LYNFIELD COMMUNITY OF SCHOOLS

Shared Achievement Challenge Plan

The recent government census showed the suburb of Lynfield is one of the most diverse and multicultural in New Zealand. Our schools are representative of that and each of the schools in the community has a huge cultural mix with many of our students been new immigrants to New Zealand. It is not uncommon for the larger schools in our community to have up to 30 different languages spoken by our students. We see this diversity as a huge strength and something to embrace and celebrate. This does come with challenges though and we have a number of students in our community who receive Ministry of Education funding for ESOL programmes.

In Pre European times the area was known by the Maori as Tamaki. The area was very fertile and contained a network of waterways the main one being the whau which acted as a portage between the Manakau and Waitemata harbours. For centuries different groups flourished, cohabitated and displaced each other in turn. The six iwi in the wider Tāmaki (Auckland) region were the Ngāti Pāoa on Waiheke Island; Ngāi Tai at Maraetai; Ngāti Whātua at Ōrākei; Te Wai-o-Hua/Ngā Oho at Māngere; Ngāti Te Ata at Manukau; and Te Kawerau-a-Maki in the Waitākere Ranges.

The earliest European known to have trekked through, and followed the coastline of the Manukau Harbour in an effort to find if there was a waterway connecting the two harbours, was the Samuel Marsden in 1820.

The first Europeans to arrive in the Auckland area were missionaries followed by settlers. In the 1860s due to the Land Wars in the Taranaki, the settlers saw the need to build a series of forts along the Manakau coastline with one being built in Blockhouse Bay, hence the origin of the name.

The earliest industry in the area, in 1884, was the Gittos Tannery on Portage Road. The early 1900s saw other industries such as poultry, orchards, potteries, strawberries, flowers,loganberries and small farm holdings. Marshall Laing School today is situated on an old strawberry farm.

The area was a popular holiday resort in the 1920s for Aucklanders, with families making the journey over rough roads to spend the summer at the various beaches along the coastline.

Historically ,as far as schooling goes, the area was mainly European/ Pakeha with subsequent changes to the student population mirroring Auckland immigration patterns. In the 1970s and 1980s, the schools in the community saw a significant growth in the numbers of Pasifika students on their roll. This has changed in the 2000s and 2010s with an influx of Asian migrants mainly from China and India settling in the area, attracted by the moderate house prices and rent and well regarded schools.

Apart from Blockhouse Bay Primary which was founded in 1923 the majority of our schools were established in the 1960s during the baby boom years and Auckland's urban expansion moving west and south. The current primary school's rolls vary from mid 200s at Glenavon and Chaucer to 500-600 students at Halsey Drive, Marshall Laing School and Blockhouse Bay Primary. The two intermediate schools have 400 (Waikowhai Intermediate) and 850 (Blockhouse Bay Intermediate) students respectively and the largest school is Lynfield College which has 1890 students on its roll. The varying size of the schools in the community is a challenge and has to be factored into planning and implementation.

LYNFIELD COMMUNITY OF SCHOOLS
Our Community – a history of collaboration

Our community of schools has a history of successful collaboration over the last 15 years through working on various Ministry of Education (MOE) contracts and projects. This began in the early 2000s when several of the schools in the cluster were on a MOE I.T contract which led to collaboration in the area of digital learning and technologies. This was followed by an Extending High Standards Across Schools (EHSAS) initiative in 2007 which involved Lynfield College, Marshall Laing, Chaucer, Blockhouse Bay Primary and Blockhouse Bay Intermediate sharing and growing best practice in the key learning areas of literacy and numeracy. This collaboration continued in 2013 with the establishment of a Learning Change Network (LCN) involving four schools (Lynfield College, Marshall Laing, Chaucer, Blockhouse Bay Intermediate) with focus being on improving writing outcomes for our priority learners.

We believe our community is well placed to build on the previous successes of collaboration to drive improved student outcomes.

LYNFIELD COMMUNITY OF SCHOOLS
Learning Pathways

There are 24 kindergartens and Early Childhood Centres in our approximate area of Community of Schools. Participation in Early Childhood Education is high at 97.2% in 2014 and 97% in 2015. The vast majority of the Year 1 students in our community come from these ECCs. There still however is a wide variance in how well these students are prepared for school.

The five primary schools in our community contribute to two intermediate schools. Blockhouse Bay Intermediate receives most (60%) of its Year 7s students from the five primary schools. Waikowhai Intermediate receives approximately only a third of its Year 7s from the community's five primary schools but 60% of their leaving Year 8 students go to Lynfield College. Blockhouse Bay Intermediate contributes heavily to the Lynfield Year 9 intake with approximately 200 students every year going to the College.

Beyond our learning pathway sees 75.6% of Lynfield school leavers participate in tertiary education before the age of 19.

LYNFIELD COMMUNITY OF SCHOOLS
Student engagement

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

As mentioned previously participation in ECC is high at around the 97% mark for 2015. Our students have high attendance figures with between 90% and 95% attendance on most days. In 2013 unjustified absences on any given day are around 3.5% compared with 6% justified absences per day. Maori absence statistics are higher with 8% justified absences and 6% unjustified absences per day. Pasifika data is also higher for unjustified absences per day- 6% compared with 2% per Asian and 3% per European.

