



Te Huarahi Ako Kia Ora Tōnu
Learning Pathway for Life

Pukekohe Community of Learning

Ararimu
Bombay
Buckland
Mauku
Paerata
Paparimu
Parkside Special School
Patumahoe
Pukekohe East
Pukekohe Hill
Pukekohe High School
Pukekohe Intermediate
Pukekohe North
Puni
Valley
Waiau Pa
Wesley College

This document we agreed upon by the 17 members of the Pukekohe COL June 2016



Pukekohe Community of Learning 's Vision
Te Huarahi Ako Kia Ora Tōnu
Learning Pathway for Life

Mission	Values	Challenges and Strategic Goals
<p>A COMMUNITY OF LEARNING THAT SUPPORTS SUCCESS FOR ALL</p> <p>Te Huarahi Ako Kia Ora Tōnu</p> <p>This refers to the journey, or pathway that our learners are on as they progress through our primary schools, the year 7 and 8 years and into the secondary school environment.</p> <p>The analogy is that there is a clearly marked out pathway and understanding of what we need to do to support our learners to be the best they can be.</p> <p>It also means that since it is a clearly marked pathway, if at any stage you are lost or move away from the pathway, it is easy for others or yourself to find your way back onto it to continue the journey.</p> <p>The Pukekohe inclusive Community of Learning welcomes all students and believes they can participate in all aspects of school life.</p>	<p>These were common values and themes across many of the schools. The concept that we are a market garden area helped inform the RIPE acronym.</p> <p>Respect: Tikanga Integrity: Mana Passion: Hirihiri Excellence: Kairangi</p> <p>The Pukekohe Community has a commitment to:</p> <ul style="list-style-type: none">• Valuing every individual• Respecting diversity• Providing equitable opportunities for all students• Recognising and meeting the learning needs of all students	<p>We identified three overarching common areas of focus that need to be addressed to support our vision, goals and success:</p> <p>We will ensure we cater for Diversity, Growth and Transition across the Community of Learning.</p> <p>Our achievement challenge is to raise mathematics and writing across the COL to 85% at the appropriate curriculum level.</p> <p>We will achieve our goals through:</p> <ul style="list-style-type: none">• Raising teacher effectiveness• Developing cultural responsiveness• Developing relational pedagogy• Promoting inclusiveness through effective engagement and transition



The Pukekohe Community of Learning (COL) includes over 6000 students in years 1 to 13 across 17 schools. The schools also vary from rural to semi rural to urban. Roll numbers range from 30 to 1600 and include two secondary schools, one intermediate, one special school, seven full primary and six contributing primary schools. There is a traditional pathway with most students progressing through to Pukekohe High School after moving through the intermediate or from full primaries. A smaller number of students progress through to Wesley College (in particular our Pasifika students). 98% of pre-schoolers in the community access early childhood education so it will be important that we maintain our well established links with our early childhood education networks

Many of the schools were founded in the late 19th century and most enjoy good parent, whānau and community support. Most serve relatively settled communities. A few schools are experiencing roll fluctuations owing to population transience and the impact of new housing developments.

Across the group 20% of students are Māori and 5% are Pasifika. Within some schools there are up to 87% Māori students and 22% Pasifika students, so the schools themselves are demographically varied. There is a bilingual pathway for our students within Pukekohe North Primary with options of studying Te Reo within our secondary context. Two schools (Pukekohe Hill and Pukekohe Intermediate) offer a Maori enrichment programme.

Most of the schools have a history of working together through Franklin based initiatives and have demonstrated this most recently with the Te Huarahi Initiative that encompassed schools, ECE, Nga Hau E Wha Marae, whānau and support agencies.

All schools have at least a three year return time for their ERO reviews.

Parkside Special School is a member of the Pukekohe Community of Learning. Parkside caters for young people aged 5 – 21 years with individual learning challenges that mean they may not achieve beyond levels 1-2 of the New Zealand Curriculum. The wider Pukekohe community has welcomed Parkside students, the majority of whom are located within satellite classrooms in local mainstream schools.

In July 2015 Parkside School had a roll of 130 students with 88 boys and 42 girls of which 40 were Maori, 3 Pasifika, 9 Asian, 71 European and 7 other. Parkside has 11 satellite classes throughout 6 schools in the Pukekohe Community of Learning and a Community Based Transition programme for 18 to 21 year olds

The Parkside satellite network provides the best of both worlds: specialist programming and social interaction with mainstream peers. The support from Pukekohe schools means that the Parkside network is completely inclusive and offers primary, intermediate and secondary opportunities.

