

# SIR EDMUND HILLARY COLLEGIATE



## ANNUAL REPORT

&

## FINANCIAL STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address:	2 Franklyne Road, Otara, Manukau City, Auckland 2023
School Postal Address:	2 Franklyne Road, Otara, Manukau City, Auckland 2023
School Phone:	09 274 5782
School email:	<a href="mailto:admin@sehc.school.nz">admin@sehc.school.nz</a>
Ministry Number:	97/ 1217/ 1251

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## MEMBERS OF THE BOARD OF TRUSTEES

NAME	POSITION	HOW POSITION ON BOARD GAINED	TERM EXPIRES / EXPIRED
John Shearer	Junior School Principal	Appointed 2/5/2005	
Kallie Ngakuru-Syder	Middle School / Executive Principal	Appointed 31/1/2004	
Dr Peter Uys	Senior School Principal	Appointed 19/11/2010	
Ioane Vine (Board Chair)	Parent Trustee	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
		Re-elected 10/6/2016	Expires June 2019
Fale Sinoti	Parent Trustee	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
		Re-elected 10/6/2016	Expires June 2019
Malia Fononga	Parent Trustee	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
		Re-elected 10/6/2016	Expires June 2019
Tupou Manapori	<b>Staff Trustee</b>	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
	Parent Trustee	Elected 10/6/2016	Expires June 2019
<b>Teioa George</b>	<b>Parent Trustee</b>	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
<b>Ese Tatupu</b>	<b>Parent Trustee</b>	<b>Elected 6/6/2013</b>	<b>EXPIRED 3/6/2016</b>
<b>Thom Faleolo</b>	<b>Parent Trustee</b>	<b>Elected 6/6/2013</b>	<b>RESIGNED 16/09/2015</b>
<b>Lesieli Mafi</b>	<b>Student Trustee</b>	<b>Elected 5/11/2015</b>	<b>EXPIRED 22/9/2016</b>
Tiparere Arthur	MoE Trustee	Appointed 19/6/2015	
Wahineata Smith	MiT Trustee	Appointed 24/11/2015	
Maraea Howe	Co-opted Trustee	Co-opted 24/11/2015	Expires Nov. 2018
Damon Salesa	Parent Trustee	Elected 10/6/2016	Expires June 2019
Tua Amerika	Parent Trustee	Elected 10/6/2016	Expires June 2019
Helen Espie	Staff Trustee	Elected 10/6/2016	Expires June 2019
William Latu	Student Trustee	Elected 23/9/2016	Expires Sept. 2017

# STAFF EMPLOYED AT SIR EDMUND HILLARY COLLEGIATE

## JUNIOR SCHOOL

Name	Room	Teachers Registration #	Rego Category	Expiry date	M.O.E #
Shearer, John	Princ	175357	Full	31-Oct-17	761706
Peyroux, Kula	DP	176786	Full	3-Dec-17	783906
Tauofaga, Foifua	18	301682	Full	14-Sep-18	542824
Davidson, Johanna	2	337242	Provisional	20-Mar-18	549783
Pulini, Joshinta	3	226879	Full	16-Apr-19	478700
Fesolai, George	16	322714	Full	27-Apr-19	266374
Khan, Mohammed	5	307183	Full	6-Aug-19	520655
Baxter, Helena	4	247429	Full	21-May-19	//35293
Teremoana, Tangimama	10	325842	Full	18-Jun-19	269607
Elise, Samand	9	176721	Full	13-Aug-19	786668
Afeaki, Nita	AP	182651	Full	2-Dec-19	33130
Makani, Don	8	227793	Full	3-Oct-19	203592
Esau-Taefu, Akenese	17	308238	Full	11-Oct-19	547497
Ainoa, Lorine	7	252820	Full	10-Nov-19	180097
Zaim, Shazneen	1	346908	Full	5-Dec-19	1022935
Powley, Joanne (started 2017)	RR	236952	Full	2-Dec-19	1000667
Uluulu, Geppinna (started 2017)	RR	346809	Full	5-Feb-19	1020389
Tafea, Jackie	13	358662	Provisional	11-May-19	1055353
Shipton, Merrissa (started 2017)		303778	STC	10-Jul-19	1062180
Kooistra, Rebecca	15	310196	Full	3-Feb-20	261402
Beazley, Dallas	12	347662	Provisional	4-Mar-20	1021785
Shelley, Matapa (started 2017)	6	180287	STC	26-Jan-20	/966314

## JUNIOR SCHOOL SUPPORT STAFF

Name	Police Vetting Processed	QueryME Reference #	Update	Result Passed Yes/No
Chandra, Prakash	170963	Full	8-Jun-19	82419
Elia, Anna	22-Dec-16	4403143308	22-Dec-19	Yes
Autufuga, Kat	3-Mar-17	4403685068	3-Mar-20	Yes
Isaia, Maria	22-Dec-16	4403144210	22-Dec-19	Yes
Katuke, Diane	22-Dec-16	4403144663	22-Dec-19	Yes
Mafi, Pele	<i>processed online 10/03/2017</i>			

Mafi, Renee	19-Feb-15	4423591430	19-Feb-18	Yes
Mehau, Tohoa	22-Dec-16	4403144747	22-Dec-19	Yes
Saumani, Agnes	19-Feb-15	4423588978	19-Feb-18	Yes
St John, Rowena	22-Dec-16	4403144288	22-Dec-19	Yes
Start, Faitafa	3-Mar-17	4430685224	3-Mar-20	Yes
Taufoa-Siu, Loise	22-Dec-16	4403144691	22-Dec-19	Yes
Wiki Pasene, Sifa	22-Dec-16	440314669	22-Dec-19	Yes
Wilson, Ruth	<i>processed online 13/03/2017</i>			
Talapule, Tina	2-Jun-16	4401797236	2-Jun-19	Yes
Tino	9-Aug-15	4400220849	9-Aug-18	Yes

## MIDDLE SCHOOL

Name	Room	Teachers Registration #	Rego category	Expiry date	M.O.E #
ASIATA, Joanne Talaloo	2	250938	FULL	11-Aug-17	149695
HUSSEIN, Iqbal	11	260194	FULL	27-Sep-17	631759
BARTLETT, Thomas	Deputy Principal	262148	FULL	10-Mar-18	632529
ANERU-TEEVALE, Faanunu	9	321668	FULL	3-May-19	266428
WIJESUNDARA, Indrani	Reading Recovery	173648	FULL	12-Aug-19	151465
LOLOGA, Sina Lucy	10	231062	FULL	2-Jul-19	481144
SINGH, Kumar	1	190052	FULL	25-Feb-20	224546
STONE-POHATU, Julie	12	186102	FULL	24-Apr-20	46275
GEORGE, Marleen	8	351855	FULL	10-Mar-20	1033446
NGAKURU-SYDER, Kallie	Principal	172755	FULL	31-Mar-20	717039

## MIDDLE SCHOOL SUPPORT STAFF

Name	Police Vetting Processed	QueryME Reference #	Update	M.O.E #
Laban, Stephen	4/1/2017	4403298653	4-Jan-20	472281
Kaumoana, Christine	4/1/2017	4403298637	4-Jan-20	473591
Leaupepe, Daniel	4/1/2017	4403298672	4-Jan-20	523386
Tangaere, Elizabeth	4/1/2017	4403298647	4-Jan-20	472138
Syder, Manu	4/1/2017	4403298667	4-Jan-20	262290
Leaupepe, Rarani	4/1/2017	4403298685	4-Jan-20	1038276

## SENIOR SCHOOL

Name	Teachers Registration #	Rego Category	Expiry date	M.O.E #
Pomare, Alice	325258	Full	29-May-16	
(Extension approved 15 March 2017 to 15 May 2017)				
Kiria, Isamaela		LAT		1052506
(Extension approved until 19 May 2017)				
Younes, Susan	202381	Full	18-Apr-17	139606
Sanerivi, Souvenir	223157	Full	25-Jul-17	475062
Toetu'u, Loa	332491	Full	11-Sep-17	135850
Uys, Alet	194704	Full	7-Oct-17	458602
Doherty, Caragh	258712	Full	14-Oct-17	629028
Unu, Toakase	218264	Full	13-Nov-17	585972
Vaitohi, Siniva	237914	Full	11-Dec-17	598873
Uys, Peter	194705	Full	22-Dec-17	461467
Espie, Helen	116123	Full	12-Jan-18	650632
Eldridge, Shauna	312134	Full	3-Feb-18	135384
Pickett, Samuel	143210	Full	10-Feb-18	795951
Bain, Cameron	316911	Full	27-Feb-18	280489
Benioni, Ruka (Andrea	110995	Full	28-Feb-18	652243
Prasad, Jayati	198542	Full	6-Mar-18	102981
Leef, Evelyn	335861	Full	16-Mar-18	136773
Leilua, Francis	178858	Full	18-Mar-18	759774
Grounds, Brian	1121194	Full	2-Apr-18	669126
Malpas, Mary-Anne	133330	Full	1-May-18	709652
Van Niekerk, Gerschen	258228	Full	1-May-18	631420
Tohi, Hateni	337766	Full	26-Jun-18	
Corich, Deb	171549	Full	14-Aug-18	767987
Shamdass, Misha	223105	Full	1-Sep-18	590535
Behrens, Cheryl	244741	Full	14-Sep-18	642186
Ram, Ramesh	240336	Full	12-Oct-18	639171
Ah Ling, Felise	342627	Provisional	18-Jan-19	1006691
Kant, Ravi	246411	Full	24-Jan-19	517410
Faautaga, Asotasi	356386	Provisional	26-Jan-19	1043557
Samuelu, Tau	147651	Full	10-Feb-19	855413
Sharma, Premila	230290	Full	12-Jul-19	599501
Kohere, Kim	129748	Full	24-Jul-19	689788
Sagar, Anita	230721	Full	29-Jul-19	596922
Likio, Fane	300967	Full	15-Aug-19	480947
Taranaki, Kirsten	262813	Full	27-Sep-19	632220
Sutherland, Paula	253018	Full	24-Nov-19	634149
Manetoa, Lagi	192006	Full	19-Nov-19	46493
Moses, Ivan	232781	Full	5-Jan-20	
Tekaru-Ingram, Bradley	361320	Provisional	18-Jan-20	

Eteuati, Mose	330441	Full	26-Jan-20	566336
Randhawa, Amertej	253971	Full	9-Feb-20	632784
Fusitua, Maata	212082	Full	24-Mar-20	591365

## SENIOR SCHOOL SUPPORT STAFF

	Police Vetting Processed	QueryME Reference #	Update	Result Passed Yes/No
Liz Amerika	22-Mar-17			
Lulu Chou	9-Feb-17			
Cheryl Grbic	9-Feb-17			
Mii Harris	9-Feb-17			
Richard Huang	9-Feb-17			
Meti Soane	19-Feb-15	4423601746	19-Feb-18	Yes
Natasha Wilson	9-Feb-17			
Diana Latchman	5-May-16	4401610975	5-May-19	Yes
Andrew Pailate	19-Feb-15	4423616324	19-Feb-18	Yes
Trish Saafi	9-Feb-17			
Fatuvalu, Leaso	9-Feb-17			
Rob, Holloway	9-Feb-17			
Aaron, Jimmieson	9-Feb-17			
Pamela Lilley	19-Feb-15	4423580546	19-Feb-18	
Kevin Long	31-Oct-16			
Eh Doe, Soe	9-Feb-17			
Adam Takiari	9-Feb-17			
Sharon Sinia-Anae	9-Feb-17			
Ieremia, Anae	9-Mar-17			
Feleti, Lotulelei	16-Oct-14	4423285873	16-Oct-17	

# JUNIOR SCHOOL

## LEGISLATIVE REQUIREMENTS

### **Kiwisport:**

This is a Government funding initiative to support students' participation in organised sport. In 2016 the Junior School received \$5,382.05 which was spent on additional sports equipment and coaching seminars. Middle School students were involved in a variety of school and interschool sports such as rugby, tag, touch, rugby league, soccer, softball, kilikiti, netball, aquatics, and athletics. The funding has also allowed the school to purchase games and equipment to keep students moving during their break times. We were able to run an enhanced physical education programme focussing on basic skills and increasing students' fitness levels.