From 2013 data, suspensions in our 8 schools are low at 3.1 suspensions per 1,000 students whilst standdowns are at 17.8 per 1,000 students. The majority of these standdowns were for disobedience and physical assault.

At secondary school in 2013, our retention rates are high with 87% of our students staying at school until their 17 birthday. Maori and Pasifika were lower though- Pasifika at 81% and Maori considerably lower at 64%.

Based on 2013 data 75.6% of our school leavers participated in tertiary education before the age of 19.

LYNFIELD COMMUNITY OF SCHOOLS
Maori student achievement

245 Maori students were included in the 2014 National Standard data from Years 1-8. At Lynfield College there were 143 Maori students giving us a total of 388 Maori students in our Community of Schools. Whilst our local iwi is Ngati Whatua, our Maori students come from a range of iwi with Tainui and Ngapuhi also being prominent.

All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapu and whanau. A key factor in meeting the shared achievement challenges will be deepening our connection and engagement with our Maori families and students. Maori must achieve as Maori. The 2013-2017 Ka Hikitia document will guide and inform our community's strategy for accelerating Maori student achievement.

Based on 2014 Writing National Standard data 56% of our Year 1-8 Maori students were At or Above the standard for writing. This is compared to 68.3% for all students. The gap in mathematics is greater with 60.8% of Maori students At or Above the national standard compared with 75.5% for all students. An

outcome of Our Community of Schools four year project would be for this gap to close for our priority learners

At NCEA level 2, 2014 data shows that Maori student achievement was at 72% compared with 87.9% for all students. Lynfield Colleges 87.9% NCEA level 2 attainment compares well with the national figure of 77.1% but closing the gap for our Maori students' compared to their peers needs to be a focus of our Community of Schools project.

LYNFIELD COMMUNITY OF SCHOOLS
Pasifika student achievement

554 Pasifika students were included in the 2014 National Standard data from Years 1-8. At Lynfield College there were 232 Pasifika students giving us a total of 786 Pasifika students in our Community of Schools. Breaking down our Pasifika population reveals that Samoan is the biggest Pasifika group in most of our schools with Tongan or Nuiean being the second biggest groups. Most of the schools in our cluster hover around 4-12% Pasifika students with the exceptions being Glenavon at around 60% Pasifika students, Chaucer at 30% and Waikowhai Intermediate at 23% approximately.

Based on 2014 writing National Standard data 61% of our Year 1-8 Pasifika students were At or Above the standard for writing. This is compared to 68.3% for all students. In mathematics 63% of Pasifika students were At or Above the National Standard compared with 75.5% for all students.

At NCEA level 2, 2014 data shows that Pasifika student achievement was at 83.3% compared with 87.9% for all students.

Pasifika student achievement will be a focus of the Community of Schools. The Pasifika Education Plan (PEP) provides an excellent starting point for raising Pasifika achievement and this will help inform our actions.

LYNFIELD COMMUNITY OF SCHOOLS
Student Agency

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) provides us with an excellent summary which will act as a guide to the role that student agency will take in meeting our shared achievement challenges.

> Sustained higher achievement is possible when teachers use pedagogical approaches that enable students to take charge of their own learning. Such approaches do not leave the students 'to discover' in an unstructured environment. Rather, they are highly structured in supporting student

agency and sustained and thoughtful engagement. For example, they foster students' abilities to define their own learning goals, ask questions, anticipate the structure of curriculum experiences, use metacognitive strategies when engaging with curriculum, and self-monitor. Pedagogies that emphasise, embed and enable metacognitive strategy-use throughout curriculum engagement for class groupings, are associated with much higher achievement and enable marked improvements for low achievers.

LYNFIELD COMMUNITY OF SCHOOLS
Parent/ whanau engagement and partnerships

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) will help guide our Communities approach to parent/whanau engagement. From the Executive summary these points are pertinent to the way we plan to operate in engaging parent/ whanau involvement to enhance student achievement outcomes

- Quality teaching effects are maximised when supported by effective school-home partnership practices focused on student learning. School-home partnerships that have shown the most positive impacts on student outcomes have student learning as their focus.
- When educators enable quality alignments in practices between teachers and parent/caregivers to support learning and skill development then student achievement can be optimised.
- Teachers can take agency in encouraging, scaffolding and enabling student-parent/caregiver dialogue around school learning.
- Quality homework can have particularly positive impacts on student learning. The effectiveness of the homework is particularly dependent upon the teacher's ability to construct, resource, scaffold and provide feedback upon appropriate homework tasks that support in-class learning for diverse students and do not unnecessarily fatigue and frustrate students.

