

Application for Waimate Community of Learning

The Waimate Community of Learning is made up of:

Makikihi School
Morven School

Waihao Downs School
Waimate Main School
Waimate Centennial School

Waimate High School
Waituna Creek School



Identified Achievement Challenges

1. Mathematics

In National Standards Mathematics (2014) 79% of our learners were 'at' or 'above' the standard. This equates to 363 students.

Mathematics has been identified as our first challenge through our data analysis and because three of the seven schools are presently working together on the Accelerating Learning in Mathematics project. Specific Aspirational Target: By 2017 we want to raise the learners who are at or above in National Standards Mathematics achievement to 90%. This will equate to 414 learners reaching the standard.

2. Writing

In National Standards Writing (2014) 76% of our learners were 'at' or 'above' the standard. This equates to 351 students reaching this standard.

Writing has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.

Specific Aspirational Target: By 2017 we want to raise the learners who are at or above in National Standards Writing achievement to 90%. This will equate to 416 learners reaching the standard.

3. Reading

In National Standards Reading (2014) 83% of our learners were 'at' or 'above' the standard. This equates to 376 students reaching the standard.

Reading has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.

Specific Aspirational Target: By 2017 we want to raise the learners who are at or above in National Standards Reading achievement to 90%. This will equate to 408 learners reaching the standard.

4. NCEA leaving qualification

In NCEA data (2014) 70% of our 18 year olds achieved NCEA level 2 or better.

This challenge has been identified because NCEA level 2 is now regarded as the minimum qualification needed to succeed in today's world so they are well prepared for the workforce or further tertiary education.

Specific Aspirational Target: By the end of 2017 we want to lift the number of students leaving school with NCEA level 2 or better to 85%.

Target Learners

Our four achievement challenges will be the focus from the outset. Progress on the challenges will be monitored closely and developed further in response to analysis and evaluation. Building collaboration within our Community of Learning will be a key aspect of development to support our work on the challenges.

Our target groups will be students who are in the 'below' category because improving their outcomes in Mathematics, Writing and Reading will enable them to access the curriculum more effectively. We believe that focused work with these learners will have the most impact.

Our priority learners will be transient students. We have a high proportion of students who are transient and this group is also over-represented with students who are Maori.

The national average of transient students who are Maori is 28 per 1000

In the Waimate district transient students who are Maori is 127 per 1000.

There are a total of 55 Maori students in the Waimate district.

Aspirational targets have been identified from the profile data for our Community of Learning. As well, specific targets will be set by the individual schools.

End of year data will be analysed annually to determine the target group learners for the following year.

Number of learners in the well below, below, at and above categories:

School	Totals rolls	Mathematics			Writing			Reading		
		Well below	Below	At & above	Well below	Below	At & above	Well below	Below	At & above
Waimate Centennial School	155	1	24	130 81%	3	18	134 86%	6	21	128 83%
Makikihi School	32	2	2	28 87%	4	7	21 66%	3	3	26 81%
Morven School	21	0	1	20 95%	0	2	19 90%	0	1	20 95%
Waihao Downs School	65	2	11	40 75%	2	14	37 70%	8	7	38 72%
Waimate Main School	90	13	12	52 67%	17	19	41 53%	5	10	62 81%
Waituna Creek School	41	1	9	28 74%	2	2	34 89%	4	1	33 87%
Waimate High School	Y7 and 8 - 84	6	13	65 77%	5	14	65 77%	3	12	69 82%



Our Vision

Our student achievement challenges will focus on maximizing learning outcomes for every learner with all children being well supported by strong connections in high trust relationships throughout their learning journey.

Our Principles are the foundations on which we will work together. These include:

- High trust relationships
- Children first and at the heart of our work
- Strong collaboration

These principles are encapsulated in the Maori concept Mahitahi. Mahi translates to mean work and effort, and tahi means unity, together, partnership.

Our Proverb

“Ki to kohahi te Kaakaho ka whati, ki te kaapuia, e kore e whati”
 “When reeds stand alone, they are vulnerable, but bound together they are unbreakable.”