## STATEMENT OF RESOURCES FOR JUNIOR SCHOOL

Sir Edmund Hillary Collegiate Junior School for the year ended 31 December 2016

### PHYSICAL RESOURCES

The School had a property occupancy agreement with the ministry of Education for 2 Franklyne Road, Otara.

The site comprises:

A total of 7.07 hectares of land

18 permanent classrooms

1 resource room

1 re-locatable classroom

3 mobile pods

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare wananga
- Auditorium
- Grounds and caring taking shed
- Tuck shop
- Caretakers residence
- ICT suite

In 2016 the Junior School has access to owned computer technology equipment. There are no lease agreements. The school has a range of sports and musical equipment.



# MIDDLE SCHOOL

## LEGISLATIVE REQUIREMENTS

### **Kiwisport:**

This is a Government funding initiative to support students' participation in organised sport. In 2016 the Middle School received \$2,559.11 which was spent on additional sports equipment and coaching seminars. Middle School students were involved in a variety of school and interschool sports such as rugby, tag, touch, rugby league, soccer, softball, kilikiti, netball, aquatics, and athletics. The school also runs a very successful fitness programme which some funding has gone to special guest Zumba instructor appearances. The funding has also allowed the school to purchase games and equipment to keep students moving during their break times. We were able to run an enhanced physical education programme focussing on basic skills and increasing students' fitness levels.

## STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate Middle School for the year ended 31 December 2016.

## PHYSICAL RESOURCES

The school had a property occupancy agreement with the Ministry of Education for:  
2 Franklyne Road, OTARA

The site comprises of 7.07 hectares of land

The middle school occupies:

- 12 classroom spaces
- 1 hall/gymnasium
- 2 multi purpose Technology classrooms

and shares:

- 1 Administration /Staffroom
- 1 tuck shop
- 1 grounds and caretaking storage shed
- 1 assembly hall
- 1 library
- 1 Whare wanaga
- 1 Gymnasium/ dance room
- Caretakers residence
- ICT Suite
- Health Centre Facilities

In 2016 Middle School has access to leased computer equipment and owned computer and digital devices in technology. The school has a wide range of musical equipment and sports equipment.

The Junior & Middle school were open for **386 half days**.

# SENIOR SCHOOL

## LEGISLATIVE REQUIREMENTS

### Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2016 the Senior School received a total amount of \$11,232.15 for Year 9-13 students which was paid to the school as quarterly payments of \$2,848.26 (first quarter), \$2,848.26 (second quarter), \$2,800.59 (third quarter) and \$2,735.04 (fourth quarter). This incorporated all students Year 9 to 13.

The school participated in all codes and the following teams were sent to the Nationals competitions:

- Basketball; Volleyball; Netball

## STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate for the year ended 31 December 2016.

## PHYSICAL RESOURCE

The School had a property occupancy agreement with the Ministry of Education for 2 Franklyne Road, Otara.

The site comprises of:

A total of 7.07 hectares of land

13 permanent buildings

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare Wānanga
- Auditorium
- Grounds and caretaking shed
- Tuckshop
- Caretakers residence

The school has a range of sports and musical equipment.

The school was open for **382 half days**.

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**Mrs Kallie Ngakuru-Syder**  
**EXECUTIVE PRINCIPAL**

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**Mr Ioane Vine**  
**BOARD CHAIR**

# SIR EDMUND HILLARY COLLEGIATE



## ANALYSIS OF VARIANCE

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address: 2 Franklyne Road, Otara, Manukau City, Auckland 2023  
School Postal Address: 2 Franklyne Road, Otara, Manukau City, Auckland 2023  
School Phone: 09 274 5782  
School email: [admin@sehc.school.nz](mailto:admin@sehc.school.nz)  
Ministry Number: 0097 / 1217 / 1251

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Commentary Reporting for Junior School

National Standards Middle School (1217)

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NCEA Results for Senior School (0097)

## 2016 National Standards Reporting

Date: 28/2/2017

Number: 1251

Name: Sir Edmund Hillary Collegiate Junior School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	26	7.0%	85	22.8%	170	45.7%	91	24.5%	372
Māori	4	5.8%	18	26.1%	36	52.2%	11	15.9%	69
Pasifika	22	7.3%	66	21.9%	133	44.2%	80	26.6%	301
Asian	0		1	50.0%	1	50.0%	0		2
European/Pākehā/ Other European									
Male	16	8.7%	54	29.5%	80	43.7%	33	18.0%	183
Female	10	5.3%	31	16.4%	90	47.6%	58	30.7%	189

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		35	54.7%	15	23.4%	14	21.9%	64
After 2 years at school	7	11.9%	11	18.6%	31	52.5%	10	16.9%	59
After 3 years at school	8	16.7%	7	14.6%	25	52.1%	8	16.7%	48
End of Year 4	2	3.0%	10	14.9%	32	47.8%	23	34.3%	67
End of Year 5	5	7.4%	10	14.7%	32	47.1%	21	30.9%	68
End of Year 6	4	6.1%	12	18.2%	35	53.0%	15	22.7%	66
End of Year 7									
End of Year 8									

## 2016 National Standards Reporting

Date: 28/2/2017

Number: 1251

Name: Sir Edmund Hillary Collegiate Junior School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	28	7.5%	89	23.9%	211	56.7%	44	11.8%	372
Māori	5	7.2%	19	27.5%	41	59.4%	4	5.8%	69
Pasifika	23	7.6%	69	22.9%	169	56.1%	40	13.3%	301
Asian	0		1	50.0%	1	50.0%	0		2
European/Pākehā/ Other European									
Male	20	10.9%	57	31.1%	90	49.2%	16	8.7%	183
Female	8	4.2%	32	16.9%	121	64.0%	28	14.8%	189

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		28	43.8%	32	50.0%	4	6.3%	64
After 2 years at school	7	11.9%	11	18.6%	38	64.4%	3	5.1%	59
After 3 years at school	5	10.4%	14	29.2%	25	52.1%	4	8.3%	48
End of Year 4	2	3.0%	12	17.9%	40	59.7%	13	19.4%	67
End of Year 5	7	10.3%	13	19.1%	36	52.9%	12	17.6%	68
End of Year 6	7	10.6%	11	16.7%	40	60.6%	8	12.1%	66
End of Year 7									
End of Year 8									

## 2016 National Standards Reporting

Date: 28/2/2017

Number: 1251

Name: Sir Edmund Hillary Collegiate Junior School

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	17	4.6%	93	25.0%	202	54.3%	60	16.1%	372
Māori	6	8.7%	20	29.0%	35	50.7%	8	11.6%	69
Pasifika	11	3.7%	72	23.9%	166	55.1%	52	17.3%	301
Asian	0		1	50.0%	1	50.0%	0		2
European/Pākehā/ Other European									
Male	12	6.6%	48	26.2%	97	53.0%	26	14.2%	183
Female	5	2.6%	45	23.8%	105	55.6%	34	18.0%	189

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		18	28.1%	42	65.6%	4	6.3%	64
After 2 years at school	3	5.1%	18	30.5%	38	64.4%	0		59
After 3 years at school	4	8.3%	20	41.7%	22	45.8%	2	4.2%	48
End of Year 4	1	1.5%	13	19.4%	32	47.8%	21	31.3%	67
End of Year 5	2	2.9%	14	20.6%	36	52.9%	16	23.5%	68
End of Year 6	7	10.6%	10	15.2%	32	48.5%	17	25.8%	66
End of Year 7									
End of Year 8									

# National Standards NAG2A (b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

<b>Date:</b>	<b>23/02/2017</b>
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<b>School Name:</b>	<b>Sir Edmund Hillary Collegiate Junior School</b>	<b>School Number:</b>	<b>1251</b>
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## NAG2A (b)(i) Areas of Strength

**National Standard area(s):**

**Greatest Levels of Achievement:**

- After 1 year at school 56.3% of our students are writing at and above in National Standards which is accelerated progress as a majority of our students enter our school at Pre level (3 and 4 year old)
- 70.5-79.1% Years 4-6 have achieved At or Above Standard in Writing
- 78.8% Females overall have achieved At or Above Standard in Writing
- 75.7-82.1% Years 4-6 have achieved At or Above Standard in Reading
- 78.3% Females overall have achieved At or Above Standard in Reading

**Greatest Progress in Achievement:**

- 21.5% increase at After 1 year At or Above Standard in Writing from 2013-2016
- Writing: From 2014-2015 females made a 10% increase, whilst boys only made 4%. In 2015-2016 both females and males made an 8% increase. Males only were the Writing target in 2016.

## NAG2A (b)(i) Areas for Improvement

**National Standard area(s):**

**Lowest Level of Achievement:**

- 61.7% Males overall have achieved At or Above Standard in Reading
- 45.3% After 1 Year at school achieved At or Above Standard in Reading
- 57.9% Males overall have achieved At or Above Standard in Writing
- 56.3% After 1 Year at school achieved At or Above Standard in Writing
- 60.4% After 3 Years at school achieved At or Above Standard in Writing
- 50% After 3 Years at school achieved At or Above Standard in Mathematics

**Least Progress in Achievement:**

- 2015 Year 2 Reading achieved 80.4%, in 2016 they became Year 3 and achieved 68.8%, a decrease of 11.6%
- 2015 Year 1 Mathematics achieved 70.4%, in 2016 they became Year 2 and achieved 64.4%, a decrease of 6%
- 2015 Year 2 Mathematics achieved 55.4%, in 2016 they became Year 3 and achieved 50%, a decrease of 5.4%

## NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Our areas of improvement are identified by looking at past and present NS results. The data mining on end of Year NS results however sets up our professional learning and targets annually. Internal and external moderation is used to further strengthen teacher practice and to identify areas for improvement.

OTJs against National Standards are based on using a range of evidence at a specific point in time. No single source of information can accurately summarise a student's achievement. A range of approaches is used to compile what a student's progress may look like. Teachers meet, debate and present what 'At' looks like for their year group; it is during this time that teachers develop a shared understanding of what evidence is and what expectations look like.

## NAG2A (b)(iii) Planned Actions for Lifting Achievement

**Year 1-2 Reading and Writing Targets:** 2016 Year 1 students are now Year 2, so deliberate acts of teaching that is focused on students learning needs and next steps e.g. *Use of Running Records, Wedge graphs and Teachers Inquiry focusing on target students*. Targeted Learning groups to further boost students (particularly males) in Writing and Reading e.g. *PART reading programme, Reading Recovery, ELLA etc.* Teams to work collaboratively to maintain an effective word and writing programme-sharing resources, what works, what doesn't, targeting and monitoring student's progress.

**Year 4: Writing Targets:** 2016 Year 3 students are now Year 4, so targeting of Maori and Pasifika students to work within contextual themes related to their culture and everyday life. Hui's with families to discuss progress and ways to assist their children's learning. Reinforcement of academic language (Paul Nation's first 1000 words) and the extension of vocabulary within our literacy program. Students targeted will also identify what they feel they need to work on within writing (pre and post monitoring). Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.

**Year 4-6: Mathematics Targets:** Year 1-4 Teachers to begin first year of DMIC (Developing Mathematical Inquiry Communities). Year 5-6 Teachers will continue on their second year of DMIC. Staff to work with mentors to strengthen pedagogical practice and delivery of maths; established class norms for implementing MIC; worked within teams to share problems and collaborate misconceptions. DMIC Programme encouraged the use of mathematical vocabulary, mixed groupings, contextualised word problems, building confidence to ask questions, relaying thinking processing to other students. Teacher's ongoing observations, analysis (PAC) of targeted group with syndicate teachers, planning, shared bank of mathematical problems. Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.

