



South Auckland Catholic Schools Community of Learning



**Kia taea atu ki ngā teiteitanga, kia whai mana taurite mo ngā ākonga katoa puta noa o
Tāmaki Makaurau ki te Tonga.**

Achieving excellence and equity for all students in South Auckland Catholic Schools



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VISION STATEMENT

Kia taea atu ki ngā teiteitanga, kia whai mana taurite mo ngā ākonga katoa puta noa o Tāmaki Makaurau ki te Tonga.

Achieving excellence and equity for all students in South Auckland Catholic Schools.

We recognise that:

- A student does not sit alone on their learning pathway and that parents, families and communities are an integral part of a child's identity, experience and future growth - it is the collective group that grows a child and benefits from a student's success.
- All students come from different worlds within their own ethnic groups and require equitable education opportunities, considering students' language, their cultural identity and practice, place of birth, life experiences, family circumstances and socio-economic status.
- All learners come with a rich background in cultural experience that permeates through every aspect of their identity. We also recognise that this differs from family to family and strive to learn the story of each child so that their identity is recognised, accessed, celebrated and reflected through their learning experiences.

We are a learning community that encourages and supports success for all.

OUR VALUES

There are common values and themes across all our South Auckland Catholic Schools. Our special Catholic Character underpins all we do. We all aim to provide a holistic education in order to help our students reach their potential and take their place within the Church and in society.

Our schools reflect the Gospel values of:

Love / Aroha Human Dignity / Mana Tangata Justice / Tika Service / Whakaapa

COMMUNITY PROFILE

We are a community of seven decile 1 - 4 South Auckland Integrated Catholic Schools. We include six full primary schools and a Year 7 - 13 secondary school. Our student population is ethnically and culturally diverse, with 9% of our students being Māori, 61% of Pasifika heritage, 14% European/pakeha and 6% Asian. 95% of our students are Catholic and their families are active in their involvement in and support of our schools. Our students are vigorous, energetic and positive in their approach to learning and life.

We deliver the New Zealand Curriculum and the Religious Education Curriculum mandated by the New Zealand Catholic Bishops' Conference, under the terms of our Integration Agreements. The Catholic Special Character of our schools underpins and gives fullness to all aspects of life and learning in our schools.



There is a long history of cooperation between our Catholic schools in South Auckland, so we have a solid foundation of trust on which to base this community. All the schools in the cluster

have worked together on Religious Education and developing the holistic aspect of our students. A number of the primary schools have worked together on Reading and Writing initiatives and engaging parents. We have shared data in order to raise student achievement and increase teachers' pedagogical knowledge. We have worked with the secondary school on transitioning students, PE and Health initiatives, and supporting disadvantaged students into the secondary school system.

Our schools are governed by committed members of our school and parish communities. They are supported by our local clergy, led by experienced Catholic Principals and senior managers and staffed by teachers and support staff who work within a spirit of professionalism and service.

SCHOOLS INVOLVED IN THE COMMUNITY OF LEARNING

- | | |
|--|--------------|
| • St Joseph's Catholic School | Pukekohe |
| • St Mary's Catholic School | Papakura |
| • St Anne's Catholic School | Manurewa |
| • Holy Cross Catholic School | Papatoetoe |
| • De La Salle College | Mangere East |
| • St Mary MacKillop Catholic School | Mangere East |
| • St John the Evangelist Catholic School | Otara |



GUIDING PRINCIPLES

Huarahi Katoa - Holistic Approach

Our Catholic faith calls for us all to seek fullness of life for ourselves and for others. As Catholic educators we accept the responsibility of leading all akonga in our schools to that fullness of life, to the greatest extent possible.

Mahi Nga Tahi - Foster Effective Partnerships

In the spirit of our Catholic faith we promote effective partnerships, built on inclusive collaboration which recognises and utilises the unique strengths of all members, while identifying and addressing respective needs where necessary. This is supported through our strong, stable faith based leadership and unique relationships with our parishes and home/school partnerships.