In addition to the network of satellites, the community subscribes to the Outreach Programme offered by Parkside specialist teachers. This programme ensures that all students with specialist programming requirements are catered for. The Outreach Programme also supports staff within the network of schools as they strive to achieve the best outcomes for all students.

How and why the challenges were identified



We will focus on raising writing and mathematics achievement across the community through developing practices that enable students to engage and thrive in the curriculum. The data we have tracked since 2012 has shown a 1.5% - 2% increase every year but we would need to accelerate this progress to between 4% - 29% to enable us to reach our overall goal of 85% of all students and of Māori students, Pasifika students and boys achieving at or above the expected standard by 2019.

Data analysis across the COL has identified Māori, Pasifika and, in the case of writing, boys with the lowest proportion of students meeting expectations. Whilst our combined ERO reviews recognise good practices in place to engage students, the data identify the need to prioritise accelerated learning for Māori students, Pasifika students and boys. Within each school there are the skills, systems, professional development resources and capacity to support accelerated progress so the sharing of these skills will be paramount.

Māori and Pasifika students achieve at a lower rate than other groups. We are also aware that more boys than girls are not progressing at the expected rate in writing. This is seen as something that is an issue across most schools. The intention is that by developing strategies that focus on improvement for all Māori and Pasifika then both the gender and overall gaps will improve and the gaps between the cohorts will become minimal or ideally eliminated. For all the targeted groups these strategies will be effective and decrease the gaps between cohorts and also will enable progress to be sustained.

One unique point of transition is that from year 10 to year 11. Although this occurs for most students within the same school, this is a time of significant change from internal to external assessment and qualifications. Students studying for NCEA need to be able to apply their written language skills across the curriculum and contexts. A focus on writing in year 9 and 10, particularly for groups of students we have identified, for instance Māori boys who are not currently succeeding, will provide them with the foundation they require to succeed in all subjects. This focus on years 9 and 10 has been prioritised in order to raise achievement in NCEA qualifications. The two secondary schools will continue to prioritise support for students at risk of not achieving NCEA Level 2.

One of the goals of the COL is to develop cross curricular writing rubrics in years 9 and 10. Agreed criteria for writing will build shared understandings of areas of strength and areas for development and enable all subject teachers to contribute to the accelerated achievement required for 85% of all students to be working within curriculum level 5 by 2019.

As a COL, we are certainly aware the priority learners are our targeted students; however, the aim is that all our students will benefit from the focus including our students that need extension and enrichment. It would be important that a strand of inquiry is also developed that focuses on the need to develop or further strengthen teachers' pedagogy to further cater for and extend children who are not evident in the below data

We also need to be aware that digital technology is interwoven through our schools and curriculums and pedagogical shifts need to be planned for and developed to ensure that all schools and all students can see the relevance and impact of the COL as a whole.

Parkside Special School continues to work closely with the Ministry of Education to develop an appropriate means of gathering achievement data for students for whom National Standards is unworkable. Reporting that a student with high and complex learning needs has not achieved within the National Standard Framework for their entire schooling is disrespectful. The Ministry project to replace such reporting is welcomed. The Pukekohe Community of Learning will support this initiative and for the above reason Parkside School has not been included in the data.



One of the main focuses of the COL itself is to develop more effective support in the key areas of transitions into schools. This focus includes not only the actual transition process, but also the development of a consistent approach to assessment and pedagogy.

There would be an expectation that we know our schools and their communities and that our focus would be on developing a genuine pathway for our students across our schools. We want to be consistent in our approach to the learner while retaining each school's unique context.

Some key aspects of effective transition for students and their families and whānau:

- Sharing of knowledge of students, cohorts and their needs so that there is a smoother transition between schools.
- Provide professional learning opportunities across schools, whānau, students and staff that deepen understanding of this process and enables easier transition.
- Data is trusted and consistent, meaning we can focus on the transition, engagement, and teaching of the students, supporting their needs, rather than just starting again with the data finding process.
- The opportunity to continue to build relationships with our ECE providers to enhance smooth transition into school.

