Tūranganui a Kiwa
Gisborne Community of Learning
Taha Hinengaro Kāhui Ako ID: 99083

Titirangi (Kaiti Hill)

Three Communities, Many Pathways
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Introduction

Although this Achievement Challenge document is focused on the Taha Hinengaro Kāhui Ako, or Community of Learning, the Tūranganui-A-Kiwa Kāhui Ako is made up of three Communities of Learning – Taha Tinana, Taha Whanau and Taha Hinengaro - working as ONE collective to address the achievement of learners, initially across the Gisborne region’s primary, intermediate, and secondary schools, and over time including the early childhood and tertiary sectors.

The content of this document includes the collective Tūranganui-A-Kiwa Kāhui Ako vision, aspirations, approach to improvement, and our organisation and structure. More explicitly, however, it also includes the student demographic and achievement data for the Taha Hinengaro Kāhui Ako, and the targets that have been agreed by the schools in the community of learning as a focus for improvement. Similar documents have been produced and are available for Taha Whanau and Taha Tinana.

Our vision

Our agreed Tūranganui-A-Kiwa Kāhui Ako vision is:

*Mā te ako ngātahi, ka tūtuki ngātahi*

*Learning together, achieving together*

- We collectively understand that learning as a collaborative experience is dynamic and diverse with opportunities for growth and challenge.
- We have agreed to encounter one another with aroha, manaaki and awhina.
- We expect to work as individuals learning from others and helping them too.

Each is expected to bring opportunity to tautoko others and build pathways for learning, achieving for purposeful lifelong work. This is us, Tūranganui A Kiwa learners!

*Ko te ako ngātahi he mea akiaki, he mea rereanga kē kia whai wā hei tipu, hei rea, hei takitū.*

*Kia tūtaki tātou ka meatia te aroha, te manaakitanga me te āwhina, tētahi ki tētahi.*

*Mā ia o tātou e kawe ngā mahi kia whai hua rātou me mātou anō ra hoki.*

*Mā tēnā e tautoko i tēnā kia para tōtika te huarahi mo ngā mahi akoranga kia tūtuki ngā koronga.*

"Ko mātou ēnā, ngā akonga o Tūranga-Nui-a-Kiwa."
We believe that: all students can learn to their full potential; student learning will be enhanced by national, global and multicultural perspectives; graduates will possess the knowledge and skills that will assure their proficiency in literacy, numeracy, problem solving and digital technologies. They will be responsible citizens, lifelong learners and will be prepared for expanding their life horizons, thereby contributing to a better global society.

Within our Kāhui Ako we are committed to exploring what it means for us as educators – within schools, between schools, and between schools and our communities of learners, their families and the wider community - to work collaboratively to collect and use evidence to plan, activate agreed plans, and to monitor and evaluate the outcomes and impact of a collective efficacy on learner progress and achievement.

In our Kāhui Ako, coherence of practices and transitions within and across schools are more important to us than ever before. So too is a readiness to recognise the strengths that our communities can offer as partners who take a shared responsibility for accelerating all learners’ progress and achievement.

Together we are determined to be stronger and in doing so, to have a greater impact on the outcomes of all learners.

The following profile (Figure 1) of our Kāhui Ako has been designed by the collective to represent who we are:

Figure 1: Tūranganui a Kiwa Kāhui Ako Profile
Our Aspirations

Collaboratively, our schools and boards of trustees’ leaders’, have defined our aspirations for working collectively as comprising four key elements:

- The mindframes that will underpin our growing capabilities or collective efficacy
- Our organisational and human capabilities that we will seek to further develop
- The essential professional learning we will seek to provide within, between and across the Kāhui Ako
- The evidence we will collect to demonstrate progress towards the outcomes we are seeking to achieve.

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1 For a definition and explanation of mindframes please refer to: Hattie, J. Visible Learning for Teachers. Routledge, 2012, pgs. 149-170.
These are clarified in Figure 2:

Figure 2: Tūranganui a Kiwa Kāhui Ako Cluster Aspirations

To activate our aspirations we have agreed to:

- “Learn together and take responsibility for developing trust focused on excellence and equity”
- “Develop a thriving community where our students can excel to their full potential contributing to a healthy society”
- “Collectively take responsibility for, and share expertise to achieve improved student outcomes and a stronger community”
- “Further develop relational trust, a common voice, and collaboration to transform attitudes, assessment and pedagogy to improve achievement and outcomes with equity”
“Collectively support a common pathway of learning priorities focused on success for all learners and teachers across our region”
“Focus is on learning with, from, and for each other”
“Seek to improve life chances of ALL students through a collective responsibility”
“Collaborate to build a high achieving inclusive community”.

