Shared Achievement
Challenge Plan
Background

The Te Roopu Pourewa Community of Learning is a network of state schools located in Auckland’s eastern suburbs. Four of our five schools are well established and Stonefields School opened in 2008. Stonefields School is also a member of the Manaiakalani Community of Learning. The Stonefields School Board of Trustees however, recognises that the major pathway for its Year 8 learners is to Selwyn College and that the majority of home addresses are within the Selwyn College enrolment scheme boundaries.

Our roopu consists of four full primary schools: Kohimarama School, Orakei School, St Thomas’s School and Stonefields School. The overarching strategic goal of the Selwyn College Board of Trustees is to be the school of choice for the local community and year by year, the proportion of Selwyn College’s intake from these schools is increasing. We also recognise that in this part of Auckland, students and parents have a wide range of choices for their secondary schooling; including state integrated schools, single sex schools and independent schools.

Our schools’ communities

Traditionally, many of our learners came from high decile backgounds. However, in keeping with the changing makeup of Auckland, the communities which make up the eastern suburbs are becoming increasingly diverse. A characteristic in all of our schools, is the growth in the number of learners from Asia, some of whom have had little early childhood education and for whom English is a second language.

Our local iwi is Ngati Whatua. Orakei Primary School has strong links with the Orakei Marae and has Ngati Whatua Trustees on its Board of Trustees, as does Selwyn College.

Table 1. 1 July 2015 roll (excluding international learners)

<table>
<thead>
<tr>
<th>School</th>
<th>NZ Pakeha</th>
<th>Maori</th>
<th>Pasifika</th>
<th>Asian</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selwyn</td>
<td>356</td>
<td>139</td>
<td>131</td>
<td>239</td>
<td>121</td>
<td>986</td>
</tr>
<tr>
<td>Orakei</td>
<td>67</td>
<td>90</td>
<td>24</td>
<td>18</td>
<td>14</td>
<td>213</td>
</tr>
<tr>
<td>Kohimarama</td>
<td>384</td>
<td>28</td>
<td>5</td>
<td>45</td>
<td>25</td>
<td>487</td>
</tr>
<tr>
<td>St Thomas’s</td>
<td>496</td>
<td>57</td>
<td>27</td>
<td>176</td>
<td>20</td>
<td>776</td>
</tr>
<tr>
<td>Stonefields</td>
<td>226</td>
<td>30</td>
<td>30</td>
<td>137</td>
<td>35</td>
<td>458</td>
</tr>
</tbody>
</table>

*Please note that there is a discrepancy between roll data and total referred to in the targets. This is a result of population movement within the year.
Vision

The vision of Te Roopu Pourewa is to create a community of learners in which we work together to build the capacity of each individual to become a confident and passionate life-long learner who will enjoy success and fulfilment in learning and life.

This will involve embedding strong relationships between the schools in our roopu and with our parents and whanau so that as each learner progresses through Years 1-13 their personal talents and competencies are developed in a manner that enables them to see their next steps and choose their future pathways.

This means learners who:

- pursue personal excellence
- are reflective and resilient
- value diversity and inclusiveness
- are respectful and collaborative
- are connected and communicate effectively
- demonstrate leadership and contribute positively to their communities

Te Roopu Pourewa Schools Community of Learning
Our Community - a History of Collaboration

The schools which make up Te Roopu Pourewa have worked closely in both informal and formal ways for some time now. The primary schools have been part of the Remuera Primary Schools Principals Association and since 2015, the primary schools and Selwyn College have worked together as part of the Asia Language in Schools initiative. Furthermore, Year 7 & 8 learners from Kohimarama School, Orakei School and St Thomas’s School attend Selwyn College for technology education.

A close working relationship between Stonefields School and Selwyn College has been actively forged by the two senior leadership teams. This collaboration is evident in such things as common pedagogical approaches and ongoing review of learners transitioning from Stonefields to Selwyn.

Other examples of a working relationship between all schools include a sharing of curriculum knowledge and expertise and learners from Selwyn coaching sports teams and Kapa Haka at the primary schools.

The schools have also sought to form a Community of Learning and this Community was formally approved by the Minister of Education in 2015.

Since the approval of the Community the strength of the collaboration across our schools and our commitment to distributed leadership has been evident in the way the Achievement Challenges have been developed. This is outlined below.
Our community comprises a number of early childhood services, both not for profit and private. Early childhood participation in 2015 increased 0.6% and was 99.3% of the total. This exceeds the Better Public Service target of 98% participation by 2017. 298 five year olds started at our schools between April 2014 and March 2015.