Kawenga Takohanga Nga - Shared Accountability

We recognise the need for all participants to play a pivotal and active role towards creating mutually agreed upon goals, based on accurate data, and working cohesively towards attaining desired objectives and outcomes. As active participants, we are each accountable to one another.

Nui Nga Tumanako - High Expectations for All

As all people are created in the image and likeness of God, we foster the capacity for all akonga to be successful and confident, lifelong contributors to our Catholic communities. We do this through the provision of approaches and initiatives that seek to reduce barriers and maintain high expectations for all.

Ahurea Aro - Culturally Responsive

We are continually committed to understanding, embracing and promoting the diverse identity of all participants within our collective community, particularly our Māori and Pasifika akonga. Our responsive approach to valuing such diversity will support akonga to access equitable opportunity, claim a strong sense of identity and succeed to their highest potential.

Whakapumautanga - Sustainability

Sound and effective policies, procedures, systems and processes will be established and maintained. Regular reviews will ensure effective sustainability in order to support all participants within our Community of Schools. This includes the use of best practice and coherent pedagogy.



ACHIEVEMENT CHALLENGES

THE PROCESS OF DATA ANALYSIS:

The initial discussion started with the Principals of each school. As a group we decided on what achievement data we would share that would be consistent and valid across all schools. We decided to share our schools' 2015 National Standards data. This was the most recent data and gave the best indication of our student achievement.

We spent some time collating the data into the achievement pathways for different cohorts of students including Gender and Ethnicities for the collective and individual schools. This allowed us to have rich evidence-based discussions where we identified trends and patterns and also strengths and areas of need.

We found a number of schools in our COL are achieving well compared to national and local achievement data. Through our discussion we agreed that our shared challenges should initially focus on raising student achievement in Writing with a sub goal for Boys, Māori and Pasifika learners. We also agreed our challenges include raising student achievement in Mathematics, NCEA and UE.

Within the individual schools of the South Auckland Community of Learning (COL) we will identify our targeted learners with the key stakeholders, set actions for each goal and begin the journey to meet these.

De La Salle College has identified the need to have consistent and reliable data to allow us to track the achievement and progress of our Year 9 & 10 students.

Year 9 & 10 students are required to achieve the newly initiated **De La Salle Certificate**. This certificate is achieved through reaching academic and pastoral levels over each year and is tracked by Homeroom teachers, Deans, parents and the students themselves.

The College uses PAT Testing at Year 9 & 10 in Reading Comprehension, Punctuation and Grammar, Science and Maths. PAT Testing is held in February and November.

Achievement challenges for Years 9 and 10 have been identified for Writing and Mathematics. This potential for improvement is also reflected in the annual targets in the De La Salle 2016 Charter.

The tracking of Years 11 to 13 achievement is predominantly through our use of NCEA data. School based Formative assessment is also used to assess specific units of work so that students are measured against the Curriculum levels that they should be reaching.



IDENTIFYING OUR SHARED ACHIEVEMENT CHALLENGES

While we aim to raise the achievement of all akonga, the COL's analysis of data has identified four major target areas for future focus, these being boys' Writing, Mathematics for all akonga, NCEA Level 1 and University Entrance. From deeper analysis we have identified priority learners who are currently not attaining expected levels - these being our Māori and Pasifika boys. Therefore our major focus is Māori and Pasifika boys' writing and to have at least 85% of all learners at National Standards in Writing by 2018. In Mathematics we will focus on all akonga with an aim to have at least 85% of all learners at expectations in Mathematics by 2018. Expectations are to have akonga achieving NCEA Level 1 to 85% by 2018. The final goal is University Entrance, where we expect to see at least 65% of akonga attain University Entrance by 2018.

By focusing on our Māori and Pasifika boys this will also improve the girls' writing and lead to a higher success rate in achieving National Standards in Writing across all curriculum areas.

Our initial hypothesis is that if we succeed in improving the writing skills of Māori and Pasifika, this will lead to an overall increase in Mathematics and NCEA Level 1 results, and University Entrance attainment levels.

