AUCKLAND CENTRAL COMMUNITY OF SCHOOLS

Waiho I te toipoto, kaua I te toiroa • Let us keep close together, not wide apart

Māhere Tupu

(Growth Plan)

2019

Our Blog Spot

Plan written Term 1 2015

Plan updated March 2017

Plan reviewed June 2017

Plan rewritten March 2019

AUCKLAND CENTRAL COMMUNITY OF SCHOOLS

Waiho I te toipoto, kaua I te toiroa • Let us keep close together, not wide apart

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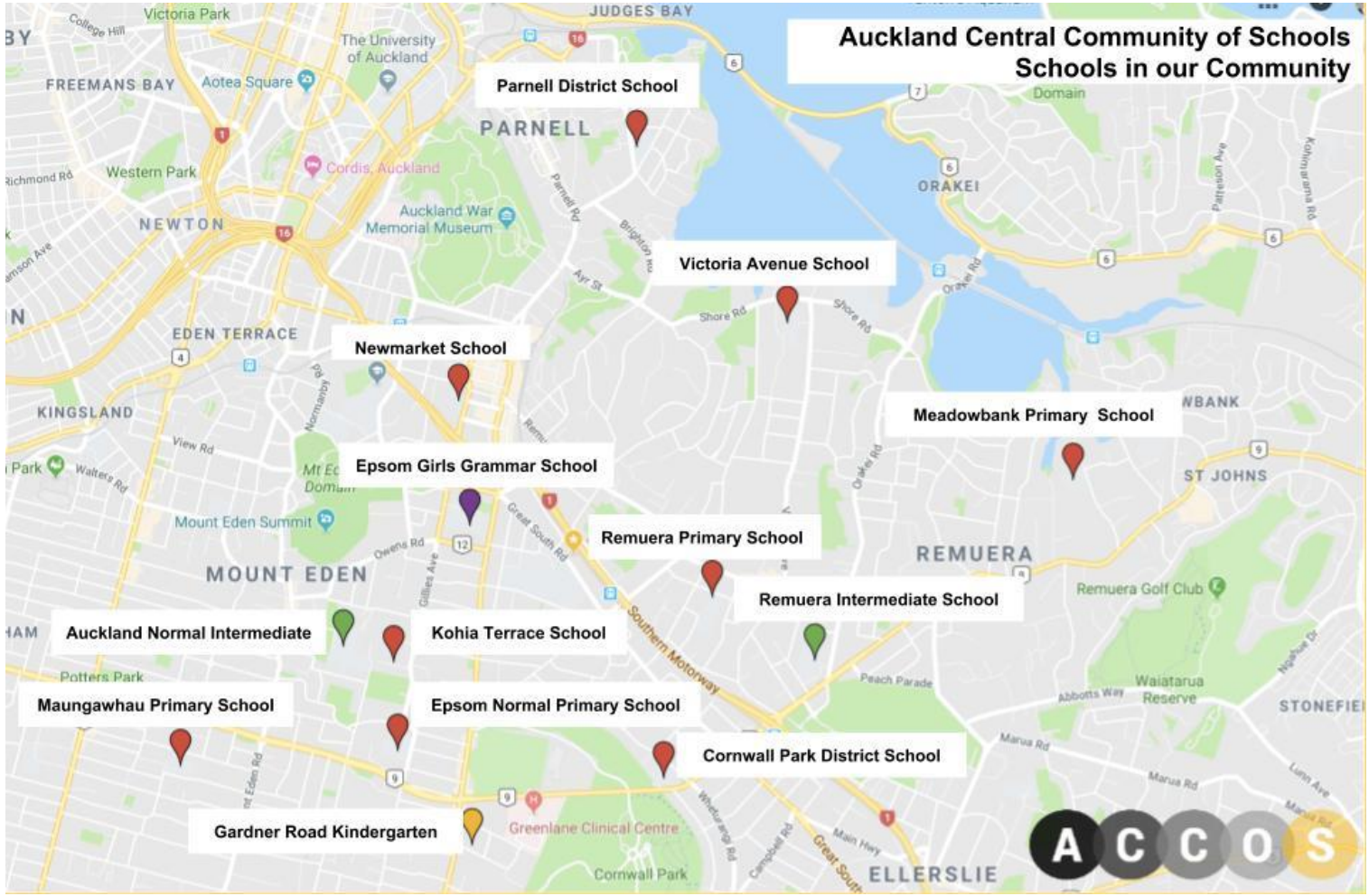
1. Who are we?


Auckland Central Community of Schools
Schools in our Community
Parnell District School
Victoria Avenue School
Newmarket School
Meadowbank Primary School
Epsom Girls Grammar School
Remuera Primary School
Remuera Intermediate School
Auckland Normal Intermediate
Kohia Terrace School
Maungawhau Primary School
Epsom Normal Primary School
Cornwall Park District School
Gardner Road Kindergarten
PARNELL
ORAKEI
NEWTON
EDEN TERRACE
KINGSLAND
MOUNT EDEN
REMUERA
ST JOHNS
ELLERSLIE
FREEMANS BAY
JUDGES BAY
Victoria Park
The University of Auckland
Aotea Square
Western Park
Cordis, Auckland
Auckland War Memorial Museum
Mount Eden Summit
Potters Park
Greenlane Clinical Centre
Cornwall Park
Remuera Golf Club
Waiatarua Reserve
Domain
ACCOS

2. A little bit about us

The Auckland Central Community of Schools (ACCOS) consists of one kindergarten, seven primary schools, two full primaries, two intermediates and one secondary school. These learning organisations are situated in central Auckland just south of the CBD. The combined rolls total 8,733 students which includes 3,495 European, 468 Maori, 413 Pasifika, 2,789 Asian, 235 other and 234 International Fee Paying students.

