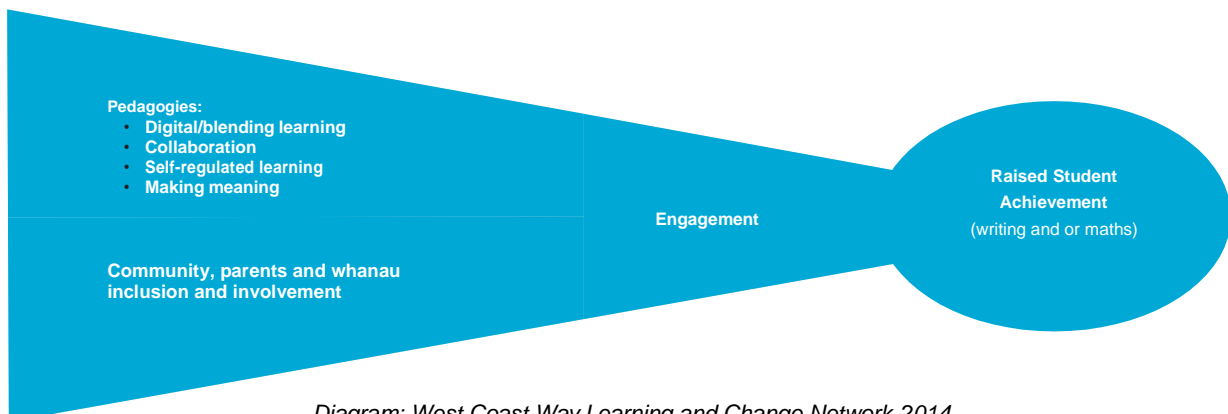


Māwhera

Community of Learning Plan

Introduction and Background Information

The Māwhera CoL is currently a ten school cluster consisting of: Greymouth High School, Awahono School, Paparoa Range School, Lake Brunner School, Barrytown School, Blaketown School, Greymouth Main School, Karoro School, Paroa School (Greymouth) and Runanga School. Kumara School and St Patrick's School having registered their interest which, if accepted, will make this a 12 school cluster. These schools were engaged in The West Coast Way Learning and Change Network during 2013 and 2014. Extensive consultation with stakeholders in our school communities over that time clearly identified that student engagement could be improved through stronger links with family/whānau and community and a 21st Century pedagogical approach leading to further growth in student achievement.



Analysis of 2014 National Standards data identifies that Writing and Mathematics are the achievement challenges across the cluster of schools. Māori students and boys are the groups underachieving in writing. Mathematics underachievement is across all ethnicities and both genders.

The main achievement challenges at secondary level are to further raise NCEA Level 2 rates across the board, but particularly for Māori and even more so for Māori boys.

Reporting

The CoL will meet termly to monitor and evaluate progress against the achievement goals and report to the schools' Boards.



Achievement Goals

| Our Current Achievement Challenges Baseline data 2014 | 2015 | 2016 | 2017 |
|--|---|---|---|
| 76.6% (759/991) of all Māwhera Community of Learning students achieved or exceeded National Standard in Mathematics in 2014 (2014 national data 75.2%) | 79% of all students will reach or exceed the National Standard in Maths (783/991) | 82% of all students will reach or exceed the National Standard in Maths (813/991) | 85% of all students will reach or exceed the National Standard in Maths (842/991) |
| 68.3% (677/991) of all Māwhera Community of Learning students achieved or exceeded National Standard in Writing in 2014 (2014 national data 71.1%) | 65 % of boys will each or exceed the national standard in writing (349/537) | 75% of boys will reach or exceed the national standard in Writing (403/537) | 85% of boys will reach or exceed the National Standard in Writing (456/537) |
| 56.8% of boys (305/537) (2014 national data 63.5%) | 72% of Māori will each or exceed the National Standard in Writing(110/153) | 79% of Māori will reach or exceed the National Standard in Writing (121/153) | 85% of Māori will reach or exceed the National Standard in Writing (130/153) |
| 65.4% (100/153) of Māori students (2014 national data 61.2%) | | | |
| 68.3% (41/60) of GHS male leavers achieved NCEA Level 2 in 2014 | 73% of male leavers achieve NCEA Level 2 (44/60) | 78% of male leavers achieve NCEA Level 2 (47/60) | 85% of male leavers will achieve NCEA Level 2 (51/60) |
| 50% (6/12) of GHS Māori leavers achieved NCEA Level 2 in 2014 | 58% of Māori leavers achieve NCEA Level 2 (8/12) | 70% of GHS Māori leavers achieve NCEA Level 2(9/12) | 85% of GHS Māori leavers achieve NCEA Level 2 (10/12) |
| The general cohort is on track to meet the 85% target in 2017 | | | |

