

WEST PAPATOETOE COMMUNITY OF LEARNING

ACHIEVEMENT PLAN

VISION

In partnership with our community, we will design highly connected learning pathways to grow high achieving young men and women with the character, confidence and qualifications for future success.



PRINCIPLES

Inclusion
Coherence
Future
Focused

CULTURE

Supporting,
Encouraging,
Challenging.
Life Long
Learners.
Exemplary
Character.

VALUES

Culturally
Responsive
Respect
Community
Participation
Excellence
Inquiry

PURPOSE

The purpose of this COL document is to describe for its wider community, the boards, the parents and whanau/aiga/parivar of the schools/kura, students, and staff, our shared achievement challenges. The plans show how, by all working together, there will be a strong learning pathway for all, and for each child to achieve their potential.

When the shared achievement challenges, and the high level plans are endorsed, they form the foundation of an achievement plan that will improve the educational outcomes of all our students.

We will ensure the Community of Learning's plan is implemented, by embedding the shared goals into each participating school's Charter.

MISSION STATEMENT

In striving to achieve this achievement plan we are committed to developing relationships based on high trust, joint responsibility, collaboration, transparency, and confidentiality so that all involved are empowered.

OUR EDUCATION COMMUNITY

We are a community of six multicultural decile 1 and 2 schools comprising of four contributing primary schools, an intermediate school and a college all in close geographical proximity to each other in South Auckland: Kingsford School, Papatoetoe North School, Papatoetoe South School, Papatoetoe West School, Kedgley Intermediate School and Aorere College. Our predominant ethnicities are approximately 50% Pasifika, 22% Māori and 23% Indian (although some Indian families consider themselves Pasifika, their families having lived in Fiji for many years).

Children in this community bring rich cultural experiences to their classroom learning experiences.

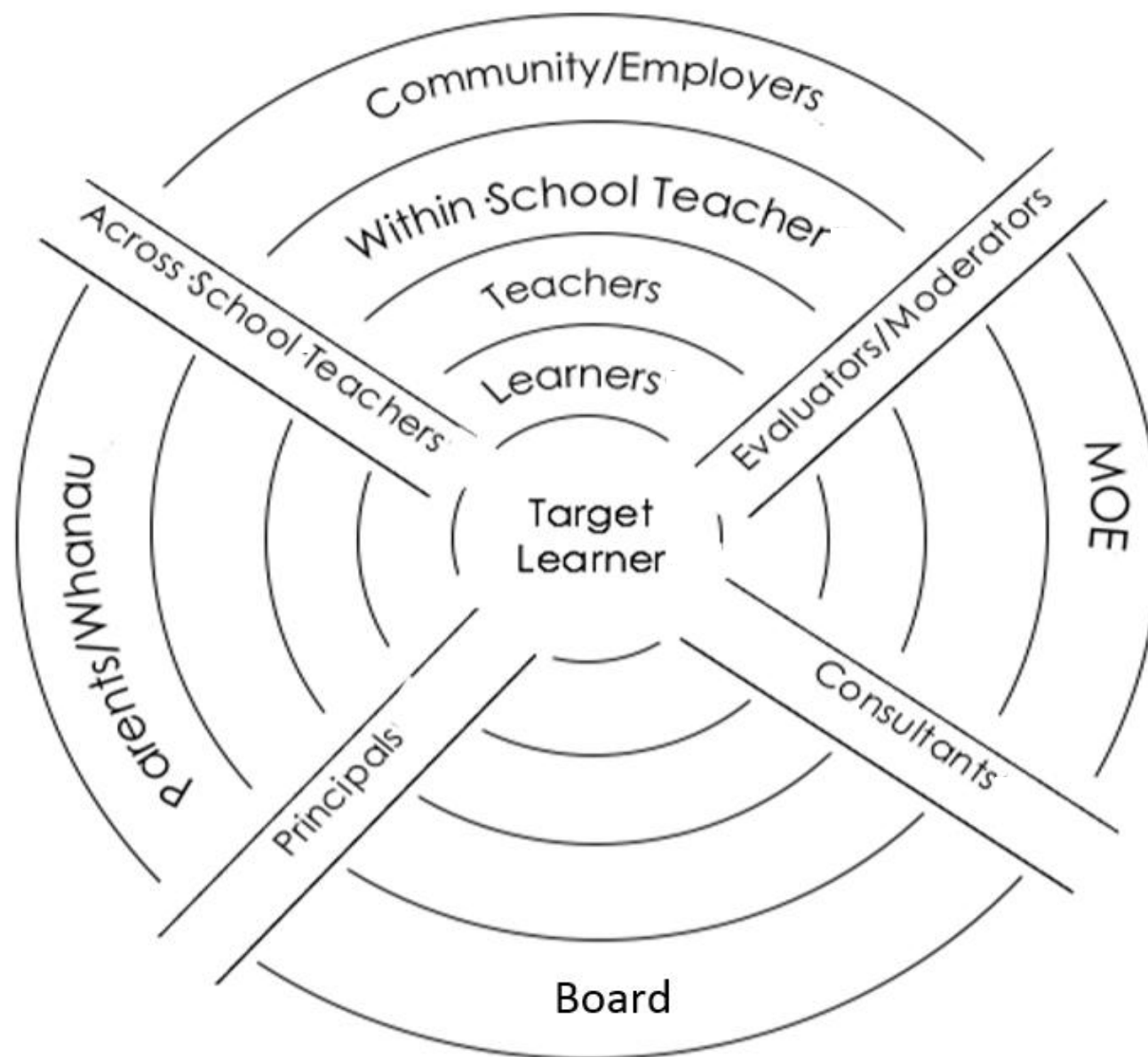
In partnership with Māori whanau and local iwi the CoL will continue to develop learning pathways to foster Māori achievement. Across the CoL there will be a range of educational options promoting success for Māori as Māori. Each school will plan and implement strategies to strengthen bicultural perspectives and promote increasingly student centered approaches.