The demography of the community has changed considerably in the last decade with all schools having growing multicultural rolls - particularly students of Asian heritage.

Our community is a very high performing Community of Schools and is characterised by exceptional levels of achievement by students, strong senior leadership, high quality teaching programmes and a professional environment that focuses on student progress. The learning environments are settled and reflect a responsive curriculum that engages and motivates students.

As a community we will work collaboratively on strengthening the pathways for our students throughout their schooling journey. This will involve developing a more 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.

(1) *Church (2005) uses the metaphor of a net to demonstrate the value of networks and networking as "rigorous and challenging joint work and collaborative enquiry". The net reflects the leaders and teachers within a community. The threads are the various pathways of each individual school linked through a shared vision and set of goals or targets. The knots are the joint activities that allow for genuine sharing of ideas and practice, and learning from each other. It is the knots that Church describes as providing the "benefit, purpose, energy, collective empowerment and inspiration". (*Church, M., 2005)

3. Why are we called ACCOS?

The Auckland Central Community of Schools (ACCOS) was established in January 2015. We were early adopters of this initiative and one of the first three to be approved nationwide. At this time the Primary Teachers union (NZEI) had not agreed to the final outcomes of the initiative. It was not until later that year that the joint initiative Governance Group (a group from MoE and NZEI) agreed on the recommendations, one of them being to rename the initiative to Communities of Learning. Because we were already an established community, we kept the name Auckland Central Community of Schools (ACCOS).

(2) *Working together and learning together will make it possible to accomplish so much more than ever before.* (Bryk, A., 2014)

(1) Knots and Threads; The Power of Networks (Church, M., 2005)
(2) Accelerating How We Learn to Improve (Bryk, A., 2014)

4. What is our purpose?

Members of Auckland Central Community of Schools (ACCOS) include a strong network of passionate and motivated leaders and learners. We are consultative and strongly motivated to improve our places of learning. We recognise the need to break down silos of learning and refocus the dialogue on what works for us all. We acknowledge that curiosity is key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results.

We will draw on the resources of *all* our educational community to support our curiosity.

(1) *"Bringing people together does not necessarily produce better outcomes, unless the collaborative work is organised to engage people in the process and is supported to move them beyond their established patterns". (*Katz, Earl & Jaafar, 2009, p7)

5. What is our approach?

ACCOS's approach is to build teachers' individual and collective capacity to attend to the needs of every student. This approach is based on our community sharing the educational processes that are currently working well. We call this appreciative inquiry:

- Valuing the best of 'what is'
- Engaging in dialogue about 'what should be'
- Envisioning process that work well going forward 'what should be'

We will manage the process by:

- Utilising a collaborative inquiry process to address our challenges
- Developing collective professional learner agency across our community's places of learning
- Encouraging professional curiosity and strengthening our inquiry mind-set to identify what is going on for learners.
- Developing hunches about what is leading to the current situation, before deciding what to do about it.
- Opening up thinking, new ways of doing things, changing practice and creating more innovative approaches to learning and teaching
- Contextualising and figuring out together what works now and in the future in our context.

(2) *"Schools working together in intentional ways to enhance the quality of professional learning and to strengthen capacity for continuous improvement, in the service of enhanced student learning".* (Katz, Earl & Jaafar, 2009, p9)

(1) (2) Building and Connecting Learning Communities: The Power of Networks for School Improvement (Katz, S., Earl, L.M., & Jaafar, S.B. (2009))

6. How will we work together?

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 other 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 learning.
5. When appointing teachers to an *Across School* position the appointment panel will include members from primary, secondary and a board representative. This is to ensure there is a balance of views from all areas of the sector where the appointee will be working.
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 Kahui Ako on the schools behalf.

Appointments

Leadership Role: Panel to endorse the appointment of a CoL our leader will be made up of four Principals and a Board Member. A National Panel Member will also be on the panel.

Across School Leader roles: For each appointment a panel of Principals, one board member and national panel member will be established. Job descriptions will be available for interested applicants, these will be tailored around our achievement challenges. Positions will be advertised across our schools internally. Applicants will require their Principal and Board of Trustees support because they will receive the equivalent of two days (.4) release time per week. The most suitable candidates will be appointed to these roles.

In School Leader roles: These roles will be up to individual schools to appoint, dependent 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 (0.08) release time. The number of positions within a school will be dependent on its size.

Steering Committee

A steering committee has been established to provide oversight and support for the Kahui Ako. This group is fluid and membership can be on a needs or interest basis. The key function is one of guidance and steering with an inclusive approach. In order to provide succession planning, the previous lead principal will be a member for two years once their appointment concludes.