The pathway from our primary schools to Selwyn College is growing year by year with the four primary schools currently making up 35% of Selwyn’s Year 9 intake. As noted previously, the wide variety of choices for schools after Year 6 in this area has a significant impact on family decisions about where learners will go for their secondary education.

After leaving school, 71.8% of our school leavers participate in tertiary education before the age of 19. The Community is well served; with The University of Auckland campus being very accessible and a large number of other tertiary providers readily available in central Auckland and immediate environs.

Learner engagement in our cluster of schools is excellent. Educational achievement is highly valued by parents and whanau and this is reflected positively in the data for our attendance, behaviour and secondary participation.

Our learners have high attendance rates. In 2014, unjustified absences on any given day were between 1-2/100 learners compared with an average of 8/100 learners for justified absences per day. Maori learner absence was 2/100 learners a day for unjustified absences and 10/100 learner per day for justified absences.

2014 data indicates that there was 1 suspension/1000 and 30.4/1000 stand downs for girls; and for boys the figures were 3.3/1000 for suspensions and 50.8/1000 for stand downs.

At Selwyn College in 2014, our overall retention rates was high at 84.7%. The Maori retention rate was 65.5% and the Pasifika retention rate was 70%.
Te Roopu Pourewa Community of Learning
Maori Learner Achievement

186 (10%) Maori learners were identified in the 2015 National Standard data in Years 1-8. At Selwyn College, there are 139 (14%) Maori learners in Years 9-13 giving a total 325 Maori learners in our Community of Learning. Our local iwi is Ngati Whatua but our enrolment data indicates our Maori learners come from a range of different iwi.

All schools in our community value genuine engagement and collaboration with our iwi, hapu and whanau. A key factor in meeting the shared Achievement Challenges will be to deepen our engagement with our Maori whanau and learners.

Based on the 2015 National Standards data, 76.9% of our Year 1-8 Maori learners were At or Above the National Standard for Writing. This is compared to 81% for all learners. This is a 4.1% difference.

In Reading 80% of our Year 1-8 Maori learners are At or Above the National Standard compared with 84.8% for all learners. This is a 4.8% difference.

In Mathematics is 79% of Maori learners are At or Above the National Standard compared with 85.4% for all learners. This is a 6.4% difference.

In 2015, 82.6% of our Maori learners attained NCEA Level 2 compared to the national average of 70.6%. Therefore, our focus is on improving the quality of their attainment which will be reflected in increasing the percentage of NCEA endorsements.

Te Roopu Pourewa Community of Learning
Pasifika Learner Achievement

85 Pasifika (4.7%) learners were identified in the 2015 National Standard data from Years 1-8. At Selwyn College, there were 131 (13.2%) Pasifika learners in Years 9-13. This gives us a total of 216 Pasifika learners in our Community of Learning. Three of the primary schools have between 24 to 30 Pasifika learners whereas one primary school has 5 Pasifika learners, as reported in 2015 National Standards.

Based on the 2015 National Standards, 62.4% of our Year 1-8 Pasifika learners were At or Above the National Standard for Writing. This is compared to 81% for all learners. This is a 18.6% difference.

In Reading 67.1% of Pasifika learners achieve At or Above the National Standard compared with 84.8% for all learners. There is a 17.7% difference.
In Mathematics 58.8% of Pasifika learners are At or Above the National Standard compared with 85.4% for all learners. This is a 26.6% difference.

In 2015, 100% of our Pasifika learners attained NCEA Level 2 compared to the national average of 76.6%.

**Te Roopu Pourewa Community of Learning**

**Learner Agency**

All of our schools actively promote learner agency as a key way in which our learners will achieve the roopu’s vision. This is outlined later in the document.

**Te Roopu Pourewa Community of Learning**

**Parent/Whanau Engagement and Partnerships**

We wish to further develop and strengthen educationally powerful connections with parents, whanau and our communities. This underpins our wrap-around philosophy which we consider critical to our success in meeting the Achievement Challenges.

