

Malvern Community of Learning



Belonging to Malvern | Contributing to Society

To support all Malvern learners along their learning journey

Malvern COL Achievement Challenges

1. Introduction

Local Context

The Malvern Community of Learning comprises one secondary school, eight contributing primary schools and two early childhood education centres.

ECE: Annabel's Educare, Darfield PreSchool

Darfield High School: Decile 9, Year 1-15 state, co-ed secondary school.

The primary schools in the community are all state,co-educational, contributing schools.

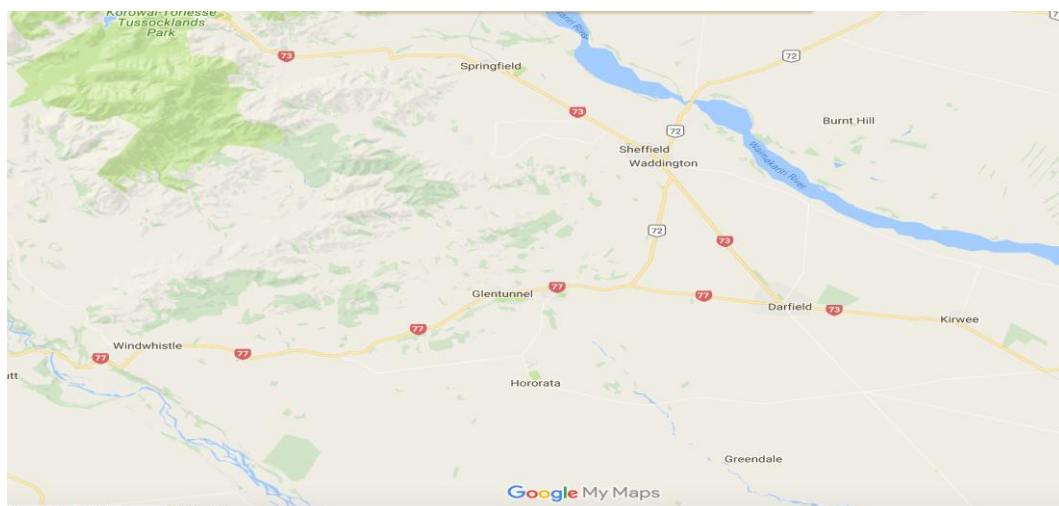
| | | |
|---------------------------|-------------------------|----------------------|
| Darfield School: decile 8 | Glentunnel: decile 7 | Greendale: decile 10 |
| Hororata: decile 9 | Kirwee Model: decile 10 | Sheffield: decile 9 |
| Springfield: decile 6 | Windwhistle: decile 10 | |

2. Our Community

The Malvern Area is located in rural Canterbury at the foothills of the Southern Alps, between the Rakaia and Waimakariri rivers. Malvern is serviced by a network of education providers that include: Darfield High School, eight primary schools and four preschools. For many of the towns and small communities in the Malvern area, the local schools play a central role in the community's identity.

The eight primary schools have worked collaboratively as a network over the last 20 years. The network has recently expanded to include the high school and early childhood providers. Ministry of Education data confirms that the Malvern community overwhelmingly supports the local education network with 98% of children in the area attending the local preschools (2015 MOE data).

Almost all of these children move on to attend a local primary school with approximately 76% of local primary school children transitioning to Darfield High School.



3. Our Vision

Our vision is to strengthen each learning providers' ability to ensure that every child can reach their potential in Malvern. The following is our aspirational vision statement:

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To support all Malvern learners along their learning journey*

This vision is underpinned by our belief as a community network, that if our learners have a sense of belonging in Malvern as they move from early childhood education to primary and secondary schooling, that they will be successful lifelong learners.

In particular, the vision is linked to the Key Competencies of the New Zealand Curriculum and the Strands of Te Whāriki:

- Participating and Contributing (being actively involved in our communities)
- Contribution (Mana Tangata)
- Belonging (Mana Whenua)

In supporting all learners, we aim to enrich learning journeys for all community members from ECE to secondary school. Enrichment of learning journeys is about more than linear pathways.

