

TAMAI

COMMUNITY OF LEARNING

Nāu te rourou, nāku te rourou, ka ora ai te iwi



ACHIEVEMENT CHALLENGE

We are focused on creating a community where our schools, whānau, education support agencies, police, Early Childhood Centres, tertiary providers, industry, health, Ministry of Vulnerable Children - Oranga Tamariki, local iwi and the Ministry of Education are aligned and working together towards our students successes.

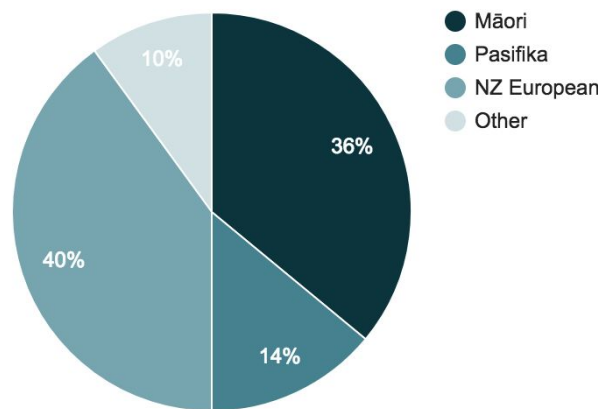


Tamai Community of Learning

This Community of Learning evolved from two Learning Community Clusters - Woolston and Linwood. The Principals of each school in the community have formed strong relationships through their interaction within these clusters and have had long established collaborative relationships prior to the formal establishment of these clusters.

We are a community of seven multicultural decile 2-4 schools comprising of three Year 1-6 Primary Schools, two Year 1-8 Full Primary Schools, one Special Character Year 1-8 School and a Year 7-13 Secondary School all in close geographic proximity to each other in East Christchurch. The predominant ethnicities are NZ European, Maori and Pasifika.

Tamai CoL Ethnicities



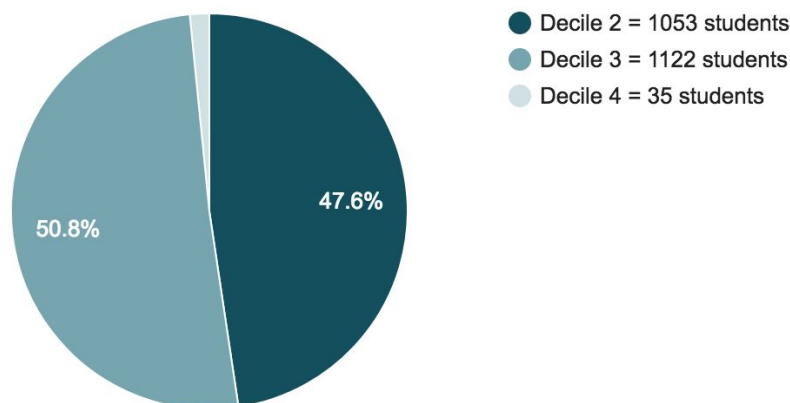
The majority of students attending these schools are drawn from within the Linwood, Woolston and Phillipstown areas.

Decile 2 = Te Waka Unua (501), Linwood Avenue (327), Linwood North (225) = 1053 students

Decile 3 = Linwood College (631), Bamford (136), Bromley (355) = 1122 students

Decile 4 = Tamariki (35) = 35 students

CoL Students by Decile (2016)



Initial engagement to develop our Community of Learning involved each school's Principal and Board representative. Planning meetings have been held with an external facilitator to establish and develop a vision, purpose and specific achievement goals.

Vision Statement:

- **Responsive & Sustainable;**
- **Inspiring & Innovative;**
- **Connected & Cohesive.**

Purpose:

Lift the expectations of every student by collaboratively developing new ways of working that are sustainable and locally inspired to raise educational achievement and wellbeing that will strengthen the Tamai community.

Rationale for Shared Achievement Challenges:

New Zealand's underachievement in educational attainment is overrepresented by children in the Ministry of Education's priority learner groups and these groups are a high proportion of all students in the Tamai Community of Learning | Kāhui Ako.

A focus on aligning learning and key skill development, with developing and providing a range of academic and vocational pathways for our students, has been identified as a priority. The Tamai Kāhui Ako are committed to developing pathways that lead students from ECE through partnership schools and linking with ARA courses, UC degree programmes, other tertiary providers and industries offering multiple training and career opportunities for local students.

An agreed need to identify and accelerate the progress of students at risk of not achieving the expected level at the earliest stage in their learning pathway, and implementing support programmes to accelerate their learning progress, has highlighted the need to collaborate for the best outcomes of all students within our community.

By identifying and using the resources and expertise within our local schools and wider community we have confidence in our ability to gain improved outcomes for all students.



Baseline Academic Data:

The baseline data from the Tamai Community of Learning is indicated below, followed by the Achievement Challenges and a foundation image 'Fale tele' to highlight our priority direction.

Although we are focusing on all of the National Priority areas, our data identifies writing and in particular Male student writing as being of slightly higher priority than others.

Our data, in conjunction with Kaiako knowledge at the Secondary level of students ability to transfer writing knowledge into other learning content successfully, has assisted us in highlighting **'Improving writing knowledge across the curriculum'** as a specific achievement challenge. Our challenge is to develop students skills and ability to use writing as the vehicle to open up pathways across the curriculum.

Within the Year 1-8 settings there is not a significant variance between our Māori, Pasifika and New Zealand European students across Reading, Writing and Maths. Although the Tamai data has identified particular year levels causing concern, these are consistent with the identified national trends.

Accelerated learning and achievement is required across all areas, levels, ethnicities and schools within the Tamai Kāhui Ako and although priority areas have been identified for action in our Achievement Challenge, a strong foundation and prioritised actions will be developed and implemented around **Student Engagement and Wellbeing** across all areas of the community.

