Our overarching achievement focus is to develop a community approach to accelerating literacy and numeracy in order to reduce the disparity for Boys, Māori and Pasifika students accessing vocational and academic pathways.

Part 1 - HAMILTON CENTRAL KĀHUI AKO INTRODUCTION

Hamilton is a unique place in NZ for many reasons. Aside from its rich multicultural heritage and clear ties to sporting excellence, it holds the possibility of providing educational pathway for all students; from the moment they begin schooling, through to the opportunities that wait for them in later life.

Hamilton Central Kāhui Ako is set in central Hamilton with schools on both sides of the Waikato River. Hamilton Central Kāhui Ako consists of two large, single sex secondary schools (years 9-13), an intermediate school (years 7 and 8) and two contributing primary schools (years 1-6). The schools are:
Background

The process of exploration to become a community of learning was initiated in January 2015. Meetings were held to investigate the potential for benefits to students, teaching practice and schools; the ultimate aim being to increase the achievement outcomes of our students in specifically identified learning areas and to reduce disparity for priority learners.

Early thinking around the potential of the identified schools being able to strengthen existing relationships was influenced by these observations:

- The schools are centrally located and connected geographically via the bridges.
- The schools provide education for students within centrally geographically zoned areas while also hosting students from much further afield.
- The schools are multicultural and diverse in make-up.
- Māori and Pasifika student numbers are increasing in our schools.
- Enhancing transition processes between the schools is a key focus to minimise lost learning time when students move between schools.
- The “collective challenges” would ideally complement what each individual school is focusing on according to internal self-review.
- Involving iwi and the community in a more meaningful way is essential.
- Building on individual school strengths to develop a collaborative culture of learning for “our students” across the community is desirable.

and these questions:

- How might students seamlessly take learning with them between schools?
- How can we improve outcomes for our Māori and Pasifika learners by working together?
- Could we look at movement between schools not just as a cohort at the year’s end, but also within a year depending on students’ needs?
- Are our learning environments flexible enough to respond to rapidly advancing digital technology demands?
- Can we further enhance the benefits to all learners of our existing Asian relationships?
- Are the barriers to learning common across the schools and to what extent?
- We have many strengths as individual schools - how can we make more meaningful use of these strengths for the benefit of all?
Context

Hamilton Central Kāhui Ako provides education for almost 6000 students. The five schools have increasingly diverse student populations including greater numbers of students who are English Language Learners. School rolls are stable and growing.

Approximately 40% of all students across the schools are Māori. We want to strengthen the positive practices that are occurring in individual schools to support our Māori families by increasing our collaborative practices and building consistency of practice. Examples of existing successful individual practices include:

- Each school has a whānau group;
- Te Reo Māori is taught in all schools, with the intermediate school establishing Te Reo Māori as its second language taught to all students;
- Bilingual units operate in the intermediate school and one primary school to meet the aspirations of Māori whānau to have their children learn within kaupapa Māori;
- Competitive and participation kapa haka groups exist in all schools;
- Māori are represented in teaching and support staff in all schools; and
- A “Realising Māori Potential Awards evening”, acknowledging Māori progress throughout the year is held at the intermediate school.

Many Māori students whakapapa to Waikato Tainui iwi and all schools enjoy established connections within their own networks. This includes having teaching staff and Board of Trustees members with strong connections to Tainui. Hamilton Central Kāhui Ako is committed to embedding a meaningful relationship with Tainui as we progress and develop. We are also keen to contribute to Tainui Education plans for the future.

The Lead Principal has had face to face meetings with Kimai Huirama, Education Pathways Project Advisor - Te Ranga Ara Maatauranga and the Achievement Challenge and High Level Plan has been shared and discussed with her. She endorses what we are aiming to achieve. The Lead Principal has also engaged with Lisa Gardiner, the General Manager of Ngāti Hauā Iwi Trust. The Achievement Challenge Information has been shared with Lisa who is providing feedback. We envisage an ongoing and constructive relationship with Ngati Haua and further meetings are planned.

Kimai Huirama asserted that Tainui is keen to work with Kāhui Ako who are ready to engage with them in a meaningful, bicultural partnership, which includes co-constructing the learning challenges as well as identifying possible solutions, moving forward. One existing example of this that Kimai is involved in is using the Tainui school matrix document with Kawenata secondary schools. The matrix is an educational tool that can help schools to review how they align (or might begin to align) with tribal education aspirations. Hamilton Girls’ High school was one of the schools involved in the development of this matrix and both of the high schools are currently still involved in this initiative.
Our Lead Principal is participating in a Waikato based initiative “Iwi Partnering with Communities of Learning / Kāhui Ako”. Two meetings have been held in Term 4 and a further 3 are planned for 2018. This initiative has three arms for working together:

1. Transformation - doing things differently to get a different result
2. Aspirations - looking at the aspirations of whānau, hāpu, iwi and kāhui ako
3. Reciprocity - desiring for mutual benefit for iwi and kāhui ako

Our schools have consistent and experienced senior professional leadership. Leaders contribute to educational networks and have established effective leadership and management teams in their schools. Hamilton Central Kāhui Ako will identify and draw on the leadership expertise that is sitting in each school and use this to grow our collective capability. This will be further strengthened by the planning for and appointment of Across and Within school teacher roles.