Additional Information and notes
- National Standards Year 1-6 targets set for 2017 excludes 2014 Year 7 and 8 students because they will not be part of that cohort in that year. Those students are in another set of targets based on Year 9 and 10 curriculum levels
- Although there are 1,172 Year 7-8 students at the two contributing intermediate schools in 2014 not all these students go to Lynfield College. Some of these students go to Green Bay, Avondale and Mount Roskill. Also the year 9 and 10 intake at Lynfield also includes students that did not attend our two intermediate schools. Because of these variations the targets set for the Year 9 and 10 students are based on the average Lynfield intake of 720 students with the target of 85% meeting the curriculum level
- ELLs have been identified as learners in the schools who receive ESOL funding from the Ministry of Education in 2014. Each school will track these students individually through NSN numbers as they move through the year levels and subsequently drop off the ESOL funding.

LYNFIELD COMMUNITY OF SCHOOLS
SHARED ACHIEVEMENT CHALLENGES

Data is based on 2014 National Standards and NCEA data

Writing
Historical position

- In **Years 1-6** at the end of 2014, **1,409 or 73.5%** of our **1,915** students were At or Above the National Standard for writing.
- In **Years 7-8** at the end of 2014, **699 or 59.6%** of our **1,172** students were At or Above the National Standard for writing.
- In **Years 1-6** at the end of 2014, **88 or 62.9%** of our **140 Maori** students were At or Above the National Standard for writing.
- In **Years 1-6** at the end of 2014, **236 or 69.6%** of our **339 Pasifika** students were At or Above the National Standard for writing.
- In **Years 1-6** at the end of 2014, **673 or 67.7%** of our **994 Male** students were At or Above the National Standard for writing.
- In **Years 1-6** at the end of 2014, **123 or 35%** of our **351 ELL** students were below the National Standard for Writing
- In **Years 7-8** at the end of 2014, **51 or 48.6%** of our **105 Maori** students were At or Above the National Standard for writing.
- In **Years 7-8** at the end of 2014, **99 or 46%** of our **215 Pasifika** students were At or Above the National Standard for writing.
- In **Years 7-8** at the end of 2014, **294 or 49%** of our **600 Male** students were At or Above the National Standard for writing.

Writing Target 1	Year	At/ Above (number)	Percentage
By the end of 2017 we will have moved at least 220 of our writing targeted learners from Below the National Standard to At or Above	2014	1,409 out of 1,915	73.5% At or Above
	2017	**1,629 out of 1,915 Year 1-8 students.** This includes 85% for our priority learners being: - 119 of 140 Maori students - 288 of 339 Pasifika students - 844 of 994 Male students	85% At or Above For writing

Writing Target 2	Year	At/ Above (number)	Percentage
By the end of 2017 we will have 612 of our Year 9 and 10 writing targeted learners at expected curriculum level for writing	2014	699 out of 1,172 Year 7-8 students	59.6% At or Above
	2017	**612 of the 720 (approximate) Year 9 and 10 students** will be at or above the curriculum level for writing. This includes 85% for our priority learners being: - 89 of 105 Maori students - 183 of 215 Pasifika students - 510 of 600 Male students	**85%** At or Above the expected curriculum level for writing

Writing Target 3	Year	At/ Above (number)	Percentage
By the end of 2017 we will have moved at least 70 of our ELL writing targeted learners from Below the National Standard to At or Above	2014	228 out of 351 Year 1-6 ELL students	65% At or Above
	2017	298 out of 351 Year 1-8 students	**75% At or Above For writing**

LYNFIELD COMMUNITY OF SCHOOLS
SHARED ACHIEVEMENT CHALLENGES

Data is based on 2014 National Standards and NCEA data

Mathematics

Historical position

- In **Years 1-6** at the end of 2014, **1,536 or 80.2%** of our **1,915** students were At or Above the National Standard for mathematics.
- In **Years 7-8** at the end of 2014, **795 or 67.9%** of our **1,171** students were At or Above the National Standard for mathematics.
- In **Years 1-6** at the end of 2014, **97 or 69.3%** of our **140 Maori** students were At or Above the National Standard for mathematics.
- In **Years 1-6** at the end of 2014, **258 or 76.1%** of our **339 Pasifika** students were At or Above the National Standard for mathematics.
- In **Years 7-8** at the end of 2014, **52 or 54.3%** of our **105 Maori** students were At or Above the National Standard for mathematics.
- In **Years 7-8** at the end of 2014, **91 or 42.3%** of our **215 Pasifika** students were At or Above the National Standard for mathematics.

Mathematics Target 1	Year	At/ Above (number)	Percentage
By the end of 2017 we will have moved at least 189 of our mathematics targeted learners from Below the National Standard to At or Above	2014	1,536 out of 1,915	80.2% At or Above
	2017	**1,723 out of 1,915 Year 1-8 students.** This includes 90% for our priority learners being: - 126 of 140 Maori students - 305 of 339 Pasifika students	90% At or Above For mathematics

Mathematics Target 2	Year	At/ Above (number)	Percentage
By the end of 2017 we will have 612 of our Year 9 and 10 mathematics targeted learners at the expected curriculum level for mathematics	2014	795 out of 1,171 Year 7-8 students	67.9% At or Above
	2017	**612 of the 720 (approximate) Year 9 and 10 students** will be at or above the curriculum level for mathematics. This includes 85% for our priority learners being: - 89 of 105 Maori students - 183 of 215 Pasifika students	**85%** At or Above the expected curriculum level for mathematics

LYNFIELD COMMUNITY OF SCHOOLS
SHARED ACHIEVEMENT CHALLENGE

Data is based on 2014 data

NCEA Level 2

Historical position

At the end of 2014, 342 or 87.9% of our 389 students achieved NCEA Level 2.