Baseline Data:

National Standards Data 2016 - Year 1-8 Percentage of students at/above

	2015 NZ Y1-8 All	CoL Y1-8 All	CoL Y1-8 Female	CoL Y1-8 Male	CoL Y1-8 NZM	CoL Y1-8 Pasifika	CoL Y1-8 NZE
Reading	78%	63%	68%	58%	63%	64%	61%
Writing	71%	57%	65%	51%	60%	57%	57%
Math	76%	60%	61%	59%	64%	56%	57%

NCEA Data - Percentage of Leavers achieving Level 2 or above

	All NZ	CoL ALL	CoL Female	CoL Male	CoL NZM	CoL Pasifika	CoL NZE
2016	78%	63%	64%	61%	59%	60%	61%

Strategic Aim

To improve Writing Achievement Levels Across the Curriculum

Transferring writing Knowledge & Skills into other learning context

Our strategic aim is to develop student skills and ability to use writing as the vehicle to open up pathways across the curriculum. Our writing achievement challenge is to lift the achievement of all Year 1-8 students in writing from 57% (846/1476 students) in 2016 to 71% (1049/1476 students) in 2020. This is a 14% lift in achievement and would bring the Tamai Kāhui Ako in line with the 2015 national achievement average.

Students of all ages (Year 0-13) will confidently use the writing genres, knowledge and skills developed in literacy classes across all areas of the curriculum and display the ability to integrate skills from one subject area to another.

Achievement Challenges:

WRITING	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Writing	Target percentage of students achieve At or ABOVE National Standards				
	57%	61%	64%	67%	71%
	846/1476	900/1476	944/1476	989/1476	1049/1476
					<i>2015 NZ Avg</i>

2024
85% of all students At or Above National Standard

NCEA LEVEL 2	2016	2017	2018	2019	2020
To lift the number of students leaving secondary school having achieved NCEA Level 2 or higher	Target percentage of students achieving NCEA Level 2				
	56%	62%	68%	74%	79%
	53/95	59/95	65/95	70/95	75/95
					<i>2015 NZ Avg</i>

2024
85% of students achieving NCEA Level 2 or above

READING	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Reading	Target percentage of students achieve At or ABOVE National Standards				
	63%	65%	69%	73%	78%
	923/1476	960/1476	1018/1476	1077/1476	1151/1476
					<i>2015 NZAvg</i>

2024
85% of all students At or Above National Standard

MATHS	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Maths	Target percentage of students achieve At or ABOVE National Standards				
	60%	63%	67%	71%	76%
	889/1475	929/1475	988/1475	1047/1475	1122/1475
					<i>2015 NZ Avg</i>

2024
85% of all students At or Above National Standard

Learning Support & Student Engagement Data:

Our Stand down, Suspension and Exclusion statistics for the Tamai Kāhui Ako highlights some of the complexities of engaging students within our school community. With 201 stand downs, 31 suspensions and 12 exclusions across the Tamai Community during the 2016 school year a foundation focus on student engagement and wellbeing has emerged as essential if we are to be successful in improving outcomes for all students. Sitting alongside the challenging student behaviours evident within our school communities in February 2017 there were 77 students with open cases with Ministry of Education Learning Support services and a further 54 open cases with the Resource Teachers - Learning and Behaviour (RTLB) service. We will work closely with the Ministry of Education Learning Support team and RTLB service to develop a streamlined and highly effective delivery plan will be a priority to improving outcomes in the Tamai Kāhui Ako.

Fale tele:

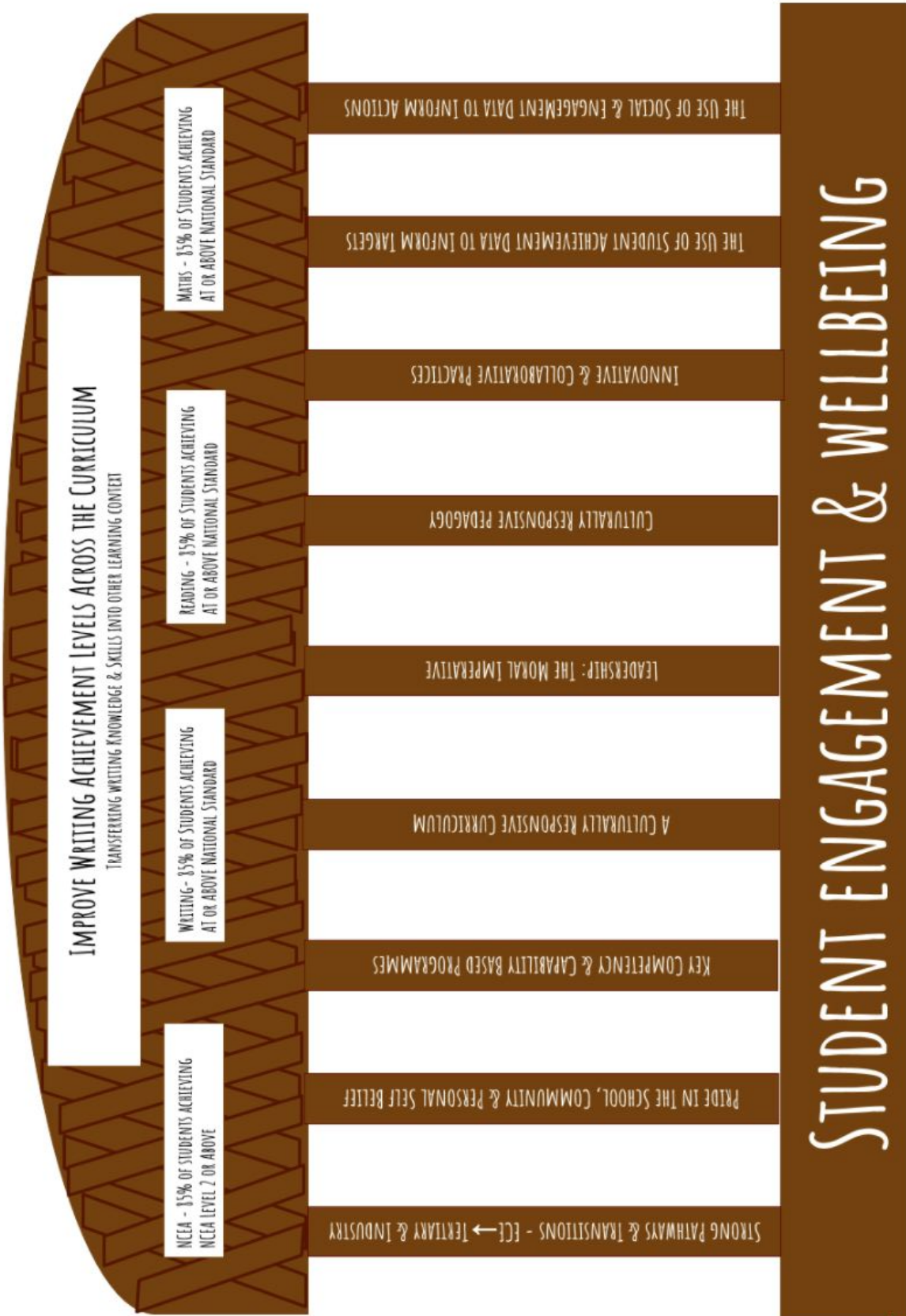
We have used the image of a **fale tele** to identify the important direction and priority focuses for the Tamai Kāhui Ako. The fale tele is always situated prominently at the fore of all others at the front of a village community and is of great importance to daily life. We want to see the focus, challenges and direction of our Kāhui Ako also to be seen as a focal point for our community where focussed collaboration, direction and guidance is gained.