7. What methodology and pedagogical approach will underpin our work?

Rigorous research and a strong program of self-review will underpin our collective direction as a Community of Learning

Our *collaborative inquiry* process involves harnessing the agency and active involvement of *all* learners (students, staff, leaders, whanau) in our community and utilising the concept of Ako through Teaching as Inquiry. Our learners will test hunches and propositions about what is currently happening in our places of learning utilising the concept of *ako*. We will check these hunches in real time through empathetic interactions and connections within and across our places of learning, seeking feedback to reframe, test and take action, as we can then craft and recraft new practices together.

ACCOS will utilise the methodology of appreciative inquiry to better understand the challenges in our community. We will identify and analyse what is working well, in order to learn how to learn from each other, focusing on the things that count to best meet the diverse needs of our students, staff, leaders and whanau. Appreciative inquiry attempts to use ways of asking questions and envisioning the future in order to foster whanangatanga and build on the present potential of our places in learning. Our aim is to create greater equity of outcomes for students at risk of not achieving and coherence both within and across our schools around what works, rather than trying to fix what doesn't.

The elements and relationship which will be at the heart of our learning environment is understood as the pedagogical core. This comprises the learner, the educators, the content and the resources.
This layer is supported by the formative cycle of partnerships that make things happen and the third component is the seven principles that permeate throughout any changing educational environment. These seven principles have been identified by the innovative learning project team at OECD[(1)] as running through the contributing layers that change any learning organisation in order to be effective. It is considered that all the principles should be met not just a select few.

1. Make learning central, encourage engagement and be where leaders come to understand themselves as learners.
2. Ensure that learning is social and often collaborative
3. Be highly attuned to learner's motivations and the importance of emotions
4. Be acutely sensitive to individual differences including in prior knowledge
5. Be demanding for each learner but without excessive overload
6. Use assessments consistent with its aims, with strong emphasis on formative feedback
7. Promote horizontal connectedness across activities and subjects both in and out of schools

[(1)] *Innovative Learning Environments Project "The Nature of Learning – Using Research to Inspire Practice",* Dumont, H.; Istance, D. & Denandes, F. (2010/ 2012/ 2015)

8. How do we evaluate our work?

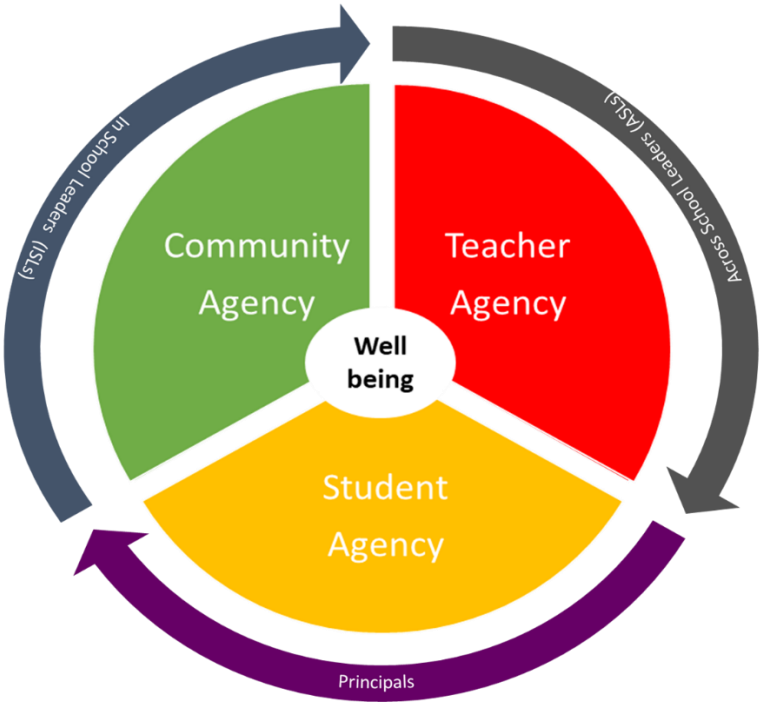
ACCOS will use deep questioning, tried-and-true methods, national qualifications framework and sophisticated NZCER tools to measure our progress. In addition, some new tools and metrics will be utilised and developed to measure the levels of wellbeing and engagement of learners in our community.

Tools and Measures include:

- Evaluative
- Narratives
- Learning Progression Framework
- PaCT tool
- NCEA
- NZCER student wellbeing survey
- NZCER teacher wellbeing survey
- NZCER leadership survey
- Matrix of success
- Attendance data
- NZC

The ongoing use of these evaluative tools will provide robust and rigorous data for self-review, and the sustainable development of our community.

9. What is important to us?



Developing agency across our Kahui Ako is important to us. Through the lens of agency we are able to support teachers and students initiate actions of their own that in turn drive their learning.

To be agentic means the learner has the power to act. With this power an understanding develops of how their actions will impact on others, the environment and the cultural context of the classroom. For agentic teachers the power to act is something that sees them actively contribute to the shaping of their work, its conditions and the profession.

10. Current achievement challenges (2019)

In June 2017 our Kahui Ako undertook a full internal self-review. The purpose of this review was to assess what was working, what wasn't and what changes were needed.

To do this we gathered data from a variety of sources and then made sense of that information. The review work was a collaborative effort which ensured our mahi led to improvement.