All schools enjoy considerable support from parents and the local community and businesses and educational institutions in Hamilton and this is benefiting students and contributing to sustainability. A key focus is to harness the support and connections within the individual schools, linking these to strengthen relationships. Examples of this support include:

- regular parent/caregiver interviews and learning conversations (both formal and informal);
- targeted parent/caregiver support groups e.g. Board of Trustees, Parent/Teacher associations, whānau, pasifika;
- targeted parent/caregiver information endeavours e.g. Father/son evenings, grandparents days, meet the teacher hui;
- targeted parent/caregiver academic, sports and cultural events and celebrations;
- business sponsorship for targeted programmes e.g. sports, international travel groups, school websites;
- community personnel contributing to teaching and learning programmes - through both business and whānau connections and
- strong education links with Hamilton based tertiary institutions including Waikato University, Te Wananga O Aotearoa, Te Aho o Te Kura Pounamu (The Correspondence School) and Wintec.

The Waikato region in which the Kāhui Ako is located is well positioned to offer students extensive opportunities to further education and training. Significant regional infrastructure improvements have increased accessibility to the region and are promoting further economic and population growth. Established community relationships and learning connections with staff and students e.g. Waikato University, WinTec, Te Wananga O Aotearoa and Sport Waikato. We will look to streamline pathways for students and their families to have easier access to this wealth of resources.

Hamilton Central Kāhui Ako schools are all on 3-5 year Education Review Office cycles. The identified common strengths provide a sound basis for meaningful and purposeful collaboration.
Common Strengths (ERO March 2016)

- Effective governance, including strategic planning and self-review
- Consistent and experienced professional leadership
- Well-designed curricula that provide a variety of learning opportunities
- Examples of high quality teaching practices supported by effective professional development and performance management
- Students experiencing success and well-being in affirming and respectful school cultures
- Supportive parent communities

Areas for Improvement Include (ERO March 2016)

- Strengthening culturally responsive practices to accelerate the progress and achievement of Māori and Pasifika students to levels comparable to their peers
- Further building student capability to manage their own learning
- Continuing to give priority to improving outcomes for students at risk of not achieving their potential, particularly in Years 1-8.

Part 2 - HAMILTON CENTRAL KĀHUI AKO HIGH LEVEL IMPLEMENTATION PLAN

Our thinking includes a recognition that:

1. Progress and achievement in literacy affects all curriculum learning. Ensuring that each student is making progress and achieving success is crucial to both their understanding of current schooling and their prospects for the future. *(Literacy online, Te Kete Ipurangi 2017)*

2. Time will be required to establish systems, practices and relationships necessary for collaborative innovation to be effective. Leading strong collaboration involves building a commitment to moving ahead together. Development of a shared understanding of evidence-based evaluation across the Hamilton Central Kāhui Ako will be useful to monitor and evaluate progress towards the outcomes required by the achievement challenges. “Developing this new thinking across the system requires new and different capacities within the system, as well as new ways of thinking about the system - in system terms.” *(Jane Gilbert 2015)*

3. The impact of our actions to address achievement challenges will require long term shifts in practice across all our schools. We acknowledge our collective responsibility and the need to be focused and have therefore specifically identified reading, writing and maths as the contexts to measure progress. As Michael Fullan notes in his book, “Leading in a Culture of Change” unless the right things are being focused on, collaborative relationships may end up being powerfully wrong. *(Michael Fullan 2001)*
The next stage for Hamilton Central Kāhui Ako is to fully explore and develop a detailed implementation plan for each of the identified challenges (part 2 of this document). This process will be enhanced with the input of the “Across School” and “Within School” Teacher Role appointees. We can then access both internal and external expertise across the schools, including from existing middle leadership, to collaboratively implement specific actions required for the plan using four focus lenses. They are:

1. Building effective relationships

Development of honest, transparent and collaborative relationships is critical to promoting and sustaining Hamilton Central Kāhui Ako progress. At this stage of development the Steering group and the Stewardship group ( Principals and Board representatives) are established and this has enabled development of our Achievement Challenges. Our “Memorandum of Agreement” was agreed on early in this process. We are currently reviewing this document so that we can improve our ways of working together and identify protocols and expectations to strengthen collaboration across Our Kāhui Ako. Our “Expert Partner” has proven expertise in this area and her contribution is useful in this process. Priority actions include:

- shared visioning to support growth in teacher efficacy and improved learner outcomes
- communicating with purpose between and across schools
- genuine and ongoing engagement with whānau and iwi
- being open and transparent in sharing student achievement data
- negotiating, agreeing and then actively using protocols to accelerate effective processes for working together

2. Building shared pedagogy

Prioritising the development of cultural relationships to enable responsive pedagogy to sustain effective teaching and learning practices by:

- **Identifying relevant PLD to meet Hamilton Central Kāhui Ako goals**
  - Exploring culturally responsive pedagogy for teaching and learning
  - Developing and implementing consistent processes for ‘moderation’ of achievement decisions across schools
  - Creating common understandings of what learning and progression looks like
  - Developing the use of digital technologies to enhance and personalise learning
  - Using ‘inquiry’ practices and research-based interventions to support learning acceleration for identified groups
  - Using deliberate acts of coaching and mentoring to support teacher growth in practice

- **Identifying processes and expectations around:**
  - Inquiry
  - Programme planning and implementation
  - Moderation, assessment and evaluation
Collecting and using data effectively to identify needs and inform planning:

- Exploring the range of tools available to support Years 4-8, Years 9 & 10 and Kāhui Ako wide tracking and collation of student achievement data as students move through the pathway into and beyond upper secondary schooling
- Supporting the implementation of selected tools that will impact Kāhui Ako wide teacher practice and learning outcomes
- Critically reviewing materials and resources to ensure they target student needs and are consistent with effective practices

3. Promoting learner agency and hauora

- Maintaining and enhancing teacher and student well being to minimise potential barriers to improved learning outcomes
- Involving students and teachers in their learning by promoting learner agency and the use of student and teacher voice
- Actively seeking whānau voice to support learner agency

4. Strengthening transition

- Enhancing and actively using key strategies to ensure successful transitions initially from primary to intermediate to secondary
- Exploring and using strategies and processes for strengthening transition from ECE to primary and secondary to tertiary

Me mahi tahi tatou mo te oranga o te katoa

We should work together for the well being of everyone
Areas for Improvement across Hamilton Central Kāhui Ako include (ERO March 2016):

- Strengthening culturally responsive practices to accelerate the progress and achievement of Māori and Pasifika students to levels comparable to their peers
- Further building student capability to manage their own learning
- Continuing to give priority to improving outcomes for students at risk of not achieving their potential, particularly in Years 1-8.

The following data supports the areas for improvement that ERO has identified. It has been used to identify challenges and targets (part 4 of this document) and includes:

2. Reading National Standards Years 1-8 Data - 2016
3. Writing National Standards Years 1-8 Data - 2016
4. Mathematics National Standards Years 1-8 Data - 2016
5. UE Data in Maths, English, Biology, Chemistry and Physics High Schools Year 13 - 2016
6. High Schools NCEA Levels 1, 2 and 3 Data - 2016
7. High Schools Year 9 Cohort Data 2016
8. Reading Comprehension PAT Data Year 9 - 2017
**Challenge 1: At primary and intermediate level we will raise student achievement for Boys, Māori and Pasifika in Reading**

**A - Years 4-8 READING TARGET**

Raise the standard of literacy in Years 4 - 8 so that 64% of students (including Boys, Māori and Pasifika) achieve or exceed the relevant Reading National Standards by December 2019.

**Baseline Data: 2016 information for Years 4 to 8**

<table>
<thead>
<tr>
<th>Reading At or Above National Standards</th>
<th>All Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>No.</td>
<td>No. in full Group</td>
<td>%</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>38.4%</td>
<td>183</td>
<td>476</td>
<td>34.4%</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>79.3%</td>
<td>233</td>
<td>294</td>
<td>74.4%</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>62.6%</td>
<td>114</td>
<td>182</td>
<td>60.8%</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>56%</td>
<td>530</td>
<td>952</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Below National standards by Achievement Challenge category**

<table>
<thead>
<tr>
<th>Reading Well Below or Below National Standards</th>
<th>Total Target Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Tar</td>
<td>No. in full Group</td>
<td>No.</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>293</td>
<td>29</td>
<td>476</td>
<td>185</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>61</td>
<td>6</td>
<td>294</td>
<td>41</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>68</td>
<td>7</td>
<td>182</td>
<td>38</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>422</td>
<td>42</td>
<td>952</td>
<td>264</td>
</tr>
</tbody>
</table>
### Years 4-8 Reading Target

**64% of students at or above the Reading Standards**

<table>
<thead>
<tr>
<th>Years 1-8</th>
<th>All Māori</th>
<th>All Pasifika</th>
<th>All Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td># Attained</td>
<td>Total Students</td>
<td>Shift</td>
<td>%</td>
</tr>
<tr>
<td>2016 - Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>378</td>
<td>53%</td>
<td>46</td>
</tr>
<tr>
<td>2018 - Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>378</td>
<td>58%</td>
<td>51</td>
</tr>
<tr>
<td>2019 - Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>378</td>
<td>64%</td>
<td>56</td>
</tr>
<tr>
<td>Shift over 2 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>11%</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

**Years 4-8 Reading Target - Additional Information**

This data confirms that there is disparity for Boys, Māori and Pasifika at all year levels in Reading.