The COL is committed to providing learning opportunities within our local area for all students. It acknowledges that inclusion is tailor made to each student and as a result provides a range of educational experiences to a wide range of student abilities. In partnership with the students, their parents and whānau, the COL will actively plan for success for all.

Over half of our children and young people are, or have been, funded English Language Learners (ELLs), and at least half of our pupils are acquiring English at any one time.

We can identify a trend that a significant number of our ELLs children initially make good academic progress, but fall behind around Year 3 because of the changing cognitive demands of an increasingly print based instruction. (Described by Olsen 2006). There are also a significant number of students with wide variety of additional needs. An increasingly significant number of families are challenged by poverty.

Community of Learners Framework



West Papatoetoe COL Time Line

Term 1	
April May	1. Confirmation of West Papatoetoe COL
Term 2	
June July	2. Achievement Challenges to MOE 3. Drafting/ redrafting 4. COL Board Meeting (all Board Chairs invited) Information meeting on COL's
Term 3	
August August September	5. Appointments selection process (a) Leadership application (b) Contextual job description (c) Principals hold staff meeting to explain COL/Job descriptions (d) All interested staff to attend a COL 'Staffing' information evening 6. COL Leadership appointments panel confirmed (primary, intermediate, secondary). 7. Endorsement of Achievement Challenge 8. Boards and schools updated/informed of Term 3 staffing process which starts in each of the COL schools. 9. COL community meeting
Term 4	
October November December	10. COL board formed (all board chairs invited) 11. Conclusion of COL staffing appointments 12. CoL meeting (all staff from 6 schools) <ul style="list-style-type: none"> • Information / Function • COL staff introduced • Achievement challenges outlined • Strategic direction 2017

Governance and Communication

- COL Board (Chairperson of 6 schools invited to be on this Board)
Media statements and communication to be authorised only by COL Board.
- COL Leader to report on progress of achievement challenges termly to COL Board.
- Principals meet monthly.
- Across schools teachers report to COL Leader monthly.
- Within school teachers to meet with across schools teachers as required.

COL Board



COL Leader



Principals



Across School Teachers



Within School Teachers

COLLABORATIVE PHILOSOPHY

All participants will be respectful of each other's views and opinions.

1. Teachers and leaders will approach professional learning with an open, and questioning mind set to build deep knowledge and seek possible solutions.
2. Relationships will be built on respect and challenge. Teachers and leaders will challenge and support each other to improve teaching and learning.
3. All participants will value new learning and critique, and treat shared information in a professional manner.
4. In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are unable to resolve differences the issue will be taken to the principals' leadership group to process a way forward.
5. All positions of service for the community agree to value the uniqueness of each school in the context of the community of schools.
6. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information.
7. Participants in the Community of Schools acknowledge and support Māori as our bi cultural partners as written in the Treaty of Waitangi.

COLLABORATIVE PROCESS

1. We have identified shared achievement challenges that are relevant to the needs of the students within our schools .
2. We have collaboratively developed a shared achievement challenges plan in order to achieve the valued outcome we seek. This plan is attached.
3. We will utilise and manage the dedicated resources provided (the Community of Learning leadership and teacher roles and associated Inquiry time) to best implement the plan.
4. We will involve parents, students, families whanau, aiga, parivar, and communities in implementing the plan. Individual Boards will reference the Community of Learning plan within their own individual schools' Charters along with the goals/objectives related to the needs of their own students.
5. We will implement systems for monitoring, reviewing and adapting the plan as necessary.
6. We will establish an operational structure to implement the plan.

DATA ANALYSIS USED TO IDENTIFY SHARED ACHIEVEMENT CHALLENGES IN READING, WRITING, ENGLISH AND SCIENCE

1. School Entry Assessment (SEA)
2. Six Year Observation Survey
3. English Language Progressions (ELLPs)
4. Electronic Assessment Tools for Teaching and Learning (e-asTTle)
5. Progress and Achievement Tests (PAT)
6. Supplementary Tests of Achievement in Reading (STAR)
7. National Standards and Overall Teacher Judgements (OTJs)
8. National Certificate of Educational Achievement (NCEA) in English
9. Various assessment data in science
10. NCEA in science

Identified Trends

1. Over 60% of the children enter primary school in stanine 1-3 in literacy tasks.
2. Over half are children who enter our schools are acquiring English.
3. Limited academic vocabulary inhibits progress as schooling progresses.
4. Students gain literacy at NCEA level one but do not achieve 14+ credits (a subject “pass”) in core subjects, particularly NCEA Level 1 English and science.
5. Assessments against the curriculum in science are currently school based in years 1 – 10.
6. Learning in science is currently disconnected across the primary schools, the intermediate and the secondary school.