Underpinning our vision are a set of beliefs and values. We...

- know that mistakes are learning opportunities,
- are resilient,
- learn from others,
- believe learning is a journey,
- ensure every learner has a choice,
- take risks,
- work together,
- are problem solvers,
- are critical thinkers,
- empathise and enrich learning with others

4. Our Approach

The Malvern COL has worked together with a Ministry funded facilitator for the past year to deeply understand collaborative practice and to build a values based vision that suits all of our contexts. Following on from this initial work the leaders have worked together to design collaborative practices through a set of three key principles that explain our vision in action.

These are our overarching guides for action:

Principle 1: Community Connections

Visibility in the community - we know our community and our community knows us!

Principle 2: Environmental Sustainability

Connected to the environment through learning experiences while future thinking, future proofing our world.

Local action, global consequence.

Principle 3: Coherent Pathways

Equipping Malvern learners with transferable knowledge and competencies to become future focussed citizens that are confident, connected, actively involved, lifelong learners

Since developing the Vision and Principles for the Malvern COL we are now in the process of spreading the vision and co-constructing it with teachers, learners and our combined communities. At the same time, we are looking for approaches that will help us to achieve our joint vision. This involves finding spaces where there is potential for strong collaboration between services and schools and between the sectors.

Initial ideas for approaches to achieve the Vision through the Principles include:

Approach 1: Environmental Sustainability Leadership Group

A student-led problem-solving project that will encourage innovation and collaborative learning opportunities and practices across the Malvern COL. Over time this project will build a cross-curriculum approach to learning about environmental sustainability in Malvern and will encourage learners to build a range of skills and capabilities including risk taking, critical thinking, and resilience. This project will support learners to work together across key transition points with emphasis place on learning from and with each other across the COL. The kaupapa will encourage networking and collaboration with local council, iwi, industry and Enviro schools. There will also be potential to link up with other Communities of Learning in the area with a similar focus.

Approach 2: Build Cultural Responsiveness across Malvern

A whānau-led project to help to grow cultural responsiveness capacity and skills across Malvern COL members. The aim will be to create cohesion across pathways in the COL by valuing whanaungatanga, celebrating Māori language and tikanga and ensuring a strong Māori voice in the COL. A whānau group will be established and supported to bring community members together to promote Māori culture in Malvern, to support schools and ECEs to be culturally responsive and to do this progressively as learners move through the year levels. Tātaiako will be a key resource for this project as will whānau and community members. This project will also include the building of a cross-cluster kapa haka event.

Approach 3: Coherent Learning Pathways

This project will ensure that all learners are supported in their learning pathway between learning communities through a shared understanding by teachers of what competencies are required to ensure continuous success. Schools and services will build a strong understanding of each other's curriculum and practices. Teachers will build capability to work with learners to develop their independence and self-management through deep understandings about curriculum levels and content. The priority will be to jointly address common curriculum needs of teachers across all schools and services.

Additionally, the COL will be continuing to grow and maintain effective collaboration in order to achieve the vision. This involves planning and taking action in the following key areas:

- Developing trust and building relationships
- Ongoing vision development and involvement
- Ongoing development of systems, structures and protocols
- Designing collaborative practice
- Data use and analysis
- Fostering collaborative inquiry within and between schools and services in order to deeply understand the achievement challenges and how we might address these through our vision, principles and approaches.

5. Our Data - How did we decide on our achievement challenges and targets?

The Malvern Community of Learning aspires to: 'support all Malvern learners along their learning journey by strengthening each learning provider's ability to ensure that every child can reach their potential in Malvern'.

Therefore our long-term goal is to have all learners reaching their full potential.

In the medium term we will work towards our long-term goal by implementing a plan to enable 85% of our Year 1-8 learners to achieve at or above the national standard in Writing and 90% of our Year 1-8 boys to achieve at or above the national standard in Reading. The long-term will see target figure above these percentage levels 'at or above' the national standards. However, it is recognized that significant movement in achievement is needed in the next 2 years to reach the medium term targets set.