Targeting of support and professional learning for identified Teachers whose results slipped in 2016 in Mathematics and Reading for 2017. Tuakana teina; these staff members will be buddied up with an expert Teacher.

## NAG2A (b) (iv) Progress Statement

- 11.7% increase for Maori in Writing from 2013 (53.5%) to 2016 (65.2%).
- 19.5% increase for Pasifika in Writing from 2013 (49.9%) to 2016 (69.4%).
- 0.9% increase in Writing Nationally from 2013 (70.5%) to 2016 (71.4%).
  
- 2015 Year 1 Writing achieved 40.7%; in 2016 this group is now Yr 2 and achieved 69.5%, an increase of 28.8%
- 2015 Year 3 Writing achieved 54.1%; in 2016 this group is now Year 4 and achieved 79.1%, an increase of 25%.
  
- 7.4% increase for Maori in Mathematics from 2013 (54.9%) to 2016 (62.3%).
- 15.1% increase for Pasifika in Mathematics from 2015 (57.3%) to 2016 (72.4%).
- 0.9% increase in Mathematics Nationally from 2013 (74.6%) to 2016 (75.5%).



## 2016 National Standards Reporting

Date: 27/2/2017

Number: 1217

Name: Sir Edmund Hillary Collegiate Middle School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	21	9.9%	55	25.9%	104	49.1%	32	15.1%	212
Māori			7	13.5%	30	57.7%	15	28.8%	52
Pasifika	19	12.0%	48	30.4%	74	46.8%	17	10.8%	158
Asian									
European/Pākehā/ Other European									
Male	12	10.3%	42	36.2%	47	40.5%	15	12.9%	116
Female	9	9.4%	13	13.5%	57	59.4%	17	17.7%	96

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	5	5.4%	19	20.7%	44	47.8%	24	26.1%	92
End of Year 8	16	13.3%	36	30.0%	60	50.0%	8	6.7%	120

## 2016 National Standards Reporting

**Date:** 27/2/2017

**Number:** 1217

**Name:** Sir Edmund Hillary Collegiate Middle School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	17	8.0%	40	18.9%	129	60.8%	26	12.3%	212
Māori	2	3.8%	4	7.7%	36	69.2%	10	19.2%	52
Pasifika	13	8.2%	36	22.8%	93	58.9%	16	10.1%	158
Asian									
European/Pākehā/ Other European									
Male	9	7.8%	25	21.6%	69	59.5%	13	11.2%	116
Female	8	8.3%	15	15.6%	60	62.5%	13	13.5%	96

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	5	5.4%	14	15.2%	65	70.7%	8	8.7%	92
End of Year 8	12	10.0%	26	21.7%	64	53.3%	18	15.0%	120

## 2016 National Standards Reporting

Date: 27/2/2017

Number: 1217

Name: Sir Edmund Hillary Collegiate Middle School

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	30	14.2%	62	29.2%	94	44.3%	26	12.3%	212
Māori			6	11.5%	36	69.2%	10	19.2%	52
Pasifika	30	19.0%	54	34.2%	58	36.7%	16	10.1%	158
Asian									
European/Pākehā/ Other European									
Male	12	10.3%	35	30.2%	52	44.8%	17	14.7%	116
Female	18	18.8%	27	28.1%	42	43.8%	9	9.4%	96

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	15	16.3%	24	26.1%	48	52.2%	5	5.4%	92
End of Year 8	15	12.5%	38	31.7%	46	38.3%	21	17.5%	120

# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note: Do not** include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

<b>Date:</b>	<b>26/02/2017</b>
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<b>School Name:</b>	<b>SIR EDMUND HILLARY COLLEGIATE Middle School</b>	<b>School Number:</b>	<b>1217</b>
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<b>NAG2A (b)(i) Areas of Strength</b>
<b>National Standard area(s): <i>READING, WRITING and MATHEMATICS</i></b>
<b>Discussion:</b>
<b>READING</b>
<p><i>At the beginning of the year the initial data for Maori students showed that:</i></p> <ul style="list-style-type: none"><li><i>There were 9 Maori students reading well below and 11 Maori students reading below the standard. By the end of the year, 7 students remained below the standard. All 11 and 2 students from the well below accelerated to 'at 'the standard. The students that remained in the 'well below' area made considerable progress as well but not enough to get them to the expected standard. They were reading at such low levels that it was impossible for them to achieve 4 reading ages within in the year timeframe. Interestingly the Maori students achieved more 'above 'standard in comparison to the Pasifika students.</i></li></ul> <p><i>The Pasifika students make up 74% (158) of all of the students in the middle school. At the beginning of the 2016 year the Pasifika students showed that there were:</i></p> <ul style="list-style-type: none"><li><i>28.4% (45) of Pasifika students reading well below the standard, by the end of the year the number of students reading well below had reduced to 12%; there was also and 13% (23) Pasifika students reading 'below, the standard. At the end of the year students 12% and 30.4% respectively were achieved. The Tongan group have made the most accelerated progress in reading. They make up 11.3% of the Pasifika group. The Tongan students progressed in reading from 11.3% to 19.4% reading at or above the standard by the end of the year. The progressed was made by both male and female and not one gender stood out more than the other.</i></li></ul> <p><i>The reason for the Maori priority readers progress was due to several key success factors; the accelerated reading programme which they attended daily for 30-40 minutes and 3x 40 minute sessions with reading support teacher focusing on reading strategies to improve comprehension and the class teacher inquiry.</i></p>
<b>WRITING</b>
<p><i>There were 26.9% (14) Maori priority learners identified. The total students who were writing at below (12) and well below (2) the standard were targeted at the and by the end of the year, 6 students were working at below and well below. The 2 students' who did not move from the well below standard were both high needs students.</i></p>

Over all the year 7 and 8 student made very positive progress compared to 2015 with a continual positive movement closer to our overarching goal for the collegiate that '85% of all school leavers leave school with NCEA level 2 or better

The Pasifika students writing was a focus and (8%)13 year 8 students were identified who were Tongan boys and girls working below the standard. Of this group, 11 progressed to 'at' standard. This was celebrated by the school and over all the Tongan children have continued to maintain positive progress in reading, Writing and Maths. When evaluating the reason for this positive shift with this ethnic group it was agreed that the establishment of a Homework Centre for the Tongan children where parents attend and their children are tutored and supported with their homework has seen a dramatic but positive sense of personal ownership of their learning.

## **MATHEMATICS**

There were 8 Maori students working below the standard at the beginning of the year, by the end of the year all 8 identified students had successfully accelerated to at National Standard. When comparing the progress made in 2015 to progress made in 2016 there has been an increase in the amount of students working at or above the standard. One of the main reasons for this is the Maths initiative (DMIC Developing Mathematical Inquiry Communities- Roberta Hunter) being implemented has seen staff work in a far more collaborative way where they have shared successful practice and worked in a collaborative way to assist each other to work through students possible misconceptions when solving problems and while doing this their own pedagogical practice has been strengthened. The ongoing mentoring has also assisted to increase teacher capability.

## **NAG2A (b)(i) Areas for Improvement**

### **National Standard area(s):**

## **READING**

The Samoan students were the biggest Pasifika group with 56.3% (89) students and were identified as the group with the most students' reading below the standard by the end of the year. The school ESOL roll is predominantly made from this ethnic group. Although the Samoan cohort were the group that made the least progress, students that did progress made this movement because of the reading booster programme that is implemented in the school where students receive ongoing out of class support that focuses on reading comprehension. These priority readers that makes up this group are mainly Samoan (n= 19; 59%). By the end of the year this priority group had reduced to n=14. Although a large number of students still remain in well below the progress they made was accelerated. 10 out of the 19 students were reading at 6 year RA and after one year they had accelerated to 9 years RA. The school will continue to work on the deliver of our Booster reading programme to make the necessary assistance to make the difference required to have students achieve at the required standard.

## **WRITING**

Over the year we received an increase of students who were Samoan that moved from well below National Standard 13.3%(16) into below National Standard. This increased the group to 24%(29) of all Pasifika students. There was accelerated progress with the writers moving from well below the standard to below during the middle of the year. Of this group 15 out of the 29 progressed to 'at' the standard. We know as a staff that we want to continue to work with this group of students and make a huge effort to accelerate the writing for our Samoan boys and girl. There is no huge difference between the gender groups. Staff are confident with the initiatives implemented in 2016 they will be able to consolidate and accelerate more students over the 2017 year.

## NAG2A (b)(ii) Basis for Identifying Areas for Improvement

### Discussion:

*This section has been covered on the explanation in the previous box.*

## NAG2A (b)(iii) Planned Actions for Lifting Achievement

### WRITING INITIATIVE

- *Staff work in a Lesson Study group where they share ideas and observe delivery of each others practice to improve delivery of programme*
- *Identify students using assessment data*
- *Look at writing next steps that they will focus on*
- *Identify the writing features students need to move them to the standard*
- *Plan writing programme that incorporates Paul Nations vocabulary (collegiate initiative)*
- *Explicitly teach the language features to the students*
- *Share and observe practice to maximise delivery of explicitly teaching the language features to make accelerated progress*
- *Students share and discuss their progress with teacher (personal conferencing)*

### MATHEMATICS INITIATIVE

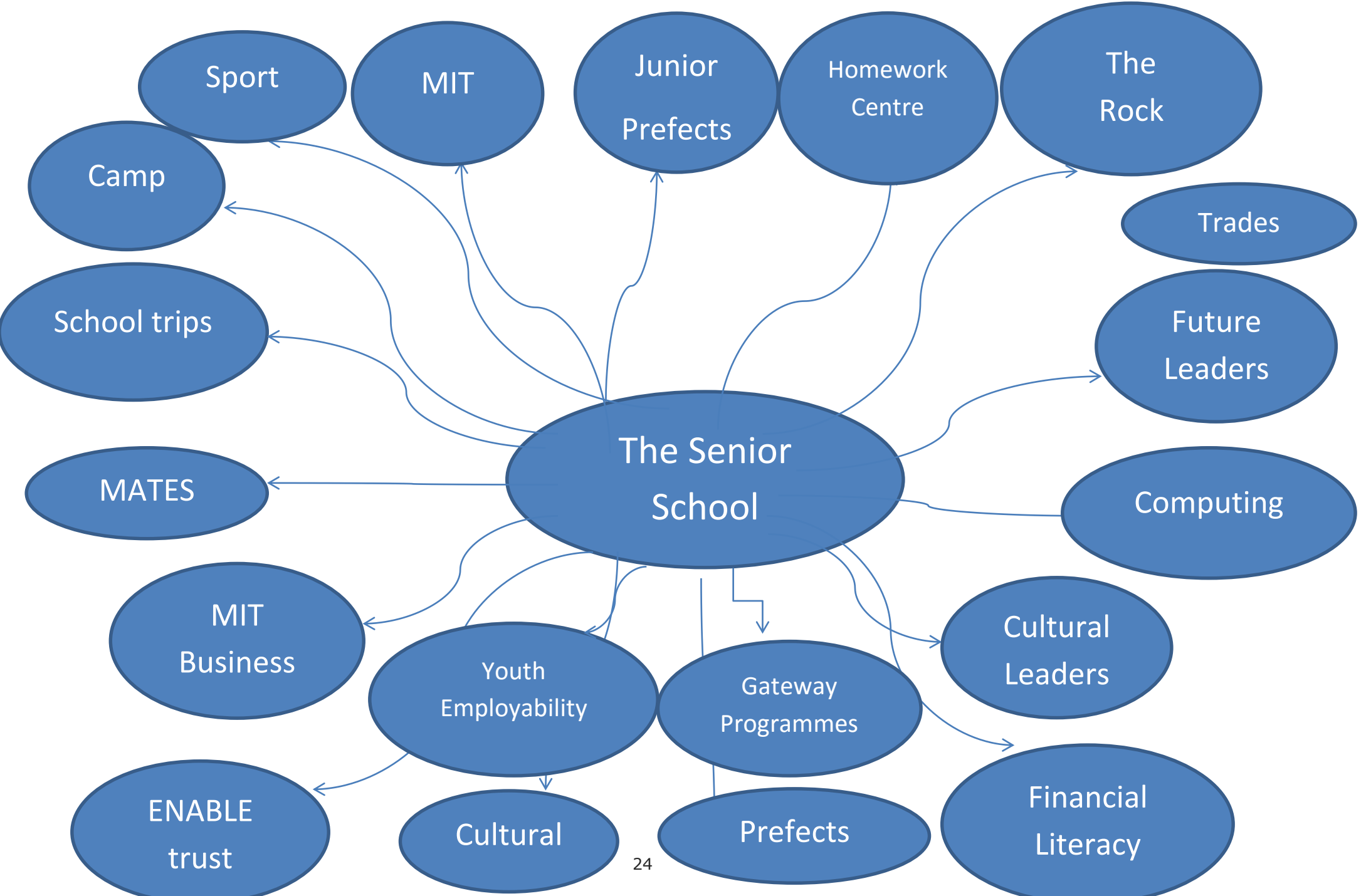
- *Continue to Implement DMIC (Developing mathematical inquiry Communities)*
- *Use the strategies of collaboration already in place:*
- *Use data to identify cohort*
- *Look at the Mathematical strategies students need to move them to at' standard*
- *Plan a lesson in teachers Lesson study group*
- *Staff deliver lesson with team observing*
- *Discuss lesson delivery*
- *Group replan lesson making additions group have decided will make the lesson more effective, group observe this lesson*
- *Discuss the lesson*
- *Group replan lesson making additions group have decided will make the lesson more effective, group observe this lesson*
- *With every other lesson teacher will use the observed and agreed approach, meeting together and collaborating problems and planning sharing experiences and successes*