Associated issues

1. The MOE’s target groups are our student base: Māori, Pasifika, students with additional learning needs and those affected by poverty.
2. Teachers in our area need a specific skill set to be effective practitioners. Recruiting and retention of suitable staff is an escalating problem.
3. One school in the COL has 6% ORS funded (35) children.

RATIONALE FOR SHARED ACHIEVEMENT CHALLENGES

85% of school leavers attain level two NCEA

Our targeted cohorts.

The “tail” in New Zealand’s educational attainment is over represented by children in the Ministry of Education’s priority learner groups and these groups are the majority of students in all schools in this COL.

We believe that our diverse students bring rich cultural capital to their learning and that we start children’s learning in their known world using their rich cultural capital.

The reason for focusing on Yr 6, Yr 8 and Yr 11 data is because the data represents the attainment and needs of students in the schools, and gives reason for individual schools’ goals. Our community regards the targets as graduating targets from primary school, intermediate and compulsory secondary school education. Targets at year 6, year 8 and year 11 represent key educational milestones for students on their educational pathway. These years also represent key transition points.

English challenges – Reading and Writing and the literacies associated with successful learning in other curriculum areas

- **85% of students at Yr 6 and Yr 8 to achieve the National Standards in reading and writing by 2019**
- **85% of year 11 students to achieve 14+ credits in level 1 NCEA English by 2019**

Our achievement challenges will culminate in 85% of Yr 11 students achieving 14 plus credits in NCEA English Level One by 2019 and enable 85% of our school leavers to achieve at least NCEA level 2. We intend to implement programmes that address children’s English literacy levels at five years old, and that are highly aligned with future learning progressions through to NCEA Level 1 at Yr 11. English Language Learners will acquire proficiency in academic and cognitive English to ensure they can access the curriculum.

While many students achieve curriculum level 1 literacy, they do not achieve level 1 NCEA because they do not gain enough credits in other subjects, including English and science. Lifting students’ achievement in English (reading and writing) will impact on their achievement rates in all NCEA Level 1 subjects and provide a sound foundation for NCEA Level 2 and beyond.

Science challenges

- **85% of students at the end of years six and eight will achieve at the expected level or above of the New Zealand Curriculum in science by 2019.**
- **85% of year 11 students to achieve 14+ credits in level 1 science by 2019.**

Science as a key focus area for the achievement challenge has the potential to open up a range of academic and vocational pathways for our students. The community believes that developing a science curriculum pathway from Yr 1 through to Yr 11 will strengthen learning in science across the community, and lead to an ever increasing range of future-focused career opportunities.

Aorere College has had a considerable focus on aligning learning, and vocational pathways in the senior school option process since 2015, developing science, health and engineering pathways that lead onto MIT courses and degree programmes. The college is also partnering with Auckland Airport in the ARA initiative which is offering multiple training and career opportunities for local students.

The focus on science provides authentic contexts to develop student's key competencies including literacy, enabling students to organise and test ideas, problem-solve and apply learning to practical situations.

West Papatoetoe Achievement Challenges

Achievement Challenge 1a: Science Year 11	Focus
<p>In 2015, 48% (154/320) of our year 11 students achieved 14+ credits in level 1 NCEA science.</p> <p>We will lift this to 85% (272/320), a 37% shift by 2019. This will mean moving 118 additional students.</p>	<p><i>Within our overall goal of shifting 118 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our year 11 Māori students in science from 47% (34/72) to 85% (61/72) by the end of 2019. This is a shift of 27 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of our year 11 Pasifika students in science from 43% (76/177) to 85% (150/177) by the end of 2019. This is a shift of 74 more Pasifika students.</p>

Achievement Challenge 1b: Science Year 8	Focus
<p>In 2015, 72% (265/369) of our year 8 students were at the expected curriculum level in science.</p> <p>We will lift this to 85% (314/369), a 13.3% shift by 2019. This will mean moving 49 or more additional students for all.</p> <p>Note: The above is calculated for all students. However, Māori and Pasifika are currently achieving at a lower rate than all students. To achieve the 85% target for Māori and for Pasifika will mean moving at least 63 students.</p>	<p><i>Within our overall goal of shifting at least 49 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in science from 59% (30/51) to 85% (43/51) by the end of 2019. This is a shift of 13 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in science from 62% (137/220) to 85% (187/220) by the end of 2019. This is a shift of 50 more Pasifika students.</p>

Achievement Challenge 1c: Science Year 6	Focus
<p>In 2015, 67% (234/347) of our year 6 students were at the expected curriculum level in science</p> <p>We will lift this to 85% (295/347), a 17.6 % shift by 2019. This will mean moving 61 additional students.</p>	<p><i>Within our overall goal of shifting 61 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori</u>: We aim to lift the achievement of all our Māori students in science from 57% (43/76) to 85% (65/76) by the end of 2019. This is a shift of 22 more Māori students.</p> <p><u>Pasifika</u>: We aim to lift the achievement of Pasifika students in science from 68% (128/188) to 85% (160/188) by the end of 2019. This is a shift of 32 more Pasifika students.</p>
Achievement Challenge 2a and 3a: English Year 11	Focus
<p>In 2015, 45% (128/284) of our year 11 students achieved 14+ credits in level 1 NCEA English. .</p> <p>We will lift this to 85% (241/284), a 40% shift by 2019. This will mean moving 113 additional students.</p> <p>Note: A significant number of English language learners were not enrolled in NCEA level 1 English in 2015. This accounts for the discrepancy between English and science numbers.</p>	<p><i>Within our overall goal of shifting 113 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori</u>: We aim to lift the achievement of all our year 11 Māori students in English from 29% (20/70) to 86% (60/70) by the end of 2019. This is a shift of 40 more Māori students.</p> <p><u>Pasifika</u>: We aim to lift the achievement of our year 11 Pasifika students in English from 55% (98/178) to 85% (151/178) by the end of 2019. This is a shift of 53 more Pasifika students.</p>
Achievement Challenge 2b: Reading Year 8	Focus
<p>In 2015, 70.0% (257/369) of our year 8 students were At or Above the National Standard in reading.</p> <p>We will lift this to 85% (314/369), a 15.4% shift by 2019. This will mean moving 57 additional students.</p>	<p><i>Within our overall goal of shifting 57 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori</u>: We aim to lift the achievement of all our Māori students in reading from 63% (31/49) to 85% (42/49) by the end of 2019. This is a shift of 11 more Māori students.</p> <p><u>Pasifika</u>: We aim to lift the achievement of Pasifika students in reading from 64% (142/220) to 85% (187/220) by the end of 2019. This is a shift of 45 more Pasifika students.</p>

