Tawa Community of Learning

Wellbeing

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Priority Learners

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Boys - Māori - Pasifika

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Curriculum Focus

Vision

The Tawa Community of Learning are student-centred schools that nurture confident, empathetic, engaged and successful learners in all areas.

Group protocols

- Decisions are collective and based on benefitting the students and schools of Tawa
- All interactions are respectful, with privacy and confidentiality being upheld at all times
- Community of Learning members demonstrate commitment to ensuring agreed actions are completed within set timeframes
- Views of all will be shared through discussions where people openly voice what they think, feel and mean
- Meeting dates become a priority for attendance with timeframes for meetings adhered to
- All documentation is shared with and accessible to all
- Protocols for meetings are shared at the beginning of each meeting

1. **Purpose of the group**

As a community we will work collaboratively on strengthening the pathways for our students throughout their schooling journey. This will involve developing a holistic pathway, acknowledging each student's strengths, as they transition through various schools within our community. Robust, rigorous data, around our students will be shared across our schools. Culturally appropriate support will comprise part of the student's transition between schools.

Community of Learning structure:

Management Group All Principals from the eight schools. This ensures all schools are represented at the management level. A working sub-group of 3 Principals was set up (primary, intermediate and secondary) to gather data and draft the achievement challenges.

Governance Group 3 Principals and 6 Board members from across schools. The purpose of this group is to provide oversight. The group will meet to monitor progress of the achievement challenges and to provide information back to all the Boards.
Lead Principal will be part of both the Management Group and the Governance Group
Expert Partner part of the Governance Group and supporting the Lead Principal and the Management Group.
Across School Roles (4) These teachers will show pedagogical excellence and have experience leading professional development. These positions will be advertised across all schools. The support of the Principals and Boards of Trustees of these across school leaders will be needed. The most suitable candidates will be appointed.
In School Roles (22) to support the achievement challenges across schools. These roles will be distributed on a 'needs basis' rather than a pro-rata ratio.

2. **Background to Tawa Community of Learning**

The Tawa basin has eight schools. This is made up of six primary schools, five of whom are Years 1 – 6. They are Linden, Greenacres, Hampton Hill, Redwood and St Francis Xavier (Catholic). Tawa Primary School has Years 1 – 8. The two remaining schools are Tawa Intermediate School and Tawa College. We have a total combined student population of **3420**.

Tawa is a compact community nestled in the Tawa valley. Historically, the area has been well served by high performing schools. In recent times this has seen a number of students commute from outside of Tawa to have their education in Tawa. We have been fortunate in having strong community support for the schools in Tawa. There is a strong academic expectation of our schools, particularly for the college where NCEA results compare favourably to the national norms.

The Tawa Community of Schools is unique within the Wellington region as there are no zones from schools outside the Tawa area that overlap. There is a strong history of collaboration and participation in both curricula and co-curricular areas. An example of achievement collaboration has been the work with MoE involving Mary Wootton to use a common diagnostic tool of measuring student progress through Years 1 -13. A co-curricular example is the long running community music festival that has been running for 38 years and showcases vocal, instrumental and dancing talents in all the schools and this festival incorporates whānau and local Tawa music groups. Another recent example has been the ALLiS project which has been a collaborative initiative to encourage the learning of Japanese between the Intermediate and the College. Considerable work has been initiated related to health and well-being in the Tawa Schools where restorative practice has been adopted as a common approach.

There is a strong history of collaboration between the schools. Notably the Principals cluster meets regularly and every year make an effort to travel away together to visit other schools and develop themselves professionally. At the primary level there is an AP's & DP's cluster, literacy cluster and a maths cluster who also meet regularly. The purpose of which is to collaborate and provide professional learning opportunities for all staff at their schools. The Tawa Intermediate and Tawa College have termly senior leaders' meetings to share information and plan together.

Excerpt from Partnership for 21st Century Skills - White Paper

Research shows that an educational community imbued with a positive culture is more likely to foster innovation and excellence. But what is school culture? According to the Change Leadership Group at Harvard, it is the "invisible but powerful meanings and mindsets" that shape the learning environment even more than the four walls of the classroom. What kind of culture is most effective? The answer is 'many'. There is no single culture that will fit all schools; each school must summon its own blend of teaching talents, instructional approaches, and effective leadership to meet the unique learning needs of its community.

One common element, though, unites all effective school communities: a commitment on the part of every member to the learning of everyone, children and adults alike. Leading educators such as Deborah Meier and Ronald Ferguson have shown that a climate of respect and trust among children and adults is essential to an effective and equitable school. Trust and respect also connote a commitment to the notion that every child deserves and wants to learn, and that every member of the school community is dedicated to every child's success – their whole success – as measured in their academic, social, emotional, and physical well-being.

A 21st century learning environment both gives and gets support from families and the local community. As Michael Fullan, a leading expert on school leadership, notes, "The research is very clear about the benefits, indeed, the necessity of parental involvement." There is strong evidence, as well, that greater community and parental participation yields important educational advantages. The George Lucas Foundation cites numerous studies showing that strong home-school connections result in the following outcomes:

- Children do better in school when their parents are involved in their education
- After-school learning opportunities promote student achievement
- Community youth development programmes spur academic performance
- Schools that integrate community services reduce risk and promote resilience in children

3. Achievement Challenges:

Achievement Challenge 1 WRITING
(2016 EoY data)
In our community of learning there are 1948 Year 1 – 8 students with National Standards OTJs for Writing. Currently 1405 (75%) are achieving at or above the National Standard. By the end of 2019 this will increase to 80%.
Our target groups are:
a) Māori students: Currently 243 (67%) are achieving at or above the National Standard. By the end of 2019 this will increase to (80%)
b) Pasifika students: Currently 181 (71%) are achieving at or above the National Standard. By the end 2019 this will increase to (80%)
c) We have noticed a gender difference with 66% of males achieving the standard and 75% of females - this will need to be a focus in order to narrow the gap between gender groups.