## NAG2A (b) (iv) Progress Statement


*The students who are ESOL and have learning needs received an intensive reading programme throughout the 2016year. This programme was implement 2 years ago and the teacher dedicated to taking this programme has reviewed her practice and the delivery of the programme so that this year there has been exceptional progress. There are 45 students who attend this programme over the year whose reading ages vary from 5 year old to 9 years reading ages. All the students are either Samoan (28) or Tongan (13). The students work in groups with similar reading needs, they attend this programme during the day for 40 minutes every day where the programme has independent reading on listening posts, independent activities and time with the teacher. They rotate around the activities over the duration of the set time. They will also attend over 3 day a computer reading programme called Success Maker.*

- *9 students moved +4 reading ages years*
- *5 students moved +3 reading ages years*

- *20 students moved +2 reading ages years*
- *11 students moved 1.5 reading age years*
- *Of this group 19 remained below National standards but accelerated progress was seen and celebrated.*
- *As a school we will continue to run this programme due to its successful results.*







**Final results  
for  
Senior School  
2016 - NCEA Results**

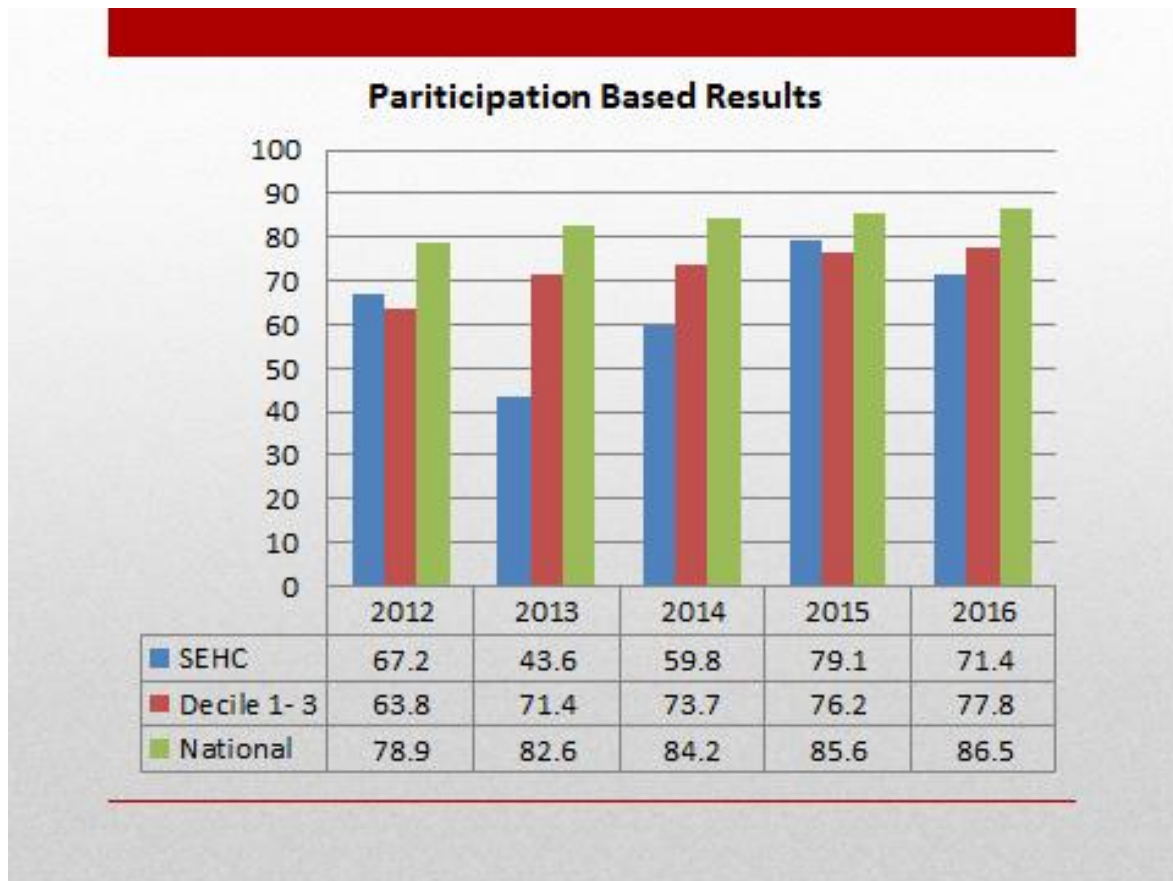
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# Year 11

## Participation based results

	<b>SEHC</b>	<b>Decile 1-3</b>	<b>National</b>
<b>2012</b>	67.2	63.8	78.9
<b>2013</b>	43.6	71.4	82.6
<b>2014</b>	59.8	73.7	84.2
<b>2015</b>	79.1	76.2	85.6
<b>2016</b>	71.4	77.8	86.5

- Level 1 is lower than 2015
- Still second highest in the last 5 years
- Still 6.4% lower than Decile 1-3
- Also 15.1% lower than National

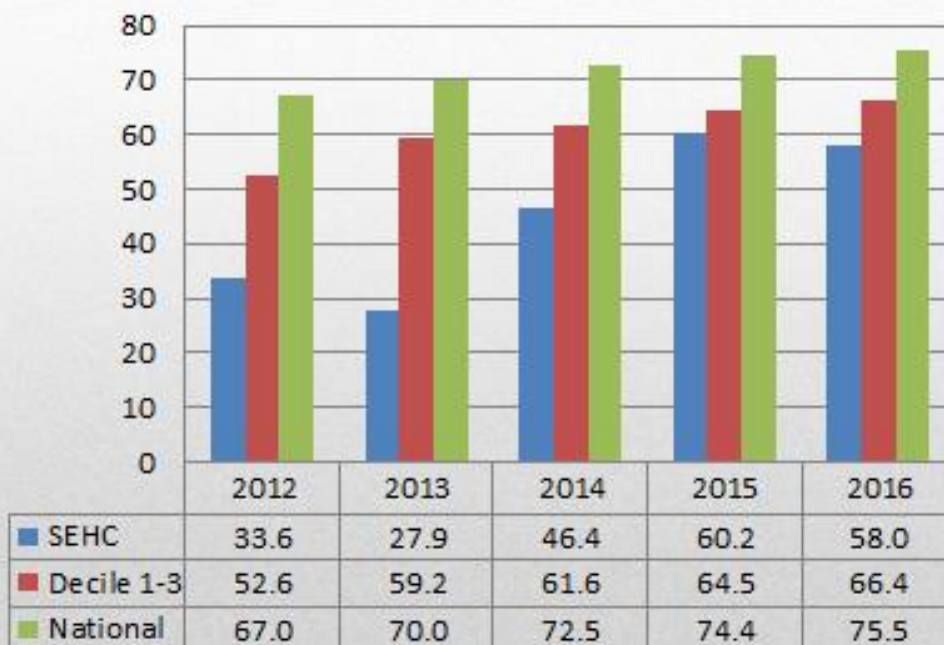


## Year 11 Roll based results

	SEHC	Decile 1-3	National
2012	33.6	52.6	67.0
2013	27.9	59.2	70.0
2014	46.4	61.6	72.5
2015	60.2	64.5	74.4
2016	58.0	66.4	75.5

- A drop of 13% from Participant based – Roll based
- Very close to previous year (2015)
- Still 8% lower then Decile 1- 3 average

### Year 11 Roll based



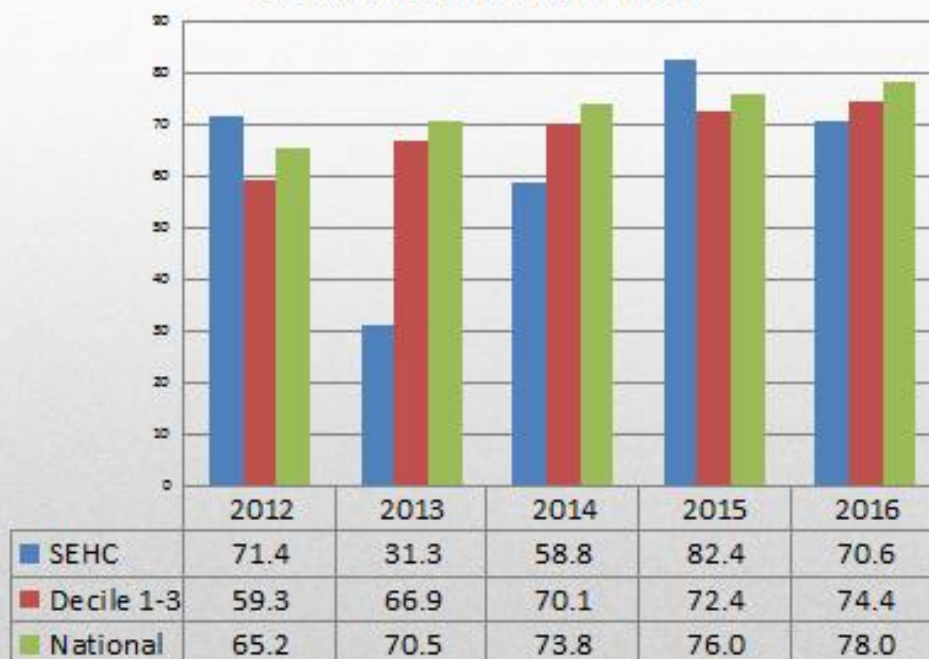
## Year 11

### NZ Maori - Participation Based

	SEHC	Decile 1-3	National
2012	71.4	59.3	65.2
2013	31.3	66.9	70.5
2014	58.8	70.1	73.8
2015	82.4	72.4	76.0
2016	70.6	74.4	78.0

- Lower than 2015 (12%)
- Close to Decile 1-3 average and National average.