Achievement Challenge 2c: Reading Year 6	Focus
<p>In 2015, 79% (274/346) of our year 6 students were At or Above the National Standard.</p> <p>We will lift this to 85% (294/346), a 5.8% shift by 2019. This will mean moving 20 additional students.</p>	<p><i>Within our overall goal of shifting 20 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in reading from 76% (55/72) to 85% (61/72) by the end of 2019. This is a shift of 6 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in reading from 80% (152/189) to 85% (161/189) by the end of 2019. This is a shift of 9 more Pasifika students.</p>

Achievement Challenge 3b: Writing Year 8	Focus
<p>In 2015, 60% (222/369) of our year 8 students were at the expected curriculum level in writing.</p> <p>We will lift this to 85% (314/369), a 25% shift by 2019. This will mean moving 92 additional students.</p>	<p><i>Within our overall goal of shifting 92 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 60% (30/50) to 85% (43/50) by the end of 2019. This is a shift of 13 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 63% (139/220) to 85% (187/220) by the end of 2019. This is a shift of 48 more Pasifika students.</p>

Achievement Challenge 3c: Writing Year 6	Focus
<p>In 2015, 65% (224/345) of our year 6 students were at the expected curriculum level in writing</p> <p>We will lift this to 85% (293/345), a 20 % shift by 2019. This will mean moving 69 additional students.</p>	<p><i>Within our overall goal of shifting 69 additional students there are 2 sub goals that are a focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 67% (48/72) to 85% (61/72) by the end of 2019. This is a shift of 13 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 75% (144/192) to 85% (163/192) by the end of 2019. This is a shift of 19 more Pasifika students.</p>

West Papatoetoe CoL Data and Targets

			2015 (current)		2016			2017			2018			2019 Target				
NCEA Year 11 target data Aorere College			Numbers with 14+ credits	Percentage with 14+ credits	Number with 14+ credits	Percentage with 14+ credits	Percentage point shift	Number with 14+ credits	Percentage with 14+ credits	Percentage point shift	Number with 14+ credits	Percentage with 14+ credits	Percentage point shift	Number with 14+ credits	Percentage with 14+ credits	Percentage point shift	Total number shifted	Total Percentage point shift
Science	All Students	320	154	48%	177	55%	7	225	70%	15	260	81%	11	272	85%	4	118	37
	Māori	72	34	47%	41	57%	10	47	66%	9	58	81%	15	61	85%	4	27	38
	Pasifika	177	76	43%	94	53%	10	122	69%	16	143	81%	12	150	85%	4	74	40
English	All Students	284	128	45%	151	53%	8	196	69%	16	230	81%	12	241	85%	4	113	40
	Māori	70	20	29%	28	40%	11	44	63%	23	56	80%	17	60	85%	5	40	56
	Pasifika	178	98	55%	108	61%	6	130	73%	12	146	82%	9	151	85%	3	53	30