Our community worked through an Inquiry cycle to identify the target areas in achievement across the community. Initial anecdotal observations made by teachers and Principals identified learner engagement and success in Literacy as an issue. Data analysis was then undertaken to follow up these observations. From the data analysis we discovered some areas where we believe we can make a real difference for our learners. These areas became our achievement challenges which include our focus on targeted groups of learners.

We have looked at a range of data across all of our schools and ECE in our Community of Learning.

Data used includes;

- National Standards
- E-asTTle results
- NCEA
- ECE attendance
- PAT results

Our data analysis showed that we have challenges in:

➤ **Boys achievement in Writing**

Our data tells us that currently 79% of our Year 1-8 girls are at or above the national standard in writing. This drops to 57% for Year 1-8 boys, making boys achievement in Writing a clear challenge for the community.

➤ **Achievement in Writing for our Māori learners**

Our data tells us that currently 61% of our Year 1-8 Māori learners are achieving at or above the national standard in Writing. This compares with an overall achievement of 67% (all learners). We wish to have our Māori learners achieving the same or higher levels of success as all our learners, making this a challenge area for our community.

➤ **Boys achievement in Reading**

Our data tells us that currently 73% of our boys in Years 1-8 are achieving at or above the national standard, compared to 80% for our girls in Reading. Literacy skills are a basic precursor for later success in NCEA Level 2, making Reading a challenge area for our community.

Table 1

Malvern Community of Learning 2016 end of year baseline overall teacher judgement (OTJ) data for Year 1-8 'At or Above' National Standards (NS)

| | % At or Above National Standard | | |
|---------------|--|---------|-------------|
| Target Groups | Reading | Writing | Mathematics |
| All Students | 80% | 67% | 76% |
| Māori | 74% | 61% | 68% |
| Male | 73% | 57% | 75% |
| Female | 87% | 79% | 77% |

The community considered inclusion of Mathematics as one of the target areas for the period 2017-2019 as we are aware that a challenge does also exist for Māori learners in Mathematics with 68% reaching at or above the national standard.

It was decided to focus energy on development in Literacy over the next 2 years based on the greater need for development in this area and the significant impact of literacy skills on future learner achievement. However, this will not discourage individual learning centres to address learner's needs in the Mathematics learning area.

We have chosen to focus on challenges in Writing and Reading as literacy skills are foundation skills necessary to access all curriculum areas. Analysis of our community data shows clearly that we face a challenge to lift boys achievement in both Reading and Writing and for our Māori learners in both Reading and Writing.

➤ **NCEA Level 1 achievement**

The overall rate of achievement at Level 1 NCEA for 2016 shows that 90% of all leavers achieved Level 1 NCEA, compared to 75% nationally. While there is not a significant challenge around total NCEA Level 1 achievement, our data shows that Merit endorsements are only achieved by 34% and Excellence by 14%. Māori achievement at Level 1 NCEA in 2016 was 57%,(7) including one Merit endorsement.

➤ **NCEA Level 2 achievement**

Our data tells us that currently 87% of Malvern female school leavers and 88% of male school leavers achieve Level 2 NCEA or above. There were no Pasifika learners enrolled in 2016. In 2016, 50% of Māori male leavers and 25% of Māori female leavers achieved the Level 2 NCEA qualification or a higher qualification. While these figures are of concern and reflect 5 Māori learners in total not achieving NCEA level 2, the previous year in 2015 showed a 100% achievement rate at Level 2 NCEA for Māori learners, both male and female (5). With small numbers in the Level 2 cohort swinging the percentages each year it was decided to focus instead on the year 7 and 8 Māori learner achievement.