Through the work carried out in preparation for this application, as well as previous working relationships, we believe that we are well placed to work collaboratively to share best practice across our schools. The boards have all indicated that they fully support this collaboration. The principals welcome the opportunities for establishing a strong network of support that working collaboratively will enable.

Specific issues identified from our data include:

- Learner achievement – lifting our academic achievement in National Standards
 - lifting our academic achievement in NCEA
- Learner engagement – learners being motivated, ready to learn and having the skillset to learn
- Pathways and transitions – enabling smooth transitions from early childhood centres to primary to high school to tertiary. (refer to Appendix 1, Achievement Risk Factors)
- Community engagement and collaboration – engaging and working collaboratively with parents about their child’s learning journey, lifting the profile of education in the community and valuing education.

Our work on these issues and the measureable outcomes to monitor progress will be articulated in the plans to be developed by the Community of Learning.



Local Context

The Waimate Community of Learning comprises one high school and six contributing primary schools. The high school and two of the primary schools are located in the township of Waimate while the other primary schools are in rural locations. The primary schools are U1 and U2 while the high school is U4.

The Waimate Community of Schools includes a range of deciles. These are:

Waimate Centennial School decile 4

Makikihi School decile 6 Waihao Downs School decile 9 Waimate High School decile 5

Morven School decile 10 Waimate Main School decile 3 Waituna Creek School decile 6

This indicates a range of socio economic backgrounds in our community. Based on data from the last census, all but one school's deciles went up by at least one. We believe this is a reflection of the dairy industry in this district that is largely by corporate farmers. This is not indicative of the actuality of families in our schools due to high migrant and transient populations.

Some of the implications of the rural setting and the importance of dairying in our community are that:

- Transience is a significant issue in the district

 - (28 per 1000 in Waimate district compared with the national average 4.7 per 1000, according to the Census 2013)

- Often parents are not available for meetings due to milking schedules

- ICT access can be a problem in rural areas

- Seasonal work

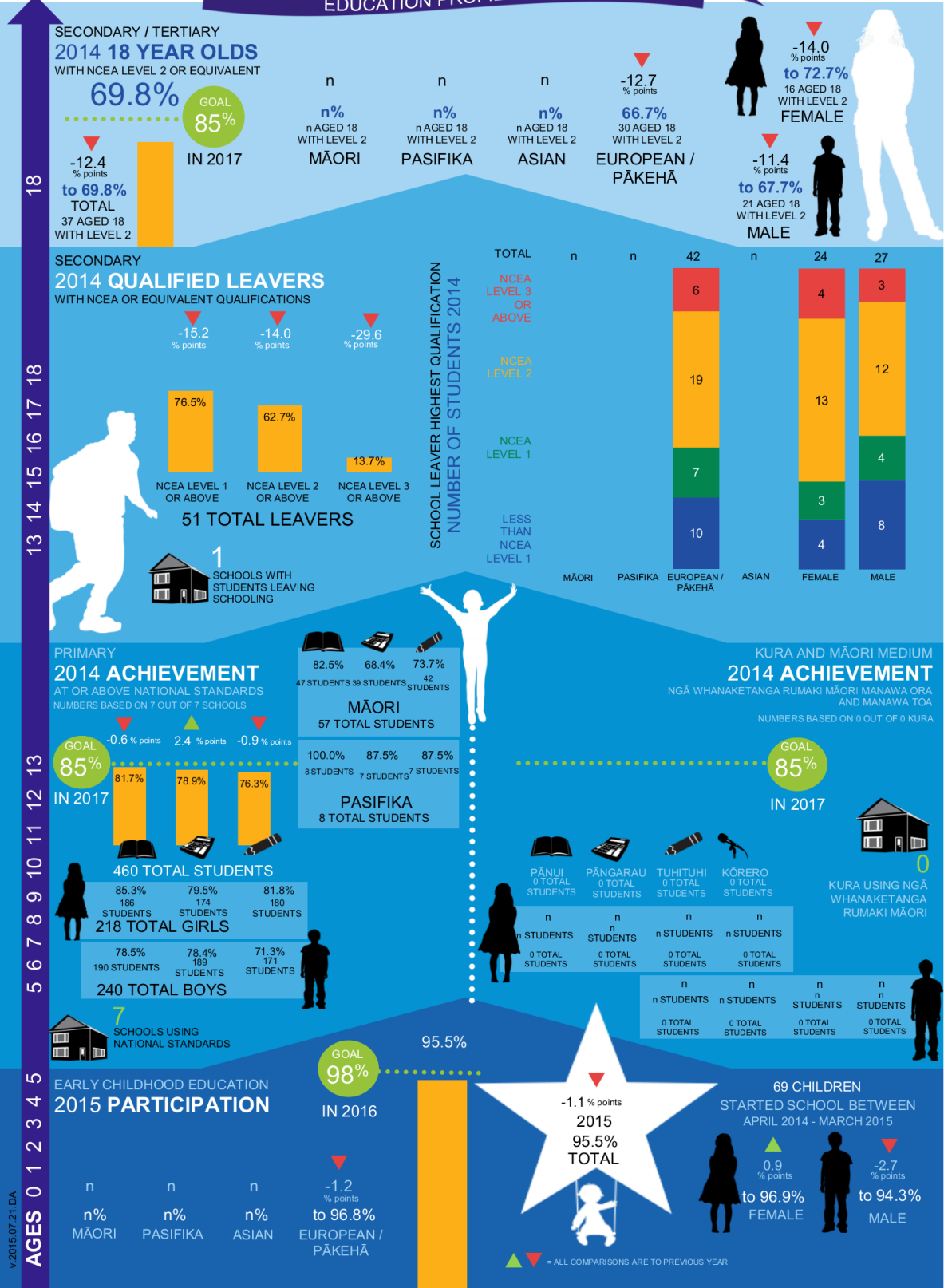
- Most schools have a high proportion of students who travel by bus