- The aim is for targeted students to begin positive movement in the first year establishment and implementation phase with further movement in the second year once systems and processes are more embedded.
- Years 4-8 Boys will make accelerated progress in literacy by the end of 2019 in ways that build on and support their self efficacy, well being and identity:
  - In relation to Years 4-8 a 10% decrease in numbers in underachievement in boys reading achievement from 40.6% to 36.4% (284 to 257) of boys across the entire community and individual schools. Across the community this will require moving 27 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.
- Years 4-8 Māori learners will make accelerated progress in literacy by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
  - In relation to Years 4-8 a 10% decrease in numbers in underachievement in Māori reading achievement from 41.4% to 37.2% (187 to 169) of students across the entire community and individual schools. Across the community this will require moving 18 currently under achieving based on 2016 data to at or above the National Standards by the end of 2019.
- Years 4-8 Pasifika learners will make accelerated progress in literacy by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
In relation to Years 4-8 a 10% decrease in numbers in underachievement in Pasifika reading achievement from 52.0% to 46.5% (66 to 59) of students across the entire community and individual schools. Across the community this will require moving 7 currently under achieving based on 2016 data to at or above the National Standards by the end of 2019.

**B - YEAR 9 READING TARGET**

Raise the standard of literacy in Year 9 so that by the end of 2019 50% of the current stanine 1-4 Maori and Pasifika students reach age equivalent PAT Reading scores.

**Baseline Data: PAT Reading Comprehension 2017**

<table>
<thead>
<tr>
<th></th>
<th>Hamilton Girls’ High School</th>
<th>Hamilton Boys’ High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stanine 1-4</td>
<td>Target</td>
</tr>
<tr>
<td>Y9 Māori</td>
<td>33%</td>
<td>39/117</td>
</tr>
<tr>
<td>Y9 Pasifika</td>
<td>26%</td>
<td>6/23</td>
</tr>
<tr>
<td>All Y9 Girls</td>
<td>26%</td>
<td>95/362</td>
</tr>
</tbody>
</table>

Year 9 Reading Target - Additional Information

- The aim is for targeted students to begin movement in the first year establishment and implementation phase with further movement in the second year once systems and processes are more embedded.
- One of the initial challenges was to identify a common way of gathering standardised data for years 9 and 10 students.
- It was agreed to use PAT Comprehension in 2017 to give some initial baseline reading data.
- We will PAT Tests to provide us with common baseline assessment information in 2018 and 2019.
- A focus for future work will be to use a wider range of standardised assessment for reading.
Challenge 2: At primary and intermediate level we will raise student achievement for Boys, Māori and Pasifika in Writing.

### Years 4-8 Writing Target

Raise the standard of literacy in Years 4 - 8 so that 48% of students (including Boys, Māori and Pasifika) achieve or exceed the relevant Writing National Standards by December 2019.

#### Baseline Data: 2016 Information for Years 4 to 8

<table>
<thead>
<tr>
<th>Writing At or Above National Standards</th>
<th>All Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>No.</td>
<td>No. in full Group</td>
<td>%</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>25.0%</td>
<td>119</td>
<td>476</td>
<td>21.3%</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>56.1%</td>
<td>165</td>
<td>294</td>
<td>46.9%</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>51.1%</td>
<td>93</td>
<td>182</td>
<td>38.1%</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>40%</td>
<td>377</td>
<td>952</td>
<td>32%</td>
</tr>
</tbody>
</table>

#### Below National Standards by Achievement Challenge Category

<table>
<thead>
<tr>
<th>Writing Well Below or Below National Standards</th>
<th>All Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Tar.</td>
<td>No. in full Group</td>
<td>No.</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>357</td>
<td>36</td>
<td>476</td>
<td>222</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>129</td>
<td>13</td>
<td>294</td>
<td>85</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>89</td>
<td>9</td>
<td>182</td>
<td>60</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>575</td>
<td>58</td>
<td>952</td>
<td>367</td>
</tr>
</tbody>
</table>
This data confirms that there is disparity for Boys, Māori and Pasifika at all year levels in Writing.

The aim is for targeted students to begin movement in the first year establishment and implementation phase with further movement in the second year once systems and processes are more embedded.

Years 4-8 Boys will make accelerated progress in literacy by the end of 2019 in ways that build on and support their self efficacy, well being and identity:
- In relation to Years 4-8 a 10% decrease in numbers in underachievement in boys writing achievement from 57.9% to 52.0% (405 to 368) of students across the entire community and individual schools. Across the community this will require moving 37 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.

Years 4-8 Māori learners will make accelerated progress in literacy by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
- In relation to Years 4-8 a 10% decrease in numbers in underachievement in Māori writing achievement from 56.1% to 50.5% (254 to 230) of students across the entire community and individual schools. Across the community this will require moving 24 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.

Years 4-8 Pasifika learners will make accelerated progress in literacy by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
- In relation to Years 4-8 a 10% decrease in numbers in underachievement in Pasifika writing achievement from 62.2% to 56.0% (79 to 72) of students across the entire community and individual schools. Across the community this will require moving 7 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.
Challenge 3: At primary and intermediate level we will raise student achievement for Boys, Māori and Pasifika in Mathematics.