Achievement Challenge - Mathematics



Achievement Challenge: Mathematics	Focus : Please note 2017 and 2019 indicators of progress
<p>Year 1 to 8</p> <p>In 2015 71.5% (2723/3811) of our students were At or Above the National Standard in mathematics for years 1 to 8.</p> <p>By 2017 this will be 80.9%, a 9.5 percentage point shift. This will mean moving 362 additional students.</p> <p>We will lift this to 85% (3239/3811) a 13.5 percentage point shift by 2019. This will mean moving 517 total students</p>	<p>Within our overall goal of shifting 517 additional students there are 2 sub goals that are a focus:</p> <p>Māori: We aim to lift the achievement of all Māori students in mathematics from 58.9% (528/897) to 85% (762/897) by the end of 2019. This is a total shift of 234 more Maori students.</p> <p>Pasifika: We aim to lift the achievement of Pasifika students in mathematics from 51.8% (128/247) to 85% (210/247) by the end of 2019. This is a total shift of 82 more Pasifika students.</p>
<p>Year 9 &10</p> <p>In 2015 37.5% (262/698) of our students were working within the expected curriculum level in mathematics.</p> <p>By 2017 this will be 70.8%, a 33.2 percentage point shift. This will mean moving 232 additional students.</p> <p>We will lift this to 85% (593/698) a total 47.5 percentage point shift by 2019. This will mean moving 331 total students.</p>	<p>Within our overall goal of shifting 331 additional students there are 2 sub goals that are a focus:</p> <p>Māori: We aim to lift the achievement of all Māori students in mathematics from 25.3% (40/158) to 85% (134/158) by the end of 2019. This is a shift of 94 more Māori students.</p> <p>Pasifika: We aim to lift the achievement of Pasifika students in mathematics from 15.8% (19/120) to 85% (102/120) by the end of 2019. This is a shift of 83 more Pasifika students.</p>

The COL needs to tackle the mathematics challenges in order to increase the number of students reaching the standard at each level. This will allow students to achieve success as each subsequent level. The benefits for individual students will be that they are able to reach their potential and be prepared to take on the challenges of the future. Mathematics is also a tool that underpins career opportunities for our students.

Mathematics achievement challenges: progression from 2015-2019

MATHS NATIONAL STANDARDS YEAR 1-8	2015 (current data)			2016				2017				2018				2019					
	# at or above	% at or above	Total students	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	Total percentage point shift	Total students shifted
All students	2723	71.5%	3811	2930	76.9%	207	5.4%	3084	80.9%	155	4.1%	3188	83.6%	103	2.0%	3239	85.0%	52	1.4%	13.5%	517
Māori	528	58.9%	897	622	69.3%	94	10.5%	692	77.2%	70	7.8%	739	82.4%	47	5.0%	762	85.0%	23	2.6%	26.1%	234
Pasifika	128	51.8%	247	161	65.1%	33	13.3%	185	75.0%	25	10.0%	202	81.7%	16	5.0%	210	85.0%	8	3.3%	33.2%	82

MATHS Curriculum Levels (CL) YEAR 9 and 10	2015 (current data)			2016				2017				2018				2019					
	# at or above CL5	% at or above CL5	Total students	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	Total percentage point shift	Total students shifted
All students	262	37.5%	698	395	56.5%	133	19.0%	494	70.8%	99	14.2%	560	80.3%	66	9.5%	593	85.0%	33	4.7%	47.5%	331
Māori	40	25.3%	158	78	49.2%	38	23.9%	106	67.1%	28	17.9%	125	79.0%	19	11.9%	134	85.0%	9	6.0%	59.7%	94
Pasifika	19	15.8%	120	52	43.5%	33	27.7%	77	64.3%	25	20.8%	94	78.1%	17	13.8%	102	85.0%	8	6.9%	69.2%	83

Mathematics: Students achieving below or well below the National Standards in 2015 by school

These students will be the focus of our work to achieve our targets in 2016

School Name	Study Type	Maths		
		Number below or well below	Percentage below or well below	Total students
Ararimu School	All students	21	14.6%	144
	Māori	1	7.1%	14
	Pasifika	X	X	X
	Male	10	15.9%	63
	Female	11	13.6%	81
Bombay School	All students	54	15.5%	349
	Māori	4	8.5%	47
	Pasifika	0	0.0%	X
	Male	25	14.9%	168
	Female	29	16.0%	181
Buckland School	All students	49	19.5%	251
	Māori	10	24.4%	41
	Pasifika	X	X	X
	Male	19	16.0%	119
	Female	30	22.7%	132
Mauku School	All students	32	28.3%	113
	Māori	11	33.3%	33
	Pasifika	4	33.3%	12
	Male	17	32.1%	53
	Female	15	25.0%	60
Paerata School	All students	49	50.5%	97
	Māori	27	50.9%	53
	Pasifika	18	60.0%	30
	Male	24	50.0%	48
	Female	25	51.0%	49
Paparimu School	All students	1	5.0%	20
	Māori	X	X	x
	Pasifika	X	X	x
	Male	1	10.0%	10
	Female	0	0.0%	10
Patumahoe Primary School	All students	41	13.9%	294
	Māori	12	24.5%	49