The Data informing our Achievement Challenges

The Tūranganui a Kiwa Kāhui Ako Cluster has identified four data sets that will be required to assist us in the processes of:

- agreeing our successes, challenges and targets related to student achievement
- identifying and agreeing the likely causes and opportunities - mindframes and capability - associated with achieving excellence and equity for all learners
- analysing and identifying the professional learning, and its impact, already underway in schools and across the collective - a precursor for making decisions on what to build on, what to discontinue, and to identify any gaps in the current provision
- better understanding the collective knowledge, understanding, capability and activation of high quality and reliable evidence to determine, needs and to monitor, and assess outcomes and impact.

The following figure (Figure 3) provides an overview of the data we have collected, and are in the process of refining, to deepen our knowledge and understanding of our Achievement Challenges, mindframes and capability, professional learning needs, and the evaluation methods that will be required to assess our progress and impact:

![Figure 3: Tūranganui a Kiwa Kāhui Ako Data Requirements](image-url)

As at the time of submitting this Achievement Challenges document, the Kāhui Ako has collected and analysed – individual schools and the collective - our demographic and achievement data,
and baseline mindframes. Capability assessments have been undertaken of a representative sample of 12 schools and the work to complete an aggregate report of our collective Kāhui Ako capability will be completed prior to the end of term three. In term four 2017 processes are being established to:

- Collate our professional learning needs – individual schools and the collective – and current commitments
- Design a robust evaluation programme to assess our progress and impact towards mindframes and capability goals, as well as our progress towards achievement targets.

Student demographic and achievement data

Student/school demographic and achievement data (Appendices 1, 2, and 3) for the Tūranganui-A-Kiwa Kāhui Ako has been used by the collective of three Kāhui Ako to clarify the overall performance and trends across Gisborne.

Points we have noted from the data are:

- Māori and Pasifika National Achievement data is a significant issue. Within these groupings, we have also identified gender differences.
- Students’ requiring additional learning and behaviour support represent a significant number of our students. The RTLB referral data gives a glimpse of gender differences for those students with serious learning, behaviour or transition challenges and year level differences which is valuable information to deepen our understanding about student readiness for learning at school.

The following tables provide board of trustees and principal initial responses to three key questions posed at a leadership symposium facilitated in May 2017:

1. Where does the data indicate that we are successful?
2. Where does the data indicate we need to improve?
3. What are our suggested targets as a collective?

Table 1: Where does the regional data indicate that we are successful?

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>Participation and attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori Medium</td>
<td>Female</td>
<td>Not Identified</td>
<td>✓ 80.0% of students attending Kura are achieving expectations in reading</td>
</tr>
<tr>
<td>Primary and Secondary Schooling</td>
<td>Female</td>
<td>Not Identified</td>
<td>✓ Girls overall stay longer and are more successful than boys.</td>
</tr>
<tr>
<td>Primary/middle Schooling</td>
<td>Reading</td>
<td>Not Identified</td>
<td>✓ 73.2% of all students are achieving successfully</td>
</tr>
</tbody>
</table>
67.2% of all students are achieving successfully
75.8% of Year 1 students are achieving expectations

69.6% of all students are achieving successfully
80.7% of Year 1 students are achieving expectations

Equitable outcomes
Students that stay longer in school are achieving at a higher level
Both 18-year-old Male and Female student achievement is close to the Government goals
90.1% of students qualify at NCEA Level 1

Table 2: Where does the regional data indicate we need to improve?