The foundation for our fale tele represents STUDENT ENGAGEMENT & WELLBEING. This highlights our belief that the work we do on improving Student engagement & wellbeing will lay a strong foundation for us to build positive community wide growth towards our overarching achievement challenge (the thatched roof). The nine **poutu** (standing posts) in our fale tele represent the nine goals we will prioritise our collaborative work in to improve outcomes for ALL students within the Tamai Kāhui Ako.



TAMAI FALE TELE COMMUNITY OF LEARNING PRIORITIES

EARLY CHILDHOOD EDUCATION - 98% PARTICIPATION
 YEAR 1-3 15% OF ALL STUDENTS ACHIEVING AT OR ABOVE NATIONAL STANDARDS ACROSS READING, WRITING & MATHS
 YEAR 9-13 SCHOOL LEAVERS - 85% ACHIEVING NCEA LEVEL 2 OR ABOVE



Strategic Goals & Actions:

Strategic Goals:

Develop:

- Strong Pathways & Transitions - ECE → Tertiary & Industry
- Pride in the School, Community & Personal Self Belief
- Key Competency & Capability Based Programmes
- A Culturally Responsive Curriculum
- Leadership: The Moral Imperative
- Culturally Responsive Pedagogy
- Innovative & Collaborative Practices
- The Use of Student Achievement Data to Inform Targets
- The Use of Social & Engagement Data to Inform Actions

Actions:

Following endorsement of our Achievement Challenge a detailed Implementation Action Plan will be developed. Below is a high level picture of the actions that will sit under our strategic goals. It is the intention that schools individual Charters will align with the Kāhui Ako implementation and action plan, as this is developed and aligned with individual schools priorities and special characters.

Goal	Initial Actions
<p>Strong Pathways & Transitions - ECE → Tertiary & Industry</p>	<p>Enhance smooth transitions - Staff across all education sectors within the Tamai Kāhui Ako to work together on developing expectations and common elements of a seamless pathway from birth through to tertiary/employment.</p> <p>Capitalise on our similarities and build powerful pathways between us through having a shared vision and shared language.</p> <p>Ensuring meaningful links with the diverse range of early childhood centres as valued and essential partners in our Communities education pathway.</p> <p>Connecting staff across campuses to better utilise the strengths, skills and expertise across the community.</p> <p>Identifying and agreeing on consistent CAPABILITIES at key transition points to develop cohesive priorities.</p> <p>Develop a cross-CoL transition tool for best practice.</p> <p>Develop a local curriculum and teaching practices that will assist to facilitate smooth transitions for students.</p> <p>Develop and strengthen strategies for building trust and learning partnerships with students, parents, whānau and the communities.</p>

	<p>Promote and provide opportunities within and across educational providers.</p> <p>Consult with community about effective transition processes.</p>
<p>Pride in the School, Community & Personal Self Belief</p>	<p>Provide opportunities for students to engage in community-based activities and service.</p> <p>Actively promote and publicise the positive activities happening within the community to raise the image of the local school community and students sense of belonging and pride in the Tamai community.</p> <p>Creating powerful education connections with our parents, Whānau and community.</p> <p>Develop meaningful and authentic ways in which students can regularly engage to share their learning.</p> <p>Develop shared understanding of how parents/whānau can support their child's learning.</p> <p>Enhance consistency within and across educational providers - shared language with whānau, promoting high expectations, raising the profile and importance of education community wide and celebrating successes publicly.</p> <p>Implement a development strategy within the learning community to enhance students self-efficacy (the extent or strength of one's belief in one's own ability to complete tasks and reach goals).</p> <p>Build effective learning partnerships to empower families and whānau to support their children's learning at home.</p>
<p>Key Competency & Capability Based Programmes</p>	<p>Promote student agency through pedagogy that builds on students' strengths and rich cultural capital.</p> <p>Shared learning and collaborative enterprise will be a key strategy in making a difference for students.</p> <p>Implement PLD programmes across the Tamai Kāhui ako to support teachers to accelerate student development in the Key Competencies.</p> <p>Identify research based effective teaching strategies that promote children's acquisition of the key competencies.</p> <p>Develop a shared understanding of the Effective Learner Profile.</p> <p>Students are supported with highly appropriate resources and strategies to strengthen their understanding of the learning process, their engagement and their individual competencies.</p> <p>Develop a community learning climate where learners are consistently excited and ignited by new learning, understand what they are learning and why, ask essential questions to clarify their learning, make accurate judgements about their learning successes and identify and negotiate clear next learning steps.</p>