The township of Waimate could be described as having a strong sense of community and local history, it also has an aging population. Demographics show an increase in Maori and migrant families.

(refer to Appendix 2, Census Data for the Waimate District).

Relatively low rates of attendance and perceptions based on traditional views and negative perceptions of school are impacting on family's engagement with school.

According to latest census data total school aged population numbers are predicted to decline gradually over the coming years. However, this is highly dependent on economy related factors, installation of new irrigation schemes, fluctuating dairy prices and changes in technology.



Already worked on and achieved together over time

- Accelerating Learning in Mathematics – involves three schools
- Waimate Matariki Festival includes all early childhood centres, primary schools and the high school. This has been a community celebration for the past three years that includes performances through the morning and hangi lunch for all involved.
- Maori professional development provided by WAVE for the Waimate district schools. As well, the Waimate district schools have, in the past year, enjoyed two sessions at the Waihao Marie where teachers from all the schools had the opportunity to discuss with marae personnel how we can better meet the needs of our Maori children.
- Waimate Principal support group meets at least once a term
- Kiwi Sport for the primary schools every Friday morning
- Fundamental Skills held at individual schools
- Junior Teacher Support Group – participants from rural schools
- Parenting Hub based at Waimate Main Primary School
- Hapaitia o Tikanga i Waimate (The Waka That Raises Up Tikanga Maori In Waimate) funded as a HEHA Maori Community Action project (South Canterbury District Health Board) , involves three schools. This project enables us to employ a Kapa Haka tutor, run community night classes in Te Reo and more recently, a Community Kapa Haka group.
- Waimate District sports – athletics, cross country, swimming
- Speech competitions
- Waimate Bus Consortium
- Technology at the high school for Year 7 and 8 students of contributing
- ICT proposal to work collaboratively on providing broadband access in our community
- Free Dictionaries for all Year 4s in Waimate district schools
- NZSTA seminar on Cultural Responsiveness 22 July 2015
- ERO information session on School Evaluation Indicators 10 August, 2015

Working together

Collaboration is key to the Community of Learning working together. This will include collaborating across the schools in the best interests of all our learners, developing systems and processes to make it work and creating effective working practices as a Community of Learning.