From these target areas we have identified the following achievement challenges:



Achievement Challenge 1

We aim to have at least 85% of all learners to be at expectations in Writing by 2018.

AC 1.1

In our community of learning there are 1223 Boys in Year 1 to 8. Currently 712 (58%) are At or Above the National Standard in Writing. By 2018 this will increase to 978 (80%), a shift of 266 pupils (22pp)

AC 1.2

In our community of learning there are 166 Māori students in Y1 to 8. Currently 93 (56%) are AT or Above the National Standard in Writing. By 2018 this will increase to 158 (95%), a shift of 65 pupils (39pp).

AC 1.3

In our community of learning there are 1488 Pasifika Year 1 to 8 students. Currently 969 (65%) are At or Above the National Standard in Writing. By 2018 this will increase to 1190 (80%), a shift of 221 pupils (15pp)

AC 1.4

In our community of learning there 336 Year 9 and 10 boys. Currently, 181 students (54%) are meeting the expected level of writing to access Level 5 of the Curriculum. By 2018 this will increase to 268 students (80%), a shift of 87 students.

Achievement Challenge 2

We aim to have at least 85% of all learners to be at expectations in Mathematics by 2018.

AC 2.1

In our community of learning there are 2460 Year 1 to 8 students. Currently 1851 (75%) are At or Above the National Standard in Mathematics. By 2018 this will increase to 2124 (86%), a shift of 273 pupils (11pp)

AC 2.2

In our community of learning there are 336 Year 9 and 10 boys. Currently, 209 students (62%) are meeting the expected level in mathematics to access Level 5 of the Curriculum. By 2018 this will increase to 285 students (85%) a shift of 74 students.



Achievement Challenge 3

We aim to have at least 85% of learners achieve NCEA Level 1 by 2018.

AC 3

In our community of learning there are 172 (2015) students who sat NCEA Level 1. Currently 139 (81%) achieved NCEA Level 1. By 2018 this will increase to 154 (90%), a shift of 15 pupils (9pp)

Achievement Challenge 4

We aim to have at least 65% of learners attaining University Entrance by 2018.

AC 4.1

In our community of learning there are 110 (2015) students who were eligible for University Entrance. Currently 51 (46%) achieved UE. By 2018 this will increase to 72 (65%), a shift of 21 pupils (19pp).

We believe Māori learners need to be further focused on within our UE goal and therefore goal 4.2 addresses this.

AC 4.2

In our community of learning there are 7 (2015) Māori students who were eligible for University Entrance. Currently 1 achieved UE. By 2018 this will increase to 6, a shift of 5 pupils (72pp).



Writing

At the end of 2015, there were 2460 Year 1-8 students across our COL:

- 1677 (68%) students are currently ‘at and above’ the National Standard for Writing across the Year 1-8 band
- 783 (32%) of students did not make expected National Standards.
- 172 (7%) of students were well-below.
- 611 (25%) of students were below.
- Of this cohort (783), 73 students are Māori (9%) and 519 are Pasifika students (66%).
- Of this cohort (783), 511 are boys (65%) and 272 are girls (35%).
- The overall Female cohort achieved 78% ‘at and above’.
- The overall Male cohort achieved 58% ‘at and above’.

The cohorts that are not tracking to at least 80% of the expected National Standard are Boys 58%, Pasifika 65% and Māori 68%.

AC 1.1

In our community of learning there are 1223 Boys in Year 1 to 8. Currently 712 (58%) are At or Above the National Standard in Writing. By 2018 this will increase to 978 (80%), a shift of 266 pupils (22pp)

	Current 2015		2016			2017			2018				
BOYS	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
1223	712	58	856	70	12pp	917	75	5pp	978	80	5pp	266	22pp

BOYS	Current	% Goal	Needed	Current	Total	Pupils to shift for 70%
HOLY CROSS	63%	75%	171	143	228	28
ST JOSEPH'S	71%	83%	157	134	189	23
ST ANNE'S	64%	76%	166	140	219	26
ST MARY MACKILLOP	59%	71%	97	81	137	16
ST JOHN'S	34%	46%	42	31	92	11
ST MARY'S	56%	68%	88	73	130	15
DE LA SALLE	48%	60%	137	110	228	27
Total At and Above:	58%	70%	856	712	1223	144



AC 1.2

In our community of learning there are 166 Māori students in Y1 to 8. Currently 93 (56%) are AT or Above the National Standard in Writing. By 2018 this will increase to 158 (95%), a shift of 65 pupils (39pp).