<p>A Culturally Responsive Curriculum</p>	<p>Consult with local runanga to engrain our local cultural narrative into our daily practises.</p> <p>Develop “real life” contexts for learning within our local community that engage students’ prior knowledge and relate to vocational pathways.</p> <p>Continue to develop “real life” contexts for learning in collaboration with students, parents and the wider community.</p> <p>Regularly review curriculum implementation action plans collaboratively with CoL leadership.</p> <p>Ensure authentic contexts for learning.</p> <p>Parents/whānau given the opportunity to share their views about their child’s achievement and their priorities for their children.</p>
<p>Leadership: The Moral Imperative</p>	<p>Principals to collaboratively develop a shared understanding of how principals will figure prominently both within their school and within the larger school system that surrounds them.</p> <p>Gain collaborative agreement amongst Principals, School leaders, and CoL leadership to prioritise - Raising the bar and closing the gap for all students.</p> <p>Provide support, guidance and mentoring for growing leaders within our Community of Learning.</p> <p>Strengthen self-review practice to ensure it is a meaningful and purposeful tool for improvement.</p> <p>The COL will develop its leadership roles to determine and enable effective ways of working through collaboration to drive the goals of the COL. Building relationships and collaboration will be an essential focus of this work.</p> <p>Identify and articulate a shared ‘theory of improvement’ that drives the vision.</p> <p>Shared understanding of and commitment to the vision of Tamai Kāhui Ako.</p> <p>Identifying quality leadership practices that are consistent with achieving the COL vision.</p>
<p>Culturally Responsive Pedagogy</p>	<p>Review of current pedagogy.</p> <p>Seek Māori and Pasifika voice and perspectives in strategic decision-making.</p> <p>The delivery of a culturally responsive pedagogy that ensures the diversity of our students is valued. It affirms the richness found in the languages, heritages and customs of learners and uses and builds on these as platforms for success.</p> <p>A continued focus on individual teacher inquiry and reflection at class and team/subject area level with the aim of accelerating progress and achievement for those students who are at risk of not being on track to meet the demands of the curriculum.</p>

	<p>Across-school and in-school teachers work collaboratively to undertake an inquiry related to the development of strength based culturally responsive pedagogy.</p> <p>Support teachers to adapt their learning focused relationships to relate and interact with different cultures in environments that are founded on high expectations, promote learning through interactive teaching styles and support collaborative reflection.</p>
<p>Innovative & Collaborative Practices</p>	<p>Further promote and foster modern learning practices, including developing a vision for digital learning. (Consider the advantages of engaging with the Manaiaikalani outreach programme as a Kāhui Ako).</p> <p>Teachers collaboratively develop and publish case studies of excellent practice.</p> <p>Develop a shared understanding of what being collaborative schools will look like and how our effective collaboration will result in better outcomes for our students and staff development, growth and leadership. Collaboration has been identified as a future-focused capability, essential for life and work in the interconnected world of the 21st Century. School leaders and teachers will actively model and teach these capabilities in and across schools.</p>
<p>The Use of Student Achievement Data to Inform Targets</p>	<p>Schools will work together to set school based targets and identify target students.</p> <p>Refine the use of achievement data to pinpoint where interventions are necessary for individual students to progress.</p> <p>In-depth analysis of review findings should provide trustees and school leaders with increasingly valuable information to guide planning and resourcing decisions, especially for those students at risk of not achieving.</p> <p>Devise more consistent assessment strategies to assess baseline achievement data across the CoL.</p> <p>Review the action plan as new student data becomes available and be responsive and adaptable in our action plans based on student needs and outcomes.</p> <p>Use of consistent assessment tools across the cluster.</p>
<p>The Use of Social & Engagement Data to Inform Actions</p>	<p>All schools to have students complete the NZCER Me & My School student survey to gain Community wide data on student engagement to inform action plans.</p> <p>Engage with NZCER staff to assist school leaders in the analysis and use of this data to inform practice and action.</p> <p>Access data from Ministry of Health, Community policing, Housing New Zealand etc to identify community focussed priorities in our Kāhui Ako and use this to inform implementation priorities.</p>

Engagement & Wellbeing Foundation Goals:

Raise the level of student engagement and wellbeing within the CoL

What we will see...

- Students proud to be part of their school, the Tamai CoL and their community
- Streamlined resources and service engagement to support schools with pastoral care
- Consistency in external agency support CoL wide
- Transition plans developed CoL wide for successful transitions between ECE's, partner schools, tertiary and post school employment
- Sharing of resources to better meet the needs of all students
- Strong partnerships developed between schools
- Students will be present and actively engaged in school life
- Advocating with support services for quality provision within the Tamai CoL

Sustainably grow the leadership capacity within the CoL

What we will see...

- Meaningful and sustainable changes CoL-Wide
- Staff willingly take on leadership roles
- Staff will see the collaboration as an opportunity not a burden
- Schools whose staff provide CoL-wide leadership are resourced to keep functioning well
- Time spent on meetings and travel are minimised
- Reporting to home-Boards will be succinct and streamlined

Share & use data to inform holistic interventions and programmes across the CoL

What we will see...

- Wellbeing is recognised as a key component of 'educational achievement'
- Good practice is shared across the CoL
- Natural pathways are strengthened within the CoL and transitions are smooth
- There are shared interventions and programmes across the CoL
- Data is used more strategically to identify targeted interventions
- There is easy exchange of data within the CoL

Devise and implement group solutions to make the best use of resources and resolve community issues

What we will see...