These figures compare with New Zealand figures as below in Table 2:

Table 2

| Gender / Ethnicity | Malvern CoL 2016 | | New Zealand |
|--------------------|------------------|-----|---------------|
| | L2 or above No. | % | L2 or above % |
| All Students | 104 | 87% | 79% |
| All Female | 54 | 87% | 81% |
| Māori Female | 4 | 25% | 68% |
| Pasifika Female | 0 | N/A | 76% |
| All Male | 50 | 88% | 77% |
| Māori Male | 4 | 50% | 62% |
| Pasifika Male | 0 | N/A | 71% |

Only 31% of learners achieve a Merit endorsement at Level 2 while 10% achieve an Excellence endorsement.

On the basis of the data above it was decided to target the levels of Merit and Excellence endorsements at both Level 1 and Level 2 NCEA.

6. Our Student Achievement Challenges

1. Our challenge is to lift achievement in Reading, for Boys (1-8)

In 2016, 73% of our boys (361/ 493) were at or above the national standard for Reading. We will lift this to 90% (445/493) in 2019, an increase in achievement for 83 boys.

| Reading Target | 2018 | 2019 | 2016 Data |
|---|----------------------------------|---|--------------------------------|
| All boys Yr1-8 | 85% | 90% | 73% (361/493) |
| Target number of learners to reach At or Above NS | 420 (increase of 59 learners) | 445 (increase of 25 learners) Total increase of 84 learners 2018-2019 | (based on current cohort size) |

2. Our challenge is to lift achievement in Writing, for all Year 1-8 learners

In 2016, our learner achievement in Writing showed 67% (639/949) of our learners were at or above the national standard for Writing. We will lift this to 85% (807/949) in 2019, an increase in achievement for 168 learners.

| Writing Target | 2017 | 2018 | 2016 Data |
|---|-----------------------------------|--|---|
| All Learners | 80% | 85% | 67% (639/949) Includes Māori and Boys numbers |
| Target number of learners to reach At or Above NS | 759 (increase of 120 learners) | 807 (increase of 48 learners) Total increase of 168 learners 2018-2019 | (based on current cohort size) |

3. Our challenge is to lift achievement in Writing, for Māori Year 1-8 learners

In 2016, our Māori learner achievement in Writing showed 61% (79/130) of our learners were at or above the national standard for Writing. We will lift this to 85% (110/130), an increase in achievement for 31 Māori learners.

| Writing Target | 2018 | 2019 | 2016 Data |
|---|----------------------------------|--|--------------------------------|
| Māori Learners | 80% | 85% | 61% (79/130) |
| Number of learners to reach At or Above NS target | 104 (increase of 25 learners) | 110 (increase of 6 learners) Total increase of 31 learners 2018-2019 | (based on current cohort size) |

4. Our challenge is to lift achievement in Writing, for boys in Year 1-8

In 2016, our boys learner achievement in Writing showed 57% (279/493) of our Year 1-8 learners were at or above the national standard for Writing.

We will lift this to 85% (418/493) in 2019, an increase in achievement for 140 boys.

| Writing Target | 2018 | 2019 | 2016 Data |
|---|-----------------------------------|--|--------------------------------|
| Boys Achievement in Writing | 80% | 85% | 57% (279/493) |
| Target number of learners to reach At or Above NS | 394 (increase of 115 learners) | 418 (an increase of 24 learners) Total increase of 139 learners | (based on current cohort size) |

Note:

Some learners will be 'double counted', appearing in more than one cohort. For example, a learner who is a male Māori and below the standard in Writing will be included in two target groups. It is important to identify this student in both specific intervention groups in order to benefit from both the specific action plans for learners identifying as Māori and for the planned actions for boys in writing.

5. Our challenge is to lift achievement in NCEA Level 1 & 2 Endorsements**Level 1**

In 2016, 34% (40/118) of our NCEA Level 1 learners achieved a Merit endorsement. We will lift this to 45% (53/118) by 2019, increased achievement for 13 learners.

In 2016, 14% (16/118) of our NCEA Level 1 learners achieved an Excellence endorsement. We will lift this to 22% (26 /118) by 2019, increased achievement for 10 learners.

Level 2

In 2016 31% (35/112) of our NCEA Level 2 learners achieved a Merit endorsement. We will lift this to 40% (45/112) by 2019, increased achievement for 10 learners.