MĀORI	Current 2015		2016			2017			2018				
BOYS	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
166	93	56	141	85	29pp	149	90	5pp	158	95	5pp	65	39pp

MĀORI BOYS	Current	% Goal	Needed	Current	Total	Pupils to shift for 85%	
HOLY CROSS	73%	85%	19	16	22	3	
ST JOSEPH'S	53%	85%	13	8	15	5	
ST ANNE'S	x	x	x	x	x	x	
ST MARY MACKILLOP	79%	85%	12	11	14	1	
ST JOHN'S	x	x	x	x	x	x	
ST MARY'S	62%	85%	22	16	26	6	
DE LA SALLE	41%	85%	59	29	70	30	
Total At and Above:	56%	85%	141	93	166	48	

x=data has been redacted



AC 1.3

In our community of learning there are 1488 Pasifika Year 1 to 8 students. Currently 969 (65%) are At or Above the National Standard in Writing. By 2018 this will increase to 1190 (80%), a shift of 221 pupils (15pp)

	Current 2015		2016			2017			2018				
PASIFIKA	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
1488	969	65	1042	70	5pp	1116	75	5pp	1190	80	5pp	221	15pp

PASIFIKA	Current	% Goal	Needed	Current	Total	Pupils to shift for 70%
HOLY CROSS	72%	77%	285	266	370	19
ST JOSEPH'S	65%	70%	55	51	79	4
ST ANNE'S	72%	77%	229	214	297	15
ST MARY MACKILLOP	71%	76%	208	195	274	13
ST JOHN'S	52%	57%	125	113	219	12
ST MARY'S	58%	63%	39	36	62	3
DE LA SALLE	50%	55%	103	94	187	9
Total At and Above:	65%	70%	1042	969	1488	73

AC 1.4

In our community of learning there 336 Year 9 and 10 boys. Currently, 181 students (54%) are meeting the expected level of writing to access Level 5 of the Curriculum. By 2018 this will increase to 268 students (80%), a shift of 87 students.

	Current		2016			2017			2018			Total	
Boys	No.	%	No.	%	Shift	No.	%	Shift	No.	%	Shift	No.	Shift
336	181	54	202	60	6pp	232	75	15pp	268	80	5pp	87	26pp



Why do we need to take on this challenge?

If our students are to succeed in life they must be able to communicate effectively. Lack of ability in writing, particularly among our boys and our Māori and Pasifika students, severely limits their ability to take part successfully in society. It hinders their ability to find meaningful employment and to live out the fullness of life they are called to. If our students are to be confident, connected, life-long learners, the ability to communicate in writing is a core skill. Lack of this skill disenfranchises them and must be addressed as an urgent priority. Achieving success in writing will bring multiple benefits to our students, in particular the ability to find employment, contribute to society and to live out the Gospel call, “to have life and have it to the full.”

How will we know how we are progressing towards achieving these goals?

We will monitor our progress term by term in relation to these goals through an ongoing process of sharing of data and professional conversations. We will establish and implement an agreed set of assessment processes and moderation that allow conversations to take place on the basis of agreed professional practice. We will share successful strategies and collaborate in developing successful teaching approaches and learning contexts. Most importantly, we will use our NS and NCEA data as the benchmark data by which our success is measured.

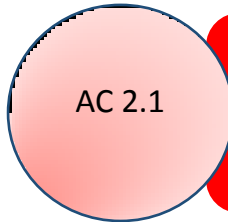


Mathematics



At the end of 2015, there were 2460 Year 1-8 students across our COL.