- Systems and services are aligned across the CoL where it is beneficial to do so
- Staff within the CoL participate in targeted and high quality Professional Development
- Professional Development is focused on the local needs of the Tamai community
- Joint applications for funding and agency support

Appendix

Learning Support caseloads for the CoL are as follows:

Open Cases February 2017						
	ORS	HIGH HEALTH	BEHAVIOUR	COMMUNICA TION/ SLT (includes LLI)	PHYSICAL DISABILITY SERVICE	MODERATE HEARING
CoL Wide	20	3	33	14	5	2

Ministry of Education funded ESOL Students:

Actively Funded in 2017	
	ELL
CoL Wide	284

RTLB Support Caseloads for Tamai Kāhui Ako:

Actively Funded in 2017									
SCHOOL	Learning			Behaviour			Learning & Behaviour		
	Individual	Group	Class	Individual	Group	Class	Individual	Group	Class
CoL Wide	26	1		6	5 (1*)	4 (1**)	10	2	

* - IYT

** - PB4L

Stand downs/Suspensions/Exclusions

CoL Wide				
Category	2013	2014	2015	2016
SDS	123	188	96	201
SUSP	16	15	16	31
EXLSN	8	7	7	12

Appendix 1: National Standard Data

Maths Results

Number and percentage at or above National Standards in Mathematics

	Bamford School					Bamford School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	11	35	51	17	All students	66.7	N/A	70.4	66.9	59.6
Girls	2	22	33	5	Girls	66.7	N/A	62.0	61.5	61.3
Boys	9	13	18	12	Boys	66.7	N/A	77.6	72.3	57.7
Māori	4	6	8	2	Māori	62.5	N/A	79.2	57.7	50.0
Pasifika	DATA HAS BEEN REACTED				Pasifika	DATA HAS BEEN REACTED				
Asian	1	4	6	2	Asian	N/A	N/A	62.5	50.0	61.5
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	5	20	36	11	European	N/A	N/A	71.0	73.2	65.3
Year 1	0	0	5	1	Year 1	100.0	N/A	88.9	80.0	100.0
Year 2	4	2	7	3	Year 2	89.5	N/A	84.0	50.0	62.5
Year 3	0	1	5	0	Year 3	80.0	N/A	41.7	61.1	83.3
Year 4	0	8	9	4	Year 4	50.0	N/A	80.0	64.7	61.9
Year 5	2	6	7	1	Year 5	63.2	N/A	87.5	88.9	50.0
Year 6	2	5	9	4	Year 6	14.3	N/A	87.5	88.9	65.0
Year 7	2	10	7	1	Year 7	50.0	N/A	35.7	20.0	40.0
Year 8	1	3	2	3	Year 8	0.0	N/A	44.4	41.7	55.6

	Bromley School					Bromley School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	48	117	162	20	All students	75.5	71.0	71.8	69.9	52.4
Girls	15	61	82	7	Girls	77.3	72.4	63.4	68.7	53.9
Boys	33	56	80	13	Boys	74.1	69.9	77.9	71.0	51.1
Māori	16	38	57	6	Māori	79.7	76.5	74.6	66.7	53.8
Pasifika	8	12	18	2	Pasifika	64.9	58.7	69.2	76.3	50.0
Asian	DATA HAS BEEN REACTED				Asian	DATA HAS BEEN REACTED				
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	20	63	76	11	European	N/A	73.4	71.9	71.8	51.2
Year 1	2	11	58	2	Year 1	98.2	100.0	96.7	82.9	82.2
Year 2	17	27	29	4	Year 2	91.7	80.8	74.5	70.5	42.9
Year 3	10	26	18	6	Year 3	73.8	77.8	58.8	47.4	40.0
Year 4	4	15	26	0	Year 4	77.1	71.1	66.7	60.3	57.8
Year 5	13	27	16	2	Year 5	50.0	30.6	52.2	61.1	31.0
Year 6	2	11	15	6	Year 6	52.6	64.1	69.4	76.9	61.8
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood Avenue School					Linwood Avenue School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	20	60	120	105	All students	64.5	65.9	74.9	71.2	73.8
Girls	7	25	71	47	Girls	63.8	58.6	72.7	68.4	78.7
Boys	13	35	49	58	Boys	65.0	72.3	76.8	73.5	69.0
Māori	7	16	42	26	Māori	65.2	70.1	80.4	76.1	74.7
Pasifika	2	17	20	24	Pasifika	66.1	64.1	71.4	69.0	69.8
Asian	0	3	8	9	Asian	N/A	90.0	84.0	53.3	85.0
Other	2	3	4	7	Other	63.2	N/A	N/A	60.0	68.8
European	9	21	46	39	European	N/A	61.0	69.2	71.9	73.9
Year 1	1	3	25	13	Year 1	94.4	95.5	100.0	96.0	90.5
Year 2	1	14	28	17	Year 2	55.3	56.1	80.7	90.7	75.0
Year 3	5	12	21	12	Year 3	56.8	66.7	69.8	82.5	66.0
Year 4	7	10	19	28	Year 4	68.1	77.8	84.2	55.6	73.4
Year 5	5	18	14	19	Year 5	52.1	29.7	50.0	40.5	58.9
Year 6	1	3	13	16	Year 6	65.3	66.7	65.0	56.4	87.9
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood North School					Linwood North School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	15	91	102	14	All students	82.9	79.1	75.8	72.3	52.3
Girls	5	40	53	5	Girls	76.9	78.9	73.5	69.3	56.3
Boys	10	51	49	9	Boys	89.1	79.3	77.4	74.8	48.7
Māori	4	28	44	4	Māori	68.6	80.7	75.4	81.8	60.0
Pasifika	1	21	15	3	Pasifika	87.5	85.7	88.2	70.3	45.0
Asian	0	3	7	1	Asian	N/A	100.0	85.7	66.7	72.7
Other	1	5	5	1	Other	88.6	60.0	N/A	58.3	50.0
European	9	34	31	5	European	N/A	72.2	68.3	67.1	45.6
Year 1	0	24	18	2	Year 1	87.1	97.2	86.1	88.6	45.5
Year 2	1	29	18	2	Year 2	87.1	66.7	76.9	64.9	40.0
Year 3	3	12	17	0	Year 3	88.2	78.9	65.5	73.9	53.1
Year 4	2	10	18	0	Year 4	72.7	77.8	81.8	64.9	60.0
Year 5	6	9	21	2	Year 5	86.7	66.7	54.2	69.6	60.5
Year 6	3	7	10	8	Year 6	69.2	87.5	87.5	66.7	64.3
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Tamariki School					Tamariki School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	6	29	12	4	All students	N/A	20.8	28.6	35.6	31.4
Girls	3	15	5	3	Girls	N/A	25.0	13.6	38.1	30.8
Boys	3	14	7	1	Boys	N/A	17.9	40.7	33.3	32.0
Māori	DATA HAS BEEN REACTED				Māori	DATA HAS BEEN REACTED				
Pasifika										
Asian										
Other										
European										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7										
Year 8										