In 2016, 10% (11/112) of our NCEA Level 2 learners achieved an Excellence endorsement. We will lift this to 20% (22 /112) in 2019, an increased level of achievement for 11 learners.

Table 3

| NCEA Endorsements | 2018 | 2019 | 2016 Data |
|--------------------------|---------------------------------------|---|------------------|
| Level 1 NCEA | | | |
| Merit Target | 40% 47 (increase of 7 learners) | 45% 53 (increase of 6 learners) Total increase of 13 learners 2018-19 | 34% (40/118) |
| Excellence Target | 18% 21 (increase of 5 learners) | 22% 26 (increase of 5 learners) Total increase of 10 learners 2018-19 | 13% (16/118) |
| Level 2 NCEA | | | |
| Merit Target | 35% 39 (increase of 4 learners) | 40% 45 (increase of 6 learners) Total increase of 10 learners 2018-19 | 31% (35/112) |
| Excellence Target | 15% 17 (increase of 6 learners) | 20% 22 (increase of 5 learners) Total increase of 11 learners | 10% (11/112) |

7. Implementation, Monitoring and Evaluation

We will establish detailed clear measures as we move into detailed planning of our actions to implement the achievement challenges.

In particular we will;

- Identify the named target learners in our achievement challenge groups.
- Continue to work on standardizing our assessment tools and approaches across the CoL so that we have confidence that the teacher judgements made across our community are consistent.
- Continue our current Writing group which will transition under the CoL to work with the 'across school' teacher position under the guidance of the CoL Lead.
- Further develop the learner achievement tracking sheet trialled for the Writing targeted learners for use across all challenges and all community schools.
- Investigate use of the Progress and Consistency Tool across the CoL to enhance and enable teacher consistency of judgments.
- Continue the work started in our Writing group with a Ministry Student Achievement Function Practitioner (SAF) working alongside our team to develop further strategies and an action plan towards the writing challenge.
- Use Storytelling as a strategy to target writing skills across the Community of Learning| Kāhui Ako.
- Use Inquiry time to enable teachers to meet together and work collaboratively on our community goals.
- Within School teachers will share good practice with teachers from across the community and with staff from within their own school.
- Over time, the Malvern COL leaders will be fostering collaborative teaching as inquiry within and between schools and services in order to deeply understand the achievement challenges and how we might address these through our vision, principles and approaches.

Reporting:

- We will use our school charters to reflect the challenges and progress made.
- Each principal will report to their employing board on progress towards the CoL challenges
- The CoL Lead will report directly to the Stewardship Group which is composed of representatives from each Board of Trustees and ECE representation.
- We will inform our wider community at least once per year on progress towards our achievement challenges.

8. COL Structure

| What | Who | Role |
|---|--|--|
| Oversight Committee | Rep from each BOT and one ECE representative | Stewardship / oversight of COL |
| Selection Panel | .Appointed by the Stewardship Group with guidance from MOE Independent Advisor. | Appoint COL Leader and Cross school roles |
| COL Management Group | Malvern Principals ECE Leaders | Management of COL Develop goals and strategies Responsible to Oversight committee? |
| School/ECE Leaders within own school or ECE | Principals, ECE Leaders | Promotion and support of COL goals within school community |
| COL Lead | Appointed by Selection Panel. Reports to Stewardship Group and employing board. Current Principal from the CoL | Implementation of COL plan Responsible to management group and Stewardship Group |
| Cross school role | Appointed by Selection Panel. Teacher | Cross school implementation and PLD |
| Within school role | Teacher Appointed by employing school board. | Within school implementation and PLD |
| Teachers in schools and ECE | Teachers | Engage with CoL targets and strategies |

9. Our Targeted Learners

Appendix One contains data for targeted learners at each community school.