At the end of 2014 18 or 72% of 25 Maori students achieved NCEA Level 2

Target

By the end of 2017, we intend to have 90% of our students achieve NCEA Level 2 or above. This is an increase of approximately 25 students.

	Year	NCEA level 2 (number)	Percentage
By the end of 2017 approximately 25 more students will have achieved NCEA level 2	**2014**	342 out of 389	87.9%
	2017	367 out of 389 This includes 85% for our priority learners being: - 22 of 25 Maori students approximately	**90% achieve NCEA Level 2 and above**

University Entrance and Vocational Pathways Awards

Historical position

At the end of 2014, 195 or 56% of the 348 students in Year 13 gained a University Entrance Award (UE).

122 or 35% of the 348 students in Year 13 gained a Vocational Pathways Award (VP)

3 students (0.9%) achieved both University Entrance Award and a Vocational Pathways Award

34 students or 10% gained neither University Entrance nor a Vocational Pathways Award.

Target

By the end of 2017, we intend to have:

1. increased the number of Year 13 students gaining University Entrance by 30 students (65% gain UE)
2. increased the number of students leave with a NZQA qualification of either University Entrance or a Vocational Pathways Award by 16 (95% leave with a Level 3 NZQA qualification)

	Year	Year 13 achievement	Percentage
By the end of 2017, 30 more students will have gained UE	**2014**	195 gained UE	56%
	2017	225 will gain UE	65%
By the end of 2017, 16 more students will have achieved UE and/or a VP award	**2014**	314 with UE or VP	90%
	2017	330 with UE or VP	**95%**

Our community intends to use Helen Timperley's 2008 framework of Teacher Inquiry and Knowledge-Building Cycle to promote valued student outcomes in our cluster of schools.

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes

Dimension 1: What knowledge and skills do our students need?

Dimension 2: What knowledge and skills do we as teachers need?

Dimension 3: Deepen professional knowledge and refine skills

Dimension 4: Engage students in new learning experiences

Dimension 5: What has been the impact of our changed actions?

(Timperley et al., 2008)
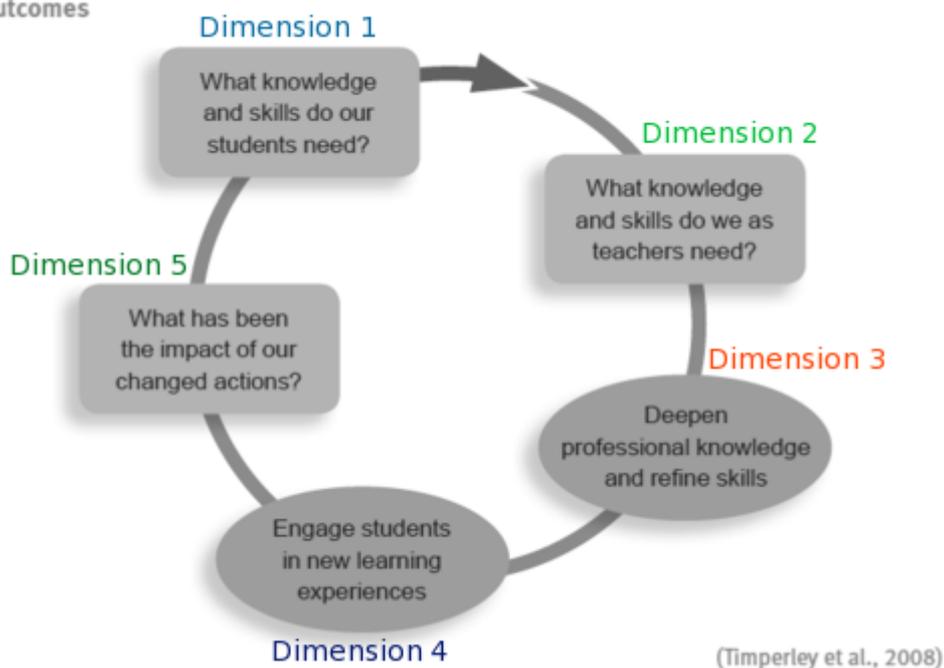
Dimension 1 – Student Learning Needs

The cycle begins by identifying goals for student learning. What knowledge and skills do students need to close the gaps between what they know and can do currently, and what they need to know and do to satisfy the requirements of the curriculum, the National Standards and/or other outcomes valued by the community in which they live and learn?

Driving questions

- What can students do and what do students know already?
- What sources of evidence have been used? What other sources of evidence could be used?
- What do students need to learn?
- How do we build on what they know?