Achievement Challenge 2 MATHEMATICS
(2016 EoY data)
In our community of learning there are 1849 Year 1 - 8 students with National Standards OTJs for Mathematics. Currently 1443 (78%) are achieving at or above the National Standard. By 2019 this will increase to (80%)
Our target groups are:
a) Māori students: Currently 252 (69%). By the end of 2019 this will increase to (80%)
b) Pasifika students: Currently 165 (64%). By the end of 2019 this will increase to (80%)
There is currently very little difference between gender groups - 77% of male and 79% of female are achieving at or above the National Standard.

Achievement Challenge 3 NCEA LEVEL 2
In our community of learning there are 288 school leavers. Currently 255 (88.5%) leave school with NCEA Level 2 or equivalent. By the end of 2019, (93%) will leave with Level 2 or equivalent.

Supporting Challenge 1 WELLBEING
Hauora (wellbeing) is the key to all students being able to achieve our educational outcomes. Developing key competencies and building resilience amongst our students will enable the focus to be on our achievement challenges and will enable teachers to work to enhance pastoral care across all of our schools.

In our community of learning restorative practices will become the preferred modus operandi for behaviour management by the end of 2019. Likely results will be a greater capacity for learning through a calmer atmosphere in schools, a reduction in stand-downs and suspensions, improved attendance and increased whānau engagement in school processes. We believe that indirectly it will improve student academic outcomes and make for more responsible citizens. It also aligns with future focused learning emphasis, where effective trusting relationships are a critical element of student achievement and engagement.

The use of the NZCER Wellbeing at School survey will be the basis for data gathering.

4. Data Analysis

Data was gathered and analysed to determine where Achievement Challenges should be focused. Relevant data is included with each Achievement Challenge. What do we want achievement within the Tawa Community of Learning to look like? The Tawa Community of Learning is committed to the successful outcomes for students.

We aim to bring together our individual strengths as a collaborative to establish effective seamless interventions, strategies and innovations from Year 1-13 that are sustainable, with the effectiveness of these being measurable over time so we can review progress.

Our commitment is particularly true for priority groups of students including

- Māori
- Pasifika
- Students with additional learning needs

We understand the evaluation of successful outcomes for students can include the measurement of achievement against:

- National Standards and curriculum levels
- NCEA
- Student wellbeing
- Māori success as Māori
- Student engagement in educational opportunities

- Effective transitioning of students between schooling levels
- Fostering students' capabilities in the Key Competencies
- Broadening students' experiences with the wider curriculum
- Providing holistic experiences in teaching and learning programmes to teach the whole child

5. Possible Approaches

Targeted Student strategy

The targeted student strategy hopes to accelerate a selected group of learners in writing and mathematics by addressing their immediate needs and providing them with strategies to accelerate learning in the target area (writing or mathematics).The Community of Learning is taking a three-prong approach:

- Involving students in discussions about their learning
- Building a stronger home-school partnership
- Strengthening teacher practice to better accommodate and accelerate learners.

Students will be selected from those who are at risk of not achieving to standard (National Standards/ Curriculum/ NCEA). Notice will need to be taken of ethnicity and gender, in order to meet the targets set in the Achievement Challenges (see Appendix A below).

Teaching as Inquiry

This will focus on the inquiry cycle. Currently each school has their own inquiry model focussed on raising student achievement. As teaching as inquiry is a part of the Professional Standards for Teachers (PTC 12) this does form a vital part of the appraisal process for staff. Discussions will be held with the possibility of developing a shared model across all schools. Across and within school teachers will focus on strengthening the effectiveness of the inquiry cycle by working directly with teachers.

Cultural Competencies

- Whanau engagement. Establish regular contact with a Community of Learning whanau group to align with current groups in operation across the cluster, with the aim of supporting student progress and engagement
- Student voice. Regular surveys, focus groups and conversations with students of various ethnic groups to engage and support their learning
- Teacher competency. Use Tātaiako as a basis for teachers to engage with students.
- Iwi support. Regular liaison with Ngati Toa

- Develop a community wide cultural festival to showcase the ethnic groups present within the Tawa Community of Learning. Also investigate the sporting opportunities such as waka ama and ki-o-rahi.

6. Monitoring and evaluation of Community of Learning

The Community of Learning leader will be responsible for reporting to the governance group of the Community of Learning. This will include reporting on the monitoring of progress toward the achievement challenges. It will also include an evaluation of the effectiveness of the Community of Learning's work. At this stage the Community of Learning governance group will meet once a term. The governance group and the Community of Learning leader will determine the nature of the monitoring and feedback but it is expected to include both "hard" and "soft" data and also include lead and lag data.

All Community of Learning planning and work will include a monitoring and evaluation component. This is good practice and is a logical inquiry cycle for us to have.

Glossary:
Hard data - numeric data that has been analysed; National Standards, NCEA, e-asTTle, PAT.
Soft data - qualitative stories that tell of students' progress and achievement. They give context to the achievement and progress. Attitudinal, key competency.
Lag data - historical data. e.g. National Standards or NCEA which tracks a time and place.
Lead data - recent up to date data that is predicting likely outcomes.