

1. Hamilton East Primary School
2. Knighton Normal Primary School
3. Peachgrove Intermediate School
4. Hamilton Boys' High School
5. Hamilton Girls' High School

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:**

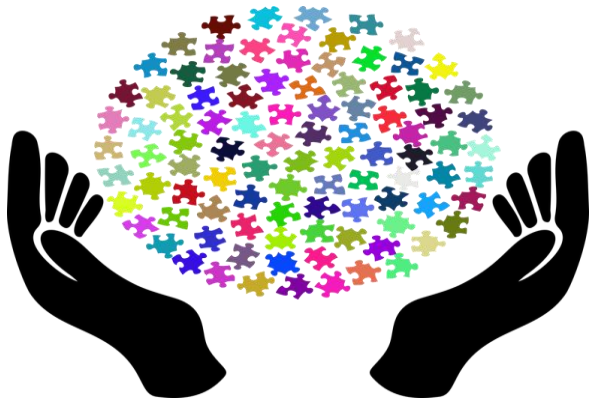
- Exploring the range of tools available to support Years 4-8, Years 9 & 10 and Kāhui Ako wide tracking and collation of student achievement data as students move through the pathway into and beyond upper secondary schooling
- Supporting the implementation of selected tools that will impact Kāhui Ako 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:

1. Hamilton Central Kāhui Ako Profile summary Data 2015-2016.
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

Part 4 - HAMILTON CENTRAL KĀHUI AKO ACHIEVEMENT CHALLENGE TARGETS

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

Reading At or Above National Standards	All Students			Male			Māori			Pasifika		
	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group
Peachgrove Intermediate	38.4%	183	476	34.4%	97	282	29.8%	56	188	27.8%	15	54
Knighton Normal School	79.3%	233	294	74.4%	119	160	83.6%	97	116	56.4%	22	39
Hamilton East School	62.6%	114	182	60.8%	59	97	63.5%	47	74	50.0%	9	18
All Primary Intermediate	56%	530	952	51%	275	539	53%	200	378	41%	46	111

Below National standards by Achievement Challenge category

Reading Well Below or Below National Standards	Total Target Students			Male			Māori			Pasifika		
	No	Tar	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group
Peachgrove Intermediate	293	29	476	185	19	282	132	13	188	39	4	54
Knighton Normal School	61	6	294	41	4	160	19	2	116	17	2	39
Hamilton East School	68	7	182	38	4	97	27	3	74	9	1	18
All Primary Intermediate	422	42	952	264	27	539	178	18	378	65	7	111

Years 4-8 Reading Target
64% of students at or above the Reading Standards

Years 1-8	All Māori				All Pasifika				All Boys						
	# Attained		Total Students	Shift	%	#Attained		Total Students	Shift	%	# Attained		Total Students	Shift	%
2016 - Actual	200	out of	378		53%	46	out of	111		41%	275	out of	539		51%
2018 - Target	220	out of	378	22	58%	51	out of	111	5	46%	303	out of	539	30	56
2019 - Target	242	out of	378	24	64%	56	out of	111	6	50%	333	out of	539	33	62%
Shift over 2 years				44	11%				11	9%				63	11%

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

P.A.T. READING Comprehension Data							
Hamilton Girls' High School			Hamilton Boys' High School				
	Stanine 1- 4		Target		Stanine 1- 4		Target
Y9 Māori	33%	39/117	20	Y9 Māori	43%	49/115	25
Y9 Pasifika	26%	6/23	3	Y9 Pasifika	56%	14/25	7
All Y9 Girls	26%	95/362		All Y9 Boys	31%	142/455	

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

Writing At or Above National Standards	All Students			Male			Māori			Pasifika		
	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group
Peachgrove Intermediate	25.0%	119	476	21.3%	60	282	19.1%	36	188	18.5%	10	54
Knighton Normal School	56.1%	165	294	46.9%	75	160	54.3%	63	116	43.6%	17	39
Hamilton East School	51.1%	93	182	38.1%	37	97	52.0%	39	75	33.3%	6	18
All Primary Intermediate	40%	377	952	32%	172	539	44%	138	315	30%	33	111

Below National standards by Achievement Challenge category

Writing Well Below or Below National Standards	All Students			Male			Māori			Pasifika		
	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group
Peachgrove Intermediate	357	36	476	222	22	282	152	15	188	44	4	54
Knighton Normal School	129	13	294	85	9	160	53	5	116	22	2	39
Hamilton East School	89	9	182	60	6	97	36	4	75	12	1	18
All Primary Intermediate	575	58	952	367	37	539	241	24	379	78	7	111