National Standards and NZC Year 8 & 6 2015 data			SCIENCE					READING					WRITING				
School Name	Ethnic Group	Year Level	Number B/WB	Percentage B/WB	Total Students	Number A/AB	Percentage A/AB	Number B/WB	Percentage B/WB	Total Students	Number A/AB	Percentage A/AB	Number B/WB	Percentage B/WB	Total Students	Number A/AB	Percentage A/AB
Kedgley Intermediate	All Students	Year 8	104	28%	369	265	72%	112	30%	369	257	70%	147	40%	369	222	60%
	Māori	Year 8	21	41%	51	30	59%	18	37%	49	31	63%	20	40%	50	30	60%
	Pasifika	Year 8	83	38%	220	137	62%	78	35%	220	142	65%	81	37%	220	139	63%
Kingsford School	All Students	Year 6	13	30%	43	30	70%	10	24%	42	32	76%	31	74%	42	11	26%
	Māori	Year 6	4	40%	10	6	60%	3	30%	10	7	70%	3	30%	10	7	70%
	Pasifika	Year 6	9	28%	32	23	72%	7	21%	33	26	79%	7	21%	33	26	79%
Papatoetoe North School	All Students	Year 6	30	25%	118	88	75%	11	9%	118	107	91%	15	13%	118	103	87%
	Māori	Year 6	10	40%	25	15	60%	2	8%	25	23	92%	2	8%	25	23	92%
	Pasifika	Year 6	19	32%	59	40	68%	3	5%	60	57	95%	5	8%	63	58	92%
Papatoetoe South School	All Students	Year 6	20	33%	61	41	67%	27	45%	60	33	55%	25	42%	60	35	58%
	Māori	Year 6	6	32%	19	13	68%	5	34%	15	10	66%	6	40%	15	9	60%
	Pasifika	Year 6	12	33%	36	24	67%	18	50%	36	18	50%	16	45%	36	20	55%
Papatoetoe West School	All Students	Year 6	50	40%	125	75	60%	24	19%	126	102	81%	50	40%	125	75	60%
	Māori	Year 6	13	60%	22	9	40%	7	32%	22	15	68%	13	60%	22	9	40%
	Pasifika	Year 6	20	33%	61	41	67%	9	15%	60	51	85%	20	33%	61	41	67%
Total Year 8	All Students	Year 8	104	28%	369	265	72%	112	30%	369	257	70%	147	40%	369	222	60%
	Māori	Year 8	21	41%	51	30	59%	18	37%	49	31	63%	20	40%	50	30	60%
	Pasifika	Year 8	83	38%	220	137	62%	78	35%	220	142	65%	81	37%	220	139	63%
Total Year 6	All Students	Year 6	113	33%	347	234	67%	72	21%	346	274	79%	121	35%	345	224	65%
	Māori	Year 6	33	43%	76	43	57%	17	24%	72	55	76%	24	33%	72	48	67%
	Pasifika	Year 6	60	32%	188	128	68%	37	20%	189	152	80%	48	25%	192	144	75%

National Standards and NZC Year 8 targets

		2015 (current)			2016			2017			2018			2019 Target				
		Number A/AB	Percentage A/AB	Total Students	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	number shifted	Percentage point shift
Science	All Students	265	72%	369	275	74%	3	294	80%	5	309	84%	4	314	85.0 %	1	49	13
	Māori	30	59%	51	33	64%	5	38	75%	10	42	82%	8	44	85.0 %	3	13	26
	Pasifika	137	62%	220	147	67%	5	167	76%	9	182	83%	7	187	85.0 %	2	50	23
Reading	All Students	257	70%	369	268	73%	3	291	79%	6	308	83%	4	314	85.0 %	2	57	15
	Māori	31	63%	49	33	67%	4	37	76%	9	40	83%	7	41	85.0 %	2	11	22
	Pasifika	142	65%	220	151	69%	4	169	77%	8	183	83%	6	187	85.0 %	2	45	20
Writing	All Students	222	60%	369	241	65%	5	277	75%	10	305	83%	7	314	85.0 %	3	92	25
	Māori	30	60%	50	33	65%	5	38	75%	10	41	83%	8	43	85.0 %	2	13	25
	Pasifika	139	63%	220	149	68%	4	168	76%	9	182	83%	7	187	85.0 %	2	48	22

National Standards Year 6 targets

		2015 (current)			2016			2017			2018			2019 Target				
		Number A/AB	Percentage A/AB	Total Students	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	Number A/AB	Percentage A/AB	Percentage point shift	Total number shifted	Total Percentage point shift
Science	All Students	234	67%	347	246	71%	4	271	78%	7	289	83%	5	295	85.0 %	2	61	18
	Māori	43	57%	76	50	66%	9	55	72%	6	60	79%	7	65	85.0 %	6	22	28
	Pasifika	128	68%	188	138	73%	5	146	78%	5	154	82%	4	160	85.0 %	3	32	17
Reading	All Students	274	79%	346	278	80%	1	286	83%	2	292	84%	2	294	85.0 %	1	20	6
	Māori	55	76%	72	56	78%	2	58	81%	3	60	84%	3	61	85.0 %	1	6	9
	Pasifika	152	80%	189	154	81%	1	157	83%	2	160	85%	1	161	85.0 %	1	9	5
Writing	All Students	224	65%	345	238	69%	4	266	77%	8	286	83%	6	293	85.0 %	2	69	20
	Māori	48	67%	72	50	79%	3	56	78%	7	60	83%	6	61	85.0 %	2	13	18
	Pasifika	144	75%	192	148	77%	2	156	81%	4	161	84%	3	163	85.0 %	1	19	10

OUR THEORIES OF IMPROVEMENT

All children's learning starts in their known, and is based upon their rich cultural capital

and

Collaborative spirals of inquiry will be central to our approach

Develop coherent learning pathways in English and science

- To implement programmes that address children's English literacy levels at five years old that are highly aligned with future learning progressions through to NCEA Level One at Yr 11
- A key aspect, at the start of this project, will be developing our ability to assess science across the COL. This work should lead to many insights on how to improve attainment in science across the COL
- To implement *Understanding by Design* as a method of measuring science achievement. (Jay McTighe and Grant Wiggins ASCD)
- To design a highly connected COL science curriculum where prior learning promotes next learning
- To implement valid and reliable assessment tools that promote our ability to accelerate learning

Develop pedagogy that builds on students' rich cultural capital

- To start children's learning in their known world using their rich cultural capital
- Schools will consult and identify families, whanau, aiga, parivar and community employers perceptions relating to the efficacy of English programmes and needs to be mastered for students to achieve success
- Schools will consult and identify families, whānau, aiga, parivar and community employer perceptions relating to the efficacy of science programmes

Develop teacher capability through collaborative spirals of inquiry

- For across-school teachers and in-school teachers to implement *Spirals of Inquiry* that will develop and promote COL-wide highly effective teaching pedagogy which is evidence-based and
- Implement valid, consistent and reliable assessment tools that promote our ability to accelerate learning

PARENTS WHANAU/AIGA/PARIVAR

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) will help guide our community's approach to parent/whanau engagement. From the executive summary these points are pertinent to the way we plan to operate in engaging parent/ whanau involvement to enhance student achievement outcomes.