We also view our success in fulfilling engagement and partnerships becoming more and more important as our communities become culturally more diverse.
In deciding on the Achievement Challenges for the Te Roopu Pourewa Community of Learning we have undertaken a rigorous examination of our achievement data and we have also taken into account feedback from the Ministry of Education. As noted previously we have developed a strong collaborative approach in this analysis and we have involved our senior leadership teams. This level of collaboration at this formative stage of our Community augers well for the next 3-5 years. Our Boards of Trustees have also been involved at a governance level as our Community has evolved.

The focus of our Achievement Challenges is on Years 1-8 and Years 11-13. Selwyn College sets internal targets for Years 9 and 10 using its deeply embedded ‘Selwise’ Learning Progressions for every Achievement Objective for Curriculum Levels 3 – 6 in every Learning Area of the national curriculum. The ‘Selwise’ toolkit and school-wide language of learning have transformed learner achievement at Selwyn College since 2009, which is reflected in the NCEA data; including achievement levels above the Better Public Service Target of 85% for NCEA Level 2. Hence, the focus of the Achievement Challenges for Selwyn is on improving the quality of learner achievement in Years 10 – 13 - reflected in targets for achievement and for Maori and Pasifika learners to ensure that their achievement is equivalent to that of other learners.

Our learner achievement data across the four primary schools is variable but when aggregated, the data is generally very high. At National Standards level, achievement rates are above 84% for Reading and Mathematics and at 81% for Writing.

A deeper analysis shows some significant difference by gender and ethnicity.

Learner achievement in Year 7 and 8 is already high; hence the desire to set a target of 90% in Writing and 94% in Mathematics National Standards; as well as to set a target for the number of learners achieving Above the National Standard of 40% for Reading and 35% for Writing. These are aspirational targets based on our belief that we need to support all our learners to progress.

**National Standards data analysis**

Our data analysis has enabled us to identify four areas where we believe we can make a difference for our learners by enhancing our working relationships and focussing the expertise of some of our best teachers and leaders on these areas.
Mathematics

2015 Baseline Data

According to 2015 data, achievement in Mathematics for all our learners indicates:

In Years 1-8, 1542 (or 85.4%) of our 1806 learners were At or Above the National Standard for Mathematics. This data includes:

- Māori: 147 (79%) of our 186 Māori learners were At or Above the National Standard in Mathematics
- Pasifika: 50 (58.8%) of our 85 Pasifika learners were At or Above the National Standard in Mathematics
- All other students: 1345 (88%) of our 1535 other learners were At or Above the National Standard in Mathematics

<table>
<thead>
<tr>
<th>Maths</th>
<th>School</th>
<th>Below/ Well below</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori</td>
<td>Kohimarama</td>
<td>X</td>
<td>X</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>X</td>
<td>X</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>15</td>
<td>26.3</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>8</td>
<td>29.6</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>39</td>
<td>21.0</td>
<td>186</td>
</tr>
<tr>
<td>Pasifika</td>
<td>Kohimarama</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>X</td>
<td>X</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>14</td>
<td>51.9</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>12</td>
<td>41.4</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>35</td>
<td>41.2</td>
<td>85</td>
</tr>
<tr>
<td>Other additional students</td>
<td>Kohimarama</td>
<td>35</td>
<td>8.2</td>
<td>425</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>2</td>
<td>2.3</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>110</td>
<td>16.5</td>
<td>666</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>43</td>
<td>11.9</td>
<td>361</td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>190</td>
<td>12.4</td>
<td>1535</td>
</tr>
<tr>
<td>All students</td>
<td>Kohimarama</td>
<td>38</td>
<td>8.0</td>
<td>452</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>24</td>
<td>12.8</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>139</td>
<td>18.5</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>63</td>
<td>15.1</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>264</td>
<td>14.6</td>
<td>1806</td>
</tr>
</tbody>
</table>

Note: x= Data has been redacted to protect student privacy.
**Our Mathematics Achievement Challenge (1)**

We are challenging ourselves to lift the achievement in Year 1-8 Mathematics to 94% (1697/1806); a 9.4% difference by the end of 2019. This means moving at least 155 additional learners.

These 155 learners include:
- a shift of 28/39 Maori learners so that 175/186 (94%) are At or Above the National Standard
- a shift of 30/35 Pasifika learners so that 80/85 (94%) are At or Above the National Standard
- a shift of an additional 97/190 other learners so that 1443/1535 (94%) other learners are At or Above the National Standard.