	Pasifika	1	10.0%	10
	Male	25	15.9%	157
	Female	16	11.7%	137
Pukekohe East School	All students	25	16.1%	155
	Māori	3	17.6%	17
	Pasifika	X	X	x
	Male	9	11.8%	76
	Female	16	20.3%	79
Pukekohe Hill School	All students	184	31.8%	578
	Māori	61	44.2%	138
	Pasifika	29	50.9%	57
	Male	99	31.9%	310
	Female	85	31.7%	268
Pukekohe Intermediate	All students	275	41.5%	662
	Māori	108	59.0%	183
	Pasifika	26	63.4%	41
	Male	146	39.6%	369
	Female	129	44.0%	293
Pukekohe North School	All students	72	38.5%	187
	Māori	56	36.1%	155
	Pasifika	15	48.4%	31
	Male	38	34.2%	111
	Female	34	44.7%	76
Puni School	All students	65	34.4%	189
	Māori	23	48.9%	47
	Pasifika	11	52.4%	21
	Male	33	32.0%	103
	Female	32	37.2%	86
Waiiau Pa School	All students	73	22.9%	319
	Māori	14	34.1%	41
	Pasifika	5	38.5%	13
	Male	38	21.5%	177
	Female	35	24.6%	142
Valley School	All students	147	32.5%	453
	Māori	39	50.6%	77
	Pasifika	8	57.1%	14
	Male	77	31.8%	242
	Female	70	33.2%	211

Mathematics: Year 9 and year 10 students achieving below the expected curriculum level in 2015

These students will be the focus of our work to achieve our achievement targets in 2016

School Name	Study Type	Maths		
		Number below CL5	Percentage below CL5	Total students
Wesley College	All students	96	84.2%	114
	Māori	25	80.6%	31
	Pasifika	70	85.4%	82
	Male	96	84.2%	114
Pukekohe High School	All students	398	58.3%	683
	Māori	113	74.8%	151
	Pasifika	39	84.8%	46
	Male	195	57.0%	342

Achievement Challenge - Writing



Achievement Challenge: Writing	Focus: Please note 2017 and 2019 indicators of progress
<p>Year 1 to 8</p> <p>In 2015 70.8% (2700/3812) of our students were At or Above the National Standard in writing for years 1 – 8.</p> <p>By 2017 this will be 80.7%, a 10 percentage point shift. This will mean moving 378 additional students.</p> <p>We will lift this to 85% (3240/3812) a 14.2 percentage point shift by 2019. This will mean moving 540 total students.</p>	<p>Within our overall goal of shifting 540 additional students there are 2 sub goals that are a focus:</p> <p>Māori: We aim to lift the achievement of all Māori students in writing from 62.0% (557/898) to 85% (763/898) by the end of 2019. This is a shift of 207 more Maori students.</p> <p>Pasifika: We aim to lift the achievement of Pasifika students in writing from 62.8% (155/247) to 85% (210/247) by the end of 2019. This is a shift of 54 more Pasifika students.</p>
<p>Year 9 &10</p> <p>In 2015 33.0% (264/800) of our students were working within the expected curriculum level in writing.</p> <p>By 2017 this will be 69.4%, a 36.4 percentage point shift. This will mean moving 291 additional students.</p> <p>We will lift this to 85% (680/800) a total 52.0 percentage point shift by 2019. This will mean moving 416 total students.</p>	<p>Within our overall goal of shifting 416 additional students there are 3 sub goals that are a focus:</p> <p>Māori: We aim to lift the achievement of all Maori students in writing from 24.7% (48/194) to 85% (165/194) by the end of 2019. This is a shift of 117 more Maori students.</p> <p>Pasifika: We aim to lift the achievement of Pasifika students in writing from 11.7% (13/111) to 85% (94/111) by the end of 2019. This is a shift of 81 more Pasifika students.</p> <p>Boys: We aim to lift all boys' achievement in writing from 23.8% (103/433) to 85% (368/433) by 2019</p>

The ability to convey message through text is vital. Some of our students have amazing ideas and knowledge but they cannot convey it due to limited skills and or inability to use it across the curriculum. This is more and more vital as they progress through their educational pathway. For our community ESOL is a barrier to students articulating their ideas through text. Our baseline data shows 33% at secondary level and 72.6% across the primary school years meeting the standard.

