2019 100% (70/70) of Māori learners will have made accelerated progress towards expected standards. We plan to move an extra 7 Māori learners currently below expected levels to be at or above National Standards in writing by the end of 2019. | <ul style="list-style-type: none"> ● Implement new initiatives and monitor ● Meet regularly as a group to share strengths and build teacher knowledge and best practice |

These cohort numbers will be updated each year to reflect actual learner numbers

Achievement Challenge A.2: Boys' Writing

Aim: To lift achievement in boys' writing to ensure that all boys are making progress towards achieving At or Above the National Standard.

- There are 196 male learners of whom 70 (36%) are currently below expected levels.
- Of these 14 (7%) are Well Below.

| Tokomairiro Community of Learning Boys Years 1-8 Writing 2016 School Breakdown of Boys Below or Well Below National Standard | | | | | | | | | | |
|---|------------|----|--------|-----|------------|-----|--------|-----|--|-----|
| | Girls | | | | Boys | | | | Shift Needed to Reach 2017 80% Boys Target | |
| | Well Below | | Below | | Well Below | | Below | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Milton | 4 | 5% | 9 | 12% | 6 | 7% | 29 | 34% | 18 | 21% |
| St Mary's (Milton) | 0 | 0% | 3 | 8% | 2 | 5% | 7 | 18% | 1 | 3% |
| Tokoiti | 0 | 0% | 1 | 6% | 3 | 12% | 6 | 23% | 4 | 15% |
| Tokomairiro High | 1 | 3% | 3 | 8% | 3 | 8% | 11 | 29% | 6 | 8% |
| Waitahuna | 0 | 0% | 1 | 20% | 0 | 0% | 3 | 33% | 2 | 13% |

Targets and Planned Actions: Data shows that historically boys have achieved lower outcomes in writing than girls within our Community of Learning. We need to find a way that engages boys with the writing process, helps them to see a purpose for writing and equips them with the skills to achieve success across all of their learning and educational pathways.

| Year | Target | Planned Actions to Accelerate Achievement in Writing for Boys |
|-------------|---|---|
| 2017 | By the end of 2017 at least 80% (157/196) of boys will be at or above the standard. We plan to move 31 boys currently below expected levels to be at or above National Standards in writing by the end of 2017. | School Planned Actions: <ul style="list-style-type: none"> ● Develop consistent writing moderation practices across the CoL ● Introduce PaCT for schools that wish to use it ● Identify and share teachers' strengths in writing ● Improve boys' attitude towards writing ● Improve teacher knowledge and practice about how to best engage boys in the |

| | | |
|-------------|--|---|
| | | <p>writing process</p> <ul style="list-style-type: none"> Boys to make connections between the purpose of writing and their ability to meet that need Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 90% (176/196) of boys will be at or above the standard. We plan to move an extra 19 boys currently below expected levels to be at or above National Standards in writing by the end of 2018. | <ul style="list-style-type: none"> Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) Consolidate practices identified as contributing towards raising learner achievement Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% of boys will have made accelerated progress towards expected standards. We plan to move an extra 20 boys currently below expected levels to be at or above National Standards in writing by the end of 2019. | |

These cohort numbers will be updated each year to reflect actual learner numbers

Achievement Challenge A.3: Year 9-10 Writing

Aim: To lift achievement of writing for Year 9-10 learners to ensure that all learners are making progress towards achieving At or Above the Expected Level by the end of year 10.

- There are 44 Year 9 learners of whom 15 (34%) are currently below expected levels.
- There are 41 Year 10 learners of whom 22 (53%) are currently below expected levels.
- Of these 1 (2%) is Well Below.

| Tokomairiro Community of Learning Year 8-9 Writing 2016 School Breakdown Below or Well Below Expectation | | | | | | | | | | | | | | |
|---|--------------|----|-------|-----|------------|----|-------|-----|------------|----|-------|-----|--|-----|
| | All learners | | | | Girls | | | | Boys | | | | Shift Needed to Reach 2017 80% Year 1 Target | |
| | Well Below | | Below | | Well Below | | Below | | Well Below | | Below | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Tokomairiro High School Year 8 | 1 | 3% | 6 | 18% | - | - | 2 | 12% | 1 | 5% | 6 | 32% | 3 | 17% |
| Tokomairiro High School Year 9 | 1 | 2% | 21 | 51% | 1 | 5% | 10 | 50% | - | - | 11 | 52% | 6 | 32% |