	Te Waka Unua School					Te Waka Unua School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	54	100	205	77	All students	N/A	N/A	N/A	64.4	64.7
Girls	24	51	97	23	Girls	N/A	N/A	N/A	65.2	61.5
Boys	30	49	108	54	Boys	N/A	N/A	N/A	63.8	67.2
Māori	25	43	105	41	Māori	N/A	N/A	N/A	64.7	68.2
Pasifika	8	17	30	4	Pasifika	N/A	N/A	N/A	65.4	57.6
Asian	1	5	7	4	Asian	N/A	N/A	N/A	89.5	64.7
Other	0	3	7	1	Other	N/A	N/A	N/A	88.9	72.7
European	20	32	56	27	European	N/A	N/A	N/A	57.6	61.5
Year 1	0	5	54	10	Year 1	N/A	N/A	N/A	83.9	92.8
Year 2	6	28	47	8	Year 2	N/A	N/A	N/A	74.7	61.8
Year 3	1	8	20	3	Year 3	N/A	N/A	N/A	52.2	71.9
Year 4	0	17	27	17	Year 4	N/A	N/A	N/A	54.5	72.1
Year 5	10	12	15	15	Year 5	N/A	N/A	N/A	42.9	57.7
Year 6	10	12	20	5	Year 6	N/A	N/A	N/A	63.6	53.2
Year 7	12	10	9	13	Year 7	N/A	N/A	N/A	53.5	50.0
Year 8	15	8	13	6	Year 8	N/A	N/A	N/A	62.2	45.2

Reading Results

Number and percentage of students at or above National Standards in Reading

	Bamford School					Bamford School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	8	36	48	22	All students	72.2	N/A	71.3	63.1	61.4
Girls	3	19	29	11	Girls	80.6	N/A	68.0	69.2	64.5
Boys	5	17	19	11	Boys	63.9	N/A	74.1	56.9	57.7
Māori	2	9	8	1	Māori	75.0	N/A	66.7	50.0	45.0
Pasifika	DATA HAS BEEN REACTED				Pasifika	DATA HAS BEEN REACTED				
Asian	1	3	8	1	Asian	N/A	N/A	62.5	50.0	69.2
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	4	20	30	18	European	N/A	N/A	74.2	68.3	66.7
Year 1	0	3	2	1	Year 1	100.0	N/A	55.6	60.0	50.0
Year 2	3	2	6	5	Year 2	72.2	N/A	72.0	66.7	68.8
Year 3	0	1	3	2	Year 3	90.9	N/A	58.3	66.7	83.3
Year 4	0	7	7	7	Year 4	50.0	N/A	80.0	64.7	66.7
Year 5	2	7	6	1	Year 5	62.5	N/A	87.5	72.2	43.8
Year 6	2	3	11	4	Year 6	70.0	N/A	87.5	83.3	75.0
Year 7	1	9	8	2	Year 7	66.7	N/A	42.9	40.0	50.0
Year 8	0	4	5	0	Year 8	40.0	N/A	88.9	33.3	55.6

	Bromley School					Bromley School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	49	100	138	61	All students	73.1	67.0	71.1	62.3	57.2
Girls	12	48	74	32	Girls	80.6	76.5	76.8	67.9	63.9
Boys	37	52	64	29	Boys	66.9	59.3	66.9	57.4	51.1
Māori	20	34	45	19	Māori	69.6	66.7	69.0	61.9	54.2
Pasifika	6	11	13	10	Pasifika	76.5	67.4	71.8	65.8	57.5
Asian	DATA HAS BEEN REACTED				Asian	DATA HAS BEEN REACTED				
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	18	49	76	27	European	N/A	66.9	72.5	64.1	60.6
Year 1	7	36	23	6	Year 1	67.9	65.0	61.7	28.9	40.3
Year 2	20	20	22	16	Year 2	71.0	65.4	68.6	75.4	48.7
Year 3	10	11	23	16	Year 3	77.3	77.8	76.5	57.9	65.0
Year 4	6	4	25	10	Year 4	85.7	53.3	79.5	75.9	77.8
Year 5	4	20	31	4	Year 5	72.2	77.8	69.6	72.2	59.3
Year 6	2	9	14	9	Year 6	66.7	74.4	77.8	79.5	67.6
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood Avenue School					Linwood Avenue School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	18	51	143	93	All students	64.5	65.2	70.7	82.8	77.4
Girls	5	23	77	45	Girls	66.7	66.4	69.7	83.8	81.3
Boys	13	28	66	48	Boys	63.1	64.2	71.6	81.9	73.5
Māori	5	15	39	32	Māori	65.2	66.0	74.5	84.8	78.0
Pasifika	3	11	35	14	Pasifika	67.8	71.9	62.5	85.9	77.8
Asian	1	2	6	9	Asian	N/A	100.0	72.0	73.3	83.3
Other	4	2	9	3	Other	62.3	N/A	N/A	70.0	66.7
European	5	21	54	35	European	N/A	57.1	71.2	81.6	77.4
Year 1	0	18	17	7	Year 1	36.1	68.2	59.2	70.0	57.1
Year 2	0	13	32	15	Year 2	56.8	64.9	82.5	88.4	78.3
Year 3	4	6	24	16	Year 3	75.0	75.6	71.7	90.5	80.0
Year 4	7	4	25	28	Year 4	72.3	80.0	81.6	88.9	82.8
Year 5	5	7	29	15	Year 5	69.4	45.9	58.0	73.0	78.6
Year 6	2	3	16	12	Year 6	69.4	54.2	72.5	81.8	84.8
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood North School					Linwood North School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	23	85	97	17	All students	67.4	72.2	67.1	53.4	51.4
Girls	8	38	45	12	Girls	68.2	71.1	67.6	56.8	55.3
Boys	15	47	52	5	Boys	66.7	73.2	66.7	50.5	47.9
Māori	3	34	35	8	Māori	68.8	68.4	73.7	60.6	53.8
Pasifika	4	12	20	4	Pasifika	60.0	80.0	79.4	56.8	60.0
Asian	1	3	7	0	Asian	N/A	85.7	85.7	50.0	63.6
Other	3	4	5	0	Other	69.4	40.0	N/A	50.0	41.7
European	12	32	30	5	European	N/A	72.2	52.4	45.7	44.3
Year 1	1	39	3	1	Year 1	48.4	61.1	25.0	18.2	9.1
Year 2	1	26	23	0	Year 2	71.0	75.0	53.8	40.5	46.0
Year 3	5	5	22	0	Year 3	88.2	73.7	69.0	65.2	68.8
Year 4	5	4	15	6	Year 4	72.7	77.8	86.4	73.0	70.0
Year 5	8	6	21	3	Year 5	80.0	70.8	100.0	78.3	63.2
Year 6	3	5	13	7	Year 6	53.8	81.3	91.7	70.4	71.4
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Tamariki School					Tamariki School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	8	22	12	9	All students	N/A	37.5	42.9	40.0	41.2
Girls	4	13	6	5	Girls	N/A	55.0	42.9	40.0	39.3
Boys	4	9	6	4	Boys	N/A	25.0	42.9	40.0	43.5
Māori	DATA HAS BEEN REACTED				Māori	DATA HAS BEEN REACTED				
Pasifika										
Asian										
Other										
European										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7										
Year 8										