Years 4-8 Writing Target 48% of students At or above the Writing Standard															
Years 1-8	All Māori				All Pasifika				All Boys						
	#Attained		Total Students	Shift	%	#Attained		Total Students	Shift	%	#Attained		Total Students	Shift	%
2016 - Actual	138	out of	315		44%	33	out of	111		38%	172	out of	593		32%
2018 - Target	220	out of	315	15	48%	36	out of	111	4	32%	189	out of	539	19	35%
2019 - Target	242	out of	315	17	53%	40	out of	111	4	36%	208	out of	539	19	39%
Shift over 2 years				32	9%				8	6%				38	7%

Years 4-8 Writing Target - Additional Information

- 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

Maths At or Above National Standards	All Students			Male			Māori			Pasifika		
	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group	%	No.	No. in full Group
Peachgrove Intermediate	30.5	145	476	33.3	94	282	20.7	39	188	34.6	18	52
Knighton Normal School	90.4	266	294	75.0	120	160	63.9	163	255	57.3	35	61
Hamilton East School	53.2	98	184	55.7	54	98	48	75	156	31.4	11	25
All Primary Intermediate	53.4	509	954	49.6	268	540	46.25	277	599	46.3	64	138

Below National standards by Achievement Challenge category

Maths Well Below or Below National Standards	All Students			Male			Māori			Pasifika		
	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group	No.	Tar.	No. in full Group
Peachgrove Intermediate	331	33	476	188	19	282	149	15	188	34	3	52
Knighton Normal School	28	3	294	40	4	160	92	10	255	26	3	61
Hamilton East School	86	9	184	44	4	98	81	8	156	14	2	25
All Primary Intermediate	445	45	954	272	27	540	322	33	599	74	8	138

Years 4-8 Mathematics Target

60% of students at or above the Mathematics Standards

Years 1-8	All Māori				All Pasifika				All Boys						
	# Attained		Total Students	Shift	%	#Attained		Total Students	Shift	%	# Attained		Total Students	Shift	%
2016 - Actual	277	Out of	599		46.25	64	Out of	138		46.3	268	Out of	540		49.6
2018 - Target	305	Out of	599	31	50.9	70	Out of	138	7	50.7	295	Out of	540	30	54.6
2019 - Target	336	Out of	599	34	56	77	Out of	138	8	55.7	325	Out of	540	33	60.1
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 **63** 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.*

Hamilton Boys' High School & Hamilton Girls' High School - 2016 Year 13 University Entrance Data						
Year 13 Data	Hamilton Boys' High School			Hamilton Girls' High School		
	Total	Gained UE	Percentage	Total	Gained UE	Percentage
Total students	366	204	55.7%	269	145	53.9%
Māori	71	29	40.8%	72	26	36.1%
Pasifika	19	4	21.1%	26	12	46.2%
Others	276	171	62.0%	171	107	62.6%

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.

Hamilton Boys' High School (2018-2022) - UNIVERSITY ENTRANCE PATHWAY ENGLISH TARGET

<p>Improve Māori entrance from 16.0% to 24.8%, increasing number of Māori students gaining entry from 61 to 95</p> <ul style="list-style-type: none"> • 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. 	<p>Total Māori movement of 34 students</p>
<p>Improve Pasifika entrance from 3.9% to 6.1%, increasing number of Pasifika students gaining entry from 15 to 24</p> <ul style="list-style-type: none"> • 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. • 2022: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 22 to 24. Annual movement 2 students. 	<p>Total Pasifika movement of 9 students</p>
<p>Total HBHS Māori and Pasifika shift in English</p>	<p>TOTAL 43 Students</p>
<p>Hamilton Girls' High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY ENGLISH TARGET</p>	
<p>Improve Māori entrance from 26.0% to 30.0%, increasing number of Māori students gaining entry from 45 to 54</p>	<p>Total Māori movement of 9 students</p>

<ul style="list-style-type: none"> • 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 Pasifika movement of 0 students
Total HGHS Māori and Pasifika shift in English	TOTAL 9 Students
Total combined HBHS and HGHS students in English 52 students	