What did we do?

1. We had a hunch that our work lacked depth and relevance.
2. We investigated that hunch and gathered data.
3. We made sense of our data.
4. We took action.

What were the results?

The end result was that we restructured into a new way of operating. We moved from five achievement challenges and broad levels of responsibility to seven initiatives with very specific responsibility. This is what they look like now.

MATHS		AGENCY			WORKING WITH THE LEARNER	ECE
Flexible Group 1	Flexible Group 2	Learner	Teacher	Wellbeing		
CPDS MAUNGAWHAU VICTORIA AVE	ANI ENPS NEWMARKET PARNELL	CPDS EGGS PARNELL RPS	EGGS KTS MEADOWBANK RI RPS	ANI ENPS KTS MAUNGAWHAU MEADOWBANK RI RPS	EGGS	ALL PRIMARY SCHOOLS, GARDNER ROAD KINDY
JANICE (C)	**VIRGINIA (C)**	**JANINE/ STEVE (C)**	**CATHERINE (C)**	**DELANEE (C)**	**TRIC / LORRAINE (C)**	**ALISON (C)**
Erin (L)	Sonya (L)	Nicole (L)/ Suzanne (L)	Alaric (L)	Felecia (L) /Andy (L)	Lisa (L) /Sue (L)	Liz (L)
N/A	Andy (E) Suzanne (E)	Erin (E) Lisa (E)	Sue (E) Nicole (E)	N/A	N/A	N/A

E = Extra L = Lead ASL C = Champion

SCHOOL	MATHS		AGENCY			WORKING WITH THE LEARNER	ECE
	FLEXIBLE 1	FLEXIBLE 2	LEARNER	TEACHER	WELLBEING		
Auckland Normal							
Cornwall Park							
EGGS							
Epsom Normal Primary							
Kohia Terrace							
Maungawhau							
Meadowbank Primary							
Newmarket Primary							
Parnell District							
Remuera Intermediate							
Remuera Primary							
Victoria Avenue							

10.1 Mathematics Flexible Grouping #1 Initiative

PURPOSE *(the why)*:

- We want teachers to investigate, and put into action, 21st century pedagogical approaches to teaching mathematics
- To look critically at the research and practice around whether using problem solving and more flexible grouping enhances student's attitudes towards, and successes with mathematics

WHAT ARE OUR KEY GOALS?

- Changing mindsets about mathematics in students, teachers and whanau
- Investigating whether problem solving and flexible grouping should be integral components of a classroom mathematics programme
- Developing a tool that all three schools can use to foster discussion around these ideas

WHAT ARE WE DOING NOW?

- Regular sharing of research and progress towards goals across schools
- ISLs are working with their teachers using the 'Pedagogy Discussion tool'
- This tool is informing and guiding the focus and direction of teacher inquiries
- Working with external providers to enhance teacher knowledge on how to more effectively use problem solving in mathematics
- End of year review: Plan on a page
- ACCoS Blogspot.

10.2 Mathematics Flexible Grouping #2 Initiative

PURPOSE *(the why)*:

- Teachers use effective maths teaching practices and strategies in skilled and active ways

WHAT ARE OUR KEY GOALS?

- Make effective use of the Learning Progression Frameworks in Mathematics (LPF-M) to enhance their use of effective maths teaching practises.
- Use the interventions and effective strategies students need to develop mathematical expertise at the right time and for the right reason.

WHAT DO WE KNOW FROM PREVIOUS YEARS?

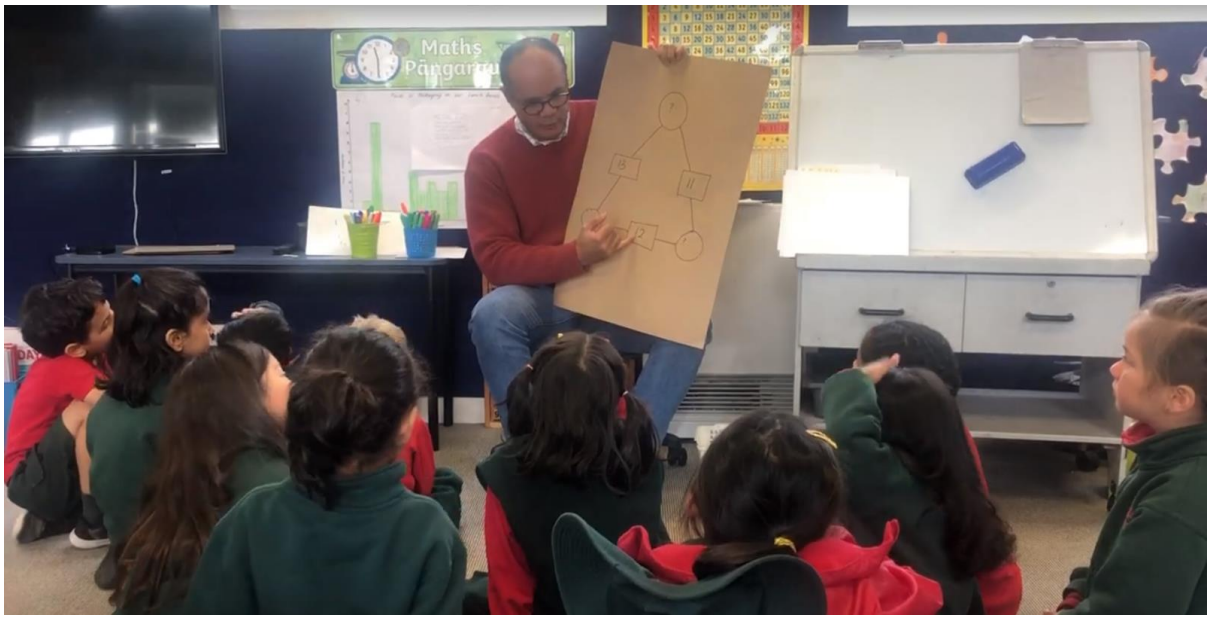
- Students' lack of mathematical engagement.
- The "gatekeeping role that mathematics plays in students' access to educational and economic opportunities" (Cobb & Hodge, 2002, p. 249)
- Maori and Pasifika children continue to be at the lower levels of proficiency. Our across schools data gathering confirms this too.
- School assessment data indicates a higher than national average in mathematics and we want to know if we are extending our students.
- Schools want to drive the shift
- Across the initiative 25% of learners have been identified as being eligible for ESOL funding so a focus on effective ESOL principles by Rod Ellis needs to be included in action plans.