| Tokomairiro Community of Learning Year 8-9 Writing 2016 School Breakdown Below or Well Below Expectation | | | | | | | | | | |
|---|--------------------|----|--------|-----|----------------|---|--------|-----|--|-----|
| | Non-Māori learners | | | | Māori learners | | | | Shift Needed to Reach 2017 80% Year 1 Target | |
| | Well Below | | Below | | Well Below | | Below | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Tokomairiro High School Year 8 | 1 | 3% | 6 | 18% | - | - | 5 | 63% | 3 | 43% |
| Tokomairiro High School Year 9 | - | - | 11 | 31% | - | - | 4 | 50% | 2 | 30% |

Targets and Planned Actions: It is essential that learners become engaged in writing, view themselves as successful writers, and achieve at or above the expected levels during years 9 and 10 in order for them to experience NCEA success. We need to find a ways that engage year 9 and 10 learners with the writing process, helps them to see a purpose for writing and equips them with the skills to achieve success across all of their learning and educational pathways.

| Year | Target | Planned Actions to Accelerate Achievement in Writing for Year 9 -10 Learners |
|-------------|--|--|
| 2017 | By the end of 2017 at least 80% (68/85) of learners will be at or above the standard. We plan to move 17 learners currently below expected levels to be at or above the expected level in writing by the end of 2017. | School Planned Actions: <ul style="list-style-type: none"> ● Develop a targeted writing plan for year 9 and 10. ● Continue with the Reading and Writing Diploma in Year 10. ● Collaborate with year 5/6 teachers to develop consistent moderation practices ● Identify and share teachers' strengths in writing ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 90% of learners will be at or above the standard. We plan to move an extra 9 learners currently below expected levels to be at or above expected levels in writing by the end of 2018. | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% of learners will have made accelerated progress towards expected standards. We plan to move an extra 8 learners currently below expected levels to be at or above expected levels in writing by the end of 2019. | |

These cohort numbers will be updated each year to reflect actual learner numbers

Goal B: Mathematics (Primary and Secondary)

Aim - What do we want to achieve?

Our aim is to lift achievement in mathematics to ensure that all learners across our Community of Learning are achieving at or above the expected level for their year group by the end of 2019.

Rationale - Why do we need to take on this challenge?

Mathematics is critical to accessing and demonstrating learning across the curriculum. We believe that increased competency in mathematics will support lifts in our achievement NCEA challenges.

How will we know we have made a difference?

We will determine accelerate progress in mathematics by:

- Years 1-10: NUMPA and GLOSS. Using PAT Scaled Scores to measure effect size and show progress of the 2017 Year cohort. An effect size of greater than 0.4 is the aim for all targeted learners. Some of the schools in the Community of Learning are using PaCT.
- As well as effect size and National Standards data we will use alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and teaching as inquiry evidence.
- By focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.
- NCEA participation rates in external mathematics achievement standards will improve as well as the percentage awarded merit and excellence endorsements.

Currently across the Community 77% of our learners (288/373) are At or Above the National Standard.

| Tokomairiro Community of Learning Years 1-8 Mathematics At or Above the National Standard | | | | | | | | |
|--|----------------|------------|--------------|------------|----------------|------------|----------------|------------|
| | All learners | | Māori | | Boys | | Girls | |
| | Number | % | Number | % | Number | % | Number | % |
| Actual 2015 | 300/370 | 81% | 54/71 | 76% | 159/188 | 85% | 141/182 | 77% |
| Actual 2016 | 288/373 | 77% | 48/70 | 69% | 152/196 | 78% | 136/177 | 77% |
| Target 2017 | 317/373 | 85% | 56/70 | 80% | 167/196 | 85% | 150/177 | 85% |
| Target 2018 | 335/373 | 90% | 63/70 | 90% | 176/196 | 90% | 159/177 | 90% |
| Target 2019 | 373/373 | 100% | 70/70 | 100% | 196/196 | 100% | 177/177 | 100% |

Achievement Challenge B.1: Māori Learners' Mathematics

Aim: To lift achievement of mathematics for Māori learners to ensure that all learners are making progress towards achieving At or Above the National Standard.