Some specific actions will include:

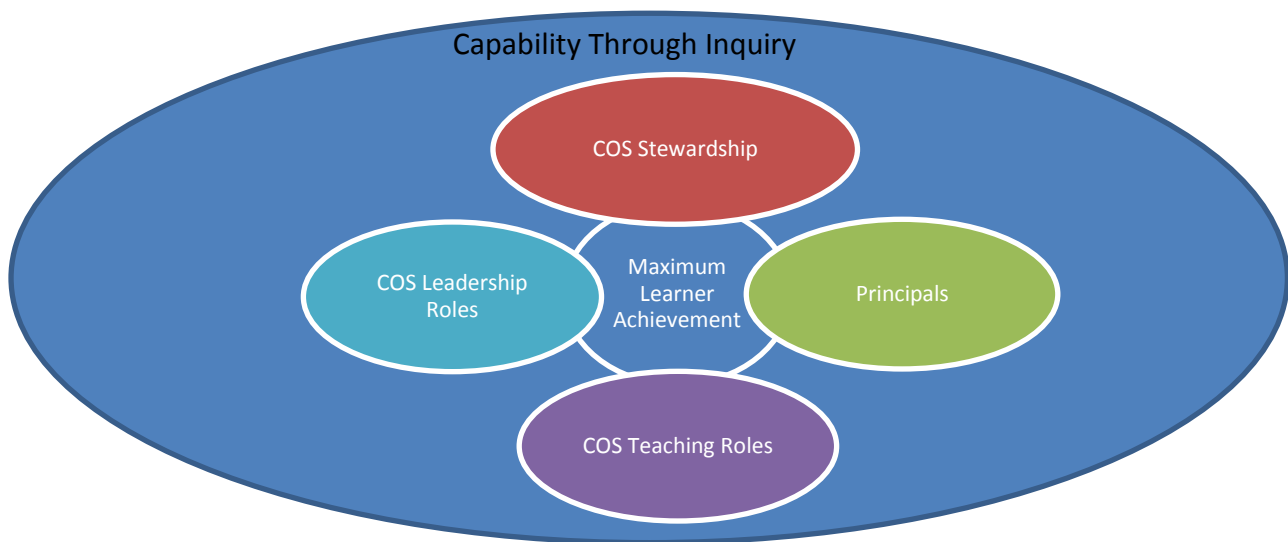
- Quarterly principals' meetings
- Combined board sessions including:
 - NZSTA seminars held in Waimate
 - Social functions
 - Celebrations of successes of our Community of Learning
- Regular liaison with runanga
- Setting up professional learning groups across schools in specific areas of interest.

Organisational structure

Stewardship Group has governance responsibility for the Community of Learning. This includes employment of the personnel involved.

The Stewardship group is comprised of one board representative from each of the seven schools and the principals. Twice a year (mid and end of year) the Stewardship Group will review progress on the specific targets and a report for dissemination to their full board. The Principals are delegated the responsibility for management of the Community of Learning. This group is comprised of the seven principals. They will meet at least quarterly for progress reports and analysis. The individual principals will continue to manage their own schools, and to report to their schools' boards of trustees.

Organisational Structure of the Waimate Community of Learning



Specific roles within the Community of Learning include:

Community of Learning Leader: this principal will have role of supporting all principals and teachers in the Community to raise achievement and meet our shared goals. Their project leadership skills will be harnessed to share best practise from across the Community. The Community of Learning Leadership role will involve .4FTTE release time.

Across Community Teachers: the role of these selected teachers will involve them working closely with the other teachers across the Community to enable the best of the combined strengths of their colleagues, so that every student succeeds. The Across Schools Teachers' roles will involve .4FTTE

Within Schools Teachers: the role of these selected teachers will involve them working within their own school to share good practice with teachers from across the Community. The Within Schools' Teachers roles will involve .4FTTE.

Inquiry Time: 445 hours or .4FTTE is also available for inquiry time. This will enable teachers to have the time to learn from each other and work together on our Community goals.

This model of inquiry will be used for how we work through all levels of the COL.



From IES Community of Learning Tips and Starters April 2015

Scrutinising the evidence and identifying possible challenges

Question: What are our common challenges and concerns about the progress of our students and what is our evidence for these?

Gaining clarity on our common challenges

Question: What do we know about possible reasons for the challenge and how do we know this?

Developing our plan to address our challenges

Question: What actions will address the reasons for the challenges that we have identified?