Possible Sources of Evidence

- Overall teacher judgement using National standards

- NCEA data
- Attitudes to School Survey - Student Engagement
- Diagnostic Assessments eg AsTTLe
- Samples of student work
- Learning conversations / interviews with students
- Learning conversations / interviews with parents

Principles / Guidelines for Using this Evidence

- Evidence is used to identify student needs
- The evidence is fit for purpose - does the evidence fit the purpose of the inquiry?
- Opportunities to unpack and understand the evidence
- Students are involved in identifying, collecting and interpreting evidence
- Evidence is examined for both students' strengths and students' needs

Dimension 2 – Teacher Learning Needs

The second dimension of the cycle identifies goals for teacher learning. What do teachers need to learn and do to improve the learning of their students, be more effective in the areas of student need identified in Dimension 1, and close the gap between where students are and where they need to be?

Driving questions

- How have we contributed to existing student outcomes?
- What do we already know that we can use to promote valued outcomes?
- What do we need to learn to promote valued outcomes?
- What sources of evidence / knowledge can we utilise?

Possible Sources of Evidence

- Observations of classroom practice using agreed elements of effective student learning
- Simultaneous examination of student and teacher data: How has our practice contributed to existing student outcomes?
- Examination of teacher feedback to students
- Examination of student feedback to teachers
- Self-ratings of classroom practice regarding elements of effective student learning
- Coaching conversations
- Survey data, e.g. Staff Opinion Survey
- Samples of student work

Principles / Guidelines for Using this Evidence

- Teachers are involved in identifying what evidence to collect and why

- The evidence is fit for purpose
- Teachers are involved in interpreting the evidence
- Evidence about teaching is connected to student profiles of learning and engagement
- Teachers develop possible explanations about what might be causing what
- Checking of student learning using Time 1 - Time 2 data after engagement of students in powerful learning experiences

Dimension 3– Deepening of Professional Knowledge

In this dimension of the cycle three sources of evidence are brought together: evidence of student learning needs, evidence of teacher learning needs and the research evidence of what is most likely to meet those needs.

Driving questions

- What effective teaching practices are most likely to address the learning needs of my/our students and why?
- What approaches to professional learning will most effectively build teacher knowledge and skills in relation to valued student outcomes?
- How do we ensure deep knowledge of effective learning strategies?

Possible Sources of Evidence

- Student learning needs (from Dimension 1)
- Teacher learning needs (from Dimension 2)
- Teachers' knowledge of students and how they learn
- Staff Opinion Surveys
- Research evidence about what is most likely to meet identified learning needs (student and teacher)
- Research evidence on teacher professional learning

Principles / Guidelines for Using this Evidence

- The process of inquiry is professional learning in itself, as well as deepening professional knowledge about specific teaching strategies in this dimension
- Linking theory and practice, i.e. practitioner knowledge of strategies is combined with theoretical knowledge about why, when and where those such strategies are relevant, useful and most effective
- Alignment between content of professional learning and a variety of professional learning activities
- Sequenced professional learning
- Understandings are discussed and negotiated in the context of opportunities for practice
- Student perspective is maintained

Dimension 4– Changes in classroom practice

Changes in teachers' beliefs and knowledge through professional learning and development must result in changes to teaching practices; in Dimension 4, teachers apply the professional learning from Dimension 3 taking time to see if and how well students respond to changes in practice.

Driving questions

- How well am I implementing the (new) teaching and learning practices?
- Are the students responding to the changes in my practice?
- What do I need to learn to do next?

Possible Sources of Evidence

- How students respond to new practices (can use student feedback)
- Research base for criteria for effective practice
- Specifics of practice that would count as evidence of the criteria
- Extent to which the specifics are evident in the teacher's practice
- Teacher reflections

Principles / Guidelines for Using this Evidence

- Teaching practices from Dimension 3 make the link between theory and practice; Dimension 4 is an opportunity to put theory into practice
- Professional learning from Dimension 3 is responsive to student needs and implemented properly
- Sufficient time is allowed for learning, practising new strategies, experimentation and risk taking; teachers need time to see if and how well students are responding to changes in practice
- Evidence from practice is used to identify further professional learning needs - to what extent has engaging students in new learning experiences in Dimension 4 achieved the teacher learning goal identified in Dimension 2?

Dimension 5– Evaluating Impact on Student Learning

At the end of the cycle, teachers assess the impact of changed actions. They determine how effective the professional learning and actions taken have been in promoting students' learning and wellbeing.

Driving questions

- To what extent have we met our goals and targets for student learning?
- Where can we make further improvement?
- What areas do we still need to focus on?

Possible Sources of Evidence

- Formal and informal evidence of student learning and wellbeing from Dimension 1
- Evidence that relates to possible explanation of impacts
- Evidence of unintended impacts (positive and/or negative)

Principles / Guidelines for Using this Evidence

- Deep understanding of the impact of our activities - has it been worth all the effort?
- The next cycle of professional learning can be identified - do we need to go deeper?
- Professional learning meets teachers' need to know rather than someone else's desire to tell
- Learning at this depth is difficult and requires multiple opportunities to do so; it typically takes one or two years to make a difference to student outcomes
- Links are made between Dimension 1 & 5 to determine impact, in order to answer the question, 'How effective has what we have learned and done been in promoting our students' learning and wellbeing?'