### Years 4-8 MATHEMATICS TARGET

*Raise the standard of numeracy in Years 4 - 8 so that 60% of students (including Boys, Māori and Pasifika) achieve or exceed the relevant Mathematics National Standards by December 2019.*

Baseline Data: 2016 information for Years 4 to 8

<table>
<thead>
<tr>
<th>Maths At or Above National Standards</th>
<th>All Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>No.</td>
<td>No. in full Group</td>
<td>%</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>30.5</td>
<td>145</td>
<td>476</td>
<td>33.3</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>90.4</td>
<td>266</td>
<td>294</td>
<td>75.0</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>53.2</td>
<td>98</td>
<td>184</td>
<td>55.7</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>53.4</td>
<td>509</td>
<td>954</td>
<td>49.6</td>
</tr>
</tbody>
</table>

Below National standards by Achievement Challenge category

<table>
<thead>
<tr>
<th>Maths Well Below or Below National Standards</th>
<th>All Students</th>
<th>Male</th>
<th>Māori</th>
<th>Pasifika</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tar. No. in full Group</td>
<td>No. Tar. No. in full Group</td>
<td>No. Tar. No. in full Group</td>
<td>No. Tar. No. in full Group</td>
</tr>
<tr>
<td>Peachgrove Intermediate</td>
<td>331 33 476</td>
<td>188 19 282</td>
<td>149 15 188</td>
<td>34 3 52</td>
</tr>
<tr>
<td>Knighton Normal School</td>
<td>28 3 294</td>
<td>40 4 160</td>
<td>92 10 255</td>
<td>26 3 61</td>
</tr>
<tr>
<td>Hamilton East School</td>
<td>86 9 184</td>
<td>44 4 98</td>
<td>81 8 156</td>
<td>14 2 25</td>
</tr>
<tr>
<td>All Primary Intermediate</td>
<td>445 45 954</td>
<td>272 27 540</td>
<td>322 33 599</td>
<td>74 8 138</td>
</tr>
</tbody>
</table>
### 60% of students at or above the Mathematics Standards

<table>
<thead>
<tr>
<th>Years 1-8</th>
<th>All Māori</th>
<th>All Pasifika</th>
<th>All Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Attained</td>
<td>Total Students</td>
<td>Shift</td>
</tr>
<tr>
<td>2016 - Actual</td>
<td>277</td>
<td>Out of 599</td>
<td>46.25</td>
</tr>
<tr>
<td>2018 - Target</td>
<td>305</td>
<td>Out of 599</td>
<td>31</td>
</tr>
<tr>
<td>2019 - Target</td>
<td>336</td>
<td>Out of 599</td>
<td>34</td>
</tr>
</tbody>
</table>

**Shift over 2 years**

- 65 9.75 15 9.4 63 10.5

### Years 4-8 Mathematics Target - Additional Information

- **Years 4-8 Boys** will make accelerated progress in mathematics by the end of 2019 in ways that build on and support their self efficacy, well being and identity:
  - In relation to Years 4-8 a 10% decrease in numbers in underachievement in boys maths achievement from 50.4 % to 39.9% (215/540) of students across the entire community and individual schools. Across the community this will require moving 65 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.
- **Years 4-8 Māori learners** will make accelerated progress in mathematics by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
  - In relation to Years 4-8 a 10% decrease in numbers in underachievement in Māori mathematics achievement from 53.75 % to 44% (263/599) of students across the entire community and individual schools. Across the community this will require moving 65 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.
- **Years 4-8 Pasifika learners** will make accelerated progress in mathematics by the end of 2019 in ways which build on and support their language, culture, identity and community connections:
  - In relation to Years 4-8 a 10% decrease in numbers in underachievement in Pasifika mathematics achievement from 53.7 % to 44.3% (61/138) of students across the entire community and individual schools. Across the community this will require moving 15 currently underachieving based on 2016 data to at or above the National Standards by the end of 2019.
Challenge 4: By the end of year 11 our Māori and Pasifika students will have increased numbers accessing a University Entrance pathway.

<table>
<thead>
<tr>
<th>Year 13 Data</th>
<th>Hamilton Boys’ High School</th>
<th>Hamilton Girls’ High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Gained UE</td>
</tr>
<tr>
<td>Total students</td>
<td>366</td>
<td>204</td>
</tr>
<tr>
<td>Māori</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>Pasifika</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>276</td>
<td>171</td>
</tr>
</tbody>
</table>

Additional Information

- The 2015-2016 Hamilton Central Kāhui Ako Education Profile data shows a clear picture of educational success for students at NCEA Level 2, with 92.8% attainment of NCEA to Level 2 by all 18 year olds, 91.3% Māori and 89.3% Pasifika. There is a clear case for our Kāhui Ako to focus on excellence at upper secondary level which has led us to explore equity of attainment of University Entrance.
- We are focusing specifically on Māori and Pasifika students because attainment for them is significantly below that for all students.
- This same gap in achievement can also be seen for NCEA Level 3, however we have identified that by specifically focusing on attainment of UE for Māori and Pasifika, we will also lift NCEA Level 3 and address these equity issues which have been a trend for about five years.
- The target projections have been used and related to the Year 9 cohort data provided. This gives an estimated value to the number of students that will need to be on track at the end of Year 11 to be in a position to be able to gain University Entrance.
Improve Māori entrance from 16.0% to 24.8%, increasing number of Māori students gaining entry from 61 to 95

- 2018: Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 61 to 67. Annual movement 6 students.
- 2019: Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 67 to 74. Annual movement 7 students.
- 2020: Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 74 to 81. Annual movement 7 students.
- 2021: Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 81 to 88. Annual movement 7 students.
- 2022: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 88 to 95. Annual movement 7 students.