How are we going to work together?

How will we reflect the decisions we have made in our achievement plan?

Implementing and monitoring the plan

Question: How might we measure our progress in this challenge?

Reviewing and refocusing

Question: What progress have we made with our goals and where do we need to go next?

Appendix 1

Achievement Risk Factors:

Caregiver without NCEA level 1	87%
Caregivers on benefit	84%
CYF children	64%
Deprived areas	53%
Low decile	36%
Stand downs	27%
Abused children	26%
Attendance at Year 9	23%
Orphans	12%
Solo parents	10%

Year 8 attendance and lateness:

Late 35+ days and absent more than 20 days the child has less than 5% chance of achieving NCEA level 2

23% of students not achieving NCEA level 1 had a poor attendance at Year 9.

Impact of underachievement:

Based on information provided by MOE

The cost per year on the economy of the non-achievers in 1989 is \$40 million

\$40 million X 26 years = \$1.04 Billion

12% of New Zealand budget is on education = \$10.118 Billion

Therefore the 1989 non-achievers has cost nearly 10% of that current budget to date.

Appendix 2

Census data in relation to the Waimate District:

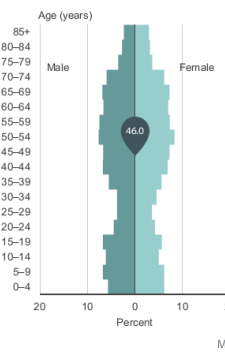
- For people aged 15 years and over, the median income (half earn more, and half earn less, than this amount), in Waimate District is \$24,800. This compares with a median of \$28,500 for all of New Zealand.
- 41.4 percent of people aged 15 years and over in Waimate District have an annual income of \$20,000 or less, compared with 38.2 percent of people for New Zealand as a whole.
- In Waimate District, 20.1 percent of people aged 15 years and over have an annual income of more than \$50,000, compared with 26.7 percent of people in New Zealand.
- 67.4 percent of households in Waimate District have access to the Internet, compared with 76.8 percent of households in New Zealand.
- In Waimate District, 80.1 percent of households have access to a cellphone, compared with 83.7 percent of households for New Zealand as a whole.
- Waimate has been growing in popularity over the years as a place to settle. However, consistent with the national trend, Waimate's population is ageing. A growing concern among the community was the low incomes of older residents, and the affordability of local housing. For example, only 22.4 percent of those aged 65 years and over in Waimate received more than \$20,000 a year. This compares with 32.2 percent for all of New Zealand.

QuickStats about Waimate District

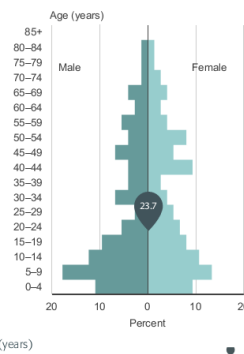
2013 CENSUS



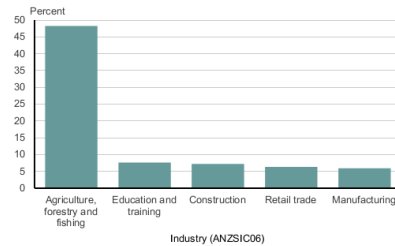
Age and sex of people
Waimate District
2013 Census



Age and sex of Māori
Waimate District
2013 Census



Top five industries in Waimate District
By employee count
For year ended February 2013



How Waimate District compares with the national average

Individuals

Major ethnic groups

European	92.5%	vs	74.0%
Māori	6.3%	vs	14.9%
Pacific peoples	0.6%	vs	7.4%
Asian	2.8%	vs	11.8%
Middle Eastern/ Latin American/ African	0.5%	vs	1.2%
Other	1.9%	vs	1.7%

Percent born overseas

12.5% vs 25.2%

Percent of people with a formal qualification*

66.8% vs 79.1%

Median income*

\$24,800 vs \$28,500

*For people aged 15 years and over.

Households

Percent of households that own their dwelling*

70.3% vs 64.8%

Median weekly rent

\$150 vs \$280

Percent of households with internet access

67.4% vs 76.8%

*Or hold it in a family trust.