## Building a Culture of Inquiry (Timperely et al., 2008)

Evidence-informed inquiry depends on evidence-informed conversations. Such conversations integrate the evidence from students, teaching practice and research or other sources. Evidence-informed conversations are based on:

- **Relationships of Respect and Challenge** – Teachers and leaders challenging and supporting each other to improve teaching and learning

- **Inquiry Habit of Mind** – Teachers and leaders approach professional learning with an open and questioning mindset to build deep knowledge and seek possible answers
- **Using Relevant Evidence** – Evidence informs teaching and learning, rather than used to judge the capability of individual students (or teachers) for sorting, labelling and credentialing
- **Accessing Expert Knowledge** – Evidence-informed conversations build on what is already known to be effective

Conditions for Inquiry (Timperely et al., 2008)
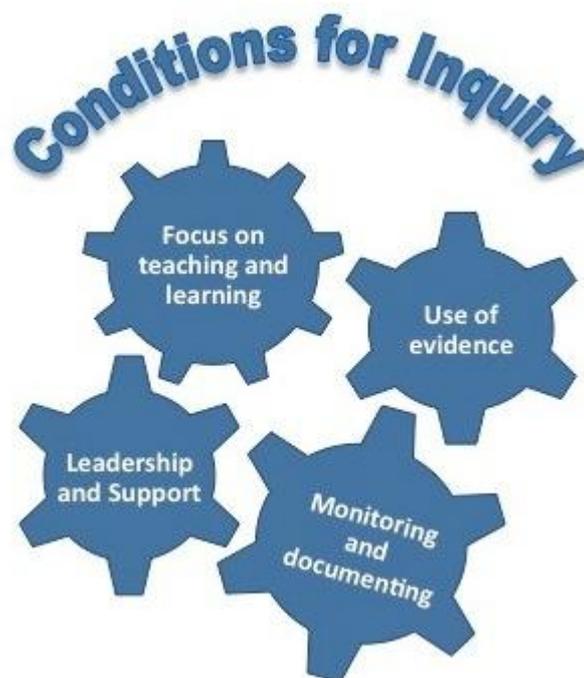
Professional learning in an inquiry cycle requires:

- **Focus on teaching and learning** – Community of schools members come to meetings with an expectation to learn and carry that learning through to the classroom to improve student learning
- **Use of evidence** – needed for each dimension of inquiry. Evidence should be fit for purpose and can be in a variety of forms and students can be involved in identifying, collecting and interpreting evidence
- **Leadership and Support** – provides direction and optimum conditions (time, resources, organisational arrangements and communication) for professional learning so that teams and individual teachers can learn
- **Monitoring and documenting** – gathering evidence along the way to evaluate impact on student learning and record inquiry processes used

Shared Achievement Challenge 1- Writing

Dimension 1- Student learning needs
Questions to drive our thinking and actions
What can students do and what do students know already?
What sources of evidence have been used? What other sources of evidence could be used?
What do students need to learn?
How can parents/whanau help them?
How do we build on what they know?

Possible activities to raise student achievement in writing
1.1 Review of what our students can do and what they know already using multiple sources of evidence
1.2 Meeting with students to ascertain views and attitudes towards writing
1.3 Meeting with parent/ whanau groups to establish their perspectives and roles in their child's writing challenges

Dimension 2- Teacher learning needs
Questions to drive our thinking and actions
How have we contributed to existing student outcomes?
What do we already know that we can use to promote valued outcomes?
What do we need to learn to promote valued outcomes?
What sources of evidence / knowledge can we utilise?

Possible activities to raise student achievement in writing
1.4 Meeting with teachers to understand how writing is taught presently in classrooms where the identified priority learners write
1.5 Review of what is already working and what we can build on
1.6 Develop a clear understanding with students, teachers, parents and whanau about what do students need to learn and why

Dimension 3- Deepening of Professional Knowledge
Questions to drive our thinking and actions
What effective teaching practices are most likely to address the learning needs of my/our students and why?
What approaches to professional learning will most effectively build teacher knowledge and skills in relation to valued student outcomes?
How do we ensure deep knowledge of effective learning strategies?

Possible activities to raise student achievement in writing
1.7 Using BES and other research evidence identify 'effective practice' for the teaching of writing with staff from each school, and in-school leaders to share this information with the community

1.8 Develop a clear understanding with students, teachers, parents and whanau about what do students need to learn and why

1.9 Meet as a community to agree upon the best possible practice for the teaching of writing

1.10 Expectations are shared with our community

1.11 Leaders and teachers in each school develop an 'action plan' for the implementation of new strategies for the teaching of writing with our priority/ targeted learners (and beyond)

1.12 Peer review and critique of each other's action plans – modifications made if necessary

Dimension 4- Changes in class practice

Questions to drive our thinking and actions

How well am I implementing the (new) teaching and learning practices?
Are the students responding to the changes in my practice?
What do I need to learn to do next?

Possible activities to raise student achievement in writing

1.13 Implementation of action plan

1.14 'Across school' observation programme to be established with across school staff to co-ordinate providing exemplar 'models' for exemplary teaching practice in writing.