<table>
<thead>
<tr>
<th>Level or type of Education</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Not Identified</td>
<td>Not Identified</td>
<td>✓ The collective data has worsened between 2012 and 2016</td>
</tr>
<tr>
<td>Primary/middle Schooling</td>
<td>Not Identified</td>
<td>Pacific Students</td>
<td>✓ Pasific Students are not performing as well as other ethnicities in National Standards</td>
</tr>
<tr>
<td></td>
<td>Not Identified</td>
<td>Not Identified</td>
<td>✓ Year 8 students are achieving below expectations</td>
</tr>
<tr>
<td>Males</td>
<td>Not Identified</td>
<td>Not Identified</td>
<td>✓ Male reading is down 4% in the last five years (Years 1-8)</td>
</tr>
<tr>
<td>Māori</td>
<td>Not Identified</td>
<td></td>
<td>✓ Māori are not meeting expectations in reading, writing and mathematics (Years 1-8)</td>
</tr>
<tr>
<td></td>
<td>Not Identified</td>
<td></td>
<td>✓ Reading is down 1% in the last five years</td>
</tr>
<tr>
<td></td>
<td>Not Identified</td>
<td></td>
<td>✓ Writing has increased 1% in the last five years (Years 1-8)</td>
</tr>
<tr>
<td>Māori</td>
<td>Not Identified</td>
<td></td>
<td>✓ Māori are not staying at school for as long as Females (Ys 1-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ The cohort is 12% below Pākeha Females in reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ The cohort is between 13% and 20% below Pākeha Females in writing</td>
</tr>
<tr>
<td>NCEA</td>
<td>Males and Females</td>
<td>Not Identified</td>
<td>✓ Male: 35% of male student leavers achieve NCEA Level 3 compared with 39% for all leavers in the COL and 53% of all leavers nationally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ 67% of student leavers who are Māori achieve NCEA Level 2 and 29% achieve NCEA</td>
</tr>
</tbody>
</table>
Level 3 compared with 75% of all students in the COL achieving NCEA Level 2 and 39% achieving level 3. 79% of all student leavers achieve NCEA Level 2 nationally.

Table 3: Our suggested targets for improvement

<table>
<thead>
<tr>
<th>Overall</th>
<th>Changed community, whanau attitudes to education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To engage all students so they want to learn</td>
</tr>
<tr>
<td></td>
<td>To exceed National Goals</td>
</tr>
<tr>
<td></td>
<td>No students falling through the gaps</td>
</tr>
<tr>
<td></td>
<td>To improve all students’ achievement – across all levels/types of schooling and across all ethnicities</td>
</tr>
<tr>
<td></td>
<td>Every child can read, write and achieve at mathematics</td>
</tr>
<tr>
<td></td>
<td>Share exemplars of excellence across the collective</td>
</tr>
<tr>
<td></td>
<td>Meet Government and Ministry targets</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Reduce the percentage of Māori Male referrals to RTLB</td>
</tr>
<tr>
<td>NCEA</td>
<td>Improve percentage of students achieving NCEA Level 2 &amp; NCEA Level 3</td>
</tr>
</tbody>
</table>

Following a May symposium, attended by all three Kāhui Ako, Principals and Board of Trustees members, the Lead Principals held further discussion with instructional leaders of two Year 0 to 6 schools, (Awapuni Decile 3, 75% Māori and Te Hapara Decile 2, 70% Māori) representative of the Kāhui Ako deciles and ethnicities, and providing for 600 students.

Analysis of those discussions highlights two hunches.

**Hunch 1:** There are large differences in boys’ achievement at all levels. This trend matches a national trend so an assumption can be made this persists across all Kāhui Ako schools. Variability among boys is larger than that of girls. National data also shows large variability among boys and among girls. This National data on how the genders learn is not related to attributes of being a boy or a girl but might vary in this region. The effect size between boys and girls is 0.15 in favour of boys (Hattie p 90). What is different about our Kāhui Ako data?

**Hunch 2:** There is evidence that Years 3 & 4 cohorts hit barriers to learning that impact on further learning and achievement. What are the issues here?

**Taha Hinengaro Achievement Challenges**

Based on the collective discussions, the Tūranganui-A-Kiwa Kāhui Ako Lead Principals have subsequently worked with the Taha Hinengaro Kāhui Ako schools to further clarify the current positioning of the schools, and to agree on explicit targets for the focus of professional learning within the wider collective.

Six achievement challenges are proposed:

Table 4: Our Achievement Challenges

<table>
<thead>
<tr>
<th>ACHIEVEMENT CHALLENGE 1</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In 2016, there were 98 primary school students that completed the national standard for writing in our community of learning. 61 (62%) of students were at or above the national standard for writing.</td>
</tr>
</tbody>
</table>
By 2020, we propose to increase the percentage of students achieving the national standard to 80% (79 out of 98 students). To meet this target, we will need to shift 18 students (assuming the same number of total students).