Writing achievement challenges: progression from 2015-2019

WRITING NATIONAL STANDARDS YEAR 1-8	2015 (current data)			2016				2017				2018				2019					
	# at or above	% at or above	Total students	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	# at or above	% at or above	Number students shift	Percentage point shift	Total percentage point shift	Total students shifted
All students	2700	70.8%	3812	2916	76.5%	216	5.7%	3078	80.7%	162	4.3%	3186	83.6%	108	2.0%	3240	85.0%	54	1.4%	14.2%	540
Māori	557	62.0%	898	640	71.2%	83	9.2%	701	78.1%	62	6.9%	743	82.7%	41	5.0%	763	85.0%	21	2.3%	23.0%	207
Pasifika	155	62.8%	247	177	71.7%	22	8.9%	193	78.3%	16	6.7%	204	82.8%	11	5.0%	210	85.0%	5	2.2%	22.2%	54

WRITING Curriculum Level (CL) YEAR 9 AND 10	2015 (current data)			2016				2017				2018				2019					
	# at or above CL5	% at or above CL5	Total students	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	Total percentage point shift	Total students shifted
All students	264	33.0%	800	430	53.8%	166	20.8%	555	69.4%	125	15.6%	638	79.8%	83	10.4%	680	85.0%	42	5.2%	52.0%	416
Māori	48	24.7%	194	95	48.8%	47	24.1%	130	66.9%	35	18.1%	153	79.0%	23	12.1%	165	85.0%	12	6.0%	60.3%	117
Pasifika	13	11.7%	111	46	41.0%	33	29.3%	70	63.0%	24	22.0%	86	77.7%	16	14.7%	94	85.0%	8	7.3%	73.3%	81

Boys will also need targeted support to engage in writing and both secondary schools will have this cohort as a focus as part of their annual goals.

WRITING Curriculum Level (CL) YEAR 9 AND 10	2015 (current data)			2016				2017				2018				2019					
	# at or above CL5	% at or above CL5	Total students	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	# at or above CL5	% at or above CL5	Number students shift	Percentage point shift	Total percentage point shift	Total students shifted
Boys	103	23.8%	433	209	48.3%	106	24.5%	289	66.6%	80	18.4%	342	78.9%	53	12.2%	368	85.0%	27	6.1%	61.2%	266

Writing: Students achieving below or well below the National Standards in 2015 by school

These students will be the focus of our work to achieve our targets in 2016

School Name	Study Type	Writing		
		Number below or well below	Percentage below or well below	Total students
Ararimu School	All students	16	10.4%	144
	Māori	2	14.3%	14
	Pasifika	X	X	x
	Male	12	19.0%	63
	Female	4	3.7%	81
Bombay School	All students	67	16.9%	349
	Māori	5	6.4%	47
	Pasifika	X	X	x
	Male	46	24.6%	167
	Female	21	9.9%	182
Buckland School	All students	53	17.1%	251
	Māori	7	9.8%	41
	Pasifika	X	X	X
	Male	32	22.7%	119
	Female	21	12.1%	132
Mauku School	All students	27	17.7%	113
	Māori	10	24.2%	33
	Pasifika	4	16.7%	12
	Male	18	22.6%	53
	Female	9	13.3%	60
Paerata School	All students	43	33.0%	97
	Māori	23	37.7%	53
	Pasifika	14	26.7%	30
	Male	26	37.5%	48
	Female	17	28.6%	49
Paparimu School	All students	2	10.0%	20
	Māori	X	X	x
	Pasifika	X	X	x
	Male	2	20.0%	10
	Female	0	0.0%	10
Patumahoe Primary School	All students	51	14.6%	294
	Māori	12	18.4%	49