Dimension 5- Evaluating impact on student learning

Questions to drive our thinking and actions

To what extent have we met our goals and targets for student learning?
Where can we make further improvement?
What areas do we still need to focus on?

Possible activities to raise student achievement in writing

1.15 Analysis of variance of goals and targets set

1.16 Review of what still needs further improvement

1.17 Celebration of successes

1.18 Setting of new goals and targets for next stage

LYNFIELD COMMUNITY OF SCHOOLS
Code of conduct

- All participants will be respectful of each other's views and opinions.
- Teachers and leaders will approach professional learning with an open and questioning mind set to build deep knowledge and seek possible solutions
- Relationships will be built on of respect and challenge – teachers and leaders will challenge and support each other to improve teaching and learning
- All participants will value new learning and critique and treat shared information in a professional manner
- In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences the issue will be taken to the principal's leadership group to process a way forward.
- All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.
- 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.
- Participants in the Community of Schools acknowledge and support Maori as our bi cultural partners as written in the Treaty of Waitangi

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All contributing Community of Schools are signatories to the Memorandum of Agreement. (See Appendix A)

LYNFIELD COMMUNITY OF SCHOOLS
Our structure

Parents and whanau	Priority Learners	All Learners	Targeted Learners

Lead Principal

Across Schools Teacher 1	Across Schools Teacher 2	Across Schools Teacher 3	Across Schools Teacher 4	Across Schools Teacher 5	Across Schools Teacher 6

Lynfield Within School teachers	Wai Int Within School teachers	BBI Within School teachers	BHB Within School teachers	MLPS Within School teachers	Halsey Drive Within School teachers	Glenavon Within School teachers	Chaucer Within School teachers

Staff involvement in shared achievement challenge through the inquiry process

Parents and whanau	Priority Learners	All Learners	Targeted Learners

Appendix A

LYNFIELD COMMUNITY OF SCHOOLS
Memorandum of Agreement

Parties to the agreement

The following schools:

Lynfield College

Blockhouse Bay Intermediate School

Waikowhai Intermediate School

Blockhouse Bay Primary School

Chaucer School

Glenavon School

Halsey Drive Primary School

Marshall Laing Primary School

are party to this agreement and form a Community of Schools under the title of 'Lynfield Community of Schools'.

Agreement Purpose

UNDERTAKING TO WORK AS A COMMUNITY OF SCHOOLS

The Boards of Trustees and principals of the schools identified above undertake to work collaboratively as a Community of Schools to raise student achievement.

Agreement Timeframe

TERM OF AGREEMENT:

This Agreement is for a period of four years commencing from the 15th October 2015.

AGREEMENT REVIEW: Two years prior to the end of this term, the schools in the Community of Schools will formally review whether to continue with its current composition.

Shared Achievement Challenges Plan

See separate sheet for detailed shared achievement challenges plan

How we will work together

We have identified shared achievement challenges that are relevant to the needs of the students within our schools

We have collaboratively developed a shared achievement challenges plan (the plan) to address these shared achievement challenges in order to achieve the valued outcome we seek. This plan is attached.

We will utilise and manage the dedicated resources provided (the Community of Schools leadership and teacher roles and associated Inquiry Time) to best implement the plan

We will involve parents, students, families whānau and communities in implementing the plan

Individual Boards will reference the Community of Schools plan within their own individual schools' Charters along with the goals/objectives related to the needs of their own students

We will implement systems for monitoring, reviewing and adapting the plan as necessary

We will establish and operate an operational structure to manage the processes to implement the plan. An outline of the operational structure is attached in the Shared achievement challenges plan.

Variations to the Achievement Plan

If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- the challenges being addressed
- the approaches used to address them
- changes to milestone/review dates

Substantial changes will necessitate our Community of Schools to agree to the amended plan.

Privacy

The Community of Schools Privacy Protocol (as set out in appendix 1 of the Community of Schools Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Schools. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students', parents, families, and whānau. The privacy protocol is attached as an appendix.

Variations

A. We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

a) Change to the composition of this Community of Schools:

i) **Joining**: Where a kura/school is to join our Community of Schools, the Ministry of Education is to be informed of this prior to the change taking effect.

ii) **Withdrawing**: Where any Board elects to leave our Community of Schools, they will provide notice no later than the end of term 2 to our Community of Schools and the Ministry of Education. The withdrawal will take effect from the start of the following school year.

> *(1) This does not preclude a withdrawing kura/school from participating in another Community of Schools without resourcing during this period of notice.*

b) We acknowledge that our agreement to clauses A a)i and ii have resourcing and employment relations implications for the schools in our Community of Schools. Particularly:

i) where one of the roles is employed by a departing school.
ii) where the departing school is critical to the maintenance of the student pathway within the Community of Schools.

c) Changes to the composition of our Community of Schools will require:

i) approval by the Ministry of education.
ii) amendment to the list of signatories to this Agreement.

d) **Disestablishment of the Community of Schools:** If prior to the termination date of this agreement, our Community of Schools determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause A)a)ii Withdrawing, apply to disestablishment.