- There are 70 Māori learners of whom 21 (31%) are currently below expected levels.
- Of these, 3 (4%) are Well Below.

| Tokomairiro Community of Learning Māori learners Years 1-8 Mathematics 2016 School Breakdown of Māori learners Below or Well Below National Standard | | | | | | | | | | |
|---|-----------------|----|--------|-----|----------------|-----|--------|-----|--|-----|
| | Pākehā/European | | | | Māori learners | | | | Shift Needed to Reach 2017 80% Māori learners Target | |
| | Well Below | | Below | | Well Below | | Below | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Milton | 6 | 5% | 19 | 14% | 2 | 7% | 5 | 18% | 2 | 7% |
| St Mary's (Milton) | 2 | 4% | 5 | 11% | 0 | 0% | 5 | 19% | 0 | 0% |
| Tokoiti | 1 | 3% | 4 | 13% | 1 | 10% | 1 | 10% | 0 | 0% |
| Tokomairiro High | 0 | 0% | 23 | 37% | 0 | 0% | 8 | 57% | 5 | 37% |
| Waitahuna | 0 | 0% | 1 | 7% | 0 | 0% | 0 | 0% | 0 | 0% |

Targets and Planned Actions: Data shows that historically Māori learners have achieved lower outcomes in mathematics than non-Māori within our Community of Learning. We need to find a way that engages Māori learners with the mathematical process, helps them to see a purpose for mathematics and equip them with the skills to achieve success across all of their learning and educational pathways.

| Year | Target | Planned Actions to Accelerate Achievement in Mathematics for Māori learners |
|------|--|---|
| 2017 | By the end of 2017 at least 80% (56/70) of Māori learners will be at or above the standard We plan to move 12 Māori learners currently below expected levels to be at or above National Standards in mathematics by the end of 2017. | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Develop consistent mathematics moderation practices across the CoL ● Introduce PaCT for schools that wish to use it ● Identify and share teachers’ strengths in mathematics ● Improve Māori learners’ attitude towards mathematics ● Engage whānau in their children’s learning ● Improve teacher knowledge and practice about how to best engage Māori learners in mathematics learning ● Māori learners to make connections between the purpose of mathematics and their ability to meet that need ● Authentic mathematics contexts that involve a Māori world view ● Improve teachers’ culturally responsive practice that leads to improvements in outcomes in mathematics for Māori learners ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL <p>Early Childhood Planned Actions:</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of “Spiral of inquiry” and get familiar with the process to use to guide changes in practice as we move forward ● Use our current Self Review process to: <ul style="list-style-type: none"> ○ Observe and record what is happening in our centres currently in regards to the opportunities given to our learners to grow their mathematical thinking ○ Conduct research on what is best practice in providing provocations for our learners around mathematics ● Meet together to share findings around best practice to build on teachers knowledge and share strengths ● From the information gathered formulate an action plan on changes in practice |

| | | |
|-------------|---|--|
| | | <p>needed to engage children in Mathematical processing and language</p> <ul style="list-style-type: none"> ● Implement action plan ● Meet again to share findings on how the changes have impacted on the learners ● Evaluate how the changes have impacted on learning outcomes for children and how do we know (Evidence) ● Meet and share the successes with the group so this grows our teacher capabilities across our community |
| 2018 | By the end of 2018 at least 90% (63/70) of Māori learners will be at or above the standard We plan to move an extra 7 Māori learners currently below expected levels to be at or above National Standards in mathematics by the end of 2018. | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% (70/70) of Māori learners will have made accelerated progress towards expected standards. We plan to move an extra 7 Māori learners currently below expected levels to be at or above National Standards in mathematics by the end of 2019. | |

These cohort numbers will be updated each year to reflect actual learner numbers

Achievement Challenge B.2: Mathematics

Aim: To lift achievement in mathematics to ensure that all learners are making progress towards achieving At or Above the National Standard.

- There are 373 learners of whom 85 (23%) are currently below expected levels.
- Of these 12 learners (3%) are Well Below.

| Tokomairiro Community of Learning Years 1-8 Mathematics 2016 School Breakdown of Learners Below or Well Below National Standard | | | | | | | | | | |
|--|-------------------------|----|--------------------|-----|--------------------|-----|---------------------|-----|---------------------------------------|-----|
| | Total Learners | | | | Gender | | | | Shift Needed to Reach 2017 85% Target | |
| | All Learners Well Below | | All Learners Below | | Boys Not Achieving | | Girls Not Achieving | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Milton | 8 | 5% | 25 | 15% | 19 | 22% | 14 | 18% | 8 | 5% |
| St Mary's (Milton) | 2 | 3% | 11 | 14% | 6 | 16% | 7 | 18% | 2 | 2% |
| Tokoiti | 2 | 5% | 5 | 12% | 5 | 20% | 2 | 12% | 1 | 2% |
| Tokomairiro High | 0 | 0% | 31 | 41% | 13 | 34% | 18 | 47% | 20 | 26% |
| Waitahuna | 0 | 0% | 1 | 7% | 1 | 11% | 0 | 0% | 0 | 0% |