- 88 of the students in 2016 were Māori, and 56 (64%) were at or above the national standard. We aim to shift 16 Māori students by 2020, so that 81% (72 out of 88) are achieving the national standard.
- 50 of the students in 2016 were boys, and 26 (52%) were at or above the national standard. We aim to shift 10 male students by 2020, so that 72% (36 out of 50) are achieving the national standard.

**ACHIEVEMENT CHALLENGE 2**

**READING**
In 2016, there were 98 primary school students that completed the national standard for reading in our community of learning. 55 (56%) of students were at or above the national standard for reading.

By 2020, we propose to increase the percentage of students achieving the national standard to 76% (75 out of 98 students). To meet this target, we will need to shift 20 students (assuming the same number of total students).

- 88 of the students in 2016 were Māori, and 51 (58%) were at or above the national standard. We aim to shift 18 Māori students by 2020, so that 78% (69 out of 88) are achieving the national standard.
- 51 of the students in 2016 were boys, and 26 (51%) were at or above the national standard. We aim to shift 11 male students by 2020, so that 71% (37 out of 51) are achieving the national standard.

**ACHIEVEMENT CHALLENGE 3**

**MATHS**
In 2016, there were 98 primary students that completed the national standard for maths in our community of learning. 70 (71%) of students were at or above the national standard for mathematics.

By 2020, we propose to increase the percentage of students achieving the national standard to 82% (81 out of 98 students). To meet this target, we will need to shift 11 students (assuming the same number of total students).

- 88 of the students in 2016 were Māori, and 63 (72%) were at or above the national standard. We aim to shift 10 Māori students by 2020, so that 82% (73 out of 88) are achieving the national standard.
- 49 of the students in 2016 were boys, and 33 (67%) were at or above the national standard. We aim to shift 7 male students by 2020, so that 81% (40 out of 49) are achieving the national standard.

**ACHIEVEMENT CHALLENGE 4**

**NCEA LEVEL 2**
Of the 344 students in our community of learning that left school in 2016 (no matter what age,) 281 or 82% left with NCEA Level 2.

By 2020, we propose to increase the percentage of school leavers with NCEA Level 2 to 85% (293 out of 344 students, a shift of 12 students). Of these students 173 will be Māori school
leavers (an increase of 19 students), 125 will be female school leavers (an increase of 4 students) and 168 will be male school leavers (an increase of 8 students).

ACHIEVEMENT CHALLENGE 5
NCEA LEVEL 3 AND TERTIARY
Of the 344 students in our community of learning that left school in 2016 (no matter what age, 166 or 48% left with NCEA Level 3.

By 2020, we propose to increase the percentage of school leavers with NCEA Level 3 to 60% (207 out of 344 students, a shift of 41 students). Of these students 122 will be Māori school leavers (an increase of 43 students), 89 will be female school leavers (an increase of 12 students) and 119 will be male school leavers (an increase of 30 students).

ACHIEVEMENT CHALLENGE 6
PROGRESS OF STUDENTS REQUIRING LEARNING SUPPORT
RTLB REFERRAL DATA
RTLB referrals identify a deeper trend with students not ready for learning as an outcome of behaviour issues. It is assumed that these students are at-risk of underachieving.

RTLB referrals show a significant gender difference with 72.5% being male. When matched to the high Māori referrals it can be inferred that Māori boys are a significant group of concern. Referrals peak at Years 3, 4 & 5 drops off then peaks marginally in Year 9.

RTLB REASONS FOR REFERRALS
Learning: 78 students - 22.9%. Behaviour: 19 students - 5.6%. Transition: 2 students - 0.6%
Learning & Behaviour: 84 students - 24.7%
Learning, Behaviour & Transition: 141 students - 41.5%

ETHNICITIES OF REFERRALS
NZ European: 39 students - 18%  Māori: 169 students - 77.9% Pasifika: 2 students - 0.9%

NUMBER OF REFERRALS by GENDER
Male: 153 students - 72.5% Female: 58 students - 27.5%

Our Target
By 2019 referrals will reflect a reducing trend for Years 3 to 5 Māori Boys

Appendices 4, and 5 provide the specific data and targets for the primary schools making up the Kāhui Ako. The primary school data includes targets for Taha Hinengaro Nga Whanaketanga Rumaki Māori at Manutuke School and Muriwai School.