	Pasifika	1	10.0%	10
	Male	39	20.4%	157
	Female	12	8.0%	137
Pukekohe East School	All students	29	18.1%	155
	Māori	2	11.8%	17
	Pasifika	X	X	x
	Male	17	21.1%	76
	Female	12	15.2%	79
Pukekohe Hill School	All students	160	23.9%	578
	Māori	55	35.5%	138
	Pasifika	19	24.6%	57
	Male	111	30.0%	310
	Female	49	16.8%	268
Pukekohe Intermediate	All students	283	31.1%	662
	Māori	98	35.5%	183
	Pasifika	23	34.1%	41
	Male	188	35.5%	369
	Female	95	25.6%	293
Pukekohe North School	All students	62	24.6%	187
	Māori	48	23.2%	155
	Pasifika	13	29.0%	31
	Male	41	25.2%	111
	Female	21	23.7%	76
Puni School	All students	50	19.6%	189
	Māori	20	31.9%	47
	Pasifika	6	28.6%	21
	Male	38	25.2%	103
	Female	12	12.8%	86
Waiiau Pa School	All students	78	21.3%	319
	Māori	14	29.3%	41
	Pasifika	4	30.8%	13
	Male	64	31.6%	177
	Female	14	8.5%	142
Valley School	All students	191	42.1%	454
	Māori	45	57.7%	78
	Pasifika	8	57.1%	14
	Male	125	51.7%	242
	Female	66	31.1%	212

Writing: 2015 curriculum level data for Year 9 and Year 10

These students will be the focus of our work to achieve our targets in 2016

School Name	Study Type	Writing		
		Number below CL5	Percentage below CL5	Total students
Wesley College	All students	83	94.3%	88
	Māori	20	95.2%	21
	Pasifika	62	93.9%	66
	Male	83	94.3%	88
Pukekohe High School	All students	453	63.6%	712
	Māori	126	72.8%	173
	Pasifika	36	80.0%	45
	Male	247	71.6%	345



Raising teacher effectiveness and sustainability

Strategic Goals

Actions

		Actions		
		Develop	Embed	Sustain
<ul style="list-style-type: none"> To improve outcomes for students performing below expectations in mathematics and writing, particularly Māori, Pasifika and boys. To build teacher capability to meet the needs of all target groups through tailored PD. To ensure there are consistent, valid and reliable assessment and moderation practices across schools in the COL. To track and monitor students over time (both cohorts and individuals) 	<ul style="list-style-type: none"> Analyse OTJ and year 9 and 10 data from across the COL and identify target areas and groups. Identify teacher needs (both content knowledge and pedagogy) across the COL in the teaching of mathematics and writing. Build instructional and leadership capacity of across and within school lead teachers to support schools/teachers of the COL. Build teacher capacity through tailored PD to suit the identified needs. Establish good practices in the use of effective cycles of inquiry in the teaching of mathematics and writing to lift achievement of target groups of students. Examine assessment and moderation practices across the COL. Standardise some common assessment tools to develop consistency of practice to ensure validity and reliability of data. Gather and analyse school data regularly to track and 	<ul style="list-style-type: none"> Review progress of target groups and set future direction. Share effective teaching practice for target students, within and between schools in mathematics and writing. Continue to provide on-going PD to meet teacher needs Embed effective cycles of inquiry throughout the COL. Share effective assessment practices and moderate across the COL. Use consistent assessment tools across the COL. Regular gathering and analysis of assessment data. 	<ul style="list-style-type: none"> Review progress of target groups and set future direction. On-going sharing of effective teaching practice and cluster wide PD. Sustain the use of cycles of inquiry at school and COL levels. Continue to moderate student data from common assessment tools used across primary/intermediate and college level Midyear and yearly gather and analyse data from across the 	

	<ul style="list-style-type: none"> To link good practice with performance management processes 	<p>monitor students.</p> <ul style="list-style-type: none"> Midyear and yearly gather and analyse data from across the COL and review progress. Investigate local examples of good performance management practices that link to student achievement in particular that of target students. 	<ul style="list-style-type: none"> Midyear and yearly gather and analyse data from across the COL and review progress of COL's achievement targets. On-going sharing of effective practice around performance management linking to student achievement. 	<p>COL and review progress of COLs achievement targets.</p> <ul style="list-style-type: none"> Sustain and build on effective performance management processes.
Diversity, Culturally responsive and relational pedagogy	<ul style="list-style-type: none"> To promote and affirm students' identity, language and culture, particularly Maori and Pasifika students. To build student agency To encourage community and whānau engagement, understanding, support and participation in the COL and student learning. 	<ul style="list-style-type: none"> Use the Hauora model to promote student achievement and well-being. Develop students' ability to take responsibility for their learning, identification of successes and next steps. Provide opportunities for parents and whānau to be involved in cultural events & activities and have a say in student learning. 	<ul style="list-style-type: none"> Continue to provide opportunities for students to share their identity, language and culture. On-going promotion of students seeing themselves as owners of their learning and future challenging learning pathways. Frequent opportunities for parents and whānau to contribute of individual and group student achievement. 	<ul style="list-style-type: none"> Review practices and build on successful activities that promote culturally responsive and relational pedagogy Track student agency across learning pathway. Review community engagement and participation and build on positive practices.
Inclusiveness, engagement, and transition	<ul style="list-style-type: none"> To promote collaboration across the COL to deliver improved student achievement outcomes. To build a high level of student engagement in all aspects of their learning. 	<ul style="list-style-type: none"> Establish group norms and build relationships of trust, respectful challenge and support for members of the COL. Monitor and manage positively attendance issues Share and celebrate successes of our students across the COL. 	<ul style="list-style-type: none"> Address any issues and maintain commitment across the COL to raising student achievement. Share information and work collaboratively within the CoL to collectively manage student attendance across the CoL 	<ul style="list-style-type: none"> Maintain shared accountability and commitment for high expectations across the COL to raising student achievement. Share information and work collaboratively within the CoL to collectively manage student attendance