Actions to meet the achievement challenges

| Goal | Actions | What will we see happening differently? |
|--|---|---|
| Effective literacy and numeracy teaching practices across schools particularly in relation to digital learning | <ul style="list-style-type: none"> →Develop further a community of practice using research and evidence to inform teaching and learning practices to support students to reach their full potential. →Share effective teaching and learning practices that support the learning progressions. →Share effective professional development practices eg Learn Create Share, Steven Graham, PaCT etc | <ul style="list-style-type: none"> →Ongoing collaboration to strengthen common understandings and best practice. →Moderation teams within schools and across schools. →Improvement in literacy and numeracy results. |
| Increased leadership capability within and between schools | <ul style="list-style-type: none"> →Develop strengthening leadership within and across both sectors in order to enhance student achievement. →Communicate and work with the teachers in our community of schools who are presently developing their inquiry under the Teacher Innovation Fund. | <ul style="list-style-type: none"> →Professional learning groups across school. |



Actions to Create Cluster-wide Conditions for Accelerated Progress

We believe that CoL-wide development is necessary to create the conditions for accelerated progress to maximise the potential of actions targeting actual improvements in student learning.

| Goals | Actions | What will we see differently? |
|--|--|--|
| Shared understandings and protocols for teacher inquiry and self-review. | <ul style="list-style-type: none"> → Examine strategic and annual planning, self review tools including the role of teacher inquiry, across the cluster → Decide on common approach → Support change where necessary | <ul style="list-style-type: none"> → Increasingly effective planning and self review, linked to teacher inquiry → leading to improved teacher agency and capacity to drive change |
| Consistent practices and protocols for assessment | <ul style="list-style-type: none"> → Establish shared protocols for the collation of assessment data → Analyse data across schools → Establish consistent moderation processes. | <ul style="list-style-type: none"> → Ongoing work with transition to secondary school to strengthen our common understanding of standards and transition needs. → Common standards and assessment practices used by all teachers within schools, primary and early secondary in the Māwhera Community of Learning |
| Shared vision of future-focused learning strategies | <ul style="list-style-type: none"> → Identify relevant directions and strategies from a range of sources based on the evidence presented in ERO's (Trial 2015) School Evaluation Indicators | <ul style="list-style-type: none"> → Students becoming self-regulated and self-managing learners (taking responsibility for their learning) → Higher rates of engagement in learning as students move to 21st Century, connected learning (with one-to-one digital devices) → Ongoing collaboration to strengthen common understandings and best practice → Schools working collaboratively to support families, whānau e.g Toki Pounamu Project and through parent education. |
| Engage whānau in the learning process. | <ul style="list-style-type: none"> → Identify research on effective community engagement → Develop a tool for surveying our school communities to identify family/whānau expectations and goals in terms of strengthening links to support student learning → Collaborate with TLIF team to gather whānau engagement information. | <ul style="list-style-type: none"> → Increased engagement by parents and whānau particularly those priority learners identified in the achievement challenge → Families/whānau, students and schools working together to support achievement |
| Improve learning-focussed wellbeing of school communities | <ul style="list-style-type: none"> → ERO Report 'Well-being at School'. Unpack indicators and explore in relation to our students → Use Me and My School tool (NZCER) to collect and analyse data, identify next steps | <p>Cluster develops evidence-based common approach to improving the wellbeing of learners in our schools, including shared targets and protocols</p> |



Actions to support reaching potential Target Groups-Boys, Girls, Māori

Our target is to significantly increase the number of students achieving:

- Above national standards for reading, writing and mathematics

| Goal | Actions to meet the Outcome | What will we see differently? |
|--|---|---|
| All teachers using effective strategies to differentiate teaching practice to meet needs of the full range of learners | Use research-proven teaching strategies and programmes to differentiate curriculum delivery according to the needs of learners | <ul style="list-style-type: none"> → More learners reaching their potential. → Learners will connect locally, nationally and globally, at school and at home, to enhance future-focused learning. → Retention of more students in education in upper secondary and on into tertiary → Ongoing collaborative practices to strengthen common understandings and best practice |
| More effective engagement with our Māori communities | <p><i>Teachers develop a clearer understanding of the meaning of Māori success as Māori, for our Māori community, through:</i></p> <ul style="list-style-type: none"> → <i>Combined hui in which Ka Hikitia and local research are explored and their application to teaching and learning developed</i> → <i>Co-constructed graduate profiles at primary and secondary level</i> → <i>Engaging iwi and runanga in this process.</i> | <ul style="list-style-type: none"> → A greater presence of Māori in school interactions and decision-making → Higher well-being indicator scores for Māori students based on agreed common selection. → Greater academic achievement for Māori students reported to runanga → Improved outcomes for Māori students, based on graduate profiles |
| Enhanced interactions with our wider community | <p>Identify and utilise resources in our local community that will support students who are underachieving:</p> <ul style="list-style-type: none"> → Business partners involved in the Toki Pounamu Project → Local councils → Voluntary mentors | <ul style="list-style-type: none"> → Greater community interaction with, and awareness of, learners across the cluster schools → Students report feeling supported by their community in multiple ways |

In addition, the CoL recognizes the need to extend achievement beyond the maximum BPS target. In order to do that we intend to also explore and develop common criteria for G&T across the CoL and ensure criteria in use in all schools by all teachers in order to identify effective practice and create effective strategies for extension learners and increased levels of G&T student achievement and engagement.