	Te Waka Unua School					Te Waka Unua School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	55	98	175	108	All students	N/A	N/A	N/A	70.5	64.9
Girls	20	34	89	52	Girls	N/A	N/A	N/A	76.6	72.3
Boys	35	64	86	56	Boys	N/A	N/A	N/A	65.5	58.9
Māori	28	44	95	47	Māori	N/A	N/A	N/A	75.3	66.4
Pasifika	10	14	21	14	Pasifika	N/A	N/A	N/A	55.8	59.3
Asian	0	4	8	5	Asian	N/A	N/A	N/A	78.9	76.5
Other	0	0	5	6	Other	N/A	N/A	N/A	88.9	100.0
European	17	36	46	36	European	N/A	N/A	N/A	65.3	60.7
Year 1	1	26	36	6	Year 1	N/A	N/A	N/A	66.7	60.9
Year 2	11	24	32	21	Year 2	N/A	N/A	N/A	69.3	60.2
Year 3	2	3	19	9	Year 3	N/A	N/A	N/A	87.0	84.8
Year 4	3	4	24	30	Year 4	N/A	N/A	N/A	83.6	88.5
Year 5	9	10	21	12	Year 5	N/A	N/A	N/A	63.3	63.5
Year 6	10	12	12	13	Year 6	N/A	N/A	N/A	75.0	53.2
Year 7	9	9	11	15	Year 7	N/A	N/A	N/A	65.1	59.1
Year 8	10	10	20	2	Year 8	N/A	N/A	N/A	62.2	52.4

Writing Results

Number and percentage of students at or above National Standards in Writing

	Bamford School					Bamford School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	18	28	62	6	All students	62.5	N/A	70.4	57.7	59.6
Girls	6	13	39	4	Girls	75.0	N/A	68.0	66.2	69.4
Boys	12	15	23	2	Boys	50.0	N/A	72.4	49.2	48.1
Māori	4	4	12	0	Māori	56.3	N/A	66.7	53.8	60.0
Pasifika	DATA HAS BEEN REACTED				Pasifika	DATA HAS BEEN REACTED				
Asian	1	3	8	1	Asian	N/A	N/A	62.5	20.0	69.2
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	12	17	38	5	European	N/A	N/A	74.2	62.2	59.7
Year 1	0	1	5	0	Year 1	100.0	N/A	100.0	64.0	83.3
Year 2	4	3	9	0	Year 2	72.2	N/A	88.0	75.0	56.3
Year 3	1	1	4	0	Year 3	63.6	N/A	50.0	55.6	66.7
Year 4	1	8	10	2	Year 4	50.0	N/A	86.7	52.9	57.1
Year 5	3	6	7	0	Year 5	43.8	N/A	75.0	61.1	43.8
Year 6	3	5	10	2	Year 6	60.0	N/A	75.0	72.2	60.0
Year 7	4	2	13	1	Year 7	33.3	N/A	35.7	10.0	70.0
Year 8	2	2	4	1	Year 8	60.0	N/A	33.3	50.0	55.6