- Quality teaching effects are maximised when supported by effective school-home partnership practices focused on student learning. School-home partnerships that have shown the most positive impacts on student outcomes have student learning as their focus.
- When educators enable quality alignments in practices between teachers and parent/whānau/caregivers to support learning and skill development then student achievement can be optimised.
- Teachers can take agency in encouraging, scaffolding and enabling student-parent/whānau/caregiver dialogue around school learning.
- Quality homework can have particularly positive impacts on student learning. The effectiveness of the homework is particularly dependent upon the teacher's ability to construct, resource, scaffold and provide feedback for appropriate homework tasks that support in-class learning for diverse students and do not unnecessarily fatigue and frustrate students.

KEY DOCUMENTATION THAT WILL GUIDE OUR PRACTICE

1. Ministry of Education, 2007. *The New Zealand Curriculum*.
2. Timperley, Kaser, Halbert, April 2014. *A framework for transforming learning in schools: Innovation and the spiral of inquiry*.
3. J McTighe and G Wiggins, ASCD 2014. *Improved Curriculum Assessment and Instruction Using the Understanding by Design Framework*.
4. Ministry of Education, 2009. *School Leadership and Student Outcomes: Identifying What Works and Why. Chapter 7 Creating educationally powerful connections with family, whānau and communities*.

Plan of action 2017-2019

	2017 (Develop)	2018 (Embed)	2019 (Sustain)
Develop teacher capability in English and science through collaborative inquiry	<p>Establish a professional development programme that enables the across-schools team to:</p> <ul style="list-style-type: none"> develop and implement a collaborative inquiry model develop coaching and modelling leadership <p>Across-school teachers develop and begin the implementation of an agreed inquiry model in the six schools in English and science</p> <ul style="list-style-type: none"> Identify effective practice in the six schools that are successful in accelerating achievement in reading, writing, English and science Identify focus areas for each school <p>Develop action plan to achieve the 2017 targets that includes in-school teacher roles and confirm with CoL leadership</p> <p>Initiate the action plan</p> <p>Review the action plan in the light of end of year student achievement data in reading, writing, English and science.</p> <p>Develop the plan for 2018</p> <p>Schools include goals, targets and actions in 2018 annual plan for school charter</p>	<p>Implement 2018 action plan.</p> <p>Collaborative inquiry model consistently used across the six schools to accelerate learning.</p> <p>Continue to strengthen across-school teachers' practice in coaching and modelling.</p> <p>Review action plan collaboratively with CoL leadership.</p> <p>Plan 2019.</p> <p>Schools include relevant action plan strategies in 2019 charter.</p>	<p>Implement 2019 action plan.</p> <p>Inquiry model effectively used across the six schools to accelerate learning.</p> <p>Teachers are empowered to collaboratively solve problems of practice.</p> <p>Review action plan collaboratively with CoL leadership</p> <p>Compile action plan.</p> <p>Plan 2020.</p> <p>Schools include relevant action plan strategies in 2020 charter.</p>

Promote student agency through pedagogy that builds on students' strengths and rich cultural capital.	Cross-school and in-school teachers work collaboratively to support all teachers to undertake an inquiry related to the development of strength based culturally responsive pedagogy. The inquiries include collecting student and parent voice. <i>(Ka Hikitia, Tātaiako, Pasifika Education Plan)</i>	Teachers develop a good understanding of Ta Tātaiako competencies and enhance their relationships with students and their parents through their implementation.	Effective, culturally responsive pedagogy is put into practice that supports and promotes student learning.
	Teachers with specific cultural knowledge share with others the types of prior knowledge and values students bring to their learning	Teachers provide evidence of their understanding and successful use of Tātaiako competencies.	Teachers, students collaboratively practise Te Tataiako competencies.
	Cross school and in school teachers support teachers to identify the Tātaiako competencies that have the greatest efficacy in improving relationships with students and develop teachers' understandings of the components of these competencies	Learning starts in children's prior knowledge and pathways for learning encompass children's rich cultural capital and interests.	Students' prior knowledge ingrained in curriculum delivery strategies.
	Across school teachers support the development of strength-based pedagogy that enables learners to make connections to prior knowledge and build leaning agency	Increasing opportunities for students to demonstrate agency in their learning. Student-centred "Visible Language" consistently used.	Students are increasingly confident and agentic learners.
	School's review their "Visible Language" strategies and develop matrices for curriculum levels 1-6.	Students demonstrate visible learning strategies.	Across-schools awareness, familiarity and high level use of "Visible Language" strategies.
Develop coherent learning pathways in English underpinned by consistent, effective research-based	Across-school teachers implement the CoL inquiry model across the six schools to identify pockets of highly	Implement 2018 plan in reading and writing.	Implement 2019 plan in reading and writing.