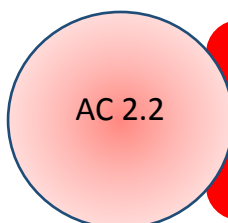
- 1851 (75%) students are currently 'at and above' the National Standard for Mathematics across the Year 1-8 band
- The overall Female cohort achieved 75% 'at and above'.
- The overall Male cohort achieved 73% 'at and above'.



In our community of learning there are 2460 Year 1 to 8 students. Currently 1851 (75%) are At or Above the National Standard in Mathematics. By 2018 this will increase to 2124 (86%), a shift of 273 pupils (11pp)

ALL	Current 2015		2016			2017			2018			Total Shift	No	Total Shift
	No	%	No	%	Shift	No	%	Shift	No	%	Shift			
2460	1851	75	1974	80	5pp	2041	83	3pp	2124	86	3pp	273		11pp

ALL PUPILS	Current	Goal	Needed	Current	Total	Pupils to shift for 80%
HOLY CROSS	85%	90%	498	470	551	28
ST JOSEPH'S	81%	86%	322	303	373	19
ST ANNE'S	68%	73%	369	344	507	25
ST MARY MACKILLOP	75%	80%	238	223	299	15
ST JOHN'S	67%	72%	166	154	230	12
ST MARY'S	70%	75%	205	191	272	14
DE LA SALLE	73%	78%	177	166	228	11
Total At and Above:	75%	80%	1974	1851	2460	123



In our community of learning there are 336 Year 9 and 10 boys. Currently, 209 students (62%) are meeting the expected level in mathematics to access Level 5 of the Curriculum. By 2018 this will increase to 285 students (85%) a shift of 74 students.

Boys	Current		2016			2017			2018			Total	
	No.	%	No.	%	Shift	No.	%	Shift	No.	%	Shift	No.	Shift
336	209	62	230	68	6pp	253	75	7pp	285	85	10pp	74	23pp



Why do we need to take on this challenge?

The ability to develop Mathematical understanding and skills can contribute to people’s sense of self-worth and ability to control aspects of their lives. Everyone needs to develop mathematical concepts and skills to help them understand and play a responsible role in our society. We need to foster and develop mathematical talents for all children and to provide a foundation for those children who may continue studies in mathematics or other learning areas where mathematical concepts are essential.

How will we know how we are progressing towards achieving these goals?

We will monitor our progress term by term in relation to these goals through an ongoing process of sharing of data and professional conversations. We will establish and implement an agreed set of assessment processes and moderation that allow conversations to take place on the basis of agreed professional practice. We will share successful strategies and collaborate in developing successful teaching approaches and learning contexts. Most importantly, we will use our NS and NCEA data as the benchmark data by which our success is measured.

NCEA

AC 3

In our community of learning there are 172 (2015) students who sat NCEA Level 1. Currently 138 (80%) achieved NCEA Level 1. By 2018 this will increase to 154 (90%), a shift of 15 pupils (9pp)

ALL	Current 2015		2016			2017			2018				
PUPILS	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
172	139	81	143	83	2pp	148	86	3pp	154	90	4pp	15	9pp

Why do we need to take on this challenge?

Improvements in senior secondary in writing gives all students access to a wider range of NCEA assessment including external assessment. This enables a focus on quality of achievement and pathways rather than quantity of credits.

How will we know how we are progressing towards achieving these goals?

We will monitor NCEA achievement on a monthly basis from May to December, identifying students on track or at risk. We will be reporting disaggregated data for Māori and Pasifika students for the BoT on a monthly basis from May to December.



University Entrance

AC 4.1

In our community of learning there are 110 (2015) students who were eligible for University Entrance. Currently 51 (46%) achieved UE. By 2018 this will increase to 72 (65%), a shift of 21 pupils (19pp).

We believe Māori learners need to be further focused on within our UE goal and therefore goal 4.2 addresses this.