Appendices 6 and 7 provide the specific data and targets for the two secondary schools. Each of the secondary schools has further clarified their data and targets in the schools Charter and Annual Plan.
Our Approach to achieving agreed targets

Introduction
Over three years the learning and improvement programme to be developed collaboratively with the three Kāhui Ako participants will be expected to contribute to Gisborne, Tūranganui a Kiwa, and New Zealand’s long-term knowledge capital and performance through teaching and leadership learning, skills and values development, technology adaption, and institutional and methodological innovation that will ultimately contribute to our regional and country’s economic strength.

We propose a programme design that will:

- address our agreed targets
- be significant in scale and impact
- build on and spread identified strengths whilst also overcoming identified specific problems and addressing evidence proven current needs
- create future opportunity for learners and the region
- be supported by high quality and reliable evidence and analysis
- represent the characteristics from quality research of successful and enduring school improvement
- reflect high quality management and governance
- be inclusive of realistic and achievable short, medium and longer term targets focused on achieving Government goals.

In the design process, we will seek alignment with the Government, IES Communities of Learning (Kāhui Ako) strategy, maximising the value of Government resourcing and support, with participating schools’ contributions, and contributions from regional business and community sectors such as the Eastland Community Trust.

Collaborative Impact
Having attended and participated in Cognition Education Limited (Cognition) Collaborative Impact Symposium in February 2017, it is our intention to activate the research proven, evidence-informed, wrap-around framework for educational improvement that was presented and discussed at the Symposium, that allows all stakeholders to actively collaborate. It works to grow local capability and collective efficacy, equipping participating education systems and providers with the knowledge and skills necessary to maximise all student’s progress and achievement.

Our Collaborative Impact Programme (CIP) will be informed by the work of Professor John Hattie (Visible Learning), Emeritus Professor Russell Bishop (Relationships-based Learning), and other credible international researchers, who have a deep understanding of what it takes to accelerate student progress and achievement. It will also be informed by the stakeholders in our students’ lives who have expectations about valued outcomes.

Core to our collaborative impact will be ‘The Learning System’, which engages the commitment of all key stakeholders within our educational ecosystem and its constituent organisations, from teachers, to learners, to parents. In a continuous cycle, collectivism and sharing will determine
the pathway as stakeholders move through the steps of assessment of needs, scoping, initiation, implementation, monitoring, assessment of impact, and reporting.

Figure 4: The Collaborative Impact Programme: Learning System

Our learning system will reflect the research that shows that the stronger a relationship is between a learner and their educator, the greater the impact is on their progress and achievement. We understand the relationships between all influencers on learners have been proven by reputable international research, to amplify these gains. *Source Cognition Education, Hattie, Bishop*

An overall programme, and local leadership and effectiveness teams or Guiding Coalition\(^3\), comprising representatives from each stakeholder groups, has been established to clarify the learning needs of the students and educators within the Kāhui Ako, to develop a shared vision, determine expected outcomes and targets, oversee professional learning design and ongoing evaluation.

Within school and across school facilitators will be recruited, coached and mentored to spread and embed new practices and improved outcomes as well as lead professional learning and evaluation programmes/methods to ensure sustainability over time.

Our Tūranganui a Kiwa Kāhui Ako will take all key stakeholders on a journey of 3-5 years of iterative impact cycles. Global evidence shows it takes 5 years to successfully transfer the capability required to deliver and sustain learner gains.

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\(^2\) [www.cognitioneducation.com](http://www.cognitioneducation.com)

\(^3\) Currently referred to as the Kāhui Ako Steering Group
Each impact cycle will comprise six iterative steps: capability assessment, scoping, initiation, implementation, monitoring and reporting, and impact assessment. Impact cycles will be designed to be unique to Tūranganui a Kiwa Cluster learning system needs, as we seek to grow local capability, enabling our Kāhui Ako participants and communities to lead their own learning.

**Evaluation and evaluative capability**

The evidence we have, and are, collecting on mindframes and school capability will assist us to determine baseline beliefs/values and capability for learner and learning organisations success. Mid and long term indicators of impact will also be identified. Over the duration of each programme, we will support all stakeholders to develop the evaluative capability to select, use and analyse robust tools and methods to analyse progress and impact for, and of, each impact cycle.