WHAT ARE WE DOING NOW?

- We have identified effective strategies that have a proven effect size that we will focus on. Schools have confirmed strategies of focus for professional learning.

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- Across the initiative student assessment data will be used to identify areas of change in Mathematics.
- Regular opportunities will be provided to involve students and their parents and whānau in learning conferences and goal setting in relation to mathematics standards.
- Information will be used to plan programmes and use of identified effective teaching strategies.
- End of year review: Plan on a page.
- ACCoS Blogspot.



10.3 Learner Agency Initiative

PURPOSE *(the why)*:

- To ensure Learner agency is fostered by teachers who understand agentic learning and know how to support student autonomy and self-regulation

WHAT ARE OUR KEY GOALS?

- To create an understanding of learner agency
- To develop an understanding of the role of schools and teachers in building pedagogies to foster students agency
- To support learners to have agency over their learning
- To develop classroom systems that serve the needs and interests of the learner

WHAT DO WE KNOW FROM PREVIOUS YEARS?

- Building a shared language and understanding within schools and across levels, supports the development of Learner agency.
- Learner agency requires an understanding by students of the learning journey.

WHAT ARE WE DOING NOW?

- Schools identify their school specific areas building on those identified in 2018
- A focus on:
    - Establishing a common Language of Learning
    - Engaging Students in planning, timetabling and Curriculum Design
    - De-privatising assessment
    - How Learner agency supports horizontal connectedness
    - Teacher dispositions, conditions to support learner agency
    - Developing Resilience and Wellbeing
- ISLs are:
    - Engaging with school communities to identify their focus for developing Learner Agency that supports their Strategic Plan, and Teacher and Learner needs.
    - Planning ways to support each other to share their learning between schools
- As a group we:
    - Reflect on and review the 'Learner Agency' rubric developed and trialled in 2018
    - Create a discussion document/rubric that feeds from the 'Learner Agency' Rubric, to identify some of the teacher dispositions and pedagogies that support the development of Learner agency

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- A change in teacher practice
- Change in learner agency and educational outcomes in relation to the key competencies tracked by the schools as case study
- End of year review: Plan on a page
- ACCoS Blogspot.

10.4 Teacher Agency Initiative

PURPOSE *(the why)*:

- To empower teachers to take ownership of their professional growth

WHAT ARE OUR KEY GOALS?

- To increase awareness of the complex elements that contribute to the concept of teacher agency
- To build a shared understanding and language surrounding teacher agency
- To increase targeted aspects of teacher agency in alignment with each schools' strategic direction

WHAT DO WE KNOW FROM PREVIOUS YEARS?

- Building a shared language around teacher agency is an important first step
- A shared language is required to facilitate an increased understanding of the concept of teacher agency
- Actions to improve levels of teacher agency are most effective when they align with the strategic direction of the school
- Raising the agency of teachers can be helped or hindered by structures, systems, and conditions set up senior leadership in schools
- The importance of principles of adult learning (andragogy) when influencing teachers

WHAT ARE WE DOING NOW?

- Reviewing and modifying the Teacher Agency Progression Matrix.
- Collecting baseline data (April-May 2019) using the Teacher Agency Progression Matrix 2.0
- Analysing baseline data for patterns and trends
- Co-constructing shared action plans that are specific to each school, its context and strategic direction

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- Regular sharing of progress in our initiative meetings builds a narrative of success
- Tracking hits on the Teacher Agency Website to gauge traffic and usage
- EOY data collected using the Teacher Agency Progression Matrix 2.0
- Teacher interviews and qualitative data along the way - published here.
- Creation of exemplars for the interactive matrix and Teacher Agency Website.
- End of year review: Plan on a Page
- Blog Post summary
- ACCoS Blogspot.

10.5 Wellbeing Initiative

PURPOSE *(the why)*:

- We aim to engage school communities to collectively invest in practices and environments that enhance learning outcomes

WHAT ARE OUR KEY GOALS?