<p>practice</p>	<p>effective, researched–based practice that builds on students’ rich cultural capital</p> <ul style="list-style-type: none"> • Develop approaches to teaching reading that promote children’s accelerated learning will be identified. • Develop approaches to teaching writing that promote children’s accelerated learning will be identified. • Across-school and in-school teachers will collaboratively design interventions that will make the biggest difference in each school. • Collaboratively design an intervention plan to be implemented across the six schools. The plan will identify the target groups of students in each school, the base line data for these groups, and the interventions to be implemented. • Following principals’ approval the plan will be implemented from term two. <p>Review and refine the plan in time to write the 2018 plan by the end of the school year.</p>	<ul style="list-style-type: none"> • Identify the target groups of students in each school, the base line data for these groups, and the interventions to be implemented • Coaching and modelling provided for all teachers to strengthen professional practice in reading and writing. • Regularly review progress and achievement of targeted students. • Regularly review action plan’s implementation collaboratively with CoL leadership <p>Provide opportunities for students to develop their reading and writing expertise in “real life” science contexts.</p> <p>Identify CoL based successful practice that can be used as a model for others by reviewing assessment data and other examples of children’s learning. Review the action plan including the progress of targeted students. Identify priorities and develop plan for 2019.</p> <p>Schools include relevant action plan strategies in 2019 charter.</p>	<ul style="list-style-type: none"> • Identify the target groups of students in each school, the base line data for these groups, and the interventions to be implemented • Coaching and modelling provided for all teachers to strengthen professional practice in reading and writing. • Regularly review progress and achievement of targeted students. • Regularly review action plan’s implementation collaboratively with CoL leadership <p>Continue to provide opportunities for students to develop their reading and writing expertise in “real life” science contexts.</p> <p>Identify CoL based successful practice that can be used as a model for others.</p> <p>Teachers collaboratively develop and publish case studies of excellent practice.</p> <p>Review the action plan including the progress of targeted students. Identify priorities and develop plan for 2020.</p> <p>Schools include relevant action plan strategies in 2020 charter.</p>
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Develop coherent learning pathways in science years 1-11	<p>Across-school teachers implement the CoL inquiry model across the six schools to develop a scaffolded, West Papatoetoe science curriculum for years 1-11</p> <ul style="list-style-type: none"> Identify research based effective science teaching strategies that promote children acquisition of science competencies: understandings, investigating, communicating, participating and contributing Develop “real life” contexts for science learning that engage students’ prior knowledge and relate to vocational pathways. Devise assessment strategies to assess baseline achievement data across the CoL (UBD Wiggins et al) <p>Work collaboratively with CoL leadership to develop an action plan to begin implementation of the research based teaching strategies in science.</p> <p>Collaboratively initiate science curriculum plan with “in-school” teachers.</p> <p>Review the curriculum action plan in the light of student outcomes including student achievement data and develop the 2018 plan.</p>	<p>Implement 2018 action plan.</p> <p>CoL based science curriculum implemented in all CoL schools.</p> <p>Nature of science competencies is assessed in all CoL schools.</p> <p>Coaching and modelling provided for all teachers to strengthen professional practice in science teaching and assessment.</p> <p>Continue to develop “real life” contexts for science learning in collaboration with students, parents and the wider community.</p> <p>Continue to promote science subjects and the academic and vocational opportunities available through science.</p> <p>Regularly review curriculum action plan’s implementation collaboratively with CoL leadership.</p> <p>Identify CoL based successful practice that can be used as a model for others by reviewing assessment data and other examples of children’s learning.</p>	<p>Implement 2019 action plan.</p> <p>Continue to ensure science programmes across the community are coherent and scaffolded from year 1-11.</p> <p>Continue to develop common understandings of students’ progress and achievement in science.</p> <p>Teachers collaboratively develop and publish case studies of excellent practice.</p> <p>Continue to provide opportunities for year 1-11 students to engage in community-based scientific investigations.</p> <p>Continue to encourage students to access STEM academic and vocational pathways.</p> <p>Review action plan collaboratively with CoL leadership</p> <p>Compile action plan. Plan 2020. Schools include relevant action plan strategies in 2020 charter.</p>
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	All schools include relevant action plan strategies in 2018 charter.	Plan 2019. Schools include relevant action plan strategies in 2019 charter.	
Build relational trust and effective collaboration within our schools' communities	<p>Develop and strengthen strategies for building trust and learning partnerships with students, parents, whanau and the communities.</p> <p>Develop an agreed approach to teacher, parent student academic conferences</p>	<p>Community collaboration enriches opportunities for students to become confident, connected, actively involved lifelong learners.</p> <p>Consistent fono, hui occurring within and across all schools.</p> <p>Implement the academic conference model and review and refine for 2019</p>	<p>Collaborative fono/ hui are evident and effectively used on a termly basis by all schools.</p> <p>Teacher / Parent / Student 'Academic Conferencing' discussions occurring in all 6 schools consistently.</p>

MONITORING AND EVALUATION

1. EVIDENCE OF PROGRESS OF IMPLEMENTING PLANNED STRATEGIES
 - a. COL wide data to identify trends, progress and opportunities.
 - b. Data moderated across the twelve years to develop COL wide consistency and reliability.
 - c. Data moderated by outside experts.
2. EVIDENCE OF IMPACT OF ACTIONS ON CAPABILITY BUILDING.
 - d. Base data compared to subsequent data.
 - e. Professional teacher inquiries
 - f. Observations and reviews
 - g. Appraisal information
 - h. Anecdotal data from students, parents, teachers, and consultants.
 - i. Analysis that identifies factors that impact on successful outcomes for students
 - j. Information about factors that impact on success outside the schools' control.