Total Māori movement of 34 students

Improve Pasifika entrance from 3.9% to 6.1%, increasing number of Pasifika students gaining entry from 15 to 24

- 2018: Develop and implement supporting strategies and register a small improvement; potentially by, increasing number of Pasifika students in a position to gain UE from 15 to 16. Annual movement 1 student.
- 2019: Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 16 to 18 Annual movement 2 students.
- 2020: Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 18 to 20. Annual movement 2 students.
- 2021: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 20 to 22. Annual movement 2 students.

Total Pasifika movement of 9 students

Total HBHS Māori and Pasifika shift in English

TOTAL 43 Students

Hamilton Girls’ High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY ENGLISH TARGET
- **2018**: Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 45 to 50. Annual movement 4 students.

- **2019**: Implement supporting strategies and improve performance by increasing number of Māori students in a position to gain UE from 50 to 54. Annual movement 5 students.

**No target for Pasifika here**

**Total HGHS Māori and Pasifika shift in English**

<table>
<thead>
<tr>
<th>Year</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 38 to 45. Annual movement 7 students.</td>
</tr>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 45 to 52. Annual movement 7 students.</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 52 to 59. Annual movement 7 students.</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 59 to 67. Annual movement 8 students.</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 67 to 75. Annual movement 8 students.</td>
</tr>
</tbody>
</table>

**Total combined HBHS and HGHS students in English 52 students**

**Hamilton Boys’ High School (2018-2022) - UNIVERSITY ENTRANCE PATHWAY MATHEMATICS TARGET**

**Improve Māori entrance from 12.3% to 24.8%, increasing number of Māori students gaining entry from 38 to 75**

- **2018**: Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 38 to 45. Annual movement 7 students.

- **2019**: Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 45 to 52. Annual movement 7 students.

- **2020**: Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 52 to 59. Annual movement 7 students.

- **2021**: Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 59 to 67. Annual movement 8 students.

- **2022**: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 67 to 75. Annual movement 8 students.

**Total Māori movement of 37 students**

**Improve Pasifika entrance from 3.5% to 6.1%, increasing number of Pasifika students gaining entry from 11 to 19**

- **2018**: Develop and implement supporting strategies and register a small improvement; potentially by, increasing number of Pasifika students in a position to gain UE from 11 to 12. Annual movement 1 student.

**Total Pasifika movement of 8 students**
<table>
<thead>
<tr>
<th>Year</th>
<th>Strategy and Expected Outcome</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 12 to 13.</td>
<td>1 student</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 13 to 15.</td>
<td>2 students</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 15 to 17.</td>
<td>2 students</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 17 to 19.</td>
<td>2 students</td>
</tr>
</tbody>
</table>

Total HBHS Māori and Pasifika shift in Mathematics: TOTAL 45 Students

**Hamilton Girls’ High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY MATHEMATICS TARGET**

**Improve Māori entrance from 25.3% to 30.0%, increasing number of Māori students gaining entry from 41 to 53**

<table>
<thead>
<tr>
<th>Year</th>
<th>Strategy and Expected Outcome</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and Implement supporting strategies and register a small improvement, increasing number of Māori students in a position to gain UE from 42 to 48.</td>
<td>6 students</td>
</tr>
<tr>
<td>2019</td>
<td>Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 49 to 53.</td>
<td>6 students</td>
</tr>
</tbody>
</table>

Total Māori movement of 12 students

**Improve Pasifika entrance from 6.2% to 6.3%, increasing number of Pasifika students gaining entry from 10 to 12**

<table>
<thead>
<tr>
<th>Year</th>
<th>Strategy and Expected Outcome</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Pasifika students in a position to gain UE from 10 to 11.</td>
<td>1 student</td>
</tr>
<tr>
<td>2019</td>
<td>Implement supporting strategies and improve performance by increasing number of Pasifika students in a position to gain UE from 11 to 12.</td>
<td>1 student</td>
</tr>
</tbody>
</table>

Total Pasifika movement of 2 students

Total HBHS Māori and Pasifika shift in Mathematics: TOTAL 14 Students

**Total combined HBHS and HGHS students in Mathematics 59 students**

**Hamilton Boys’ High School (2018-2022) - UNIVERSITY ENTRANCE PATHWAY CHEMISTRY TARGET**

**Improve Māori entrance from 6.6% to 24.8%, increasing number of Māori students gaining entry from 3 to 30**

<table>
<thead>
<tr>
<th>Year</th>
<th>Strategy and Expected Outcome</th>
<th>Annual Movement</th>
</tr>
</thead>
</table>