Year 11 NZ Maori Participation based



## Year 11 Roll-based Achievement

### NZ Maori

	SEHC	Decile 1-3	National
2012	28	46	51
2013	19	52	56
2014	50	55	60
2015	58	58	64
2016	55	59	66

- A bit lower than Decile 1-3

## Year 11 Roll based Achievement NZ Maori



## Pasifika Peoples - Level One

### Roll based Results

	SEHC	Decile 1-3	National
<b>2012</b>	35.6	51	58.7
<b>2013</b>	30.2	58	65.1
<b>2014</b>	45.7	61	67.6
<b>2015</b>	62.1	67	71.9
<b>2016</b>	57.5	67	73.2

### Pasifika Peoples - Level One Participation based Results



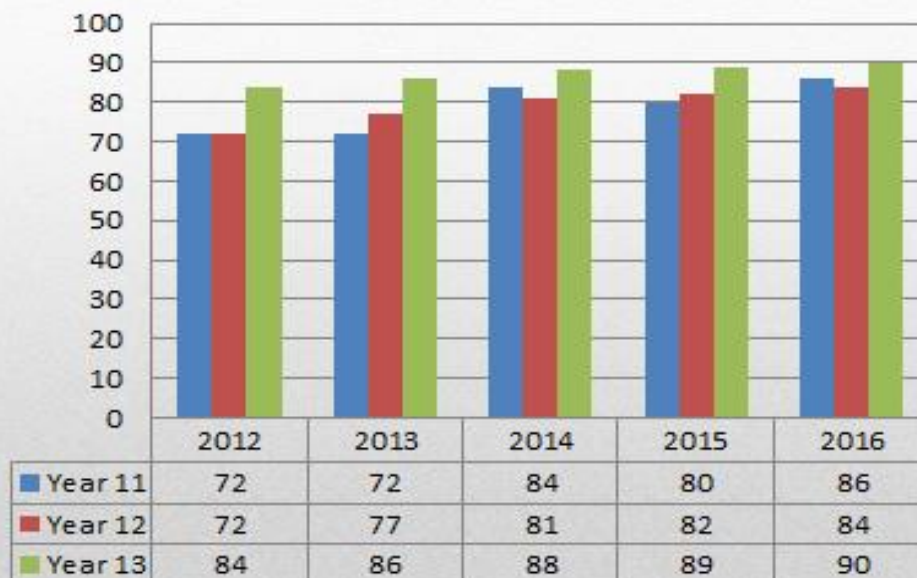
## Year 12

### Participation based Results

	SEHC	Decile 1-3	National
2012	72	72	84
2013	72	77	86
2014	84	81	88
2015	80	82	89
2016	86	84	90

- Level 2 Results better than Decile 1-3 average

### Year 12 Participation Based results



## Year 12

### Roll based Results

	SEHC	Decile 1-3	National
2012	49	59	70
2013	56	63	72
2014	71	68	75
2015	73	70	76
2016	74	73	78

- Better than Decile 1-3 average
- Very close to National average

### Year 12 Roll based Results





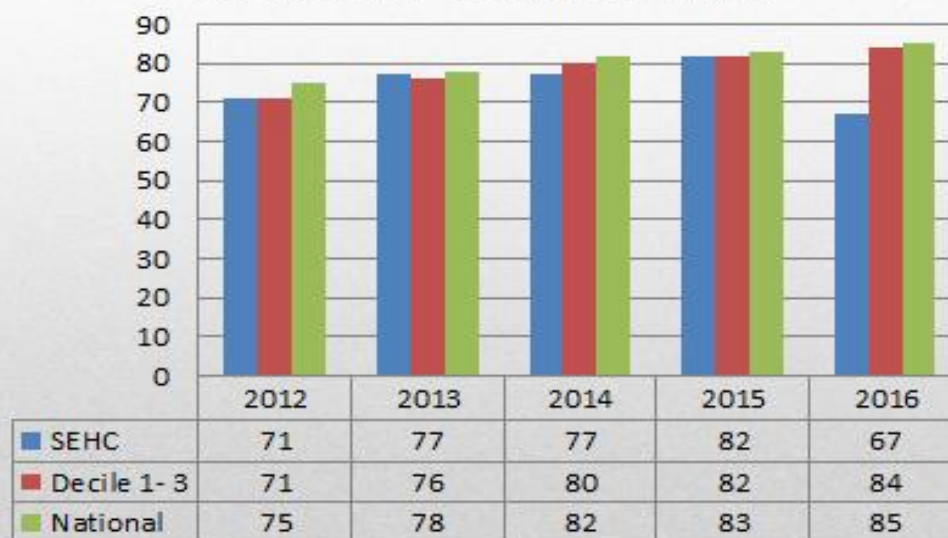
## Year 12

### Maori Results - Participation based

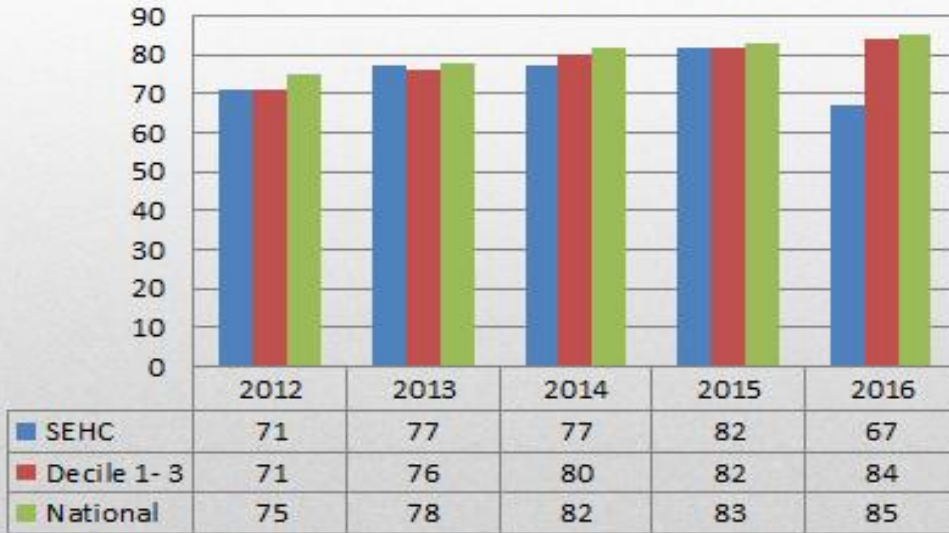
	SEHC	Decile 1-3	National
<b>2012</b>	71	71	75
<b>2013</b>	77	76	78
<b>2014</b>	77	80	82
<b>2015</b>	82	82	83
<b>2016</b>	67	84	85

## Year 12

### Maori Results - Participation Based



**Year 12**  
**Maori Results - Participation Based**



**Year 12**  
**Maori Results - Roll Based**



## Year 12

### Pasifika Peoples - Participation based

	SEHC	Decile 1-3	National
<b>2012</b>	72	65	69
<b>2013</b>	70	71	75
<b>2014</b>	86	77	80
<b>2015</b>	80	77	80
<b>2016</b>	90	82	84

- First time ever a 90%+ pass rate

## Year 12

### Pasifika Peoples- Participation Based



## Year 12

### Pasifika Peoples - Roll based

	SEHC	Decile 1-3	National
<b>2012</b>	51	56	63
<b>2013</b>	52	61	68
<b>2014</b>	71	68	75
<b>2015</b>	72	70	77
<b>2016</b>	82	75	79

### Year 12 Pasifika Peoples Roll based

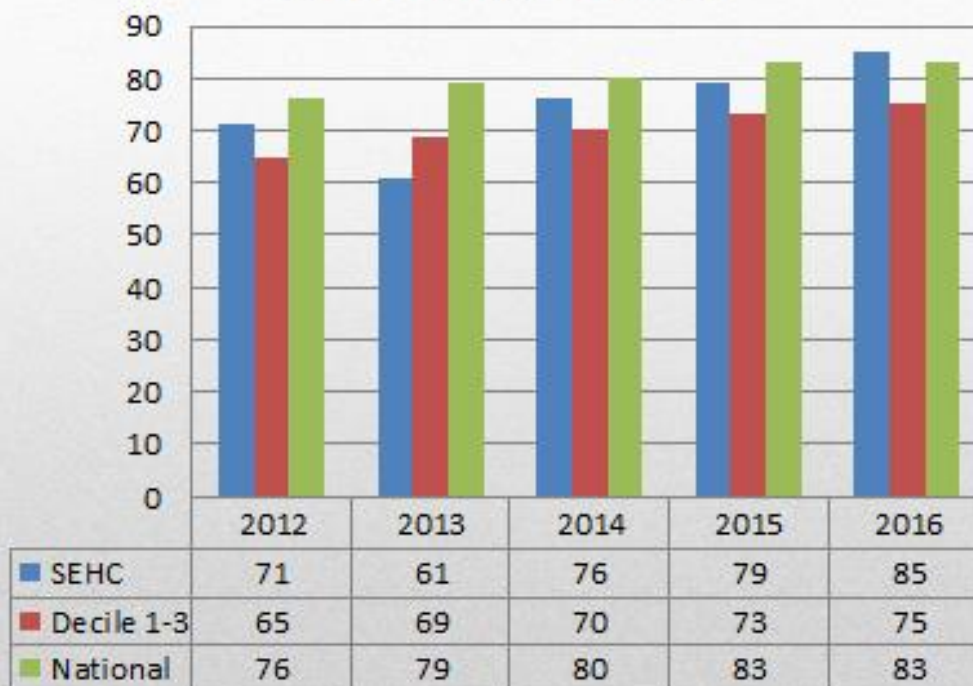


## Year 13

### Participation based

	SEHC	Decile 1-3	National
2012	71	65	76
2013	61	69	79
2014	76	70	80
2015	79	73	83
2016	85	75	83

### Year 13 Participation based

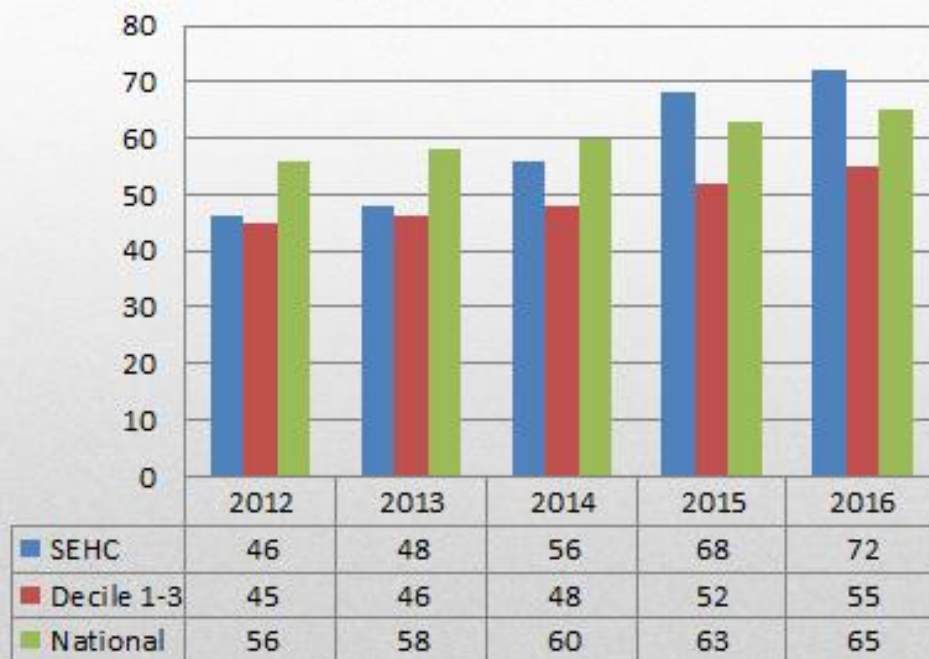


## Year 13

### Roll based

	SEHC	Decile 1-3	National
2012	46	45	56
2013	48	46	58
2014	56	48	60
2015	68	52	63
2016	72	55	65