Targets and Planned Actions: Boys have historically achieved higher outcomes in mathematics than girls, within our Community of Learning, but they are currently achieving at very similar rates (2016 data: 78% of boys at or above compared to 77% of girls at or above National Standard). Our achievement challenge focuses on all learners as we need to find a way that engages both boys and girls with mathematics,

helping them to see a purpose for mathematics and equip them with the skills to achieve success across all of their learning and educational pathways.

| Year | Target | Planned Actions to Accelerate Achievement in Mathematics |
|------|--|---|
| 2017 | By the end of 2017 at least 85% (317/373) of all learners will be at or above the standard. We plan to move 29 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2017. | School Planned Actions: <ul style="list-style-type: none"> ● Develop consistent mathematics moderation practices across the CoL ● Introduce PaCT for schools that wish to use it ● Identify and share teachers' strengths in mathematics ● Improve boys' and girls' attitude towards mathematics ● Improve teacher knowledge and practice about how to best engage boys and girls in mathematics ● Learners to make connections between the purpose of mathematics and their ability to meet that need ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 90% (336/373) of boys will be at or above the standard. We plan to move an extra 19 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2018. | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% of learners will have made accelerated progress towards expected standards. We plan to move an extra 37 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2019. | |

These cohort numbers will be updated each year to reflect actual learner numbers

Achievement Challenge B.3: Year 9-10 Mathematics

Aim: To lift achievement in year 9-10 mathematics to ensure that all learners are making progress towards achieving At or Above the expected curriculum level.

- There are 76 learners of whom 25 (33 %) are currently below expected levels.
- Of these 5 (14%) are Well Below.

| Tokomairiro Community of Learning Year 8-9 Mathematics 2016 School Breakdown Below or Well Below Expectation | | | | | | | | | | | | | | |
|---|--------------|-----|-------|-----|------------|-----|-------|-----|------------|-----|-------|-----|--------------------------------|-----|
| | All learners | | | | Girls | | | | Boys | | | | Shift to Reach 2017 80% Target | |
| | Well Below | | Below | | Well Below | | Below | | Well Below | | Below | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Tokomairiro High School Year 8 | 5 | 14% | 14 | 39% | 2 | 12% | 8 | 47% | 3 | 16% | 6 | 32% | 12 | 33% |

| | | | | | | | | | | | | | | |
|--------------------------------|---|----|---|-----|---|----|---|-----|---|----|---|-----|---|---|
| Tokomairiro High School Year 9 | 0 | 0% | 6 | 15% | 0 | 0% | 3 | 13% | 0 | 0% | 3 | 18% | - | - |
|--------------------------------|---|----|---|-----|---|----|---|-----|---|----|---|-----|---|---|

| Tokomairiro Community of Learning Year 8-9 Mathematics 2016 School Breakdown Below or Well Below Expectation | | | | | | | | | | |
|---|--------------------|-----|--------|-----|----------------|----|--------|-----|---|-----|
| | Non-Māori learners | | | | Māori learners | | | | Shift Needed to Reach 2017 80% Year 1 Target Māori Learners | |
| | Well Below | | Below | | Well Below | | Below | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Tokomairiro High School Year 8 | 5 | 18% | 9 | 32% | 0 | 0% | 5 | 63% | 3 | 43% |
| Tokomairiro High School Year 9 | 0 | 0% | 5 | 14% | 0 | 0% | 1 | 20% | 0 | 0% |

Targets and Planned Actions: Boys have historically achieved higher outcomes in mathematics than girls in our community and this is the case for year 9 learners at Tokomairiro High school (2016 data: 52% of boys at or above compared to 41% of girls at or above National Standard). For this cohort we need to find a way that engages all learners with mathematics, help them to see a purpose for mathematics and equip them with the skills to achieve success across all of their learning and educational pathways. Māori learners are also performing well below non-Māori learners for this cohort. Our focus on raising engagement of Māori learners will support the learning in mathematics for this group.