	<ul style="list-style-type: none"> • To ensure all schools in the COL are fully inclusive. • To ensure effective transition from ECE to primary to intermediate to secondary and beyond. 	<ul style="list-style-type: none"> • Use knowledge of our local special school to support inclusive practices. • Use the model being developed by the Ministry and being trialled in local schools around best practice for transition from Early Childhood to Primary school for students who have had an Early Intervention. • Develop a learning pathway model across the COL to help manage transition between local schools/kura • Schools to continue to strengthen their relationship with ECE groups who cater for their intakes and priority learners. • Foster positive relationships with ECEs by regular communication and involvement in events. • Strengthen systems for sharing achievement data amongst primary, intermediate and secondary school • Strengthen systems for sharing knowledge of students, cohorts and their needs so that there is a smoother transition for students and whānau • Provide professional learning opportunities across schools, whānau, students and staff that deepen understanding of progress and achievement and pathways beyond school 	<ul style="list-style-type: none"> • Improve and strengthen sharing and celebrating the successes of students across the CoL • Share effective inclusive practices. • Use the assessment tools being developed in collaboration with the Ministry and Special Education to better assess and support students with additional learning needs across the CoL. • Use the range of strategies identified in the learning pathway to transition students from school to school. • Continue to liaise with and build on positive relationships with ECEs • Continue to build transition processes among schools so the focus is on transitioning individual students and their whānau needs. • Continue to provide professional learning opportunities across schools, whānau student and staff that deepen understanding of progress and achievement and student pathways beyond school. • Gather whānau and student voice to review effectiveness of transition processes across schools 	<ul style="list-style-type: none"> • Regular events to celebrate successes of students and staff. • Continue to promote inclusiveness within and between schools in the COL. • Review and refine transition practices. • Increase the number of ECEs the COL is liaising with in a positive way. • Review and refine transition processes and student pathways beyond school.
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The COL requires a commitment to an agreed code of conduct that would need agreement to the following:

- Confidentiality of all data and information shared between the schools
- Consultation, evidence and communication needs to be at the forefront of all decisions and initiatives
- A commitment to sharing data and skills across the schools
- Each school includes the COL focus areas within their own charters/ annual plans, as well as continuing the focus of what makes their own school unique and its own needs.
- Foster, develop and make a commitment to collaborative practices
- Ensure that there is a commitment and time made for the COL meetings and related initiatives.
- Leadership teams across the COL schools allow for resources, time and staff to be directed to the focus areas.
- Cultural responsiveness is ingrained and threaded through all COL initiatives.
- Professional standards and respect are adhered to
- A commitment that all schools are valued and their input is sought and expected
- A commitment to follow the plan and raise achievement for all our students.



The appointments committee will be made up of principals, representatives from all school types, teacher and BOT representation, as well Māori and Pasifika. The committee will be selected by a full COL meeting where each school has one vote (which each BOT will delegate to whom they deem is the appropriate person).

Their initial act will be to establish job descriptions and time lines with the support and guidance of our assigned person.

Once the roles and responsibilities have been established the lead principal will be appointed. The lead principal will then become part of the appointments committee for all the other across school positions.

As well as these roles there will be a governance role with a representative from each board engaging with the lead principal.

The diagram below shows the roles across the COL. This model shows the schools above the individual roles as they are acting in a governance type role (similar to that of Boards of Trustees)

The diagram also shows the staff, communities, key stakeholders and students as our main focus.

We will ensure we are transparent with our staff and inform them of all the opportunities and roles within this structure. This is a commitment from all schools involved.