For 2019, the number of learners to be targeted in Mathematics for each school is set out in the table below:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Maori</th>
<th>Pasifika</th>
<th>All other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohimarama</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Orakei</td>
<td>9</td>
<td>7</td>
<td>(0) &gt;94%</td>
<td>16</td>
</tr>
<tr>
<td>St Thomas’s</td>
<td>12</td>
<td>12</td>
<td>69</td>
<td>93</td>
</tr>
<tr>
<td>Stonefields</td>
<td>6</td>
<td>10</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>30</td>
<td>97</td>
<td>155</td>
</tr>
</tbody>
</table>

Expected annual progress against the mathematics challenge is set out in the tables below:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>From (beg. 2015)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>To (end. 2019)</th>
<th>Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At/Above the national standard in mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kohimarama</td>
<td>414 (in progress)</td>
<td>6</td>
<td>3</td>
<td>423</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Orakei</td>
<td>163</td>
<td>11</td>
<td>5</td>
<td>179</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>St Thomas’s</td>
<td>611</td>
<td>62</td>
<td>31</td>
<td>704</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Stonefields</td>
<td>354</td>
<td>24</td>
<td>13</td>
<td>391</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1542</td>
<td>103</td>
<td>52</td>
<td>1697</td>
<td>155</td>
<td></td>
</tr>
</tbody>
</table>
Further 2015 baseline data

In Years 1-8, 327 (or 18.1%) of our 1806 learners were Above the National Standard for Mathematics.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Kohimarama</td>
<td>169</td>
<td>37.4</td>
<td>245</td>
<td>54.2</td>
<td>&gt;40%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>127</td>
<td>67.9</td>
<td>36</td>
<td>19.3</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>387</td>
<td>51.6</td>
<td>224</td>
<td>29.9</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>290</td>
<td>69.5</td>
<td>64</td>
<td>15.3</td>
<td>417</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>973</td>
<td>53.9</td>
<td>569</td>
<td>31.5</td>
<td>1806</td>
<td></td>
</tr>
</tbody>
</table>

Our Mathematics Achievement Challenge (2)

We also want to increase the number of learners achieving Above National Standard in Mathematics from 31.5% (569/1806) to 40% (722/1806) by the end of 2019.

We have identified 40% as being aspirational across the Community and to demonstrate our commitment to ensuring all learners progress. This is a shift of at least 153 learners. At an individual school level, this means the following:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>From (2015)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>To (end 2019)</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohimarama</td>
<td>245</td>
<td>In progress</td>
<td>26</td>
<td>13</td>
<td>75</td>
<td>39</td>
</tr>
<tr>
<td>Orakei</td>
<td>36</td>
<td></td>
<td>51</td>
<td>25</td>
<td>300</td>
<td>76</td>
</tr>
<tr>
<td>St Thomas’s</td>
<td>224</td>
<td></td>
<td>68</td>
<td>34</td>
<td>166</td>
<td>102</td>
</tr>
<tr>
<td>Stonefields</td>
<td>64</td>
<td></td>
<td>145</td>
<td>72</td>
<td>786</td>
<td>217</td>
</tr>
<tr>
<td>Total*</td>
<td>569</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The difference in the total is due to schools already exceeding the target and the effect of rounding up.
**Writing**

**Baseline Data based on 2015**

According to 2015 data, achievement in Writing for all our learners:

In Years 1-8, 1463 (81%) of our 1806 learners were At or Above the National Standard in Writing. This data includes:

- Māori: 143 (76.9%) of our 186 Māori learners were At or Above the National Standard in Writing
- Pasifika: 53 (62.4%) of our 85 Pasifika learners were At or Above the National Standard in Writing
- All other students: 1264 (82%) of our 1535 other learners were At or Above the National Standard in Writing

<table>
<thead>
<tr>
<th>Writing</th>
<th>School</th>
<th>Below/ Well below</th>
<th>%</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori</td>
<td>Kohimarama</td>
<td>X</td>
<td>X</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>X</td>
<td>X</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>15</td>
<td>26.3</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>13</td>
<td>48.1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>43</td>
<td>23.1</td>
<td>186</td>
</tr>
<tr>
<td>Pasifika</td>
<td>Kohimarama</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>X</td>
<td>X</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>12</td>
<td>44.4</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>11</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>32</td>
<td>37.6</td>
<td>85</td>
</tr>
<tr>
<td>Other additional students</td>
<td>Kohimarama</td>
<td>57</td>
<td>13.4</td>
<td>425</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>4</td>
<td>4.6</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>136</td>
<td>20.4</td>
<td>666</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>71</td>
<td>19.7</td>
<td>361</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>268</td>
<td>17.5</td>
<td>1535</td>
</tr>
<tr>
<td>All students</td>
<td>Kohimarama</td>
<td>61</td>
<td>13.5</td>
<td>452</td>
</tr>
<tr>
<td></td>
<td>Orakei</td>
<td>24</td>
<td>12.8</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>St Thomas</td>
<td>163</td>
<td>21.7</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>Stonefields</td>
<td>95</td>
<td>22.8</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>343</td>
<td>19.0</td>
<td>1806</td>
</tr>
</tbody>
</table>