Achievement Challenges:

1. Lift achievement in Reading for Boys (Year 1-8). (9/9 schools have targeted learners)
2. Lift achievement in Writing for all learners. (9/9 schools have targeted learners)
3. Lift achievement in Writing for Māori learners. (7/9 schools on current roll have targeted learners)
4. Lift achievement in Writing for male learners. (9/9 schools have targeted learners)
5. Lift achievement of Merit and Excellence endorsements at Level 2 NCEA. (1/9 schools has targeted learners)

One of our next steps will be to identify the percentage shifts for individual schools and targeted students.

Appendix One:

2016 Target Learners identified in the end of year National Standards data for the Malvern Community of Learning

| School | Student Type | Total Roll | READING | | WRITING | |
|----------------------|--------------|------------|------------|-----------|------------|-----------|
| | | | Well below | Below | Well below | Below |
| Darfield Primary | All | 200 | 6 (3%) | 36 (18%) | 4 (2%) | 46 (23%) |
| | Male | 99 | 3 (3%) | 24 (24%) | 3 (3%) | 31 (31%) |
| | Māori | 32 | 3 (9%) | 5 (16%) | 2 (6%) | 6 (19%) |
| Kirwee Model | All | 115 | 2 (2%) | 13 (11%) | 3 (3%) | 12 (10%) |
| | Male | 66 | 2 (3%) | 8 (12%) | 2 (3%) | 10 (15%) |
| | Māori | 17 | 1 (6%) | 3 (18%) | 2 (12%) | 2 (12%) |
| Glentunnel | All | 91 | 2 (2%) | 6 (7%) | 3 (3%) | 13 (14%) |
| | Male | 42 | 1 (2%) | 4 (10%) | 2 (5%) | 9 (21%) |
| | Māori | 15 | 0 (0%) | 1 (7%) | 1 (7%) | 4 (3%) |
| Windwhistle | All | 30 | 1 (3%) | 1 (3%) | 2 (7%) | 3 (10%) |
| | Male | 14 | 1 (7%) | 1 (7%) | 2 (14%) | 2 (14%) |
| | Māori | 5 | X | X | X | X |
| Springfield | All | 40 | 0 (0%) | 5 (13%) | 0 (0%) | 8 (20%) |
| | Male | 24 | 0 (0%) | 3 (13%) | 0 (0%) | 6 (25%) |
| | Māori | 0 | X | X | X | X |
| Hororata | All | 69 | 3 (4%) | 8 (12%) | 2 (3%) | 17 (25%) |
| | Male | 42 | 3 (7%) | 7 (17%) | 2 (5%) | 13 (31%) |
| | Māori | 6 | X | X | X | X |
| Greendale | All | 38 | 0 (0%) | 11 (29%) | 1 (3%) | 7 (18%) |
| | Male | 24 | 0 (0%) | 5 (21%) | 1 (4%) | 6 (25%) |
| | Māori | 2 | X | X | X | X |
| Sheffield | All | 99 | 1 (1%) | 9 (9%) | 1 (1%) | 17 (17%) |
| | Male | 45 | 1 (2%) | 7 (16%) | 1 (2%) | 12 (27%) |
| | Māori | 15 | 0 (0%) | 1 (7%) | 0 (0%) | 3 (20%) |
| Darfield High School | All | 267 | 23 (9%) | 62 (23%) | 24 (9%) | 147 (55%) |
| | Male | 137 | 18 (13%) | 44 (32%) | 21 (15%) | 91 (66%) |
| | Māori | 38 | 7 (18%) | 11 (29%) | 8 (21%) | 21 (55%) |
| TOTAL | All | 949 | 38 (4%) | 151 (16%) | 40 (4%) | 270 (28%) |
| | Male | 493 | 29 (6%) | 103 (21%) | 34 (7%) | 180 (37%) |
| | Māori | 130 | 12 (9%) | 21 (16%) | 13 (10%) | 38 (29%) |