- To create a shared understanding of what *wellbeing* encompasses and why it's a chosen focus
- To create a digital platform to share ideas and resources (the how)
- To ensure that the experiences, voices and visions of those involved are realised

WHAT DO WE KNOW FROM PREVIOUS YEARS?

- There's a need to address the various facets of wellbeing for both staff and students
- There's some great work already happening that could be built upon and developed further (e.g. Resilience Institute)

WHAT ARE WE DOING NOW?

- Creating a digital platform to share ideas and resources
- Building our understanding of the ***why*** address wellbeing, ***what*** wellbeing is and ***how*** to improve it

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- Improved staff and student culture (qualitative data)
- A shared language is implemented and used
- Initiatives have been designed to address the specific needs of staff and students (which arose from data gathered)
- NZCER Wellbeing Survey Results
- Personalised staff wellbeing survey in development (example)
- End of year review: Plan on a Page
- ACCoS Blogspot.

10.6 Working with the Learner Initiative

PURPOSE *(the why)*:

- To continue developing learner agency at EGGS.

WHAT ARE OUR KEY GOALS?

- Develop teacher agency/dispositions
- Build reciprocal learning relationships AKO (teachers and students learn together)
- Develop critical engagement
- Support wellbeing
- Grow collaborative and inclusive classrooms

WHAT DO WE KNOW FROM PREVIOUS YEARS?

- Learner agency is a complex concept and it takes time for staff to process the implications of this for their teaching practice.
- Teacher agency needs to be built alongside student agency
- There are many different ways to grow agency in different learning contexts.
- There can be tension between practice which leads to high student achievement in assessment and practice which develops learner agency.
- More work needs to be done to align the planning of curriculum redesign with the pedagogies that have arisen from the PLGs

WHAT ARE WE DOING NOW?

- We have 13 different PLGs working on various aspects of practice which contribute to learner agency and to our key strategic goals

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- When we can see teachers are engaged in learning new teaching practices - teacher agency
- When teachers understand what learner agency is and how to improve their teaching as they develop it.
- We will use teacher voice, student voice and student achievement data as our measures
- The pedagogies arising from the work of the PLGs is considered in the curriculum redesign of Year 11
- End of Year Review
- End of Year PLG Evaluations
- ACCoS Blogspot.

10.7 Early Childhood Education Initiative

PURPOSE *(the why)*:

- We aim to be leaders in transitioning children to school through the sharing of best practice across ACCoS Early Childhood Providers and the New Entrant Community.

WHAT ARE OUR KEY GOALS?

- Facilitate opportunities to share best play-based learning practices (with a lens on the key role of the teacher in learning or ako).
- Explore how schools and centres celebrate cultural diversity.
- Share ideas on how to support the wellbeing of our students.
- Develop collaboration through the development of professional relationships

WHAT DO WE KNOW FROM PREVIOUS YEARS?

- Feedback from the work done in 2018 indicated a shared appreciation for the networking and opportunities for ECE teachers and those from the early primary sector to share.
- The group expressed a desire to inquire further into topics such as **play-based learning**, **wellbeing**, **supporting cultural capabilities** and **ESOL** learners.
- There is a real benefit for all in having meetings at the various centres and in New Entrant areas at our schools