Note: X = Data has been redacted to protect student privacy
**Our Writing Achievement Challenge**

We are challenging ourselves to lift the achievement in Year 1-8 Writing to 90% (1625/1806), a 9% difference by the end of 2019. This means moving 162 additional learners.

These 162 learners include:

- a shift of 24/43 Maori learners so that 167/186 (90%) are At or Above the National Standard
- a shift of 23/32 Pasifika learners so that 76/85 (90%) are At or Above the National Standard
- a shift of an additional 115/268 other learners so that 1382/1535 are At or Above the National Standard

For 2019 the number of learners to be targeted in Writing for each school is set out in the table below:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Maori</th>
<th>Pasifika</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohimarama</td>
<td>(0) &gt;90%</td>
<td>2</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Orakei</td>
<td>5</td>
<td>4</td>
<td>(0) &gt;90%</td>
<td>9</td>
</tr>
<tr>
<td>St Thomas's</td>
<td>9</td>
<td>9</td>
<td>70</td>
<td>88</td>
</tr>
<tr>
<td>Stonefields</td>
<td>10</td>
<td>8</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>Total*</td>
<td>24</td>
<td>23</td>
<td>120</td>
<td>167</td>
</tr>
</tbody>
</table>

*The difference in the total is due to schools already exceeding the target and the effect of rounding up.

We want to increase the number of learners achieving Above National Standard in Writing from 18.1% (327/1807) to 30% (541/1806). We see this as an aspirational target and reflects our belief that all students should progress. This is a shift of 214 learners. At an individual school level this means the following:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>From (beg. 2015)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>To (end. 2019)</th>
<th>Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohimarama</td>
<td>91</td>
<td>In progress</td>
<td>113</td>
<td>124</td>
<td>135</td>
<td>44</td>
</tr>
<tr>
<td>Orakei</td>
<td>25</td>
<td>In progress</td>
<td>40</td>
<td>48</td>
<td>56</td>
<td>31</td>
</tr>
<tr>
<td>St Thomas’s</td>
<td>166</td>
<td>In progress</td>
<td>185</td>
<td>200</td>
<td>225</td>
<td>59</td>
</tr>
<tr>
<td>Stonefields</td>
<td>45</td>
<td>In progress</td>
<td>85</td>
<td>105</td>
<td>125</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>In progress</td>
<td>423</td>
<td>477</td>
<td>541</td>
<td>214</td>
</tr>
</tbody>
</table>
Secondary Achievement Challenges

Our expectation is that 90% (199/222) of our Year 10 learners are working at or above level 5 of the NZ Curriculum in order to be ready for success in NCEA Level 1. Achievement objectives across a number of Learning Areas are selected each year to track learner progress against the New Zealand Curriculum. Some Learning Areas have reached the 90% (199/222) goal and most reported progress however our tracking indicates further progress can be made in the following subject areas.

**Year 10 Mathematics – Number Strategies**
Our 2015 end of year data shows:
At Year 10, 167 (75%) of our 222 learners attained NZ Curriculum level 5 or above in Mathematics – Number Strategies. This data included:
- 17(55%) of our 31 Maori learners

*Our Year 10 Mathematics – Number Strategies Achievement Challenge*
We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Mathematics – Number Strategies to 90% (199/222). This is a difference of 15%. This will mean moving an additional 32 learners.

These additional learners will include:
- 11 Maori learners so that 28/31(90%) will attain level 5
- 20 other learners.

**Year 10 Mathematics – Statistical Literacy and Investigation**
Our 2015 end of year data shows:
In Year 10, 157 (71%) of our 222 learners attained NZ Curriculum level 5 or above in Mathematics – Statistical Literacy and Investigation.
This data included:
- 16(52%) of our 31 Maori learners

*Our Year 10 Mathematics – Statistical Literacy and Investigation Achievement Challenge*
We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Mathematics – Statistical Literacy and Investigation to 90% (199/222). This is a difference of 19%. This will mean moving an additional 42 learners.