This poster summarises results from 2013 Census QuickStats about a place. All results exclude responses that cannot be classified (eg 'not stated', 'response unidentifiable', response outside scope). The data has been randomly rounded to protect confidentiality.

Source: Statistics New Zealand

Visit our website for more information
www.stats.govt.nz/2013Census



Appendix 3

Baseline Data

Data on the following has been collated because we consider them to be important indicators of student engagement and critical to informing our work on improving student achievement.

- attendance rates and lateness
- school transience
- language capability of ESOL students
- attendance of parents at teacher-student-parent conferences

Attendance Rates and Lateness for Terms 1 and 2 2015

	Overall %	Number of students with 85% or less attendance	Number of students late more than 20 times
Centennial School	92.6%		
Makikihi School	92.4%	4	0
Morven School	25 new students enrolled in terms 1 and 2 2015	1	1 (same student)
Waihao Downs	88.3%	9 in term 1 30 in term 2 - sickness	0
Waimate Main	94%	5	8
Waituna Creek	94.1%	6	0
Waimate High	91.34%	49	0

Notes: WHS attendance includes justified and unjustified. One student late 18 times

Transience – number of schools attended 2014 and 2015

	Number of students attending 2 schools	Number of students attending 3 schools	Number of students attending 4 or more
Centennial School	8	0	0
Makikihi School	10	2	0
Morven School	20	5	2
Waihao Downs	4	1	0
Waimate Main	20	7	9
Waituna Creek	7	3	0
Waimate High	14	3	1

ESOL – number of students receiving ESOL funding at 1 July

	Total number of students with ESOL funding	Number of students with ESOL funding level...				
		Foundation	1	2	3	4
Centennial School	1		1			
Makikihi School	0					
Morven School	1 (now left)		1			
Waihao Downs	0					
Waimate Main	3				1	2
Waituna Creek	0 but three identified					
Waimate High	14	2	3	4	3	2

Waituna Creek ESOL assessments problematic due to expertise required for testing

Attendance of parents at most recent teacher-student-parent conference

	Overall % rate attendance	Maori % rate attendance	ESOL % rate attendance
Centennial School	95	95	100
Makikihi School	100	100	100
Morven School	100	100	100
Waihao Downs	100	100	100
Waimate Main	95	100	100
Waituna Creek	90	100	63
Waimate High	82%	60%	80%

Student Achievement Challenge 1 Mathematics

Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and Refocus
<p>By 2017 we want to raise the proportion of learners who are at or above in National Standards Mathematics achievement to 90%.</p> <p>This will equate to 414 learners reaching the standard [including 50 Māori students and 7 Pasifika students].</p>	<p>In National Standards Mathematics (2014) 79% of our learners were 'at' or 'above' the standard. This equates to 363 students.</p> <p>Mathematics has been identified as our first challenge through our data analysis and because three of the seven schools are presently working together on the Accelerating Learning in Mathematics project.</p>	<p>Develop COL Plan for Maths.</p> <p>Schools identify in their Strategic Plans involvement in COL.</p> <p>Schools identify target students.</p> <p>Research and investigate the reasons for non-achievement.</p> <p>Identify and appoint key roles to support inquiry process</p> <p>Identify PLD and resourcing and teacher networks</p> <p>Develop a process to support children transitioning through and within schools</p> <p>Identify what current best practice, quality teaching and learning in Mathematics looks like.</p>	<p>Implement and monitor COL plan</p> <p>Interrogate the data to identify trends and patterns</p> <p>Budgeting and releasing resources based on needs</p> <p>Plan developed in each school and imbedded in schools' Charter, Strategic Plan, Annual Plans, Student Achievement Targets, teacher appraisal, and school practice.</p>	<p>Principals analyse data and set targets for following year and carry out planning. This will include: staff professional learning, strengths of schools and specific areas of need.</p> <p>After 2016 also include Year 9 and 10 Mathematics.</p> <p>Identify how we transfer best practice in Mathematics to other learning areas.</p> <p>Assess ourselves against ALiM rubric model</p> <p>Investigate and design ways to sustain and maintain best practice after the focus.</p>