Once the COL has been established we will promote ourselves via a launch with representatives of each school. Local government, media, ECE, community and support groups, Māori and Pasifika representatives will also be part of this occasion.

The teachers/ leaders chosen will be supported in the development of their skills as coach, their use of inquiry, to ask the challenging questions and to work collaboratively. The evaluation will be around what shifts have been made and the data and research required to support accelerated achievement of our priority groups. This would be a key focus of any work by the various teams that will be collaborating across or within schools.



Representative from each of the 17 Pukekohe COL Schools (Overall Governance role)

Ararimu Bombay Buckland Mauku Paerata Paparimu Parkside Special School Patumahoe Pukekohe East
Pukekohe Hill Pukekohe High School Pukekohe Intermediate Pukekohe North Puni Valley Waiau Pa Wesley
Sub committees include: Data, Vision / documentation, Appointments

Whanau, Students, Communities, Schools, Staff across the schools as well as links to transition
from ECE, to Intermediate and to High Schools

COL Leader

(Implementation and facilitation of COL initiatives, support and vision)
If Col leader is from a primary school then two support principals may also be appointed

Across School Roles (Pedagogy Coaches)

Cultural responsiveness, student achievement, supporting teacher efficacy and pedagogy development
numeracy and literacy leaders

Within School Roles

Lifting student achievement, teacher pedagogy and efficacy with a focus on numeracy and literacy
Cultural responsiveness and transition advocates

Student Voice Roles

The will also need to be a forum or position for student voice to be part of decision making. This could be in the form of a student
council/ leadership groups that comes under the umbrella of the COL structure. Their main purpose would be allowing an
opportunity for student voice to have a more formal pathway.

Monitoring, Evaluation and Measurement of Progress

The COL Leader , with support from sub groups and Across School Roles , will create a report for all the respective BOTs and the COL Principal Group. First and foremost we need to develop collaborative cycles of inquiry and this will be the core business of the teachers and leaders involved.

Our initial inquiry will establish common understandings of moderation, assessment and assessment tools. We will ascertain what we do as a COL already, what data we actually collect and the way we analyse and use this information. The inquiry will also assess how we could align our SMS programmes to effectively share data between schools

The progress against the targets will be monitored by the COL Leader and reporting will include:

- Outline of targets and priorities
- Beginning, mid-year and end of year data comparison and significant shifts
- Outlining any shifts in pedagogy either emerging or cluster wide
- Commentary of the: How? Why? So what? Now what?
- Any issues that need addressing (next steps)
- Measuring student perception and attitudes as well as their understanding of what they need to do is a vital component that will need to be built in.
- Formal student voice data can be collected via e-asTTle attitude data. This can be used as a benchmark for attitude towards mathematics and writing.
- Gathering teacher voice as well and ensuring there is always an opportunity to give feedback is a valuable tool for growth as a COL
- There would be an expectation that progress against the achievement challenges would be completed mid and end of year. This would require all COL member schools to provide data to enable this to happen. These checkpoints would allow for progress to be monitored and assessed and enable planning to reflect the needs of the students of the COL.

Each COL member to include COL targets and goals in their charter from 2017 and will reflect on these individually in their analysis of variance.

Involvement of students, parents, whānau and communities

The success of our COL and its related achievement goals starts in the schools but does not end there. We need the support and engagement of our parents, whānau and communities. Whilst the day to day actions will be lead by the COL we need to ensure that we maintain open communication and consultation processes throughout.

The success of the COL all links back to a shared vision based around the sharing of ideas and understandings, not just of data and common goals, but sharing and seeking ideas from all key stakeholders.

In the first instance, this has seen BOT, teachers and key stakeholders involved in the initial planning and meetings. It has also seen BOT / parent reps on the appointments committee. Schools have, through their newsletters and in discussion at BOT level, outlined what the COL is and how their school will be involved. This will be an expectation as we move forward.

Part of the commitment is to ensure we have the voice of ECE and they have representation and or an avenue to seek and provide feedback

The main tool we can use is consultation and this needs to be seen within schools, across schools, at BOT level, as well as within our links with MOE, ERO, and essentially with students, whānau and the wider community.

Once the COL is established and resourced, there will be an expectation that all schools include their wider community in the process and look at various ways to engage, involve, and share information and relevant initiatives.

There will also be planned professional development and information opportunities for our students and whānau. This could range from building understanding of the education pathways to career advice.

Student data and feedback would be sought through surveys and a proposed student group under the umbrella of the COL structure.



Appendix

Map of the School's Geographical position