These additional learners will include:
- 12 Maori learners so that 28/31(90%) will attain level 5
- 30 other learners.
**Year 10 English – Formal Writing**
Our 2015 end of year data shows:
At Year 10, 184 (83%) of our 222 learners attained NZ Curriculum level 5 or above in English – Formal Writing. This data included:
- 19(61%) of our 31 Maori learners

**Our Year 10 English – Formal Writing Achievement Challenge**
We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in English – Formal Writing to 90% (199/222). This is a difference of 7%. This will mean moving an additional 15 learners.

These additional learners will include:
- 9 Maori learners so that 28/31(90%) will attain level 5
- 6 other learners.

**Year 10 Social Science – Demonstrate Cause and Consequence through formal writing**
Our 2015 end of year data shows:
In Year 10, 183 (82%) of our 222 learners attained NZ Curriculum level 5 or above in Social Science – Demonstrate Cause and Consequence through formal writing. This data included:
- 24(77%) of our 31 Maori learners

**Our Year 10 Social Science Achievement Challenge**
We aim to lift the number of our Year 10 learners attaining level 5 of the NZ Curriculum in Social Science – Demonstrate Cause and Consequence in formal writing to 90% (199/222). This is a difference of 8%. This will mean moving an additional 16 learners.

These additional learners will include:
- 4 Maori learners so that 28/31(90%) will attain level 5
- 12 other learners.

**NCEA Level 1**
**Baseline data 2015 NCEA Level 1 Endorsement Certificate**
Our data analysis shows that we can improve our student attainment of NCEA Level 1 Course Endorsement certificates.

2015 end of year data shows:
At Year 11, 81 (53.6%) of our 151 (roll based) learners attained a Level 1 Course Endorsement Certificate. This data includes:
- 7 (33.3%) of our 21 Maori learners attained Level 1 Course Endorsement
- 10 (42%) of our 24 Pasifika learners attained Level 1 Course Endorsement
Our NCEA Level 1 Achievement Challenge

We aim to lift the number of learners achieving NCEA Level 1 Course Endorsement Certificates to 91/151 (60%) by the end of 2019. This is a shift of 6.4%. We have identified 60% as an initial target and will review this in 2017. This will mean moving an additional 10 learners.

These additional 10 learners will include:
- 6 Maori learners so that 13/21 (62%) attain NCEA Level 1 Course Endorsement Certificates
- 4 Pasifika learners so that 14/24 (58%) attain NCEA Level 1 Course Endorsement Certificates

NCEA Level 2

Baseline data 2015 NCEA Level 2
Selwyn College has high levels of student attainment in NCEA with more than 87% (123/141) of learners attaining NCEA Level 2 in 2015. This was up from 85.1% (148/174) in 2014.

According to our 2015 end of year data, 123 (or 87%) of our 141 (roll based) learners attained NCEA Level 2. This data included:
- 19 (or 82.6%) of our 23 Maori (roll based) learners attained NCEA Level 2

<table>
<thead>
<tr>
<th>Learners</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori</td>
<td>20/24</td>
<td>83.3</td>
<td>20/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19/23</td>
</tr>
<tr>
<td>Pasifika</td>
<td>21/22</td>
<td>95.5</td>
<td>26/31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>22/22</td>
</tr>
<tr>
<td>All</td>
<td>9/11</td>
<td>83.1</td>
<td>148/174</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>123/141</td>
</tr>
</tbody>
</table>

NCEA Level 2 Achievement Challenge

We aim to lift the number of learners achieving NCEA Level 2 to 130/141 (92%) by the end of 2019. This is a shift of 5%. This will mean moving 7 additional learners.

These additional seven learners will include:
- 2 Maori learners so that 21/23 (91.3%) Maori learners achieve NCEA Level 2 and
- 5 other learners so that 109/118 (92.3%) other learners achieve NCEA Level 2.
University Entrance
Baseline data 2015 University Entrance
Every student at Selwyn College has a planned individual pathway from school to either further education or training or employment.
In 2015, 108/135 (80%) of Year 13 learners were on a pathway that included eligibility for University Entrance. 91/135 (67.4%) of all learners attained University Entrance.
The other 27/135 (20%) learners were on vocational pathways that did not include eligibility to attain UE.
Selwyn College’s University Entrance pass rate is already much higher than the national average pass rate and the target has been set to reflect this.