### Year 13 Roll based



## Gender Results

### Participation based

	Boys	Girls
Year 11	72.1	70.8
Year 12	91.2	80.6
Year 13	77.8	89

### Gender results Participation based

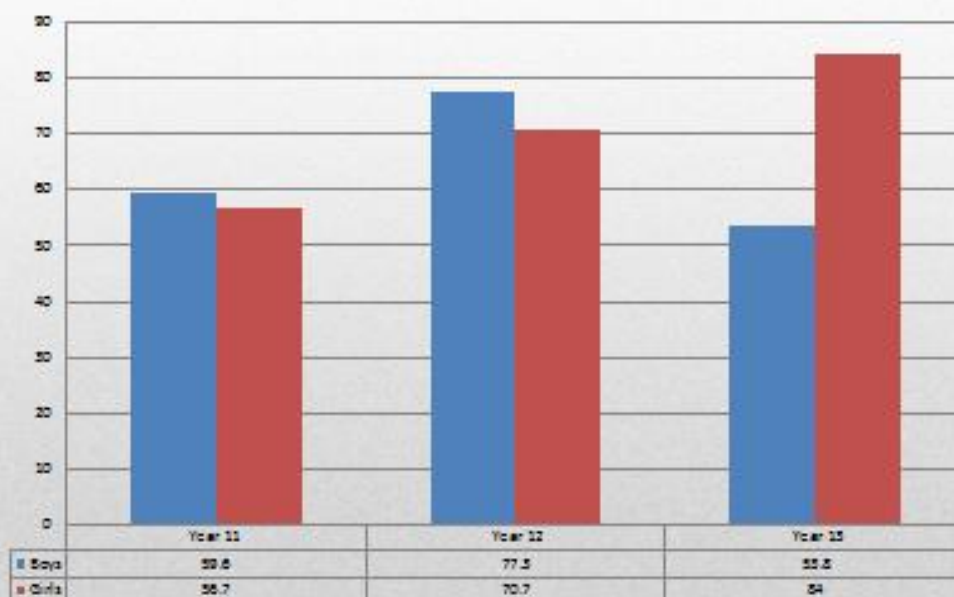


## Gender Results

### Roll based results

	Boys	Girls
Year 11	59.6	56.7
Year 12	77.3	70.7
Year 13	53.8	84

Year 11 Gender results  
Roll based





## Literacy

	Year 11	Year 12	Year 13
2012	62	73	93
2013	67	82	86
2014	89	87	87
2015	86	95	95
2016	79	98	99

## Literacy



## Numeracy

	Year 11	Year 12	Year 13
2012	71	92	95
2013	72	84	97
2014	84	93	92
2015	84	98	99
2016	76	94	99

## Numeracy



<b>School Name:</b>	Sir Edmund Hillary Collegiate	<b>School Numbers:</b>	Junior: 1251, Middle: 1217, Senior: 0097
<b>Strategic Aim:</b>	Create a seamless learning and transitional pathway to accelerate Sir Edmund Hillary student's achievements so that 85% of all school leavers graduate with a minimum of Level 2 NCEA by 2017.		
<b>Annual Aim:</b>	<b>Goal 1:</b> Develop leadership to implement collaborative vision.		
<b>Goals:</b>	<ul style="list-style-type: none"> <li>● Develop cross collegiate structures that support seamlessness</li> <li>● Empower staff to lead areas of interest</li> <li>● Develop collaborative collegiate through the principals' leadership group</li> <li>● Align collegiate systems to support students and whanau</li> </ul>		
<b>Baseline Data:</b>	<p><i>Key next steps for improving governance and leadership should prioritise work to further promote professional collaboration between the three principals, and between the board and school principals, in order to promote effective and sustainable governance. - ERO report 24/06/2015</i></p> <p><b>2015-2016:</b> Collegiate charter identifying actions to be taken and pathway teams to be established.</p>		
<b>Planning for next year:</b>	<ol style="list-style-type: none"> <li>1. Continue to develop staff capabilities to lead in Seamless Curriculum Pathway teams</li> <li>2. Scope and pilot collegiate collaboration in seamless Pastoral/ Student leadership</li> <li>3. Further align transition and enrolment of students throughout the transition points</li> <li>4. Implement collegiate term newsletters providing regular feedback to community</li> </ol>		

Actions	Outcomes	Reasons for the variance	Evaluation
<p><b>GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>● Board elections completed, full board appointed.</li> <li>● Completed board capacity survey by identifying areas of strength and need</li> <li>● Māori trustee seconded.</li> <li>● Trustee members identify focus area of interest.</li> <li>● Code of conduct signed off.</li> <li>● Revisited and update 3 year plan for board.</li> <li>● External appraiser signed off for Principals' appraisals.</li> <li>● External consultant used to work on possible seamless structures and leadership styles.</li> <li>● Board presentation to collegiate staff on strategic seamless direction.</li> <li>● Training on Ka Hikitia.</li> <li>● Renew Charter.</li> </ul>	<p>Reviewed policies.</p> <p>Reviewed 3 year plan allowing informed decisions.</p> <p>Presentation from outside appraiser on seamlessness and Leadership possibilities.</p> <p>Staff see the board as leading the strategic direction of the collegiate.</p> <p>Strategic direction is reviewed after consultation with stakeholders.</p>	<p>Board focus on self- review has seen the strategic vision being realized and have identified a need to investigate further into retention, engagement and achievement of Māori students.</p> <p>Board reviews have affirmed boards focus on their goals.</p>	<ul style="list-style-type: none"> <li>● Further review to support Māori student engagement, retention and achievement.</li> <li>● Provide PG with feedback on their reporting processes.</li> <li>● Regularly review of compliance reporting to board.</li> <li>● Provide regular feedback from board.</li> <li>● Conduct Health and Safety Audit and collegiate practices and processes.</li> </ul>
<p><b>LEADERSHIP</b></p>			
<p><b>Principal Group:</b></p> <ul style="list-style-type: none"> <li>● Strategic Vision sessions to share understanding for seamless pathway.</li> </ul>	<p>Staff see Principal Group working in a unified manner to realise the strategic</p>		<ul style="list-style-type: none"> <li>● Work with external facilitator to collaborate</li> </ul>

<ul style="list-style-type: none"> <li>● External consultant used to work with PG on functional relationships.</li> <li>● Code of understanding agreement signed by PG.</li> <li>● Continue to collaborate and develop Strategic plan with stakeholders.</li> <li>● Coordinating Change team meetings, Collegiate calendar, human resources and charter in order to support student achievement.</li> <li>● Further align transition and enrolment of students throughout transition points.</li> </ul>	<p>vision with relational trust growing and continue open collaboration.</p> <p>Monthly strategic meeting to reflect on progress.</p>	<p>Staff see PG as a unified team working collaboratively to enact strategic plan.</p> <p>Seamless Curriculum Pathway. Teams where distributed Leadership was utilised has worked better together, some teams will need to be relaunched next year with additional support to assist to complete the work.</p>	<p>and coordinate a more seamless pathway.</p> <ul style="list-style-type: none"> <li>● Building staff capabilities to lead in Seamless Pathway and Transition teams.</li> <li>● Implement collegiate term newsletters providing feedback to community.</li> <li>● Scope and pilot collegiate collaboration in Pastoral/ Student leadership.</li> </ul>
<p><b>Māori Team:</b></p> <ul style="list-style-type: none"> <li>● Create team of staff from across collegiate.</li> <li>● Regularly meet and develop Māori focused activities for Y1-13.</li> <li>● Meet with PG to agree on initiative for Māori success.</li> <li>● Present school developments to whanau at meetings.</li> <li>● Review how Te Reo Māori is being delivered within the collegiate.</li> <li>● Scoped possibilities of Year 1-6 Māori Medium pathway with Māori whanau.</li> <li>● Promote and establish SEHC kapahaka roopu.</li> <li>● Initiate cross collegiate tuakana-teina</li> </ul>	<p>Team met regularly as a group and with PG.</p> <p>Planned activities for students during Matariki, Te Reo Māori Week, sharing of Māori waiata, collegiate kapa haka group, haka competition.</p> <p>Presentations to Māori Whanau on success with academic successes.</p> <p>Agree on Te Reo Māori delivery and the the progression for delivery.</p> <p>Kapa haka performed at various events.</p>	<p>Pride within Māori students is evident as shown in student engagement.</p> <p>91% attendance rate for Māori students Year 1-8, focus will concentrate on engagement and connectedness in 2017.</p> <p>Te Reo Māori Y1-6 Pathway had 94% of Māori parents respond to Māori Medium Te Reo, classes to be.</p> <p>Māori identity supported with introduction of SEHC kapahaka</p>	<ul style="list-style-type: none"> <li>● Implement new initiatives in Māori Dev. Plan.</li> <li>● Review Te Reo prog.</li> <li>● Employ kapahaka tutor.</li> <li>● Investigate Māori students leaving and retention data.</li> <li>● Y1-10 Māori students to complete NZCER survey focusing on engagement and connectedness.</li> <li>● Collect and analyse survey</li> <li>● Collect feedback from Māori students based on connectedness.</li> </ul>

<p>activities i.e. Matariki, Te Reo Māori week.</p>		<p>roopu performing for external events.</p>	<ul style="list-style-type: none"> <li>Continue to initiate programmes for Tuakana-teina opportunities.</li> </ul>
<p><b>Pedagogical Team:</b></p> <ul style="list-style-type: none"> <li>Establish team for Teaching as Inquiry</li> <li>Collaborate to get an understanding of how Tai will look across the collegiate.</li> </ul>	<p>Tai document statement completed</p> <p>Schools adopt Tai</p> <p>Sharing progress at collegiate mtg</p>	<p>Success factor of using Tai consistently throughout the Collegiate has seen accelerated student achievement e.g. Year 1-8 Curriculum Target groups, 1st time NCEA Te Reo Merit endorsement Level 1 and Level 3.</p>	<ul style="list-style-type: none"> <li>Regularly share successful practices for Inquiry across the Collegiate.</li> <li>Investigate professional analysis conversations.</li> <li>Investigate COL with external contributing schools.</li> </ul>
<p><b>Curriculum Seamless Team:</b></p> <ul style="list-style-type: none"> <li>Establish teams in Mathematics, ESOL, Literacy, Health and PE, Science, e-Learning and Website</li> <li>12 Pathway teams have created the following documents</li> </ul> <p><i>SEHC Charter and Collegiate Targets</i></p> <ul style="list-style-type: none"> <li><i>SEHC Māori Development Plan</i></li> <li><i>SEHC Te Reo Pathway</i></li> <li><i>SEHC Academic Vocab path</i></li> <li><i>SEHC Teaching as Inquiry guide</i></li> <li><i>SEHC Handbook</i></li> <li><i>SEHC EOTC guidelines</i></li> <li><i>SEHC Health Nutrition mapping 2015</i></li> <li><i>SEHC Health Consultation Report 2016</i></li> </ul>	<p>Pathway teams are developing professional trust through leading change and problem solving. Teams trialling leadership models.</p> <p><b>Change Team:</b> Charter is a living document that adapts showing achieved actions and next steps and reflection completed monthly, collected and collated 2016 Leavers data for baseline information.</p> <p><b>Health and PE Team:</b> Subjects taught in Health identified across SEHC. Two surveys; staff and community voice,</p>	<p>Pathway teams will prioritise work to further develop professional collaborations.</p> <p>The pathway teams that worked effectively together were the teams that had a distributed leadership style. Collaboration and ownership by curriculum pathway teams is critical to the success of the seamless curriculum pathway.</p>	<ul style="list-style-type: none"> <li>Further develop Collegiate Transition document.</li> <li>Complete literacy review</li> <li>Initiate mathematics review.</li> <li>Seamless pathway teams continue to complete their actions. Staff are understanding what collegiality is; working towards a shared goal with each person paying their part.</li> </ul> <p><b>Health and PE team:</b> create and trial a unit of work in</p>