Signatories to the Lynfield Community of Schools Memorandum of Agreement

_____

Chairperson of Lynfield College

_____

Chairperson of Blockhouse Bay Intermediate

_____

Chairperson of Waikowhai Intermediate

_____

Chairperson of Blockhouse Bay Primary

_____

Chairperson of Halsey Drive Primary

_____

Chairperson of Glenavon School

_____

Chairperson of Marshall Laing Primary

_____

Chairperson of Chaucer School

Appendix B

newzealand.govt.nz

Lynfield COS EDUCATION PROFILE 2013-2014

MINISTRY OF EDUCATION

SECONDARY / TERTIARY
2014 18 YEAR OLDS
WITH NCEA LEVEL 2 OR EQUIVALENT

91.4%
GOAL **85%** IN 2017

6.8 % points to 91.4% TOTAL — 328 AGED 18 WITH LEVEL 2

-11.5 % points — 70% — 14 AGED 18 WITH LEVEL 2 — **MĀORI**

15.6 % points — 87.3% — 55 AGED 18 WITH LEVEL 2 — **PASIFIKA**

1.8 % points — 92.4% — 134 AGED 18 WITH LEVEL 2 — **ASIAN**

7.4 % points — 96.9% — 124 AGED 18 WITH LEVEL 2 — **EUROPEAN / PĀKEHĀ**

6.3 % points to 94% — 157 AGED 18 WITH LEVEL 2 — **FEMALE**

7.4 % points to 89.1% — 171 AGED 18 WITH LEVEL 2 — **MALE**

SECONDARY
2014 QUALIFIED LEAVERS
WITH NCEA OR EQUIVALENT QUALIFICATIONS

4.8 % points — 95.1% — NCEA LEVEL 1 OR ABOVE

6.3 % points — 87.9% — NCEA LEVEL 2 OR ABOVE

5.5 % points — 62.2% — NCEA LEVEL 3 OR ABOVE

389 TOTAL LEAVERS

1 SCHOOLS WITH STUDENTS LEAVING SCHOOLING

SCHOOL LEAVER HIGHEST QUALIFICATION — NUMBER OF STUDENTS 2014

	MĀORI	PASIFIKA	EUROPEAN / PĀKEHĀ	ASIAN	FEMALE	MALE
TOTAL	25	60	156	163	179	210
NCEA LEVEL 3 OR ABOVE	8	28	85	127	128	114
NCEA LEVEL 2	10	22	52		35	65
NCEA LEVEL 1	3	5	11	23	10	18
LESS THAN NCEA LEVEL 1	4	5	8	9 / 4	6	13

PRIMARY
2014 ACHIEVEMENT
AT OR ABOVE NATIONAL STANDARDS — NUMBERS BASED ON 7 OUT OF 7 SCHOOLS

GOAL **85%** IN 2017

1.3 % points — 78.0% | -0.1 % points — 75.5% | 2.8 % points — 68.3%

3,086 TOTAL STUDENTS

81.5% — 1,215 STUDENTS | 76.1% — 1,135 STUDENTS | 76.4% — 1,141 STUDENTS
1,490 TOTAL GIRLS

74.7% — 1,150 STUDENTS | 75.0% — 1,196 STUDENTS | 60.7% — 967 STUDENTS
1,594 TOTAL BOYS

7 SCHOOLS USING NATIONAL STANDARDS

67.8% — 166 STUDENTS | 60.8% — 149 STUDENTS | 56.7% — 139 STUDENTS
MĀORI — 245 TOTAL STUDENTS

66.2% — 367 STUDENTS | 63.0% — 349 STUDENTS | 60.6% — 336 STUDENTS
PASIFIKA — 554 TOTAL STUDENTS

KURA AND MĀORI MEDIUM
2014 ACHIEVEMENT
NGĀ WHANAKETANGA RUMAKI MĀORI MANAWA ORA AND MANAWA TOA — NUMBERS BASED ON 0 OUT OF 0 KURA

GOAL **85%** IN 2017

PĀNUI — 0 TOTAL STUDENTS | PĀNGARAU — 0 TOTAL STUDENTS | TUHITUHI — 0 TOTAL STUDENTS | KŌRERO — 0 TOTAL STUDENTS

n STUDENTS — 0 TOTAL STUDENTS (×4)
n STUDENTS — 0 TOTAL STUDENTS (×4)

0 KURA USING NGĀ WHANAKETANGA RUMAKI MĀORI

EARLY CHILDHOOD EDUCATION
2015 PARTICIPATION

GOAL **98%** IN 2016

2.8 % points to 93.1% — **MĀORI**
6.8 % points to 92.8% — **PASIFIKA**
0.6 % points to 98.9% — **ASIAN**
-1.2 % points to 98.8% — **EUROPEAN / PĀKEHĀ**

97.0%

0.7 % points — 2015 — 97% TOTAL

365 CHILDREN STARTED SCHOOL BETWEEN APRIL 2014 - MARCH 2015

0.6 % points to 96.8% — **FEMALE**
0.7 % points to 97.1% — **MALE**

= ALL COMPARISONS ARE TO PREVIOUS YEAR

AGES 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

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