	Current 2015		2016			2017			2018				
NCEA	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
110	51	46	57	52	6pp	65	59	7pp	72	65	6pp	21	19pp

AC 4.2

In our community of learning there are 7 (2015) Māori students who were eligible for University Entrance. Currently 1 achieved UE. By 2018 this will increase to 6, a shift of 5 pupils (72pp).

	Current 2015		2016			2017			2018				
UE	No	%	No	%	Shift	No	%	Shift	No	%	Shift	Total No Shift	Total Shift
7	1	14	3	43	29pp	5	71	28pp	6	86	15pp	5	72pp

Why do we need to take on this challenge?

University Entrance is an indicator of preparedness for learning beyond school, whether in tertiary study, employment and training or service to the community. Improved University Entrance outcomes for students provide access to the widest range of pathways and matches the aspirations of our families and community.

We have identified University Entrance as a specific achievement challenge for our Māori students who want to access learning beyond school, whether in tertiary study, employment and training or service to the community. Improved University Entrance outcomes for our Māori students provide access to the widest range of pathways and matches the aspirations of our families and community.

How will we know how we are progressing towards achieving these goals?

We will monitor UE achievement on a monthly basis from May to December, identifying students on track or at risk. We will be reporting disaggregated data for Māori and Pasifika students to the BoT on a monthly basis from May to December.



METHODOLOGY AND PEDAGOGY

There are three key aspects to our approach to accelerate the achievement of our priority akonga

- Culturally responsive pedagogies.
- Collaborative inquiry - Writing, Mathematics, NCEA Level 1, University Entrance.
- Effective parent engagement.

Culturally responsive pedagogies

Research based on culturally responsive pedagogies will be utilised to promote a student-centered approach to teaching. The documents Ka Hikitia, Te Kotahitanga and the Pasifika Education Plan will underpin our approach. We will acknowledge the students' unique cultural strengths to identify, nurture and promote student achievement. This will enhance a sense of well-being about the students' cultural place in the world.

To ensure all learners in our community have a voice we will:

- Identify the learning needs of our Māori and Pasifika priority students and appropriate pathways for their success.
- Further develop the pedagogy of teachers to respond effectively to the learning needs of our Māori and Pasifika students.
- Ensure all teachers have a firm understanding of Ka Hikitia, Te Kotahitanga and the Pasifika Education Plan and how these affect students' achievement.
- Continue to strengthen our home-school partnerships to meet the learning needs of our culturally diverse community.

Collaborative inquiry

Using collaborative inquiry teachers will use evidence from research and best practice to plan teaching and learning opportunities aimed at accelerating the achievement of our Māori and Pasifika learners in the following areas:

- Boys Writing
- Mathematics
- NCEA Level 1
- University Entrance

Essential Principles

To ensure consistency in our collaborative inquiry approach we have adopted a set of seven principles. These principles will be the basis of our actions and a shared understanding of what constitutes good practice. The methodology of these principles is:

- Learners at the centre
The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.



- The social nature of learning
The learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning.
- Emotions are central to learning
The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.
- Recognising individual differences
The learning environment is acutely sensitive to the individual learning differences among the learners in it, including their prior knowledge.
- Extending all students
The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.
- Assessment for learning
The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations: there is a strong emphasis on formative feedback to support learning.
- Building horizontal connections
The learning environment strongly promotes "horizontal connectedness" across areas of knowledge and learning areas as well as to the community and the wider world.

The 7 Essential Principles of Innovative Learning

OECD publication - The Nature of Learning - (Dumont et al, 2013)

Effective Parent Engagement/Whānau and Student Voice

Effective communication enables parents, whānau and students to better understand the learning progressions and the ways in which learning can be supported at home. It is imperative that we gather parent, whānau and student voice in order to inform our decision making and delivery of an effective programme that promotes the success of our akonga. By using effective collaboration between home and school we can lift children's achievement significantly (Desforges and Abouchaar, 2003).