| Year | Target | Planned Actions to Accelerate Achievement in Mathematics for Year 8-9 Learners |
|-------------|--|---|
| 2017 | By the end of 2017 at least 80% (61/76) of all learners will be at or above the standard. We plan to move 12 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2017. This includes at least 3 Māori learners. | School Planned Actions: <ul style="list-style-type: none"> ● Develop consistent mathematics moderation practices across the CoL ● Introduce PaCT for schools (optional) ● Identify and share teachers' strengths in mathematics ● Improve learners' attitude towards mathematics ● Improve teacher knowledge and practice about how to best engage learners in mathematics ● Boys to make connections between the purpose of mathematics and their ability to meet that need ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 90% (68/76) of learners will be at or above the standard. We plan to move an extra 7 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2018. | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whānau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% of learners will have made accelerated progress towards expected standards. We plan to move an | |

| | |
|--|--|
| extra 8 learners currently below expected levels to be at or above National Standards in mathematics by the end of 2019. | |
|--|--|

Goal C: NCEA (Secondary)

Aim - What do we want to achieve?

Our aim is to increase NCEA achievement levels with a focus on level 2 for school leavers, achievement rates of Māori learners and the number of learners gaining merit/excellence endorsements.

Rationale - Why do we need to take on this challenge?

School leavers achieving a minimum level 2 qualification is essential in ensuring that they have the skills and knowledge necessary to access their future pathways.

How will we know we have made a difference?

We will determine accelerate progress in writing by:

- As well as NCEA data we will use alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and teaching as inquiry evidence.
- By focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.
- NCEA participation rates in external english achievement standards will improve as well as the percentage awarded merit and excellence endorsements.

In 2016, across the Community, 77% of our school leavers (27/35) Achieved NCEA Level 2

| Tokomairiro Community of Learning NCEA Level 2 Achievement | | | | | | | | |
|--|--------------|------------|------------|------------|--------------|------------|--------------|------------|
| | All learners | | Māori | | Boys | | Girls | |
| | Number | % | Number | % | Number | % | Number | % |
| Actual 2015 | 20 | 83.3% | 4 | 50.0% | 8 | 100 | 12 | 75.0% |
| Actual 2016 | 27/35 | 77% | 6/7 | 86% | 11/16 | 69% | 16/19 | 84% |
| Target 2017 | 28/35 | 80% | 6/7 | 90% | 13/16 | 80% | 17/19 | 90% |
| Target 2018 | 30/35 | 85% | 6/7 | 95% | 14/16 | 85% | 18/19 | 95% |
| Target 2019 | 35/35 | 100% | 7/7 | 100% | 16/16 | 100% | 19/19 | 100% |

Achievement Challenge C.1: NCEA Māori learner Achievement

Aim: To lift achievement to ensure that the achievement of Māori learners in NCEA is at least as high as that of non-Māori

- There are 42 Level 2 learners of whom 3 (7%) did not achieve NCEA Level 2.
- All 5 Māori learners achieved NCEA Level 2.
- There are 40 Level 1 learners of whom 6 (15%) did not achieve NCEA Level 1.

| Tokomairiro Community of Learning Māori learners 2016 School Breakdown of Māori NCEA Level 1 and Level 2 Results | | | | | | | | | | |
|---|--------------|----|----------|-----|----------------|----|----------|------|--|-----|
| | Non-Māori | | | | Māori learners | | | | Shift Needed to Reach 2017 90% Māori learners Target | |
| | Not Achieved | | Achieved | | Not Achieved | | Achieved | | | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| NCEA Level 2 | 3 | 8% | 34 | 92% | - | - | 5 | 100% | N/A | N/A |
| NCEA Level 1 | 4 | 13 | 26 | 87% | 2 | 20 | 8 | 80% | 1 | 10% |

Targets and Planned Actions: Māori learners have traditionally achieved lower outcomes than non-Māori at NCEA Level 2. This is apparent for the 2017 NCEA Level 2 cohort.