Total Māori movement of 27 students
<table>
<thead>
<tr>
<th>Year</th>
<th>Targets and Strategies</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 3 to 8.</td>
<td>5 students</td>
</tr>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 8 to 13.</td>
<td>5 students</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 13 to 18.</td>
<td>5 students</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 18 to 24.</td>
<td>6 students</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 24 to 30.</td>
<td>6 students</td>
</tr>
</tbody>
</table>

**Total Māori movement of 2 students**

**Improve Pasifika entrance from 4.1% to 6.1%, increasing number of Pasifika students gaining entry from 5 to 8**

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets and Strategies</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; potentially by, increasing number of Pasifika students in a position to gain UE from 5 to 5.</td>
<td>0 students</td>
</tr>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 5 to 5.</td>
<td>0 students</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 5 to 6.</td>
<td>1 student</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 6 to 7.</td>
<td>1 student</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 7 to 8.</td>
<td>1 student</td>
</tr>
</tbody>
</table>

**Total Pasifika movement of 3 students**

### Total HBHS Māori and Pasifika shift in Chemistry

**TOTAL 30 Students**

### Hamilton Girls' High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY CHEMISTRY TARGET

**Improve Māori entrance from 29.0% to 30.0%, increasing number of Māori students gaining entry from 32 to 35**

**Total Māori movement of 2 students**
- **2018**: Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 32 to 33. Annual movement 1 student.

- **2019**: Implement supporting strategies and improve number of Māori students in a position to gain UE from 34 to 35. Annual movement 1 student.

### Improve Pasifika entrance from 4.1% to 6.1%, increasing number of Pasifika students gaining entry from 6 to 8

- **2018**: Develop and implement supporting strategies and register a small improvement; increasing number of Pasifika students in a position to gain UE from 6 to 7. Annual movement 1 student.

- **2019**: Implement supporting strategies and improve performance by increasing number of Pasifika students in a position to gain UE from 7 to 8. Annual movement 1 student.

### Total HGHS Māori and Pasifika shift in Chemistry

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Implementation</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Improve Pasifika entrance from 4.1% to 6.1%, increasing number of Pasifika students gaining entry from 6 to 8</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Pasifika students in a position to gain UE from 6 to 7. Annual movement 1 student.</td>
<td>1 student</td>
</tr>
<tr>
<td>2019</td>
<td>Implement supporting strategies and improve performance by increasing number of Pasifika students in a position to gain UE from 7 to 8. Annual movement 1 student.</td>
<td></td>
<td>1 student</td>
</tr>
</tbody>
</table>

### Total combined HBHS and HGHS students in Chemistry 34 students

Hamilton Boys’ High School (2018-2022) - **UNIVERSITY ENTRANCE PATHWAY PHYSICS TARGET**

### Improve Māori entrance from 8.7% to 24.8%, increasing number of Māori students gaining entry from 15 to 43

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Implementation</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Improve Māori entrance from 8.7% to 24.8%, increasing number of Māori students gaining entry from 15 to 43</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 15 to 20. Annual movement 5 students.</td>
<td>5 students</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 20 to 25. Annual movement 5 students.</td>
<td>5 students</td>
</tr>
<tr>
<td>2020</td>
<td></td>
<td>Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 25 to 31. Annual movement 6 students</td>
<td>6 students</td>
</tr>
<tr>
<td>2021</td>
<td></td>
<td>Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 31 to 37. Annual movement 6 students.</td>
<td>6 students</td>
</tr>
<tr>
<td>2022</td>
<td></td>
<td>Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 37 to 43. Annual movement 6 students.</td>
<td>6 students</td>
</tr>
</tbody>
</table>

### Total Māori movement of 28 students

### Improve Pasifika entrance from 4.0% to 6.1%, increasing number of Pasifika students gaining entry from 7 to 11

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Implementation</th>
<th>Annual Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Improve Pasifika entrance from 4.0% to 6.1%, increasing number of Pasifika students gaining entry from 7 to 11</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Pasifika students in a position to gain UE from 7 to 7. Annual movement 0 students.</td>
<td>0 students</td>
</tr>
</tbody>
</table>

### Total Pasifika movement of 4 students
2019: Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 7 to 8. Annual movement 1 student.

2020: Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 8 to 9. Annual movement 1 student.

2021: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 9 to 10. Annual movement 1 student.

2022: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 10 to 11. Annual movement 1 student.