To ensure we effectively guarantee our parents, whānau and akonga have a voice we will:

- Gather student voice to ascertain what successfully supports their learning in target areas.
- Use a range of online tools to support students to publish and share their own writing with parents/whānau, encouraging them to share their cultural uniqueness.
- Provide regular hui/fono to enable parents/whānau to share their ideas and opinions.
- Use a variety of means to share information about the Community of Learning with parents/whānau and seek their views on the targets and how best to work towards them.
- Use digital resources to regularly report to parents on the progress of their child's achievements in relation to national targets.
- Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards targets.



MONITORING AND EVALUATION



Monitoring

Monitoring is an important aspect of reaching our achievement challenges. Therefore our COL will partake in ongoing and regular evaluation of our progress towards achieving our initiatives. Therefore we will focus on:

- Implementation of the plan - ensuring there is a clear and universal understanding of the identified achievement challenges of the COL and an implementation of pedagogy and school practice that aligns to and supports these achievement challenges.
- Emerging evidence of any changes in pedagogy, school practice or culture that may affect the proposed desired outcomes of the plan.

Evaluation

In collaboration with the community, Principals, COL Leader and Across School Leadership we will develop an effective evaluative model. A wide range of methods and tools will be utilised or developed to measure the progress of the COL in working towards or successfully attaining set targets and engaging all learners in our community.

This model will include:

- Analysis of student achievement data from the beginning and at the end of the year - with supporting commentary that evaluates results in relation to the set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- A review of the roles of parent, whānau, student and teacher voice being an integral facet in the delivery of the plan.

Some tools and measures the COL will utilise include:

- National Standards Writing
- National Standards Mathematics
- A range of assessment tools: Progressive Aptitude Tests, STAR, Writing Samples, AsTTle, GloSS
- NCEA
- NZCER student wellbeing survey
- NZCER leadership wellbeing survey
- NZCER teacher wellbeing survey
- Enrolment, Stand down, Suspension, Transience, Lateness data



Reporting

Reporting to the Boards of Trustees of the COL

The COL Leader will coordinate the preparation of reports for Boards of Trustees to be supplied three times a year.

These reports will cover:

- Achievement challenges and priorities.
- Key aspects of implementation of the plan in regard to the achievement challenges.
- Analysis of student achievement data from the beginning and the end of year with supporting commentary that evaluates results in relation to set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that impacts the proposed outcomes of the plan.
- Commentary on any issues that may arise in relation to any and all facets that concern the plan or those influenced by the plan.
- Issues arising.

Charters

Each school's Charter for 2017 will reflect the achievement challenges of the COL and these will be reported on in its Analysis of Variance.



CODE OF CONDUCT

1. All members of the community will undertake to read documentation and contribute to discussions in a constructive and informed manner.
2. All members of the community will value new learning and treat all new information in a professional manner.
3. In case of a dispute or breakdown of communication, issues will be referred to the leaders of the community. Where the leaders are involved or are unable to resolve differences, three others members (Principals) will meet to find a solution and way forward.
4. All positions of responsibility agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.
5. The appointment of teachers to 'across school' positions will involve the collective wisdom of all the leaders in which an appointee shall work, including primary and secondary representation.
6. Decisions will be made by group consultation, collaboration and general consensus.
7. The achievement challenges will be relevant for most schools. Where one school does not fit with these challenges an amended challenge may be proposed.
8. To ensure there is consistent and regular flow of communication, if the Principal cannot attend meetings then a delegated representative will be appointed. This representative will have full authority to make decisions related to the COL on the school's behalf.



APPOINTMENTS AND STRUCTURE

Community of Learning Leadership Role

The purpose of this role is to:

- Offer leadership in building productive collaboration within its Community of Learning.
- Facilitate the ongoing development and implementation of the Community of Learning's achievement plan.
- Support the professional growth of leaders and kaiako/teachers.
- Offer leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with other tumuaki/principals in the community.

Building productive collaboration within a Community of Learning is a critical responsibility that helps the Community of Learning develop and meet its shared akonga/student achievement challenges.