Student Achievement Challenge 2 Writing

Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and refocus
<p>By 2017 we want to raise the proportion of learners who are at or above in National Standards Writing achievement to 90%.</p> <p>This will equate to 416 learners reaching the standard [including 50 Māori students and 7 Pasifika students].</p>	<p>In National Standards Writing (2014) 76% of our learners were 'at' or 'above' the standard. This equates to 351 students reaching this standard.</p> <p>Writing has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.</p>	<p>Develop COL Plan for Writing.</p> <p>Schools identify in their Strategic Plans involvement in COL.</p> <p>Schools identify target students.</p> <p>Research and investigate the reasons for non-achievement.</p> <p>Identify and appoint key roles to support inquiry process</p> <p>Identify PLD and resourcing and teacher networks</p> <p>Develop a process to support children transitioning through and within schools</p> <p>Identify what current best practice, quality teaching and learning in Writing looks like.</p> <p>Develop COL Plan for Writing.</p>	<p>Implement and monitor COL plan</p> <p>Interrogate the data to identify trends and patterns</p> <p>Budgeting and releasing resources based on needs</p> <p>Plan developed in each school and imbedded in schools' Charter, Strategic Plan, Annual Plans, Student Achievement Targets, teacher appraisal, and school practice.</p>	<p>Principals analyse data and set targets for following year and carry out planning. This will include: staff professional learning, strengths of schools and specific areas of need.</p> <p>After 2016 also include Year 9 and 10 Literacy.</p> <p>Identify ways to transfer best practice in writing to other learning areas</p> <p>Investigate and design ways to sustain and maintain best practice after the focus</p> <p>Reinforce that all teachers are teachers of literacy</p>

Student Achievement Challenge 3 Reading

Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and refocus
<p>By 2017 we want to raise the learners who are at or above in National Standards Reading achievement to 90%.</p> <p>This will equate to 408 learners reaching the standard [including 50 Māori students and 7 Pasifika students].</p>	<p>In National Standards Reading (2014) 83% of our learners were 'at' or 'above' the standard.</p> <p>This equates to 376 students reaching the standard.</p> <p>Reading has been identified as a challenge because it is a foundation skill that is necessary for accessing all curriculum areas.</p>	<p>Develop COL Plan for Reading.</p> <p>Schools identify in their Strategic Plans involvement in COL.</p> <p>Schools identify target students.</p> <p>Research and investigate the reasons for non-achievement.</p> <p>Identify and appoint key roles to support inquiry process</p> <p>Identify PLD and resourcing and teacher networks</p> <p>Develop a process to support children transitioning through and within schools</p> <p>Identify what the current best practice, quality teaching and learning in Reading look like.</p>	<p>Implement and monitor COL plan</p> <p>Interrogate the data to identify trends and patterns</p> <p>Budgeting and releasing resources based on needs</p> <p>Plan developed in each school and imbedded in schools' Charter, Strategic Plan, Annual Plans, Student Achievement Targets, teacher appraisal, and school practice.</p>	<p>Principals analyse data and set targets for following year and carry out planning. This will include: staff professional learning, strengths of schools and specific areas of need.</p> <p>After 2016 also include Year 9 and 10 Reading.</p> <p>Identify how we transfer best practice to other learning areas</p> <p>Investigate and design ways to sustain and maintain best practice after the focus</p> <p>Reinforce that all teachers are teachers of literacy</p>

Student Achievement Challenge 4 NCEA Leaving Qualification

Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and Refocus
<p>By the end of 2017 we want to lift the proportion of students leaving school with NCEA level 2 or better to 85% [including Māori and Pasifika school leavers. (NB in some years, there are no Māori or Pasifika school leavers given the size of these groups)]</p>	<p>In NCEA data (2014) 70% of our 18 year olds achieved NCEA level 2 or better.</p> <p>This challenge has been identified because NCEA level 2 is now regarded as the minimum qualification needed to succeed in today's world so they are well prepared for the workforce or further tertiary education.</p>	<p>School identifies target students.</p> <p>Research and investigate the reasons for non-achievement of level 2.</p> <p>Identify and appoint key roles to support inquiry process</p> <p>Identify PLD and resourcing and teacher networks</p> <p>Develop a process to learning and development pathways for transitioning</p> <p>Identify what the current best practice in supporting and monitoring these students involves.</p>	<p>Review current practice and identify next steps</p> <p>Identify evidence of improved student confidence in their ability to succeed</p> <p>Interrogate the data to identify trends and patterns</p> <p>Budgeting and releasing resources based on needs</p> <p>Plan developed in each school and imbedded in schools' Charter, Strategic Plan, Annual Plans, Student Achievement Targets, teacher appraisal, and school practice.</p>	<p>Principals analyse data and set targets for following year and carry out planning. This will include: staff professional learning, strengths of schools and specific areas of need</p> <p>Identify ways to transfer best practice to other learning across the school</p> <p>Investigate and design ways to sustain and maintain best practice after the focus</p>