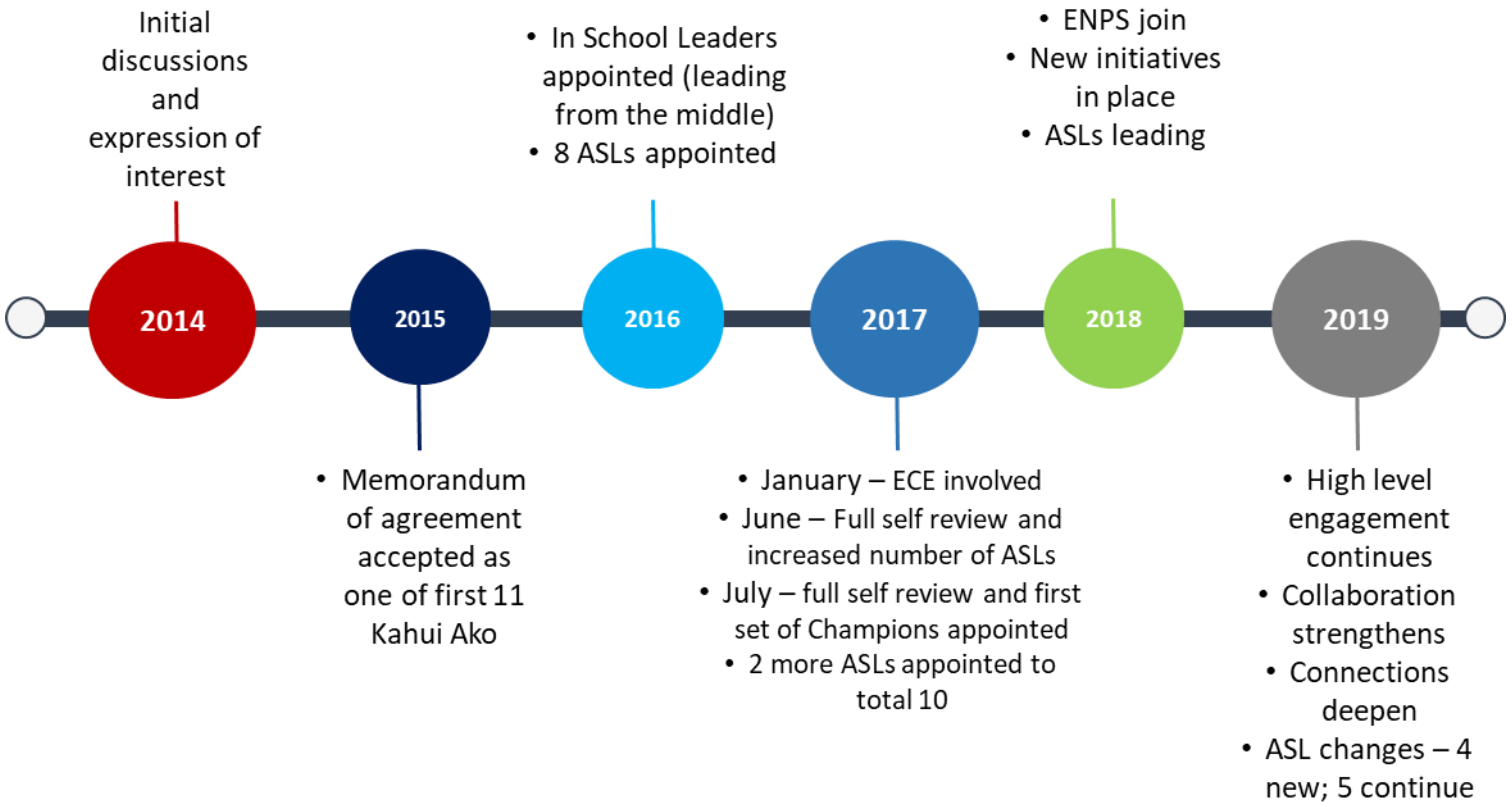
WHAT ARE WE DOING NOW?

- An evening meeting per term focusing on those areas. The first evening was a great success and allowed for the 50 attendees to explore and share strategies to support their ESOL learners.
- During ACCoS release time going into other schools and early childhood centre and sharing ideas and talking about transitioning into school (the first few weeks)
- Sharing of the best practice within ACCOS, staff from our primary schools and early childhood centres will share their learning and practice around the 2019 areas of interest

HOW DO WE KNOW WE ARE MAKING PROGRESS AND WHAT ARE OUR MEASURES?

- Website compiled showing our 2019 highlights and ideas for moving forward into 2020.
- ACCoS Blogspot.

11. Timeline of our history



12. Appendices

1. **Achievement Challenges 2017 + 2018**
2. **Achievement Challenges 2015 + 2016**
3. **Public Achievement Information 2015**

ACHIEVEMENT CHALLENGES 2017 + 2018

Six initiatives were established (see below) with the Across School Leaders, taking overall responsibility to facilitate their development. They are supported by a Principal or DP who acts as a champion. These six initiatives have now become our local criteria and achievement challenges. The overarching goals for each of them are included for your reference as they drive the work of ACCOS.

Achievement Challenge 1

WRITING

Shifting teacher practice; Professional learning groups (support with planning and building leadership capacity of ISL); Professional development (research good practice); Networking (teachers and students); Data collection; Observations, feedback and critical discussions.

Achievement Challenge 2

WORKING WITH THE LEARNER (EGGS only)

Enable student-centred learning; Improve student learning and achievement and to support Learning at EGGS (based on the Principles, Vision and Values of the NZC); Provide future focused learning – as EGGs enters its second century we aim to be current with students' needs including project inquiry based learning, and to be responsive to change pedagogy; Support transition – into, through and beyond secondary level; Develop knowledge and practice around learner agency – each PLG has been considering agency as integral to their inquiries.

Achievement Challenge 3

MATHEMATICS

Active learning – teachers working together across schools; ISL-led initiatives – teaching strategies that have the greatest effect; Student-led initiatives – leading to improved outcomes; Focus on teaching practice that support Maori students in mathematics; Focus on ELL students languages and cultures; Greater awareness about Achievement Challenge 5 Parent Engagement & Participation.

Achievement Challenge 4

TEACHER AGENCY

Promote profile of Teacher Agency; Promote collaboration; Promote reflective practice; Promote professional learning; Promote wellbeing and resilience; Promote data.

Achievement Challenge 5

LEARNER AGENCY

Develop a shared understanding of learner agency; Create connections across the initiative schools; Facilitate change to teachers' practice within initiative in order to increase learner agency; Increased learner agency will result in raised student achievement.

Achievement Challenge 6

ORAL LANGUAGE

Build oral language competence through: Modelling and explicit teaching of speaking and listening skills; Explicit vocabulary teaching; Integration with reading activities; Integration with writing activities; Integration with activities across the curriculum; The use of technology/ digital devices.

ACHIEVEMENT CHALLENGES 2015 + 2016

Achievement Challenge 1

WRITING

In our community of schools there are 5,782 Year 1 – 8 students. Currently 4,540 (78.5%) are achieving at or above the National Standard in writing. By 2017 this will increase to 5,204 (90%).