3. ASSESSMENT MEASUREMENT STRATEGIES ACROSS SCHOOLS.

1. School Entry Assessment (SEA)
2. Six Year Observation Survey
3. English Language Progressions (ELLPs)
4. Running Records
5. Electronic Assessment Tools for Teaching and Learning (e-asTTle)
6. Progress and Achievement Tests (PAT)
7. Supplementary Tests of Achievement in Reading (STAR)
8. National Standards and Overall Teacher Judgements (OTJs)
9. NCEA in English.
10. Assessment Resource Banks (ARBS) in science.
11. Assessment in Science using Understanding by Design framework
12. NCEA in science.

**INQUIRY IS THE STARTING POINT FOR COL BASED INITIATIVES.
THESE GOALS WILL BE INCLUDED IN EACH SCHOOL'S 2017 ANNUAL CHARTER AS STATED.**

SCHOOL	Goal One Science	Goal Two Reading	Goal Three Writing
Aorere College Y11	<p>GOAL For 75% of year eleven students to achieve level one NCEA. Increase of students achieving 14+ credits in Science to at least 67% Māori and Pasifika students' achievement to be consistent with the whole school mean.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Develop within the junior schemes of work a focus on collaborative, community contextualised projects. 2. Focus on developing the core National Curriculum Level 5 science competencies as the base for experiential learning. 3. Focus on STEM aligned community initiatives. 4. Further develop specific vocational learning pathways and courses for students in science in year 11. 	<p>For 75% of year eleven students to achieve level one NCEA. Increase in percentage of students achieving 14+ credits in English to at least 69% Māori and Pasifika students' achievement to be consistent with the whole school mean.</p> <p>GOAL - LITERACY Students to increase at least 2 asTTle sub-levels each year in both year 9, and year 10, in reading and writing.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Implementation of reciprocal learning across all departments in junior school curriculum delivery. 2. All students aware and instructed in the 4 key principles of reciprocal learning. 3. All core subject teachers in the junior school to be trained in reciprocal learning practices. 	
Kedgley Intermediate Y8	<p>GOAL For 80% at the end of Y8 to attain at the expected level in the NZC.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. To align learning in science with COL WIDE. 	<p>GOAL 79% of Y8 will be at or above NS in reading.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. To increase the connection of 	<p>GOAL 75% of Y8 will be at or above NS in writing.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. To further develop the explicit teaching of skills in

	2. To be able to assess learning in science with reliability and validity.	comprehension skills across the whole curriculum.	writing lessons.
Kingsford School Y6	<p>GOAL For 75% at the end of Y6 to attain at the expected level in the NZC.</p> <p>STRATEGIES 1. To align learning in science with Aorere College programmes. 2. To be able to assess learning in science with reliability and validity.</p>	<p>GOAL 78% of year six will be at or above NS in reading.</p> <p>STRATEGIES 1. To increase the connection of comprehension skills across the whole curriculum.</p>	<p>GOAL 76% of year six will be at or above NS in writing.</p> <p>STRATEGIES 1. To further develop the explicit teaching of skills in writing lessons.</p>
Papatoetoe North School Y6	<p>GOAL For 85% at the end of Y6 to attain at the expected level in the NZC.</p> <p>STRATEGIES 1. To align learning in science with Aorere College programmes. 2. To be able to assess learning in science with reliability and validity.</p>	<p>GOAL 90% of year six will be at or above NS in reading.</p> <p>STRATEGIES 1. To increase the connection of comprehension skills across the whole curriculum.</p>	<p>GOAL 86% of year six will be at or above NS in writing.</p> <p>STRATEGIES 1. To increase the explicit teaching of skills in writing lessons.</p>
Papatoetoe South School Y6	<p>GOAL For 78% at the end of Y6 to attain at the expected level in the NZC.</p> <p>STRATEGIES 1. To be able to assess students</p>	<p>GOAL For 78% at the end of Y6 will be at or above NS in reading.</p> <p>STRATEGIES 1. To increase the</p>	<p>GOAL For 76% at the end of Y6 will be at or above NS in writing.</p> <p>STRATEGIES 1. To enhance the use of</p>

	<p>learning in the big ideas in science with reliability and validity.</p> <p>2. To develop reporting criteria for students with high and complex needs.</p>	<p>connection of comprehension skills across the whole curriculum.</p> <p>2. To develop pre-level one reporting criteria for students with high and complex needs.</p>	<p>academic vocabulary in student writing.</p> <p>2. To develop pre-level one reporting criteria for students with high and complex needs.</p>
Papatoetoe West School Y6	<p>GOAL For 75% at the end of Y6 to attain at the expected level in the NZC.</p> <p>STRATEGIES 1. Students to learn through the Nature of Science: asking questions, using data to make meaning, critiquing and communicating ideas so that by year six they are achieving level three of the NZC.</p>	<p>GOAL For 86% at the end of Y6 will be at or above NS in reading.</p> <p>STRATEGIES 1. To read, respond to, and think critically about texts in order to meet the demands of the NZC.</p>	<p>GOAL For 71% at the end of Y6 will be at or above NS in writing</p> <p>STRATEGIES 1. To promote children seeing themselves as authors, writing for a particular purpose and learning the skills that align.</p>