<ul style="list-style-type: none"> <li>● <i>SEHC Leaving Data 2016</i></li> </ul>	<p>next steps identified and essence statement updated.</p> <p><b>e-Learning and Website</b> updated by SEHC team.</p> <p><b>Teaching as Inquiry Team:</b> Overarching document created.</p> <p><b>Literacy Team:</b> Literacy programme of each school's writing programme to be reviewed.</p> <p><b>ESOL team</b> completed PLD and sets pathway for Academic Vocab lists to be taught. Monthly collaboration meetings well established.</p> <p><b>Maths Team:</b> Math pathway for strand vocabulary being gathered, review continuing.</p> <p><b>Transition team:</b> Transition document started identifying transition activities within SEHC.</p>		<p>Health education aligned from y5-10.</p> <p><b>e-Learning and Website:</b> Establish a team to meet monthly to create 3 year plan for e-Learning.</p> <p><b>Teaching as Inquiry:</b> Incorporate PTC into Tal.</p> <p><b>Literacy Team:</b> Review writing programme.</p> <p><b>ESOL team:</b> Review academic vocab list initiative.</p> <p><b>Maths Team:</b> continue to review.</p> <p><b>Transition Team:</b> collect, collate and analyse retention and Leaving data for Māori students.</p>
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<p><b>Student Leadership Development</b></p> <ul style="list-style-type: none"> <li>● Explore Tuakana- teina opportunities through the collegiate.</li> <li>● Continue to initiate y1-8 WY project for students.</li> </ul>	<p>Sir Edmund Hillary Collegiate students display Tuakana- teina opportunities on campus and beyond.</p>	<p>Saw opportunities to develop different positive leadership models that focus on the concepts of Tuakana -teina and cultural responsiveness.</p>	<ul style="list-style-type: none"> <li>● Student Leadership initiatives placed on event calendar.</li> <li>● Leadership programme for Y5-13 implemented.</li> <li>● Investigate leadership programme for students across the collegiate.</li> </ul>
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<b>School Name:</b>	Sir Edmund Hillary Collegiate	<b>School Numbers:</b>	Junior: 1251, Middle: 1217, Senior: 0097
<b>Strategic Aim:</b>	<i>Create a seamless learning and transitional pathway to accelerate Sir Edmund Hillary student's achievements so that 85% of all school leavers graduate with a minimum of Level 2 NCEA by 2017.</i>		
<b>Annual Aim:</b>	<b>Goal 2:</b> Establish collegiate wide cohesive pedagogy.		
<b>Goals:</b>	<ul style="list-style-type: none"> <li>● Teaching as Inquiry programs accelerates achievement.</li> <li>● Teachers share good practice</li> <li>● Further strengthen relational practices that embed bi-culturalism</li> </ul>		
<b>Baseline Data:</b>	<p>Collegiate Hillary Heart (PB4L) Behaviour matrix based on shared values.</p> <p>Teaching as Inquiry practices embedded into appraisal process with varied schools practice.</p> <p>Angus MacFarland workshop- Educultural wheel.</p>		
<b>Planning for next year</b>	<ul style="list-style-type: none"> <li>● Establish Collegiate wide Tikanga Māori principles eg. Kotahitanga, Manaakitanga, Whanaungatanga.</li> <li>● Further develop and share examples of effective pedagogy particularly with a focus on Māori learners.</li> <li>● Investigate how schools across the collegiate are covering / implementing Practicing Teachers Criteria.</li> <li>● Continue to monitor student surveys and act on feedback when needed.</li> <li>● Use Teaching as Inquiry to empower students to be agents in their own learning.</li> <li>● Y1-6 signed up Tier 2 Restorative PLD.</li> <li>● Investigate ways in which teachers will develop critical thinking with students.</li> </ul>		

Actions	Outcomes	Reasons for the variance	Evaluation
<p><b>Relational practices that embed bi-culturalism:</b></p> <ul style="list-style-type: none"> <li>● Held Teacher only day with Angus MacFarland facilitating.</li> <li>● Schools reflect on how to implement educultural wheel within their practice.</li> <li>● Review how to include cultural context within teaching and learning programme.</li> </ul>	<p>Educultural wheel revisited, what it looks like, feels like, sounds like from the perspective of students within the classroom.</p> <p>Revisited planning formats to incorporate cultural context.</p>	<p>Teachers are growing an understanding of the importance of biculturalism which is reflected in their classroom environment and programs.</p>	<ul style="list-style-type: none"> <li>● Establish Collegiate wide Māori principles.</li> <li>● Further develop and share cultural context/ successes.</li> <li>● Investigate Practicing Teachers Criteria implementation across three schools.</li> </ul>
<p><b>Embed PB4L best practices with staff. Revisiting practice for duties</b></p> <ul style="list-style-type: none"> <li>● Revisited Year 1-13 Mana Potential PLD.</li> <li>● Year 9-13 Tier 2 Restorative professional learning initiated.</li> <li>● Student voice captured in surveys.</li> <li>● Continue to consolidate PB4L behaviour matrix.</li> </ul>	<p>Year 1-8 adopted the colour wheel to help students express their feelings.</p> <p>Year 9-13 completed PLD for Tier 2 restorative practices.</p> <p>Year 1-6 student voice showed we need to work on strategies for students learning to share feelings</p> <p>Year 7-8 student voice showed we need to work on how to build positive relationships.</p>	<p>Continuing to consolidate the PB4L Behaviour matrix across three schools has seen an increase in pupil engagement, and connectedness resulting in a more positive tone around our school.</p>	<ul style="list-style-type: none"> <li>● Continue to monitor student surveys and act on feedback when needed.</li> <li>● Increase student advocacy.</li> <li>● Undergo PLD Tier 2 Restorative PLD yr1-6.</li> <li>● Hold 4 collegiate mtgs on PB4L behaviour matrix.</li> </ul>
<p><b>Teaching as Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Established 12 pathway teams in</li> </ul>		<p>Teacher collaboration strengthening with the sharing of info in Pathway Teams. Teachers are aware of what</p>	<ul style="list-style-type: none"> <li>● Investigate ways in which teachers can develop critical thinking in class programmes.</li> </ul>

<p>Mathematics, ESOL, Literacy, Health and PE, Science, e-Learning and Website to share practices and look for opportunities for pathway development.</p>	<p>Completed SEHC Inquiry guiding document.</p> <p>Staff shared TAI document along with progress made within Pathway Teams.</p>	<p>is happening across the Collegiate. Each school uses their own format for gathering data information for Tal, they however are expected to collect that same evidence.</p>	<ul style="list-style-type: none"> <li>● Staff share good practice.</li> <li>● Continue to focus Tal on Māori students</li> </ul>
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<b>School Name:</b>	Sir Edmund Hillary Collegiate	<b>School Numbers:</b>	Junior: 1251, Middle: 1217, Senior: 0097
<b>Strategic Aim:</b>	Create a seamless learning and transitional pathway to accelerate Sir Edmund Hillary student's achievements so that 85% of all school leavers graduate with a minimum of Level 2 NCEA by 2017.		
<b>Annual Aim:</b>	<b>Goal 3:</b> Provide a seamless pathway that accelerates students learning.		
<b>Goals:</b>	<ul style="list-style-type: none"> <li>● Target Māori and other priority students below expectation to accelerate achievement.</li> <li>● Common assessment tools to be used across the collegiate.</li> <li>● Redesigned curriculum pathways for students focused on Health Education, Literacy, Mathematics.</li> <li>● Investigate and develop student profiles for Māori students.</li> <li>● Progressions created for Literacy for the collegiate.</li> <li>● Maths and Literacy Targets established.</li> <li>● Paul Nations Vocabulary set targets established.</li> <li>● Established and agreed to Te Reo Māori milestones.</li> <li>● Feedback on community Health and PE consultation.</li> </ul>		
<b>Baseline Data:</b>	<p>Decision-making and target selection based on 2015 results showing use of school wide data.</p> <p>JS focus on mathematical vocabulary in 2015 impacted on NS results, decision made to refocus on number.</p> <p>Māori Target for engagement and retention.</p> <p>Health and PE consultation results.</p> <p>National Standards, asTTle, NCEA achievement in literacy and Maths Data.</p> <p>Y1-8 Assessment Schedule revisited.</p>		

	Parent /student feedback from Home School Partnerships (HSP) and Parent Teacher Student Conferences (PST).
<b>Planning for next year:</b>	<ul style="list-style-type: none"> <li>● Use 2016 results to decide on 2017 targets; targeting priority learners in Literacy and Mathematics.</li> <li>● PLD Application for DMIC to be done in conjunction with Middle school; DMIC Y1-8.</li> <li>● Write up Collegiate structure that supports partnership with whanau.</li> <li>● Introduction of PAT Mathematics Year 4-8 will further identify knowledge, strategies and strand needs for teaching and learning programme.</li> <li>● Y7-10 curriculum unit alignment.</li> <li>● Continue to strengthen learning partnerships collegiate wide through parents, family and whanau groups.</li> </ul>

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for the variance</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>● Targeted students identified to accelerate achievement:</li> </ul> <p><b>SEHC Writing Targets:</b></p> <p><b>Year 3 and 4:</b> The 4 Māori and 26 Pasifika male students who are currently below the National Standard in Writing will make accelerated progress to be at or above.</p> <p><b>Year 8:</b> The 4 Māori and 13 Pasifika students who are currently 'below' the National Standard in Writing will make accelerated progress to be 'at' or</p>	<p><b>Mathematics Targets outcome:</b></p> <p>91% Yr 4 &amp; 6 Māori At &amp; Above</p> <p>81% Yr 4 &amp; 6 Pasifika At &amp; Above</p> <p>92% Yr 8 Māori At &amp; Above</p> <p>93 % Yr 8 Pacifica At &amp; Above</p> <p>36% Yr 9 At &amp; Above</p> <p>53% Yr 10 At &amp; Above</p>	<p>Due to the impact of TAI accelerated Maths progress is evident in Year 4-8 Target group.</p> <p>Accelerated Literacy progress is evident in Year 3-4 and Year 8 Target group due to the use of TAI. Explicit teaching of language features and vocabulary has also impacted on student progress in Literacy Year 3-8.</p>	<ul style="list-style-type: none"> <li>● Target priority learners (in particular Māori students) in Literacy and Mathematics to accelerate.</li> <li>● Scope and explore further opportunities to engage whanau in school.</li> <li>● Implement DMIC programme Y1-8.</li> </ul>

<p>'above' the standard by the end of 2016.</p> <p><b>Year 9-10:</b> That all Māori and Pasifika students working in NZC Level 3 will make accelerated progress to be at or above NZC Level 4 by the end of 2016</p> <p><b>Year 11:</b> That more than 85% of students achieve Literacy NCEA Level 1</p> <p><b>SEHC Mathematics Targets:</b></p> <p><b>Year 4 and 6:</b> The 11 Parent teacher student conferences and 31 Pasifika students who are currently below the National Standard in Mathematics will make accelerated progress to be at or above the standard by the end of 2016.</p> <p><b>Year 8:</b> The 8 Māori and 31 Pasifika Y8 students who are currently 'below' the standard in Mathematics will make accelerated progress to be 'at' or 'above' the standard by the end of 2016</p> <p><b>Year 9-10:</b> That all Māori and Pasifika students working in NZC Level 3 will make accelerated progress to be at or above NZC Level 4 by the end of 2016.</p>	<p><b>Literacy Targets outcome:</b></p> <p>75% Yr 3 and 4 Māori At &amp; Above</p> <p>89% Yr 3 and 4 At &amp; Above</p> <p>100% Yr 8 Māori At &amp; Above</p> <p>77% Yr 8 Pacifica At &amp; Above</p> <p>50.7 % Yr 9 At &amp; Above</p> <p>38% Yr 10 At &amp; Above</p> <p><b>Home and School partnership outcome:</b></p> <ul style="list-style-type: none"> <li>● Y1-6 -Goal Setting 2015 75% 2016 80%</li> <li>● Y7-8 - Parent Teacher 2015 72% 2016 74%</li> <li>● Y9-13 PTS conference</li> <li>● 201 45.5% 2016 50.6%</li> </ul> <p>Māori student achievement:</p> <p>NCEA Level 1 Merit endorsement</p> <p>NCEA Level 3 Merit endorsement</p>	<p>Although the targets were not achieved 100%, the progress made was very positive, explicit teaching of identified language and structural features has been key</p> <p>Student achievement has showed positive progress due to parent engagement. The key now is to engage whanau more to increase student engagement</p> <p>Results show our Level 1 and 2 Maori Learners were not given effective support needed to be successful</p>	<ul style="list-style-type: none"> <li>● Align curriculum units for y7-10.</li> <li>● Mentor every Māori student.</li> </ul>
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<p><b>Year 11:</b> That 85% of students achieve Numeracy NCEA Level 1</p>	<p>Level 1 and Level 2 Māori learners didn't do as well.</p>		
<p>Assessment practices that enables seamlessness:</p> <ul style="list-style-type: none"> <li>● Review of Collegiate assessment cycle. Testing cycle updated.</li> <li>● PAT Mathematics introduced through DMIC PLD with Year 5-8 classrooms.</li> <li>● Trial assessment tool PAT Maths</li> </ul>	<p><b>Preliminary NCEA Results: (participation based)</b></p> <ul style="list-style-type: none"> <li>● Level 1 Numeracy 89%</li> <li>● Level 1 Literacy 91%</li> <li>● Y1-8 Assessment schedule completed</li> <li>● Introduction of PAT Maths Testing tool for Y4-8</li> </ul>	<p>NCEA Level 1/2- (<i>Preliminary NCEA Participation based results</i>) Māori students did not do as well as expected:</p> <p>NCEA Level 1:61.1% Decile 1-3:70.9%</p> <p>NCEA Level 2:66.7% Decile 1-3:81.3%</p> <p>NCEA Level 3:85.7% Decile 1-3:71.3%</p>	<ul style="list-style-type: none"> <li>● Scope ways to streamline student data information</li> <li>● Investigate student portfolio options as they move through the collegiate</li> <li>● Tal targets and increases Māori students NCEA Level 1 rate</li> <li>●</li> </ul>