Achievement Challenge 2

READING

In our community of schools there are 5,782 Year 1 - 8 students. Currently 4993 (86.3%) are achieving at or above the National Standard in reading. By 2017 this will increase to 5,494 (95%).

Achievement Challenge 3

NCEA LEVEL 2

In our community there are 403 school leavers.
388 (96.3%) leave school with NCEA Level 2 or equivalent. By 2017 395 (97%) will leave with Level 2 or equivalent.

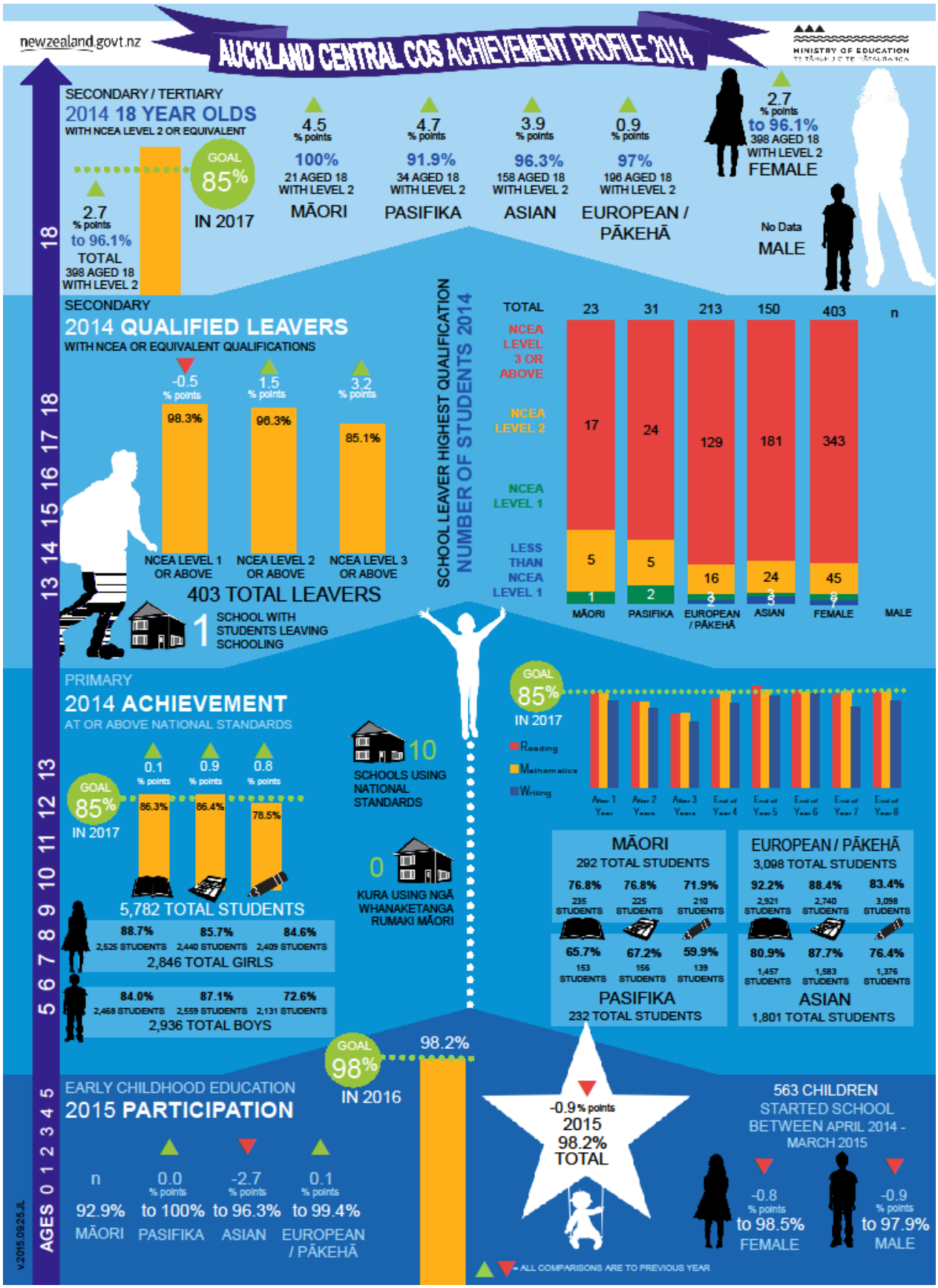
Achievement Challenge 4

NCEA LEVEL 3 AND TERTIARY

In our community there are 403 school leavers. 343 (85%) leave school with NCEA Level 3 or equivalent. By 2017 this will increase to 358 (89%). 221 (55%) will achieve NCEA Level 3 merit or excellence which contributes to a higher grade point average for entry to limited entry tertiary courses. By 2017 this will increase to 234 (58%).

Achievement Challenge 5

PARENT ENGAGEMENT AND PARTICIPATION

In our community of schools communication with parents is variable. On many occasions it is one way and the usefulness of the interactions we have with them is not monitored. By 2017 we will have extended our connections and refocused actions so that 90% of our parents report there is a strategic focus to the collaboration.

PUBLIC ACHIEVEMENT INFORMATION (PAI) 2015