<table>
<thead>
<tr>
<th>Learners</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Maori</td>
<td>8/11</td>
<td>73</td>
<td>4/14</td>
</tr>
<tr>
<td>Pasifika</td>
<td>7/12</td>
<td>58</td>
<td>6/15</td>
</tr>
<tr>
<td>All</td>
<td>57/86</td>
<td>66</td>
<td>56/97</td>
</tr>
</tbody>
</table>

According to our 2015 end of year data:
In Year 13, 91 (or 67.4%) of our 135 (roll based) learners attained University Entrance. This data included:
- 8 (or 61.5%) of our 13 Maori (roll based) attained University Entrance
- 8 (or 47%) of our 17 Pasifika (roll based) learners attained University Entrance

University Entrance Achievement Challenge
We aim to lift the number of learners attaining University Entrance to 96/135 (71%). This is a difference of 4.6%. This will mean moving an additional 5 learners.

These additional five learners will include:
- 1 Maori learner so that 9 of 13 (69.2%) Maori learners will attain University Entrance and
- 4 Pasifika learners so that 12 of 17 (70.5%) Pasifika learners will attain University Entrance.
Te Roopu Pourewa Community of Learning
Our Key Strategies

Learner Agency

Our roopu believes that through learner agency our learners will understand where they are at in their learning, what they need to do next and how they might achieve this. By learner agency we mean developing a shared understanding of learning intentions and success criteria which will make learning progressions visible to learners, parents and whanau. Student voice, three-way learning conversations, teachers and learners working collaboratively to co-construct their learning, and feedback and feed forward are all elements of learner agency.

All of our schools are at various stages of implementing the SOIO taxonomy as a basis for school-wide pedagogical practices that will enhance learner agency. Achieving coherency across our roopu in this regard will ensure our learners are well equipped to understand and engage in their next learning steps.

Culturally responsive pedagogies

We want to learn more about what leads to educational success for our learners from diverse cultures. We want to enhance our teachers’ understanding and practice in using culturally responsive pedagogies. We want to explore further teacher inquiry to deepen our understanding and to enhance our sharing of best practice. Evidence from our current practice shows it is imperative that the inquiry process must be a “whole school” approach so that we enrich the practice of all our teachers.

Effective transitions

We want to ensure a smooth transition for learners from our primary schools to secondary school and beyond. A common approach within our schools, across year levels and across learning areas is essential to this. This means a common understanding of learning progressions and the promotion of agreed learning behaviours.

A key to effective transitions is collaboration between schools and between teachers.

Collaborative Learning

Our roopu is already sharing some good practices. Through continuing to build effective leadership practices and promote effective teaching practices across our CoL, we will support all of our learners to achieve, particularly through collaborating to develop our common understanding of learning progressions.
Community Involvement

Our focus is on creating powerful education connections and partnerships with our parents, whanau and communities. Each school will strengthen its approach to working with its parents, whanau and communities and in celebrating our success as a roopu.

We see our community as an opportunity to strengthen our relationships with Ngati Whatua and other iwi associated with our schools. We also identify the need to establish strong links with early childhood services in our local areas.

Te Roopu Pourewa Community of Learning
A possible approach for Achievement Challenges

Literacy Achievement

Our likely approach will include:

1. Learner agency
   a) Developing learners understanding of where they are at in their learning
   b) Developing learners understanding of what to do next and how they might achieve this
   c) Identifying what students say helps them write
   d) Identifying what is best practice for all learners
   e) Identifying how learners progress to higher levels of thinking

2. Culturally responsive pedagogies
   a. Encouraging our learners (including staff) to value each other
   b. Working with whanau to develop a shared understanding of their aspirations for the child and look at how whanau can best support literacy in the home and at school
   c. Deepening our understanding of what it means for Maori to succeed as Maori supported by Ka Hikitia, Tataiako and consultation with our whanau and the collection of student voice
   d. Developing strategies to support our families from ESOL backgrounds to support their children’s learning of literacy