<b>School Name:</b>	Sir Edmund Hillary Collegiate School	<b>School Numbers:</b>	Junior: 1251, Middle: 1217, Senior: 0097
<b>Strategic Aim:</b>	Create a seamless learning and transitional pathway to accelerate Sir Edmund Hillary student's achievements so that 85% of all school leavers graduate with a minimum of Level 2 NCEA by 2017.		
<b>Annual Aim:</b>	<b>Goal 4:</b> Success for Māori learners as Māori.		
<b>Goals:</b>	<ul style="list-style-type: none"> <li>● Bi-culturalism focus when curriculum planning</li> <li>● Established authentic learning contexts for Māori akonga</li> <li>● Māori attendance, engagement and retention rates show positive increase</li> <li>● Reviewed Māori students leavers data</li> <li>● Developing cohesive and culturally responsive practices</li> <li>● Te Reo Māori is heard inside and outside the classroom.</li> </ul>		
<b>Baseline Data:</b>	<p><i>The board and Collegiate principals acknowledge the need to work together, and in partnership with Māori staff and whānau, to:</i></p> <ul style="list-style-type: none"> <li>● <i>Prioritise actions identified in the Collegiate Māori development plan, regularly discussing progress towards meeting these actions, and strategically resourcing them where required.</i></li> <li>● <i>Maintain ongoing consultation with whānau</i></li> <li>● <i>Collection of data on parent, whanau and families to ascertain their aspirations, desires and needs for their tamariki</i></li> <li>● <i>ERO report 24/06/2015</i></li> <li>● <i>Māori group selected for attendance monitoring: 2015 Y1-6 88% attendance, Y7-8 90% rate, Y9-13 78.3% rate</i></li> <li>● <i>Increase seeing and hearing of Te reo Māori at collegiate public occasions</i></li> </ul>		



<b>Planning for next year:</b>	<ul style="list-style-type: none"> <li>● Use 2016 Assessments to decide on 2017 targets. Revisit Māori Development Plan to identify next steps.</li> <li>● Continue trend towards more personalised communication with whanau.</li> <li>● Continue Tuakana -teina concepts with more senior students supporting their learning.</li> <li>● Strengthen Māori presence/mana incorporating this dimension throughout, team/leadership meetings developing further links across the Collegiate.</li> </ul>
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Actions	Outcomes	Reasons for the variance	Evaluation
<p><b>Home and School partnerships:</b></p> <ul style="list-style-type: none"> <li>● Monthly Collegiate hui with staff.</li> <li>● Cultural meetings with whanau of Māori students.</li> <li>● Bi Annual consultation meetings with Māori Whanau</li> <li>● Collected whanau voice on aspirations for their children and what success for Māori looks like.</li> <li>● Whanau agreement to second parent to be Māori Trustee on the board.</li> <li>● Year 1-8 organised whanau days</li> <li>● 94% return rate on Māori Medium survey in Yr 1-6.</li> </ul>	<p>Calendar for Māori Whanau meetings set.</p> <p>Consultation and feedback collected with Māori whanau on charter and achievement of Māori children.</p> <p>Māori whanau voice collected and collated.</p> <p>Māori development plan established based on feedback.</p> <p>Parent appointed to Board of Trustee.</p>	<p>Low attendance of Māori parents to whanau meetings. Look into Reasons for this could be parents information sheet not going out early enough to whanau. Children not passing newsletters to parents.</p> <p>Parents are busy and have responsibilities.</p>	<ul style="list-style-type: none"> <li>● Collect information from parents on preferred gathering times.</li> <li>● Revisit charter and whanau voice on aspirations for their children; what does success for Māori look like.</li> <li>● Renew initiatives of the Māori development.</li> <li>● Explore opportunities for Māori parents to engage in school opportunities i.e. Māori language week.</li> <li>● Teachers capture parents voice in more informal times like texting, when visiting or dropping off tamariki, ringing home</li> </ul>

<p>Bi-culturalism focus when planning:</p> <ul style="list-style-type: none"> <li>● Presentation to staff on Collegiate Tainui protocols.</li> <li>● Year 1-8 Collegiate haka taught.</li> <li>● Redesign library area to incorporate Māori themes.</li> <li>● Collaboration of Collegiate staff to incorporate tuakana- teina experiences.</li> </ul>	<p>Staff adopted the protocols e.g. Collegiate meetings start with karakia and waiata.</p> <p>Adopted Kaumatua for collegiate</p> <p>Collection of songs learnt by students and staff.</p> <p>Use Māori protocols for collegiate meetings</p> <p>Collegiate celebration of Te Reo Māori week</p> <p>Collegiate haka competition celebrated</p> <p>Māori waiata bank of songs collected and shared across collegiate</p>	<p>Prior to the agreed protocols there was a selection of processes, uniformity has seen students receiving same information</p>	<ul style="list-style-type: none"> <li>● Establish authentic learning contexts across all curriculum areas for Māori akonga.</li> <li>● Tikanga Māori principles collegiate wide across all curriculum areas.</li> </ul>
<p>Māori attendance, engagement and retention rates show positive increase</p> <ul style="list-style-type: none"> <li>● Māori students' attendance rate will accelerate to 90% or better by the end of the 2016.</li> <li>● Collegiate wide analysis each term tracking engagement data.</li> </ul>	<p><b>Māori Attendance 2016:</b></p> <ul style="list-style-type: none"> <li>● 87-89% Year 1-2</li> <li>● 91-93% Year 3-6</li> <li>● 91% Year 7-8</li> <li>● 78.3% Year 9-13</li> </ul> <p>Overall our collegiate Māori attendance rates continue to be higher than 2015 National Māori rates of 56.7%.</p>	<p>A large amount of work has been placed on getting students to school every day- this has been apparent especially in the y1-8 classes, further work and analysis has to take place to discover reasons for the drop in y9-13.</p>	<ul style="list-style-type: none"> <li>● Continue to monitor and report on Māori students attendance.</li> <li>● Collect, collate and analyse Māori school leavers information.</li> <li>● Continue to collect and collate exit information for reasons why students/ families leave.</li> </ul>

<ul style="list-style-type: none"> <li>● Collegiate attendance process is followed consistently e.g. Office letters home after 3 days.</li> </ul>	<p><b>Māori Student Numbers:</b></p> <ul style="list-style-type: none"> <li>● 2015 Y1-6 had 62 Māori students</li> <li>● 2016 Y1-6 had 69 Māori students</li> <li>● 2015 Y7-8 had 48 Māori students</li> <li>● 2016 Y7-8 had 52 Māori students</li> <li>● 2015 Y9-13 had Māori students</li> <li>● 2016 Y9-13 had.... Māori students</li> </ul> <p><b>Māori Writing National Standards</b>  2015 Years 1-8 NS for Māori 61.6%  2016 Years 1-6 68% (45/69 Māori)  2016 Years 7-8 88.4% (52 Māori)</p> <p><b>Māori Reading National Standards:</b>  2015 Years 1-8 NS for Māori 68.8%  2016 Years 1-6 68% (47/69 Māori)  2016 Years 7-8 86.5% (52 Māori)</p> <p><b>Māori Mathematics National Standards:</b>  2015 Years 1-8 NS for Māori 65.4%  2016 Years 1-6 63% (43/69 Māori)  2016 Years 7-8 84.8% (52 Māori)</p> <p><b>Māori students' results in NCEA</b>  <b>Level One:</b> 50 % pass rate  Decile 1-3 rate 56%  <b>Level Two:</b> 42.9% pass rate  Decile 1-3 rate 67%</p>	<p>It is clear from the data that Māori students that stay for NCEA do well so the key is to look deeper into the Leavers data to see what the cause for the drop out of Māori students.</p> <p>Engagement with parent could be the key also. The pathway team will need to investigate ways to engage Māori parents further to help encourage their children to be at school every day.</p>	<ul style="list-style-type: none"> <li>● Engage a committee of whanau to collect strategies to engage whanau.</li> <li>● Hold Māori whanau information meetings during the day.</li> <li>● Create a regular Newsletters for Māori parents</li> <li>● Investigate Māori student's academic celebration evening</li> <li>● Investigate Māori whanau sports day/celebration day</li> <li>● Establish a mentoring/ leadership programme for Māori students</li> <li>● Look at possibility for a Homework Centre for Māori students and whanau</li> <li>● Look into Māori classes for whanau and families after school</li> </ul>
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	<ul style="list-style-type: none"> <li>● Baseline data established for leaving students (see 2016 Leaving data).</li> </ul>		
<p>Te Reo Māori is heard inside and outside the classroom.</p> <ul style="list-style-type: none"> <li>● Māori Team meeting to share and identify and strengthen Te Reo Māori seamless pathway.</li> <li>● Collegiate kapa haka group practices and performances at events e.g. <i>DMIC PLD for South Auckland</i>. Establish and practice Collegiate wide Tikanga Māori protocols</li> <li>● Celebrate Māori student's academic success in Whanau Hui time</li> <li>● Collegiate staff attending a range of Te Reo and tikanga courses e.g. Collegiate Angus Mac Farland: <i>Culturally Responsive Learning</i>. Te Wananga o Aotearoa Te Reo and tikanga.</li> </ul>	<ul style="list-style-type: none"> <li>● Māori pathway team meet regularly</li> <li>● Te Reo Māori programme investigated for y1-8</li> <li>● Collegiate Tikanga shared with all staff</li> <li>● Māori student's academic achievement acknowledged y7-13</li> <li>● PLD with Angus Mcfarland completed and staff identified implementing educultural wheel</li> </ul>	<p>Further work needs to be undertaken to change teacher pedagogical practice when teaching culturally competencies for Māori students</p>	<ul style="list-style-type: none"> <li>● Collegiate Māori team to revisit Te Reo and tikanga pathways. Best practices to continue e.g. Collegiate kapahaka group. Completion of Māori student learning profiles to be done by Māori team.</li> <li>● Create Collegiate calendar on cultural events to target transition points and buddy up classes e.g. Year 6-7, Year 8-9 classes.</li> <li>● Collegiate Haka learnt by all students</li> <li>● Establish a Whanau Hui Newsletter identifying success.</li> <li>● Establish a permanent Tutor for Māori Collegiate Kapa Haka Group</li> <li>● Create collegiate understanding for collegiate edu-cultural wheel</li> <li>● Implement Te Reo Māori class/lessons in Y1-8</li> </ul>