As well as modelling highly effective practice in their own school, the person in Community of Learning leadership role will facilitate collaborative, professional activities across their Community of Learning. They will play a lead role in planning, coordinating and facilitating the work of the Community of Learning as whole and other Community of Learning teacher roles.

It is expected that a tumuaki/principal will be appointed to the role who will have:

- Current employment within the Community of Learning.
- A current practising certificate.
- Met professional standards relevant to their current position.

Community of Learning Teacher Role (4 Across Community)

An appointment panel will be established for the 'Across Community Appointments'. Job descriptions will be available for interested applicants which will be tailored around our achievement challenges. The three positions will be advertised as fixed term positions for the period February 2017 to December 2019, and will be advertised across our schools internally. Only teachers with two permanent MUs or fewer will be eligible to apply for these positions. Applications will require their Principal and Board of Trustees' support because they will be out of their school for the equivalent of two days (.4) per week. These positions are not pro-rata appointments. The most suitable candidates will be appointed to these roles.

The purpose of this role is to:

- Promote best teaching practice across a Community of Learning.
- Strengthen the use of effective inquiry approaches to teaching and learning (ako) across schools to achieve the shared achievement objectives.

This new role enables kaiako/teachers who have demonstrated highly effective practice to make themselves available to colleagues across their Community of Learning. These kaiako/teachers will use their expertise to work with colleagues to identify and address problems of professional practice. They will work closely with the Community of Learning leadership role and those



appointed to the “within kura/school” role to focus their efforts on meeting the Community of Learning shared achievement challenge.



It is a prerequisite that applicants for this role will have:

- Current employment as a kaiako/teacher within the Community of Learning.
- A current practising certificate.
- Recent educational leadership experience relevant to the role.
- Met professional standards relevant to their current position.

Community of Learning Teacher Role (17 within schools)

These roles will be up to individual schools to appoint, dependant on the number of FTTEs in each school and the ability of these teachers to work directly with the teachers across community appointments. Teachers in these roles have two hours per week release time. Across our 7 schools this equates to one teacher in school role per 10 FTTES. Therefore the number of positions within a school will be dependent on its size.

The purpose of this new role is to:

- Promote best teaching practice.
- Strengthen the use of an inquiry approach to teaching and learning (ako) to achieve the shared achievement objectives.

This role will provide a dedicated point of reference for kaiako/teachers as they address problems of practice in order to lift akonga/student achievement. The role will offer guidance for kaiako/teachers as they develop their own capabilities by making explicit effective approaches to teaching as inquiry. Kaiako/teachers in this role will demonstrate and discuss how they draw on a range of professional resources to adapt what they do and incorporate innovative strategies in response to akonga/student needs and strengths. They will work directly with other kaiako/teachers including those who come from other schools in their Community of Learning to help identify and respond to challenges in practice and support the Community of Learning Objectives.

It is prerequisite that applicants for this role will have:

- Current employment as a kaiako/teacher with the school.
- A current practising certificate.
- Recent teaching experience relevant to the role.
- Met professional standards relevant to their current position

SOUTH AUCKLAND CATHOLIC SCHOOLS' COMMUNITY OF LEARNING: STRUCTURE

Leadership Team: BOT, COL Leader and Coordinating Principals

Cross-Schools Leaders
Literacy

Cross-Schools Leaders
Mathematics

Cross-Schools Leaders
Literacy

Cross-Schools Leaders
NCEA Level 1 / University
Entrance

De La Salle
College

Holy Cross Catholic
School
Papatoetoe

St Joseph's Catholic
School
Pukekohe

St John's the
Evangelist Catholic
School
Otara

St Mary MacKillop
Catholic School
Mangere

St Mary's Catholic
School
Papakura

St Anne's Catholic
School
Manurewa

In Schools
Teachers
6

In Schools
Teachers
3

In Schools
Teachers
1

In Schools
Teachers
1

In Schools
Teachers
1

In School
Teachers
1

In Schools
Teachers
2

All the teachers in the schools

Parents and
Whānau

Māori and Pasifika
Learners

All Learners