| Year | Target | Planned Actions to Accelerate Achievement in NCEA Level 2 for Māori learners |
|------|---|--|
| 2017 | By the end of 2017 at least 90% (9/10) of Māori learners sitting NCEA Level 2 will be achieve. We plan to move 1 Māori learner currently not achieving NCEA level 1 to achieving NCEA level 2 by the end of 2017. | <ul style="list-style-type: none"> • Early in the year identify any learners of concern. • Carefully monitor progress of all Māori learners during the year. • Identify vocational pathway opportunities for learners. |
| 2018 | By the end of 2018 at least 95% of Māori learners will achieve NCEA Level 2. We plan to move 1 Māori learners currently not achieving NCEA level 2 to achieving NCEA level 2 by the end of 2018. | <ul style="list-style-type: none"> • Mentor teachers carefully monitor learner progress. • Continue to develop courses / opportunities to meet the needs of the learners. • Consolidate practices identified as contributing towards raising learner achievement. • Implement new initiatives and monitor. |
| 2019 | By the end of 2019 100% of Māori learners will achieve NCEA Level 2. | |

These cohort numbers will be updated each year to reflect actual learner numbers

Achievement Challenge C.2: NCEA Level 2 Endorsement

Aim: To lift achievement to ensure that 75% of learners are gaining NCEA Level 2 with an endorsement, either Merit or Excellence, or a Vocational Pathway Award.

- There are 40 Level 2 learners of whom 25 (62.5%) did not receive an endorsement or Vocational Pathway Award in 2016.

| Tokomairiro Community of Learning NCEA Level 2 2016 School Breakdown of learners achieving NCEA Level 2 Endorsement | | | | | | | | |
|--|--------|-----|------------|---|--------------------------|-----|--|-----|
| | Merit | | Excellence | | Vocational Pathway Award | | Shift Needed to Reach 2017 60% NCEA Target | |
| | Number | % | Number | % | Number | % | Number | % |
| Tokomairiro High | 6 | 15% | - | - | 9 | 23% | 9 | 22% |

Targets and Planned Actions: It is essential that all learners are encouraged and motivated to achieve NCEA Level 2 with endorsement and have their high achievement and exceptional performance recognised.

| Year | Target | Planned Actions to Accelerate Achievement in NCEA Level 2 Endorsements |
|------|--|---|
| 2017 | By the end of 2017 at least 60% of learners sitting NCEA Level 2 will have achieved an endorsement. We plan to move 9 learners currently not achieving an NCEA level 2 endorsement to doing so by the end of 2017. | <ul style="list-style-type: none"> • Work with curriculum leaders to provide a range of opportunities to gain credits towards a vocational Pathways. • A focus on striving for personal excellence will continue to be a school-wide focus. • Close monitoring of learner progress |
| 2018 | By the end of 2018 at least 70% of learners sitting NCEA Level 2 will achieve | <ul style="list-style-type: none"> • Further develop vocational pathway opportunities across the curriculum |

| | | |
|-------------|---|---|
| | an endorsement. | <ul style="list-style-type: none"> Consolidate practices identified as contributing towards raising learner achievement Implement new initiatives and monitor |
| 2019 | By the end of 2019 at least 75% of learners sitting NCEA Level 2 will have achieved an endorsement. | |

Achievement Challenge C.3: School Leavers Achieving NCEA Level 2

Aim: To ensure that 100% of school leavers have achieved at least NCEA Level 2 by 2019

- In 2016 there were 35 Level 2 learners of whom 8 (23%) left school without achieving NCEA Level 2

| Tokomairiro Community of Learning NCEA Level 2 2016 School Breakdown of School Leavers Achieving NCEA Level 2 | | | | | | | | | | |
|--|--------|-----|--------|-----|--------|-----|--------|-----|--|----|
| | All | | Male | | Female | | Māori | | Shift Needed to Reach 2017 85% NCEA Target | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Tokomairiro High | 27 | 77% | 11 | 69% | 16 | 84% | 6 | 86% | 3 | 8% |

Targets and Planned Actions: It is essential that all learners become engaged in learning and attain a minimum of NCEA Level 2 as a school leaver qualification.

| Year | Target | Planned Actions to Increase School Leavers Achieving NCEA Level 2 |
|-------------|---|---|
| 2017 | By the end of 2017 at least 85% of learners leaving school will have achieved NCEA Level 2. | <ul style="list-style-type: none"> Early identification of learners at risk of leaving early. Careful monitoring of the progress of all learners towards NCEA Level 2 Planning of courses identified to meet the needs of our learners |
| 2018 | By the end of 2018 at least 95% of learners leaving school will have achieved NCEA Level 2. | <ul style="list-style-type: none"> Consolidate practices identified as contributing towards raising learner achievement Implement new initiatives and monitor |
| 2019 | By the end of 2019 100% of learners leaving school will have achieved NCEA Level 2. | |