	Bromley School					Bromley School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	34	125	167	22	All students	81.4	72.9	79.3	68.9	54.3
Girls	6	46	102	12	Girls	88.4	83.7	84.8	80.6	68.7
Boys	28	79	65	10	Boys	75.4	64.2	75.3	58.7	41.2
Māori	13	41	56	8	Māori	82.0	68.6	78.9	59.5	54.2
Pasifika	4	11	19	6	Pasifika	86.1	56.5	79.5	76.3	62.5
Asian	DATA HAS BEEN REACTED				Asian	DATA HAS BEEN REACTED				
Other	DATA HAS BEEN REACTED				Other	DATA HAS BEEN REACTED				
European	14	67	83	6	European	N/A	80.6	79.7	73.1	52.4
Year 1	3	28	38	3	Year 1	92.2	92.5	100.0	63.2	56.9
Year 2	16	29	27	6	Year 2	84.2	73.1	90.2	77.0	42.3
Year 3	2	25	29	4	Year 3	81.4	77.8	70.6	26.3	55.0
Year 4	3	19	23	0	Year 4	71.4	75.6	51.3	69.0	51.1
Year 5	7	19	32	1	Year 5	72.2	63.9	71.7	77.8	55.9
Year 6	3	5	18	8	Year 6	82.1	56.4	77.8	79.5	76.5
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood Avenue School					Linwood Avenue School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	18	65	183	39	All students	71.8	57.2	79.1	69.2	72.8
Girls	3	35	91	21	Girls	79.0	58.6	84.8	67.6	74.7
Boys	15	30	92	18	Boys	66.9	56.1	74.2	70.5	71.0
Māori	4	22	53	12	Māori	74.2	59.8	84.3	73.9	71.4
Pasifika	2	18	34	9	Pasifika	71.2	51.6	78.6	80.3	68.3
Asian	1	6	10	3	Asian	N/A	90.0	68.0	33.3	65.0
Other	4	4	6	2	Other	70.2	N/A	100.0	90.0	50.0
European	7	15	80	13	European	N/A	55.2	74.5	61.4	80.9
Year 1	0	8	29	5	Year 1	77.8	81.8	100.0	80.0	81.0
Year 2	0	22	31	7	Year 2	78.9	42.1	84.2	79.1	63.3
Year 3	1	16	30	3	Year 3	65.9	48.9	83.0	76.2	66.0
Year 4	8	4	39	13	Year 4	68.1	66.7	71.1	57.4	81.3
Year 5	7	12	33	4	Year 5	66.7	51.4	60.0	54.1	66.1
Year 6	2	3	21	7	Year 6	75.5	56.3	72.5	65.5	84.8
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Linwood North School					Linwood North School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	25	108	81	8	All students	68.8	73.4	65.8	57.6	40.1
Girls	9	45	42	7	Girls	71.6	80.3	73.5	69.3	47.6
Boys	16	63	39	1	Boys	65.6	67.1	60.2	47.6	33.6
Māori	4	39	33	4	Māori	60.6	71.9	66.7	62.1	46.3
Pasifika	3	21	15	1	Pasifika	72.0	74.3	82.4	62.2	40.0
Asian	2	4	5	0	Asian	N/A	85.7	85.7	50.0	45.5
Other	2	7	3	0	Other	71.4	60.0	N/A	58.3	25.0
European	14	37	25	3	European	N/A	74.1	54.0	51.4	35.4
Year 1	1	38	4	1	Year 1	69.2	100.0	66.7	84.1	11.4
Year 2	2	34	13	1	Year 2	64.0	66.7	76.9	37.8	28.0
Year 3	5	12	15	0	Year 3	85.2	52.6	55.2	47.8	46.9
Year 4	6	7	15	2	Year 4	59.1	59.3	63.6	59.5	56.7
Year 5	8	8	20	2	Year 5	80.0	62.5	50.0	52.2	57.9
Year 6	3	9	14	2	Year 6	46.2	93.8	83.3	51.9	57.1
Year 7	0	0	0	0	Year 7	N/A	N/A	N/A	N/A	N/A
Year 8	0	0	0	0	Year 8	N/A	N/A	N/A	N/A	N/A

	Tamariki School					Tamariki School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	12	27	12	0	All students	N/A	18.8	22.4	24.4	23.5
Girls	6	15	7	0	Girls	N/A	40.0	22.7	35.0	25.0
Boys	6	12	5	0	Boys	N/A	3.6	22.2	16.0	21.7
Māori	DATA HAS BEEN REACTED				Māori	DATA HAS BEEN REACTED				
Pasifika										
Asian										
Other										
European										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7										
Year 8										

	Te Waka Unua School					Te Waka Unua School				
	Well below	Below	At	Above		2012	2013	2014	2015	2016
All students	47	123	203	63	All students	N/A	N/A	N/A	70.7	61.0
Girls	19	45	103	28	Girls	N/A	N/A	N/A	79.9	67.2
Boys	28	78	100	35	Boys	N/A	N/A	N/A	63.3	56.0
Māori	23	51	114	26	Māori	N/A	N/A	N/A	73.5	65.4
Pasifika	3	23	23	10	Pasifika	N/A	N/A	N/A	65.4	55.9
Asian	1	4	10	2	Asian	N/A	N/A	N/A	78.9	70.6
Other	0	4	5	2	Other	N/A	N/A	N/A	77.8	63.6
European	20	41	51	23	European	N/A	N/A	N/A	66.1	54.8
Year 1	0	23	44	2	Year 1	N/A	N/A	N/A	72.1	66.7
Year 2	8	33	39	8	Year 2	N/A	N/A	N/A	69.7	53.4
Year 3	1	2	26	4	Year 3	N/A	N/A	N/A	78.3	90.9
Year 4	8	17	19	17	Year 4	N/A	N/A	N/A	67.3	59.0
Year 5	5	13	29	5	Year 5	N/A	N/A	N/A	65.3	65.4
Year 6	4	19	13	11	Year 6	N/A	N/A	N/A	75.0	51.1
Year 7	8	11	13	12	Year 7	N/A	N/A	N/A	67.4	56.8
Year 8	13	5	20	4	Year 8	N/A	N/A	N/A	75.7	57.1

Appendix 2: Individual School Shifts

Writing – Yrs 1-8							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Te Waka Unua	436	266	61%	310	71%	44	10%
Tamariki	51	12	24%	36	71%	24	47%
Linwood North	222	89	40%	158	71%	69	31%
Bamford	114	68	60%	81	71%	13	11%
Bromley	348	189	54%	247	71%	58	17%
Linwood Avenue	305	222	73%	217	71%	0	0%
Total	1476	846	57%	1049	71%	203	14%

Reading – Yrs 1-8							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Te Waka Unua	436	283	65%	340	78%	57	13%
Tamariki	51	21	41%	40	78%	19	37%
Linwood North	222	114	51%	173	78%	59	27%
Bamford	114	70	61%	89	78%	19	17%
Bromley	348	199	57%	271	78%	72	21%
Linwood Ave	305	236	77%	238	78%	2	1%
Total	1476	923	63%	1151	78%	228	15%

Mathematics – Yrs 1-8							
	Total students	Baseline		Target		Shift Required	
		Number	Percent	Number	Percent	Number	% point
Te Waka Unua	436	282	65%	331	76%	49	11%
Tamariki	51	16	31%	39	76%	23	45%
Linwood North	222	116	52%	169	76%	53	24%
Bamford	114	68	60%	87	76%	19	16%
Bromley	347	182	52%	264	76%	82	24%
Linwood Avenue	305	225	74%	232	76%	7	2%
Total	1475	889	60%	1122	76%	233	16%