<table>
<thead>
<tr>
<th>Year</th>
<th>Strategy and Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 7 to 8. Annual movement 1 student.</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 8 to 9. Annual movement 1 student.</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 9 to 10. Annual movement 1 student.</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 10 to 11. Annual movement 1 student.</td>
</tr>
</tbody>
</table>

Total HBHS Māori and Pasifika shift in Physics: 32 Students

Hamilton Girls’ High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY PHYSICS TARGET

**Improve Māori entrance from 29.9% to 30.0%, increasing number of Māori students gaining entry from 20 to 24**

- 2018: Develop and implement supporting strategies and register a small improvement, by increasing number of Māori students in a position to gain UE from 21 to 22. Annual movement 2 students.
- 2019: Implement supporting strategies and improve performance by, increasing number of Māori students in a position to gain UE from 23 to 24. Annual movement 2 students.

Total Māori movement of 4 students

**Improve Pasifika entrance from 4.5% to 6.3%, increasing number of Pasifika students gaining entry from 3 to 5**

- 2018: Develop and implement supporting strategies and register a small improvement, by increasing number of Pasifika students in a position to gain UE from 3 to 4. Annual movement 1 student.
- 2019: Implement supporting strategies and improve performance by, increasing number of Pasifika students in a position to gain UE from 4 to 5. Annual movement 1 student.

Total Pasifika movement of 2 students

Total HGHS Māori and Pasifika shift in Physics: 6 Students

Total combined HBHS and HGHS students in Physics: 38 students

Hamilton Boys’ High School (2018-2022) - UNIVERSITY ENTRANCE PATHWAY BIOLOGY TARGET
<table>
<thead>
<tr>
<th>Year</th>
<th>Objective</th>
<th>Expected Improvement</th>
<th>Annual Movement</th>
<th>Total Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 17 to 20.</td>
<td>Annual movement 3 students.</td>
<td>3 students.</td>
<td>15 students.</td>
</tr>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement; increasing number of Māori students in a position to gain UE from 20 to 23.</td>
<td>Annual movement 3 students.</td>
<td>3 students.</td>
<td>15 students.</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 23 to 26.</td>
<td>Annual movement 3 students.</td>
<td>3 students.</td>
<td>15 students.</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 26 to 29.</td>
<td>Annual movement 3 students.</td>
<td>3 students.</td>
<td>15 students.</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 29 to 32.</td>
<td>Annual movement 3 students.</td>
<td>3 students.</td>
<td>15 students.</td>
</tr>
</tbody>
</table>

**Improve Pasifika entrance from 3.9% to 6.1%, increasing number of Pasifika students gaining entry from 5 to 8**

<table>
<thead>
<tr>
<th>Year</th>
<th>Objective</th>
<th>Expected Improvement</th>
<th>Annual Movement</th>
<th>Total Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Develop and implement supporting strategies and register a small improvement; potentially by, increasing number of Pasifika students in a position to gain UE from 5 to 5.</td>
<td>Annual movement 0 students.</td>
<td>0 students.</td>
<td>3 students.</td>
</tr>
<tr>
<td>2019</td>
<td>Develop and implement supporting strategies and register a measurable improvement, increasing number of Pasifika students in a position to gain UE from 5 to 5.</td>
<td>Annual movement 0 students.</td>
<td>0 students.</td>
<td>3 students.</td>
</tr>
<tr>
<td>2020</td>
<td>Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 5 to 6.</td>
<td>Annual movement 1 student.</td>
<td>1 student.</td>
<td>3 students.</td>
</tr>
<tr>
<td>2021</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 6 to 7.</td>
<td>Annual movement 1 student.</td>
<td>1 student.</td>
<td>3 students.</td>
</tr>
<tr>
<td>2022</td>
<td>Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 7 to 8.</td>
<td>Annual movement 1 student.</td>
<td>1 student.</td>
<td>3 students.</td>
</tr>
</tbody>
</table>

**Total HBHS Māori and Pasifika shift in Biology**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Total Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Students</td>
<td>18 Students</td>
</tr>
<tr>
<td><strong>Improve Māori entrance from 26.7% to 30.0%, increasing number of Māori students gaining entry from 40 to 48</strong></td>
<td>Total Māori movement of 8 students</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>● 2018 Develop and implement supporting strategies and register a small improvement; increasing number of Māori students in a position to gain UE from 41 to 44. Annual movement 4 students.</td>
<td></td>
</tr>
<tr>
<td>● 2019 Implement supporting strategies and improve performance by increasing number of Māori students in a position to gain UE from 45 to 48. Annual movement 4 students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Improve Pasifika entrance from 5.3% to 6.3%, increasing number of Pasifika students gaining entry from 8 to 10</strong></th>
<th>Total Pasifika movement of 2 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2018 Develop and implement supporting strategies and register a small improvement; increasing number of Pasifika students in a position to gain UE from 8 to 9. Annual movement 1 student.</td>
<td></td>
</tr>
<tr>
<td>● 2019 Implement supporting strategies and improve performance by increasing number of Pasifika students in a position to gain UE from 9 to 10. Annual movement 1 student.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HGHS Māori and Pasifika shift in Biology**

| Total combined HBHS and HGHS students in Biology 28 students |

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**Total HGHS Māori and Pasifika shift in Biology**

| Total combined HBHS and HGHS students in Biology 28 students | 10 Students |