Hamilton Boys' High School (2018-2022) - UNIVERSITY ENTRANCE PATHWAY MATHEMATICS TARGET	
<p>Improve Māori entrance from 12.3% to 24.8%, increasing number of Māori students gaining entry from 38 to 75</p> <ul style="list-style-type: none"> • 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
<p>Improve Pasifika entrance from 3.5% to 6.1%, increasing number of Pasifika students gaining entry from 11 to 19</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 2019: 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 Annual movement 1 student. • 2020: Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 13 to 15. Annual movement 2 students. • 2021: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 15 to 17. Annual movement 2 students. • 2022: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 17 to 19. Annual movement 2 students. 	
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 <ul style="list-style-type: none"> • 2018 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. Annual movement 6 students. • 2019 Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 49 to 53. Annual movement 6 students. 	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 <ul style="list-style-type: none"> • 2018 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. Annual movement 1 student. • 2019 Implement supporting strategies and improve performance by increasing number of Pasifika students in a position to gain UE from 11 to 12. Annual movement 1 student. 	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	Total Māori movement of 27 students

<ul style="list-style-type: none"> • 2018: 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. Annual movement 5 students. • 2019: 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. Annual movement 5 students. • 2020: Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 13 to 18. Annual movement 5 students. • 2021: Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 18 to 24. Annual movement 6 students. • 2022: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 24 to 30. Annual movement 6 students 	
<p>Improve Pasifika entrance from 4.1% to 6.1%, increasing number of Pasifika students gaining entry from 5 to 8</p> <ul style="list-style-type: none"> • 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 5 to 5. Annual movement 0 students. • 2019: 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 Annual movement 0 students. • 2020: Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 5 to 6. Annual movement 1 student. • 2021: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 6 to 7. Annual movement 1 student. • 2022: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 7 to 8. Annual movement 1 student. 	<p>Total Pasifika movement of 3 students</p>
<p>Total HBHS Māori and Pasifika shift in Chemistry</p>	<p>TOTAL 30 Students</p>
<p>Hamilton Girls' High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY CHEMISTRY TARGET</p>	
<p>Improve Māori entrance from 29.0% to 30.0%, increasing number of Māori students gaining entry from 32 to 35</p>	<p>Total Māori movement of 2 students</p>

<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Pasifika movement of 2 student
Total HGHS Māori and Pasifika shift in Chemistry	4 Students
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 <ul style="list-style-type: none"> 2018: 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. 2019: 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. 2020: 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 2021: 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. 2022: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 37 to 43. Annual movement 6 students. 	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 <ul style="list-style-type: none"> 2018: 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.. 	Total Pasifika movement of 4 students

<ul style="list-style-type: none"> • 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. 	
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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	

<p>Improve Māori entrance from 13.2% to 24.8%, increasing number of Māori students gaining entry from 17 to 32</p> <ul style="list-style-type: none"> • 2018: 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. Annual movement 3 students. • 2019: 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. Annual movement 3 students. • 2020: Implement supporting strategies and improve performance, increasing number of Māori students in a position to gain UE from 23 to 26. Annual movement 3 students. • 2021: Implement supporting strategies and improve Māori performance by, increasing number of Māori students in a position to gain UE from 26 to 29. Annual movement 3 students. • 2022: Implement supporting strategies and improve Māori performance, increasing number of Māori students gaining UE by 29 to 32. Annual movement 3 students. 	<p>Total Māori movement of 15 students</p>
<p>Improve Pasifika entrance from 3.9% to 6.1%, increasing number of Pasifika students gaining entry from 5 to 8</p> <ul style="list-style-type: none"> • 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 5 to 5. Annual movement 0 students. • 2019: 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 Annual movement 0 students. • 2020: Implement supporting strategies and improve performance, increasing number of Pasifika students in a position to gain UE from 5 to 6. Annual movement 1 student. • 2021: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students in a position to gain UE from 6 to 7. Annual movement 1 student. • 2022: Implement supporting strategies and improve Pasifika performance, increasing number of Pasifika students gaining UE by 7 to 8. Annual movement 1 student. 	<p>Total Pasifika movement of 3 students</p>
<p>Total HBHS Māori and Pasifika shift in Biology</p>	<p>18 Students</p>
<p>Hamilton Girls' High School (2018-2019) - UNIVERSITY ENTRANCE PATHWAY BIOLOGY TARGET</p>	

<p>Improve Māori entrance from 26.7% to 30.0%, increasing number of Māori students gaining entry from 40 to 48</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>Total Māori movement of 8 students</p>
<p>Improve Pasifika entrance from 5.3% to 6.3%, increasing number of Pasifika students gaining entry from 8 to 10</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>Total Pasifika movement of 2 students</p>
<p>Total HGHS Māori and Pasifika shift in Biology</p>	<p>10 Students</p>
<p>Total combined HBHS and HGHS students in Biology 28 students</p>	