Working Together Plan for All of the Learning Community - to maximise the effectiveness of work on our challenges

Objective	Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and Refocus
Strengthening our principles – high trust relationships	<p>By 2017 all participants in our Community of Learning will be working effectively in high trust relationships to enable the best achievement outcomes of all learners.</p> <p>The challenges for specific focus are:</p> <ul style="list-style-type: none"> • ‘My kids; to ‘our kids’ mindset • Competing for kids v’s best outcomes for all kids 	<p>What is the present situation?</p> <p>Analyse historical and predictive data</p> <p>Identify key roles</p>	<p>Develop a shared understanding of what high trust relationships mean</p> <p>Appoint key roles</p> <p>Set up stewardship group to keep focus on outcomes</p>	<p>Develop a timeline</p> <p>Develop a shared understanding of measurable outcomes</p>	<p>Timely review and evaluation of plans and progress.</p> <p>Celebrate successes and identify ‘next steps’</p>
Strengthening our principles – strong collaboration	<p>By 2017 all participants in our Community of Learning will be working with strong collaboration to enable the best achievement of all learners.</p> <p>The challenges for specific focus are: Competition v’s collaboration</p>	<p>Knowing who we are as a community of educators</p> <p>Identify strengths and weaknesses</p>	<p>Creating opportunities for collaboration</p> <p>Develop syndicates across schools</p> <p>Opportunities for shared professional learning and networking</p> <p>Work towards creating a Charter for the COL</p>	<p>Gather voice from community</p> <p>Gathering evidence for growth, professional capability and improved confidence and ability to succeed</p> <p>Checking against NZC and COL vision</p>	<p>Timely review and evaluation of plans and progress.</p> <p>Celebrate successes and identify ‘next steps’</p>

Community Engagement Plan - to maximise the effectiveness of work on our challenges

Objective	Identify Challenge	Clarity	Developing the Plan	Implementing and Monitoring	Review and Refocus
Strengthening community engagement to enable powerful learning connections	<p>By 2017 all learners are able to attain their highest levels of engagement, progress and achievement outcomes.</p> <p>This will be possible because the schools and the community are working together in partnership with mutual respect and understanding.</p> <p>“It takes a village to raise a child”</p>	<p>Our current issues are; attendance, whanau engagement, perception of education, transience. Refer to Baseline Data in Appendix 3.</p> <p>All participants will have an understanding of their key roles in our children’s learning journey and reaching their full potential.</p>	<p>Develop a plan for how we will be; informing, consulting, involving, collaborating and empowering.</p> <p>Set up Stewardship Group to keep focus on outcomes</p> <p>Identify and appoint key roles</p> <p>Investigate what is going well and what can be improved.</p> <p>Identify the barriers and ways to overcome them.</p>	<p>Liaising and working with outside agencies</p> <p>Gathering data and measuring progress using the ‘basket of evidence’ approach</p> <p>Resourcing the project with appropriate people</p>	<p>Timely review and evaluation of plans and progress against baseline data.</p> <p>Celebrate successes and identify ‘next steps’</p>

The Waimate Community of Learning believe that students are better able to attain their highest levels of engagement, progress and achievement outcomes when the schools and the community are working together. As such the schools are committed to engaging the family, whanau and community through a variety of means as outlined in the Community Engagement Plan, including information, consultation, involvement, collaboration and empowerment.

This plan is an integral part of the Waimate Community of Learning Plan