Note: X=data has been redacted

Appendix 2:

| Reading - Boys (1-8) | | | | | | | |
|-----------------------|----------------|----------|---------|--------|---------|----------------|---------|
| | Total students | Baseline | | Target | | Shift Required | |
| | | Number | Percent | Number | Percent | Number | % point |
| Darfield Primary | 99 | 72 | 73% | 89 | 90% | 17 | 17% |
| Kirwee Model | 66 | 56 | 85% | 59 | 90% | 3 | 5% |
| Glentunnel | 42 | 37 | 88% | 38 | 90% | 1 | 2% |
| Windwhistle | 14 | 12 | 86% | 13 | 90% | 1 | 4% |
| Springfield | 24 | 21 | 88% | 22 | 90% | 1 | 3% |
| Hororata | 42 | 32 | 76% | 38 | 90% | 6 | 14% |
| Greendale | 24 | 19 | 79% | 22 | 90% | 3 | 11% |
| Sheffield | 45 | 37 | 82% | 41 | 90% | 4 | 8% |
| Darfield High | 137 | 75 | 55% | 123 | 90% | 48 | 35% |
| Total | 493 | 361 | 73% | 445 | 90% | 84 | 17% |
| Writing – All (1-8) | | | | | | | |
| | Total students | Baseline | | Target | | Shift Required | |
| | | Number | Percent | Number | Percent | Number | % point |
| Darfield Primary | 200 | 150 | 75% | 170 | 85% | 20 | 10% |
| Kirwee Model | 115 | 100 | 87% | 98 | 85% | -2 | -2% |
| Glentunnel | 91 | 75 | 82% | 77 | 85% | 2 | 3% |
| Windwhistle | 30 | 25 | 83% | 26 | 85% | 1 | 2% |
| Springfield | 40 | 32 | 80% | 34 | 85% | 2 | 5% |
| Hororata | 69 | 50 | 72% | 59 | 85% | 9 | 13% |
| Greendale | 38 | 30 | 79% | 32 | 85% | 2 | 6% |
| Sheffield | 99 | 81 | 82% | 84 | 85% | 3 | 3% |
| Darfield High | 267 | 96 | 36% | 227 | 85% | 131 | 49% |
| Total | 949 | 639 | 67% | 807 | 85% | 168 | 18% |
| Writing – Māori (1-8) | | | | | | | |
| | Total students | Baseline | | Target | | Shift Required | |
| | | Number | Percent | Number | Percent | Number | % point |
| Darfield Primary | 32 | 24 | 75% | 27 | 85% | 3 | 10% |
| Kirwee Model | 17 | 13 | 76% | 14 | 85% | 1 | 9% |
| Glentunnel | 15 | 10 | 67% | 13 | 85% | 3 | 18% |
| Windwhistle | 5 | x | x | x | x | x | x |
| Springfield | 0 | x | x | x | x | x | x |
| Hororata | 6 | x | x | x | x | x | x |
| Greendale | 2 | x | x | x | x | x | x |
| Sheffield | 15 | 12 | 80% | 13 | 85% | 1 | 5% |
| Darfield High | 38 | 9 | 24% | 32 | 85% | 23 | 61% |
| Total | 130 | 79 | 61% | 110 | 85% | 31 | 24% |
| Writing – Boys (1-8) | | | | | | | |
| | Total students | Baseline | | Target | | Shift Required | |
| | | Number | Percent | Number | Percent | Number | % point |
| Darfield Primary | 99 | 65 | 66% | 84 | 85% | 19 | 19% |
| Kirwee Model | 66 | 54 | 82% | 56 | 85% | 2 | 3% |
| Glentunnel | 42 | 31 | 74% | 36 | 85% | 5 | 11% |
| Windwhistle | 14 | 10 | 71% | 12 | 85% | 2 | 14% |
| Springfield | 24 | 18 | 75% | 20 | 85% | 2 | 10% |
| Hororata | 42 | 27 | 64% | 36 | 85% | 9 | 21% |
| Greendale | 24 | 17 | 71% | 20 | 85% | 3 | 14% |
| Sheffield | 45 | 32 | 71% | 38 | 85% | 6 | 14% |
| Darfield High | 137 | 25 | 18% | 116 | 85% | 91 | 67% |
| Total | 493 | 279 | 57% | 418 | 85% | 139 | 28% |

Note: x=data has been redacted