The tools and methods the Kāhui Ako are expecting to include:

- Support for analysing school assessment readiness, the acceleration of learner progress and achievement, and the excellence achieved
- The mindframes survey tool to assess the changes/improvement of attitudes, beliefs and mindframes of instructional leaders and teachers
- A survey tool to assess student beliefs
- A focus group tool to collect the ‘voices’ of students, families, teachers and leaders related to the learning experiences of students within the education system, and what can be introduced to improve those experiences
- The school capability assessment tool to assess the changes/improvement of school capability
- Classroom observation tools to support the identification of teaching needs, growth in teaching capability, and the impact of teaching on the learning of students.

**Professional learning**
A range of professional learning options and responses will be introduced as needed and agreed to support the learning system vision and values, knowledge and understanding, personal qualities and professional practice. Each intervention will be designed to address collective Kāhui Ako needs, as well as the needs of individual educational providers and the people within those organisations.

These will include learning support to ensure:

- high quality instructional leadership throughout each of the participating organisations and across the participant learning systems
- learning contexts reflect the voices of students, their families, and the research proven relationships that maximise the progress and achievement of Māori, marginalised and all learners
- pedagogical qualities and practices in classrooms are aligned with the research proven strategies that also maximise progress and achievement
- access to Ministry of Education resourcing through the national professional development pool for continued curriculum expertise growth.

**Monitoring and reporting**
Concurrent with the introduction of Step 3 (Initiation) and Step 4 (Implementation) the Guiding Coalition will put in place formal processes for monitoring and reporting on the learning programme implemented. Regular monitoring will allow for:

- systematic review of the implementation of planned learning activities
- examination of progress towards the achievement of aspirations, vision and our agreed targets
- identification of any opportunities that may be emerging that will hasten the achievement of aspirations, vision and targets
- checking to identify any challenges that may delay or minimise the achievement of aspirations vision and targets
- opportunity to adapt and amend the Kāhui Ako professional learning and evaluation plans, within an impact cycle and between impact cycles, to support achievement of short-term, medium-term and longer-term aspirations, vision and targets.
Internal Expertise

Internal expertise has been provisionally identified and will be dedicated to undertaking PLD as needs emerge. Examples of internal expertise includes Lead Principals, possible Across & Within School Leaders, Middle Leaders and Guiding Coalition Members. Our commitment includes the use of identified local capability wherever possible and appropriate to the needs of the Kāhui Ako plans, strategies, goals and actions.

External expertise will be engaged as needed to expand and deepen local expertise, and to co-lead and lead independently further iterations of the evaluative methods. We expect to reduce
dependence, and increase our interdependence over time to ensure sustainability of the Kāhui Ako model. The accredited providers engaged will be asked to commit to growing local capability to lead future Kāhui Ako PLD.

Appendices

Appendix 1  Demographic Data for Tūranganui-a-Kiwa (Gisborne) Kāhui Ako Cluster
Appendix 2  Provisional Secondary School Leaver Data: Tūranganui-a-Kiwa (Gisborne) Kāhui Ako
Appendix 3  RTLB Referral Data: Transitions, Learning and Behaviour
Appendix 4  Taha Hinengaro Primary School Level Student Achievement Data and proposed targets
Appendix 5  Nga Whanaketanga Rumaki Māori data and targets
Appendix 6  Taha Hinengaro Gisborne Girls’ High School Student Achievement Data and proposed targets
Appendix 7  Taha Hinengaro Gisborne Boys’ High School Student Achievement Data and proposed targets
## Appendix 1: Demographic data for Tūranganui-a-Kiwa (Gisborne) Kāhui Ako

<table>
<thead>
<tr>
<th>ID No.</th>
<th>School Name</th>
<th>School Details</th>
<th>Decile</th>
<th>Entitlement staffing</th>
<th>Total Roll (1 July 2016)</th>
<th>Gender</th>
<th>Total Roll by Ethnicity (Level 1 &amp; Prioritised)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Māori Pasifika Asian MELAA Other Euro IFP</td>
</tr>
<tr>
<td>2544</td>
<td>Awapuni School</td>
<td>Contributing</td>
<td>3</td>
<td>12.9</td>
<td>287</td>
<td>152</td>
<td>202  4  7  0  1  73  0</td>
</tr>
<tr>
<td>211</td>
<td>Campion College</td>
<td>Secondary (Yr 7-15)</td>
<td>6</td>
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**Note:** Appendices 2-7 Redacted