3. Effective transitions
   a. This will be supported by developing common practices across the roopu through collaborative learning approaches
   b. Undertaking whole school professional development to develop a common understanding of progressions
   c. Using and promoting in-school expertise
   d. Using current best practice: implementing, sharing and monitoring
4. Collaborative Learning
   a. Identifying teachers across the roopu regarded as leaders of the pedagogies associated with writing
   b. An in-depth analysis of what the NS data and other assessments are telling us
   c. Developing best practice guidelines for all teachers
   d. Sustaining practice to improve achievement in writing
   e. Developing a programme of support for parents and whanau that support writing

5. Community involvement
   a. Working with whanau to develop a shared understanding of their aspirations for the child
   b. Sharing strategies whanau can use to best support literacy in the home and at school
   c. Developing a programme of support for parents and whanau that support writing
   d. Deepening our understanding of what it means for Maori to succeed as Maori through hui with whanau, board and iwi representation

Mathematics

As part of our planning for implementation we will develop a similar framework for our mathematics Achievement Challenge
Te Roopu Pourewa Community of Learning
Monitoring and Evaluation

Monitoring

Our roopu will monitor progress towards our Achievement Challenge targets on an annual basis. The progress and achievement of our learners across the roopu will be reported back to our Boards of Trustees at a combined boards meeting in May of each year subject to the date of the triennial board elections.

In the first year the development of the implementation plan will be monitored by the Principals working party and also by the CoL Governance Group. At this time, we are working with our Boards to determine the composition of the Governance Group.

We will also receive regular updates on implementation from the CoL Lead so that we can monitor progress throughout the year. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as we move into Years 2 and 3 of this initiative.

Evaluation

We are keen to develop an evaluative framework that looks at the progress and achievement of all our learners. One aspect we want to focus on is the cohort of students which remain within our roopu for all of their schooling. This would provide us with strong longitudinal data and it may also show what in-school size effect we have across the schools in our roopu.

As a starting point for our evaluation framework we intend to use the Education Review Office’s Key Evaluation Indicators.
All participants will be respectful of each other’s views and opinions.

All participants will undertake to read and contribute in an informed manner to the critique and Community’s discussions.

All participants will value new learning and critique and treat shared information in a professional manner. This includes using shared data for the purposes it is intended for.

In a case of dispute or breakdown in communication matters, will be referred to the Lead Role of the Community. Where the Principal Lead is involved or unable to resolve differences the other members of the principal’s working party and two appointed board members will meet to identify a way to resolve the concerns.

All positions of appointment to the Community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the Te Roopu Pourewa Schools Community of Learning.

Appointments to positions of Across school leadership will involve the collective wisdom of all the leaders in schools where an appointee shall work and will always be representative of the spread of schools in the Community.
Appendix 1

Community of Learning Structure

First Draft
Appendix 2
Te Roopu Pourewa Community of Learning Privacy Protocol

Who is this protocol for?
This protocol is for Boards, principals, teachers and other Community members associated with our Community of Learning.

The purpose of this protocol is to guide information sharing and privacy of information associated with forming and operating our Community of Learning.

Principles for Sharing Aggregated Information
As part of the formation and operation of our Community of Learning, schools will share aggregated information about their school.

There are five key principles that the our Community of Learning will apply when sharing aggregated information:

1. Schools should give permission for their information to be used by the Community of Learning and may specify what the information may be used for.
2. The information provided by schools must not include personal information that can be, or could be used to identify an individual ākonga/student or staff member.
3. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information.
4. School information should be accurate, timely and collected using the agreed assessments and methods.
5. The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for our Community of Learning

1. When the community requests information from schools within the Community of Learning, it will specify what information is required, and for what purpose it will be used.
2. Information provided by schools can only be used for the purpose that it has been collected, unless the school gives permission for it to be used for another purpose.
3. By providing the information, schools are giving permission for their information to be used by the Community of Learning but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.
4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
5. The Community will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.
Who can access aggregated information held by schools?
Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information
Communities of Learning will gain access to personal information through the selection of staff to the new Community of Learning roles. There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the new Community of Learning roles as follows:

1. Applicants should be told what personal information about them is being collected and why
2. Applicants should be told who the information will be shared with.
3. Applicants should be given the opportunity to correct or update any information held about them.
4. Applicants' information will only be used for the purpose for which it is collected.

Privacy of personal information for staff in Community of Learning roles
Staff appointed to the across Community of Learning roles will also have access to personal information about staff and students. Staff in these roles should ensure that any personal information about ākonga/students or kaiako/teachers acquired in the performance of their duties is kept confidential or is made anonymous. They will be responsible for ensuring that any information held by them in the performance of their Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.